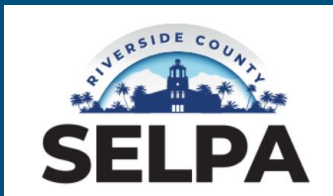
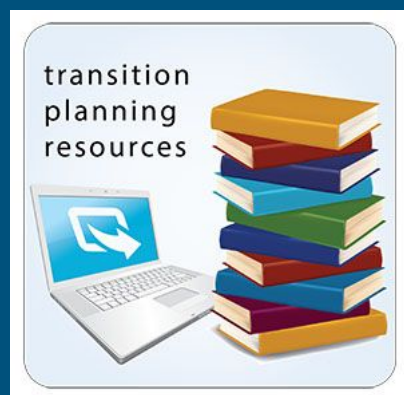


Post-Secondary Transition Workshop

Riverside County Special Education Local Plan Area (SELPA) and
Community Advisory Committee (CAC)



What is Transition Planning?



What is Transition Planning?

- Transition planning pages of the IEP must be completed by age 16
- Student focused
- Based on assessed student interests and skills
- Includes annual goals to help the student work toward meeting their post secondary goals in the following areas:
 - Education/Training
 - Employment
 - Independent Living
 - Community Experiences

Transition Goals

- Reviewed and updated annually
- Need to be specific and measurable
- Based on assessed student interests and skills
- Education/Training
 - Vocational Program
 - College
- Employment
- Independent Living
- Community Experiences



Transition Services

Examples of Potential Transition Services Include:

- College Awareness
- Career Awareness
- Vocational Assessment, Counseling, Guidance, and Career Assessment
- Work Experience Education

Transition Pages of the IEP: Page 1

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____
INDIVIDUAL TRANSITION PLAN
The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Name: _____ Birthdate: ____/____/____ IEP Meeting Date: ____/____/____
Describe how the student participated in the process: Present Interview Inventory Questionnaire

Results of age-appropriate transition assessments (describe): _____

Student's Post Secondary Goals:	
<input type="checkbox"/> 200 Training OR <input type="checkbox"/> 300 Education (Required)	Transition Service (See 800 Codes)
Upon graduation I will _____	_____
	Activities to Support Transition Service
Linked to Annual Goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Tran. Goal # _____	
Person/Agency Responsible: _____	
<input type="checkbox"/> 400 Employment (Required)	Transition Service (See 800 Codes)
Upon graduation I will _____	_____
	Activities to Support Transition Service
Linked to Annual Goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Tran. Goal # _____	
Person/Agency Responsible: _____	
<input type="checkbox"/> 500 Independent Living (As Appropriate)	Transition Service (See 800 Codes)
(e.g. Post-School Living Objectives, Acquiring Daily Living Skills)	
Upon graduation I will _____	_____
	Activities to Support Transition Service
Linked to Annual Goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Tran. Goal # _____	
Person/Agency Responsible: _____	
<input type="checkbox"/> 500 Community Experiences (As Appropriate)	Transition Service (See 800 Codes)
Upon graduation I will _____	_____
	Activities to Support Transition Service
Linked to Annual Goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Tran. Goal # _____	
Person/Agency Responsible: _____	
<input type="checkbox"/> 900 Related Services OR <input type="checkbox"/> 800 Other (As Appropriate)	Transition Service (See 800 Codes)
(e.g. Functional Vocational Evaluation)	
Upon graduation I will _____	_____
	Activities to Support Transition Service
Linked to Annual Goal? <input type="checkbox"/> Yes <input type="checkbox"/> No Tran. Goal # _____	
Person/Agency Responsible: _____	

Transition Pages of the IEP: Page 2

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____
INDIVIDUAL TRANSITION PLAN
The use and distribution of this form is limited to employees of public school agencies within the Riverside County Special Education Local Plan Area (SELPA)

Name: _____ Birthdate: / / IEP Meeting Date: / /

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: / /

When you reach 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.

Student Signature _____ Parent/Guardian Signature _____

Course of Study

A multi-year description of student's coursework from current year to anticipated exit year

See attached Course of Study or Listed below

Transition Checklist - 8 Items to Review									
Are there appropriate post secondary goals?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Are goals related to student's needs?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are the goals updated annually?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Is there evidence student was invited?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Are goals based on age appropriate transition assessment?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Were representatives from outside agencies invited, if appropriate?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Do the services enable student to meet goals?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Does the IEP meet all 8 of the requirements on this checklist? (All 8 marked Yes or N/A?)	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Does course of study align with student goals?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Family Involvement is Important and Essential

- You are an important and essential member of the IEP team
- Support grade level transition activities
- Be aware of and understand Age of Majority-Transfer of Educational Rights requirements
- Share relevant information at the IEP meeting for present levels in the areas of independent living and post secondary education and career

Questions to Ask at the IEP Meeting

- What career exploration has my son or daughter engaged in at school?
- What supports and services are available to my son or daughter in post secondary education?
- What happens with the IEP and special education services when my student graduates from high school and earns their diploma?
- What career/vocational training is available for my son or daughter at school?
- What can I do at home to encourage independence and post secondary education and career interest and exploration?

Activities for Families to Support Transition by Grade Level: Grade 9

- Encourage as much independence as possible.
- Discuss interests by asking, "What do you like to do?"
- Discuss career plans, options, and goals with your child.
- Develop a systematic, four-to-six-year plan of study.
- Review with your child the necessary requirements for high school graduation.
- Become aware of the career training opportunities in school and in the community.
- Understand education and training requirements in career areas of interest.
- Encourage and help your child become familiar with student organizations and clubs in school and in the community.
- Regularly speak with your student and emphasize the importance of staying in school and earning a high school diploma.
- Understand the difference between high school and post secondary education and employment including accommodations and supports available in college and work.

