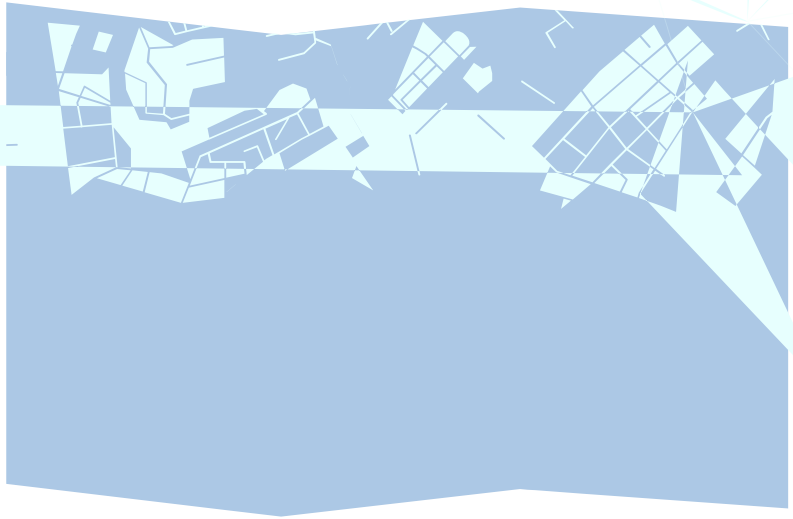
CAC Parent Training



Objectives

when, why, who, what, where /matriculation

/matriculation activities

Transition as movement

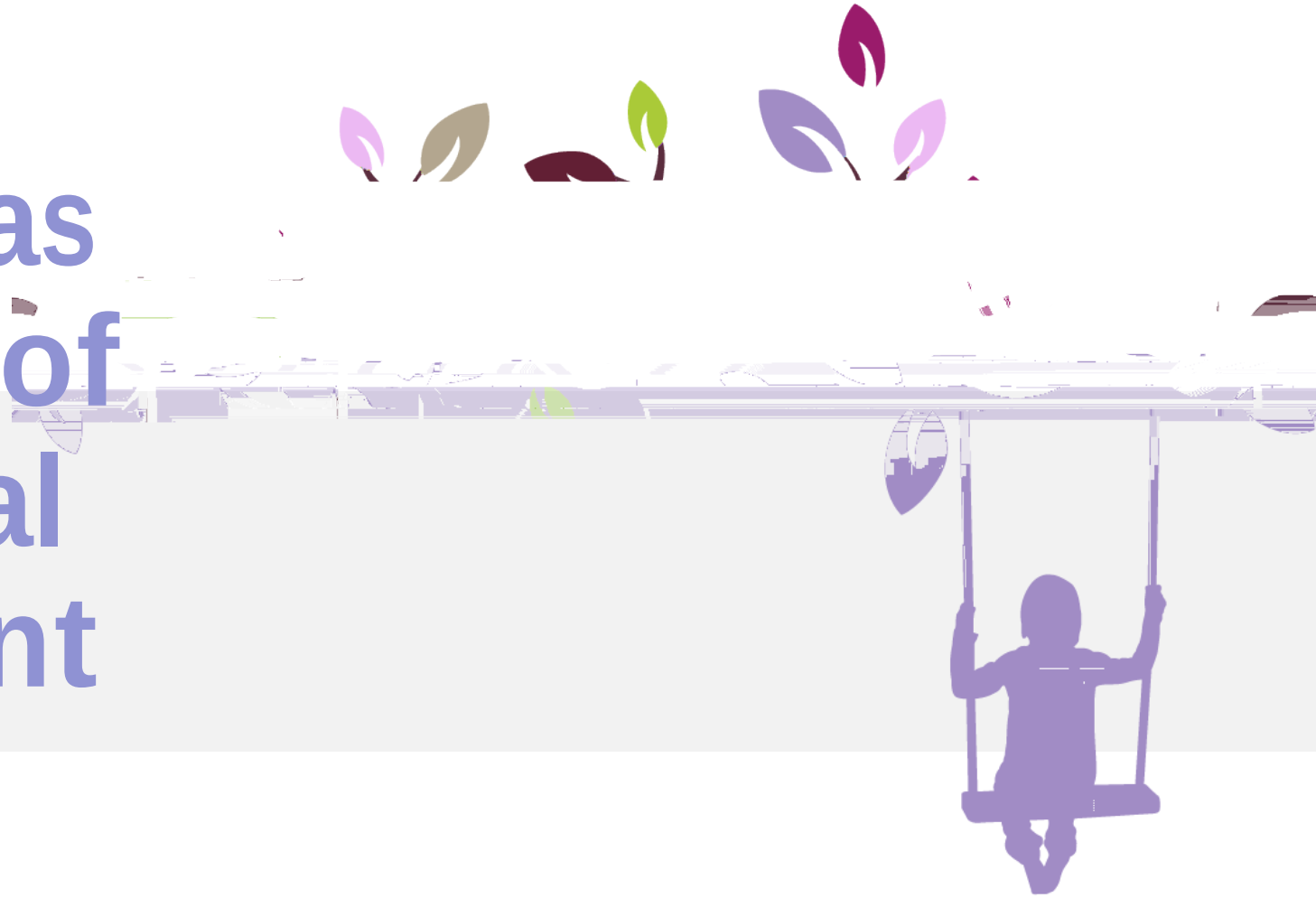
f

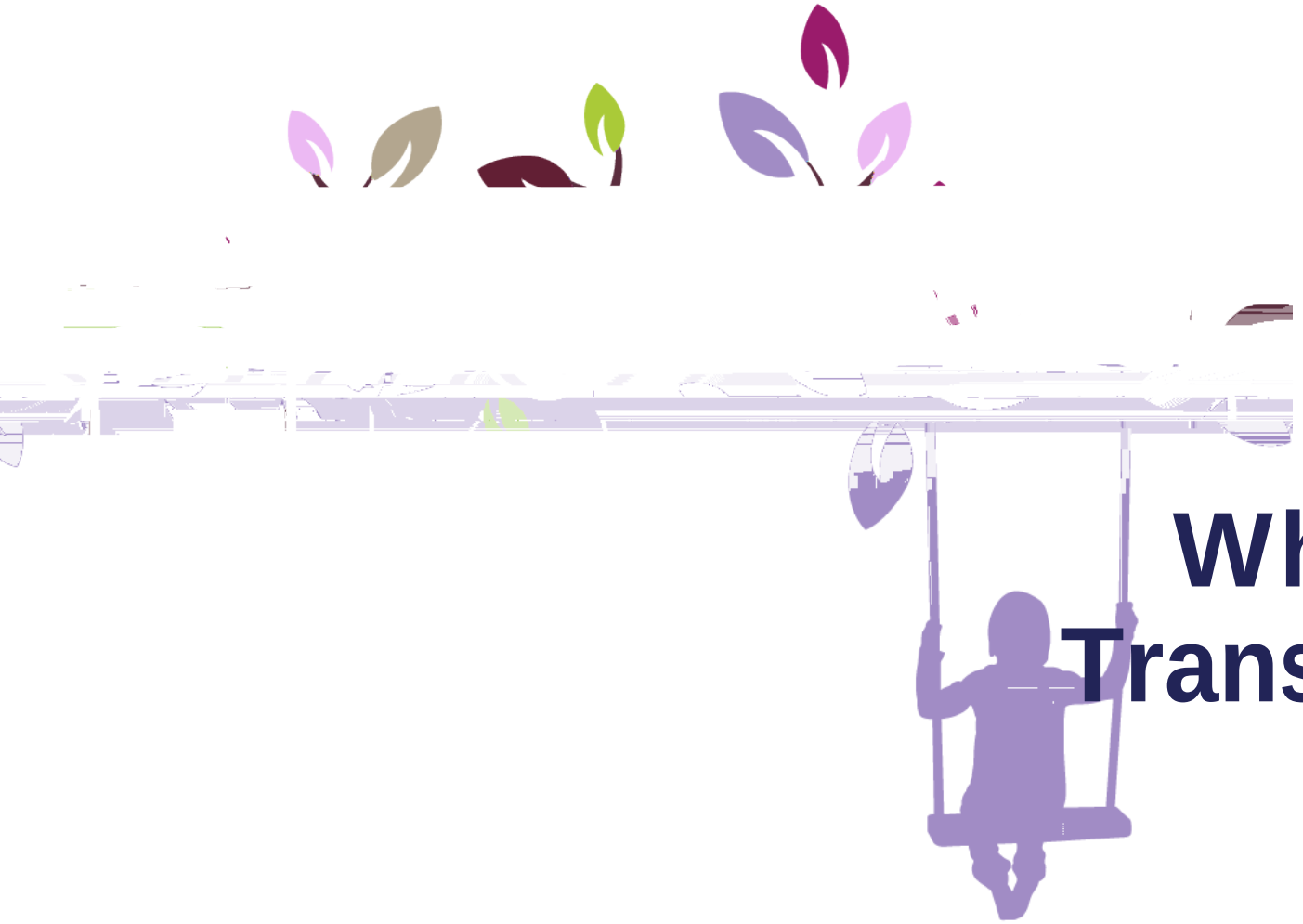
