

What is Transition?

“Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as *“post-school goals”* and are the driving force behind Individualized Education Programs (IEPs) written for students in high school. Transition planning begins at age 14, in middle school or early high school, as students explore what they want their post-school outcomes to be through career awareness exploration activities. It continues through high school as instruction and community experiences support these outcomes. By beginning to discuss transition prior to high school, the *IEP* team can work with each student and the student's family to select courses of study that will be meaningful to the student's future and motivate the student to complete his or her education.

Transition should be conceptualized as a bridge between school programs and the opportunities of adult life, including higher education, employment, independent living and community participation. Transition planning involves a partnership between the student, the family, school-age services and program providers, post-school services and program providers, and local community members. Effective transition involves purposeful planning among all these entities. It entails recognizing the student's current strengths, interests, preferences, and needs, and then identifying what services and supports he or she will need to achieve future success.

The process of secondary transition in Pennsylvania is a shared, cross-system responsibility implemented through state and local Transition Communities of Practice (CoP) teams. CoP initiatives that have directly impacted successful student outcomes include: State and Local Mentoring Days, Youth Leadership and Self Advocacy workshops, and ongoing Progress Monitoring efforts.”

<http://www.pattan.net/teachlead/SecondaryTransition.aspx>

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IDEA Regulations – Transition Related

Add “further education” of children with disabilities to the *IDEA*’s purposes.

1. The purposes of *IDEA* include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

2. Refer to a “child” instead of a “student.”

The definition of “transition services” is changed to refer to a “child,” rather than a “student,” with a disability.
[34 CFR 300.43] [20 U.S.C. 1401(34)]

3. Change the definition of “transition services.”

The term “transition services” means a coordinated set of activities for a child with a disability that:

- 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;
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR 300.43 (a)] [20 U.S.C. 1401(34)]

4. Require changes to performance goals and indicators.

The State has established goals for the performance of children with disabilities in the State that ... address graduation rates and dropout rates, as well as such other factors as the State may determine.
[34 CFR 300.157(a)(3)] [20 U.S.C. 1412(a)(15)(A)(iii)]

5. Establish an exception to requirements for evaluation before a change in eligibility.

The evaluation described in §300.305(e)(1) [see 20 U.S.C. 1414(c)(5)(B)(i)] is not required before the termination of a child's eligibility under Part B due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.
[34 CFR 300.305(e)(2)] [20 U.S.C. 1414(c)(5)(B)(i)]

For a child whose eligibility under Part B terminates under circumstances described above, the LEA shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.
[34 CFR 300.305(e)(3)] [20 U.S.C. 1414(c)(5)(B)(ii)]

6. Change the secondary transition requirements in the IEP.

Beginning not later than the first IEP to be in effect when the child turns 16

(age requirement in Pennsylvania is 14 years or younger), or younger if determined appropriate by the IEP Team, and updated annually thereafter, 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;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].

[34 CFR 300.320(b) and (c)] [20 U.S.C. 1414 (d)(1)(A)(i)(VIII)]

7. Add requirement to invite child to IEP Team meeting when purpose includes "consideration of postsecondary goals."

The LEA must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b).

[34 CFR 300.321(b)] [20 U.S.C. 1414(d)(1)(B)]

8. Add development and implementation of transition programs to list of permissible uses of State-level funds under Part B.

States may use funds reserved under §300.704(b)(1) for the development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities.

[34 CFR 300.704(b)(4)(vi)] [20 U.S.C. 1411(e)(2)(C)(vi)]

9. Delete requirement that an LEA take other steps if an invited agency does not attend an IEP meeting during which transition services will be discussed.

If a purpose of a child's IEP Team meeting will be the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, the LEA, to the extent appropriate, and with consent, must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP Team meeting. However, if the participating agency does not attend the meeting, the LEA is no longer required to take other steps to obtain participation of an agency in the planning of any transition services.

[34 CFR 300.321(b)(1) and (3)] [20 U.S.C. 1414(d)(1)]

10. Add requirement for consent prior to inviting a representative of any participating agency likely to be responsible for providing or paying for transition services to attend a child's IEP Team meeting.

To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of §300.321(b)(1), the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

[34 CFR 300.321(b)(3)]

Secondary Transition IEP Process

1) Collect data

Data can be collected using a variety of resources:

Standardized testing

Formal transition assessments

Informal transition assessments

Data collected should reflect all areas of transition: Post-secondary, Employment and Independent Living.

2) This data should then be reflected in the Present Educational Levels and related specifically to transition. The PEL's should provide baseline data for development of Measurable Annual Goals.

3) Completing the Transition Grid on the IEP:

Each section should be completed, leave nothing blank.

If a goal (outcome) is set in one area then activities and/or services must accompany that area, also a Measurable Annual Goal should be developed for that area.

Activities or services are action steps that should assist the student in achieving post school goals. They may occur in school or in the community.

Course of study should also be entered for each area. This list should include all courses taken/scheduled for the duration of the IEP. Courses of study are to lead to the achievement of post school goals.

4) The Present Education Levels (baseline data) can then be used to develop appropriate Measurable Annual Goals.

Goals should be related to post school goals (outcomes) and the service that is listed in the grid.

The goals should include:

Condition, student's name, clearly defined observable behavior, performance criteria

Performance criteria must include 1) level of performance, 2) number of times needed for mastery and 3) evaluation schedule

5) The Invitation

- Student should be invited
- Any relevant outside agency should be invited
 - Parent consent should be obtained prior to invitation

If you require assistance with transition assessments, activities, or services please contact the Transition Coordinator, Regina Hollis. rhollis@wssd.org

Summary of Academic Achievement and Functional Performance

Since schools are not required to conduct an evaluation before terminating special education services for students due to either graduation with a regular diploma or to exceeding the age for services, IDEA 2004 requires schools to complete a SAAFP. This summary is meant to assist the students with a smoother transition to post-school employment or education. The information required in the summary should be adequate enough to satisfy the disability documentation required under such federal laws as the Americans with Disabilities Act.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE School Age

Student Name: _____
 District/School Name: _____
 Date Summary Issued to Student (mm/dd/yy): _____

Dear _____ :

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into four parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your postsecondary goals. Part 4, which is optional, gives you a chance to provide information related to your achievement and performance.

Part 1: Student Information

Student Name: _____ Date of Birth: _____
 Year of Graduation/Exit: _____
 Student Address: _____
 City, State, Zip: _____
 Student Phone: _____
 Current School: _____ Current School Phone: _____

Part 2: Summary of Student Performance

ACADEMIC ACHIEVEMENT (if appropriate)	ACCOMMODATIONS	RECOMMENDATIONS

FUNCTIONAL PERFORMANCE (if appropriate)	ACCOMMODATIONS	RECOMMENDATIONS
Career/Vocational		
Social Skills and Behavior		
Independent Living Skills		

Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

POSTSECONDARY GOALS	NEXT STEPS	OFFICE/AGENCY	CONTACT INFORMATION	REASON FOR CONTACT
Postsecondary Education and Training:				
Employment:				
Independent Living:				

Part 4: Student Perspective (Optional)

Please answer the following questions based upon your high school experiences:

In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?	
Which of these accommodations and supports has worked best for you?	
What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?	

We have enclosed a copy of this document for you to share with your parents. We also will place a copy in our records. If you have questions concerning this document, please contact:

Name: _____
 Phone: _____
 Email Address: _____

For help in understanding this form, an annotated *Summary of Academic Achievement and Functional Performance* is available at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.