Activities for Families to Support Transition by Grade Level: Grade 10

- Encourage your child to be as independent as possible.
- Regularly review your student's academic performance and progress toward their four year course of study to ensure student is earning course credits and on track to graduate on time with a high school diploma.
- Begin researching financial aid and scholarship opportunities for post secondary education.
- Encourage your student to attend college and career fairs and attend these fairs with your student when possible.
- Assist your student with exploring degree and vocational programs available at local community colleges.
- Continue to stress the importance of staying in school, earning a diploma, and pursuing post-school options.
- Review eleventh and twelfth grade plans of study with your student and advocate that student be included in as many general education classes as appropriate.

Activities for Families to Support Transition by Grade Level: Grade 11

- Continue to encourage independence as much as possible.
- Assist your student with researching college entrance exam requirements and dates and application and registration procedures.
- Assist your student with identifying entrance requirements for various post secondary career training options in the community (ie: Job Corp).
- Review graduation requirements and your student's progress toward earning a diploma.
- Assist your student in checking on financial aid and scholarships.
- Review the twelfth grade plan of study and advocate for your student to participate in general education courses as much as possible.
- Help student research salary and benefits of student's career path of interest.
- Assist student in identifying the education and training requirements for careers of interest to him or her.
- Encourage student to participate in volunteer and service learning experiences.
- Encourage work experience.

Activities for Families to Support Transition by Grade Level: Grade 12

By twelfth grade students should do as much as possible independently and should do the following:

- Check due dates for financial aid and scholarships.
- Recheck graduation requirements and progress made toward graduation.
- Complete and check applications to postsecondary education or career training options.
- Learn about available support services in college or career training options (ie: Disabled Student Services).
- Learn about the costs associated with post-school training and/or living arrangements.
- Learn about individual disability-related needs that may impact postsecondary success, and develop a plan to address those needs.

Age of Majority-Transfer of Educational Rights

When a student turns age 18 he or she will gain all special education rights and protections. Educational rights transfer from the parent/guardian to the adult student.

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

By whom: _____ / / _____

Student Signature

Parent/Guardian Signature

Exiting From Special Education

When a student graduates from high school with a regular high school diploma they exit from the public school system and special education services.



What to Expect at the Exit IEP Meeting

- Special Education Services End
- Prior Written Notice
- Summary of Performance

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Page ____ of ____

SUMMARY OF PERFORMANCE (SOP)

Please use and distribute this form to related employees of public school agencies with the Riverside County Special Education Local Plan Area (SELPA).

A SOP is a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting postsecondary goals. A SOP form needs to be developed for each student eligible for special education as determined due to graduation with a regular diploma or reaching maximum age of eligibility.

Reason for Exit (check the box that applies): Included per District requirements/only earning a regular high school diploma Included with a Certificate of Achievement/Completion Reached age 22 and earned Certificate of Achievement/Completion and is no longer eligible for special education

BACKGROUND INFORMATION

Student Name: _____

Address: _____

Current School: _____

Disability(ies): _____ If student is ELL, list services provided to assist the student: _____ Native Language: _____ SOP Completed by: _____

Please Note: Your District's IEA is mandated to contact you one year after you finish your school program to determine your schooling/IE status.

Please indicate the ways in which you can be contacted: Social Media Accounts (Facebook, Twitter) _____ Email address: _____ Cell phone # _____

STUDENT'S POSTSECONDARY GOALS:

1. _____

2. _____

3. _____

4. _____

IF EMPLOYMENT IS THE PRIMARY GOAL, STUDENT'S TOP THREE JOB INTERESTS:

1. _____

2. _____

3. _____

RECOMMENDATIONS TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS:

(Suggestions for accommodations, assistive devices and/or services, compensatory strategies, and/or collateral support services to enhance access in the following post-high school environments. Only complete those relevant to the student's postsecondary goals identified in the Individualized Transition Plan (ITP) portion of the IEP.)

Higher Education or Career/Technical Education: _____

Employment: _____

Independent Living: _____

Community Participation: _____

07/19 Form 11.0

(complete all that are relevant to the student)

*Be sure to obtain a copy of the most recent IEP and Psycho-educational report to provide to college disabled student services and programs office.

Accessibility for Students with Disabilities in Post-Secondary Education

College Disabled Student Services and Programs (DSPS)

- To be served by DSPS, the student must have a verified disability which results in an educational limitation that inhibits the student's ability to participate in the general educational program of the college without additional specialized services. (Title 5 Regulations, Section 56006.)
- Determines eligibility, accommodations, and services for students with documented disabilities.
- DSPS eligible students are eligible for reasonable accommodations and support services based on individual needs and the disability documentation that is provided.

Accessibility for Students with Disabilities in Post-Secondary Education

Examples of Potential College Disabled Student Programs and Services (DSPS)

- Test-taking facilitation
- Assessment for learning disabilities
- Specialized counseling
- Interpreter services for hearing-impaired or deaf students
- Mobility assistance
- Note taker services
- Reader services
- Alternate media services
- Access to adaptive equipment
- Registration assistance

Resources

Creating a Path to Employment: Tips for parents with children with disabilities

Office of Disability Employment Policy

<https://pueblo.gpo.gov/CAARNG/ODEP/PDF/ODEP087.pdf>

IEP Transition Planning: Preparing for Young Adulthood

Understood

<https://www.understood.org/en/school-learning/special-services/ieps/iep-transition-planning-preparing-for-young-adulthood>

PACER's National Parent Center on Transition and Employment

PACER Center

<https://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp>

Ready, Set, Fly! A Parent's Guide to Teaching Life Skills

Casey Family Programs, Foundations for the Future

https://www.casey.org/media/CLS_ResourceGuides_subdocs_ReadySetFly.pdf