Transition services

f

f

Transition as Movement of Educational Environment

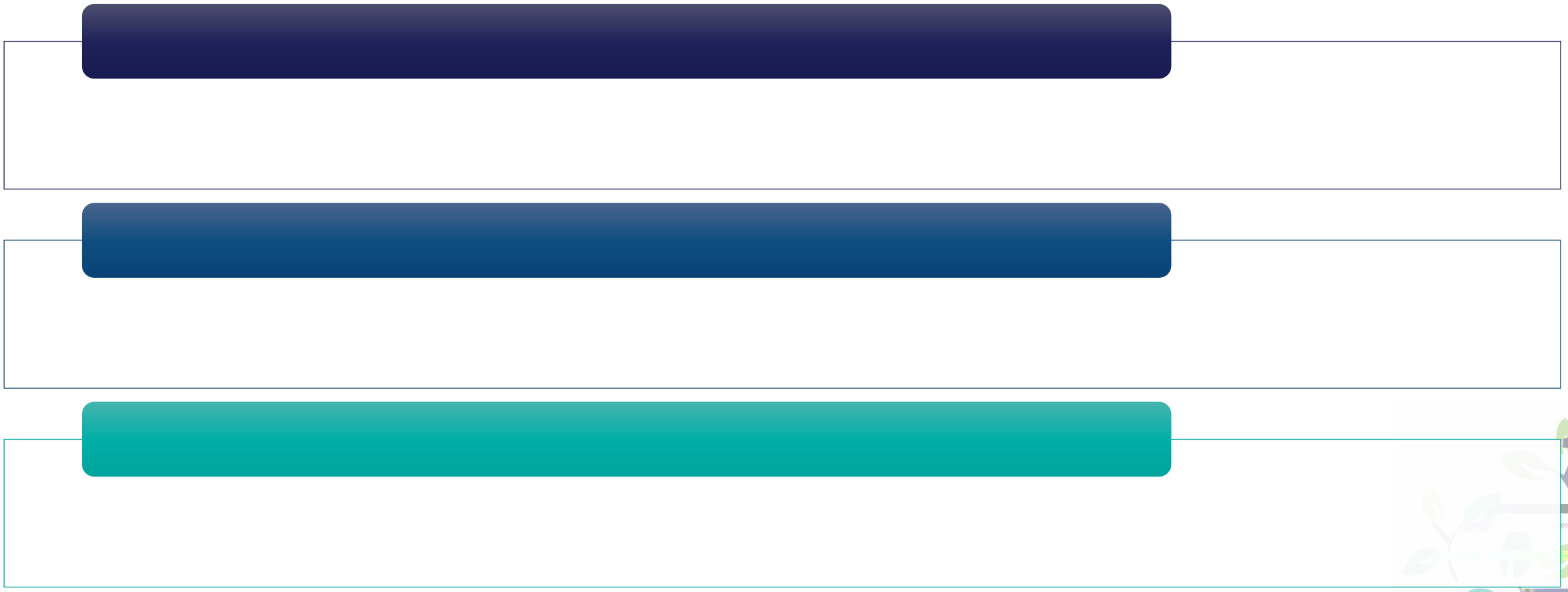




WHY?

Why do we hold Transition meetings?

Why do we hold transition meetings?



WHO?

Who needs Transition meetings?

Who Needs a Transition Meeting?

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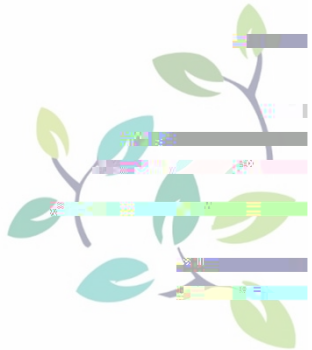
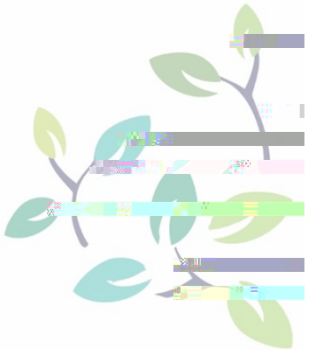


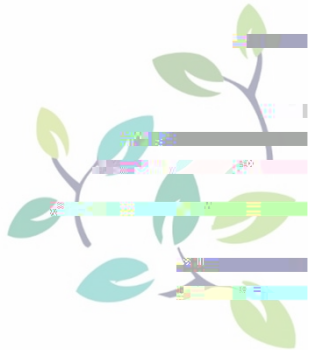
Who attends the transition meeting?

