

Priority Area 5: Secondary Transition



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Priority Area 5: Secondary Transition

Beginning no later than the development of the first IEP to be in effect when the student is 16, the student must be invited to all IEP meetings where transition will be discussed. The IEP Team must actively involve the student in developing their IEP. If the student does not attend, other steps are taken to ensure that their strengths, preferences and interests are considered as part of the IEP development. These strengths, interests and preferences will describe what the students wants to do when they have completed school, how they want to live, and how they want to take part in the community after high school.

Understanding Secondary Transition:

Secondary Transition components include “appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the IEP meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

Federal requirements are also measured through collecting data for Indicator 13 of Oregon’s SPP. This secondary transition review provides the opportunity for LEAs to examine required IEP components for students with disabilities aged 16 and older. The outcomes of the secondary transition reviews can also support schools and districts advance district-wide initiatives for improving graduation, decreasing drop out and supporting students’ post-school outcomes.

Preferences

Interests

Needs

Strengths

Secondary Transition (SEC)

STUDENT INFORMATION

Must the IEP being reviewed include required secondary transition components due to the student's age? [Yes | No]

If the answer is yes, please complete the secondary transition protocol for this file. If the answer is no, discontinue this protocol for this student.

RECORD REVIEW ITEM: SEC-1 - 34 CFR §300.321(b)(1)

Record Review Item	Potential Documentation
There is evidence that the student was invited to the IEP meeting.	<ul style="list-style-type: none"> • Notice of team meeting
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student was invited to the IEP meeting.	<input type="checkbox"/> NO Mark NO if there is evidence the student was not invited to the IEP meeting.

RECORD REVIEW ITEM: SEC-2 - 34 CFR §300.321(b)(3)

Record Review Item	Potential Documentation
There is evidence that agency representatives were invited to the IEP meeting, if appropriate, and prior consent was obtained from the parent or student before inviting the adult agency.	<ul style="list-style-type: none"> • Meeting invitation • Meeting notes • Meeting participants • IEP – transition; and/or PLAAFP • Signed, written consent to invite an agency • Written communication between the parent or adult student and the district
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence of the following: <input type="checkbox"/> The team considered whether an agency invitation was appropriate and invited agency representatives to the IEP meeting	<input type="checkbox"/> NO Mark NO if there is evidence that agency representatives were not invited to the IEP and the team did not document the rationale behind the decision.

<p>OR</p> <p><input type="checkbox"/> The team determined that an outside agency was not appropriate and included the rationale</p> <p>OR</p> <p><input type="checkbox"/> The team determined that an agency invitation was appropriate, but the parent or adult student declined to give consent to invite the agency and there is documentation of this.</p>	
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RECORD REVIEW ITEM: SEC-3 - 34 CFR §300.320(b)& 300.43

Record Review Item	Potential Documentation
<p>There are appropriate measurable postsecondary goals addressing:</p> <p><input type="checkbox"/> Education and/or training,</p> <p><input type="checkbox"/> Employment, and,</p> <p><input type="checkbox"/> Independent living, as needed</p>	<ul style="list-style-type: none"> • IEP – Transition
Evidence of Compliance	
<p><input type="checkbox"/> YES</p> <p>Mark YES if there is evidence the required postsecondary goals are present, measurable, and will occur after district secondary transition services end.</p>	<p><input type="checkbox"/> NO</p> <p>Mark NO if there is evidence the postsecondary goals are not present in all areas, or not measurable and/or do not state what the student will do after high school.</p>

RECORD REVIEW ITEM: SEC-4 - 34 CFR §300.320

Record Review Item	Potential Documentation
<p>The postsecondary goals are reviewed or updated annually.</p>	<ul style="list-style-type: none"> • IEP – Transition Page • Present levels of performance
Evidence of Compliance	

<input type="checkbox"/> YES Mark YES if there is evidence that <u>either</u> of the following are true: <input type="checkbox"/> The goals are reviewed and revised year to year; OR <input type="checkbox"/> If the goals are the same year to year, the team considered the goals and determined they are still appropriate.	<input type="checkbox"/> NO Mark NO if there is evidence the student's postsecondary goals are not being updated year to year.	<input type="checkbox"/> NOT APPLICABLE Mark N/A if there is evidence this standard is not applicable due to this IEP being the student's initial IEP within the last 364 days.
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RECORD REVIEW ITEM: SEC-5 - 34 CFR §300.320(b)(1)

