



DESERT / MOUNTAIN  
CHARTER SELPA

## Chapter 6: Transition Services

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### Introduction

Successful transitions are well-planned, thoughtful actions designed to accomplish particular outcomes. Planning and communication are essential to provide a smooth transition and to encourage and sustain collaboration among the families and agencies involved to ensure appropriate services for the child. A transition plan includes several systems and will serve as a guide to participants throughout the transition process.

This policy is to provide Charter Local Education Agencies (LEAs) with the legal requirements and preferred practices regarding transition for young, middle, and high school students with

disabilities. It addresses the transition of children from one educational or intervention program to another, and from high school to adult life.

## **Section A – Infant to Preschool**

Charter schools in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) currently do not serve students in Part C or preschool students.

## **Section B – Preschool to Grade School**

If children are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

The following are recommended guidelines for transitioning preschool-age children to grade school.

### **Coordination of Preschool Programs**

The Charter LEA shall ensure that state preschool programs and programs for individuals with exceptional needs between the ages of three and five years, inclusive, provided, are coordinated at the state and local levels (*Education Code § 56442*).

### **Head Start Interagency Agreement**

The department shall amend its interagency agreement with the Administration for Children, Youth, and Families, Region IX, Head Start, United States Department of Health and Human Services, to permit a Charter LEA to contract with a Head Start program for special education services for individuals with exceptional needs between the ages of three and five years (*Education Code § 56443(a)*).

### **Reassessment Prior to Transitioning to Kindergarten or First Grade**

Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade, an appropriate reassessment of the individual shall be conducted to determine if the individual is still in need of special education and services (*Education Code § 56445(a)*).

## **Section C – Transition into Regular Class**

Provision for the transition into the general education program if the child is to be transferred from a special class or nonpublic, nonsectarian school into a general education class in a Charter LEA for any part of the school days, include the following *Education Code § 56345(b)(4)*:

1. A description of activities provided to integrate the child into the general education program. The description shall indicate the nature of each activity and the time spent on the activity each day or week; and

2. A description of the activities provided to support the transition of the child from the special education program into the general education program.

## **Section D – Transition from Elementary School LEA to High School LEA**

When a child is to enroll in a high school Charter LEA from an elementary Charter LEA, the elementary Charter LEA shall invite the high school LEA to the Individualized Education Program (IEP) team meeting prior to the last scheduled review. If the authorized high school personnel participate with the elementary Charter LEA personnel in the IEP team meeting, the IEP shall specify the appropriate high school placement.

If the authorized representative of the high school Charter LEA has not participated in the IEP development prior to transfer from the Charter elementary program, the elementary Charter LEA shall notify the high school LEA of those individuals with exceptional needs who require special education and related services. For each child listed who enrolls in the high school Charter LEA, the Charter LEA Administrator or designee shall make an interim placement in accordance with Education Code § 56325 or shall immediately convene an IEP team meeting (*Title 5 of the California Code of Regulations § 3024*).

## **Section E – Transition Service Language**

*According to the Federal Regulations for the implementation of IDEA 2004 effective October 13, 2006, beginning not later than the first IEP to be in effect when the child turns 16 or younger, if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:*

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and functional evaluation; and*
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.*

The Regulations continue,

- (1) The public agency must invite a child with a disability to attend the child's IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).*
- (2) If the child does not attend the IEP team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.*

- (3) *To the extent appropriate, with the consent of the parents or a child who has reached the age of majority...the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.*

The Individuals with Disabilities Education Act (IDEA) 2004 requires that children are invited to their IEP meetings whenever it is anticipated transition will be discussed. In the Charter SELPA IEP, the placement of transition goals prior to academic goals emphasizes the importance placed on transition planning driving each child's IEP. The child's course of study, agencies that may be involved in his/her transition from school to a quality adult life, and transition programs that may be of assistance in meeting his/her postsecondary goals, are indicated.

Charter SELPA form D/M 68D – Transition Plan (*Appendix C*) is intended to document and consider what transition services and activities the child has previously received or in which the child has previously participated.

Transition goals are intentionally written in the words of the child to emphasize the importance of making sure that these goals are goals that the child developed. These postsecondary goals must be based on age-appropriate transition assessments and they must be measurable. A child's IEP must also include the transition services (including courses of study) needed to assist the child in reaching his/her goals, activities that lead to the attainment of each of the child's postsecondary goals and how these activities will be measured and/or documented, and who is responsible for their completion.

