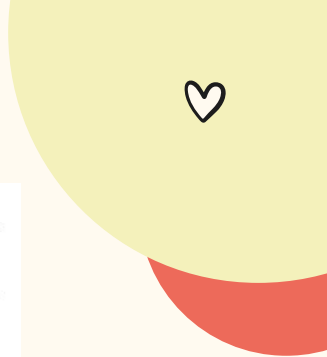




Post-Secondary Transition Planning in FUHSD

May 27, 2026





Introductions

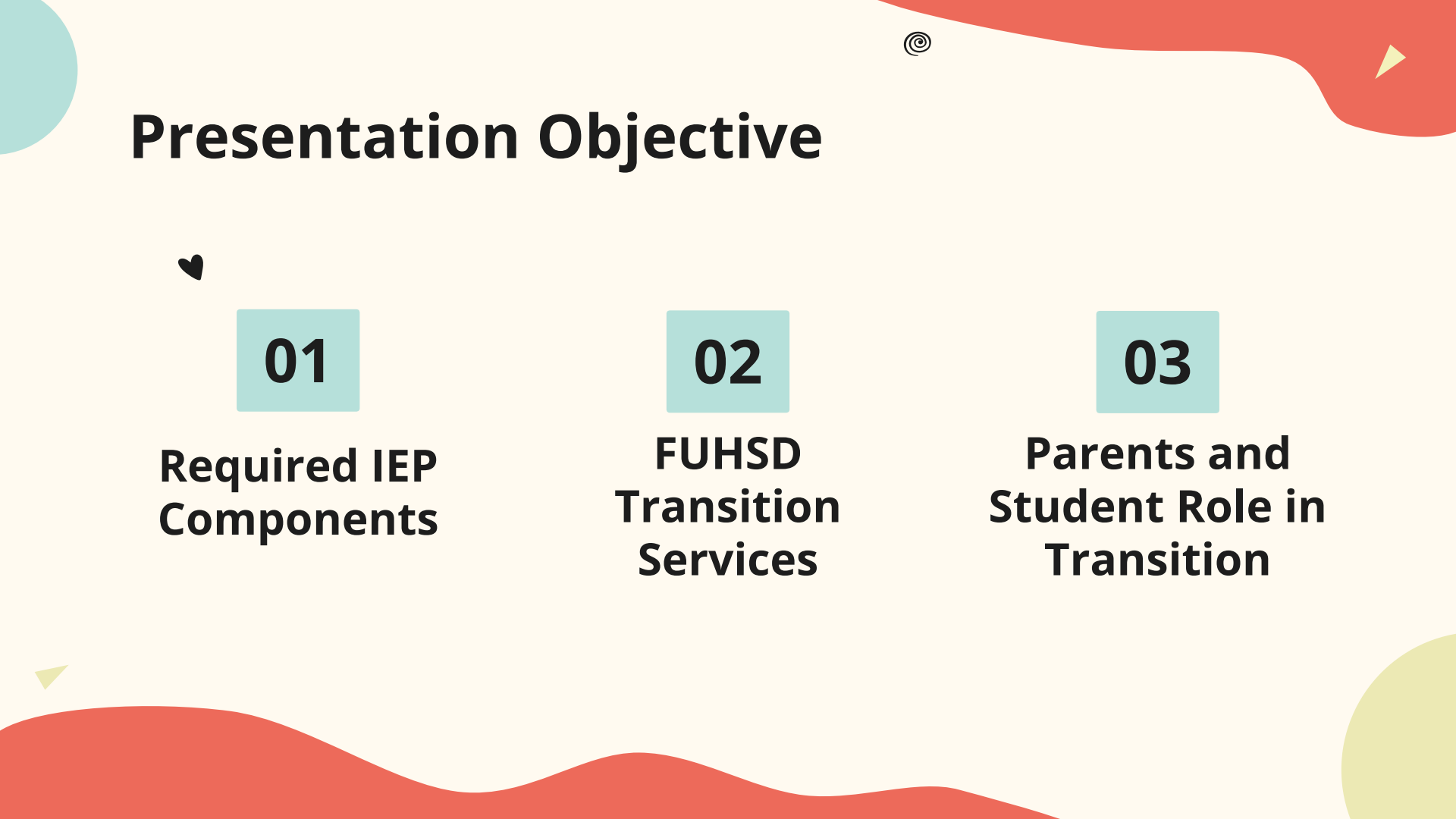
Nancy Sullivan

Director of Educational and Special Services

Paula Mockler

Regional Program Specialist- Support FUHSD, SEDS, and CUSD





Presentation Objective



01

**Required IEP
Components**

02

**FUHSD
Transition
Services**

03

**Parents and
Student Role in
Transition**





“Postsecondary success doesn’t happen by chance—it happens through intentional planning, collaboration, and empowering students to take ownership of their journey.”



