

# NH Transition Community of Practice

*Engaging Partners ~ Improving Outcomes*

## Template for Secondary Transition

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This template was developed during a year of research and conversations by a group of New Hampshire practitioners and trainers who are experts in the area of secondary transition for students with disabilities. This Template describes the major features that we believe are critical to effective transition supports and services to ensure that all students, with and without disabilities, are college and career ready upon graduation, but also that all students are prepared to engage as young adults in their chosen communities. This template is derived from the Department of Labor Guideposts for Transition for Youth with Disabilities (DOL, NCWD,2009) and the Taxonomy for Transition (Kohler, 1996).

The left-hand column identifies and describes 10 critical components that we believe must be in place for a school to provide effective transition supports for all students. These components are broad and represent areas of emphasis that all students should experience. The second column explains why the component is critical to effective transition, followed by measure or indices that the component is present. The Ideal or “Gold Standard” indicates best practice implementation of the component, and the emerging practice describes an acceptable level of the practice as a school strives to meet the Gold Standard. The final

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column describes the indicators of when the critical component is not being met. This helps the user to identify boundaries of acceptable versus unacceptable practice within each component.

Please note that this template is a statement of *BEST PRACTICES* in secondary transition as conceived by the NH Community of Practice in Secondary Transition and *IS NOT* related to indicators that are required by NH schools and districts in order to comply with state and federal special or general education requirements. The NH department of Education uses the Indicator 13 Checklist and a review process to assess compliance with state and federal special education rules for state requirements for secondary transition compliance see:

([http://www.education.nh.gov/instruction/special\\_ed/documents/powerpoint\\_indicator\\_13.pdf](http://www.education.nh.gov/instruction/special_ed/documents/powerpoint_indicator_13.pdf)).

We hope this template can be used by schools to strive towards the implementation of high-quality transition practices that will ensure that all students successfully complete and are college and career ready when they leave high school.

### **Focused Practice: Transition to Life after high school for all students**

**Outcome/s for this Practice: Every student graduates with a future-orientation and a plan for career and community life.**

Critical Component (non-negotiable)	Define how this Critical Component contributes to the Outcome?	Measures	Ideal “Gold Standard” of the Critical Component	Emerging Practice ( <i>Acceptable Variation</i> ) of the Critical Component	Unacceptable Variation of the Critical Component
1. Every student receives annual Career Guidance and Counseling that meets each students’ needs and assesses progress towards high school	This feature will assist students to track their progress toward graduation, and take ownership of their plans.	4-year graduation plan; Transcript	Students participate in the development of and have a written graduation plan. The plan is in a format that he or she can use and understands. The	Each student has a career plan that is updated annually.  Each student understands the graduation requirements and where he or she	Student is unaware of graduation requirements, unaware of possible supports and services, does not understand how courses connect to graduation, and/or

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completion			<p>plan describes the courses, supports, and related activities towards graduation. The plan includes data on current status and is updated as needed (at least annually) --There is a timeline for what is on-track for graduation and a process for identifying when a student is off-track and for problem-solving with that student.</p>	stands in terms of graduation.	was not part of selecting the courses.
2. Students identify and articulate areas of interest and career goals annually.	This feature will ensure that the process is driven by the student’s goals and needs.	<p>Summary of post secondary goals for employment and education.</p> <p>For students with IEPs, the IEP includes</p>	Every student has the supports necessary to make decisions, set goals, and take action to achieve his or her career goals.	Student does not have career goals but has stated areas of interest that he or she is exploring.	<p>Student does not have a career goal.</p> <p>Student does not have access to decision-making supports needed to identify or articulate</p>

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		measurable post secondary goals.	-If there is a difference between what a student states and his or her performance there is a system and process in place for assisting that student to address the gap.		a career goal.  Student’s voice is not prioritized in the development of the goal.
3. The course of study is aligned with the student’s areas of interest and career goals.	This will ensure that students stay on track for graduation and they will be more likely to end up achieving their goals.	4-year or multi-year plan that shows course or courses aligned with student’s career goals. For students with IEPs, this is in place at age 14, and fully described in the course of study section of the IEP.	-Every student has knowledge of all available courses and programs, and makes decisions with an explicit and understood rationale for how their chosen course of study relates to their career goals. -If there is a difference between student’s goal and course of study there is process in place to align the	-Every student knows about all available courses. -Every student participates in choosing course of study. -Course of study is link to student’s post-school goal.	Courses were selected without student input.  Course content and course of study are not related to student’s career goals.  There is no guidance for student about how courses lead to the student’s goals and interests.

