



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CT-SEDS
IEP Preview Series
April 25, 2022**

Session recorded



CONNECTICUT STATE DEPARTMENT OF EDUCATION

SESSION 7: Secondary Transition

Welcome and Introductions

**Bryan Klimkiewicz, Special
Education Division Director**

[New IEP/CT-SEDS](#) (posted
sessions)

**Alycia Trakas, Bureau of Special
Education, Education Consultant**



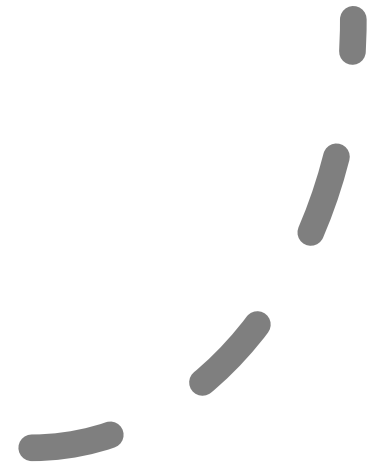
Learning Targets

- Understand the purposes of Secondary Transition Planning.
- Understand the requirements of Secondary Transition (IDEA Part B Indicator 13).
- Understand the Transition Planning section in the new IEP.
- Preview of how CT-SEDS supports the development of Transition Planning and Services, and with Indicator 13 compliance.



Ask Questions

Throughout the presentation add questions to the Q&A Panel



WHY

1. To support and assist educators in the transition from their current IEP system/process.
2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.
3. To provide an opportunity for you to share your questions related to Secondary Transition.



Purposes of Secondary Transition Planning

- Assist students with disabilities in identifying their vision for the future and developing the plan and requisite skills needed to reach that vision.
- Improve the student's academic achievement and functional performance.
- Facilitate the student's movement from school to adult life.
- Increase the student's engagement in postsecondary education/training, competitive employment, and independent living (including community participation).
- Ensure that students and families are aware of the variety of supports and services available through adult and community agencies.



Secondary Transition Requirements

Beginning not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the PPT, and updated annually, thereafter.

As a result of the *A.R. v. Connecticut State Board of Education* court order, all students remain eligible for special education services under the IDEA through the age of 21 (up until their 22nd birthday, when they reach the maximum age of eligibility) or until they graduate from high school with a regular high school diploma, whichever occurs first.

[BSE homepage](#)



IEP Components

- Appropriate measurable postsecondary goals
 - Postsecondary Education/Training
 - Employment
 - Independent Living Skills (where appropriate)
- Based upon age-appropriate transition assessments
- Transition services (including courses of study) that will reasonably enable the student to meet those goals
- Annual transition goals with related short-term objectives



PPT Membership

- The student must be invited to the PPT meeting
 - If the student does not attend, there must be evidence that the student's preferences and interests were considered
- To the extent appropriate, and with the written consent of the parent or adult student, a representative of any participating agency that is likely to be responsible for providing or paying for transition services must be invited to the PPT meeting



Transfer of Rights at Age of Majority

At least one year prior to reaching the age of 18, the IEP must include a statement that the student has been informed of their rights under the IDEA, if any, that will transfer to the student upon reaching the age of majority.

Student reaches age of majority (adult student)

- District will provide any required notices the adult student and parents
- All other rights transfer from the parent to the adult student, unless a court has determined the student to be incapacitated*
- District will notify the adult student and parents when rights are transferred

***Exceptions** ([See RCSA § 10-76d-12\(b-h\) for all exceptions.](#))

- Adult student may notify the District, in writing, that parents will continue to have the right to make educational decision on their behalf, and can revoke the granting of these rights at any time
- Adult student may authorize another adult to make educational decisions on their behalf using a power of attorney



Summary of Performance (SOP)

A SOP is required for each student with an IEP whose IDEA eligibility terminates due to either:

- graduating from high school with a regular high school diploma or
- exceeding the maximum age of eligibility.

The SOP:

- summarizes the student's academic and functional performance.
- includes recommendations on how to assist the student in reaching their postsecondary goals.
- Is most useful when the student has actively participated in its development.
- is completed during the student's final year of high school.
- should be kept with the student's special education records.



