

# Nuts and Bolts of Secondary Transition for Nonpublic Schools



**District of Columbia  
Office of the State Superintendent of Education  
Elementary Secondary and Specialized Education Division**

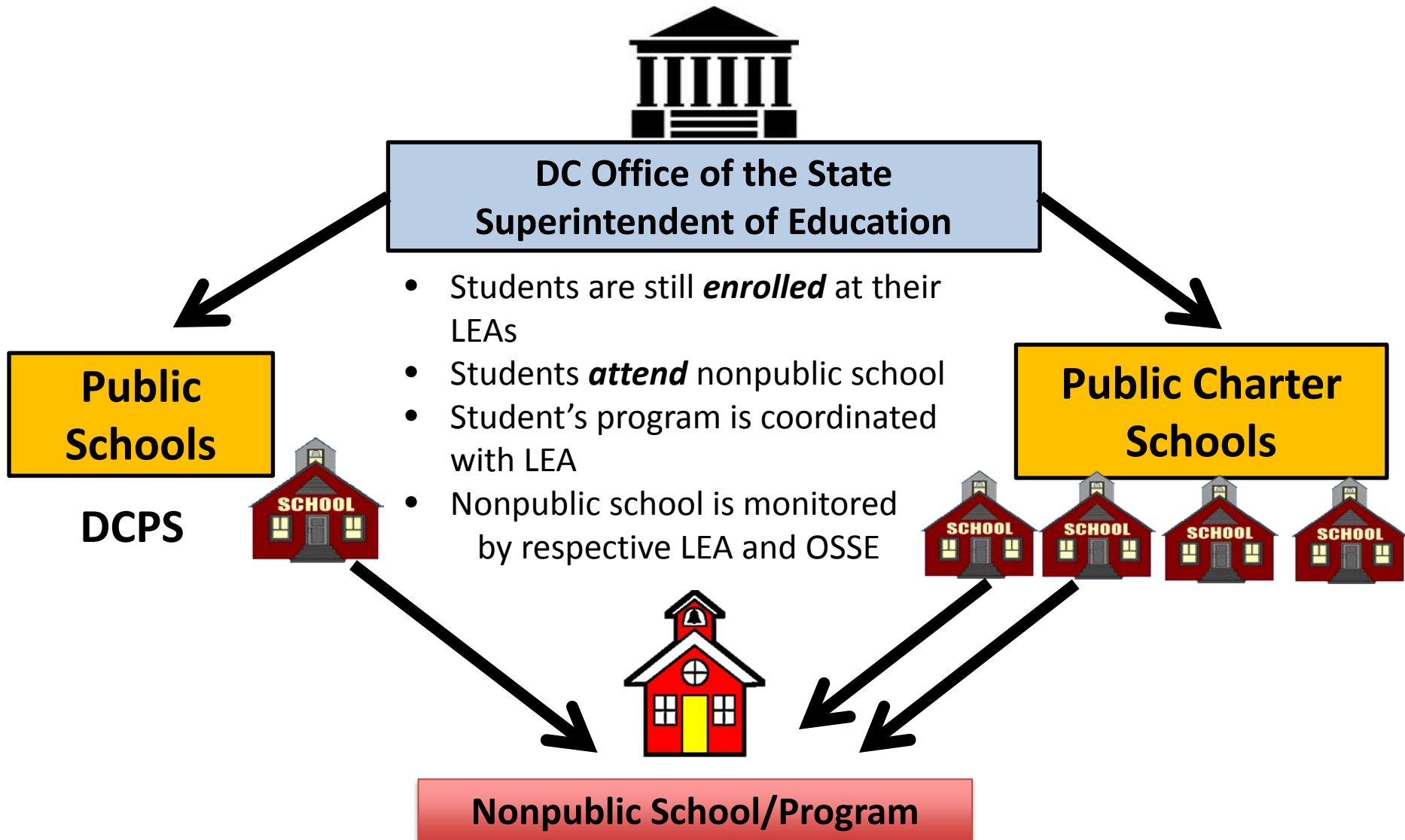
**December 10, 2015**

# Training Objectives

## Learn and understand:

- Key concepts of secondary transition, including transition domains and best practices;
- Federal and local laws, theory, and research that support federal secondary transition mandate; and
- How to draft compliant and individualized secondary transition plans.

# Who is Responsible for Students in Nonpublic Schools?



# Nonpublic Students & Transition

- Students placed in a nonpublic school must have the same opportunities for a high quality education as students being educated in traditional settings.
- Local education agencies (LEAs) must ensure course of study is consistent with student's transition plan (aligned with diploma or Certificate of Completion).

# Federal Transition Requirements

## *Transition Services*

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include –

- 1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- 2) The transition services (including course of study) needed to assist the child in reaching those goals.

