

## SECONDARY TRANSITION

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## SECONDARY TRANSITION

### 8.1 PURPOSE AND SCOPE

Transition services (designed with a results oriented process focused on improving academic functional achievement of the student) must be addressed in the IEP of the student not later than in the year in which he/she turns 16 years of age. The goal of transition services is planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system. (30 EC 56460)

SESR Item  
Number

Transition is all about planning for a student's future and how academic courses, functional curriculum and vocational activities help move a student towards the future goal. Discussion about transition or future planning should be addressed at the beginning of the IEP team meeting so that the IEP team is focused throughout the meeting on helping the student work towards his or her future goals. The goal of transition is to provide the student with all the skills, knowledge and support necessary to make their post school goals a reality.

### 8.2 DEFINITION OF TRANSITION SERVICES

The term "transition services," is a coordinated set of activities for students with special needs that does all of the following:

- (1) Is designed within an results-oriented process, that is focused on improving the academic and functional achievement of the individual with exceptional needs to facilitate the movement of the pupil from school to post-school activities, including postsecondary education, vocational education, integrated employment, including supported employment, continuing and adult education, adult services, independent living, or community participation.
- (2) Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.
- (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (4) Transition services for students with special needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education. Is based upon the individual needs of the pupil, taking into account the strengths, preferences, and interests of the pupil.

3-6-1

3-6-2

3-6-2.1

3-6-2.1.2

3-6-2.4

3-6-2.5

- (5) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (56345.1. (a))

### **8.3 TIMELINE FOR DEVELOPING INDIVIDUAL TRANSITION PLAN**

3-6-1

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:

3-6-2

3-6-8

- (a) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
- (b) the transition services (including course of study) needed to assist the child in reaching those goals; and
- (c) beginning not later than 1 year before the child reaches the age majority (age 18), a statement that the child has been informed of the child's rights that will transfer to the child when reached age 18.

### **8.4 AREAS TO BE ADDRESSED**

3-6-2

#### **8.4. A Instruction**

The IEP is an individualized instructional and support plan for students with disabilities. The transition planning, activities and services detailed in the IEP align instruction with student's post-secondary goals.

#### **8.4. B Related Services**

The IEP must describe any related services the student may need, such as transportation to a work experience or career counseling to help the student prepare for his or her future goals.

#### **8.4. C Community Experiences**

Instructional activities may take place in the community such as community based instruction to help students generalize the skills learned in the classroom to the real world.

#### **8.4. D Employment**

All students should have employment related language in their IEP. For some students this may be a goal to go to college; for others it may mean job training or supported employment. Other students may go right to work after leaving school. LEAs are responsible for helping students identify their goals and develop plans that prepare students to achieve.

#### **8.4. E Daily Living Skills and Functional Evaluation**

Some students may need specific instruction and activities in order to learn to take care of themselves and live as independently as possible. Some

students may need a functional evaluation to determine which skills they will need to develop so that they are able to enter employment or live independently.

### **8.5 OTHER AGENCY INVOLVEMENT**

3-6-3

A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger if appropriate with parental consent or consent of adult student.

3-6-4

3-4-1.10

If a participating agency (other than the district) fails to provide the transition services described in the IEP, the IEP team will reconvene to identify alternative strategies to meet the transition objectives for the student.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district will obtain agency participation in planning for these services by some other means.

### **8.6 IEP TEAM PARTICIPANTS FOR SECONDARY TRANSITION**

#### Student

3-4-1.8

Role: Participates, communicates preferences and interests, communicates strengths, and takes part in the IEP development.

(If the student is not in attendance, how were the student's interests and preferences determined?)

300.321(b)(1) Would provide that the child be invited to the IEP meeting if a purpose of the meeting is consideration of the child's postsecondary goals and the transition services needed to achieve those goals.

(2006 IDEA Regulations Comments indicated that if the student is a minor, the parents (unless ed. rights have been limited or extinguished) have the authority to determine whether the student should attend the IEP Team meeting (pg.46671) 300.321(b) (2) it is the public agency's obligation to take other steps to ensure that the student's preferences and interests are considered if the child is unable to attend the meeting.

#### Parent/Family

3-4-1.1

Role: Supports the student, reinforces the value of an individual program, provides information about student's strengths and areas where assistance is needed.

Special Education Specialist 3-4-1.3

Role: Provides information, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post school goals; identifies related services, provides input into transition service needs, links student and parents with appropriate post-school services, coordinates all people, agencies, services or programs involved in the transition planning process

General Education Teacher 3-4-1.2

Role: Assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions. 3-4-1.2.1

(34 CFR 300.321 – Not less than one regular education teacher of such child (if the child is, or may be, participating in regular education)

LEA Representative 3-4-1.4

Role: Support staff and allocate LEA resources

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities
- Is knowledgeable about the general curriculum and the availability of resources of the LEA
- Has the authority to commit the LEA to implement the IEP
- LEA may designate another staff member of the IEP team if these criteria are met.

Other Specialists 3-4-1.5

- Who can interpret the instructional implications of evaluation results
- Who may be one of the team members already listed.

Other Appropriate Agency Personnel 3-4-1.6

Role: Provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services

**8.7 POST-SECONDARY GOALS** 3-6-1

The IEP must document development of measurable postsecondary goals based on age-appropriate transition assessments. The IEP for students 16 years old or younger, if appropriate, must contain: appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; (bb) the transition services (including courses of study) needed to assist the child in reaching those goals. [Section 614(d) (1) (A) (i) (VIII)] 3-6-2

### **8.8 SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

3-6-5

The Summary of Academic Achievement and Functional Performance is not part of the IEP process. The summary is prepared by the LEA and provided to the student when he/she leaves school, either by graduating with a general diploma or reaching the age of 22. The summary will offer the student a document that summarizes his/her academic and functional performance with recommendations about what accommodations and supports the student may need to enter post-school activities, such as training, higher education, employment, and independent living. For a student whose eligibility terminates, a LEA shall provide the student with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the his/her post-secondary goals. (Section 614(c) (5) (B))

### **8.9 TRANSFER OF RIGHTS AT AGE OF MAJORITY**

3-6-8

The IDEA '04 continues the requirement of notifying the student and family that educational rights convert to the student upon reaching the age of majority, which is 18 years old in California: beginning not later than 1 year before the student reaches the age of majority under State law, a statement that the student has been informed of his/her rights if any, that will transfer to the child on reaching the age of majority. (Section 614(d) (1) (A) (i) (VIII), emphasis added)

### **8.10 POST-SECONDARY FOLLOW UP**

The State requires districts to seek information from students who have graduated from high school to collect data on post school outcomes.

### **8.11 STUDENTS BETWEEN NINETEEN AND TWENTY-TWO YEARS**

Between the ages of nineteen and twenty-one, inclusive; enrolled in or eligible for a program under this part or other special education program prior to his or her nineteenth birthday; and has not yet completed his or her prescribed course of study or who has not met proficiency standards.

- A) Any person who becomes 22 years of age during the months of January to June, inclusive, while participating in a program under this part may continue his or her participation in the program for the remainder of the current fiscal year, including any extended school year program for individuals with exceptional needs.
- B) Any person otherwise eligible to participate in a program under this part shall not be allowed to begin a new fiscal year in a program if he or she becomes 22 years of age in September or that new fiscal year. However, if

a person is in a year-round school program and is completing his or her individualized education program in a term that extends into the new fiscal year, then the person may complete that term.

- C) Any person who becomes 22 years of age during the months of October, November, or December while participating in a program under this act shall be terminated from the program on December 31 of the current fiscal year, unless the person would otherwise complete his or her individualized education program at the end of the current fiscal year or unless the person has not had an individual transition plan incorporated into his or her individualized education program and implemented from the age of 20 years, in which case the person shall be terminated from the program at the end of the fiscal year. (E.C., Sec. 56026: (c) (4))

## APPENDIX

Appendix A: Sample Letter: Prior Written Notice of Proposed Action, Graduation from High School

Appendix B: CASEMIS Post-Secondary Follow-Up

**PRIOR WRITTEN NOTICE OF PROPOSED ACTION  
GRADUATION FROM HIGH SCHOOL  
(SAMPLE LETTER)**

Date: \_\_\_/\_\_\_/\_\_\_

Dear Parent and Student,

Congratulations! This letter serves as written notice that \_\_\_\_\_ is currently meeting the requirements for graduation with a regular high school diploma. As \_\_\_\_\_ is receiving special education and related services, pursuant to Federal law the District must notify you of this proposed change in placement. Your child's graduation with a regular diploma is based on his/her meeting both the State of California and School District's requirements for graduation with a regular high school diploma. As your child is currently on track to satisfy those requirements, graduation is the only valid option. Upon his or her graduation, your child will no longer be eligible for special education services. It is the District's determination that any other option, such as retention or a certificate of completion, is not appropriate for \_\_\_\_\_ at this time. Upon request, an IEP meeting may be convened to discuss this recommendation

The following information was used in making this decision:

- |                          |                     |                          |                                    |
|--------------------------|---------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | IEP                 | <input type="checkbox"/> | Evaluation                         |
| <input type="checkbox"/> | Student Performance | <input type="checkbox"/> | Teacher/Information/Observation    |
| <input type="checkbox"/> | Student Behavior    | <input type="checkbox"/> | Report Cards/ Statewide Assessment |
| <input type="checkbox"/> | Parent Information  | <input type="checkbox"/> | Other: _____                       |

Please be advised that you are entitled to procedural safeguards if you disagree with this determination. Please feel free to contact your child's school counselor if you have any questions about this matter or, if you require assistance in understanding any portion of this notice.

Sincerely,

**Santa Clara County SELPA's I, II, III, IV, VII  
CASEMIS POSTSECONDARY FOLLOW-UP**

Name (from CASEMIS): \_\_\_\_\_

Address (from CASEMIS): \_\_\_\_\_

\_\_\_\_\_

CASIS ID# (from CASEMIS): \_\_\_\_\_

The State of California requires that we follow up on you one year after graduating or leaving public school. Please respond to the following questions, and return this form in the enclosed envelope.

Thanks!

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1. Are you participating in a postsecondary program? If yes, check all that apply:

- None
- Four-year college/university
- Community college
- Vocational or technical school (two year degree program)
- GED program
- Vocational or technical school (Certificated program)
- Regional Occupational programs (ROP) Classes
- Work Force Investment Act (WIA) supported program
- Non-WorkAbility Employment Program
- Adult Training Program
- Military Training

2. Are you currently employed? (unsubsidized)

- Yes       No       Not applicable

**PLEASE RETURN THIS FORM TO THE ATTENTION OF THE SPECIAL  
EDUCATION DIRECTOR OF \_\_\_\_\_ SCHOOL DISTRICT.**

**PRIOR WRITTEN NOTICE OF PROPOSED ACTION  
GRADUATION FROM HIGH SCHOOL  
(SAMPLE LETTER)**

Date: \_\_\_/\_\_\_/\_\_\_

Dear Parent and Student,

Congratulations! This letter serves as written notice that \_\_\_\_\_ is currently meeting the requirements for graduation with a regular high school diploma. As \_\_\_\_\_ is receiving special education and related services, pursuant to Federal law the District must notify you of this proposed change in placement. Your child's graduation with a regular diploma is based on his/her meeting both the State of California and School District's requirements for graduation with a regular high school diploma. As your child is currently on track to satisfy those requirements, graduation is the only valid option. Upon his or her graduation, your child will no longer be eligible for special education services. It is the District's determination that any other option, such as retention or a certificate of completion, is not appropriate for \_\_\_\_\_ at this time. Upon request, an IEP meeting may be convened to discuss this recommendation

The following information was used in making this decision:

- |                          |                     |                          |                                    |
|--------------------------|---------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | IEP                 | <input type="checkbox"/> | Evaluation                         |
| <input type="checkbox"/> | Student Performance | <input type="checkbox"/> | Teacher/Information/Observation    |
| <input type="checkbox"/> | Student Behavior    | <input type="checkbox"/> | Report Cards/ Statewide Assessment |
| <input type="checkbox"/> | Parent Information  | <input type="checkbox"/> | Other: _____                       |

Please be advised that you are entitled to procedural safeguards if you disagree with this determination. Please feel free to contact your child's school counselor if you have any questions about this matter or, if you require assistance in understanding any portion of this notice.

Sincerely,