Secondary Transition and Submitted Questions

September 16, 2021
NC EC Policy

• EC Policy Manual

• NC 1500-2.41 Transition Services pg. 22

• NC 1503-4.1 Definition of Individualized Education Program pg. 76-77

• NC 1503-4.2 IEP Team pg. 77
In Effect When Student Turns Age 14

(b1)

• IEP must contain statement of:
  • Needs
  • Preferences
  • Interests
• Course(s) of Study
• Updated annually thereafter
In Effect When Student Turns Age 16

(b2)

IEP must contain:

• Appropriate Measurable Postsecondary Goals (PSG)
  • Based on transition assessments related to employment, education/training, and where appropriate, independent living

• Transition Services
  • Needed to assist student in reaching PSG
  • Including interagency responsibility

• Updated annually thereafter
Postsecondary Goals

- Must be:
  - Measurable
  - Appropriate
  - Updated annually
- Based on Transition Assessment data & related to:
  - Education/Training (certificate, on-the-job, 2-year & 4-year degree options)
  - Employment (career)
  - Independent Living (housing, living supports)
Transition Services

• Transition Services
  • Needed to assist student in reaching PSG
  • Including interagency responsibility

• Take into account the student’s strengths, preferences, and interests
  • Instruction
  • Related Services
  • Community Experiences
  • Employment and Adult Living Objectives
    • And, if appropriate:
  • Daily Living Skills and Functional Vocational Assessment
Updated Annually

Updated annually thereafter, which may include:

- Review the Postsecondary Goals (PSG)
- Review any new transition assessment data and/or updates to previous transition data
- Review the transition services and IEP goals supporting the PSG
Outside Agencies

• To the extent appropriate and with consent of parent/student (if age of majority)
  • LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services
NC Initiatives

• State Level
  • NC Collaborative Teams (CTE, EC, and VR)
  • State Agency MOU (CTE, EC, and VR)
  • Collaboration with Community Colleges
  • Collaborations with internal and external stakeholders

• LEA/PSU Level (determined by the LEA/PSU)
  • Continuum of Transitions (introducing in lower grades; person centered thinking; student led IEPs)
  • Specially designed initiatives LEA/PSU specific
Resources

• NC Transition Toolkit for Parents
Submitted Questions
Question 1

If a student with IDD is determined that a shorter school day is appropriate; will the student be assigned a homebound teacher to support their education for the parts of the school day they will be at home?
Question 2

Can DPI share what is the role of the EC office of Educational Equity? When is it appropriate to reach out to that office?
Question 3

Who should guardians or advocates reach out to at DPI if they have taken concerns to all levels within the local school district but there are still concerns?
Question 4

If an LME/MCO (or TP in the future) has a student go out of state for medical reasons; who is responsible for their IEP?
Contact Information

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