—34 C.F.R. § 300.320(b)

# Federal Transition Requirements

**Transition services** means a coordinated set of activities for a child with a disability that—

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
2. Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
  1. Instruction;
  2. Related services;
  3. Community experiences;
  4. The development of employment and other post-school adult living objectives; and
  5. If appropriate, acquisition of daily living skills and provision of functional vocational evaluation.

—34 C.F.R. §300.43 (a)

# Federal Transition Requirements

U.S. Department of Education's Office of Special Education Programs (OSEP) has designated DC as "high risk" and imposed Special Conditions for FFY 2013

## Corrective Action Plan & Progress Reports

- Focused quarterly monitoring
- Directed use of funds
- Targeted training and technical assistance
- Resource development
- Secondary Transition Community of Practice

# Secondary Transition & Nonpublic Schools

As part of OSSE's monitoring responsibility, OSSE conducts quarterly reviews on a sample of student files to ensure compliance for secondary transition (ST) practices.

Students attending nonpublic schools are included in the sample



# Secondary Transition Review Monitoring Tool

The ST Monitoring Tool examines secondary transition compliance in the following areas:

1. Postsecondary Goal Addresses Education or Training
2. Postsecondary Goal Addresses Employment
3. Postsecondary Goal Addresses Independent Living
4. Postsecondary Goals Updated Annually
5. Postsecondary Goals Based on Age Appropriate Assessments
6. Transition Services Assist Students to Meet Postsecondary Goals
7. Transition Services Include Courses of Study
8. Annual Goals Related to Transition Services Needs
9. Student Invited to the IEP Meeting
10. Representative Participating Agency Invited to IEP Meeting

# Student Invitation & Involvement

# Legal Requirement

## STUDENT INVITATION & INVOLVEMENT

- If the purpose of the IEP meeting is to consider postsecondary goals and services, the student must be invited to participate in the meeting.
- If the student does not attend, the LEA must take other steps to ensure that the student's interests and preferences are considered.

34 CFR §300.321(b)

## Secondary Transition Monitoring Tool Item: Student Invited to IEP Meeting

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>19) Student Invited to IEP Meeting</b></p>	<p><b>§300.321 (b)</b></p>	<p>There is evidence that the student was invited to the IEP meeting.</p>	<p><b>Yes</b> = File contains the student's invitation to the IEP meeting.</p> <p><b>No</b> = File does NOT contain the student's invitation to the IEP meeting.</p>	<p><b>Student Level:</b></p> <p>In student's next annual IEP, invite and document the invitation of, the student to the IEP meeting.</p> <p><b>LEA Level:</b></p> <p>Provide training concerning invited/required transition IEP participants.</p> <p>Provide documentation of the above to OSSE.</p>

[OSSE Secondary Transition Compliance Monitoring Tool](#)

# Example: Student Letter of Invitation

## Student Letter of Invitation-IEP Meeting

### Student Information

**Student:** Fake Student      **Local ID:** 9123456789      **State USI:** 23456876543

**DOB:** 12/13/1998

**Grade:** 10

**Last Eligibility Meeting Date:** 10/1/2014

**Last IEP Annual Review Meeting Date:** 10/1/2014

### LEA/School Information

**LEA of Enrollment:** Charter School #1      **Case Manager:** Jane Smith

**School/Site:** Kingsbury Day School (DC)      **School Phone:**      **School Address:** 123 Main St., Washington, DC,



**Date:** 9/1/2015

**Dear Fake Student:**

Your parent, teachers, and school staff are meeting to discuss your needs at school and develop a plan to help improve your educational program. You are invited to this meeting because your comments about your classes and services are very important. You can help make better decisions about how to improve your experience at school.

One purpose of this meeting is to discuss plans for your transition from school to post-school activities. The planning process will include consideration of your preferences and interests in further education, training, employment, and, where appropriate, independent living. Based on transition assessments in each of these areas, the transition planning process will include setting measurable post-school goals and identifying transition services that will assist you in achieving these goals.

### Additional Meeting Topics:

- Discuss secondary transition needs.



The meeting will happen on **10/1/2015** at **9:00 a.m.** at **Nonpublic School #1**

Please let us know if you would like to participate in the IEP Team meeting by checking one of the boxes below

I would like to come to the meeting.

I do not want to come to the meeting.

I do not want to come to this meeting, but I want to provide my written comments to my parents, teachers, and school staff. (Please fill out the next page of this form. If you need help, please ask your parent or a teacher.)

