



Chapter 9: 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 and 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 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 Program

Transition for Early Intervention Services (Eligible Children at Age Three)

Local Education Agencies (LEAs) shall provide special education and related services to eligible children at age three. Pursuant to requirements contained in Title 34 C.F.R. 300.344, each LEA shall participate in the transition planning for toddlers served under the Early Intervention Services Act, Government Code sections 95000-95030, who may be eligible for preschool programs under Part B of the IDEA, Title 20 U.S.C. 1400-1420, before the toddler is two years nine months, or at the discretion of all parties up to six months before the child turns three to ensure that an Individualized Education Program (IEP) has been developed and is implemented by the toddler's third birthday.

Service Coordinator Responsibilities

The service coordinator, six months before the third birthday of the toddler receiving early intervention services, shall:

1. Notify the LEA where the toddler resides that there will be an Individualized Family Service Plan (IFSP) meeting requiring the attendance of an LEA representative pursuant to Title 34 C.F.R. 300.132, before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old to specify the transition steps necessary for movement into services under Part B of the IDEA; and
2. Within 30 days following notification of the parent and the LEA, the family, service coordinator, and LEA shall agree on the date for the IFSP to specify the transition steps necessary for movement into services under Part B.

Transition Steps

For toddlers with an IFSP, the transition steps contained in the IFSP at two years nine months or earlier shall include all of the following:

1. Discussions with and providing information to parents regarding:
 - a. The toddler's transition to special education for a toddler with a disability who may be eligible for special education and related services under Part B of the IDEA

- b. Steps to prepare the toddler for changes in service delivery, including steps to help the toddler adjust to, and function in, a new setting
2. Provide information about community resources, such as Head Start, Child Development Preschools, private or public education services after 36 months of age
3. A projected date for conducting a final review of the IFSP to review the early intervention services and the transition outcomes by age three

Toddlers Who May Be Eligible for Preschool Services

For toddlers who may be eligible for preschool services from the LEA under Part B of the IDEA, the transition steps necessary for movement into services under Part B or other appropriate program, written at the IFSP meeting before the toddler is two years nine months, or, at the discretion of all parties, up to six months before the toddler's third birthday, shall include all of the following:

1. With parental consent, the transmission of information about the toddler to the LEA including evaluation and assessment information and copies of the IFSPs that have been developed and implemented
2. Identifying needed assessments to determine regional center and special education eligibility and determining regional center or LEA responsible and timelines for completing the needed assessments
3. Statements of the steps necessary to ensure that the referral to an LEA is received by the LEA in a timely manner to ensure that assessments required under the provisions of Part B of the IDEA are completed and an IEP is implemented by the toddler's third birthday
4. A referral for evaluation and assessment for services under Part B of the IDEA, no later than the time that the toddler is two years nine months of age or before the LEA's break in school services if the toddler will become three years of age during a break in school services. The transition IFSP shall contain steps necessary to satisfy the referral and IEP development requirements contained in Education Code sections 56321 and 46344
5. Identification of the individuals responsible for convening an IEP and final IFSP meeting, and the individual responsible for convening an Individual Program Plan (IPP - Inland Regional Center) meeting, if necessary, for a toddler by age three to:
 - a. Review the progress toward meeting the early intervention services outcomes identified in the IFSP
 - b. Determine the eligibility for special education and develop the IEP
 - c. Develop an IPP if the toddler is also eligible for services under the Lanterman Developmental Disabilities Services Act as required in Welfare and Institutions Code section 4646

If Toddler is Older than Two Years and Six Months on Date of Initial IFSP

If a toddler is older than two years and six months on the date of the initial IFSP, the IFSP shall include steps to ensure transition to special education services under Part B of the IDEA, or other services that may be appropriate.