Transition Planning in the Current IEP

Student: _____ Last Name, First Name _____ DOB: mm/dd/yyyy _____ District: _____ Meeting Date: mm/dd/yyyy _____

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Behavioral/Social/Emotional: <input type="checkbox"/> Age Appropriate			
Communication: <input type="checkbox"/> Age Appropriate			
Vocational/Transition: <input type="checkbox"/> Age Appropriate			
Health and Development Including Vision And Hearing: <input type="checkbox"/> Age Appropriate			
Fine and Gross Motor: <input type="checkbox"/> Age Appropriate			
Activities of Daily Living: <input type="checkbox"/> Age Appropriate			
Other: <input type="checkbox"/> Age Appropriate			

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Student: _____ Last Name, First Name _____ DOB: mm/dd/yyyy _____ District: _____ Meeting Date: mm/dd/yyyy _____

TRANSITION PLANNING

- Not Applicable. Transition planning is not required or appropriate at this time.
 This is either the first IEP to be in effect when the student turns 14 (or younger if appropriate and transition planning is needed) or the student is 14 or older and transition planning is required.
- Student Preferences/Interests - document the following:**
 - Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? Yes No
 - Did the student attend? Yes No
 - How were the student's preferences/interests, as they relate to planning for transition services, determined? Yes No (If yes, specify)
 - Personal Interviews Comments at Meeting Functional/Vocational Evaluations Age appropriate transition assessments Other _____
 - Summarize student preferences/interests as they relate to planning for transition services: _____
- Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)** _____
- Agency Participation:**
 - Were any outside agencies invited to attend the PPT meeting? Yes with written consent No (If No, MUST specify reason as listed in the IEP Manual)
 - If yes, did the agency's representative attend? Yes No
 - If any participating agency agreed to provide or pay for services/usage? Yes No (If yes, specify) _____
- Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP:**
 - Post-School Outcome Goal Statement - Postsecondary Education or Training:**
 - Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 - Post-School Outcome Goal Statement - Employment:**
 - Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 - Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):**
 - Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)
- Please select ONLY one:**
 - The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): _____
 - Student has completed academic requirements; no academic course of study is required - student's IEP includes only transition goals and services.
- At least one year prior to reaching the age of 16, the student must be informed of her/his rights under IDEA which will transfer at age 18:**
 - NA (Student will not be 17 within one year) The student has been informed of her/his rights under IDEA which will transfer at age 18 No IDEA rights will transfer
- For a child whose eligibility under special education will terminate the following year due to graduation with a regular high school diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before _____**

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

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Student: _____ Last Name, First Name _____ DOB: mm/dd/yyyy _____ District: _____ Meeting Date: mm/dd/yyyy _____

Academic/Cognitive <input type="checkbox"/> Self Help	Social/Behavioral <input type="checkbox"/> Employment	Communication <input type="checkbox"/> Independent Living	Gross-Fine Motor <input type="checkbox"/> Health	Postsecondary Education/Training Other: (specify) _____	Enter Dates for Evaluating and Reporting Progress in Boxes Below
<input type="checkbox"/> Check here if the student is 13 years of age. (Note: Pages 5, Transition Planning must be completed if this box is checked)					1 2 3 4
Measurable Annual Goal* (Linked to Present Levels of Performance) #					
				Eval. Procedure: _____	Report Progress Below (Use Reporting Key)
				Perf. Criteria: _____	1 2 3 4
				(%, Trials, etc.) _____	5 6 7 8
Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)					
Objective #1					
				Eval. Procedure: _____	Report Progress Below (Use Reporting Key)
				Perf. Criteria: _____	1 2 3 4
				(%, Trials, etc.) _____	5 6 7 8
Objective #2					
				Eval. Procedure: _____	Report Progress Below (Use Reporting Key)
				Perf. Criteria: _____	1 2 3 4
				(%, Trials, etc.) _____	5 6 7 8
Objective #3					
				Eval. Procedure: _____	Report Progress Below (Use Reporting Key)
				Perf. Criteria: _____	1 2 3 4
				(%, Trials, etc.) _____	5 6 7 8