Please sign your name below to show that you have received this letter.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Important Elements to Remember

## **Involve students with disabilities in their transition planning**

- It is a legal requirement
- It provides opportunities for students to make important decisions & encourages independence
- It encourages school completion
- It encourages family involvement
- It teaches important life skills

## **How is a student involved?**

- Identify career interests
- Share views about various postsecondary options
- Identify academic strengths, weaknesses, and learning styles
- Describe and prioritize necessary accommodations and modifications
- Make decisions about the future
- Demonstrate self-advocacy skills – explain and request necessary supports and accommodations

# Transition Assessment

# Legal Requirements

- At a minimum, IEP teams should administer transition assessments in the areas of education and training, employment, and independent living.
- When properly conducted, information gathered from transition assessments should provide answers to the following:
  - What the student would like to do beyond secondary school (e.g., further education or training, employment, military, continuing or adult education);
  - Where the student would like to live (e.g., dorm, apartment, family home, group home, supported or independent living); and
  - How the student would like to take part in his/her community (e.g., transportation, recreation, community activities, etc.).
- Following initial transition planning, IEP teams should remember that transition assessment is an ongoing process. Until a student with an IEP exits the school system, IEP teams should continue to collect data that adequately captures the student's academic progress, communication abilities, needs, preferences, and interests to ensure a student's transition plan continues to accurately reflect his/her goals for postsecondary life and provides transition services that are aligned with supporting the student in achieving these goals.

34 CFR §300.320(b)

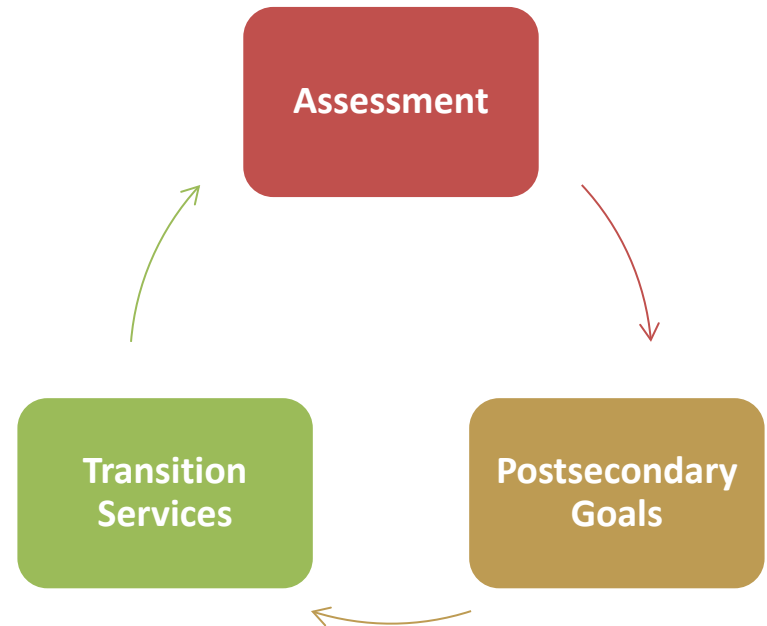


# What is Transition Assessment?

The “ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

—Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC)

- Provides a foundation for defining goals and services to include in a student’s transition plan.
- Serves as the “common thread” throughout the transition process.
- Facilitates informed decision-making.



# Secondary Transition Monitoring Tool Item: Postsecondary Goal(s) Based on Age Appropriate Transition Assessments

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>16)</b> Postsecondary Goal(s) Based on Age Appropriate Transition Assessments</p>	<p><b>§300.320(b)</b></p>	<p>Postsecondary goal(s) are based on age appropriate transition assessments.</p>	<p><b>Yes</b> = The file contains documentation that age appropriate transition assessment(s) were used <b>(date administered and results listed)</b> to develop student's postsecondary goals.</p> <p><b>No</b> = The file does NOT contain documentation that age appropriate transition assessment(s) were used to develop student's postsecondary goals.</p>	<p><b>Student Level:</b> Conduct age appropriate transition assessment(s).</p> <p><b>LEA Level:</b> Provide training for IEP members related to transition assessments. Provide documentation of the above to OSSE.</p>

# Example

## AGE-APPROPRIATE TRANSITION ASSESSMENT RESULTS

Assessment Type	Date Completed	Provider or Reviewer
Education Assessment	04/23/2015	Joe Smith
<b>Assessment Tool(s):</b> Student Interview		
<b>Interpretation of Results</b>		
<b>Summary for Postsecondary education and training:</b> StudentX continues to have a strong interest in going to college to study to become a scientist. StudentX's favorite classes are history and science which will allow him to enhance his understanding of his long term career interest.		
<b>Summary for Employment:</b> StudentX is still interested in becoming an archaeologist. StudentX has some small verbal and written struggles that he needs to work on in order to enhance his opportunities in achieving his long term academic goals, which he is working on through his speech and occupational services.		

# Transition Assessment Types

- Behavioral assessment information
- Aptitude tests
- Interest and work values inventories
- Personality or preference tests
- Career maturity or readiness tests
- Self-determination assessments
- Work-related temperament scales
- Vocational assessment
- Transition planning inventories

# Important Elements to Remember

- Select the appropriate assessment instruments and methods that will help the student to answer the following questions:
  - Who am I?
  - What are my unique talents and interests?
  - What do I want in life—now, and in the future?
  - What are some of life’s demands that I can meet now?
  - What are the main barriers to getting what I want from school and my community?
  - What are my options in the school and community for preparing me for what I want to do— now, and in the future?

