

# **DIVISION OF SPECIALIZED EDUCATION (DSE)**

**POLICY IN PRACTICE WEBINAR SERIES:**  
**Secondary Transition in Special Education**





# Agenda

- A. Secondary Transition Overview**
- B. Federal Regulatory Requirements**
- C. Transition Planning Process**
- D. Procedural Notice Requirements**
- E. Related Documentation in Special Education Data System (SEDS)**
- F. Graduation Planning in SEDS**
- G. Additional Resources**



# **SECONDARY TRANSITION OVERVIEW**

# Secondary Transition Overview



**34 C.F.R. §300.43**

# Secondary Transition Overview

## ❖ Promoting Movement Toward Postsecondary Goals

- Postsecondary education
- Vocational training
- Continuing adult education
- Adult services
- Independent living
- Community participation
- Integrated employment, including supported employment
- Specially designed instruction
- Related services



34 C.F.R. §300.43

# Secondary Transition Overview

## ❖ Benefits of Successful Transition Planning

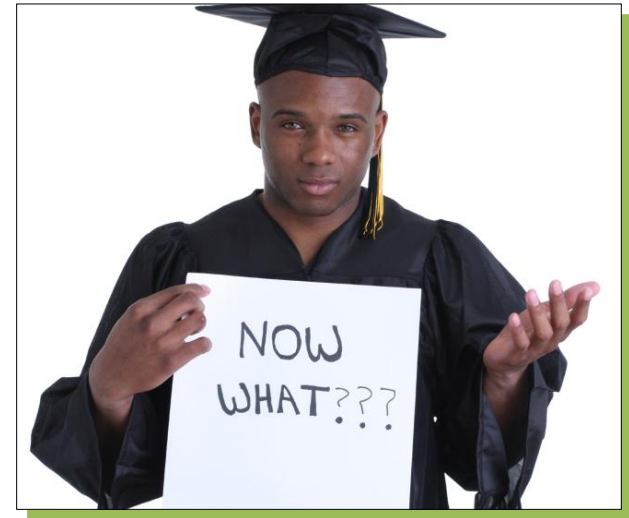
- Increased levels of self-determination
- Increased enrollment in academic/training courses
- Higher expectations and more accountability for post-school success
- Lower dropout rates
- Higher levels of interagency collaboration
- Higher employment rate



# Secondary Transition Overview

## ❖ Consequences of Poor Transition Planning

- Unemployment or underemployment
- Overdependence on governmental agencies/services
- Limited recreational and leisure opportunities
- Dependent living arrangements
- Social isolation



# Secondary Transition Overview

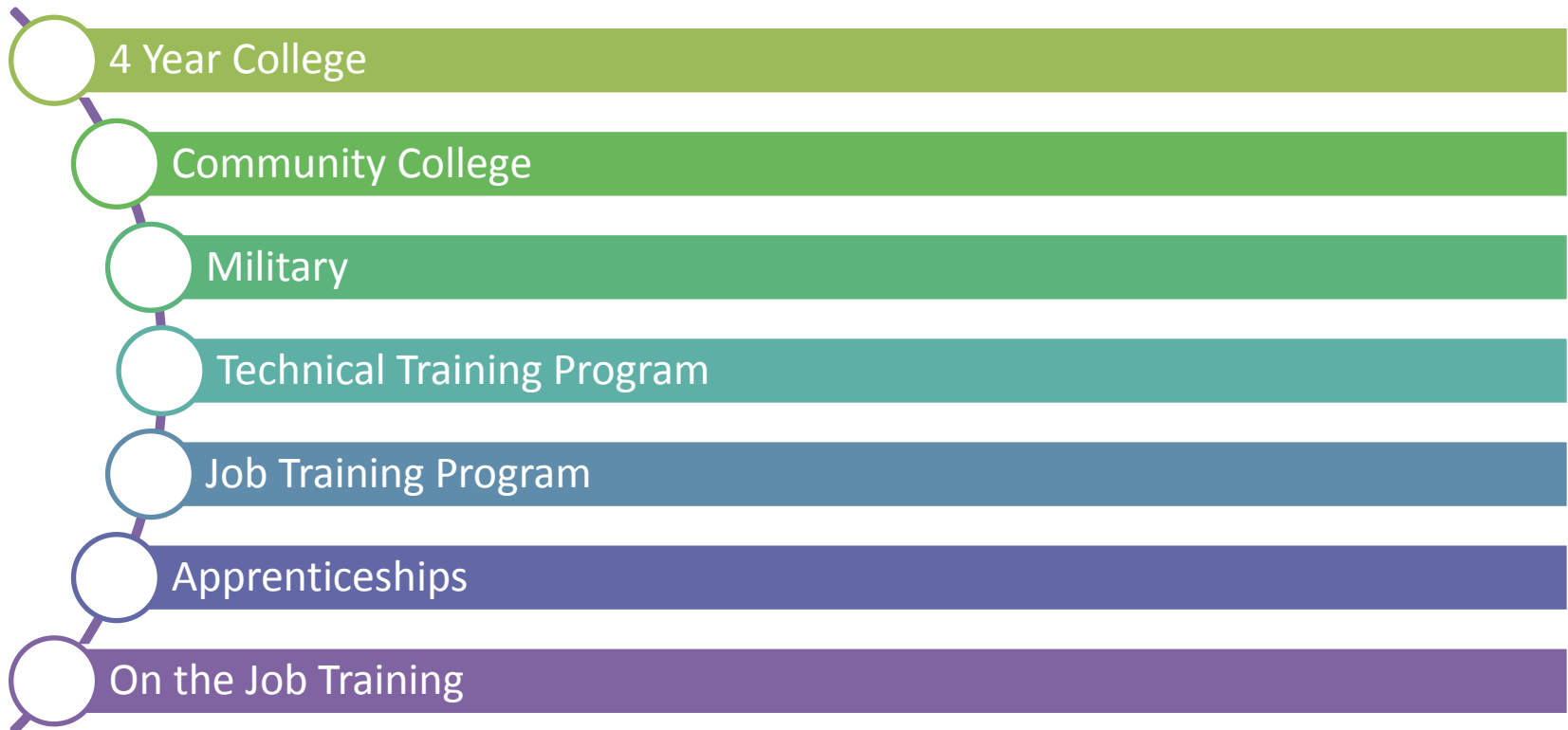
## ❖ Inclusive Practices Provide:

- Learning environments that match adult world expectations
- Opportunities to learn and work alongside individuals with disabilities and without disabilities
- Access to highly qualified instructors and standards-aligned instruction
- Experiences that allow student to develop an understanding of demands and opportunities in postsecondary education and employment settings
- Opportunities to learn and practice self-advocacy and self-determination skills



