

Secondary **Transition** in North Carolina

The first stated purpose of the Individuals with Disabilities Education Act (IDEA) is “to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”.

Transition planning is the process of helping a student with a disability to prepare for a successful move from high school to life after high school. Transition planning must set goals for further education, employment, and independent living, and provide supports and services to make these goals possible. Outside agencies can participate as IEP Team members if you invite them.

The IEP Team, including you and your child, must start to plan for their “transition to adulthood” at age 14 in North Carolina. For example, during the school year that they turn 14 (*or in 8th grade*) your child will start to receive their own invitations to IEP meetings and fill out a variety of “transition assessments.”

Transition services may focus on any of the following:

- Developing self-advocacy skills;
- Gaining important independent living skills;
- Developing essential skills for a career or job that matches the student’s interests;
- Improving social and peer interaction skills;
- Accessing educational opportunities after high school; and
- Other specific skills the student needs to ensure a successful transition into the community



Student Profile
Student’s overall strengths that contribute to success in the educational environment:
Parental concerns, if any, about their child’s academic and functional performance in school:
Parent /student’s vision for the future: (Include, specifically, vision for after high school, if appropriate.)



The vision for the future that you and your child express and document on the IEP guide many important IEP Team decisions. ECAC encourages you to include your child in developing a vision statement and participating in IEP meetings as much as they are able to.

Students who attend their own IEPs have a better understanding of:

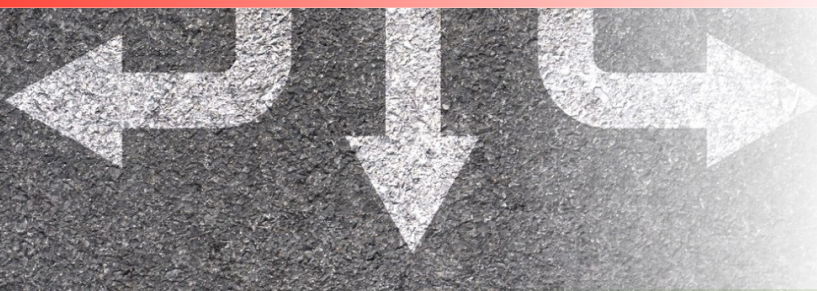
- their disability • their strengths and needs • their accommodations • their rights

Taking an active role in IEP meetings develops relevant skills in the areas of:

- Socializing • Goal setting • Problem solving • Decision Making
- Planning • Self-Determination • Self-Advocacy

The Secondary Transition component of the IEP must be completed for the year in which the child turns 14 years of age or older. The IEP team may complete this section earlier. At age 14, and whenever transition is being considered, the child must be invited to the IEP meeting and sign the IEP as a member of the team. This section is where the IEP team will discuss and decide on the appropriate Course of Study for high school.

There are three high school completion pathways:



- 1) Future Ready Core Course of Study:
Leads to a NC Diploma
- 2) Occupational Course of Study:
Leads to a NC Diploma
- 3) Extended Content Standards:
Leads to a Graduation Certificate

Once the student turns 16, the IEP team must consider postsecondary goals and supports. Postsecondary goals are based upon age appropriate transition assessments, present level of academic and functional performance, and student and parent input. *Postsecondary goals cover the following areas:*

- Education or training;
- Employment
- Independent Living (if appropriate).

Postsecondary supports include any activities or services needed to assist a student in making progress towards postsecondary goals. In determining post-secondary supports, the IEP team should examine the experiences that the child will need that will assist him/her in obtaining his/her desired post-secondary goals and be prepared for adult life. *Transition services are considered in the following areas:*

- Instruction
- Related Services
- Community Experiences
- Employment Development
- Daily Living Skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)

The IEP team must also determine the person or people responsible for assuring that the student's transition activities and/or supports are achieved. If an outside agency will be responsible for a specific transition activity, the IEP team must obtain parental consent to invite a representative to the IEP team meeting prior to sending the invitation to the meeting.

To explore the Secondary Transition Component of the NC IEP form, see page 5-6:

<https://www.dpi.nc.gov/media/11505/download?attachment>

We worry about what a child will become tomorrow, yet we forget that he is someone today.

–Stacie Tauscher

Aerodynamically, the bumblebee shouldn't be able to fly. But the bumblebee doesn't know that, so it goes on flying anyway.

– Mary Kay Ash



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