# Postsecondary Transition Goals

# Legal Requirements

- A student's IEP must contain appropriate measurable postsecondary goals beginning with the IEP that is in effect during the time a student reaches the age of 16.
- The IEP should contain postsecondary goals in the areas of education/training, employment after high school, and independent living (if appropriate<sup>14</sup>) and should be based on age-appropriate transition assessments.
- The IEP should also contain corresponding annual goals that describe the skills and knowledge a student will learn within the academic year to assist them toward reaching their postsecondary goals.
- Both postsecondary and annual transition goals should be updated annually to reflect current transition assessment data and the student's changing interests, preferences, and strengths

34 CFR §300.320(b)(1)

# Postsecondary Goals

## What are postsecondary goals?

- Goals that describe what student wants to achieve after high school in three areas:
  - Education or training
  - Employment
  - Independent living (when appropriate)
- **Goals must:**
  - Be measurable
  - Occur *after* student graduates from secondary school
  - Based on transition assessment data
  - Reasonably based on what is known about student

34 CFR §300.320(b)(1)



# Secondary Transition Monitoring Tool Item: Postsecondary Goal Addresses Education or Training

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>12)</b> Postsecondary Goal Addresses Education or Training</p>	<p><b>§300.320(b)</b></p>	<p>There is an appropriate measurable postsecondary goal that addresses education OR training after high school.</p>	<p><b>Yes</b> = The IEP contains at least one appropriate postsecondary goal in the area of education that is measurable.</p> <p><b>No</b> = The IEP does not contain a postsecondary goal in the area of education or the goal is not measurable.</p>	<p><b>Student Level:</b></p> <p>Convene IEP team to develop appropriate goal.</p> <p><b>LEA Level:</b></p> <p>LEA must:</p> <ul style="list-style-type: none"> <li>• develop appropriate secondary transition policy, draft policy, and/or procedure(s),</li> <li>• provide documentation of transmittal of policy to all staff members and</li> <li>• within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals.</li> </ul> <p>Provide documentation of the above to OSSE.</p>

# Secondary Transition Monitoring Tool Item: Postsecondary Goal Addresses Employment



Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>13)</b> Postsecondary Goal Addresses Employment</p>	<p><b>§300.320(b)</b></p>	<p>There is an appropriate measurable postsecondary goal that addresses employment after high school.</p>	<p><b>Yes</b> = The IEP contains at least one appropriate postsecondary goal in the area of employment that is measurable.</p> <p><b>No</b> = The IEP does not contain a postsecondary goal in the area of employment or the goal is not measurable or the goal does not align with present levels of performance and assessment results.</p>	<p><b>Student Level:</b></p> <p>Convene IEP team to develop appropriate goal.</p> <p><b>LEA Level:</b></p> <p>LEA must:</p> <ul style="list-style-type: none"> <li>• develop appropriate secondary transition policy, draft policy, and/or procedure(s),</li> <li>• provide documentation of transmittal of policy to all staff members and</li> <li>• within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals.</li> </ul> <p>Provide documentation of the above to OSSE.</p>

# Secondary Transition Monitoring Tool Item: Postsecondary Goal Addresses Independent Living

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>14)</b> Postsecondary Goal Addresses Independent Living</p>	<p><b>§300.320(b)</b></p>	<p>If needed, there is an appropriate measurable postsecondary goal that addresses independent living.</p>	<p><b>Yes</b> = The IEP contains at least one appropriate postsecondary goal in the area of independent living that is measurable.</p> <p><b>No</b>= The IEP does not contain a postsecondary goal in the area of independent living or the goal is not measurable or the goal does not align with present levels of performance and assessment results.</p> <p><b>NA</b>= An independent living goal is not appropriate for the student.</p>	<p><b>Student Level:</b></p> <p>Convene IEP team to develop appropriate goal.</p> <p><b>LEA Level:</b></p> <p>LEA must:</p> <ul style="list-style-type: none"> <li>• develop appropriate secondary transition policy, draft policy, and/or procedure(s),</li> <li>• provide documentation of transmittal of policy to all staff members and</li> <li>• within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals.</li> </ul> <p>Provide documentation of the above to OSSE.</p>



# Drafting Postsecondary Goals Example

- Through participation in the district's scientist mentor program, StudentX will write an essay about his expectations for his future career, including statements of: a goal, three or more negative aspects of teaching, three or more positive aspects of teaching and, a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2016.

