



**Secondary Transition**  
*Plan Early for Best Results*  
(August 13, 2009)

**IDEA 2004 defines secondary transition as:** a coordinated set of activities designed to be within a results-oriented process, focused on improving the academic and functional achievement to facilitate movement from school to post-school activities.

**In order to plan effectively,** begin no later than the first Individualized Education Program (IEP) to be in effect when the student is 14 and update annually. Beginning with the 2010-2011 academic year, all schools will begin the development of a personal Academic and Career Plan for each 7th grade student. Diploma options and courses of study discussions must begin no later than 8<sup>th</sup> grade.

Age 14 is the deadline, not the starting point. When discussing diploma options, refer to the graduation requirements in *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**The purpose of planning is** to improve academic achievement and functional performance and facilitate movement from school to post-school activities such as:

- Postsecondary education;
- Career and Technical Education;
- Integrated employment;
- Continuing and adult education;
- Adult services;
- Independent living; or
- Community participation.

Planning is based upon age appropriate transition assessments that outline the student's individual needs, strengths, preferences, and interests. Transition assessments may include observations, interviews, inventories, situational assessments, formal & informal assessments, and academic assessments.

**Transition services include:**

- Activities needed to assist the student in reaching postsecondary goals; and
- Courses of study to support postsecondary goals.

**Transition activities may include:** instruction, related services, community experience, employment and other adult living objectives, daily living skills, functional vocational evaluation.

**Postsecondary Goals:**

A discussion must take place with the student, family/guardian/surrogate, and others as needed, to determine the post-school vision for the student. Goals are measurable and reviewed at least annually. The postsecondary goals must be based on age appropriate transition assessments related to training, education, employment, and independent living skills, when necessary. Additionally, the goals are based on the student's needs, while considering the strengths, preferences and interests.

**Interagency responsibilities and linkages** must be addressed in the IEP to be in effect when a student is 16, earlier if determined appropriate by the IEP Team.

**The Summary of Performance given to the student includes:**

- Academic achievement-what the youth knows such as literacy, numeracy, consumer, personal finance, and learning skills; reasoning, communication, processing, including the accommodations, supports and modifications required, etc.;
- Functional performance-behavior across different environments such as how the youth interacts with peers at school, in the community, at work; self-care, mobility, self-determination, safety, executive functioning skills, including the accommodations and supports required, etc.;
- Recommendations for attaining postsecondary goals-for example, attend college orientation, meet with Department of Rehabilitative Services, meet with Disability Services Counselor at community college, keep a file of current disability documentation, complete employment applications, etc.; and
- Include accommodations, modifications, assistive technology or other supports that students require to be successful in postsecondary environments.

For more information:

- Virginia Department of Education Web site: <http://www.doe.virginia.gov/> or contact staff by phone at 804-225-2932, 1-800-422-2083, TDD 1-800-422-109