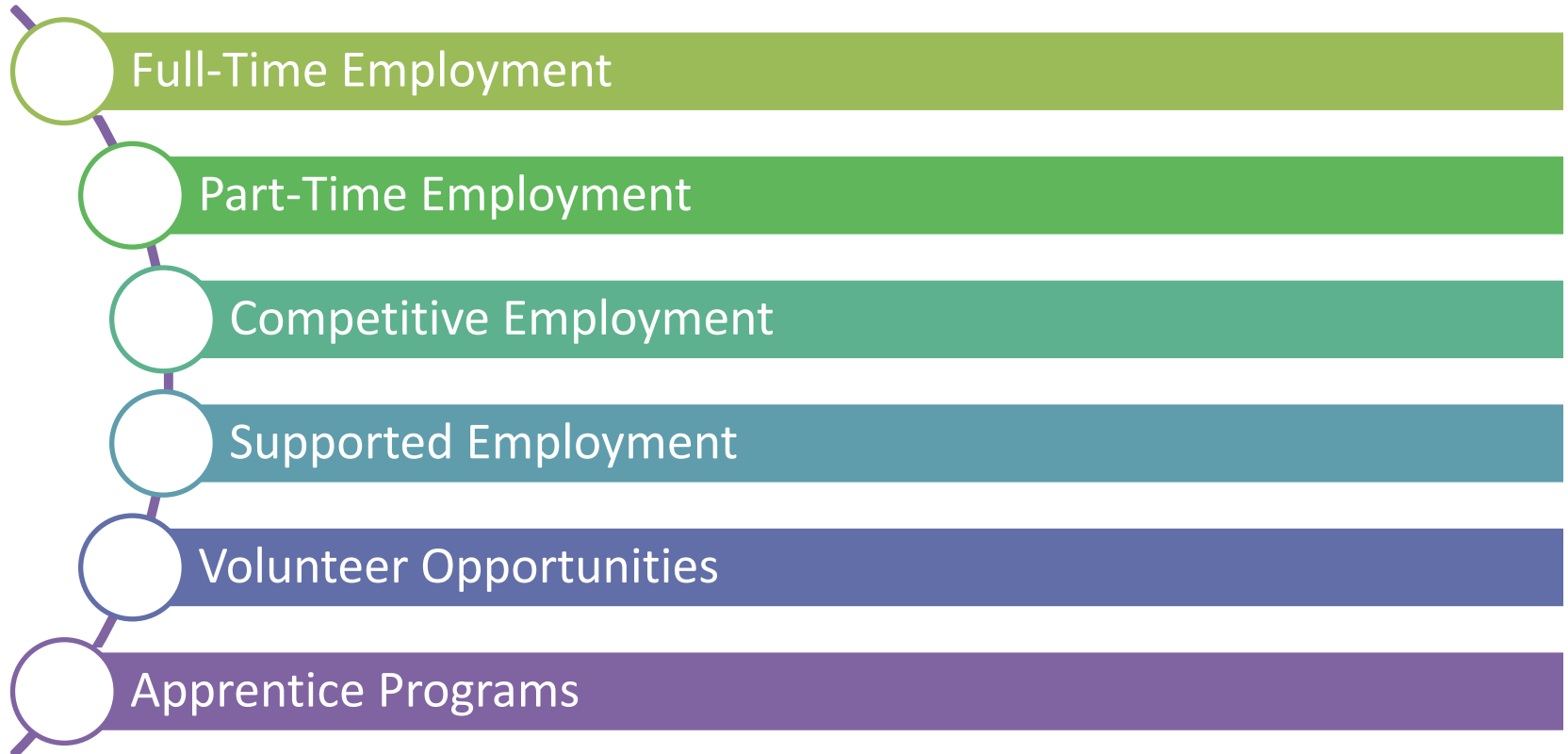
# Secondary Transition Overview

## ❖ Transition Domains: Postsecondary Education and Training



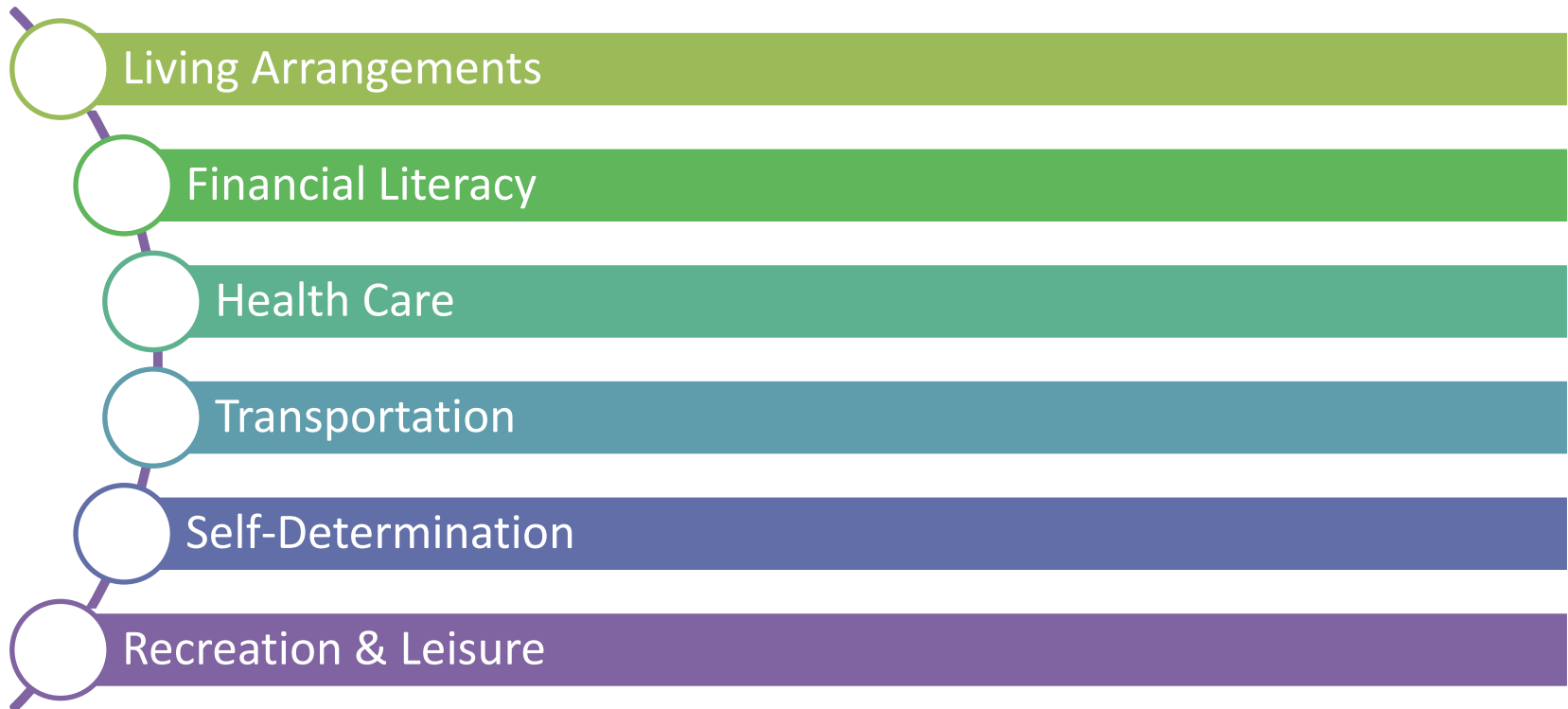
# Secondary Transition Overview

## ❖ Transition Domains: Postsecondary Employment



# Secondary Transition Overview

## ❖ Transition Domains: Postsecondary Independent Living





# FEDERAL REQUIREMENTS

# Federal Requirements

## ❖ Individuals with Disabilities Education Act (IDEA)

Beginning not later than the first IEP to be in effect when the child turns sixteen (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 Requirements

- ❖ **IDEA Part B State Performance Plan (SPP) Indicators**
  - **States use 20 different Individuals with Disabilities Education Act (IDEA) Part B Indicators to gather and report data on yearly progress to the US Department of Education's Office of Special Education Programs (OSEP).**
  - **Four SPP indicators relate to transition outcomes:**
    - **Indicator 1: Graduation Rate for Students w/Disabilities**
    - **Indicator 2: Dropout Rates for Students w/Disabilities**
    - **Indicator 13: Post School Transition Goals in IEP**
    - **Indicator 14: Participation in Postsecondary Settings One Year After Graduation**

**34 C.F.R. §300.600**

# Federal Requirements

## ❖ Indicator 13: Transition Goals in IEP

- **Percent of youth aged 16 and above with an IEP that includes:**
  - ✓ **Appropriate measurable postsecondary goals**
    - **Annually updated**
    - **Based upon age-appropriate transition assessment**
  - ✓ **Transition services (includes course of study)**
  - ✓ **Annual goals related to transition services needs**
- **Evidence student was invited to IEP meetings when transition discussed**
- **Evidence participating agency was invited (when appropriate) with prior consent (from parent or adult student)**

**20 U.S.C. §1416(a)(3)(B)**

# Federal Requirements

## ❖ Indicator 14: Participation in Postsecondary Settings One Year After Graduation

**Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and who were:**

- Enrolled in *higher education* within one year of leaving high school;
- Enrolled in *higher education* or *competitively employed* within one year of leaving high school;
- Enrolled in *higher education* or some other *postsecondary education training program* or *competitively employed* in some other employment within one year of leaving high school.

**20 U.S.C. §1416(a)(3)(B)**



# Federal 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**
  - **Based in part on reports of very low levels of compliance with IDEA secondary transition requirements**
  
- ❖ **Corrective Action Plan & Progress Reports**
  - **Focused quarterly monitoring**
  - **Directed use of funds**
  - **Targeted training and technical assistance**
  - **Resource development**