Adapted from best practices in special education transition



01

Required IEP Components



Transition Services in IDEA

The term “transition services” means a coordinated set of activities for a child with a disability that:

(1) 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

* (34 CFR 300 43(a) 120 U.S.C. 1401 (34)



Transition Services in IDEA cont.

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

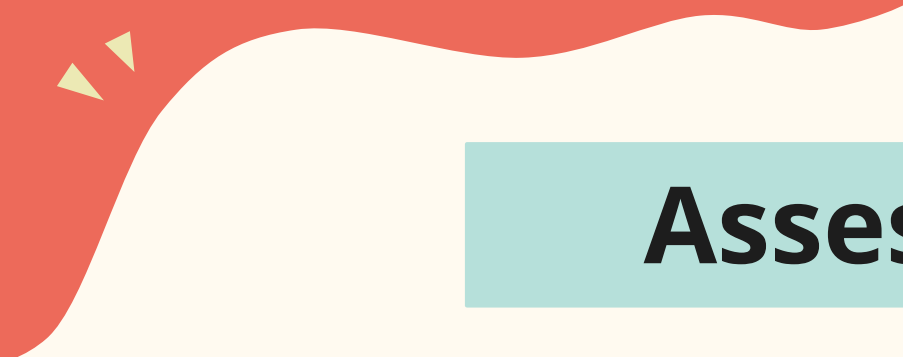


When is Transition Required in IEP

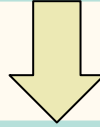
IDEA requires transition to be included with the IEP when student turns 16.

California's AB 438 signed into law by Governor Newsom on September 28, 2024... to require that, starting July 1, 2025, IEP teams consider and include measurable postsecondary goals and corresponding transition services **as early as a student's first high school IEP**, if deemed appropriate—rather than waiting until age 16 as previously mandated.

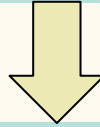




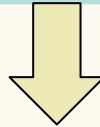
Assessment



Goals



Services





Assessment

Age appropriate assessments related to training, education, employment, and where appropriate independent living skills.

- For students in grades 9-10, a career exploration measure or interest inventory is typically satisfactory.
- For an older student (11-Post-secondary), a vocational skills assessment is more appropriate.

FUHSD incorporates transition assessment and activities within the curriculum on a regular basis. Those activities are summarized on the student's IEP in the assessment results portion of the transition plan.



IEP Postsecondary Plan Page 1

Student: _____

Date of Birth: _____ Date: _____

Student Invited: ☐ Yes ☐ No

If appropriate, and agreed upon,
agencies invited: ☐ Yes ☐ No
☐ Not applicable

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:



Goals

Upon completion of school I will...

Post-secondary goals are statements of what the student will achieve after leaving high school.

Those goals get linked/written directly into the IEP goals labeled secondary transition.

EXAMPLE

Upon completion of school I will go to community college.

Linked to IEP goal 3

By 5/15/2027, when guided to a college website Student will find the link to registration and complete at least one admission for a Fall 2027 entry as measured by the completed admission process.





Transition Goals

IEPs have two types of Transition Goals

Post-Secondary Goals	Measurable Annual Goals
Statements of what a student will achieve leaving high school.	What will be worked on this year to help build the student's skills in achieving the post-secondary outcome?
Form 6D-Page 1	Form 3A - Annual Goals



*





Services

IDEA defines the services as 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.

- College Awareness
- Career Awareness
- Other Transition Services
- Job Coaching
- Travel and mobility training (VI)
- Work Experience Education



*



IEP Postsecondary Plan Page 2

TRANSFER OF RIGHTS

On or before your 17th birthday, you must be advised of the transfer of rights that will occur when you reach the age of 18, the age of majority. At that time, unless a conservator is appointed, you will 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 team meeting and give or deny consent to the IEP and all related documents in place of your parent or guardian.