1. Criterion-Referenced/Curriculum Based Assessments	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre and Post Standardized Assessment	8. Smarter Balanced and CT Alternate Assessments	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre and Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives (note: use with goal only)	D. Peaking Grades/Score	I. Other: (specify) _____
5. Student Self-assessment/Rubric	11. Other: (specify) _____	E. Frequency/Trials	J. Other: (specify) _____
6. Project/Exemplar/Portfolio	12. Other: (specify) _____		

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year)
 1 = Unsatisfactory Progress - unlikely to achieve goal M = Mastered S = Satisfactory Progress - Likely to achieve goal
 2 = Minimal Progress - unlikely to achieve goal N = Not introduced Q = Other: (specify) _____

*Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.

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Student: _____ Last Name, First Name _____ DOB: mm/dd/yyyy _____ District: _____ Meeting Date: mm/dd/yyyy _____

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:
 - NA A behavioral intervention plan has been developed. IEP Goals and Objectives have been developed to address the behavior. Other (specify) _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
 - NA Recommendation: (specify) _____
- For students who are individually impaired (VI): NA Instruction in braille or use of braille is being provided, as required. The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SL/Dyslexia, blind/VI, physical limitations or organic dysfunction): NA The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP - so which formal/accommodations utilized: Large Print Digital Text Audio Other (specify) _____
- For students who are deaf or hard of hearing: NA See attached **required** Language and Communication Plan (Form ED636) - The PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
 - Quarterly Consistent with grade level report cards Other (specify) _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One) Ability to succeed in Regular Education without Special Education support Graduation Age 21 Other: (specify) _____

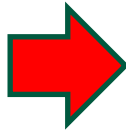
INFORMATION ON PARENTS AND SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided electronically or in hard copy with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: Building a Bridge Parent's Guide to Special Education IEP Manual OTHER _____
- The Parent's Transition Bill of Rights has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services. **Parent's Transition Bill of Rights:** is available on the school district website. is enclosed with this document. was already provided, reviewed and discussed this school year (year) _____

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CT-SEDS INTERFACE: Notice of PPT Meeting



Checking the Student name will generate a meeting notice that is addressed to the adult student

Marcia Framen (Check when appropriate)

The invitation will be addressed to the following Parent/Guardian(s)

Parent/Guardian(s)
Dad Framen

Parent/Guardian(s)
Mom Framen

The purpose of this meeting is

Initial Evaluation

- Review a referral to special education and consider/plan an initial evaluation
- Review initial evaluation results and determine eligibility for special education and if eligible develop IEP (or ISP if offered)

IEP

- Conduct an Annual Review
- Conduct an Annual Review and review three-year reevaluation results to determine continued eligibility
- Review or Revise the IEP
- Review or Revise the IEP and review three-year reevaluation results to determine continued eligibility.


ISP

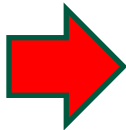
- Conduct an ISP Annual Review
- Conduct an ISP Annual Review and review three-year reevaluation results to determine continued eligibility
- Review or Revise the ISP
- Review or Revise the ISP and review three-year reevaluation results to determine continued eligibility.
- Review three-year reevaluation results for Parentally Placed Private School Student (PPSS) with no direct services.

Non-Initial Evaluation

- Plan a targeted assessment (non-three-year reevaluation)
- Review targeted assessment results
- Plan three-year reevaluation

Additional Meeting Purpose Information


 Indicate any additional information that is relevant for this PPT Meeting.

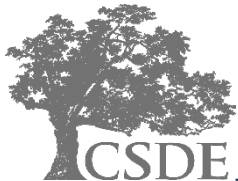


Transition Planning

The team will develop, review, or revise transition goals and objectives (transition planning)

Check only one item

- 
- Agency representative(s) listed below invited to attend to assist in transition planning, OR
 - Agency representative(s) not appropriate to be invited to attend to assist in transition planning, OR
 - Written permission not provided to invite agency representative(s) to attend to assist in transition planning



CT-SEDS INTERFACE: Notice of PPT Meeting

Additional Meeting Purpose Information



Indicate any additional information that is relevant for this PPT Meeting.