  - **Secondary Transition Community of Practice**



# TRANSITION PLANNING

# Transition Planning

## ❖ Student Participation

- If purpose of IEP Team meeting is to consider postsecondary goals and services, the student should be invited to participate in the IEP meeting.



- If student does not attend, the LEA must take other steps to ensure that student's interests and preferences are considered.

**34 CFR §300.321(b)**

# Transition Planning

## ❖ Student Involvement in Transition Planning:

- Builds self-advocacy and self-esteem
- Gives students control over their education
- Builds important social and conversational skills
- Teaches decision-making and goal setting

## ❖ Self-Determination Skills Help Students:

- Understand their disability, strengths, and limitations
- Develop the skills to make choices, solve problems, and achieve their goals

# Transition Planning

## ❖ Family Engagement Strategies

- Recognize family members as valuable resources that are often underutilized in transition planning
- Cultivate collaborative relationships
- Provide outreach and communication in understandable formats
- Understand that fragmented services are often confusing to families and offer needed assistance
- Recognize that the structure and functional definition of “family” is defined from the youth’s perspective

# Transition Planning

## ❖ Definition of a Parent

A natural or adoptive parent of a child, a guardian (but not the District if the child is a ward of the District), a person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare), or a surrogate parent who has been appointed in accordance with 34 C.F.R. § 300.515. A foster parent may act as a parent if:

- a) The natural parent's authority to make educational decisions on the child's behalf has been extinguished under applicable law; and
- b) The foster parent has an ongoing, long-term parental relationship with the child, is willing to make educational decisions for the child as required under the Act, and has no interest that conflicts with the interests of the child.

# Transition Planning

## ❖ OSSE's Educational Surrogate Parent Program

**The Educational Surrogate Parent (ESP) Program appoints trained volunteers to act as special education decision-makers for students who do not have a “parent” meeting the requirements of federal and local special education law.**

**For more information, contact Ms. Victoria Glick:**

**Email: [surrogate.parent@dc.gov](mailto:surrogate.parent@dc.gov)**

**Phone: (202) 741-0479**

# Transition Planning

## ❖ Purpose of Transition Assessment

- Facilitates informed decision-making
- 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
- Advances career development





# Transition Planning

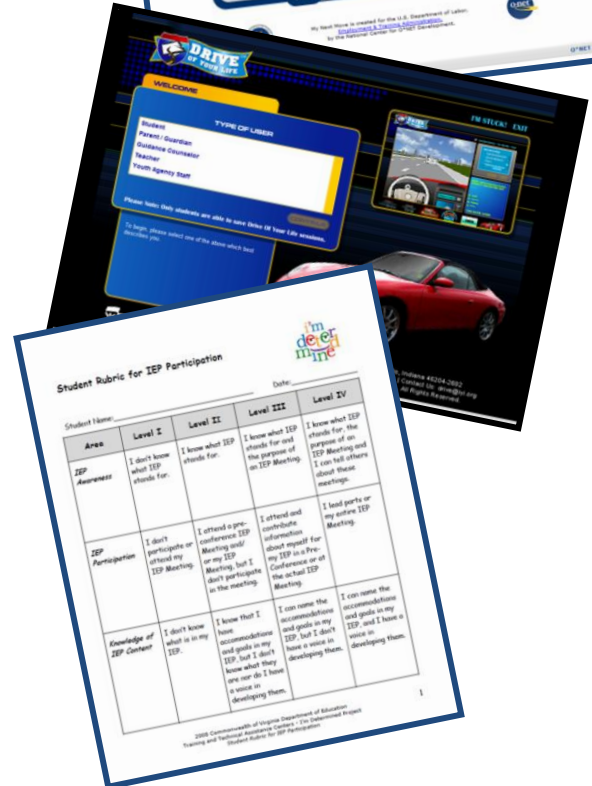
## ❖ Age-Appropriate Transition Assessment

