



Transition Planning under IDEA 2004

Strategies for Advocates

Prepared by Ed O'Leary

If the school says	An advocate may respond	Relevant resources
<p>Your child does not need transition services.</p>	<p><u>For a Child Who Will Turn 16 Years of Age (or older) During the Next IEP</u></p> <p>My child will turn 16 years of age when his/her next IEP goes into effect. It is important to our family and is required by IDEA that every IEP from this point on must include both:</p> <p>(1) Measurable postsecondary goals that are based upon age appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills; and</p> <p>(2) The transition services (including courses of study) needed to assist my child in reaching those goals.</p> <p>OR</p> <p><u>For a Child Younger Than 16 Years of Age But Needs Transition Addressed in their IEP</u></p> <p>Even though my child will not yet be 16 years of age during his/her next IEP, we feel that we need to begin thinking and planning for our child's future when he/she finishes school. We believe our child will need lots of support and services from adult agencies or providers and the sooner we can get those people involved in the planning the better chance our child will have in obtaining those services. We would like transition services in our child's IEP.</p>	<p>For every child, beginning with the first IEP to be in effect when the child turns 16 years of age (or younger if determined appropriate by the IEP team), the IEP must include measurable postsecondary goals and the transition services needed to assist the child in reaching those goals.</p> <p>CFR 300.320 (a)(7)(b)(1)&(2)</p>
<p>Measurable Postsecondary Goals are the same as Measurable Annual Goals</p>	<p>No they are not. Measurable Postsecondary Goals are different and must be in the IEP of every child who turns 16 years of age or older. We know that this is a new requirement that went into effect in IDEA 2004</p> <p>The measurable postsecondary goals are a statement of what my child wants to do post school. They are based on my child's preferences, interests and what they would like following completion of school. We</p>	<p>Draft Examples and Non-Examples for Web-based Indicator 13 Checklist, proposed by NSTTAC (this publication should be available on their website this summer).</p> <p>http://www.nsttac.org/</p> <p>O'Leary, E. (2006). <i>Measurable Postsecondary Goals</i>. Logan, Utah:</p>

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	<p>must have a measurable postsecondary goal in:</p> <ol style="list-style-type: none"> 1. Education/Training 2. Employment, and 3. Independent Living (if appropriate) <p>Examples of Measurable Postsecondary Goals might be:</p> <p>Education/training:</p> <ol style="list-style-type: none"> a. Following graduation, I will receive training while working at the XYZ hardware store. b. Following graduation, I will attend the Northwest Technical College. c. After completion of school, I will attend the XYZ adult training program and receive vocational skills training. <p>Employment:</p> <ol style="list-style-type: none"> a. Following graduation, I will work full time at the XYZ hardware store. b. Following graduation, I will work full time as a computer technician. c. After completion of school, I will work at XYZ adult program in their supported employment program. <p>Independent Living:</p> <ol style="list-style-type: none"> a. Following graduation, I will live in a group home with my friends. b. Following graduation, I will live in a dorm or in an apartment. c. After completion of school, I will live at home. 	<p>MPRRRC. Unpublished paper.</p>
<p>We cannot write “Measurable Postsecondary Goals “because, when asked what your child wants to do, your child either doesn’t know or they are not realistic.</p>	<p>Either ‘not knowing’ or ‘not being realistic’ is not a sufficient reason to NOT write measurable postsecondary goals. When schools begin talking about the future and what students might want to do, many students will not know. It is all right to not know what you want to do when you graduate.</p> <p>However, since this discussion begins early, no later than 16 years of age, the schools could assist in providing career guidance or counseling as well as community based career exploration in career areas of interest. This will help the student begin to figure what they like, what they don’t like and what they might want to do. Including career counseling or guidance can be written into the transition service section of the IEP. Additionally, having the student enroll in a career exploration class could be a part of the student’s “course of study”.</p> <p>“Not being realistic”. The measurable postsecondary goal(s) reflect the student’s vision of what <i>they</i> want to do after high school. If, for example, a student who is academically challenged states that they want to become a doctor or go to college, the next step that should be taken is to ask the student “WHY they</p>	<p>O’Leary, E. <i>excerpts from numerous presentations.</i></p>

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	<p>want to be a doctor” or “why they want to go to college”. Asking “why” may help parents and school staff gets a better idea of what the student is imagining they would like to do and could do in the future. For example, for the student who said they wanted to be a doctor, asking “why” may help the IEP team discover that the student is only interested in wearing the white coat or working in a medical facility helping others. The student may not have any idea of what it would take to become a doctor but they want to help others and they want to wear a white coat and work in a medical facility. Actually, there are a number of people who perform many different important tasks in medical facilities that wear white coats like people who work in food service, the laundry etc. It would then be appropriate to provide career exploration experiences in a variety of occupational areas in a medical facility to help the student refine their vision and measurable postsecondary goal (s). If you feel the measurable postsecondary goal is unrealistic be sure and probe further and ask the student “why’.</p>	
<p>We do not need to include any outside agencies (VR, DD, Human Services, post secondary support services, transportation, etc.) in your child’s IEP.</p>	<p>It is critical that we include _____ (agency or agencies) in the student’s IEP meeting. If the student is going to receive the necessary post school services, supports or programs and receive them in a timely manner, these agencies must be a part of the planning and IEP meeting. Many of these agencies have long waiting lists for services and differing eligibility requirements. The student and family needs to be linked to these agencies early so there is a greater likelihood they will receive the needed services and supports when they leave the school system.</p> <p>It is true that schools cannot control whether any outside agency attends or participates in the IEP meeting and transition planning. However, with the consent of the parent or child who had reached the age of majority, schools must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.</p>	<p>(b) <i>Transition services participants.</i> (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. CFR 300.321 (b)(3)</p>