# Important Elements to Remember

- The following questions may be helpful to IEP teams in planning a student's transition services and designing statements to include in a student's IEP:
  - Is there a measurable postsecondary goal or goals for the student?
  - Can the goal(s) be counted?
  - Does the goal(s) occur after the student graduates from school?
  - Are the postsecondary goals based on an age-appropriate transition assessment?
  - Are there annual IEP goals that reasonably enable the child to meet the postsecondary goal(s) or make progress toward meeting the goal(s)?

# Important Elements to Remember cont'd

- Are there transition services (including courses of study) in the IEP that focus on improving the academic and functional achievement of the child to facilitate his/ movement from school to post-school?
- Do the transition services listed in the IEP relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?
- Are representatives of other agencies invited (with parent or student consent) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

# Postsecondary Goals Updated Annually

# Legal Requirements

- Beginning no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually, the IEP must include:
  - Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  - The transition services (including courses of study) needed to assist the child in reaching those goals.

34 CFR §300.320(b)(1)



# Secondary Transition Monitoring Tool Item: Postsecondary Goal(s) Update Annually



Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>15)</b> Postsecondary Goal(s) Update Annually</p>	<p><b>§300.320(b)</b></p>	<p>Postsecondary goal(s) are updated annually.</p>	<p><b>Yes=</b> The file contains evidence that postsecondary goals were updated within the past year.</p> <p>(Or, this is the first IEP for the student which contains transition goals.)</p> <p><b>No=</b> There is no evidence that the postsecondary goals have been updated within the past year.</p>	<p><b>Student Level:</b></p> <p>Convene IEP team to develop appropriate goal.</p> <p><b>LEA Level:</b></p> <p>LEA must:</p> <ul style="list-style-type: none"> <li>• develop appropriate secondary transition policy, draft policy, and/or procedure(s),</li> <li>• provide documentation of transmittal of policy to all staff members and</li> <li>• within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals.</li> </ul> <p>Provide documentation of the above to OSSE.</p>

# Postsecondary Goals Updated Annually Example

Post-Secondary Goal(s): Upon graduation from high school, StudentX will gain full time employment as an archaeologist

## MEASURABLE ANNUAL TRANSITION GOALS

Measurable Annual Transition Goal: StudentX will research 3 careers in the field of archaeology and complete a summary outlining his findings in 4 out of 5 opportunities with 80% accuracy.

Fake-LastName,  
StudentX

State USI: 1234567890

Local ID: 1234567  
Nonpublic School1 (DC)

# Important Elements to Remember

**Describe what a student will learn *within an academic year* to progress toward postsecondary long range goals**

- What *skills* and *knowledge* must the student attain this academic year that are necessary for achieving the student's postsecondary goals?
- What *skills* and *knowledge* does the student already have that support his or her postsecondary goals?

**Annual IEP Goal(s)  
Related to the  
Student's Annual  
Service Needs**

# Legal Requirements

For students aged 16 years old, or younger if determined appropriate by the IEP team, and updated annually, the IEP must include:

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- The transition services (including courses of study) needed to assist the child in reaching those goals.

34 C.F.R. § 300.320(b)(2)

# Secondary Transition Monitoring Tool Item: Annual IEP Goal(s) Related to the Student's Transition Services Needs

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>18a)</b> Annual IEP goal(s) related to the students transition services needs</p>	<p><b>(20 U.S.C. 1416(a)(3)(B))</b></p>	<p>Annual IEP goal(s) related to student's transition services needs.</p>	<p><b>Yes</b> = Annual IEP goal(s) are related to student's transition services needs.</p> <p><b>No</b> = Annual IEP goal(s) are NOT related to student's transition services needs.</p>	<p><b>Student Level:</b></p> <p>Reconvene or amend IEP to add, or correct, annual goal(s).</p> <p><b>LEA Level:</b></p> <p>Provide training concerning invited/required transition IEP participants.</p> <p>Provide documentation of the above to OSSE.</p>



# Transition Services to Assist the Student in Meeting Postsecondary Goals Example

## TRANSITION SERVICES FOR POST-SECONDARY EDUCATION AND TRAINING

Service	Setting	Time	Projected Begin Date	Projected End Date
Career Exploration	Classroom	3.75 hrs. per week	05/23/2015	05/22/2016

## MEASURABLE ANNUAL TRANSITION GOALS

<p><b>Measurable Annual Transition Goal:</b>            StudentX will research colleges that offer Biological Science as a major and will complete a summary outlining his findings in 4 out of 5 opportunities with 80% accuracy.</p>	
<p><b>Baseline:</b> StudentX is currently working on mastery of this goal as part of his Career Exploration class that he is taking this semester.</p>	<p><b>Anticipated Date of Achievement:</b>            04/22/2016</p>