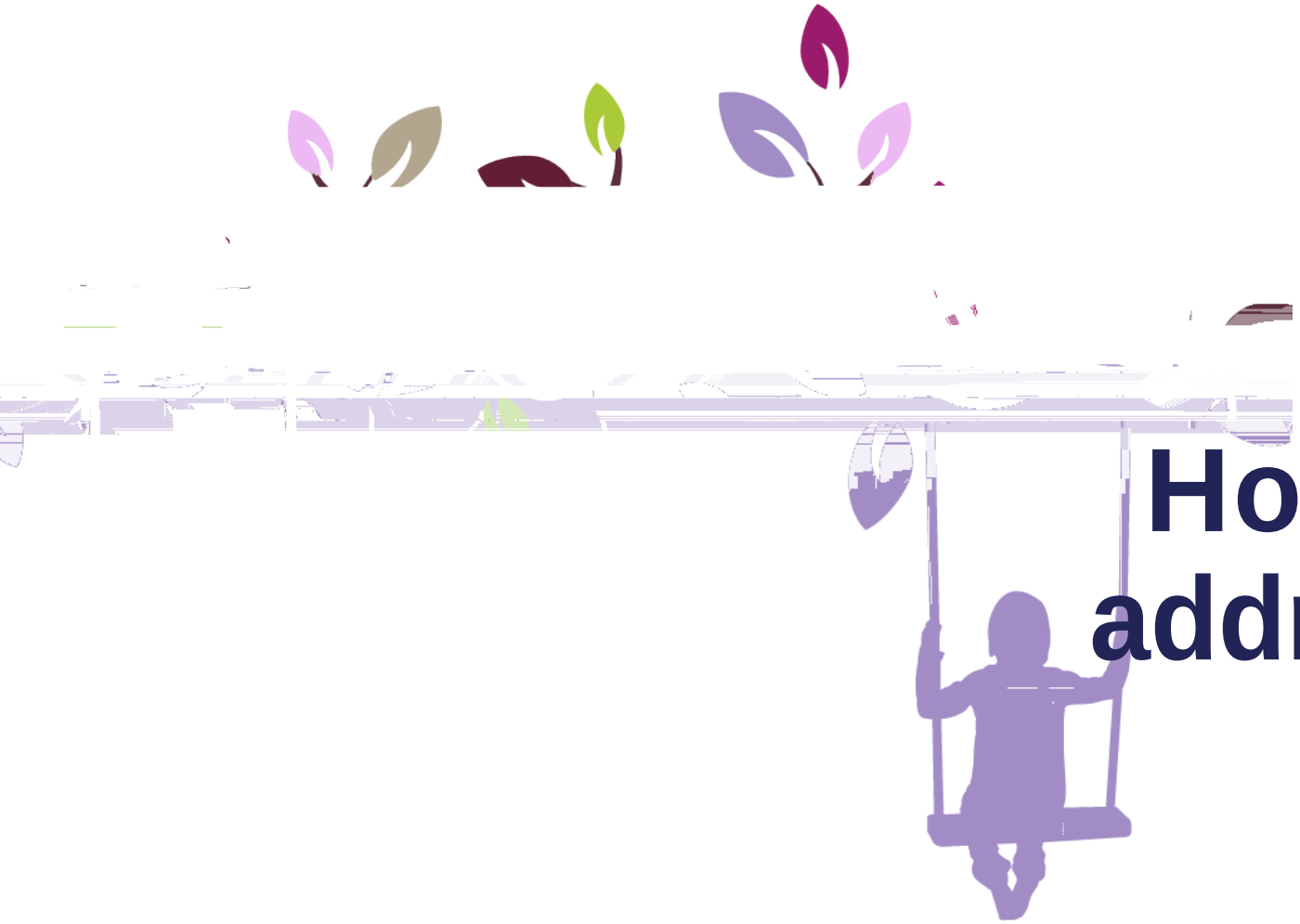
Education Specialist

Current and receiving

What Should Transition Plans Document?







HOW?

How will the team address transition in the IEP?

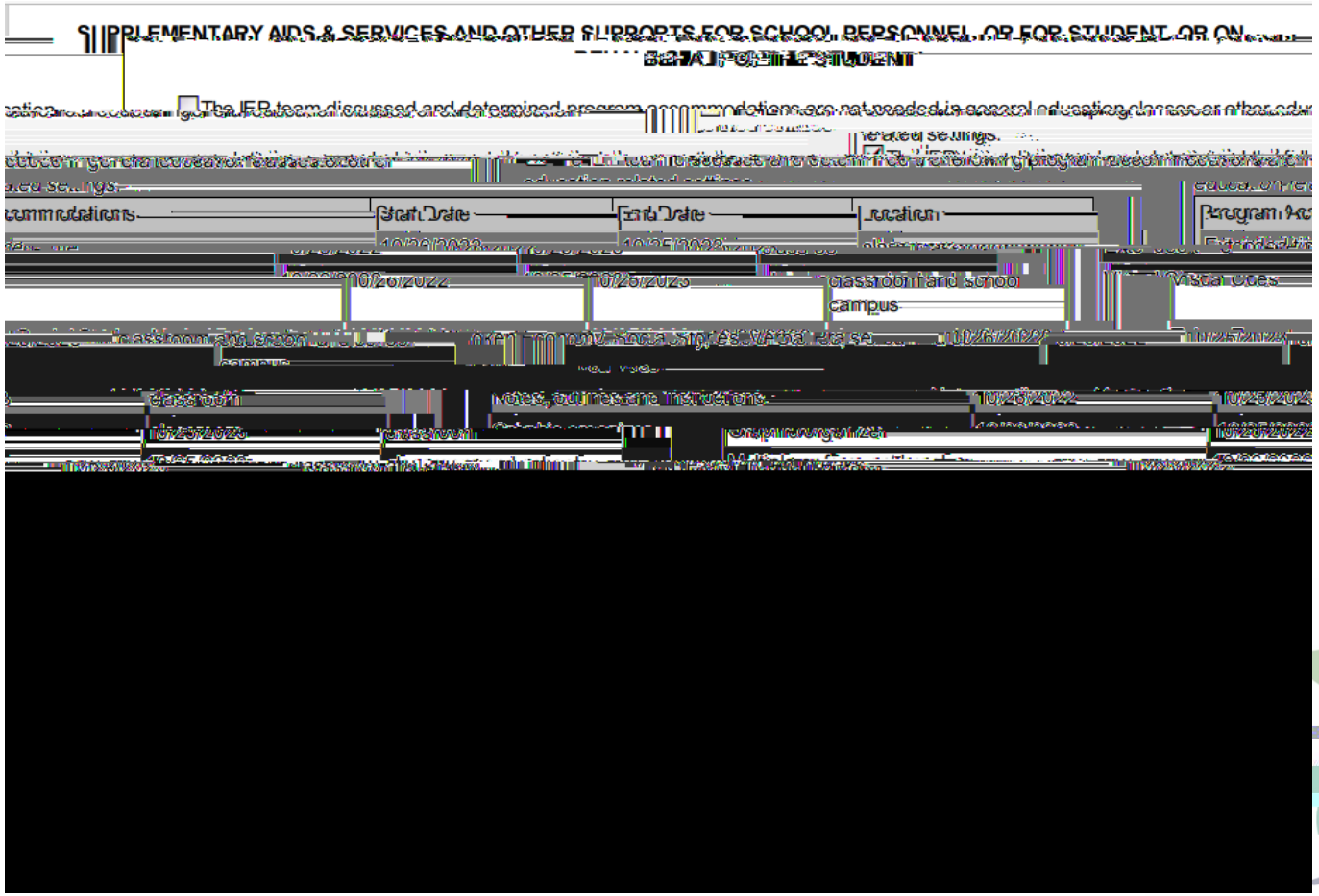
How the Transition Meeting Agenda might look

1. Purpose of Meeting
2. Attendees
3. Parent concerns
4. Updated present levels of performance
5. Review of accommodations, modifications and supplementary aids and services *Update if needed with the appropriate supports
6. Review of current services *Update to match new program/school if needed
