


Transition Planning Overview

(from high school to adult life for students with an IEP)

Coordinated set of activities:

- ➡ Designed within a **results-oriented** process
- ➡ Focused on improving the **academic and functional achievement** of the student
- ➡ To facilitate the student's movement **from school to post-school** activities

<p>Post-school activities include:</p> <ul style="list-style-type: none"> • Post-secondary education • Vocational education • Integrated employment (including supported employment) • Continuing and adult education • Adult services • Independent living • Community participation 	<p>Based on the <u>student's</u> needs, taking into account their:</p> <p style="font-size: 1.2em;">Strengths</p> <p style="font-size: 1.2em;">Preferences</p> <p style="font-size: 1.2em;">Interests</p>	<p>And includes:</p> <ul style="list-style-type: none"> • Instruction • Related services • Community experiences • Development of employment and other post-school adult living objectives • And, if appropriate, acquisition of daily living skills and a functional vocational evaluation
		

- Must begin no later than the first IEP held after a student turns 16
- Must include:
 - Measurable post-secondary goals based upon age appropriate assessments relating to training, education, employment, and independent living skills (if applicable)
 - Transition services (including the course of study) needed to help the student reach their goals
- *Note:* Students with an IEP are eligible for special education services until the academic year in which they reach the age of 22, or until they receive a regular diploma.

What Else Should I Know?

- It's helpful to begin the transition process when students are younger than 16 to **ensure enough time to plan for and receive effective services.**
- **Do not take a passive role** in the planning process. Use transition planning to learn about community services.
- It's important to **include self-advocacy goals and supports** in the IEP throughout a student's education. One way to practice self-advocacy skills is by the student leading their IEP meeting.
- Do you need new assessments, new goals or services? As with all parts of the IEP, the **assessments and present levels of performance help to determine the IEP goals , and the IEP goals drive the services.** Keep this in mind when creating or updating your IEP.
- The IEP must contain, when appropriate, a statement of the **interagency responsibilities**, such as with Department of Rehabilitation, college disability service programs, or Regional Center.
- **Rehabilitation/vocational counseling** is one of the related services mentioned in federal law with specific focus on career development, employment preparation, achieving independence, and integration in the workplace and community. This service should be requested for every student with an IEP who has needs in those areas.
- **Graduation with a regular diploma is a change of placement** for students with IEPs and therefore the district must send prior written notice beforehand.
- Research firmly supports that **paid work, while in high school**, is a key predictor of a student's likelihood of obtaining Competitive Integrated Employment (CIE) after leaving school.

Want to learn more?

Call 408-324-2102 or email: Jennifer.Lucas@scdd.ca.gov

Transition FAQ: <https://tinyurl.com/hs-transition>