***Title 34 of the Code of Federal Regulations § 300.520. (a) General. A State may provide that, when a child with a disability reaches the age of majority under State law that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)—***

*(1)(i) The public agency must provide any notice required by this part to both the child and the parents; and*

*(ii) All rights accorded to parents under Part B of the Act transfer to the child;*

*(2) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, State or local correctional institutions; and*

*(3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.*

*(b) Special rule. A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the*

*ability to provide informed consent with respect to the child's educational program.*

When a child with a disability reaches the age of majority, age 18, the legal rights for special education services move from the parent to the child. The parent and child with a disability are notified one year before the child's 18th birthday of this transfer of rights. If the parent or care provider determine that the child is unable to, or incapable of, making decisions about education or independent living, there are two options. A legal guardianship can be established as the broadest and most restrictive form of management. The guardian makes decisions on behalf of the child for medical care, financial management, education, and all other life situations. An alternate option is conservatorship. This less restrictive method allows a conservator to handle financial decisions only (Transition to Adult Living, A Guide for Secondary Education, California Department of Education, 2001).

Charter SELPA form D/M 68K – IEP Signature Page provides the mechanism for documenting that a child with a disability has been advised of the rights and his/her attendance responsibilities that he/she will gain when he/she reaches the age of 18.

## **Section F – Course of Study**

According to IDEA 2004, the term transition services means a coordinated set of activities that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of a child with a disability and facilitating the child's movement from school to post-school activities, including postsecondary education, vocational education, employment, continuing and adult education services, independent living, and community participation. These activities are determined and coordinated as part of a child's IEP. These transition services are based on the child's needs, taking into account the child's strengths, preferences, and interests. They include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, the acquisition of daily living skills, and functional vocational evaluation.

Beginning not later than the first IEP to be in effect when the child is 16 years of age, and updated annually thereafter, the IEP shall include appropriate measurable postsecondary goals, measurable annual goals, and transition services needed to assist the child in reaching those goals.

The governing board of each Charter LEA shall adopt a policy to implement a course of study that prepares children to meet Charter LEA and state requirements for graduation or a certificate of completion (*Title 34 of the Code of Federal Regulations § 300.320; Education Code §§ 51225.3 and 51225.4*).

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to children, parents, guardians, and the public. The Charter LEA's course of study shall provide children with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.

The Charter SELPA recognizes that children with disabilities are entitled to a course of study that provides them with free appropriate public education (FAPE) and modifications to the Charter LEA's regular course may be needed on an individual basis to provide FAPE. In accordance with law, each child's IEP team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the child on state and districtwide assessments.

State and federal law state the IEP for each child with a disability must contain statements of measurable annual goals that would enable the child to progress in the general education curriculum and a statement regarding any accommodations necessary to measure the child's performance on state and districtwide assessments (*Title 34 of the Code of Federal Regulations § 300.320; Education Code § 56345*).

For children in grades seven to 12, inclusive, any alternative means and modes necessary for the child to complete the prescribed course of study of the Charter LEA and to meet or exceed proficiency standards for graduation shall be documented in the child's IEP. The child's IEP shall contain a multi-year description of the child's coursework from current year to anticipated exit year, to enable the child to meet his/her appropriate postsecondary goal. The IEP team shall document and/or attach a copy of the child's course of study to Charter SELPA form D/M 68D – Transition Plan.

An assessment to determine that a child with a disability is no longer an individual with exceptional needs shall not be required due to graduation from high school with a regular diploma, or due to exceeding the age eligibility for FAPE. Under these circumstances, the Charter LEA shall provide the child with a summary of the child's academic achievement and functional performance using Charter SELPA form D/M 139 - Summary of Performance, which shall include recommendations on the manner in which to assist the child in meeting his/her postsecondary educational goals (*Education Code § 56381*).

## **Section G – High School to Work**

The California Department of Education (CDE) shall jointly develop assessment procedures for determining client eligibility for the Department of Rehabilitation (DR) services for children with disabilities in secondary schools to help them make the transition from high school to work. The assessment procedures shall be distributed to Charter LEAs.

The DR shall maintain the current level of services to secondary school students in the Transition Partnership Program (TPP) and shall seek ways to augment services with funds that may become available.

### **Eligibility**

The child and the DR counselor will obtain and review medical and other information to identify and assess how the disability affects the child's ability to work and to determine how the DR services can help the child obtain or retain a job. After obtaining sufficient information, the DR counselor will determine the child's eligibility for services.

Eligibility for the DR services is based on the following factors:

- The child has a physical or mental impairment;
- The impairment constitutes or results in a significant impediment to employment for the child; and
- The child requires and can benefit from vocational rehabilitation services to prepare the him/her to obtain, retain, or regain employment.

If the disability is so severe the child might not be able to benefit from DR services, the child can be provided an opportunity to demonstrate his/her ability to benefit from DR services by working in a realistic work setting (a trial work experience). If needed, the child may receive appropriate DR services during the trial work experience.

