

Secondary Transition Compliance Overview



Objective

- To provide a brief overview of secondary transition requirements aligned with Florida's 2007-2008 Self-Assessment for Exiting II, SPP 13 - Secondary Transition B (16)
- To provide answers to frequently asked questions related to secondary transition requirements

Notice Of Meeting

The notification of meeting for transition must include:

- a statement that the purpose of the meeting is consideration of postsecondary goals and transition services,
- that the student is invited,
- any agency likely to provide or pay for services during the current year that would be invited.

(34 CFR 300.322(b)(2); Rule 6A-6.03028(3)(b),FAC.)

Notice – Age 16 or Older

- Only those agencies that may provide or pay for needed transition services based on the individual student's needs must be invited. (**Consent is required in order for the LEA to invite agencies.**)
- Others may be invited at parent/district discretion.
- The decision as whether to invite a particular agency to participate in an IEP meeting is left to the LEA and the parent.

Student's Strengths, Preferences, & Interests Must be Documented

- The student's strengths, preferences, and interests were taken into account. If the student was unable to attend the meeting, other steps were taken to ensure the student's preferences and interests were considered.
- **Strengths, preferences, interests** of what the student wants in the areas of **instruction, related services, community experiences, employment and post-school adult living.**
- If the student did not attend the meeting, evidence of student input through other methods (**e.g.**, student or family conferences, interest inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from other personnel associated with the student).
- Data may be documented in **present levels of academic achievement and functional performance** section(s) of the IEP or may be included as a separate item

(34 CFR 300.43 and 300.321(b)(2); Rule 6A-6.03028(4)(h),FAC.)

Students 14 and older

The IEP contains:

- a statement of the student's **desired post-school outcome**;
- a statement of the student's **transition services needs that focuses on the student's course of study** and is incorporated into applicable components of the IEP; and the IEP team
- considered the **need for instruction in the area of self-determination.**

(Rule 6A-6.03028(7)(I), FAC.)

Desired Post-School Outcome

- The desired post-school outcome statement is the student's dream or vision for life after graduation and should consider post-school activities & address:
 - *Employment*
 - *Postsecondary education*
 - *Living arrangements*
 - *Community participation*
 - *Recreation and leisure*
 - *Social relationships*

Desired Post-School Outcome

- All components of the Transition IEP should lead to and support the desired post-school outcome statement.
 1. **This statement is developed through a student-centered process and is not the same as the measurable postsecondary goal(s), although the two should be related.**
 2. **Consideration of the need for instruction in self-determination must be addressed in the transition components, through goals, short-term benchmarks, or through services on the IEP.**

Transition Services Needs and Course(s) of Study

- A statement of the student's transition service needs that focuses on the student's course of study, such as participation in advance placement courses or a career and technical education program, is incorporated into the Transition IEP.

Measurable Postsecondary Goal or Goals (Age 16 and older)

There is a measurable postsecondary goal or goals in the designated areas

- education/training
- employment;
- independent living.

(34 CFR 300.320(b)(1))

Measurable Postsecondary Goal or Goals (Age 16 and older)

Develop measurable postsecondary goals based on age-appropriate transition assessment in the following areas:

- education or training
- employment
- independent living

Measurable Postsecondary Goal or Goals (Age 16 and older)

A measurable postsecondary goal may address more than one of the designated areas, and **must meet the following two requirements:**

- **It must be measurable;** you must be able to “count it” or observe it.
- It must be intended to occur **after the student graduates** from school.



- The desired post-school outcome statement is not the same as the measurable postsecondary goal.
- The desired post-school outcome statement is a vision or “dream” of where the student wants to be post-school.
- It addresses employment, postsecondary education, living arrangements, community participation, recreation and leisure, and social relationships.



- Postsecondary goals must be **measurable**, and they must be intended to occur **after the student graduates** from school.
- The measurable post secondary goals must address education or training, employment, and where appropriate, independent living.
- Short-term benchmarks are **not** needed for measurable postsecondary goals.



Are short-term benchmarks needed for measurable postsecondary goals?

- *No. Only measurable annual goals require short-term benchmarks.*

How do we determine the student's progress toward the measurable postsecondary goals?

- *There is no requirement for reporting progress on measurable postsecondary goals*
- *If the student is making adequate yearly progress toward attaining his or her measurable annual goals and other transition services within the IEP, then the student should be making progress toward attaining his or her measurable postsecondary goals.*

Annual goals(s) or Short-term Benchmarks

- There is/are annual goals(s) or short-term benchmarks that reasonably enable the student to meet the postsecondary goals.

(CFR 300.320(a)(2))

TIP - Are goal(s) or benchmarks included in the IEP that will help the student make progress toward the stated postsecondary goal(s)?

Measurable Annual Goals

Example...

- **Lisette (education / training)**
 - Lisette will accurately record her personal information, including first and last name, date of birth, social security number, street address, city, state, zip code, age, and telephone number with 100 percent accuracy by April 2009.

Measurable Annual Goals

Examples...

- **Lisette (employment)**
 - Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lisette will successfully call her supervisor to communicate important messages in five out of five role-play trials in school and community settings.

Measurable Annual Goals

Examples...

- **Lisette (independent living)**
 - Given travel training situations, Lisette will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three situations.

Transition Services

- There are transition services on the IEP that focus on improving the academic and functional achievement of the student to facilitate the student's articulation from school to post-school.

(34 CFR 300.320(b)(2))

Transition Services

For the measurable postsecondary goals on the IEP, are one or more of the following addressed:

- Instruction
- Related services(s)
- Community experience(s)
- Employment
- Post-school adult living
- Daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

Transition Services

- Develop a statement of needed transition services/activities in each transition services activity area or “no services needed” statement(s)

Transition Services Example

Lisette (instruction supports the postsecondary education/training and independent living goals)

- Community safety skills instruction, including self-defense at the YMCA
- Travel training instruction
- Math instruction related to money usage and telling time on a variety of watches and clocks
- Literacy instruction related to sight word identification

Transition Services Example

Lisette (daily living skills support the postsecondary education/training and independent living goals)

- Purchase a monthly bus pass
- Apply safety skills in the community, particularly with regard to use of public transportation
- Learn to choose a seat near the bus driver
- Learn to use the pull cord to identify upcoming stop

Course(s) of Study

- The transition services include course(s) of study that focus on improving the academic and functional achievement of the student to facilitate the student's movement from school to post –school.

(34 CFR 300.320(b)(2))

Course(s) of Study

- Participation in advanced-placement courses
- Participation in courses that provide community-based experiences to help the student acquire adult living and employment skills

(e.g., description of instructional program and experiences)

- The IEP includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

(34 CFR 300.320(b))

Q & A

- Please visit the transition website at:

<http://ese.dadeschools.net>