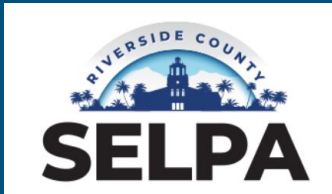


Post-Secondary Transition Workshop

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 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
 - Post Secondary Education and Work/Vocational Programs
- 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
- Job Coaching
- Mentoring
- Travel Training (includes mobility training)

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 - 9 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					

Family Involvement is Important and Essential

- You are an important and essential member of the IEP team
- Encourage independence and self care skills as much as possible at home
- Be aware of and understand Age of Majority-Transfer of Educational Rights requirements
- Share relevant information at the IEP meeting for present levels including student independent living and post secondary education and work interests and skills

Questions to Ask and Answer at the IEP Meeting

- What adult transition program will my son or daughter participate in once he/she earns a Certificate of Completion?
- Where will my son or daughter work once he/she leaves the public school system and exits from special education services at age 22?
- What post secondary programs are available to my son or daughter when they reach the age of 22 and exit from special education and the public school system?
- Where will my son or daughter live when they are an adult?
- Who can assist my son or daughter with daily living tasks as an adult?

Planning for Transition from School to Adult Life (ages 16-21)

- Give the school district consent so that the appropriate adult agency representatives can be present at IEP meetings during the transition planning process
- Explore residential options and services for post school living arrangements
- Obtain California ID card for student
- Research and apply for SSI/Medi-Cal/In-Home Support Services
- Consider legal conservatorship for students with more significant disabilities who cannot make sound educational and independent living decisions
- Explore and apply for post school adult training and post secondary programs
- Ensure adult student has copy of birth certificate and social security card

Planning for Transition from School to Adult Life (ages 16-21)

Before a student exits from special education and the public school system at age 22 be sure that the following are in place:

- Post-secondary/continuing education
- Employment
- Personal independent/residential living placement
- Recreation/Leisure
- Medical/health
- Financial/income
- Transportation/independent travel skills

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 to the adult student unless legal conservatorship has been established.

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

Age of Majority Options

When a student has a more significant disability that impairs their ability to make sound educational or independent living decisions, the following are options:

Conservatorship:

- Conservatorship is a legal proceeding where an individual or agency is appointed by the court to be responsible for a person who needs assistance in the activities of daily living.
- Conservatorship applies to an adult over the age of 18.
- A conservator of the person ensures the person is properly fed, clothed, and housed.
- A conservator of the estate is responsible for the person's money and other property.
- One person may serve as either the conservator of the person, the conservator of the estate, or both.

Age of Majority Options-Continued

Limited Conservatorship:

- A limited conservatorship applies to adults who are developmentally disabled.
- The court determines a limited conservatorship.
- The judge orders a responsible person (conservator) to care for an adult with a disability.
- This conservatorship is limited because the adult with developmental disabilities keeps the general power to care for themselves and manage their own money but the conservator has limited power over a specific type of decision making for the individual with a disability (ie: medical or access to confidential records).

Certificate of Achievement or Completion

- A certificate of achievement or completion is not the same as a general high school diploma and does not take the place of a general diploma.
- Students who have a disability and do not earn a high school diploma are entitled to continue receiving a free appropriate public education and special education services until they turn age 22.

Certificate of Achievement or Completion

California Education Code (Section 56390) outlines that students are eligible for earning a Certificate of Achievement or Completion if they meet one of the following requirements:

- The student has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district.
- The student has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
- The student has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

Adult Transition Program (Ages 18-22)

Upon earning a Certificate of Completion or Achievement students will leave a high school special education program and transition to an Adult Transition Program to work on:

- Functional Life Skills Instruction
- Vocational and work related skills and experience

Functional Life Skills Instruction

- Functional academics (ie: reading and mathematics)
- Communication skills
- Social Skills
- Self-care and independent living
- Personal health and hygiene
- Daily living skills such as housekeeping and meal preparation
- Work experience
- Community-based instruction
- Recreation and leisure

Community-Based Instruction (CBI)

Community-Based Instruction provides students with an opportunity to practice the skills they have learned during functional skills instruction in a real-world setting. Examples of community-based instruction include:

- Travel training
- Shopping
- Using community resources such as:
 - Bank
 - Post Office
 - Health Clinic
- Post-school employment or training centers
- Work experience
- Recreation and leisure activities

Exiting from Special Education

When a student reaches the age of 22 years old they exit from special education and the public school system.



What to Expect at the Exit IEP Meeting

- Special Education Services End
- Prior Written Notice
- Summary of Performance
- Adult Agency Service Planning and Coordination

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

SUMMARY OF PERFORMANCE (SOP)

Please see definition of the term "summary of performance" under the Federal Code, 34 CFR 300.104.

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 may include the student's strengths, academic capabilities, functional abilities, and preferences with respect to education, training, employment, or community participation.

Reason for Exit (check the appropriate box): Reached age 22 and exited Category of children "eligible for special education" Reached age of attainment of postsecondary goals

STUDENT INFORMATION

Name: _____ SSN: _____
First _____ Middle _____ Last _____ Birthdate _____
Address: _____ City _____ State _____ Zip _____ Phone # _____ Date of SOP Completion _____
Current School: _____ State _____ City _____ State _____ Zip _____ Phone # _____ Date of Exit _____
Special Education: _____ Date of Exit _____

Please Note: Your DISTRICT is mandated to contact you one year after you finish your school program to determine your postsecondary status. Please indicate the ways in which you can be contacted: Social Media: Facebook: _____ Twitter: _____ _____ Email address: _____

EMPLOYMENT TO THE PRIMARY GOAL

1. _____
 2. _____
 3. _____
 4. _____

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

1. _____
 2. _____
 3. _____

COMMUNICATIONS TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS

(Organizations for accommodations, assistive devices and/or services, community strategies, and/or related support services to enhance access in the following post-high school transitions:)

Higher Education: _____
Employment: _____
Independent Living: _____
Community Participation: _____

(complete all that are relevant to the student)

Form IEP-10

*Be sure to obtain a copy of the most recent IEP and Psycho-educational report to provide to post secondary programs and adult agency service providers.

Post Secondary Work and Vocational Programs

- Competitive Employment
 - Adult with disability receives same pay as adult without a disability that is at or above minimum wage
- Supported Employment
 - Places adults with significant disabilities in competitive work in a community integrated work setting for persons with temporary support services to learn and perform the work. Support is typically provided by a job coach who teaches the adult with disabilities the necessary skills and behaviors needed to do the job. Support services are gradually phased out as the adult worker becomes more independent at the job.
 - Supported Employment services are typically offered by the following agencies:
 - Inland Regional Center
 - Department of Rehabilitation (DOR) Vocational Rehabilitation program

Post Secondary Work and Vocational Programs

- Work Activity Program (WAP)/Sheltered Workshop
 - Provided through Inland Regional Center and Department of Rehabilitation
 - Paid work in a sheltered workshop setting
 - WAP services teach:
 - Work safety practices
 - Money management skills
 - Work Habits
 - Supported habilitation (ongoing) services teach:
 - Social skills
 - Community Resource Training

Post Secondary Work and Vocational Programs

- Adult Day Programs or Adult Development Centers
 - Provided by Inland Regional Center
 - Site based or community based programs for adults who may not be able to work even with support.
 - Programs focus on areas of need including developing and maintaining:
 - Self-help and self-care skills
 - Ability to interact with others, communicate personal need and follow directions.
 - Self-advocacy and employment skills
 - Community integration skills and ability to access community services
 - Behavior management skills
 - Social and recreational skills

Resources

Beyond School: A Guide to Transition for Students with Moderate/Severe Disabilities and their Families

Riverside Unified School District

http://riversideunified.org/UserFiles/Servers/Server_580721/File/Departments/Special%20Education/Transition/Parent%20Resources/SH_Resource_Guide_03_03_17%20FINAL.pdf

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>