### Required Assessment Areas:

- Education/Training
- Employment
- Independent Living (if appropriate)

### Optional Assessment Areas:

- Self-Determination
- Vocational Interests
- Career Exploration Skills



# Transition Planning

## ❖ Guiding Questions

**What would the student like to do after high school?**

- Further education/training, employment, military, etc.

**Where would the student like to live after graduation?**

- Dorm, apartment, family home, group home, supported or independent living, etc.

**How would the student like to navigate/take part in his/her community?**

- Transportation, recreation, community activities, etc.

# Transition Planning

## ❖ **Types of Transition Assessments Include:**

- **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**

# Transition Planning

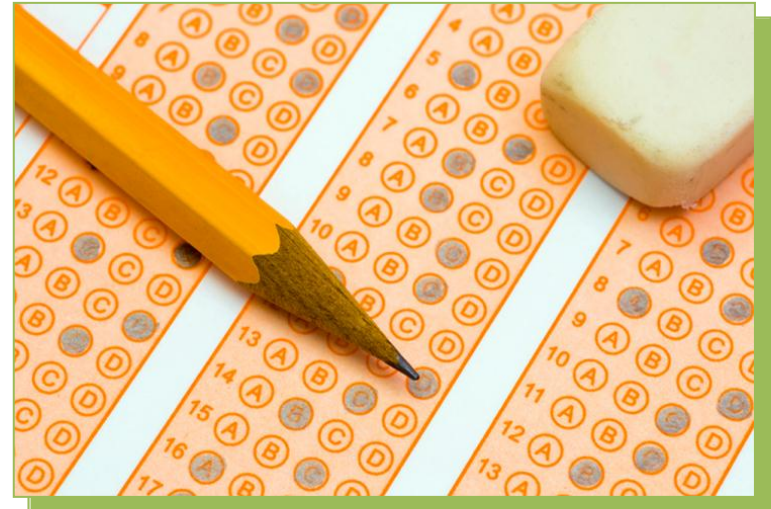
## ❖ Formal Transition Assessments

**Defined:**

- **Standardized instruments, tested for reliability and validity, normed**
- **Allows score comparisons among peers, provides baseline**

**Examples:**

- **Learning style or interest inventories**
- **Academic achievement tests**
- **Adaptive behavior scales**
- **Aptitude tests**
- **Career readiness tests**
- **Self-determination assessments**



# Transition Planning

## ❖ Informal Transition Assessments

### Defined:

- Do not result in a score, not normed (more subjective)
- Inexpensive, easy to use, often teacher-administered

### Examples:

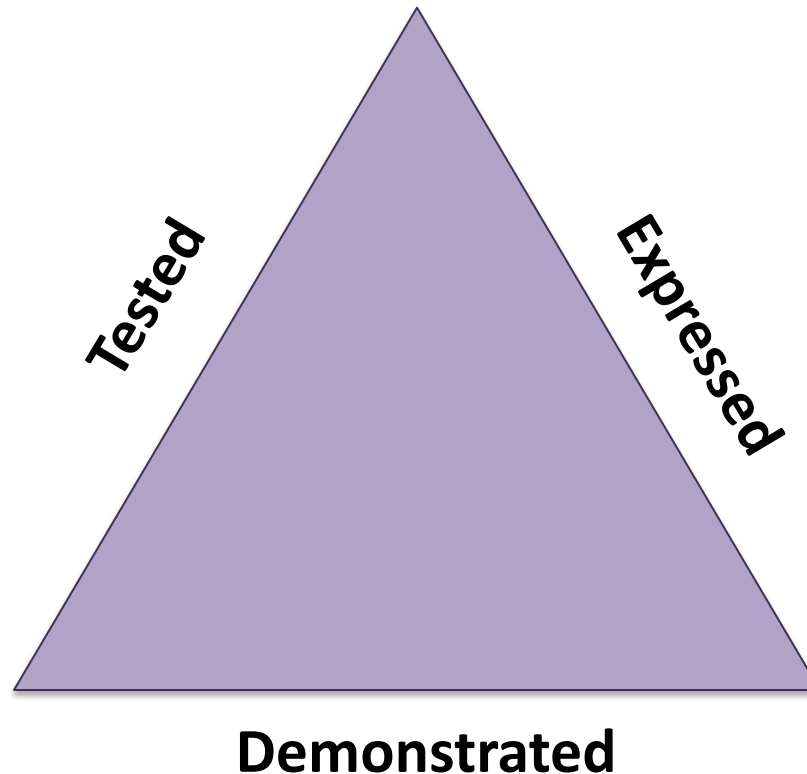
- Observations
- Interviews/questionnaires
- Environmental analysis
- Curriculum-based assessments (e.g. Task-analysis, portfolio assessments, work sample analysis, etc.)



# Transition Planning

## ❖ Transition Assessment Triangulation

Data should be verified by more than one assessment method.



# Transition Planning

## ❖ Postsecondary Goals

- Describe what student wants to achieve after high school in three areas:
  - ✓ Education or training
  - ✓ Employment
  - ✓ Independent living (when appropriate)
- Goals need to be measurable
- Outcomes 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)

# Transition Planning

## ❖ Postsecondary Goals Best Practice Tips

- Reflect high but realistic expectations
- Reflect “forward movement” rather than dead-end approach
- Initially less specific, but increase in detail as student approaches graduation
- Update annually as goals may change sometimes slightly, sometimes drastically



# Transition Planning

## ❖ Examples of Postsecondary Goals

- Following graduation, Jeremy will be employed part-time in the community with supports.
- After high school, Allison will have a career in the field of early childhood education.
- After graduating from high school, Jason will enroll in a four-year college to obtain a degree in history education to become a high school social studies teacher.

\_\_\_\_\_ will \_\_\_\_\_.

