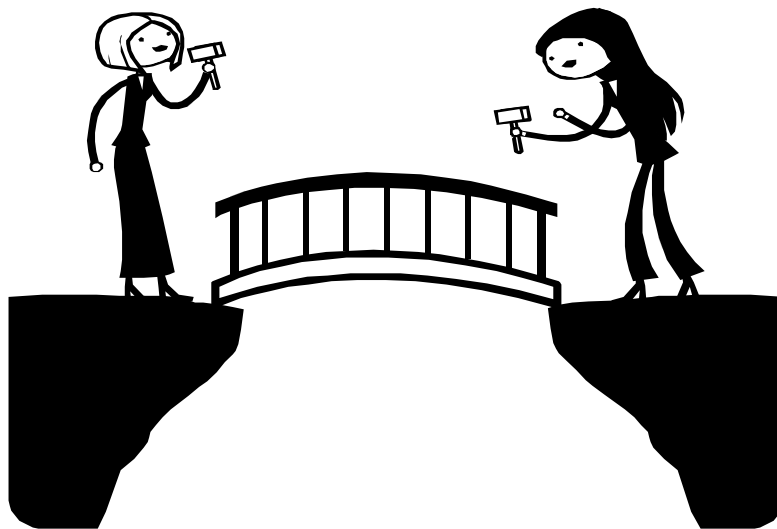


Kern County Consortium SELPA

Transition Planning For Your School-Age Child



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Natural Points of Transition for Children Ages 3 to 14

Typically, natural points of transition--particularly for students with disabilities—occur whenever there will be a significant change in program, setting, or expectations. At some points, the law requires transition language in the IEP; at some points the team may simply choose to include transition language in order to provide support to a student, even though there is not a specific requirement in law. Consider the following transitions when planning for the following:

- Infant program to preschool (REQUIRED)
- Preschool to kindergarten (REQUIRED REASSESSMENT; recommended transition language and activities)
- Kindergarten to first grade (Recommended transition language and activities)
- Elementary to middle school (Recommended transition language and activities)
- Middle school to high school (REQUIRED invitation of high school representative to 8th grade IEP; recommended transition language and activities)

The pages that follow outline questions and issues for the IEP team to consider and address to consider when planning for students at these natural transition points, along with related activities that may facilitate smooth transition from program to program or setting to setting.



Transition Checklist for a Child Referred For Special Education Services at Age Three

- At age 2, transition steps are included on the IFSP. Parental consent is obtained to exchange information between agencies, including LEA.
- At age 2, the IFSP includes a statement of transition steps to be initiated by the time the child reaches 2 years, 9 months.
- At 2 years 6 months, the family is notified that there will be an IFSP/transition conference within the next three months.
- At 2 years 6 months, the LEA is notified of a mutually agreed-on date for a meeting to identify transition steps.
- At 2 years 6 months, current medical and developmental information is obtained, along with information about current services, equipment needs, and family priorities/concerns related to upcoming transition. With parental permission, this information, along with copies of all IFSPs, evaluations, and assessments, is sent to the LEA.
- At 2 years 7 months, An IFSP/transition conference is scheduled at a time and location determined by the preference of the family. The conference includes all appropriate agency personnel.
- At 2 years 9 months (or earlier) the IFSP/transition conference is held and transition steps are developed to ensure a smooth transition. Steps include:
 - information on services available through public education, private programs, and community programs
 - Identification of assessments to determine the child's eligibility for regional center services and special education, the person responsible for making assessments, and the timelines
 - Projected meeting date for final review of the IFSP and development of the IEP if the child is eligible for special education services
- At 2 years 10 months, the assessment plan is completed and signed by the receiving LEA and family, beginning the **45 day assessment timeline**.
- At 2 years 11 months, assessments are completed by the LEA and other involved entities. With family permission, the LEA reviews the results.
- At age 3, an IEP meeting is held to close out the IFSP, review assessment results, determine the child's eligibility for special education and related services, discuss the child's strengths and needs, and develop the IEP.
- At age 3 the IEP is in effect and services begin as designated in the IEP. If the child's birthday is during the summer, the IEP team determines the date that IEP services will begin.

Issues to Consider When Writing Transition Plans for Students Age 3 – 5

1. It may be helpful to familiarize your child with the actual setting, routines, and program staff in the preschool and kindergarten classrooms into which he or she is transitioning.
2. Would it be beneficial to invite your child to be a “preschooler for a day” or “kindergartener for a day” in advance of the first day of school?
3. If your child has extraordinary needs (social, communicative, physical, instructional), consider the environmental supports that should be in place on day one.
4. If your child will also need after-school care, consider the environmental elements that will need to be in place in that setting.
5. Consider how your program will interface with agencies or community services that are involved with supporting your child.