# Important Elements to Remember

Annual Goals	vs.	Postsecondary Goals
<ul style="list-style-type: none"><li>• Short-term</li><li>• Occurs during high school</li><li>• Determined by the IEP Team</li><li>• Designed to be measured at least quarterly</li><li>• Stated in specific terms</li><li>• Must be related to postsecondary goals, present levels of performance, and transition activities</li></ul>		<ul style="list-style-type: none"><li>• Long-term</li><li>• Occurs after graduation from high school</li><li>• Determined by the student</li><li>• Initially stated in broad terms, becoming more specific and refined each year</li><li>• Must be related to student's strengths, interests, and preferences and aligned with transition assessments</li></ul>



# Transition Services

# Legal Requirements

## **Pursuant to 5 D.C.M.R. §2203.1:**

- IEP Team must determine a student's course of study and develop a graduation plan during eighth grade.
- At the beginning of the 9<sup>th</sup> grade, students shall develop a graduation plan pacing the courses they will take to complete high school. This shall be done with the assistance and signed approval of the school counselor.
- Reviewed annually and modified, when necessary, to reflect student's changing needs, interest, and performance.

## ***OSSE Secondary Transition Policy, January 5, 2010 ( p. 2):***

- LEAs must provide **all** students with disabilities, including students with significant disabilities, the opportunity to earn a high school diploma.
- If the IEP Team determines a high school diploma is not appropriate, then the course of study must assist the student in achieving an alternative to a high school diploma.
- The alternative in the District of Columbia is a Certificate of IEP Completion.

# Transition Services

## What are transition services?

- Coordinated set of activities:
  - Instruction
  - Related Services
  - Community Experiences
  - Developing Employment and Post-School Objectives
  - Acquiring Daily Living Skills (if appropriate)
  - Functional Vocational Evaluation (if appropriate)

# Secondary Transition Monitoring Tool Item: Transition Services

## Assist Student to Meet Postsecondary Goals

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>17)</b> Transition Services Assist Student to Meet Postsecondary Goals</p>	<p><b>§300.320</b></p>	<p>There are transition services in the IEP that will assist the student to meet postsecondary goal(s).</p>	<p><b>Yes</b> = Transition services are present in the IEP.</p> <p><b>No</b> = Transition services are NOT present in the IEP.</p>	<p><b>Student Level:</b></p> <p>Convene IEP meeting to identify transition services.</p> <p><b>LEA Level:</b></p> <p>Provide training for IEP members concerning transition services.</p> <p>Provide documentation of the above to OSSE.</p>



# Transition Services to Assist the Student in Meeting Postsecondary Goals Example

## TRANSITION SERVICES FOR POST-SECONDARY EDUCATION AND TRAINING

Service	Setting	Time	Projected Begin Date	Projected End Date
Career Exploration	Classroom	3.75 hrs. per week	05/23/2015	05/22/2016

# Important Elements to Remember

## Annual Considerations:

- What experiences must the student participate in that are necessary for achieving postsecondary goals?
- What services and specific instruction are essential for the student to develop the skills and knowledge necessary for goal attainment?
- Do we know enough about the student's vocational skills to identify an appropriate postsecondary employment goal or design supporting activities?

# Transition Services & Course of Study

# Legal Requirements

- Multi-year description of coursework designed to improve academic and functional achievement
- Directly aligned with:
  - Academic requirements for a high school diploma or certificate of IEP completion
  - Present levels of performance and postsecondary goals
- Ensures student will gain knowledge and skills to qualify for and successfully complete at least one of the following pathways:
  - Two or four year postsecondary education program, technical/vocational program, apprenticeship, or on-the-job training that results in a postsecondary credential (e.g., certificate, license, Associates, or Bachelor's degree)

34 CFR §300.320(b)(2)



# Secondary Transition Monitoring Tool Item: Transition Services Include Course of Study

Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>18)</b> Transition Services Include Course of Study</p>	<p><b>§300.320(b)(2)</b></p>	<p>Transition services include courses of study that will enable the student to meet postsecondary goal(s).</p>	<p><b>Yes</b> = Courses of study are included in the transition services.</p> <p><b>No</b> = Courses of study are NOT included in the transition services.</p>	<p><b>Student Level:</b></p> <p>Convene IEP meeting to identify transition services, including courses of study.</p> <p><b>LEA Level:</b></p> <p>Provide training for IEP members concerning transition services, including courses of study.</p> <p>Provide documentation of the review to OSSE.</p>



# Course of Study Example

## **COURSE OF STUDY**

*A course of study is a long-range education plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests as described above.*

For the 2015-2016 school year, Fake Student will take English 10, Modern World History, Geometry, Biology, PE, Technology, and Music.

# Important Elements to Remember

## Procedural Requirements

- Provide written notice to parents that student has been placed on non-diploma course of study;
- Provide understandable information on difference between diploma and non-diploma course of study;
- Obtain written acknowledgement that parent has been informed and understands student is on non-diploma course of study; and
- IEP must contain statement of why standard diploma was not appropriate and that parent and student were fully informed about decision.