(After high school)                      (The student)                      (Behavior)                      (Where and how)

(After graduation)

(Upon completion of high school)

# Transition Planning

## ❖ Annual Goals

**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?**



# Transition Planning

## ❖ Annual Goals

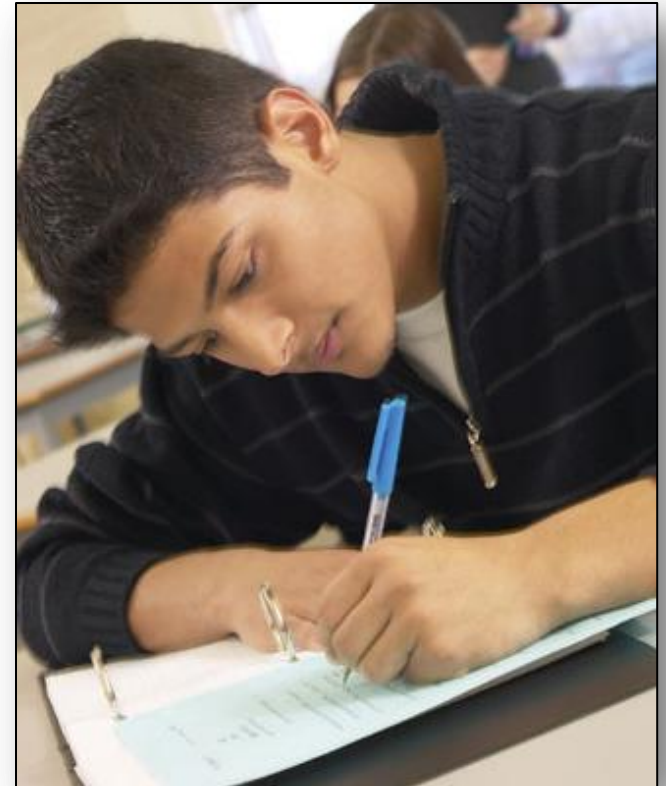
- **Conditions:** Materials and environment necessary for goal to be completed
- **Behavior:** An action that can be directly observed or monitored
- **Criterion:** How much, how often, or to what extent the behavior must occur in order to demonstrate achievement
- **Timeframe:** When goal will be completed

Given \_\_\_\_\_ , \_\_\_\_\_ will \_\_\_\_\_ .  
(Condition) (Student) (Behavior) (Criterion) (Timeframe)

# Transition Planning

## ❖ Annual Goal Example

*This year, Jason will participate in the following on-campus vocational preparation experiences, each for a period of three months, with a frequency of a minimum of two sessions each week, and session duration of one hour per session in the following positions: clerical job experience in school office, school-based laundry enterprise, and janitorial work experience throughout the school building.*



# Transition Planning

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

# Transition Planning

## ❖ Coordinated Sets of Activities

- Instruction
- Related services
- Community experiences
- Developing employment and post-school objectives
- Acquiring daily living skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)



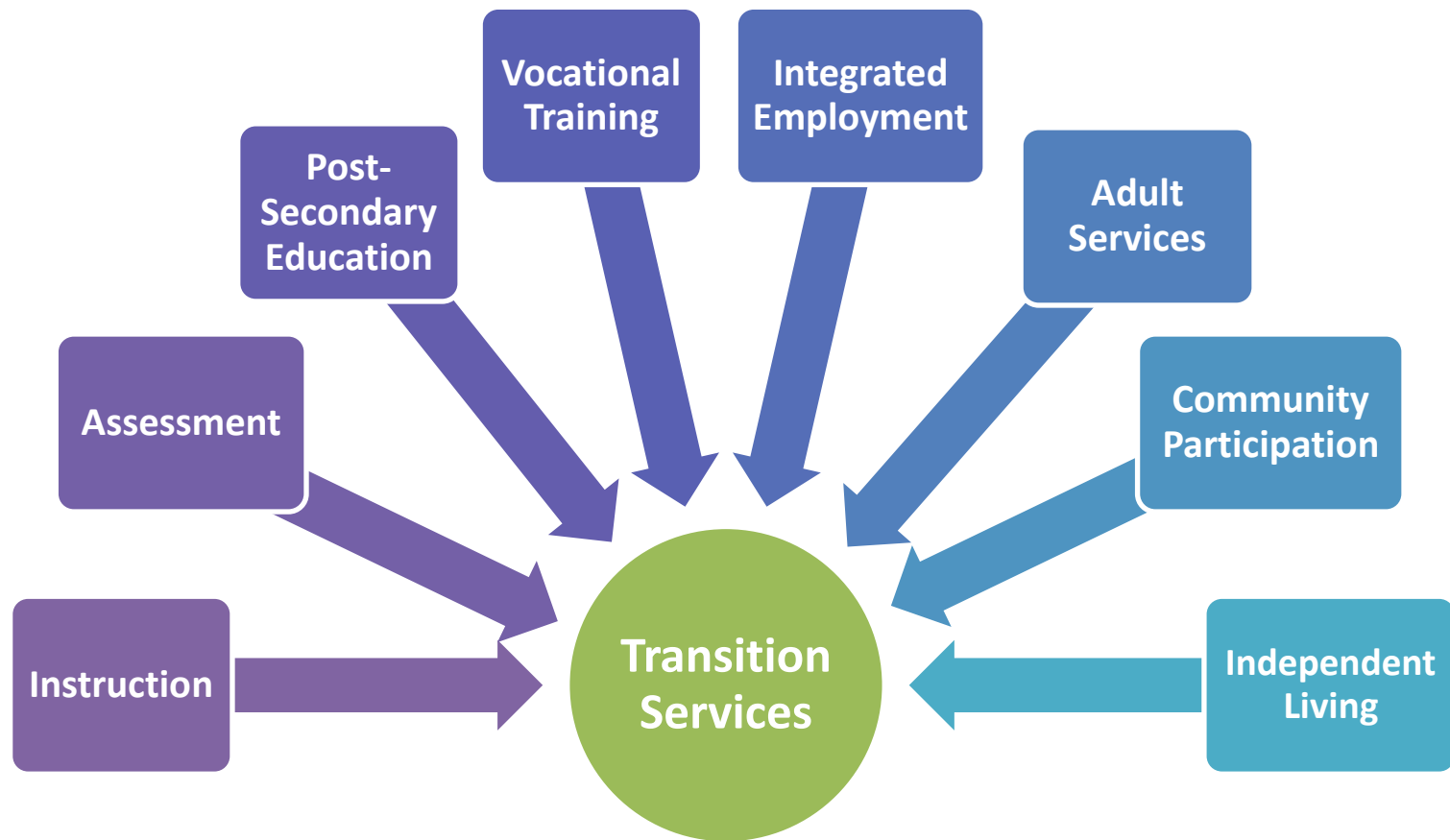
# Transition Planning

## ❖ 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 Planning

## ❖ Transition Services



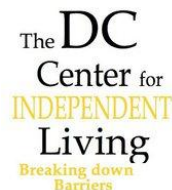


# Transition Planning

## ❖ 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) and 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)**



# Transition Planning

## ❖ Interagency 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) consent to invite agencies
- Document evidence that participating agencies were invited to the IEP meeting
- Document agencies that will provide or pay for services