Record Review Item	Potential Documentation
The postsecondary goals are based on age-appropriate transition assessments (AATA).	<ul style="list-style-type: none"> IEP – Transition planning page; and/or Present levels of performance
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence the student's postsecondary goals are based on AATA and include the student's preferences, interests, needs and strengths.	<input type="checkbox"/> NO Mark NO if there is evidence the student's post-secondary goals do not align with information obtained from the student's transition assessments, or information from assessments is not current. They do not coordinate with the students' preferences and interests.

RECORD REVIEW ITEM: SEC-6 - 34 CFR §300.320(b)

Record Review Item	Potential Documentation
The annual IEP goals are related to the student's transition service needs.	<ul style="list-style-type: none"> IEP – Transition Services Page; Annual academic & functional goals
Evidence of Compliance	
<input type="checkbox"/> YES	<input type="checkbox"/> NO

Mark YES if there is evidence of clear alignment between the student's annual IEP goals and transition services.	Mark NO if there is evidence the student's annual IEP goals do not align with the transition services including postsecondary goals.
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RECORD REVIEW ITEM: SEC-7 - 34 CFR §300.43

Record Review Item	Potential Documentation
The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals.	<ul style="list-style-type: none"> IEP – Transition services page; Service Summary, including services such as SDI, related services, community experiences, independent learning; and/or PLAAFP
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence that the IEP includes transition services provided by the district or program that will reasonably enable the student to meet the post-secondary goals. Transition services may include instruction; related services; community experiences; development of employment and other post-school adult living objectives; and daily living skills and the provision of a functional vocational evaluation.	<input type="checkbox"/> NO Mark NO if there is evidence the student's IEP does not include transition services or contains very limited transition services that do not meet the student's needs.

RECORD REVIEW ITEM: SEC-8 - 34 CFR §300.320

Record Review Item	Potential Documentation
The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.	<ul style="list-style-type: none"> IEP – Transition Planning or Services Page Descriptions of course of study and activities beyond listing of required courses for graduation
Evidence of Compliance	
<input type="checkbox"/> YES Mark YES if there is evidence of multi-year educational experiences and activities supporting the student's postsecondary	<input type="checkbox"/> NO Mark NO if there is no evidence of courses of study, including a multi-year projection of

goals from the current year to anticipated exit year.

courses and activities the student could be involved in the future.

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
Secondary Transition				
SEC 1	Student invited	Y	N	
SEC 2	Agency invited with prior consent	Y	N	
SEC 3	Measurable postsecondary goals	Y	N	
SEC 4	Postsecondary goals reviewed and revised annually	Y	N	NA
SEC 5	Age-Appropriate Transition Assessments	Y	N	
SEC 6	Annual goals	Y	N	
SEC 7	Transition services	Y	N	
SEC 8	Course of Study	Y	N	
Comments				

Secondary Transition – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total
NA				

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

SSID	SEC-1	SEC-2	SEC-3	SEC-4	SEC-5	SEC-6	SEC-7	SEC-8

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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Secondary Transition Focus Group Questions

Secondary Transition	School/District Staff	Parents	Students	Community
• How do staff communicate with each other across departments to support transition planning?	X			
• How do you ensure staff is knowledgeable about the procedures necessary for completing all of the required transition components, including Summary of Performance?	X			
• Describe how students receive transition services.	X	X	X	X
• Describe the district's partnership with Vocational Rehabilitation, and the referral process to adult serving agencies, as necessary.	X	X	X	X
• Describe supports provided for on-track graduation for general education and special education students and highlight any similarities and differences.	X	X	X	X
• How is Post-School Outcome data reviewed and utilized to improve programs and secondary transition planning?	X	X	X	X
• Describe any school or district-wide initiatives to increase the rate of graduation.	X	X	X	X
• What are the LEAs strengths and areas for improvement related to graduation, dropout, and secondary transition?	X	X	X	X