I have been informed of the transfer of rights to me at the age of 18 years.

Signature of Student: _____ Date: _____

EDUCATIONAL RIGHTS (check one of the following)

- ☐ Student has not yet reached the age of 18 and education rights remain with the parent or education representative.
- ☐ Student has reached the age of 18 and educational rights have transferred to the adult student.
- ☐ Student has reached the age of 18 and is an adult with a legally appointed conservator (identify below):

Name of Conservator: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip Code: _____

IEP Postsecondary Plan Page 2

ADULT AGENCIES CURRENTLY SUPPORTING STUDENT or THAT MAY SUPPORT STUDENT

If applicable, parent consented to inviting appropriate agency representatives to this meeting. Yes ☐ No ☐ N/A ☐

Agency Name	Service(s) Provided	Referral Needed	Person Responsible



Course of Study

The course of study defines the multi year set of classes in the pathway to secondary goals (graduation, diploma, and certificate) that culminates the last year in school. It defines what courses the student will complete from now to the end of K-12 education.

- ❑ Diploma
- ❑ Alternate Pathway
- ❑ Certificate





IEP Postsecondary Plan Page 2

COURSE OF STUDY

☐ Diploma ☐ Alternate Pathway

☐ Certificate of Completion

Anticipated Completion Date _____

A multiple year plan of courses to be provided during the period of this IEP and to be provided in following years to support the student in achieving the postsecondary goals.

Current Year	Future Year 1	Future Year 2	Future Year 3

☐ Transcript attached

Credits Required: _____ Credits Earned: _____ Credits Needed: _____

Algebra I Passed: ☐ No ☐ Yes Date of Pass: _____ ☐ NA (certificate, waiver/exemption, Alternate)





Age and Eligibility

For those students over age 18, California law defines “individuals with exceptional needs” as those students who, among other things, are:

- Between the ages of 19 and 21 years, inclusive;
- Enrolled in or eligible for a special education program prior to their 19th birthday; and
- Have not yet completed their prescribed course of study or who have not met proficiency standards or have not graduated from high school with a regular high school diploma. (Ed. Code §56026)





Age and Eligibility

Depending upon the month of their birth, California law requires the provision of special education services to 22 year-old students. The monthly breakdown is as follows:

January to June: Any person who becomes 22 years of age during the months of January to June, may continue for the **remainder of the current fiscal year**, including any extended school year program.

July, August, or September: Any person otherwise eligible for special education **may not begin a new fiscal year** in that program if he or she turns 22 years of age in July, August or September of that fiscal year.

October, November, or December: Any person who turns 22 years of age during October, November, or December must be terminated from the program on **December 31st of the current fiscal year**.

FUHSD fiscal year is July 1 through June 30 so June 30 is most common exit date.

(Ed. Code §56026(b)(A),(B), (C) and (D).)