**An LEA has responsibility to *invite* other agencies to participate but does not have the authority to *require* agency representatives to attend IEP meeting.**

# Transition Planning

## ❖ Examples of Interagency Collaboration Documentation

- 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 Medicaid to coordinate referrals to outside agencies for therapy services for student

# Transition Planning

## ❖ Obtain Parental Consent to Share Records

**Consent from parent (or adult student) must be obtained before releasing personally identifiable information or records to participating agencies.**



**34 C.F.R. §300.622(b)(2)**

# Transition Planning

## ❖ Graduation Planning

- 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.

# Transition Planning

## ❖ Graduation Planning

- 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 Planning

## ❖ 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 on why standard diploma was not appropriate and that parent and student were fully informed about decision.**

# Transition Planning

## ❖ Course of Study

**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 gains 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)**



# Transition Planning

## ❖ Nonpublic Students

**Students placed in a nonpublic school must have the same opportunities for a high quality education as students being educated in traditional settings**

- **LEAs must ensure course of study is consistent with student's transition plan (aligned with diploma or Certificate of Completion)**

# Transition Planning

## ❖ Summary of Performance (SOP)

- Comprehensive student summary that provides individualized information to postsecondary service providers, which includes:
  - Academic achievement
  - Cognitive and functional performance
- Lists recommendations to assist student in meeting postsecondary goals

34 C.F.R. §300.305(e)(3)

**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.

# Transition Planning

## ❖ SOP Requirements

- Complete at least 60 days before student's pending graduation or student reaches the age of majority and is no longer eligible for special education services.
- SOP most useful when the student (and parents, if appropriate) has the opportunity to actively participate in development.



34 C.F.R. §300.305(e)(3)

# Transition Planning

## ❖ Importance of Student Feedback

**SOP 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.**



# **PROCEDURAL NOTICE REQUIREMENTS**

# Procedural Notice Requirements

## ❖ Graduation Plan

- Provide notice of graduation plan to parents at the end of student's eighth grade year.
- Provide written notice to parent if student is placed on non-diploma course of study.
- Provide parent with information that explains the difference between diploma and non-diploma course of study.

## ❖ Outside Agency Participation

- Obtain written acknowledgment from parent that they understand the difference.
- Obtain consent to invite participating agencies.
- Obtain consent from parent to share records.

# Procedural Notice Requirements

## ❖ **Transfer of Rights at Age of Majority**

- **The legal age under state 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.**
- **After the transfer of educational rights, the student replaces the parent as a mandatory IEP Team member (unless student has been deemed incompetent under District of Columbia Law).**

# Procedural Notice Requirements

## ❖ What Educational Rights are Transferred?

- 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



# Procedural Notice Requirements

## ❖ Providing Notice to Student and Parent

### 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**

# Procedural Notice Requirements

## ❖ Continued Parent Involvement

- Parents continue to play an important role in motivating and assisting students in reaching their postsecondary goals.
- Parents may continue to attend IEP meetings, either upon invitation of the student (informal or formal) or the school.



34 C.F.R. §300.321(a)(6)

# Procedural Notice Requirements

## ❖ 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)**



# **RELATED DOCUMENTATION IN THE SPECIAL EDUCATION DATA SYSTEM (SEDS)**

# SEDS Secondary Transition Walkthrough

## Beginning the Post-Secondary Transition Plan in SEDS



In the **IEP Process** tab, click on Post-Secondary Transition Plan to begin transition planning for students.

# SEDS Secondary Transition Walkthrough

## Create a Transition Plan

A Post-Secondary Transition Plan is required to be in place when the student turns 16, or younger if determined appropriate by the IEP Team.

Create Transition Plan

### Summary of Performance



The requirements for completing a Summary of Performance can be found in the [Secondary Transition Policy](#).

Create Summary of Performance

Not Started

Go to Create Summary of Performance Page

No Summary Of Performance Documents have been generated for this student.

# SEDS Secondary Transition Walkthrough

## Student Input and Interests

Post-Secondary Transition Plan for Tony Test

Student Information				
Student Name: Tony Test	Local ID: 45837393	State USI: TRN4561252	Date of Birth: 03/15/1993	Student Grade: 5th Grade
Last Eligibility Meeting Date: 06/20/2008		Last IEP Annual Review Meeting Date: 05/19/2008		
LEA / School Information				
LEA of Enrollment: Docs Demo		School / Site: Eastern SHS		Case Manager: Sarah Kalemkerian
Student Input and Interests				
STUDENT INVOLVEMENT				
<i>Prior to IEP meeting where secondary transition will be discussed, indicate that the following required tasks were completed:</i>				
	Date		Method	
Was the student given the opportunity to provide input? *	<input type="text"/>		<input type="text"/>	<input type="text"/>
Did the student choose to provide input? *	<input type="text"/>		<input type="text"/>	<input type="text"/>
<input type="button" value="Create General Student Input form"/>				
No General Student Input Form Documents have been generated for this student.				

User is asked whether the student was given an opportunity to provide input and whether the student gave input.

The User may generate a student input form in SEDS in order to collect written input from students who are unable to attend the IEP meeting.

# SEDS Secondary Transition Walkthrough

## Student Participation Written Input Form

Docs Demo  
810 First St. NE  
Washington, DC 20001

**Student Participant Written Input Form**

Student Information			
Student: Adele Adult1296	Local ID:	State USE: ADELEADULT1296	DOB: 06/01/1992    Grade: 12
Last Eligibility Meeting Date: 05/15/2010		Last IEP Annual Review Meeting Date: 06/15/2011	
LEA/School Information			
LEA of Enrollment: Docs Demo		Case Manager: Administrator 1296	
School/Site: Academy 810		School Phone:	
School Address: 810 1st Street NE, Washington, 22222			
Academic interests			
What class/subject do you like the most and why?			
What class/subject do you dislike the most and why?			
What can be changed within your classroom to make it easier for you to learn?			
How can the services or supports you receive be improved?			
Functional interests			
Is there any skill with which you need additional help?			
What extracurricular or social activities do you currently participate in, or want to join?			
Employment interests			
List three jobs that interest you:			
1.			
2.			
3.			
What skills do you need to learn to get those jobs?			
Other comments:			

- The User may fax this form into SEDS or enter the information into the fields.
- Student input is gathered for the following areas:
  - ✓ Academic interests
  - ✓ Functional interests
  - ✓ Employment interests
  - ✓ Other interests
- This exercise prompts students to begin considering their interests and future goals.