Regional Centers May Continue Services for Eligible Preschoolers

Regional centers may continue providing or purchasing services for a preschooler who has been determined eligible for regional center services:

1. Until the beginning of the next school term after the toddler's third birthday during a period when the LEA special education preschool program is not in session
2. When the multi-disciplinary team determines that services are necessary until the LEA special education program resumes

Section B – Preschool to Grade School

Coordination of Preschool Programs

The 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. *E.C. 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 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. *E.C. 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. *E.C. 56445(a)*

Section C – Transition into Regular Class

Provision for the transition into the regular class program if the student is to be transferred from a special class or nonpublic, nonsectarian school into a regular class in a public school for any part of the school days, including the following: *E.C. 56345(b)(4)*

1. A description of activities provided to integrate the student 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.

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

Section D – Transition from Elementary School District to High School District

When a student is to enroll in a high school district from an elementary district, the elementary district shall invite the high school district to the IEP team meeting prior to the last scheduled review. If the authorized high school personnel participate with the elementary district personnel in the IEP team meeting, the IEP shall specify the appropriate high school placement.

If the authorized representative of the high school district has not participated in the IEP development prior to transfer from the elementary program, the elementary school district shall notify the high school district of those individuals with exceptional needs who require special education and related services. For each student listed who enrolls in the high school district, the administrator shall make an interim placement in accordance with Education Code section 56325 or shall immediately convene an IEP team meeting. *C.C.R. 3024*

Section E – Course of Study

The governing board of each LEA shall adopt a policy to implement a course of study that prepares students to meet district and state requirements for graduation or a certificate of completion. *34 C.F.R. 300.320; E.C. 51225.3 and 51225.4*

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

The Desert/Mountain SELPA recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the LEA's regular course may be needed on an individual basis to provide FAPE. In accordance with law, each student'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 student on state and district-wide assessments.

State and federal law provide that the IEP for each student with a disability must contain statements of measurable annual goals that would enable the student to progress in the general education curriculum and a statement regarding any accommodations necessary to measure the student's performance on state and district-wide assessments. *34 C.F.R. 300.320; E.C. 56345*

For students in grades seven to twelve, inclusive, any alternative means and modes necessary for the student to complete the prescribed course of study of the LEA and to meet or exceed proficiency standards for graduation shall be documented in the student's IEP. The student's IEP shall contain a multi-year description of the student's coursework from current year to anticipated

exit year, to enable the student to meet his/her postsecondary goal. The IEP team shall document and/or attach a copy of the student's course of study to form 68E.

An assessment to determine that a student 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 LEA shall provide the student with a summary of the student's academic achievement and functional performance of the student (D/M 139), which shall include recommendations on the manner in which to assist the student in meeting his/her postsecondary educational goals. *E.C. 56381*

Section F – High School to Work

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

The DOR shall maintain the current level of services to secondary school students in project Work Ability and shall seek ways to augment services with funds that may become available.

Section G – Beginning Age

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 student with a disability and facilitating the student'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 student's IEP. These transition services are based on the individual's needs, taking into account the student'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 student 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 student in reaching those goals.

Transition Services May be Special Education if Provided as Specially Designed Instruction

Transition services for individuals with exceptional needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a student to benefit from special education.

Alternative Strategies to Meet Transition Service Needs

If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the transition service needs for the student set out in the program.

Section H – Career and Vocational Education Program

E.C. 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.

LEAs should 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 students 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 students 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 students who receive special education services and "graduation plans" for students in general education need to be merged. Appropriate inclusion of students 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).

LEAs are encouraged to develop curricular plans, which address the interests and needs of individual students. 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 students should have opportunities to gain insights into the vocational or career world delivered at their level of development.

Section I – 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.*

IDEA 2004 requires that students are invited to their IEPs whenever it is anticipated that transition will be discussed. In the D/M SELPA IEP, the placement of transition goals prior to academic goals emphasizes the importance placed on transition planning driving each student's IEP. The student's course of study, agencies that may be involved in the student's transition from school to a quality adult life, and transition programs that may be of assistance in meeting the student's postsecondary goals are indicated.

The D/M SELPA IEP form (D/M 68D) includes a survey of the student's interests and preferences to be completed by the student with the assistance of parent(s) and teacher(s) as needed. If, for some reason, the student is unable to attend, this survey ensures that the student's interests and preferences are considered. Present levels of performance are included with the intent of documenting and considering what transition services and activities the student has previously received or in which the student has previously participated.

Transition goals are intentionally written in the words of the student to emphasize the importance of making sure that these goals are goals that the student developed. These postsecondary goals must be based on vocational assessment data and they must be measurable. Activities that lead to the attainment of each of the student's postsecondary goals, how these activities will be measured and/or documented, and who is responsible for their completion are included for each goal.

C.F.R. § 300.520. Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has

been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority.

When students with disabilities reach the age of majority, age 18, the legal rights for special education services move from the parents to the student. Parents and students are notified one year before the student's 18th birthday of this transfer of rights. If parents or care providers determine that the student 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 student 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).

The signature page of the D/M SELPA IEP form (D/M 68K) provides the mechanism for documenting that students have been advised of the rights and their attendant responsibilities they will gain when they reach the age of 18.

Section J – Interagency Agreements

E.C. 56462. The transition services shall include, but not be limited to the following: (a)(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)(4) the coordination of the transition planning process, including the development of necessary interagency agreements and procedures at both state and local levels. (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 students 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 student if the student 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 student is 18 or older, to the student, shall contain notification of the agency's participation in the IEP meeting. It is clear that the inclusion of agency participation in the student's transition planning should start prior to the last year of the student's high school education.

Interagency access is accomplished through the IEP process. All students 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.

Interagency Agreements are located in Chapter 12 of the D/M SELPA policy manual.

Section K – D/M 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 students who meet criteria for each program.

- **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 (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to fulltime Competitive Integrated Employment (CIE) in the same job.
- **Transition Partnership Program (TPP):** This is an interagency contract with the Department of Rehabilitation (DOR) 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 mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers, and other agencies in planning and implementing an array

of services that will culminate in successful student transition to employment, lifelong learning, and quality of life. The array of services is a full continuum consistent with state law. These components comprise an effective transition system for high school students through combined efforts of WAI staff, special education teachers, paraprofessionals, and outside agencies.

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.

- **WIOA GenerationGo!** The Out-of-School Youth – GenerationGo! Program implements three core phases: Phase 1 – Occupational Skills Training and Secondary Education; Phase 2 – Job Search; and Phase 3 – Job Retention, Education, and Resource Linkage. After the initial intake and completion of the Individual Service Strategy (ISS), participants will have an opportunity to select from an array of required workshops and electives, based on their needs. All content listed in the three phases will be offered as workshops using a variety of learning modalities; face-to-face; Google Platform; Google Hangouts; and Virtual Tours. Face-to-Face workshops will be offered to participants at least twice a year, and each participant will have an opportunity to access core workshops, regardless of their enrollment date.

Based on the population of participants served by SELPA CTE team and the nature of services being provided to participants, staff provide both instrumental and psychosocial mentoring. The goal of this program is to produce youth who are ready to compete in the global economy and ready to participate as leaders who possess the skills necessary to gain and sustain employment. Adult mentoring takes place as naturally occurring phenomenon within their program, and staff members wear a myriad of hats while working with participants. The goal is to grow up youth as the next generation of mentors and leaders.

APPENDIX A: Quick Reference Array of WorkAbility I (WAI) Services

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 Programs	Department of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
Career/Vocational Assessments: 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).											
Employment/Post-Secondary Education Planning: 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.											
Curriculum Integration of Work-Readiness Skills/Contextual Learning: 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
Career/Vocational Education: General education CTE classes, Pathways and elective classes in course of study that provide an introduction to job skills and technical training 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
Career Awareness / Exploration Activities: 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.										
Career Preparation/Job Search: Improve job readiness – work-place basic skills (soft skills, 21 st 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).										
Work-Based Learning 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
Job Development: Establish Training and/or employment opportunities for students. Requires the development of training plans with the work site supervisor.										
Employment / Work Experience: Provide on-the-job training experiences that link to school credit.										
Job Retention: Provide training on maintaining, upgrading, leaving employment.										
Work-Site Mentor/Supervisor: Identify and train an employee to be a natural support at the worksite.										
Job Coach: Include training & support of a student's work site skills in a work experience or employer-paid placement (either on or off the job).										
Work-Site Follow-Along/Employer Communication: 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 Program	Dept. of Rehabilitation	School Counselor	Business	EDD/Workforce Investment Act	Community College	DDS / Regional Centers	Other
Self-Advocacy/Disability Awareness Provide training to find, formally request and secure appropriate supports and reasonable accommodations in education, training and employment settings. Resource: Job Accommodation Network (JAN)											
Youth Leadership Provide training in self advocacy and conflict resolution. Opportunities to develop and demonstrate team and leadership skills.											
Destination / Transportation Training: Provide training to use transportation resources to support independence including public transportation & support in obtaining driver's license.											
Life Skills/Independent Living Provide training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. Includes benefits planning.											
Family Participation & Support of Transition: 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.											
Partnership and Collaboration: 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

