



Transition Planning Checklist

for Students Aged 14-22 Moving from School to Adult Life

Age 14-16

NECESSARY

- An Individual Transition Plan (ITP) will be developed by the student's school using the guidelines established by state law. This is part of the Individual Education Plan (IEP) process. (See "About Individual Transition Plans" on page 5.)

RECOMMENDED

- If the student is served by North Bay Regional Center (NBRC), his/her family should establish a relationship with his/her Client Program Coordinator (CPC) and ensure the CPC is invited to the IEP/ITP meeting.
- The family should learn about education resources, like SELPA.

Age 17

NECESSARY

- The student's school will lead a review of the IEP and ITP at the annual meeting, look for progress, and make any necessary adjustments based on the student's current skills and interests. If the student is served by North Bay Regional Center, the CPC should be invited to the IEP/ITP.
- The student's school will explain "Age of Majority" (18), its meaning of adult rights and its impact on decision-making to the student and his/her planning team. Not all individuals need to have a guardian/conservator. Other forms of support include power of attorney and health care proxy.
- The student, with support from his/her planning team, will apply for Supplemental Security Income (SSI).

RECOMMENDED

- If the student is pursuing a diploma, his/her school will make sure that s/he is on target for completing the number of credits needed.
- If the student is pursuing a diploma and plans to continue to post-secondary (college) options, identify the postsecondary school you plan to attend and arrange for accommodations.
- If the student will be moving to adult life at or near age 18 and is not served by NBRC, explore vocational support available through the Department of Rehabilitation and housing support available through city and county housing programs.
- If the student will be moving to adult life at or near age 18 and is served by NBRC, explore vocational support and living support with help from the CPC.
- The student and his/her family should understand conservatorships and implications.

About “Age of Majority”

No later than age 17, the student and family must be informed that, upon reaching the age of 18, adult rights are given to the student. This means that the student and not the parent will give consent to all legal decisions and sign all documents for his/her self.

There are options for parents/guardians to retain legal responsibility for their sons or daughters. Pursuing these options is the responsibility of the family. Families can contact Disability Rights California (formerly Protection & Advocacy, Inc.) for information at (800)776-5746, or go online to www.disabilityrightsca.org.

Ages 18-20

NECESSARY

- At age 18, the student should register to vote.
- If male, the student should register for the selective service.
- If the student remains in the school system, the student's school will lead a review the IEP and ITP at the annual meeting, look for progress, and make any necessary adjustments based on the student's current skills and interests. If the student is served by NBRC, the CPC should be invited to the IEP/ITP.
- All support should build the student's independence as much as possible.

RECOMMENDED

- Students who are diploma bound, but have not completed the required number of units may complete their units at the comprehensive high school site until the age of 22.
- Students who are not on a diploma track, continue to review the IEP and ITP at the annual meeting and look for progress, and make any necessary adjustments based on the student's current skills and interests. This time period should have a lot of emphasis on building the student's independence skills as much as possible
- If the student will be moving to adult life during this time and is served by NBRC, explore vocational support and living support with help from the CPC.
- The student and his/her family should understand conservatorships and the implication of conservatorship.
- If planning to live independently, the student should explore Section 8 housing and other forms of rental assistance.
- The student might request assessments in the areas of mobility and independent living to identify areas for support.

NECESSARY

- Students should continue the IEP/ITP process and, if applicable, work closely with the Regional Center worker (CPC) and school to determine that any other appropriate agencies are involved (e.g. Department of Rehabilitation)
- Teams should identify adult education/training programs and residential placements as appropriate.
- If the student will be moving to adult life during this time and is served by NBRC, the team should explore vocational support and living with help from the CPC.
- The student and his/her family should visit organizations that provide needed services and supports (eg. day, work and living programs) and complete application processes.
- The student should find an adult primary care physician and dentist.

RECOMMENDED

- The student might explore after school or weekend volunteer activities or employment.
- The student might begin some services that prepare him/her for adult life (eg. mobility training, independent or supported living assessments, assessments through Department of Rehabilitation).

Parents' Tips for a Successful Transition

- Attend the annual Sonoma County Transition Fair every year beginning when your child is 14.
- Be sure your child's IEP and ITP address all the areas where skills are needed to make the biggest difference in his/her ultimate independence.
- Don't be afraid to ask questions.
- Help your child understand that s/he is an adult.
- Join or attend Community Advisory Committee meetings for information on special education specifically targeted towards parents. (See SELPA website.)
- Attend all IEP/ITP meetings.
- Encourage your child to attend all IEP/ITP meetings.
- Attend parent workshops to become informed about the process of transition planning.
- Connect with other parents in person or online.
- Be aware of community resources.
- Help your child to understand his/her disability and medical needs.
- Help your child become a self-advocate.

NECESSARY

- The student should complete IEP/ITP process and work closely with his/her school program and (if applicable) Regional Center worker to determine that any other appropriate support is in place.
- The student should transition to adult education/training programs and (if appropriate) residential support programs.
- The student should transition to an adult primary care physician and dentist.