Individuals Invited

Randy Adams

Parent/Guardian(s)

Adams Dad

Parent/Guardian(s)

Dad Adams

Parent/Guardian(s)

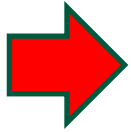
Mom Adams

Student's General Education Teacher



Student will not be participating in the general education environment

Special Education Teacher or Provider



Secondary Transition Tile

Select action

Create/Revise IEP



IEP Meeting Information Complete ✓	IEP Overview Complete ✓	Special Considerations Complete ✓	Present Levels, Annual Goals, Supplementary Aids/Services Complete ✓	Secondary Transition Incomplete !	Special Education and Related Services Incomplete !
Removal from General Ed Incomplete !	District and State Testing Incomplete !	PPT Recommendations Incomplete !	Create Prior Written Notice and IEP Incomplete !		



CT-SEDS INTERFACE: Transition Planning

∨ Transition Planning



Based on Marcia Framen's age, transition planning is not required. Indicate whether the PPT determined that transition planning is appropriate by checking the box. If transition planning is not appropriate, click SAVE and continue.

The PPT determined that transition planning is appropriate.

Note, if secondary transition planning and services are developed prior to it being required, school districts will need to be compliant with all SPP/APR Indicator #13 components, including annually updating secondary transition planning and services.



If the meeting purpose did not include transition planning, please return to the IEP Meeting Information page and create a new Notice of PPT Meeting document to include transition planning as a purpose of the meeting. Reminder: A parent may agree to waive the 5 day meeting notice requirement.

SAVE



CT-SEDS INTERFACE: Transition Assessments



Transition Planning



Complete the transition plan information for the student. Find additional information regarding Transition Assessments in the [Transition Assessment Resource Manual](#).

The PPT is developing postsecondary/transition goals and services for the student.

Transition Assessment

Date

Delete

mm/dd/yyyy



ADD MORE

Assessment Data Summary

Describe

(Required)

History of transition assessments

Transition Assessment ↑

Date ↕

No data available in table

Previous

Next



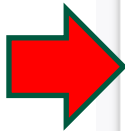
CT-SEDS INTERFACE: PPT Membership



Does the student require specially designed instruction to support independent living skills?

- Yes, transition planning and services must address independent living skills
- No, transition planning and services to support independent living skills are not needed

(Required)



Is the student in attendance at the meeting?

No



Summary of the student's preferences and interests

Describe

(Required)



Were any outside agencies invited to attend the PPT meeting?

Has any participating agency agreed to provide or pay for services/linkages?

- Yes
- No

(Required)

SAVE



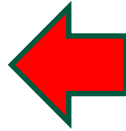
CT-SEDS INTERFACE: Postsecondary Outcome Goal Statements

▼ Postsecondary Outcome Goal Statements

Complete the Postsecondary Outcome Goal Statements for the student. The statements should be written in the following format: [Sentence starter], Randy will [do Targeted Skill/Behavior] [Where/how]. Click Read More for example sentence starters. [Example Postsecondary Outcome Goal Statements](#) document is available for reference.

The following "sentence starters" may be used to guide the statements:

After college...
After exiting high school...
After finishing high school...
After high school...
After graduation...
After receiving a diploma...
The summer after high school...
The fall after high school...
Upon completion of high school...
Upon exiting high school...
Upon leaving high school...
Upon receiving a diploma...
Upon transitioning from high school...
Within three months of graduation...



Postsecondary Education or Training

Describe

(Required)

Employment


Describe

(Required)

SAVE

CT-SEDS INTERFACE: Course of Study

Course of Study

 Indicate the course of study for the student if applicable. Complete the Exit Criteria for all students.

Course of study:

Description of coursework and/or activities needed to assist the student in achieving postsecondary goals, from the student's current year to the anticipated exit year

Describe

(required)


Anticipated Exit Criteria: The student will be exited from special education upon:

(required)

- Graduation with a regular high school diploma
- Ability to succeed in general education without specially designed instruction
- Reaching maximum age of eligibility

SAVE

Goal Areas

 Select the area(s) for which goals are needed for the student. ¹³

 Warning! At least one functional goal should be developed to address the student's behavior. ¹⁴

Only display if student will be 17 or older during the span of the IEP

The student has completed academic requirements. No academic course of study is required and the student's IEP includes only transition goals and services. ¹⁵



CT-SEDS INTERFACE: Transition Present Levels of Performance

▼ Transition Present Levels, Goals and Objectives

i Enter parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning. [CT CORE Transition Skills](#) document is available for reference.