Transitioning From Kindergarten to First Grade

Transitioning into first grade from a kindergarten program can represent significant challenges for young students. Not only is the setting far more formal, but students now attend a full day. Many students may not have had the experience of eating in the cafeteria at lunch time or staying seated for much of the day at an individual desk. The IEP team may want to consider the following:

- 1) Prepare kindergarteners for first grade by having them spend a morning or afternoon in a first grade classroom prior to the conclusion of the kindergarten year.
- 2) If your child has extraordinary needs (social, communicative, physical, instructional), consider the environmental supports that should be in place on day one.
- 3) If your child will also participate in an after-school program, consider the environmental elements that will need to be in place in that setting.
- 4) Consider how your program will interface with agencies or community services that are involved with supporting your child.



Transitioning From Elementary to Middle School

Students and parents may have a number of concerns about the transition from elementary to middle school. For the first time, students will have multiple classes, multiple teachers, and a confluence of unfamiliar classmates who have attended other elementary schools. This transition coincides with the onset of puberty, when peers, peer relationships, and social status become much more significant developmental issues.

Students may have a number of concerns about transitioning to a new educational setting:

- 1) Where will my classes be, and how will I find them?
- 2) How will I find my locker, and what if I forget the combination?
- 3) How will I keep track of assignments and materials?
- 4) Where are the gym, the cafeteria, and the restrooms?
- 5) Will I have to dress out for PE?
- 6) How will I know which bus takes me home?
- 7) How will I remember which class to go to next?
- 8) Will I be safe at school?

Additional changes include no recess or free time apart from lunch break; physical changes that come with puberty; new grading standards; more homework; and long-range assignments. In short, more responsibility, more pressure, and less personal connection with teachers make this transition one that should be carefully considered and addressed in the final IEP prior to middle school.

Transition to Middle School Checklist

- We have invited representatives from the middle school to the final elementary IEP.
- We have thoroughly addressed the transition questions and concerns of both you and your child. Student interests, preferences, and strengths are noted and considered as part of the transition plan.
- We have addressed, in advance, any special services, modifications, accommodations, supports, and services that need to be in place for your child to be successful in middle school.
- We have created a plan that includes familiarizing you and your child, in advance, with the practices, policies, and procedures of the middle school. A school handbook outlining these practices, policies, and procedures has been provided you, in your primary language, at the IEP.
- We have arranged for you and your child to visit the middle school prior to the first day of school, to become familiar with the location of classrooms, lockers, restrooms, and other school locations where instruction and recreation will occur.
- Service providers, including agency representatives, have been invited to and included in the IEP team.



Transitioning From Middle to High School

Entering high school is another transition that may be attended by a number of questions and concerns. Consider the following issues when writing the final IEP of your child's 8th grade year:

- The high school may be much larger, with many new students and teachers to meet.
- Class choices become more numerous, and in addition to required course work, there are electives.
- Social life and autonomy increase, creating additional concerns for both students and parents.
- Peer pressure and the desire for social acceptance may increase or be experienced differently by your child.
- Critical decisions about pursuing a diploma or certificate of completion must be addressed.
- Preparation for taking the California High School Exit Exam (CAHSEE) begins.
- When your child turns 18, there may be issues involving guardianship, advocacy, and the transfer of educational rights.
- The program becomes transition based, in order to plan systematically for life after graduation.



Transition to High School Checklist

- We have invited representatives from the high school to the final middle school IEP **(REQUIRED!)**.
- We have thoroughly addressed the transition questions and concerns of both you and your child. Student interests, preferences, and strengths are noted and considered as part of the transition plan.
- We have addressed, in advance, any special services, modifications, accommodations, supports, and services that need to be in place for your child to be successful in high school.
- We have created a plan that includes familiarizing you and your child, in advance, with the practices, policies, and procedures of the high school, including graduation requirements and criteria for a diploma versus certificate of completion. A school handbook outlining these practices, policies, and procedures has been provided to you, in your primary language, at the IEP.
- We have identified any high school campus accessibility issues that may need to be addressed.
- We have arranged for you and your child to visit the high school prior to the first day of school, to familiarize them with the location of their classrooms, their lockers, the restrooms, and other school locations where instruction and recreation will occur.
- Service providers, including agency representatives, have been invited to and included in the IEP team.
- We have reviewed 9th grade classes and requirements and have selected a freshman class schedule predicated on the unique strengths, preferences, interests and needs of your child, with the right balance of functional and academic instruction.
- For lower functioning students, we have included goals and objectives that increase your child's independence.
- Your child attends the IEP and actively participates in the decision-making process.

What the Law Says About Transition Planning For High School Students

1. You must begin to consider and document transition services for high school students with disabilities **BY AGE 16 THE LATEST!** If the student's 16th birthday will occur prior to the next IEP, then the transition plan should be written during the student's 15th year.
2. The plan must be results oriented and consider academic, vocational, and functional needs.
3. The plan must take into account the student's strengths, needs, preferences, and interests.
4. The plan must account for school- and community-based instruction, as well as post-secondary instruction.
5. Depending on the needs of the student, the plan must also address issues of conservatorship, outside agency assistance, community integration, and daily living skills.
6. There should be a coherent process in place to assess the student's strengths, needs, and preferences. (Data-based decision making).
7. It is important to note that the transition plan, at the high school level, is the engine that drives the IEP. Goals and objectives of the annual IEP should be written with transition needs in mind.