7. Discuss diploma v. certificate of completion (if applicable)
8. Resources and contacts for the receiving program/school
9. Offer of FAPE

Let's break it down

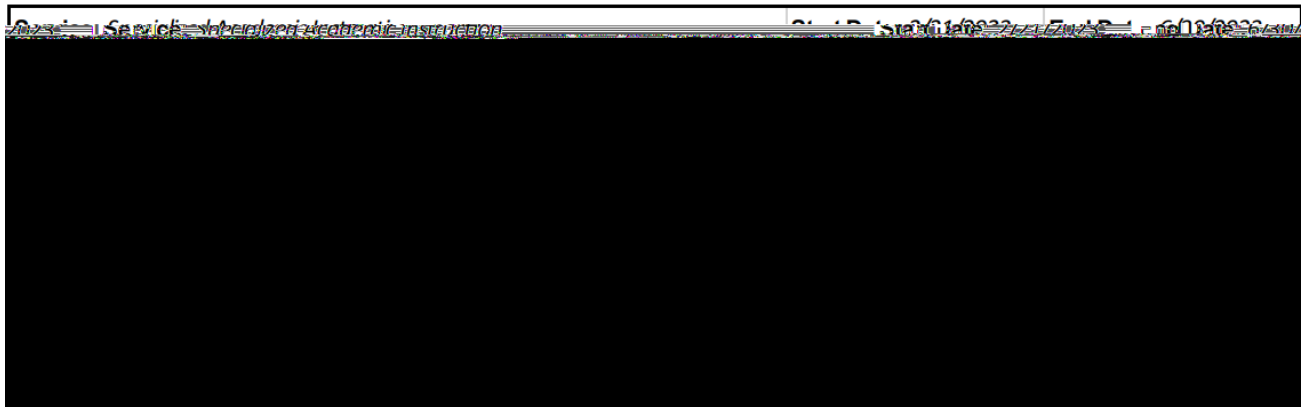
5

Review of accommodations, modifications and supplementary aids and services.Update if needed with the appropriate supports



