

## Priority Area 5: Secondary Transition

Beginning no later than the develop 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 develop 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)

### 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"> <li>• Notice of Team Meeting</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES	<input type="checkbox"/> NO Documentation does not include an invitation for the student.

### 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"> <li>• Meeting Invitation</li> <li>• Meeting Notes</li> <li>• Meeting Participants</li> <li>• IEP – Transition</li> <li>• IEP -- PLAAFP</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES The file contains an invite and corresponding consent to invite an agency.	<input type="checkbox"/> NO The file does not contain evidence of invitation or consideration of agency participation.
<input type="checkbox"/> Not Applicable Not applicable if the team considered an agency was not appropriate. The rationale for not inviting an agency should be documented in the file.	

### RECORD REVIEW ITEM: SEC-3 - 34 CFR §300.320(b)& 300.43

Record Review Item	Potential Documentation
There are appropriate measurable postsecondary goals addressing: <input type="checkbox"/> education and/or training, <input type="checkbox"/> employment, and,	<ul style="list-style-type: none"> <li>• IEP – Transition</li> </ul>

<input type="checkbox"/> independent living, as needed	
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES The required postsecondary goals are present, measurable, and will occur after high school.	<input type="checkbox"/> NO Postsecondary goals are not present in all areas, or not measurable and/or do not state what the student will do after high school.

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

<b>Record Review Item</b>	<b>Potential Documentation</b>	
The postsecondary goals are reviewed or updated annually.	<ul style="list-style-type: none"> <li>• IEP – Transition Page</li> <li>• Present Levels of Performance</li> </ul>	
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES There is evidence goals are reviewed and revised year to year.	<input type="checkbox"/> NO There is evidence the student’s postsecondary goals are not being updated year to year.	<input type="checkbox"/> Not Applicable The standard is not applicable due to this IEP being the student’s initial IEP.

RECORD REVIEW ITEM: SEC-5 - 34 CFR §300.320(b)(1)

<b>Record Review Item</b>	<b>Potential Documentation</b>	
The postsecondary goals are based on age-appropriate transition assessments.	<ul style="list-style-type: none"> <li>• IEP – Transition Planning Page</li> <li>• Present Levels of Performance</li> </ul>	
<b>Evidence of Compliance</b>		
<input type="checkbox"/> YES There is evidence the student’s postsecondary goals are based on the AATA and include the student’s preferences, interests, needs and strengths.	<input type="checkbox"/> NO The student’s post-secondary goals do not align with information obtained from the student’s transition assessments. They do not coordinate with the students' preferences and interests.	

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

<b>Record Review Item</b>	<b>Potential Documentation</b>
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The annual IEP goals are related to the student's transition service needs.	<ul style="list-style-type: none"> <li>• IEP – Transition Services Page???</li> <li>• IEP – Annual Academic &amp; Functional Goals &amp; Objectives</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES There is evidence of clear alignment between the student's annual IEP goals and transition services.	<input type="checkbox"/> NO The student's annual IEP goals do not align with the transition services including postsecondary goals.

RECORD REVIEW ITEM: SEC-7 - 34 CFR §300.43

<b>Record Review Item</b>	<b>Potential Documentation</b>
The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals.	<ul style="list-style-type: none"> <li>• IEP – Transition services page? Summary?</li> <li>• IEP – PLAAFP</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES 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 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

<b>Record Review Item</b>	<b>Potential Documentation</b>
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"> <li>• IEP – Transition Planning or Services Page</li> </ul>
<b>Evidence of Compliance</b>	
<input type="checkbox"/> YES There is evidence of educational experiences and activities supporting the student's	<input type="checkbox"/> NO There is no evidence of courses of study, which could include a multi-year projection of

postsecondary goals from the current year to anticipated exit year.

courses or 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	NA
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*

<b>Secondary Transition</b>	<b>School/District Staff</b>	<b>Parents</b>	<b>Students</b>	<b>Community</b>
• 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