Sample ITP Goals & Objectives

Area #1: OCCUPATIONAL TRAINING/CONTINUING EDUCATION

Student will

- Identify most effective learning style by completing a learning styles checklist
- Complete an occupational interest/aptitude survey
- Identify three future occupations based on the results of interest and aptitude inventories
- Conduct an informational interview with a person currently employed in areas of occupational interest
- Take the ASVAB
- Do_____hours of job shadowing in areas of interest
- Do_____hours of volunteer work in areas of interest
- Apply for occupational assistance through the California Department of Vocational Rehabilitation
- Prepare a transition file/portfolio to include:

Social Security Card

Resume

Names and contact info. Of personal and occupational references

Letters of recommendation from teachers, mentors, and employers

Documentation of disability

Name of relevant community service providers

Completed model employment application

High school transcripts

Employment competency checklists

- Participate as a full partner in all phases of a classroom-based enterprise
- Explore several post-secondary education options such as BC, CSUB, trade school, or apprenticeship programs

- Make an appointment with a college guidance counselor who works with special needs students
- Obtain, complete, and send in applications for admission to designated post-secondary programs

Area #2: INDEPENDENT & ASSISTED LIVING OPTIONS

Student will:

- Practice planning and preparing meals at school/at home
- Prepare a grocery list and shop for groceries
- Develop a budget based on projected income and cost of basic necessities
- Learn to operate a washer/dryer
- Identify and make a list of phone numbers for emergency and community service providers
- Identify and contact two local agencies that provide supported living or supported employment services

Area #3: Recreation

Student will:

- Identify recreational/leisure activities of interest
- Choose a high school club or enrichment activity in which to participate
- Identify community-based clubs and organizations sponsoring leisure activities
- Join a community-based club or organization sponsoring leisure activities
- Participate in a leisure activity after school or on weekends

Area #4: Transportation

Student will:

- Identify three means of local transportation
- Learn to read and interpret a bus schedule
- Practice riding the bus, under school supervision, to the following locations_____
- Obtain the Driver's Manual from the DMV
- Read and understand the rules described in the driver's manual
- Obtain a Learner's Permit from the DMV
- Enroll in driver's education/behind-the-wheel classes
- Receive behind-the-wheel training from his/her parent
- Obtain a driver's license from the DMV

Area #5: HEALTH CARE

Student will:

- Identify current and future health care needs
- Identify accommodations necessary at home, at work, and in the community
- Identify behaviors related to maintaining optimum health
- Learn about personal health and wellness through completing a semester-long health curriculum
- Create a list of names & phone numbers of relevant health care and adaptive tech. providers
- Obtain Medicaid information from community case worker or special education case worker
- Research or discuss health insurance providers

Area #6: Financial/Legal

Student will:

- List/Verbalize rights guaranteed under section 504 of the Rehabilitation Act
- List/Verbalize rights guaranteed under the Americans with Disabilities Act
- Identify sources of legal assistance, guardianship, and/or advocacy in the community
- Contact Social Security for information about benefits
- Complete Social Security paperwork with assistance from parent/guardian
- Contact, with assistance from parent, community organizations providing guardianship, advocacy, and case management commensurate with student's needs
- Complete coursework in budgeting, banking, and purchasing

IEP Review Form

Student's Name:			
IEP Year:	Measurable Postsecondary Goals		
	Education/ Training	Employment	Independent Living
1. TRANSITION ASSESSMENT - For this postsecondary goal, is there evidence that age-appropriate transition assessments were used? Was the use of a transition assessment for the postsecondary goal mentioned in the IEP? - Did the transition assessment provide information on the student's needs, taking into account strengths, preferences and interests to support the postsecondary goal? If yes to both, then circle Y.	Yes No N/A	Yes No N/A	Yes No N/A
2. MEASURABLE POSTSECONDARY GOAL - Is a measurable postsecondary goal stated in this IEP? - Measurable postsecondary goal(s) = the goal occurs after the student exits high school. - Data are collected within one year of leaving high school to determine if the goal has been achieved.	Yes No N/A	Yes No N/A	Yes No N/A
3. COURSE OF STUDY - Is a course of study indicated that aligns with the student's postsecondary goal(s)?	Yes No N/A	Yes No N/A	Yes No N/A
4. TRANSITION SERVICES - For this postsecondary goal, is at least one transition service listed for the postsecondary goal? - Is a type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill, and/or functional vocational evaluation listed in association with meeting the postsecondary goal? If yes, they circle Y.	Yes No N/A	Yes No N/A	Yes No N/A
5. AGENCY LINKAGE - For this postsecondary goal, is there evidence of coordination between LEA and other postsecondary services? - For the current year, is there evidence in the IEP that any of the following would be responsible for providing transition service or activity: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal?	Yes No N/A	Yes No N/A	Yes No N/A
6. ANNUAL GOAL - For this postsecondary goal, is at least one annual IEP goal listed? - Is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal?	Yes No N/A	Yes No N/A	Yes No N/A

Kern County Consortium SELPA

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