



# **PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

# 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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