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<p>Your son/daughter does not need to be at their IEP meeting.</p>	<p>It is true that there is no requirement that any student attends or participates in their IEP meeting. However, if a purpose of the IEP meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals the school MUST invite them to their IEP meeting. For every student who's IEP will go into effect when they reach 16 years of age, one of the purposes of the IEP meeting will always be the discussion of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. Thus, the school MUST invite every student to every IEP meeting beginning with the first IEP that will go into effect when they reach 16 years of age. If transition will be discussed and a part of the IEP meeting for students younger than age 16, the school must invite the student regardless of the age of the student.</p> <p>If the student does not attend the IEP meeting, the school must take steps to ensure that the student's preferences and interests are considered in the development of the IEP. This means that the IEP team must consider the student's post secondary goals, what they want to do and how they want to live post school. The student's preferences and interests concerning their post secondary goals and the transition services can be presented by the school as well as the family.</p> <p><i>(It is the personal opinion of this author that if the child cannot attend the IEP meeting, the meeting should be rescheduled so they can attend.)</i></p>	<p>IEP Team</p> <p>(7) Whenever appropriate, the child with a disability.</p> <p>(b) <i>Transition services participants.</i></p> <p>(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).</p> <p>(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.</p> <p>CFR 300.321 (a)(7) CFR 300.321 (b)(1)(2)</p>
<p>We do not need to provide sufficient documentation to qualify your child for support and demonstrate the need for an academic adjustment in a postsecondary setting. We provide a Summary of Performance as required by IDEA.</p>	<p>It is true that the school district is not required to do further evaluations if they are not needed to provide FAPE but they may do so if they see the need at the postsecondary level and are asked. If you know that your son or daughter will be going on to postsecondary education and they will need some type of academic support or adjustment then you may want to request that the school conduct current evaluations that will meet the requirements for determination of a disability.</p> <p>Although an IEP or Summary of Performance may help identify services that have been used by the student in the past, they generally are not sufficient documentation to support the existence of a current disability and need for an academic adjustment from an institution of postsecondary education. It is important to know, as well, that even the assessment information and other material used to develop an IEP or information contained in the Summary of Performance is generally not sufficient for determination of a disability by institutions of</p>	<p><i>Transition of Students With Disabilities To Postsecondary Education: A Guide for High School Educators.</i> (Revised March 2007) OCR http://www.ed.gov/about/offices/list/ocr/transitionguide.html</p> <p>The Office for Civil Rights has posted two letters on its Web site to provide information about the legal rights and responsibilities of students with disabilities as they transition from high school to institutions of postsecondary education.</p> <p>The "Dear Colleague" letter (http://www.ed.gov/about/offices/list/ocr/letters/colleague-20070316.html) is aimed at professionals and asks them to disseminate information about the legal rights and responsibilities of students with disabilities as they transition from</p>

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	<p>postsecondary education</p> <p>Requirements for determination of a disability vary between postsecondary institutions. While still in high school and as soon as possible, you or your son/daughter need to contact the disability coordinator at the postsecondary institution they will be attending and find out what documentation is needed and what services are available.</p> <p>Institutions of postsecondary education are not required to conduct or pay for an evaluation to document a student’s disability and need for an academic adjustment, although some institutions do. Additionally, school districts are not required under Section 504 or Title II to conduct evaluations that are for the purpose of obtaining academic adjustments once a student graduates and goes on to postsecondary education.</p> <p>If a student with a disability is eligible for services through the state VR Services program, he or she may qualify for an evaluation at no cost. High school educators can assist students with disabilities in locating their state VR agency at: http://www.jan.wvu.edu/SBSES/VOCREHAB.HTM.</p> <p>If students with disabilities are unable to find other funding sources to pay for necessary evaluation or testing for postsecondary education, they are responsible for paying for it themselves.</p>	<p>secondary to postsecondary education settings. The “<i>Dear Parent</i>” letter (http://www.ed.gov/about/offices/list/ocr/letters/parent-20070316.html) informs parents of issues and legal rights and responsibilities that will affect students with disabilities as they transition from high school to institutions of postsecondary education.</p>

The Advocate Academy is a project of The Advocacy Institute

A not-for-profit organization dedicated to services and projects that work to improve the lives of children, youth and adults with disabilities.

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