### **Level of Significance of Disability (LSOD)**

The child and DR counselor will review and discuss information obtained from the child and from other sources about the child's disability and agree on how it limits the child in five general areas of functioning, including: communication, mobility, interpersonal skills, self-care, and work tolerance. Based on this assessment, the DR counselor will give the child a LSOD score and that represents the significance of the child's work-related limitations. The LSOD assessment score will usually be completed within 90 days of application.

### **Vocational Rehabilitation Needs Assessment**

The child and DR counselor will discuss the child's interests and abilities and decide what services and assistance the child will need to obtain or retain appropriate employment. The child will be given information and encouraged to make choices throughout the vocational rehabilitation process.

### **Individualized Plan for Employment (IPE)**

Once the child has completed the assessment process, is found eligible for services, and is placed in a priority category being served, the next step will be to develop the child's Individualized Plan for Employment (IPE) with the DR counselor. The IPE is the child's written plan listing the child's job objective and DR services the child will receive in order to find and maintain employment. The DR counselor will give the child information throughout the IPE process, so he/she can make meaningful choices about his/her plan. The child and DR counselor will discuss the child's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as they develop the plan. The plan must be signed by the child and parent if the child is a minor and by a child who has reached the age of majority.

## **Section H – Career and Vocational Education Program**

*California Education Code § 56462(c). The development and implementation of systematic and longitudinal vocational education curriculum including the following: (1) instructional strategies that will prepare pupils with severe*

*disabilities to make a successful transition to supported employment and the community, and (2) the introduction of vocational and career education curriculum in the elementary grades for those pupils who can benefit from it.*

Charter LEAs will develop and use a systematic and longitudinal vocational and career education curriculum starting in the elementary grades. A research-based transition curriculum, or an integration of transition into the content areas' curriculum, should include instructional strategies for children with mild to moderate and severe disabilities that will support a successful transition from the formal education environment to employment, the community, and adult living. The IEPs of children with disabilities who attend high school must be reflective of the general education curriculum framework and standards. In accordance with standards-based educational reform, "transition plans" for children who receive special education services and "graduation plans" for children in general education need to be merged. Appropriate inclusion of children with disabilities can merge the seemingly two separate systems into one coordinated plan (Transition Fact Sheet, The Federation for Children with Special Needs, Inc., 1999). This publication was approved by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).

Charter LEAs are encouraged to develop curricular plans, which address the interests and needs of individual children. This may be an infusion into all or part of the general education curriculum, special class services, or some other practice for provision of an education that reflects preferences, a career goal, and positive outcomes for adult living. All children should have opportunities to gain insights into the vocational or career world delivered at their level of development.

## **Section I – Interagency Agreements**

*California Education Code § 56462. The transition services shall include, but not be limited to, the following:...(a) In-service training programs, resource materials, and handbooks that identify the following:...(3) the roles of other agencies in the transition process including, but not limited to, the scope of their services, eligibility criteria, and funding; (b) Development of the role and responsibilities of special education in the transition process, including the following:...(4) The coordination of the transition planning process, including development of necessary interagency agreements and procedures at both state and local levels; and (g) Coordination with other specialized programs that serve students who face barriers to successful transition.*

Interagency agreements shall contain a description of the scope of the agency's services, eligibility criteria, and funding. Services will be coordinated to serve children who face a barrier to a successful transition from school to adult living. The case carrier will review student abilities and challenges and, with the consent of the parent or the child if he/she has attained the age of majority, will invite appropriate agency representatives to the IEP annual review. The notice to parents and, in cases where the child is 18 or older, to the child, shall contain notification of the agency's participation in the IEP meeting. It is clear that the inclusion of agency participation in the child's transition planning should start prior to the last year of the child's high school education.



Interagency access is accomplished through the IEP process. All children have the right to access services offered by the community agencies; however, the school system is not financially responsible for services beyond the scope of the IEP. Methods chosen to accomplish written goals are at the discretion of the education professionals.

## Section J – SELPA-Managed Programs

The Career Technical Education (CTE) team currently operates the programs listed below. These programs are not mandated under state law, but are available to children who meet the specific criteria imposed by the funding source or the Charter SELPA Community Advisory Committee (CAC).