Parent and/or Student Input: Transition

Describe

(Required)

Present Level of Performance: Transition **i**

Describe

(Required)

Strengths

Describe

(Required)

Concerns/Needs

Describe

(Required)

Impact of student's disability on involvement and progress in the general education curriculum

Describe

(Required)

SAVE



CT-SEDS INTERFACE: Transition Annual Goals



Transition Goal Area: Postsecondary Education or Training

Goals and Objectives

[ADD GOAL/OBJECTIVE](#)

The Postsecondary Education or Training Goal is supported by an Annual Goal.


Select	Goal Area	Goal
<input type="checkbox"/>	Mathematics	Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments
<input type="checkbox"/>	Behavior	Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection
<input checked="" type="checkbox"/>	Communication	Given a picture exchange system, Randy will Inform others when he is ill, not feeling well, or in pain within the school environment , in 4 out of 5 opportunities.

SAVE

Transition Goal Area: Employment

Goals and Objectives

[ADD GOAL/OBJECTIVE](#)

 At least one goal is required for each goal area.


The Employment Goal is supported by an Annual Goal.

SAVE



CT-SEDS INTERFACE: Annual Transition Goals Template

▼ Add Goal

 The fields on this panel will make up the goal statement.

Annual Goal

Given , Randy will , .

Given

E.g., Conditions, materials, setting, accommodation, assitive technology

(Required)

Randy will

Measurable/observable skill or behavior in functional terms


(Required)

To what extent/how well to determine mastery

(Required)

SAVE

▼ Evaluation Method

 Include the evaluation method for measuring progress.

Evaluation Method

- Progress toward meeting the annual goal will be measured by achievement on short-term objectives.
- Other


SAVE

CT-SEDS INTERFACE: Short-Term Objectives



Objectives

[ADD OBJECTIVES](#)

 Add objectives for the goal from this panel.

 At least one objective is required for each goal. You may return to the goal at a later date to enter objective(s).

Pos	Objective	Details	Del
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SAVE



CT-SEDS INTERFACE: Short-Term Objectives

Add/Edit Objectives

The fields in this modal will make up the objective statement.

Annual Goal:
Given academic and organizational support, Randy will acquire the study skills necessary to successfully complete his current courses , as demonstrated by earned credits.

Objective:

Given
(Required)

Randy Adams will
(Required)

(Required)

by
(Required)

Progress Monitoring Schedule
(Required)



CT-SEDS INTERFACE: Transfer of Rights

▼ Transfer of Rights

[ATTACH DOCUMENTATION](#)



At least one year prior to reaching the age of 18, students must be informed of their rights under the IDEA that will transfer at age 18.

Will the student be 17 or older by the end of this IEP?

No

SAVE



Summary

- **All IEP Transition Planning section components must be updated annually.**
- **Age-appropriate transition assessments**
 - Assess all areas of transition to identify student's strengths, needs, preferences, and interests
- **Postsecondary Outcome Goal Statements**
 - Template
 - Minor language changes
- **Annual Transition Goals and Short-Term Objectives**
 - Templates



Summary

- **Course of Study**
 - Multi-year description or list of the coursework
 - Anticipated Exit Criteria moved to Transition Planning section
- **Transition Present Levels of Performance**
 - Moved to Transition Planning section
- **Transition Planning PPT Membership**
 - Student will be invited
 - Response required to the invitation of an outside/participating agency
- **Transfer of Rights**
 - Required if student will be 17 by the end of the IEP



Questions





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Bryan Klimkiewicz

Special Education Div. Dir.

Bryan.Klimkiewicz@ct.gov

Robb Geier

Senior Consultant PCG

CT-SEDS@pcgus.com

Michael Tavernier

Education Consultant

Bureau of Special Education

Michael.Tavernier@ct.gov

Alycia Trakas

Education Consultant

Bureau of Special Education

Alycia.Trakas@ct.gov