# SEDS Secondary Transition Walkthrough

## Transition Assessments

The screenshot displays the 'Transition Assessments' section of the SEDS Secondary Transition Walkthrough interface. At the top, there is a header bar labeled 'Transition Assessments' with a document icon. Below this, there is a dropdown menu on the left and a button labeled 'Add Transition Assessments' on the right. The dropdown menu is open, showing three options: 'Functional Skills Assessment' (highlighted in blue), 'Educational Assessment', and 'Vocational Assessment'. Below the dropdown menu, there is a section labeled 'Transition Areas' with a table structure. The table has three columns, and the first column is labeled 'Add/Edit Short Term'.

**In SEDS, the User must choose the type of transition assessment that was completed and add it to the student's IEP.**

# SEDS Secondary Transition Walkthrough

## Transition Assessments

Functional Skills Assessment Results	
Provider Assigned:* <input type="text" value="John Doe"/>	Date Completed:* <input type="text" value="05/15/2013"/>
Assessment Tool: <input type="text" value="AIR Self-Determination Scale"/>	
Areas addressed by this assessment*	
<input type="checkbox"/> Post-secondary education and training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent living	
Interpretation of Results*	
<p>Summary for Independent living:</p> <p>Results of the AIR Self-Determination Scale show that Tony Test is proficient in setting goals and advocating for his needs. As his educators we will work to provide him with opportunities to continue to develop his self-awareness and problem-solving skills.</p>	

- Data is required for all three transition areas.
- Best practice is more than one assessment to cover all three transition areas.
- Best practice is to use triangulation for transition assessments.

# SEDS Secondary Transition Walkthrough

## Area of Transition in SEDS

Areas that are required to be discussed during the transition meeting.

The IEP team decides if Independent Living is appropriate to discuss based on assessment results. If it is decided that Independent Living should be discussed, click “yes” and create long and short-term goals.

Transition Areas	
Transition Area with Long Term Goal(s)	Status
<b>Post-secondary education and training:</b> Long Term Goal(s):*  <input type="button" value="Add Long Term Goal"/>	Not Started <input type="button" value="Manage Goals and Activities"/>
<b>Employment:</b> Long Term Goal(s):*  <input type="button" value="Add Long Term Goal"/>	Not Started <input type="button" value="Manage Goals and Activities"/>
<b>Include Independent living as a Transition Area?</b> <span>No</span> <small>Note: If Independent Living will not be included as a transition area, the IEP Team should justify the decision (based upon assessment results).</small> <div></div> <div>abc ✓</div>	

<b>Include Independent living as a Transition Area?</b> <span>Yes</span>
<b>Independent living:</b> Long Term Goal(s):*  <input type="button" value="Add Long Term Goal"/>
Not Started <input type="button" value="Manage Goals and Activities"/>

# SEDS Secondary Transition Walkthrough

## Adding Measurable Short-Term Goals

Coordinated Set of Activities for Tony Test

Coordinated Set of Activities for Post-secondary education and training

Measurable Short Term Goals

Del	Goal*	Anticipated Date of Achievement*	
<input type="checkbox"/>	Go to college	8/30/09	<a href="#">Details</a>
<input type="checkbox"/>	Get pre-college courses	9/30/08	<a href="#">Details</a>

[Add Measurable Short Term Goals](#)

[Add Goals from Bank](#)

The User may provide details about the student's goals.

For Coordinated Set of Activities related to Post-Secondary Education and Training, click on this box to add measurable short term goals.

# SEDS Secondary Transition Walkthrough

## Completing the Coordinated Set of Activities Section

Transition Services

Del	Service*	Setting*	Projected Begin Date*	Projected End Date*	Amount of Time*
<input type="checkbox"/>	Shadae will be referred to RSA in the fall of her senior year.	School	05/28/2013	05/27/2014	2 hr per yr
<input type="checkbox"/>	Shadae will locate and read at least three written sources.	General and special education classes.	05/28/2013	05/27/2014	1 hr per mon

Extracurricular Activities and Community Participation for Post-secondary education and training:\*

Shadae is enrolled in S.T.A.R.T which will help her understand the Hospitality Industry.

Course of Study:\*

Shadae has begun cursory standardized test preparation, but needs a more rigorous and intensive program. She will continue to study on her English, Math, Science, History and Hospitality classes.

- These activities should be based on the individual student's needs, taking into account the student's preferences.
- Services and activities should align with goals, and can be provided in various environments.
- Describe the Graduation Plan and then the corresponding Course of Study that aligns

# SEDS Secondary Transition Walkthrough

## Creating a Summary of Performance

A Post-Secondary Transition Plan is required to be in place when the student turns 16, or younger if determined appropriate by the IEP Team.

Create Transition Plan

### Summary of Performance



The requirements for completing a Summary of Performance can be found in the [Secondary Transition Policy](#).

Create Summary of Performance

Not Started

Go to Create Summary of Performance Page

No Summary Of Performance Documents have been generated for this student.

# SEDS Secondary Transition Walkthrough

## SOP Part 1: Assessments

Part 1: Assessments

Initial Eligibility Date:

Delete	Assessment Type *	Date Completed *
<input type="button" value="Enter Additional Assessments"/>		

In Part 1 of the Summary of Performance, the IEP team will be prompted to list the date that the student was found eligible for special education services.

# SEDS Secondary Transition Walkthrough

## SOP Part 2: Student Perspective

**Part 2: Student Perspective**

Create Student Input for Summary of Performance form

Date Generated	Document Type	EasyFax	Fax Received
07/11/2013	<a href="#">Student Input for Summary of Performance</a>		

Choose method for inputting student perspective:\*

**Student input on how disability has impacted academic progress and participation**

1. How does your disability affect your academic work and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

The Student will provide information regarding their educational experiences. A form can also be used that can be faxed in to SEDS.