*NOTE: All services may not be available in all areas. Please check with the Program Specialist assigned to the Charter LEA with any questions regarding these programs.*

- **California Career Innovations (CCi).** The core and research interventions serve as the framework for CCi and provide an array of opportunities available to students. Embedded within each of these interventions are multiple activities and tasks. The interventions are guided by a person-driven approach leading to Person-Driven Plans (PDPs) and Individualized Career Action Plans (ICAPs). The ultimate outcomes for CCi students are Postsecondary Education (PSE) and/or Competitive Integrated Employment (CIE) in a career related position.
- **Employment Network (EN).** The goal of EN is to help individuals become employed and work their way off benefits completely, but not immediately. EN can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) rules and procedures are clearly explained. Pre-employment assistance, job development, and SSA benefits planning, provide individuals returning to work the necessary services and supports to be successful.
- **Paid Internship Program (PIP).** The PIP is a collaborative effort between the Inland Regional Center (IRC) and the SELPA CTE team. The purpose of the program is to increase the vocational skills and abilities of the students served who choose, through IRC's Individualized Program Plan (IP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive Integrated Employment (CIE) in the same job.
- **Transition Partnership Program (TPP):** This is an interagency contract with the Department of Rehabilitation (DR) and the CAHELP JPA. The TPP builds partnerships between LEAs and the DOR for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education. The focus is to help a select number of students between the ages of 16 – 21 with an IEP or 504 plan, or documented disability.

- **WorkAbility I Project (WAI).** WAI is funded by the California Department of Education (CDE), Special Education Division. Each WAI program site receives an annual grant award letter, which declares the funds for the program based on the number of students served and the number of students placed for paid work experience. Each program develops practices and procedures to implement the WAI program within their own LEA. Considerations include who will deliver the curriculum, scheduling, and availability of students within their school day.

The array of services guidelines provided by CDE include work-based, school-based, and community-based activities. An array of services is completed for each student served in the WAI program on an annual basis.

A student in the WAI program must be provided curriculum integration of work readiness skills, career/vocational assessment, and a minimum of one connecting activity and one work-based learning service. The array of services link provides a basis for ensuring program consistency.

# **APPENDIX A: Quick Reference Array of WorkAbility 1 (WAI) Services**

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D/M SELPA

Desert/Mountain Special Education Local Plan Area

WorkAbility I High School  
Array of Services Definitions  
School-to-Career Activities

IMPLEMENTATION 7/01/06

WorkAbility is a model transition program for youth with disabilities. The following activities are critical elements of an effective delivery system for transition services as mandated by IDEA and stated in Education Code (56470 and 56471).

The following definition of terms and activities are intended to provide consistency in program implementation and documentation of the Array of Services. The references used to compile the definitions are the National School to Work Glossary of Terms, the Work-Based Learning Guide from CDE, the Fair Labor Standards Act and the National Standards and Quality Indicators for Transition.

The WorkAbility funding model is based on the number of students “served”. To qualify as served, a student must be provided career/vocational assessment and career counseling and guidance in the School Based Component and one or more services in the Connecting Activities and Work Based Learning Component. Of these services, at least one must be directly provided by the WAI Program or documentation must exist of WAI’s role in the indirect provision of the service.

It is required that each site place 25% of the students they serve in paid employment/training experiences. These placements may be either subsidized (by WorkAbility or other sources) or employer paid.

**WorkAbility I High School  
Array of Services  
Approved 9/10/13**

The following matrixes list a full continuum of services that are consistent with the California *Education Code (EC)* and components in an effective transition system for high school students. Coordinated through a student's Individualized Education Program (IEP), these components are used to create a successful transition experience for students with disabilities. This document will assist WorkAbility (WAI) programs to define their role within the local educational system. WAI recognizes that effective transition requires collaboration with key stakeholders.

A WAI served student must be provided career/vocational assessment, employment/post-secondary education planning (School Based Preparatory Experiences), a minimum of one service from the Career Preparation & Work Based Learning Experiences and one service from the Collaboration/Youth Development & Leadership section. **Of these, at least one must be directly provided by WAI or documentation must exist of WAI's role in the indirect provision of the service.** WAI Programs are strongly encouraged to collaborate with the local school and community to design a quality transition system that provides the full array of services.

I. School Based Component: **Elements that are commonly part of the school curriculum and/or educational delivery system.**

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupation Preparation	Department of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
<b>Career/Vocational Assessments:</b> Provide career and transition assessments to help students identify their school and post-school career interests and goals. May include formal and informal assessments including authentic assessments (portfolios).											
<b>Employment/Post-Secondary Education Planning:</b> Assist students to understand the career decision-making process that culminates with their personal career/educational plan and provision of transition-related guidance including exploration of post-secondary options. Use interests to develop course of study.											
<b>Curriculum Integration of Work-Readiness Skills/Contextual Learning:</b> Teach common core college and career readiness standards in the context of their application to career development and work-readiness/soft skills.											

