|  |
| --- |
| Welcome to the Virginia Department of Education’s *Back to Basics: Writing Transition-Focused Individualized Education Programs (IEPs) for Secondary Students* module. This module is focused on secondary transition: the process of preparing student with IEPs for life after high school. It is aimed at school personnel who work with students with disabilities, which means it is for everyone who works at a school. |
| Please note that there is a quiz at the end of this module that will allow you to test your knowledge and earn a certificate of completion. |
| IDEA or the Individuals with Disabilities Education Act and the Virginia Regulations Governing Special Education are the driving force behind improving education outcomes for students with disabilities.  This module will be focusing on the IDEA mandate to prepare our students for “further education, employment, and independent living—life after secondary education”—in other words, transition! |
| When do we begin secondary transition planning?  A student’s parents and teachers think of the child’s future often as the child grows. In Virginia, the Standards of Accreditation (SOA) require that all elementary students are exposed to an overview about careers and workplace behaviors. During middle school, all must complete an academic and career plan or ACP. Virginia special education regulations require that the secondary transition process must begin with the IEP that will be in effect for the year that the student turns 14.  Remember—a transition-focused IEP does not replace Virginia’s requirements for an ACP. Keep in mind that transition-focused IEPs may be written earlier if the IEP team determines that it is appropriate. |
| Guess who’s coming to the IEP meeting that focuses on transition? That’s right—the student!   * When transition is discussed, you must provide meeting notice to the student.   + If the student does not attend, make sure the student’s voice is reflected in the IEP by considering the student’s interests, preferences, and strengths |
| By now, you know what an IEP looks like, but what does a transition-focused IEP for a secondary student look like?   * + Student involvement: it is key;   + Age-appropriate transition assessments;   + Postsecondary goals;   + Annual goals that cover academic achievement and functional skills;   + Supports and services;   + Coordination of the plan;   + Outside agencies;   + An explanation regarding age of majority;   + Summary of Performance (not part of the IEP, but required by IDEA) |
| Let’s talk about those age-appropriate transition assessments. Why are they so important? The best answer is that they provide information about the student’s strengths, preferences, and interests. This information is critical information that will help the IEP team write the rest of the plan!  More specifically, the age appropriate transition assessments will help write the postsecondary goals, determine supports, services, and instruction needed.  Assessment information and the student's stated interests, strengths, and preferences will assist with drafting a robust present level of performance. |

|  |
| --- |
| What assessments qualify? Great news: almost all of them! Here are a few examples.   * Academic achievement tests * SOL * PSAT * Adaptive behavior scales * Interest inventories * Quality of life scales * Structured interviews * Observation * Environmental; assessments * Checklists * Vocational skills assessments * Medical appraisals |
| And almost anyone who knows the student can provide this information! Here are some examples:   * Teacher * Student * Parent * Counselor * Vocational evaluator * Paraprofessional * Nurse * Physician * Speech Pathologist * OT * PT and a * Job Coach |
| Postsecondary goals look a bit different. They must contain:   * WHO - student * WHAT - measureable goal * WHEN - high school or graduation |
| As mandated by IDEA, these postsecondary goals will be focused on these areas:   * Postsecondary employment * Postsecondary education * Postsecondary training * Postsecondary independent living (as appropriate)   + This is an IEP team decision |
| Sample Postsecondary Goals   * Mary will be employed fulltime in an integrated setting as a certified nursing assistant (CNA) after high school. * After graduation Mary will be a student at New River Community College, in the health occupations program. * After high school Mary will complete a practicum through NRCC, at a local nursing facility, in order to qualify for the CNA licensure exam. * Mary will independently make transportation arrangements with Handi-Ride, after graduation. |
| The IEP team must write annual goals that assist students with progressing toward their postsecondary goals. Annual goals can be academic or functional and the student is likely to have both. |
| Annual academic goals will focus on math, reading, writing, science, and history. An example: John will define 30 medical vocabulary words by June 30, 2021 as measured by using the correct medical term in a sentence with 100% accuracy. |
| Annual functional goals focus on socialization, mobility, communication, behavior, personal management, self-determination. EXAMPLE: Mary will be in class and seated before the bell rings 85% of the time, by October 30, 2021, as measured by teachers’ attendance records. Remember--when you are developing annual goals, consider how they support movement toward postsecondary goals. |
| We know how important well-written annual goals are, but the accommodations written into a student’s IEP are also critical because they assure that the student is receiving a free appropriate public education (FAPE). Secondarily, they also set the stage for students’ postsecondary supports.  Other components of an IEP that supports the student’s secondary transition plans are related services.Consider how counseling, PT, OT, psychological services, for example, relate to the student’s postsecondary goals. |
| Here is some happy news—there are plenty of evidence-based transition services to prepare your student and help you write a transition plan!  First, what are transition services? They can be:   * course of study, * specialized instruction, * services, * vocational evaluation, * community experience, and * daily living |
| For the student, these transition services look like:   * Work based learning, for example, job shadow, volunteer, paid internship * Career and technical education course * Algebra * Referral to Virginia Department of Aging and Rehabilitative Services * Learning to use public transportation   If the student’s postsecondary transition plan involves an outside agency, what are the rules about inviting those individuals to an IEP meeting?   * **When to invite**: If another agency is likely to be responsible for helping to provide or pay for some of the transition services. * **How to invite**: Send meeting notice **ONLY** with the **PRIOR CONSENT** of the parent or student when appropriate. It is OK for the parent or student to invite an outside agency representative to an IEP meeting. No consent or notice is required. |
| You’ve already learned that a student who has reached the age of majority (18 in Virginia) may control their own education rights if there has been no legal action to prohibit the transfer. How does this work? There is an actual transfer of rights to the student.   * The school must inform parent and the student * Beginning no later than one year before the child reaches the age of majority (age 18), educational rights transfer to the student. The student may sign the IEP without the parent and now have the same rights that the parent had, including determining who they can invite to the meeting. * The school must also provide access to VDOE’s document called *Transfer of Rights for Students with Disabilities Upon Reaching the Age of Majority* |
| All the parts that we’ve discussed and a few mentioned below must be combined to help a student reach postsecondary goals. This is called a coordinated set.   * Diploma type * Course work * Supports * Related Services * Annual goals |
| And one more component…  A student who is leaving the secondary setting is provided with a special document: a **summary of performance**   * Not part of the IEP * Required by IDEA * Includes a summary of academic achievement, functional performance, recommendations on how to assist the child in meeting the postsecondary goals |
| A few last reminders…  **Consider agency linkages**   * If the student works with another agency coordinate planning (CSB and the school division) * If the student is going to need supports after secondary school, consider agencies that provide services to people after high school has ended.   **Transition activities and services need to align with goals**  - CTE course  - Work experience  - Career exploration  - Assessment   * Volunteer * Recreation * Transportation * Formal and informal supports |
| Thank you for watching! Please contact the Office of Dispute Resolution and Administrative Services at (804)225-2013 if you have questions about this material. |