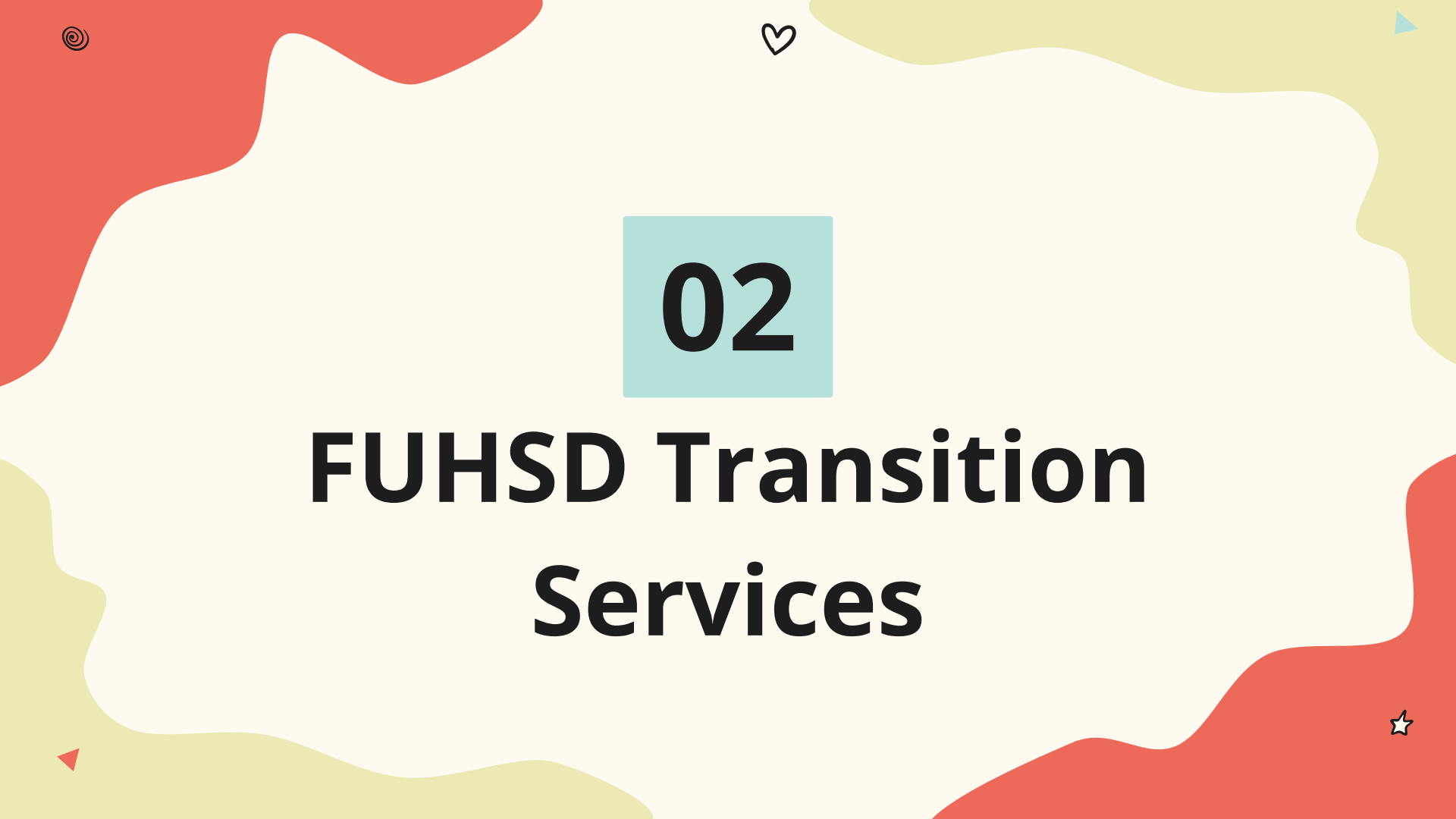


IEP Postsecondary Plan Page 3

TRANSITION REGULATIONS

- ✗ 1. The student's IEP includes appropriate measurable postsecondary goal or goals that covers the education or training, employment, and as needed independent living? ☐ Yes ☐ No
- ✗ 2. Is (are) the postsecondary goal(s) updated annually? ☐ Yes ☐ No
- ✗ 3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? ☐ Yes ☐ No
- ✗ 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? ☐ Yes ☐ No
- ✗ 5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?
☐ Yes ☐ No
- ✗ 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? ☐ Yes ☐ No
- ✗ 7. Is there evidence that the student was invited to the IEP meeting where transition services were discussed? ☐ Yes ☐ No
- ✗ 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? ☐ Yes ☐ No ☐ N/A





02

FUHSD Transition Services



Transition Services- High School

High School Site Support:

- Case Manager
- Transition Specialist
- TPP Job Development
- Training for Transition Teacher (TFT Teacher)
- Lead Resource Specialist (LRS)





On Campus Transition Services

- All case managers (complete and participate in ITPs)
- WorkAbility I Supports (on campus businesses, field trips, and in-classroom instruction and assessments)
- Training for Transition (TFT)- “Clean Classrooms” (all students are in DOR)
- Academic Communications (AC)
- Learning Skills (LS)
- Transition Specialist: All high schools
- Job Developer Support: All high schools



Workability (WAI) & Transition Partnership Program (TPP)

WAI--California Department of Rehabilitation (CDE)