# Participating Agency Invitation & Involvement

# Legal Requirements

## Transition services participants

- LEAs must invite the student to attend the IEP meeting if the purpose of the meeting will be the consideration of the postsecondary goals and transition services needed in reaching those goals.
- If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.
- Where appropriate, with parental consent or student's consent if they have reached the age of majority, the LEA must invite a representative of any agency that is likely to be responsible for providing or paying for transition services.

34 CFR §300.321(b)

# Secondary Transition Monitoring Tool Item: Representative Participating Agency Invited to IEP Meeting



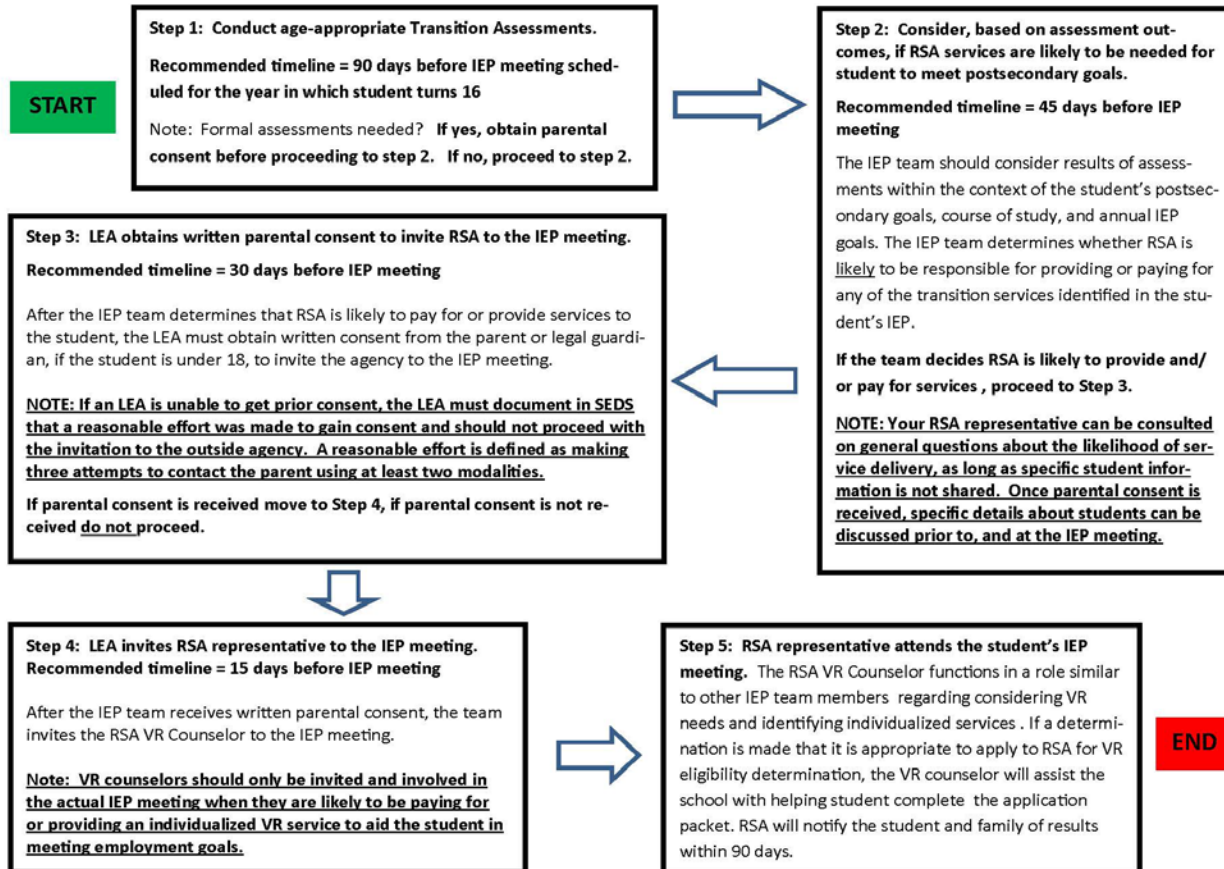
Monitoring Item	Legal Reference	Item Text	Response Criteria	Corrective Actions: Student Level and LEA Level
<p><b>20)</b> Representative Participating Agency Invited to IEP Meeting</p>	<p>§300.321(b)</p>	<p>If appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting WITH the prior consent of the parent or student who has reached the age of majority.</p>	<p><b>Yes</b> = File contains evidence that a representative from a participating agency was invited to the IEP meeting AND parent/student consent for inviting participating agency was obtained.</p> <p><b>No</b> = One or both of the following documentation was NOT found:</p> <ul style="list-style-type: none"> <li>• IEP invitation to representative from participating agency,</li> <li>• parent/student consent to invite representative from participating agency.</li> </ul> <p><b>NA</b> = No participating agency appropriate. (If no transition services listed and are likely to be provided/paid for by an outside agency, then NA.)</p>	<p><b>Student Level:</b></p> <p>If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).</p> <p><b>LEA Level:</b></p> <p>Review next 10 transition IEPs (or if less than 10, review all) for evidence of invitation to, and parent/student consent of invitation to, representative of participating agency. (Documentation to be included in justification section on LRE page of IEP.)</p> <p>Provide documentation of the above to OSSE.</p>