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)

<p>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</p>		
<p align="center">Prior Written Notice <i>(Please check the appropriate box)</i></p> <p> <input type="checkbox"/> Student exiting special education due to graduating with a diploma <input type="checkbox"/> Student exceeds age eligibility requirement for special education </p>		
<p>Date: _____</p>		
<p>Dear: _____</p>		
<p>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></p>		
<p> <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 </p>		
<p>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.</p>		
<p>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.</p>		
<p>Should you have any questions about the attached documents, please contact me at _____</p>		
<p>Sincerely,</p>		
<p>_____ Name/Title</p>		
<p>_____ School District</p>		
<p>ATTACHMENTS</p>		
<p>cc: Parent/Guardian _____</p>		



DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
 (760) 532-6700 • (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 <i>Notice</i> 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:		
1. 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 <input type="checkbox"/> graduation from high school <i>OR</i> <input type="checkbox"/> exceeding the age eligibility requirement for special education services.		
2. Explanation why the action described above will take place:		
Due to the fact that _____ <input type="checkbox"/> will receive a high school diploma <i>OR</i> <input type="checkbox"/> 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.		
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 <input type="checkbox"/>		



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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)
Employment		
Instruction		
Community Experiences / Independent Living		

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)

SECTION 6: EXIT SUMMARY

Name: _____	Position/Title: _____	Date: _____
District: _____	Contact No: _____	

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

Student Name: _____	DOB: _____	Date: _____
Transition Services and Post-Secondary Goals (Required at Age 15+)		
Describe how the student participated in the Transition IEP process:	<input type="checkbox"/> Attended IEP	<input type="checkbox"/> Other Meeting
Agencies identified for needed Transition Services:	<input type="checkbox"/> Dept. of Rehabilitation	<input type="checkbox"/> Regional Center
	<input type="checkbox"/> Dept. of Behavioral Health	<input type="checkbox"/> Dept. of Social Services
	<input type="checkbox"/> Community College DPSS	<input type="checkbox"/> Employment Development Dept.
	<input type="checkbox"/> Other: _____	<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"/> Workforce Investment Act	<input type="checkbox"/> Work Experience
	<input type="checkbox"/> WorkAbility	<input type="checkbox"/> Vocational Technical Education
	<input type="checkbox"/> Career-to-Work	<input type="checkbox"/> Job Corps
	<input type="checkbox"/> Other: _____	<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>PRESENT LEVEL OF PERFORMANCE (BASELINE): _____</p> <p>POST-SECONDARY GOAL: REQUIRED <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 _____</p> <p style="text-align: center;">Student Name</p> <p>_____</p> <p>ANNUAL GOAL: REQUIRED <input type="checkbox"/> TRAINING (CODE 200) / <input type="checkbox"/> EDUCATION (CODE 300)</p> <p>By: _____, I, _____ will _____</p> <p style="text-align: center;">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>PRESENT LEVEL OF PERFORMANCE (BASELINE): _____</p> <p>POST-SECONDARY GOAL: REQUIRED EMPLOYMENT (CODE 400)</p> <p>CCS Standard: _____</p> <p>After graduation or completion of high school, I, _____ will _____</p> <p style="text-align: center;">Student Name</p> <p>_____</p> <p>ANNUAL GOAL: REQUIRED EMPLOYMENT (CODE 400)</p> <p>By: _____, I, _____ will _____</p> <p style="text-align: center;">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>	

Student Name: _____ DOB: _____ Date: _____

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

PRESENT LEVEL OF PERFORMANCE (BASELINE):

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

Student Name

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):

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 – 9th 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: