

CAC Parent Training

Navigating the Transition Process



Fontana Unified School District

SELPA / SPECIAL SERVICES



Let's Agree to...

- 1. Engage fully**
- 2. Be respectful of others**
- 3. Be open to new ideas**

WHOA!



So, it's time for change?



Objectives

1

Learn the *why, who, what, when, and where*, of transition/**matriculation** meetings for different student transition periods

2

Review sections of the IEP that must be completed for transition/matriculation

3

Develop meaningful transition/**matriculation activities**

4

To explore how transition teams develop effective transition plans examining multiple pathways to careers and post secondary life



Transition as Movement of Educational Environment VS. Transition as Transition Services

Transition as movement

- Focuses on how we support a student moving from one learning environment to another learning environment to ensure a smooth transition.

Transition services

- As defined by IDEA is a coordinated set of activities for a child with a disability that is based on the individual child's needs, the child's strengths, preferences, and interests. It includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.
- Begin no later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.



Transition as Movement of Educational Environment





WHY?
**Why do we hold
Transition meetings?**

Why do we hold transition meetings?

It is part of the offer of a Free Appropriate Public Education (FAPE)

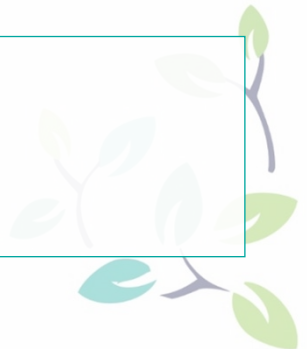
- Appropriate instruction, supports and services
- Must be appropriate given the child's needs

Proactive Planning

- For student
- For program/school site

Parent/Guardian involvement

- Ease worries
- Increase communication





WHO?
Who needs Transition
meetings?

Who Needs a Transition Meeting?

- Students with IEPs who will be experiencing transition may include:
 - Matriculation
 - Preschool → Kindergarten
 - Elementary → Middle School
 - Middle School → High School
 - MS High School → Adult Transition Program
 - Change of placements
 - Special Education ↔ General Education
 - Non-Public School ↔ Public School
 - Home Hospital ↔ Public School
 - Change of Track
 - Moderate-Severe ↔ Mild/Moderate
 - Special circumstances
 - Juvenile Court → Public School
 - Hospitalization → Public School



Who is your contact for a Transition Meeting?

- The Case Manager will be your contact for planning the transition meeting.
- The Case Manager from the current site will reach out to the chairperson at the receiving site to set up matriculation meetings (EC to Kindergarten, Elementary to Middle, Middle to High, High to Adult Transition M/S)
- The Case Manager/School Psych will ensure that a representative that can speak to the program is present for programmatic changes (change of placement, change of track, special circumstances)



Who attends a transition meeting?

IEP Meeting Participants

- Parent
- Education Specialist
- General Education Teacher
- Administrator
- Service Provider(s) (if applicable)
- Receiving program/school site special education teacher
- Receiving program/school site administrator
- Student (if appropriate)
- Nurse (if applicable)



Who attends the transition meeting?



Parent

The **parent** is needed to provide information regarding the student



General Education Teacher

General Ed. teacher is needed to share information regarding CCSS/ instruction



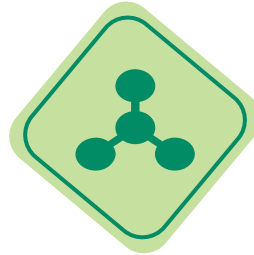
Education Specialist

Current and receiving **Education Specialists** are needed to speak about programs and supports



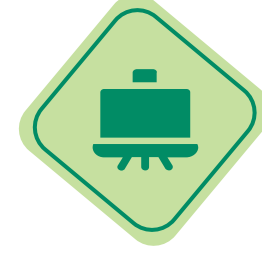
Related Services

Related services provides updated present levels and service minutes



LEA Rep.

An **administrator** or designee needs to be present to offer FAPE



Student

If applicable, invite the **student**. The student will be able to share needed supports





WHAT?
**What should the
transition meeting
address?**

What should transition meetings document?

- A transition meeting should describe and document the activities and supports the IEP team will implement to ensure the student has a smooth transition into a new placement or school
- All health concerns, behavioral concerns, specialized equipment, and other pertinent information should be discussed and documented to ensure that the incoming team has relevant information about the student.



What Should Transition Plans Document?

Examples:

1. A social story relating to being in a new and different classroom setting
2. A video tape of student activities in new class/school setting
3. Create a schedule: Student will participate in general education class for XX hour(s) per day
4. Student will eat lunch in the cafeteria with other students
5. A visit to the new campus including interaction with new teacher(s) and/ or students will be arranged prior to the student's transition date
6. Visual schedule with new bell schedule



What Should Transition Plans Document?

7. Parent training on sensory supports for the home for the first 2 months of school
8. Fidgets for the new classroom
9. Peer leader assignment for the first week of school
10. Communication board with new icons for school
11. Mobility Training
12. Training on how to keep an agenda/planner
13. Toileting schedule to accommodate new bell schedule
14. Teacher training
15. List of activities (for middle school and high school)



Social Story Sample

- https://testfusd-my.sharepoint.com/:b:/g/personal/silvbm_fusd_net/ERyrL1qKmHtCsDM_a3PDI4ABoupl0DM9HPpvfFOyHauOmQ?e=bAdb0a
- https://testfusd-my.sharepoint.com/:p:/g/personal/silvbm_fusd_net/EUfbW-p8ptNLiqJW_FQPy9oB6PK8LqxMPCReoH46gU50Rw?e=RfMtEK



Sample Visual Schedule

FONTANA MIDDLE SCHOOL

BELL SCHEDULE

2021-2022 SCHOOL YEAR

Regular Day

Period	Start	End
Opening Bell	7:55 AM	
1	8:00 AM	8:57 AM
2	9:02 AM	9:59 AM
3	10:04 AM	11:01 AM
LUNCH A	11:01 AM	11:36 AM
4A	11:41 AM	12:38 PM
4B	11:06 AM	12:03 PM
LUNCH B	12:03 PM	12:38 PM
5	12:43 PM	1:40 PM
6	1:45 PM	2:42 PM

Minimum Days/Parent Conferences

Period	Start	End
Opening Bell	7:55 AM	
1	8:00 AM	8:40 AM
2	8:45 AM	9:25 AM
3	9:30 AM	10:10 AM
4	10:15 AM	10:55 AM
LUNCH A	10:55 AM	11:30 AM
5A	11:35 AM	12:15 PM
5B	11:00 AM	11:40 AM
LUNCH B	11:40 AM	12:15 PM
6	12:20 PM	1:00 PM

*Minimum Days are on Wednesdays

**Parent-Teacher Conference Dates: October 19-21, 2021 & February 23-24, 2022

***Additional Minimum Days: December 17, 2021 & May 27, 2022





WHEN?
**When should a
transition meeting be
held?**

When do we hold a transition meeting?

- A transition meeting is recommended any time a substantial change in educational setting is taking place
- When a student matriculates from elementary, middle school, and high school and there are supports, services, and concerns that the team needs to address as the student transitions
- Transition meetings will start to be planned in the second semester of the school year





WHERE?
**Where should
transition meetings be
held?**

Where should transition Meeting be held?

Elementary → Middle School

Current School Site

or

Mutually Agreeable Location

Middle School → High School

Current School Site

or

Mutually Agreeable Location

Home Hospital → Public School

Home School

or

School Student will be enrolled

NPS → Public School

Non-Public School

or

School Student will be enrolled





HOW?
**How will the team
address transition in
the IEP?**

How the Transition Meeting Agenda might look

1. Purpose of Meeting
2. Attendees
3. Parent concerns
4. Updated present levels of performance
5. Review of accommodations, modifications and supplementary aids and services **Update if needed with the appropriate supports*
6. Review of current services **Update to match new program/school if needed*
7. Discuss diploma v. certificate of completion (if applicable)
8. Resources and contacts for the receiving program/school
9. Offer of FAPE