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupation Department of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
<b>Career/Vocational Education:</b> General education CTE classes, Pathways and elective classes in course of study that <u>provide an introduction to job skills and technical training</u> and prepare students for post-secondary outcomes.										

- II. Career Preparation & Work Based Learning Experiences: **Activities, learning experiences, or strategies to increase career awareness, provide students with work-readiness skills and connect the classroom to work. Engage in work-based learning experiences.** A student must receive at least one of the following services to qualify as served by WAI (to qualify as placed a student must participate in paid employment).

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE/Regional Occupation Department of Rehabilitation	School Counselor	Business	EDD/Workforce Investment Act	Community College	DDS / Regional Center	Other
<b>Career Awareness / Exploration Activities:</b> Provide opportunities to engage in activities that increase knowledge of career options (e.g. career fairs, tours, job shadowing and use of technology to explore choices). Enhance informed decision-making.										
<b>Career Preparation/Job Search:</b> Improve job readiness – work-place basic skills (soft skills, 21 <sup>st</sup> Century Skills, SCANS skills). Provide training on how to seek and obtain employment through application, interview, resume, portfolio, use of labor market information; training to utilize social media responsibly to search and apply for employment opportunities. (resources: O'NET, My Next Move, Occupational Handbook).										
<b>Work-Based Learning</b> Includes participation in classroom and <u>community based</u> experiences that develop job skills through internships, service learning, workplace mentoring experiences and earning entry job certifications/permits (e.g. Food handler's permit, forklift operations permit).										

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupation Department of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Center	Other
<b>Job Development:</b> Establish Training and/or employment opportunities for students. Requires the development of training plans with the work site supervisor.										
<b>Employment / Work Experience:</b> Provide on-the-job training experiences that link to school credit.										
<b>Job Retention:</b> Provide training on maintaining, upgrading, leaving employment.										
<b>Work-Site Mentor/Supervisor:</b> Identify and train an employee to be a natural support at the worksite.										
<b>Job Coach:</b> Include training & support of a student's work site skills in a work experience or employer-paid placement (either on or off the job).										
<b>Work-Site Follow-Along/Employer Communication:</b> Establish routine contact with employer to evaluate, troubleshoot and coach student and monitor work training plan.										

III. Youth Development & Leadership: **Engage youth in the process of developing self advocacy and self determination skills that apply to the classroom and the community.**

Collaboration: **Link students with community agencies that provide support for transition after they leave high school; Engage business partners to advise and support work-based learning opportunities that lead to career readiness.** A student must receive at least one of the following services to qualify as served by WAI.

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Programs	Dept. of Rehabilitation	School Counselor	Business	EDD/Workforce Investment Act	Community College	DDS / Regional Centers	Other
<b>Self-Advocacy/Disability Awareness</b> Provide training to find, formally request and secure appropriate supports and reasonable accommodations in education, training and employment settings. Resource: Job Accommodation Network (JAN)											
<b>Youth Leadership</b> Provide training in self advocacy and conflict resolution. Opportunities to develop and demonstrate team and leadership skills.											
<b>Destination / Transportation Training:</b> Provide training to use transportation resources to support independence including public transportation & support in obtaining driver's license.											
<b>Life Skills/Independent Living</b> Provide training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. Includes benefits planning.											
<b>Family Participation &amp; Support of Transition:</b> Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services.											
<b>Partnership and Collaboration:</b> Engage business partners and post-school support agencies in local/regional communities of practice to advise, share expertise and resources and offer opportunities to youth.											

# ONLINE RESOURCES

*Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*  
(September 26, 2008) Storms, O’Leary & Williams  
<http://interact.uoregon.edu/wrrc/trnfiles/trncontents.htm>.

*National Disability Council*  
*Back to School on Civil Rights* (January 25, 2000)  
<http://www.ncd.gov/newsroom/publications/backtoschool.html>

*National Disability Council*  
*National Disability Policy: A Progress Report*  
*November 1999 – November 2000* (January 15, 2008)  
[http://www.ncd.gov/newsroom/publications/progress\\_report2008.html](http://www.ncd.gov/newsroom/publications/progress_report2008.html)

*National Center on Secondary Education and Transition*  
<http://www.ncset.org>

*Transition: CA’s School to Adult Life Core Messages*  
*Transition to Adult Life Leadership Team & CDE,*  
*Special Education Division*  
*Each core message is followed by related web sites*  
<http://www.calstat.org/transitionmessages.html>



# APPENDIX B: SELPA Forms D/M 135A through 135C (Prior Written Notice) and D/M 139 (Summary of Performance)

	
<b>DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA</b> <b>DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA</b> 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX	
<b>Prior Written Notice</b> <i>(Please check the appropriate box)</i>	
<input type="checkbox"/> Student exiting special education due to graduating with a diploma <input type="checkbox"/> Student exceeds age eligibility requirement for special education	
Date: _____	
Dear: _____	
The Individuals with Disabilities Improvement Act (IDEA) 2004, requires school districts to provide students with a summary of their academic performance and functional performance when a student graduates from high school with a diploma <i>or</i> when a student exceeds the age eligibility requirements for special education services. <u>Due to the fact that</u>	
<input type="checkbox"/> you will graduate this school year with a high school diploma <input type="checkbox"/> you will be turning age 22 prior to the end of this school year	
a <i>Summary of Performance</i> is attached to assist you as you move from high school to post-school activities, including education, adult services, independent living, or community participation. This summary may prove useful to you as you enter college, seek employment, or access state or federal resources and services.	
Also attached is a <i>Written Notice</i> indicating that your special education services will terminate on the last day of school and a copy of the IDEA Procedural Safeguards.	
Should you have any questions about the attached documents, please contact me at _____	
Sincerely,	
Name/Title	
School District	
<b>ATTACHMENTS</b>	
cc: Parent/Guardian	



DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA  
 DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA  
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307  
 (760) 552-6700 • (760) 242-5363 FAX



**Prior Written Notice Proposed Action to Parent**

*(Please check the appropriate box)*

- Student exiting special education due to graduating with a diploma
- Student exceeds age eligibility requirement for special education

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

To the parents of: \_\_\_\_\_

First	Last	DOB

As required by law, this *Notice* is to inform you of proposed change in your child's special education program. Based on the information listed below, the following action is proposed:

- Description of the action proposed:  
 \_\_\_\_\_'s eligibility for special education services under the authority of the Individuals with Disabilities Education Act (IDEA) will end upon  graduation from high school *OR*  exceeding the age eligibility requirement for special education services.
- Explanation why the action described above will take place:  
 Due to the fact that \_\_\_\_\_  will receive a high school diploma *OR*  exceeds the age eligibility requirement for special education services, he/she will no longer be eligible for special education services mandated by state and federal law.
- Description of any other options considered and the reason(s) why they were rejected:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Description of each evaluation procedure, test, record or report used as a basis for the proposed action:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Description of any other factors relevant to the proposed action:  
 \_\_\_\_\_  
 \_\_\_\_\_

Your have protections under state and federal procedural safeguard provisions, including the right to file a complaint and/or request mediation or a due process hearing. Refer to the attached Notice of Procedural Safeguards for an explanation of these rights. You may also contact the individual listed below if you would like further information or clarification of the action proposed above.

Name	Title/Position	Contact Phone

School District \_\_\_\_\_

ATTACHMENTS \_\_\_\_\_



DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA  
 DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA  
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307  
 (760) 552-6700 • (760) 242-5363 FAX



**Prior Written Notice Proposed Action to Student**

*(Please check the appropriate box)*

- Student exiting special education due to graduating with a diploma
- Student exceeds age eligibility requirement for special education

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

Dear: \_\_\_\_\_

As required by law, this *Notice* is to inform you of proposed change in your special education program. Based on the information listed below, the following action is proposed:

1. Description of the action proposed:  
 Your eligibility for special education services under the authority of the Individuals with Disabilities Education Act (IDEA) will end upon  graduation from high school *OR*  exceeding the age eligibility requirement for special education services.
2. Explanation why the action described above will take place:  
 Due to the fact that you  will receive a high school diploma *OR*  exceed the age eligibility requirement for special education services, you will no longer be eligible for special education services mandated by the state.
3. Description of any other options considered and the reason(s) why they were rejected:  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Description of each evaluation procedure, test, record or report used as a basis for the proposed action:  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Description of any other factors relevant to the proposed action:  
 \_\_\_\_\_  
 \_\_\_\_\_

You have protections under state and federal procedural safeguard provisions, including the right to file a complaint and/or request mediation or a due process hearing. Refer to the attached Notice of Procedural Safeguards for an explanation of these rights. You may also contact the individual listed below if you would like further information or clarification of the action proposed above.