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			student’s course of study with his or her career goal.		
4. There is equitable access to a full range of academic coursework.	This will ensure that students of all abilities and needs are able to achieve their individually-stated career goals.		Every student has the supports and flexibility necessary to be successful in the academic activities of his or her chosen course of study towards graduation. If a student is not succeeding in his or her courses or course of study there is a process in place to assist that student with supports and alternatives.	All students have access to all courses or alternative means to attain credit in certain courses.	Student is not aware of the full range of coursework and the implications of his or her choices.  Student is not given the supports needed to be successful.  Students are automatically re-enrolled in courses they have failed.
5. Demonstration of competence may be assessed in a variety of ways.	This feature allows all students to demonstrate authentic and deep learning.	Assessment plan is articulated up front with accommodations included for students with	All students are given opportunities to demonstrate their competence, including through	All students are given opportunities to demonstrate their competence, including through alternatives such as	Certain students are excluded from alternative pathways and methods to demonstrate competence

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		disabilities.	alternatives such as ELOs, work-based learning experiences, etc. If a student is struggling with a certain assessment method, there is a process in place to create alternatives that meet the students’ needs.	ELOs, work-based learning experiences, mong others.	
6. There is equitable access to school-based, non-academic activities that promote social, emotional, physical, health and wellness, etc. of the student’s choosing.	This feature ensures that students will develop their strengths and abilities through non-academic activities.	Evidence that the schools promotes access to activities that promote social/emotional and physical development.	Every student has the supports and flexibility necessary to access school-based non-academic activities of their choosing. If a student is having difficulty accessing a non-academic activity, there are supports available to problem-solve	Every student has the supports and flexibility necessary to access school-based non-academic activities of their choosing.	Students are not aware of the full range of non-academic school-based activities.  Students are not supported and are not given the flexibility to access any club/activity they desire.

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			with the student and family.		
7. Students acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interactions, and physical and emotional health.	This feature ensures that students will develop their self-determination and social skills, including learning how to ask for help, using social resources, and managing their own needs	<p>Acquisition of cross cutting competencies, student engagement, measures of behavior problems in the school.</p> <p>For students with IEPs, an annual goal might measure a student’s acquisition of skills, behaviors, and attitudes that would enable him/her to learn and grow in self-knowledge, social</p>	<p>Every student has the supports and opportunities necessary to learn about themselves, for self-reflection, and to learn about their strengths, challenges, and relationships.</p> <p>There is a system, interventions, and a process in place to identify and support students who are struggling with issues of self-knowledge, social interactions, and physical and emotional health.</p>	<p>Every student has the supports and opportunities necessary to learn about themselves, for self-reflection, and to learn about their strengths, challenges, and relationships.</p>	<p>Students are not consistently offered supports and opportunities for personal growth, or for positive emotional and social development.</p> <p>There is only conditional access to supports for high need students.</p> <p>Assumptions are made as to who is providing the service sped/guidance/cm etc.</p>

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		interactions, and physical and emotional health.			
8. There are connections to community resources, supports, services.	This will ensure that a comprehensive system of supports is available to help each youth to be successful	Indications that the school has strong connections with community groups.	Every student and family member knows about personally relevant community resources, supports and services and there is a system and process in place to assist students and families to identify their needs and make those connections.	The school makes available information about community resources.	Connections to the community are not made and are not facilitated for students/families, as personally relevant.
9. Family members or caregivers are engaged and have input in the post secondary planning and pursuit process.	This ensures that the youth will be more likely to succeed because the family is part of the process.	Evidence of family engagement and input in the student’s high school planning and transition process.	Family members (or caregivers) actively contribute to the creation and implementation of the plan that includes the student’s post-	Family members (or caregivers) actively contribute to the creation and implementation of the plan that includes the student’s post-	Not all family members or caregivers participate and certain families are not offered the support or flexibility they need to



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			secondary goals and course of study. There is a system and process in place to identify and assist those students and family members who need additional supports to participate.	secondary goals and course of study.	participate.
10. There is a data-driven system or framework that includes policies and procedures in place to identify and respond to the transition needs of every student.	This will ensure that problems are identified earlier and that interventions are match to each individual student’s needs	Evidence of how students who are off track for graduation are identified, evidence that data is reviewed at least twice per year.	Decisions about the services and supports that each student receives are based upon continuous assessment of need and performance. -Data and performance are reviewed with each student continuously -There is a data-		Services and supports are provided in a reactionary mode rather than putting into place pro-active policies.  Supports and services are inconsistently provided.  Decisions are made based upon personal

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			driven process and system in place to identify students who need additional support. -Policies and procedures and frequently reviewed and revised based upon data.		preferences rather than data and outcomes.  Data collected does not match the transition needs of students.