Let's Break it Down



Strengths/Preferences/Interests

Parent input and concerns relevant to educational progress



Let's Break it Down

4

Updated Present
Levels of
Achievement and
Functional
Performance

Precademic/Academic/Functional Skills

Communication Development

Gross/Fine Motor Development

Social Emotional/Behavioral

Vocational

Adaptive/Daily Living Skills

Health

For student to receive educational benefit, goals will be written to address the following areas of need:

Present Levels Example

independent with floor mobility. He is able to perform positional transitions with a support surface and is able to reach for toys with good balance. He is able to transition in and out of a bilateral handheld assistance to negotiate small surface transitions for safety and balance. APE [redacted] can push an 8 inch ball with partial assistance and verbal prompts 4 out of 5 trials, assistance, and take bran bags from a container with partial assistance and verbal prompts.

Gross Motor (APE): 2020: [redacted] is ambulatory for 15' to 20' feet with stand-by assistance and sideways with two hands held for 5'. He is moderately dependent for all functional mobility. He is transitioning himself to stand/sit using a support surface. He stands without support for greater than 10 seconds around furniture and climbs onto low furniture. He stands without support for greater than 10 seconds standing with a support surface. While holding a rail and standby assistance [redacted] is able to ascend playground stairs with contact guard assistance holding two rails and placing two feet on each support and briefly sits on a swing receiving physical cues. He will sit on a scooter board and push maintaining seated balance. He is able to maintain a seated posture on a small tricycle while balancing pedals. During object control skills [redacted] will hold and release a palm sized ball with 2 hands, pass with hand over hand, and kick/push with moderate to maximum cues. [redacted] will reach for, hold, from various surfaces on a consistent basis. Prior to March 2020 he participated in the MOVE program. [redacted] is participating in [redacted].

Fine Motor (OT): [redacted] is able to hold a marker, crayon or paint brush that is placed in his hand and paper and trace lines with HOH assistance. [redacted] uses his pointer finger, hands, and feet to manipulate objects. [redacted] is able to grasp and pull objects off of a table or off anything in arms reach. He does not like to be sprayed with water. [redacted] will also attempt to touch, force and can do it in his own time.

Social/Emotional/Behavioral
[redacted] appears to be very happy. He often smiles and laughs.

Vocational
[redacted] does not currently have a classroom job.

Adaptive/Daily Living Skills
[redacted] responds to simple directions. He will go back to the mat upon request. He takes off shoes with assistance for restroom (diaper).

Health
[redacted] has a diagnosis of Intellectual Disability, Speech or Language Impairment, developmental disorder characterized by slow growth, intellectual disability, skeletal abnormality, mild hearing loss and left ear moderate-severe loss ("hearing loss is not adequate for communication"). (Nutrient 6 ounces). The skin surrounding his stoma is often irritated and inflamed, but currently known allergies and takes Miralax for constipation on a fairly regular basis. He saw a dentist and referred to a dentist who specializes in treating bleeding gums which is a problem that [redacted] has by otolaryngology and ophthalmology professionals that evaluate him annually. On the CDC growth chart [redacted] is below the 3rd percentile for height at 43 inches, below the percentile for weight at 33 pounds, 12.55. (Any percentage from 25-75 on these charts is considered to be within the average range of additional information. MC/RN

(Include medication information):
Refer to his Individual Health Plan for additional information.

For student to receive educational benefit, goals will be written to address the following:
Motor Skills, Social/Emotional, and Communication

Preacademic/Academic/Functional Skills

Math
[redacted] is able to reach for, grasp and hold and release an object during math activities. He reaches for math manipulatives and holds them for 5 seconds during math activities.

Writing
[redacted] can pick up markers, crayons, and pencils. [redacted] can pick up and hold objects. He is able to take the caps off of markers. He does not independently make marks on paper.

Reading
[redacted] can look towards a familiar person. He expresses his emotions through facial expressions and physical movement. He responds to tone of voice.

Communication Development
[redacted] Annual Speech and Language Summary

[redacted] has recently started speech and language therapy at [redacted] in the Fontana Unified School District. He is able to communicate using physical movements and vocalizations, such as closing the laptop or turning his back when disinterested.

[redacted] has received Speech and Language services since his Initial IEP as a preschool student (2014). Before enrolling as a student in the Fontana Unified School District, [redacted] is a nonverbal student. He often times produces grunts and various other vocalizations, however, no true words are produced. [redacted] also frequently reaches for objects of desire, as well as pictures. He may attempt to point to those objects/pictures or grab them to explore on his own. [redacted] makes physical gestures toward familiar listeners. His eye contact increases during one-on-one communication.

[redacted] parents are concerned with his ability to communicate his needs. They believe that his difficulty with communication affects his overall behavior.

AAC is considered for individuals who have minimal speech or are nonverbal. These individuals may use AAC to augment or increase their ability to communicate. Students, such as [redacted] with speech and intellectual disabilities—non-verbal—can benefit from having an AAC.

Recently [redacted] was observed and assessed by both his current school's Speech-Language Pathologist and Occupational Therapist (FUSD) regarding assistive technology. It has been determined that he is a good candidate to receive an AAC device in order to increase meaningful communication in the academic setting. Along with his AAC, Adam will also receive a picture board/book created by his Speech-Language Pathologist as another mode of communication to utilize. Both Adam's AAC and picture board/book will be personalized to targeted greetings, wants/needs, actions, simple questions, schedule, yes/no answers, etc.

Gross/Fine Motor Development

Gross Motor PT 2021: [redacted] is able to sit in an adaptive chair independently. He can get in and out of the chair with minimal to contact guard assistance. [redacted] is able to ambulate while holding furniture and transition between furniture. He has shown that he is able to ambulate up to 5 feet for this PT. He is independent with floor mobility. [redacted] has a area in the classroom that he is able to sit in a bean bag chair to relax in and he is able to sit there independently. He is able to stand independently for up to 1 minute.

Gross Motor [redacted] is able to ambulate up to 30 feet across level surfaces with standby assistance on 2 out of 3 trials. He is



Let's break it down

5

Review of accommodations, modifications and supplementary aids and services. Update if needed with the appropriate supports

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

- ☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
- ☒ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Extended time	10/26/2022	10/25/2023	classroom
Visual Cues	10/26/2022	10/25/2023	classroom and school campus
Token Economy, Social Stories, Verbal Praise	10/26/2022	10/25/2023	classroom and school campus
Notes, outlines and instructions	10/26/2022	10/25/2023	classroom
Graphic organizer	10/26/2022	10/25/2023	classroom
Multiple or frequent breaks	10/26/2022	10/25/2023	classroom and school campus

- ☒ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.
- ☐ The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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- ☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
- ☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Consultation between Speech Therapist and Classroom Staff	☒ Student ☒ Personnel	10/26/2022	10/25/2023	Monthly	10 minutes	classroom

Let's Break it Down

7

Discuss Diploma
vs Certificate of
Completion track
(if applicable)

8

Resources and
contacts for
receiving
program/school

9

Offer of FAPE

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>2/21/2023</u>	End Date: <u>6/30/2023</u>
Provider: <u>District of Service</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>240</u> min served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments:		

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>7/1/2023</u>	End Date: <u>2/21/2024</u>
Provider: <u>District of Service</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>536</u> min served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments:		



Let's Break it Down



Document the activities to support transition on the Offer of FAPE- Educational Setting

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)



The transition/matriculation meeting should...

1

Document the conversation and input from parent/guardian, education specialist, service providers, and school personnel

2

Get input from service providers to support the student's transition

3

Identify any follow up on any items that will need to be transferred or delivered to receiving site

Special
Equipment
that student
may
require.

If
prescribed,
it will follow
the
student.



Notes Example

PRESENT LEVELS AND AREAS OF NEED:

Present Levels were reviewed. Please refer to current IEP for specific information.

is walking more in class a distance of approximately 15 feet.

He does not like to keep his shoes on.

also uses a bean bag and a special chair/desk and a mat. He uses the mat for movement breaks.

asked about diapering. Parent share that student weights about 30 pounds. He does not tell yet when he needs to use the restroom, however a diaper change is given every 4 hours or as needed when diaper is soiled.

Teacher shared that the classroom has a changing table available.

Team shared that is very social. He enjoys being around his peers and he claps when happy. He may also get social when he feels comfortable around people.

In regard to s health, he requires G-tube feeding. Currently, parent feeds two hours before the beginning of school, and at school student gets one more feeding. At this time, feeding takes about 30 minutes and is given by a nurse that comes to the school. At this time, does not take any solids by mouth yet. No water either. Parent shared that during summer may get therapy to introduce him to solid foods.



Transition Services





**What
What are transition
services?**

Secondary Transition Services as Defined in IDEA

- The term “transition services” means a coordinated set of activities for a child with a disability that:
 - Is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s **movement from school to post-school activities**:
 - Including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;



Secondary Transition Services as Defined in IDEA

- The term “transition services” means a coordinated set of activities for a child with a disability that:
 - Is based on the individual child’s needs by knowing the child’s strengths, preferences, and interests; and
 - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.



Secondary Transition Services as Defined in IDEA

- To the extent appropriate, with the consent of the parents or child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services



Secondary Transition Services as Defined in IDEA

- Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.





Why?
**Why are transition
services important?**

In 2004, transition services for students with disabilities were mandated in the Individuals with Disabilities Act (IDEA). In 2020 transition is a primary focus of education and the workforce development legislation. College and Career Readiness is **transition for all, including students with disabilities.** This focus validates the need to prepare all students to have a plan for their future as they leave the K-12 system. There is increasing focus on the value of post-secondary education as part of the path to employment for technical careers, as well as high-skill jobs. The job market is impacted by technology. All youth need strong academic skills and further education.





Who?
Who needs to be
part of the transition
meeting?

Who needs to attend a transition meeting?

- The most important person at the IEP is the student when possible to provide self-advocacy or parents to speak on behalf of the student to determine what are the student's plans for their future.
- Other team members include:
 - Administrator
 - Service Providers
 - Other agency representatives as appropriate





Why?
**Why are transition
services important?**

Why?

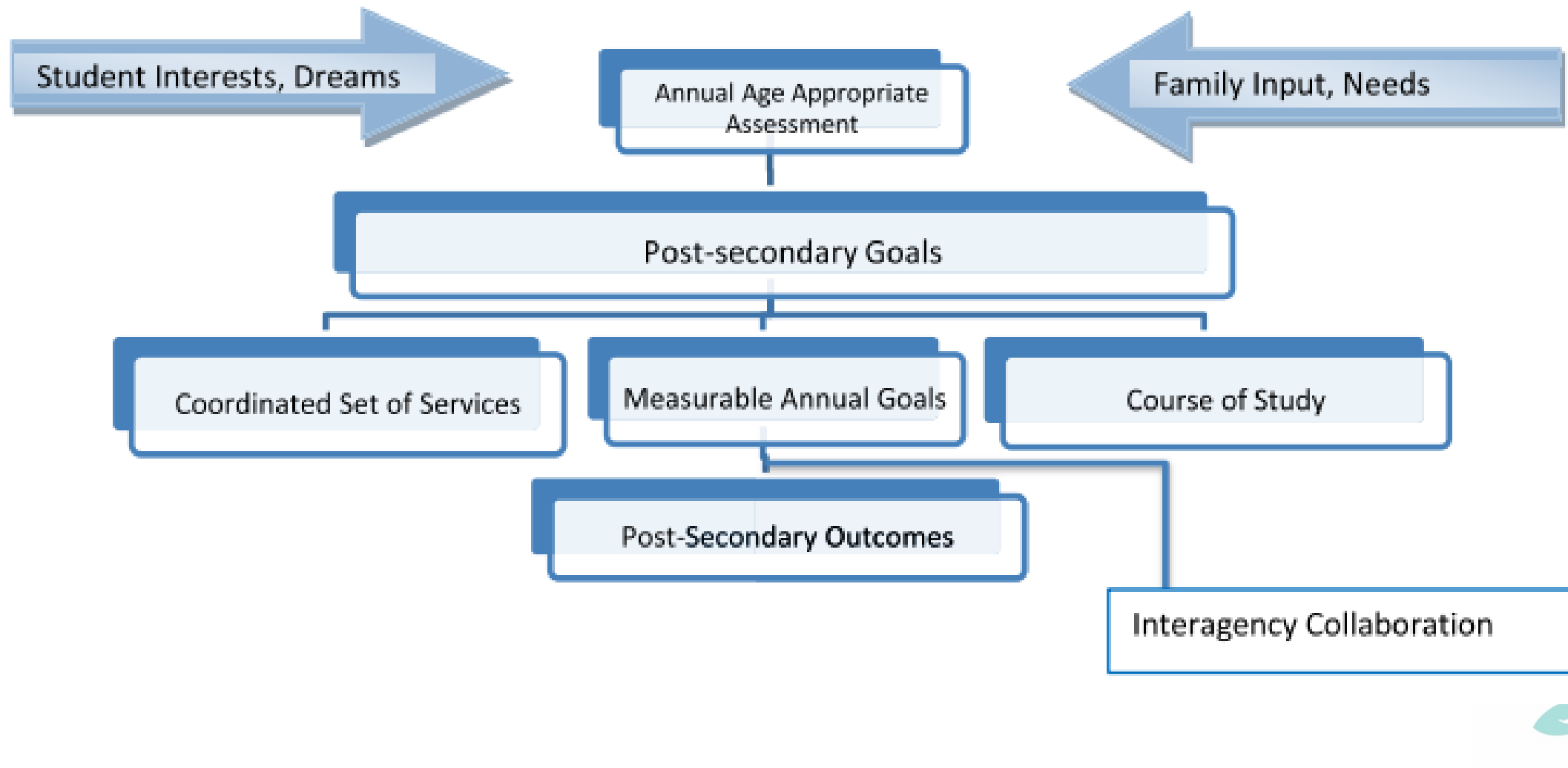
The purpose of transition meetings is to prepare a student with a disability to plan ahead for life after high school.





How?
**How do we support
transition services
through the IEP
process?**

How to Construct the Transition Individualized Education Program



Goals are based on Age-Appropriate Assessments

- IDEA 2004 stipulates: “the IEP must include measurable post-secondary goals **based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals**”.



Goals are based on Age-Appropriate Assessments



Basic assessment strategies include interviews, the discover process, interest surveys, computerized information systems, portfolios, observations and interviews.

Transition assessment includes career/vocational assessments and an evaluation of other transition issues (academic skills, readiness for transition, life skills, resources, and eligibility for support systems).

Assessments should document the entire transition IEP. They should validate post-secondary goals, identify needed transition services, and help students and their families set goals and plan their future.

Assessments should lead to Self-Discovery



Who am I?



What are my unique talents and interests?



What do I do (hobbies, recreation, interests)?



What do I want in life now and in the future?

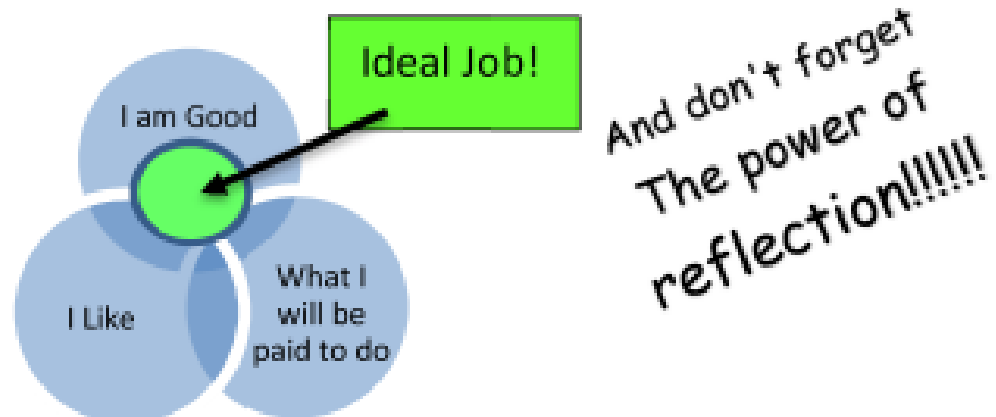


What are the main barriers to getting what I want from school and my community?