# Agency Participation Examples

- Signed consent form indicating that LEA may contact Rehabilitative Services Administration (RSA) to make a referral for evaluation services
- Signed consent form indicating LEA may contact Social Security Administration (SSA) to schedule a meeting with family to discuss student's benefits
- Signed consent form indicating LEA may contact the Department of Behavioral Health (DBH) to coordinate referrals to outside agencies for therapy services for student

# Coordinating STR Services with Adult Agencies

Transition Services Flow Chart: A Focus on Coordinating Services with Adult Agencies





# Important Elements to Remember

## Inviting Participating Agencies

- If a purpose of the IEP Team meeting is to consider postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA shall, with the consent of the parents or a student who has reached the age of majority, invite the representative of the Rehabilitation Services Administration (RSA) or any other participating agency that is likely to be responsible for providing or paying for postsecondary transition services.



34 C.F.R. §300.321(b)(3)

# Important Elements to Remember

## Documentation Requirements

- Does the IEP include services that are likely to be provided or paid for by an outside agency?
  - Document parent (or student, if student is an adult and holds education decision-making rights) consent to invite agency
  - Document evidence that agency was invited to the IEP meeting
- LEA has responsibility to *invite* other agencies to participate but does not have authority to require agency representatives to attend the IEP meeting.

# Procedural Notice Requirements

# Transfer of Rights

- Age of Majority:
  - The legal age under District law (age 18) at which an individual is no longer considered to be a minor and, as a young adult, has the right and responsibility to make certain legal choices that adults make.
- Following the transfer of educational rights, the student replaces the parent as a mandatory IEP team member (unless student has been deemed incompetent under DC law).

5 D.C.M.R. §3009.7

# Transfer of Rights

- Notice of Impending Transfer
  - Prior to age 17, LEAs must provide notice to both student and parent that rights under IDEA Part B will transfer at age 18.
  - Student's IEP must include statement indicating student and parent were informed of impending transfer.
- Notice of Transfer
  - At age 18, LEA must provide notice of transfer of rights to student and parents as part of procedural safeguards.
  - Include statement indicating that right to request educational records was also transferred.

34 C.F.R. §300.520

# Transfer of Rights

## Educational Rights That Transfer:

- Receive notice of and attend IEP meetings
- Consent to reevaluation
- Consent to change in placement
- Request mediation or due process hearing to resolve a dispute about evaluation, identification, eligibility, IEP placement, etc.
- Request educational records

# Discontinuation of Services

Prior to student completing the last semester of secondary school in which he/she is expected to graduate with a diploma:

- LEA must provide parent or student (if over 18) with a Prior Written Notice (PWN) of discontinuation of services at end of school year.
- The PWN must clearly state that student will no longer be entitled to receive special education services from the LEA.

34 C.F.R. §300.102(a)(3)(iii)

# Summary of Performance



# Summary of Performance

Comprehensive student summary that provides individualized information to postsecondary service providers, which includes:

- Academic achievement
- Cognitive and functional performance
- Recommendations to assist student in meeting postsecondary goals

NOTE: An IEP or SOP alone is not sufficient documentation of a disability; a current psychological or neuropsychological report (less than 3 years old) is required to establish eligibility with most DC adult service agencies and colleges or universities.

34 C.F.R. §300.305(e)(3)

# Summary of Performance

- Complete at least 60 days before student's pending graduation or when student reaches the age of majority and is no longer eligible for special education services. (*see* 34 C.F.R. §300.305(e)(3))
- Most useful when student (and parents, if appropriate) has opportunity to actively participate in development.
  - How does the disability affect academic work and school activities?
  - What supports have been tried to help with success?
  - Which accommodations have worked best?
  - Which accommodations have not worked?
  - Strengths and needs professionals should be aware of as student enters postsecondary school/work environment

# OSSE Secondary Transition Resources

[OSSE Secondary Transition Website](#)

[Secondary Transition Process Toolkit](#)

[Secondary Transition Webinar Series](#)

[Student-LED IEPs](#)

[Secondary Transition Policy - FINAL January 5, 2010](#)

NSTTAC's website contains a wealth of resources, including additional case studies similar to the ones we covered at the training.

Visit this link for more information:

<http://nstattac.org/content/nstattac-indicator-13-checklist-form-b-enhanced-professional-development%20>

**For any questions regarding secondary transition,  
please contact:**

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