- All students in special education in the High School and Middle School
- Documented services- Array of Services
 - Learning style assessments
 - Interest inventories
 - Career exploration
 - Self-advocacy skills
 - College planning/visits
 - Interview techniques/ workshops
 - Volunteer work/job shadowing
 - Resume and job application support
 - Soft skills

TPP--Department of Rehabilitation (DOR)

- Students 16 and up
- Paid work experience up to 120 hours/lifetime of student
- Documented services through case notes and progress reports (Job Developers/ Transition Specialist)
- Qualify for continued support into adulthood through DOR- Referral
- 5 Student services--support in exploring and preparing for the working world
 - Job exploration counseling
 - Work-based learning experiences
 - Post-secondary education counseling
 - Workplace readiness training
 - Instruction in self-advocacy





District Businesses- High School/Post Secondary

Fremont HS

K-9 Krunchies
Cafeteria Support

Homestead HS

Smoothie Shop
Coffee Cart
Hungry Homies

Monta Vista HS

Coffee Cart
Print Center Support



Lynbrook HS

Smoothie Shop
Tye Dye Shop

Cupertino HS

Cafeteria Support
Tye Dye
Lunch Delivery (staff)

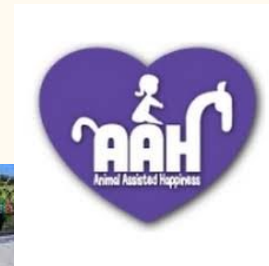
Post-Secondary

WINGS Gardens
Good to Go Box
Cards
Candles
Shop and Go
Beads





Community Opportunities





Career, Vocational, College Fair

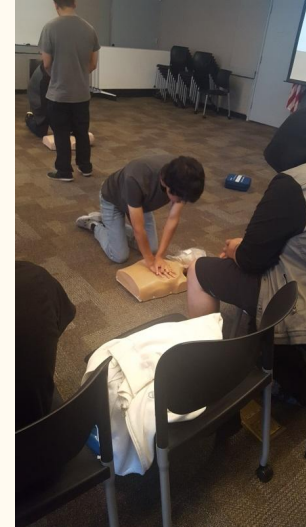
- District-wide Event held each year
- Held at a different school site per year
- Held during the school day
- Students are bussed in from all the high schools in FUHSD
- Community members and different opportunities are present
 - Military (Marines, Army, etc.)
 - Public Service (FD, PD, CHP, Dentistry, etc.)
 - Special Services (Department of Rehabilitation, SARC, Jobtrain)
 - Community Colleges
 - Different Trade Fields (Pipe Trades, Barber, Salon, Job Core)
 - Different Work Opportunities (post office, barber shop, etc.)



Summer Program

June-July: 2 cohorts

- Work experience, paid
- Class instruction/training
- Food Handlers Certificate
- Interview Practice
- Travel/transit Training

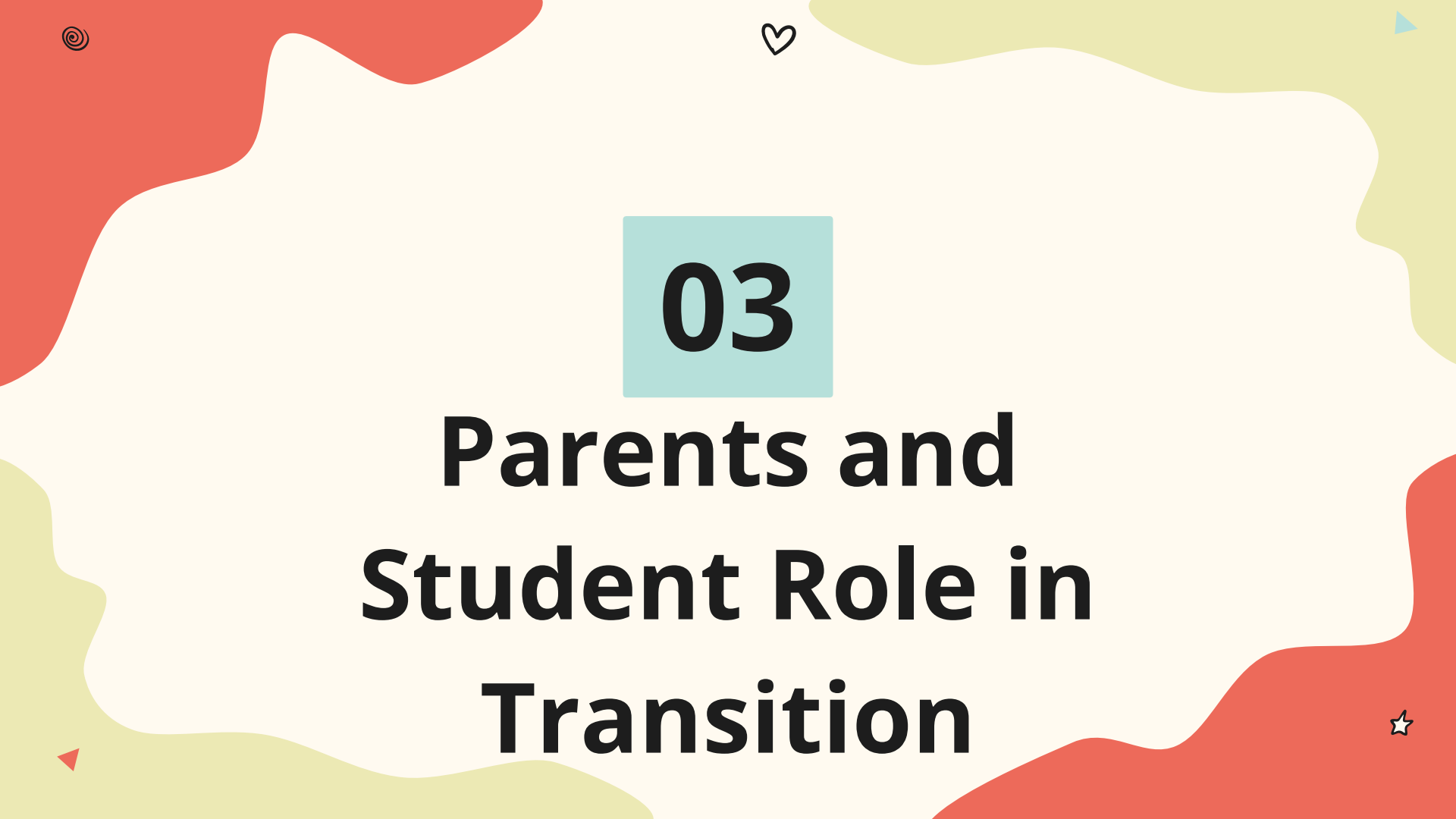




Supports for Transition to HS and Parents

- Parent Education Night--description of transition grants Fall (FUHSD District Office Board Room)
- 8th grade parent night--(SAI)--late November
- 8th grade parent night--(mod/severe)--January
- Community Resource Night--Spring
- Spring Articulation to High School Meetings with Middle School Providers, High School to Post- Secondary
 - Regional Program Specialist--facilitates ESN transitions
 - Lead Resource Specialist--facilitates SAI transitions





03

Parents and Student Role in Transition



Parent/Guardian Role

IEP Team membership includes families, who play a critical role in the transition process.

Parents and Guardians are typically the coach, mentor, and advocate when the student leaves school.

- Active engagement is key
- Gather information about your students goals after high school
- Ask questions throughout their High School career- their goals change each year





Parent/Guardian Role



- Support the student's self-determination/self-advocacy efforts.
- Keep the focus on present levels of performance and strengths instead of weaknesses.
- Support the school's efforts to provide career development and job training.





Student Participation in IEP

Indicator 13 requires that the **student is invited** to the IEP.

The public agency shall invite the child with a disability to attend his or her IEP meeting if the purpose of the meeting will be the consideration of the post-secondary goals for the child and the transition services needed to assist the child in reaching those goals. 34CFR300.37(b)(1)

If the child does not attend the IEP team meeting the public agency must take other steps to ensure that the child's preferences and interests are considered. 34CFR 300.321(b)(2).





Student Participation in IEP

Transition planning is about the student's movement from high school to post-school life. It is based on the student's plans for the future.

Therefore the student's input is essential.

The needs and desires of the student and family are the core of the planning process.



**Transition planning isn't passive
—it's a proactive, student-
focused strategy that begins with
the end in mind.**





Thank you

nancy_sullivan@fuhisd.org
paula_mockler@fuhisd.org