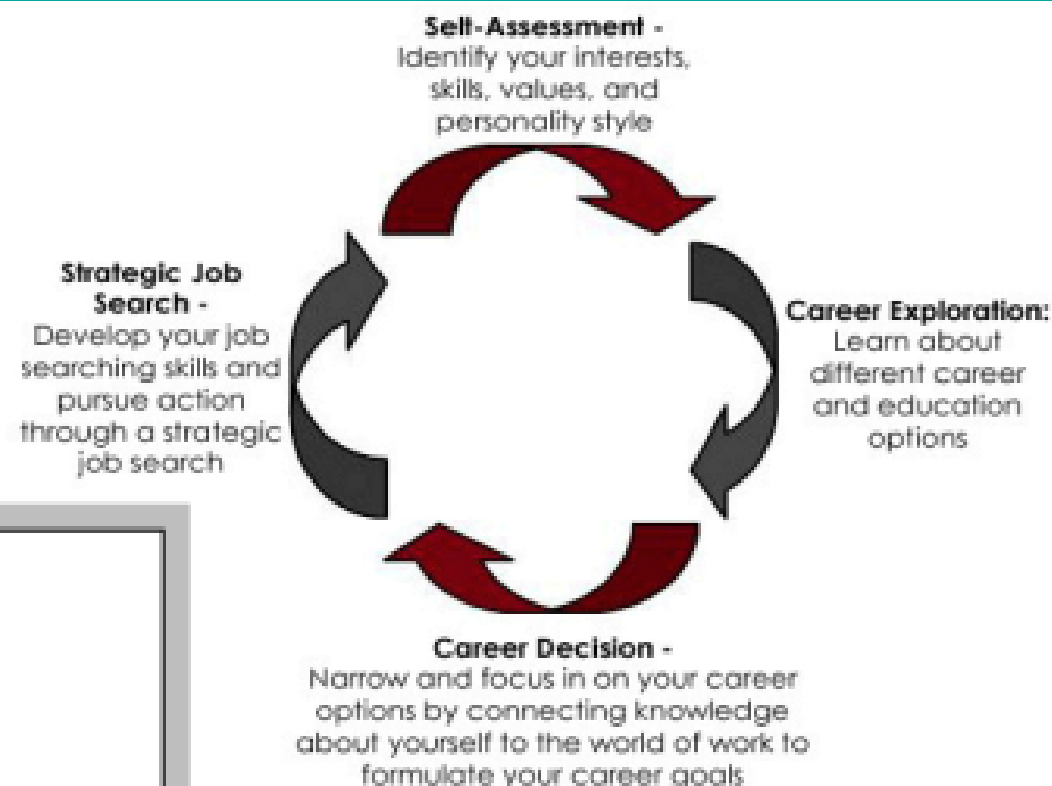
What are my options for achieving my goals?

Person- Centered Planning



Hints for choosing career / vocational assessments:

- Is it easy for the student to use?
- Is it age/grade appropriate? Can students relate to language?
- Does it stereotype career choices?
- Is it easy to read and interpret? (Does it assess interests or reading skills)?
- Does it provide feedback that leads to reflection?
- Does it enhance insights?
- Does it reflect the current and emerging job market and employment skills?



Source: Pennsylvania Youth Transition Partnership



Transition: The IEP

- | | |
|----|---|
| 1. | Post-Secondary Goals <ul style="list-style-type: none">• Education and Training• Employment• Independent Living |
| 2. | Update Annually |
| 3. | Age-appropriate assessment |
| 4. | Transition services |
| 5. | Course of Study |
| 6. | Annual goals directly related to post-secondary goals |
| 7. | Student invited to the IEP |
| 8. | Representative of agency that provides post-school transition support invited to the IEP |



STATE SELPA IEP TEMPLATE
TRANSITION PLAN (ITP)

Page 1

Student Name _____

Date of Birth ____/____/____

IEP Date ____/____/____

Student Invited ☐ Yes ☐ No

If appropriate, and agreed upon, agencies invited ☐ Yes ☐ No ☐ N/a

Describe how the student participated in the process

☐ Present at meeting

☐ Interest Inventories

☐ Interview Prior

☐ Questionnaire

Age-appropriate transition assessments/instruments were used ☐ Yes ☐ No

Describe the results of the assessments _____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	_____
Person / Agency Responsible _____	Related Services as Appropriate _____

Student's Post Secondary Goal Employment (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	_____
Person / Agency Responsible _____	Related Services as Appropriate _____

Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____

	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	_____
Person / Agency Responsible _____	Related Services as Appropriate _____



DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)

Student Name

Date of Birth:

IEP Date:

District Graduation Requirements:

Course of Study

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. ☐ Yes ☐ No

Units/Credits Completed:

Units/Credits Pending:

Student's course of study leads to:

Anticipated Completion Date:

☐ Certificate of Completion ☐ Diploma

The IEP team has determined the Student is eligible to pursue an Alternative Pathway to a Diploma (Ed Code 51225.31) because 1) They are eligible to participate in the California Alternative Assessment AND 2) They are enrolled in coursework aligned with the state standards:
☐ Yes ☐ No

Age of Majority:

☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

Conservatorship

Is the student conserved for educational decision making?

☐ Yes ☐ No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?

☐ Yes ☐ No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?

☐ Yes ☐ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?

☐ Yes ☐ No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?

☐ Yes ☐ No





**When? When do we
address Transition
Services?**

Update Goals Annually

- As students mature, and have new experiences, their goals mature and need to be reviewed annually through an assessment process. The review process may verify goals and services remain the same—or new goals will be set by the student. The goals need annual review to validate or update them to reflect current goals.



Goals are based on Age-Appropriate Assessments

- Assessments should be reviewed annually to form the basis of all aspects of the transition plan
- As students move closer to leaving high school, it is important to address issues related to readiness for transition, availability of resources and eligibility for service



Example

Page ____ of ____

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: **Date of Birth:** **IEP Date:**

Student Invited: ☒ Yes ☐ No If Appropriate, and agreed upon, agencies invited:
☐ Yes ☐ No ☒ N/A

Describe how the student participated in the process: ☒ Present At Meeting ☒ Interview Prior ☒ Interest Inventories ☐ Questionnaire

Age-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:
 took the assessment survey, interview activity, and budget/banking activity and it determined that he is interested in a career of retail and dental field. He is a visual learner. He is exploring his career options and post secondary options as well. He is getting to know his best methods for learning. He is interested in attending community college.

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will want to attend a community college and major in the dental field. Linked to Annual Goal # <u>1</u> Person/Agency Responsible: <u>Teachers and Staff</u>	Transition Service Code as Appropriate: <u>820 College awareness</u> Activities to Support Post Secondary Goal: Assist to research community colleges that offer a program in his field of interest. Community Experiences as Appropriate: <u>On his own.</u> Related Services as Appropriate:
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Student's Post Secondary Goal Employment (Required):

Upon completion of school I will want to work in retail, possibly at Stater Bros supermarket. Linked to Annual Goal # <u>2</u> Person/Agency Responsible: <u>Teachers and Staff</u>	Transition Service Code as Appropriate: <u>840 Career awareness</u> Activities to Support Post Secondary Goal: Assist to develop a mock resume for employment. Community Experiences as Appropriate: <u>On his own.</u> Related Services as Appropriate:
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Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will Linked to Annual Goal # Person/Agency Responsible:	Transition Service Code as Appropriate: Activities to Support Post Secondary Goal: Community Experiences as Appropriate: Related Services as Appropriate:
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Other Resources

The following link is to California Services for Technical Assistance and Training (CalSTAT)'s resources on "Transition: School to Adult Life".

<http://www.calstat.org/transitionmessages.html>

The following link is to the California Transition Alliance's resources related to Transition.

<http://www.catransitionalliance.org/resources/>



Questions and Comments





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