# SEDS Secondary Transition Walkthrough

## Student Input for Summary of Performance

Student Input for Summary of Performance			
<b>STUDENT INFORMATION</b>			
Student Name: Chad Changes1296	Local Student ID:	State USI: CHADCHANGES1296	Date of Birth: 06/01/1999
Graduation/Exit Date: Date Address: . . .	Primary Language:	Telephone:	
Primary Disability (Diagnosis): Speech or Language Impairment	Initial Eligibility Date: 05/01/2011	Date of Most Recent IEP: 06/15/2011	
Parent Name:	Home Phone:		
School Name: Academy 810	School Phone:	Official Completing SOP:	Date Completed: 07/11/2013
School Address: 810 1st Street NE, Washington, DC, 22222			
<b>STUDENT INPUT</b>			
<i>Directions: In the space provided below or on a separate sheet of paper, please answer the following questions.</i>			
1. How does your disability affect your academic work and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?			
2. What supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?			
3. Which accommodations and supports worked best for you?			
4. Which accommodations and supports have not worked for you?			
5. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?			

- This is the form that students can use to provide input regarding their educational experiences.
- This form may be faxed in or student responses may be entered into SEDS in Part 2 of the Summary of Performance.

# SEDS Secondary Transition Walkthrough

## SOP Part 3: Present Levels of Performance

Part 3: Present Levels of Performance		
Academic Areas	Present Level of Performance	Include this area in the Summary of Performance?
Academic-Mathematics	<p><i>Data driven description of student achievement and functional performance across all environments:</i></p> <p>This information is continued from Alexious's previous IEP due to her medical issues that keep her out of school. Alexious is able to do most mathematical operations with the aide of the teacher. Also, Alexious is also showing</p> <p><i>Description of how the student's disability affects the student's access to the general education curriculum:</i></p> <p>This information is continued from Alexious's previous IEP due to her medical issues that keep her out of school. She usually finishes her work in a timely manner. Alexious disability impacts his ability to perform in a general</p> <p><i>Description of how the student's disability affects the student's progress in the general education curriculum:</i></p> <p>This information is continued from Alexious's previous IEP due to her medical issues that keep her out of school. She usually finishes her work in a timely manner. Alexious disability impacts his ability to perform in a general</p>	<input checked="" type="checkbox"/>

**The User will input the Student's present levels of performance.**

# SEDS Secondary Transition Walkthrough

## SOP Part 3: Present Levels of Performance

Part 4: Accommodations		
Accommodation	Notes	Include in Summary of Performance?
Repetition of directions	<input type="text"/>	<input type="checkbox"/>
Location with minimal distractions	<input type="text"/>	<input type="checkbox"/>
Preferential seating	<input type="text"/>	<input type="checkbox"/>
Small group testing	<input type="text"/>	<input type="checkbox"/>
Simplification of oral directions	<input type="text"/>	<input type="checkbox"/>

- The User will input the Student's accommodations and those needed for post-secondary success.
- Notes column is optional but can be used to provide additional information about accommodation.

# SEDS Secondary Transition Walkthrough

## SOP Part 5: Recommendations

Part 5: Team Recommendations	
Goal Area	Recommendation
Higher Education/ Career Technical Education*	<div></div> <div>abc ✓</div>
Employment*	<div></div> <div>abc ✓</div>
Independent Living*	<div></div> <div>abc ✓</div>
Community Participation*	<div></div> <div>abc ✓</div>
Other	<div></div> <div>abc ✓</div>

**The IEP Team will make useful recommendations for persons interacting with the student after high school.**



# **GRADUATION PLANNING IN SEDS**

# Graduation Planning in SEDS

## Diploma Decision in SEDS

Will Chad Changes1296 be enrolled in 9th grade or above (or any high school program) prior to the end of the current IEP? **Yes**

*Note: If the student will be enrolled in 9th grade or higher (or any high school program) prior to the end of the current IEP, the IEP Team will be required to document details about the diploma decision.*

### Diploma Decision

Diploma Decision:\*

Expected Graduation:

Has diploma decision changed from previous IEP?\*

**NOTE:** If the diploma decision has changed from the previous year, a Prior Written Notice (PWN) must be sent to the parent.

- SEDS will prompt the IEP team to enter “yes” or “no” if the student will be in 9<sup>th</sup> grade or above prior to the end of the IEP.
- If the student will be in 9<sup>th</sup> grade or above, the IEP team selects “yes” in the drop-down menu and is then prompted to make a decision regarding the type of diploma a student will work towards current graduation.

# Graduation Planning in SEDS

## Diploma Decision in SEDS: LEA Guidance Document

### Guidance Document for Diploma Decisions

*LEAs are expected to provide a guidance document to the parent explaining the difference between having a diploma versus a non-diploma course of study.*

Please confirm that the LEA has provided a guidance document to the parent and the student explaining the difference between having a diploma versus a non-diploma course of study.\* ☐

Create Diploma Decision Guidance Document EasyFAX Cover Sheet

*LEAs must exercise due diligence in obtaining written acknowledgement that the parent has received explanation and understands the difference between having a diploma versus a non-diploma course of study. Use the Diploma Decision Guidance Document EasyFAX cover sheet provided to fax in the written acknowledgement.*

- **LEAs must explain the difference between a Diploma and IEP Certificate to parent.**
- **LEAs must provide parent with a guidance document detailing the differences, and obtain parent's signature.**



# ADDITIONAL RESOURCES



# Data & Monitoring

- ❖ **Tools to assist LEAs in improving performance**
  - **LEA Planning & Performance Report**
    - Weekly dashboard report sent to all LEAs
    - Data on timeliness of evaluations and annual IEPs
  - **DC Corrective Action Tracking System (DC CATS)**
    - Web-based system used for issuing monitoring reports
    - Utilized by LEAs to document correction of noncompliance
  - **Special Education Quality Review (SEQR) Tool**
    - Web-based self-assessment tool for LEAs
    - Assesses the quality of school and district-level special education programming
    - Best practice quality indicators assist LEAs in identifying strengths and areas for improvement

# Additional Resources

- **Federal IDEA Part B Regulations: 34 C.F.R. §§300.301, 300.303, and 300.304**
  - <http://idea.ed.gov>
- **District of Columbia Municipal Regulations (DCMR)**
  - <http://dcregs.org>
- **OSSE Secondary Transition Policy**
  - <http://osse.dc.gov/service/policies-and-regulations>
- **SEDS Resource Site**
  - <https://sites.google.com/a/dc.gov/seds-help-resources>
- **OSSE Secondary Transition Website**
  - <http://ossesecondarytransition.org>
- **OSSE Secondary Transition Process Toolkit**
  - <http://osse.dc.gov/publication/transition-process-toolkit>
- **Special Education Quality Review (SEQR) Tool**
  - <http://seqrtool.org>

# Thank You

For questions, please contact

Ms. Naté Dearden

Transition Specialist

nate.dearden@dc.gov

202-741-0267