Name	Title/Position	Contact Phone
School District		

ATTACHMENTS



### Summary of Performance

*(Please check the appropriate box)*

Student exiting special education due to graduating with a diploma     Student exceeds age eligibility requirement for special education

#### SECTION 1: STUDENT INFORMATION

Student Name:	<input type="text"/>	Date:	<input type="text"/>
Primary Disability:	<input type="text"/>	Date of Birth:	<input type="text"/>
Street Address:	<input type="text"/>	Grade:	<input type="text"/>
City:	<input type="text"/>	Gender:	<input type="checkbox"/> M <input type="checkbox"/> F
Home Phone:	<input type="text"/>	State:	<input type="text"/>
School Site:	<input type="text"/>	Zip Code:	<input type="text"/>
Other Phone:	<input type="text"/>	District of Attendance:	<input type="text"/>
Date of Most Recent IEP:	<input type="text"/>	Date of Most Recent Transition Plan:	<input type="text"/>
		Anticipated Exit Date:	<input type="text"/>

#### SECTION 2: ASSESSMENT REPORTS

The following is a list of the most recent assessment reports (see attached copies). These reports diagnose and clearly identify the student's disability or functional limitations and are being provided in order to assist the student in postsecondary planning.

Assessment Type	Date of Assessment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

#### SECTION 3: SUMMARY OF ACADEMIC ACHIEVEMENT AND/OR FUNCTIONAL PERFORMANCE

Area of Need (Academic)	Present Level of Performance	Accommodation and/or Modification
Reading	<input type="text"/>	<input type="text"/>
Written Language	<input type="text"/>	<input type="text"/>
Math	<input type="text"/>	<input type="text"/>
Communication	<input type="text"/>	<input type="text"/>
Motor Skills / Mobility Access	<input type="text"/>	<input type="text"/>
Area of Need (Functional)	Present Level of Performance	Accommodation and/or Modification
Social / Emotional Skills	<input type="text"/>	<input type="text"/>
Behavioral Skills	<input type="text"/>	<input type="text"/>
Self-Help Skills	<input type="text"/>	<input type="text"/>
Independent Living Skills	<input type="text"/>	<input type="text"/>
Health	<input type="text"/>	<input type="text"/>

**Summary of Performance**  
 Student exiting special education due to graduating with a diploma  
 Student exceeds age eligibility requirement for special education

**SECTION 4: RECOMMENDATIONS FOR MEETING POSTSECONDARY GOALS**

	Post-High School Goals (As identified on Transition Plan dated: _____)	Recommendations to Assist Student (As appropriate, include accommodations/modifications)
<b>Employment</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Experiences / Independent Living</b>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION 5: AGENCY LINKAGES**

The agency(ies) selected below are known to be working with or could be a resource to the student	Agency Contact Person	Contact No (if known)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SECTION 6: EXIT SUMMARY**

Name: <input type="checkbox"/>	Position/Title: <input type="checkbox"/>	Date: <input type="checkbox"/>
District: <input type="checkbox"/>	Contact No: <input type="checkbox"/>	

# APPENDIX C: SELPA Form D/M 68D – Transition Services and Postsecondary Goals

Student Name: _____	DOB: _____	Date: _____			
<b>Transition Services and Post-Secondary Goals (Required at Age 15+)</b>					
Describe how the student participated in the Transition IEP process:	<input type="checkbox"/> Attended IEP	<input type="checkbox"/> Other Meeting	<input type="checkbox"/> Interview	<input type="checkbox"/> Interests Inventory	<input type="checkbox"/> Questionnaire
Agencies identified for needed Transition Services:	<input type="checkbox"/> Dept. of Rehabilitation	<input type="checkbox"/> Regional Center	<input type="checkbox"/> Community College DPSS	<input type="checkbox"/> Social Security	
	<input type="checkbox"/> Dept. of Behavioral Health	<input type="checkbox"/> Dept. of Social Services	<input type="checkbox"/> Employment Development Dept.	<input type="checkbox"/> Other: _____	
Programs identified for Transition-related services as appropriate and available:	<input type="checkbox"/> Transition Partnership Program	<input type="checkbox"/> CA Conservation Corps	<input type="checkbox"/> WorkAbility	<input type="checkbox"/> Career-to-Work	<input type="checkbox"/> Job Corps
	<input type="checkbox"/> Workforce Investment Act	<input type="checkbox"/> Work Experience	<input type="checkbox"/> Vocational Technical Education	<input type="checkbox"/> Other: _____	
Which age-appropriate transition assessments/instruments were used? <input type="checkbox"/> Interview(s) <input type="checkbox"/> Observations <input type="checkbox"/> Situational Assessment <input type="checkbox"/> Work Interest Inventory <input type="checkbox"/> Formal Career Assessment <input type="checkbox"/> Other: _____					
Describe the assessment results: _____					
Student's post-school desired goals or vision: _____					

  