RECOMMENDED

- The student should continue to build his/her social network.
- The student might begin some services that prepare him/her for adult life (eg. mobility training, independent or supported living assessments, assessments through Department of Rehabilitation).



Things to Think About

- **Choices/Consequences:** How can the team support the student in accessing opportunities to make choices and decisions, to explore and take risks, and to learn from experiences of success and failure?
- **Driving:** Does the student want to learn to drive? What support would s/he need?
- **Healthy Habits:** What support can the team put in place to encourage good grooming skills, good food choices and emphasize the importance of physical fitness?
- **Independence:** What supports can the team put in place at school and at home to help the student develop more independence?
- **Job Skills:** Through what volunteer opportunities or other ways can the student develop job skills?
- **Money Management:** What supports can the team put in place at school and at home to teach money management skills, as well as shopping and banking skills?
- **Relationships:** How can the team support the student to develop healthy relationships and good boundaries?
- **Social Development:** What supports can the team identify that promote appropriate behavior at home, at school and socially?
- **Work Habits/Ethic:** What is the student's work ethic? What supports can the team put in place at school and at home to help the student develop a strong work ethic?
- **Work Options:** Has the student observed work in different settings?

About Individual Transition Plans

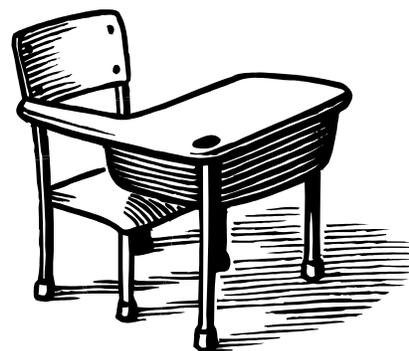
In California, the transition process is addressed in the **Individual Education Plan (IEP)** through an **Individual Transition Plan (ITP)**, which must include:

1. *Measurable Post-Secondary Goals* that must address education or training, employment, and independent living, if appropriate
2. *Annual IEP goals* that reasonably enable the student to meet the postsecondary goals
3. *Transition services* that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school
4. *Invitations* for the IEP to any *outside agencies* that may be providing transition services.
5. Evidence that the goals were based on *age-appropriate assessments* (formal or informal)
6. A *course of study* that focuses on improving the academic achievement of a student to facilitate their movement from school to post-school.

According to the Individuals with Disabilities Education Improvement Act (2004), schools must develop an ITP NO LATER than the student's 16th birthday and may, if appropriate, develop the plan as early as the student's 14th birthday. For a student who is pursuing a regular high school diploma, it may be advantageous to start the process at 14 to ensure that s/he is on track by the time s/he is ready to graduate at about age 18. If for this, or any other reason, a parent feels that transition planning should happen sooner than the 16th birthday, the parent should inform the IEP team before the next annual meeting.

Education services through the public school for a special education student end at age 22. Completion of educational programs based on birth date is as follows:

- January-June: Student may continue his/her participation through the end of the fiscal year, including Extended School Year (ESY, aka "summer school")
- July, August or September: The student may not continue in a program unless it is a year round school that extends into the next fiscal year. S/he may then complete that term.
- October, November, December: Termination of the educational program occurs December 31.



Community Resources in Sonoma County

BENEFITS

- **Social Security (SSA) and Supplemental Security Income (SSI)**
(877)870-6384 www.socialsecurity.gov
- **Medi-Cal**
(707)565-2929 www.dhcs.ca.gov

CASE MANAGEMENT

- **Department of Rehabilitation**
(707)576-2233 www.rehab.cahwnet.gov
- **In-Home Supportive Services (IHSS)**
(707)565-5900 www.sonoma-county.org
- **North Bay Regional Center (NBRC)**
(707)569-2000 www.nbrc.net

EDUCATION

- **Santa Rosa Junior College - Disability Resource Department**
(707)527-4278 www.santarosa.edu.disability_resources
- **Sonoma State University - Disability Resource Center**
(707)664-2677 www.sonoma.edu/dss

HOUSING (Rental Assistance)

- **Santa Rosa City Housing**
(707)543-3300
- **Sonoma County Community Development Commission**
(707)565-7500

RIGHTS

- **Area 4 Board on Developmental Disabilities**
(707)648-4073 www.scdd.gov.area_board_4.htm
- **Disability Services and Legal Center**
(800)528-7703 (707)528-2151 (TTY) www.cri-dove.org
- **Office of Clients' Rights (part of Disability Rights California, formerly PAI)**
(707)224-2798 (800)776-5746 www.disabilityrightsca.org
- **Sonoma County Special Education Local Plan Area (SELPA)**
(707) 524-2750 www.sonomaselpa.org

TRANSPORTATION

- **Sonoma County Transit (provides links to city transportation and paratransit)**
(707)576-7433 sctransit.com

Call 2-1-1 or go to 211wc.org to find other resources in your area.