Priority Area 5: Secondary Transition

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Beginning no later than the development of the first IEP to be in effect when the student is 16, but as early as 14 or younger as determined necessary by the IEP team, IEP teams must plan for and address secondary transition components of the IEP in order to enable the student to achieve their desired measurable postsecondary goals.

Whenever secondary transition planning is required or when the local educational agency (LEA) otherwise anticipates that it will or may be addressed in the IEP meeting, the student must be invited to the IEP meeting. The IEP team must actively involve the student in developing their IEP. If the student does not attend, the LEA must ensure that other steps are taken to consider the student's preferences, interests, needs, and strengths (PINS) as part of the IEP's development. PINS should assist the IEP team in determining the supports to be provided for, or on behalf of, the student to enable them to achieve their desired post-school life. Collectively, the transition planning components of the IEP, including the student's PINS, should paint a complete picture of what the student 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; and include the services and supports that enable the student to achieve their measurable postsecondary goals.

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;
- annual IEP goals related to the student's transition service needs;
- 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))

ODE assesses LEA compliance with these Federal requirements through Indicator 13 of Oregon's State Performance Plan (SPP). The data collected as part of this secondary transition review provides LEAs with the opportunity to examine required secondary transition components of the IEP for students with disabilities aged 16 and older. LEAs can also choose to independently use this protocol to review compliance with secondary transition requirements for any student. The outcomes of secondary transition reviews should support schools and districts in advancing district-wide initiatives for improving graduation, decreasing drop out and supporting students' post-school outcomes.

| Preferences | Interests | Needs | Strengths |

By using this protocol, the LEA will respond to a series of questions to explore whether it is meeting critical components related to secondary transition. If noncompliance is found in this area, it is recommended that the LEA correct these findings as soon as possible. In all cases, noncompliance must be corrected no more than one year from the ODE's written notification. Additionally, when noncompliance could cause a student to be denied 10 or more instructional days, the LEA must correct according to the shortened timeline outlined in OAR 581-015-2015.

Secondary Transition (SEC)

<u>STUDENT INFORMATION</u>

Is the student going to be at least 16 years of age prior to the end date of the IEP? [Yes | No]

- If the answer is YES, please complete the secondary transition protocol for this file.
- If the answer is NO, the LEA may opt to use the protocol, but it will not be used for the purposes of cyclical monitoring.

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

Record Review Item	Potential Documentation
Student Invited: The student was invited to the IEP meeting.	• Notice of Team Meeting
Evidence of Compliance	
☐ **YES** Mark **YES** if there is evidence the student was invited to the IEP meeting.	☐ **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
Participating Agency Invited: If participating agencies are likely to be responsible for providing or paying for transition services, agency representatives were invited to the IEP meeting, **with the prior consent** of the parent or adult student to whom rights at the age of majority have transferred.	- Notice of Team Meeting - Meeting notes - Meeting participants - IEP – Transition planning - IEP – Present level of academic achievement and functional performance - Signed, written consent to invite participating agency - Written communication between the parent or adult student and the district
Evidence of Compliance	

☐ YES	☐ NO
Mark **YES** if there is evidence that **any** of the following are true: - a participating agency (non-school district personnel such as Vocational Rehabilitation, brokerage agency, community college disability services, etc.) was not likely to provide and/or pay for transition services and the IEP team documented the rationale for this determination within the IEP; - a participating agency was likely to provide or pay for transition services and an agency representative was invited to the meeting with prior consent; - a participating agency was likely to provide or pay for transition services and the LEA sought prior consent to invite the agency representative, but the parent or adult student declined to give that consent.	Mark **NO** if there is evidence that **any** of the following are true: - a participating agency was likely to pay for or provide services, but a representative was **not** invited; - a participating agency was invited, but consent for agency invitation was **not** sought; - a participating agency representative was not invited to the IEP, and the team **did not** document the rationale behind the decision.

RECORD REVIEW ITEM: SEC-3 - 34 CFR § 300.320(b)(1)

Record Review Item	Potential Documentation
Age-Appropriate Transition Assessments: The postsecondary goals are based on age-appropriate transition assessments (AATA).	• IEP – Transition planning • IEP – Present level of academic achievement and functional performance
Evidence of Compliance	

☐ YES	☐ NO
Mark **YES** if there is evidence the student's postsecondary goals are based upon AATA and aligned to the student's preferences, interests, needs and strengths (PINS) identified in the AATA.	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 or otherwise no longer reflects the student's PINS.