<p><b>PRESENT LEVEL OF PERFORMANCE (BASELINE):</b> _____</p> <p><b>POST-SECONDARY GOAL:</b> <b>REQUIRED</b> <input type="checkbox"/> TRAINING (CODE 200) / <input type="checkbox"/> EDUCATION (CODE 300)</p> <p>CCS Standard: _____</p> <p>After graduation or completion of high school, I, _____ will _____ Student Name</p> <p>_____</p> <p><b>ANNUAL GOAL:</b> <b>REQUIRED</b> <input type="checkbox"/> TRAINING (CODE 200) / <input type="checkbox"/> EDUCATION (CODE 300)</p> <p>By: _____, I, _____ will _____ Student Name</p> <p>_____</p> <p>As measured by: _____</p> <p>Person/agency responsible: _____</p> <p>Transition service code: _____</p> <p>Activities to support post-secondary goal: _____</p>	<p><b>PRESENT LEVEL OF PERFORMANCE (BASELINE):</b> _____</p> <p><b>POST-SECONDARY GOAL:</b> <b>REQUIRED EMPLOYMENT (CODE 400)</b></p> <p>CCS Standard: _____</p> <p>After graduation or completion of high school, I, _____ will _____ Student Name</p> <p>_____</p> <p><b>ANNUAL GOAL:</b> <b>REQUIRED EMPLOYMENT (CODE 400)</b></p> <p>By: _____, I, _____ will _____ Student Name</p> <p>_____</p> <p>As measured by: _____</p> <p>Person/agency responsible: _____</p> <p>Transition service code: _____</p> <p>Activities to support post-secondary goal: _____</p>
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Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**Transition Services and Post-Secondary Goals (Required at Age 15+)**

**PRESENT LEVEL OF PERFORMANCE (BASELINE):**  
 \_\_\_\_\_

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**POST-SECONDARY GOAL: OPTIONAL COMMUNITY EXPERIENCES (CODE 500)**  
 CCS Standard: \_\_\_\_\_  
 After graduation or completion of high school, I, \_\_\_\_\_ will \_\_\_\_\_  
 Student Name

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**ANNUAL GOAL: REQUIRED COMMUNITY EXPERIENCES (CODE 500)**  
 By: \_\_\_\_\_ I, \_\_\_\_\_ will \_\_\_\_\_  
 Student Name

---

As measured by: \_\_\_\_\_  
 Person/agency responsible: \_\_\_\_\_  
 Transition service code: \_\_\_\_\_  
 Activities to support post-secondary goal: \_\_\_\_\_

**PRESENT LEVEL OF PERFORMANCE (BASELINE):**  
 \_\_\_\_\_

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**POST-SECONDARY GOAL: OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)**  
 CCS Standard: \_\_\_\_\_  
 After graduation or completion of high school, I, \_\_\_\_\_ will \_\_\_\_\_  
 Student Name

---

**ANNUAL GOAL: OPTIONAL INDEPENDENT LIVING/DAILY LIVING SKILLS (CODE 501)**  
 By: \_\_\_\_\_ I, \_\_\_\_\_ will \_\_\_\_\_  
 Student Name

---

As measured by: \_\_\_\_\_  
 Person/agency responsible: \_\_\_\_\_  
 Transition service code: \_\_\_\_\_  
 Activities to support post-secondary goal: \_\_\_\_\_

**COURSE OF STUDY:** A multi-year description of the student's coursework from grades 9 through anticipated exit year (coursework may begin in middle school) to enable the student to meet his/her post-secondary goals (i.e., list all classes completed in each grade level – 9<sup>th</sup> Grade: English (5.0 units), Math (5.0 units), U.S. History (5.0 units)). Classes proposed for upcoming school year(s) should be based on the student's interests and future pathway.

\_\_\_\_\_

---

Units/Credits Completed: \_\_\_\_\_
  Units/Credits Pending: \_\_\_\_\_
 Diploma:  YES  NO
 Certification of Completion:  YES  NO
 Anticipated Completion Date: \_\_\_\_\_

Student Name:	DOB:	Date:
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Transition Services and Post-Secondary Goals (Required at Age 15+)		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	1. The student's IEP includes appropriate measurable post-secondary goal(s) that covers the education or training, employment, and as needed, independent living?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	2. Is (are) the post-secondary goal(s) updated annually?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	3. Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment(s)?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	4. Are there transition services in the IEP that will reasonably enable the student to meet his or her post-secondary goal(s)?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	5. A. Are the courses of study a multi-year description of coursework from the student's current year to anticipated exit year?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	B. Are the courses of study designed to help the student achieve the identified post-secondary goal(s)?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	6. Is (are) there annual IEP goal(s) related to the student's transition services needs?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	7. Is there evidence that the student was invited to the IEP meeting where transition services were discussed?
<input type="checkbox"/> YES	<input type="checkbox"/> NO	8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who reached the age of majority? <i>IF NOT</i> , please mark N/A <input type="checkbox"/>

**AGE OF MAJORITY:** 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.

COMMENTS: