

SECONDARY TRANSITION COMPONENT

Students with Disabilities, age 14 and older, are required to have a transition component to their IEP. Sections A and B of the component are required for students who are 14 and 15 years old. All sections of the component are required for students 16 years and older.

Duration of Special Education and Related Services: From: ___/___/___ To: ___/___/___

Student: _____ DOB: ___/___/___
 School: _____ Grade: _____

IDEA requires students be informed that rights will transfer to them at age 18. This notice must be given at age 17. Checking "yes" below will meet this requirement. Check N/A if the statement does not apply.

Has the student been informed of his/her rights, if age 17 and older? Yes N/A

The following section provides information and documentation regarding who provided information and how it was collected. IEP teams are instructed to provide details, as requested.

Section A - Student Needs, Strengths, Preferences and Interests (Beginning at age 14 and updated annually)

The following people gave information about the student's needs, strengths, preferences and interests and course of study selection:

- Student
- Parent(s), Guardian(s) and Family Members
- Adult Service Agency Representatives (specify): _____
- School Staff
- Other (Explain): _____

Indicate which age appropriate transition assessments were conducted for the development of measurable postsecondary goals and transition activities and the date they were conducted:

INFORMAL ASSESSMENT(S):

- Interest and Skill Inventories _____
- Observations/Situational Assessments _____
- Rating Scales _____
- Interviews _____
- Other (Explain): _____

FORMAL ASSESSMENT(S):

- _____
- Other (Explain): _____

The following section is required for all students ages 14 and up. Check one of the options below. If possible, the four-year plan for the student who is in high school should be examined and attached.

Section B – Course of Study (Beginning at age 14 and updated annually)

The student is following a course of study that leads to the high school diploma:

- ___ Future Ready Core Course of Study (effective with the 9th grade class of 2009/2010)
- ___ College/University Prep Course of Study*
- ___ College Tech Prep Course of Study*
- ___ Career Preparation Course of Study*

(*Not applicable to students entering 9th grade beginning with the freshman class of 2009-2010.)

___ Occupational Course of Study

The student is following extensions of the standard course of study and pursuing the graduation certificate ____.

The student is in middle school and is following the North Carolina Standard Course of Study ____; or the extensions of the North Carolina Standard Course of Study ____.

IDEA requires that students with disabilities have a measurable post-secondary goal in the areas of education/training and employment. The only optional post-secondary goal is independent living. The IEP team will determine if a goal to support independent living is appropriate.

Post-secondary goals must be written for what the student will do after high school and should not reflect his/her current activities.

Annual goals, based on the student's present level of performance should clearly be linked to his/her post-secondary goals. What skills will the student need in order to accomplish his/her post-secondary goals?

Section C – Postsecondary Goals (Beginning at age 16 and updated annually.)

Indicate the student's measurable post-secondary goals in each of the following areas on an annual basis:

Education/Training: _____

Employment: _____

Independent Living (if appropriate): _____

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Duration of Special Education and Related Services: From: ___/___/___ To: ___/___/___

Student: _____

This section is required for students who are 16 and older and can reflect activities that span multiple years.

Transition activities should be written to support the student's post-secondary goals and should answer the question, *what things are necessary for the student to achieve his/her goals?* The transition services/activities are the specific steps/strategies that focus on improving the academic/functional achievement of the child to facilitate his/her movement from school to post-school.

Transition activities may or may not be required for each transition area; however, teams are required to discuss each area and indicate in the space provided that an activity is not required.

It is important to remember that responsibilities for the activities can be assigned to individuals outside of the school (parents, student, outside agencies.)

If an outside agency(s) is assigned responsibility for a transition activity, a representative(s) of the agency(s) must be invited to the IEP meeting. Parent(s) or student(s) who are 18 years old and older, must consent to the involvement of the outside agency. Documentation of this consent is located on the "Invitation to Conference" form.

Section D – Transition Services (By age 16 and updated annually)

Transition Areas	Transition Activities	Responsible Person and/or Agency	Anticipated Completion Date
Instruction			
Related Services			
Community Experiences			
Employment			
Adult Living Skills			
Daily Living Skills (if appropriate)			
Functional Vocational Evaluation (if appropriate)			