RECORD REVIEW ITEM: SEC-4 - 34 CFR § 300.320(b)(1)

Record Review Item	Potential Documentation
Measurable Post-Secondary Goals: There are appropriate measurable postsecondary goals addressing: • Education and/or training, • Employment, and • Independent living, as needed	• IEP – Transition planning

Evidence of Compliance	
☐ **YES** Mark **YES** if there is evidence that **all** the following are true: • each required postsecondary goal is present; • each postsecondary goal is measurable; **and** • each postsecondary goal states what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.	☐ **NO** Mark **NO** if there is evidence that **any** of the following are true: • a postsecondary goal **was not** included in one or more required areas, including independent living, as needed; • one or more of the postsecondary goals **was not** measurable; • one or more of the postsecondary goals **did not** state what the student will do following the student's graduation with a standard diploma or after the district's secondary transition services are otherwise anticipated to end.

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

Record Review Item	Potential Documentation
Post-Secondary Goals Reviewed Annually: The postsecondary goals were reviewed or updated annually.	- IEP – Transition planning - IEP – Present level of academic achievement and functional performance - Meeting notes - Previous IEP to compare goals for changes

Evidence of Compliance		
☐ **YES** Mark **YES** if there is evidence that **either** of the following are true: - the goals were reviewed and revised year to year; **or** - if the goals were the same year to year, the team considered and documented that the goals were still appropriate.	☐ **NO** Mark **NO** if there is evidence the student's postsecondary goals were **not** reviewed or updated annually.	☐ **NOT APPLICABLE** Mark **N/A** if there is evidence that this is the first IEP in effect when the student turns 16 years of age.

RECORD REVIEW ITEM: SEC-6 - 34 CFR § 300.320(2)(i)

Record Review Item	Potential Documentation
IEP Goals: The annual IEP goals are related to the student's transition services needs.	• IEP – Transition planning • IEP – Present level of academic achievement and functional performance • Annual academic and functional goals
Evidence of Compliance	

☐ **YES**	☐ **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.

RECORD REVIEW ITEM: SEC-7 - 34 CFR § 300.43 & 300.320(b)

Record Review Item	Potential Documentation
Transition Services: The IEP includes transition services that will reasonably enable the student to meet the post-secondary goals including services such as instruction, related services, community experiences, development of employment and other post-school adult living objectives; and/or daily living skills and the provision of a functional vocational evaluation.	• IEP – Transition planning • Service summary
Evidence of Compliance	

☐ **YES**	☐ **NO**
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 postsecondary goals.	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(b)(2)

Record Review Item	Potential Documentation
Courses of Study: The student's IEP includes courses of study that will reasonably enable the student to meet their postsecondary goals.	• IEP – Transition planning • IEP –Services summary • Descriptions of courses of study and activities beyond listing of required courses for graduation
Evidence of Compliance	
☐ **YES** Mark **YES** if there is evidence of multi-year educational experiences and activities supporting the student's postsecondary goals from the current year to anticipated exit year or evidence of a single year for students exiting services during the current school year.	☐ **NO** Mark **NO** if there is **no** evidence of courses of study, including a multi-year projection of 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:			

Lock-In Criteria

Is the student going to be at least 16 years of age prior to the end date of the IEP? [Yes | No]

- If the answer is YES, please complete the secondary transition protocol for this file.
- If the answer is NO, the LEA may opt to use the protocol, but it will not be used for the purposes of cyclical monitoring.

Secondary Transition

SEC 1	Student Invited	Y		N
SEC 2	Participating Agency Invited	Y		N
SEC 3	Age-Appropriate Transition Assessments	Y		N
SEC 4	Measurable Post-Secondary Goals	Y		N
SEC 5	Post-Secondary Goals Reviewed Annually	Y	N	N/A
SEC 6	IEP Goals	Y		N
SEC 7	Transition Services	Y		N
SEC 8	Course of Study	Y		N

Comments

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
N/A				

List SSIDs of the targeted sample of student files. Enter "Yes" if evidence was found. Enter "No" if no evidence was found. Enter "N/A" 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 district review process.

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 the required transition components, including present levels?	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 participating 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