Let's Break it Down

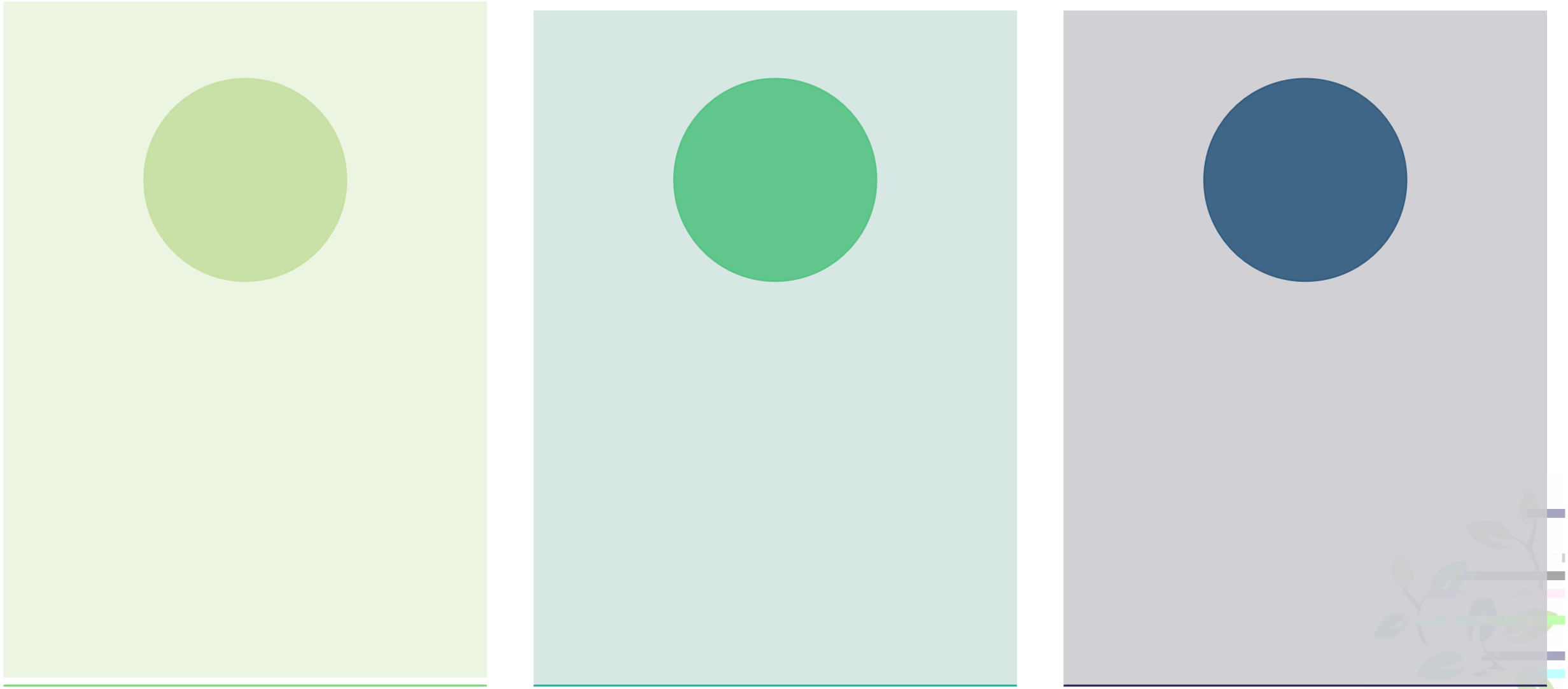
SPECIAL EDUCATION and RELATED SERVICES



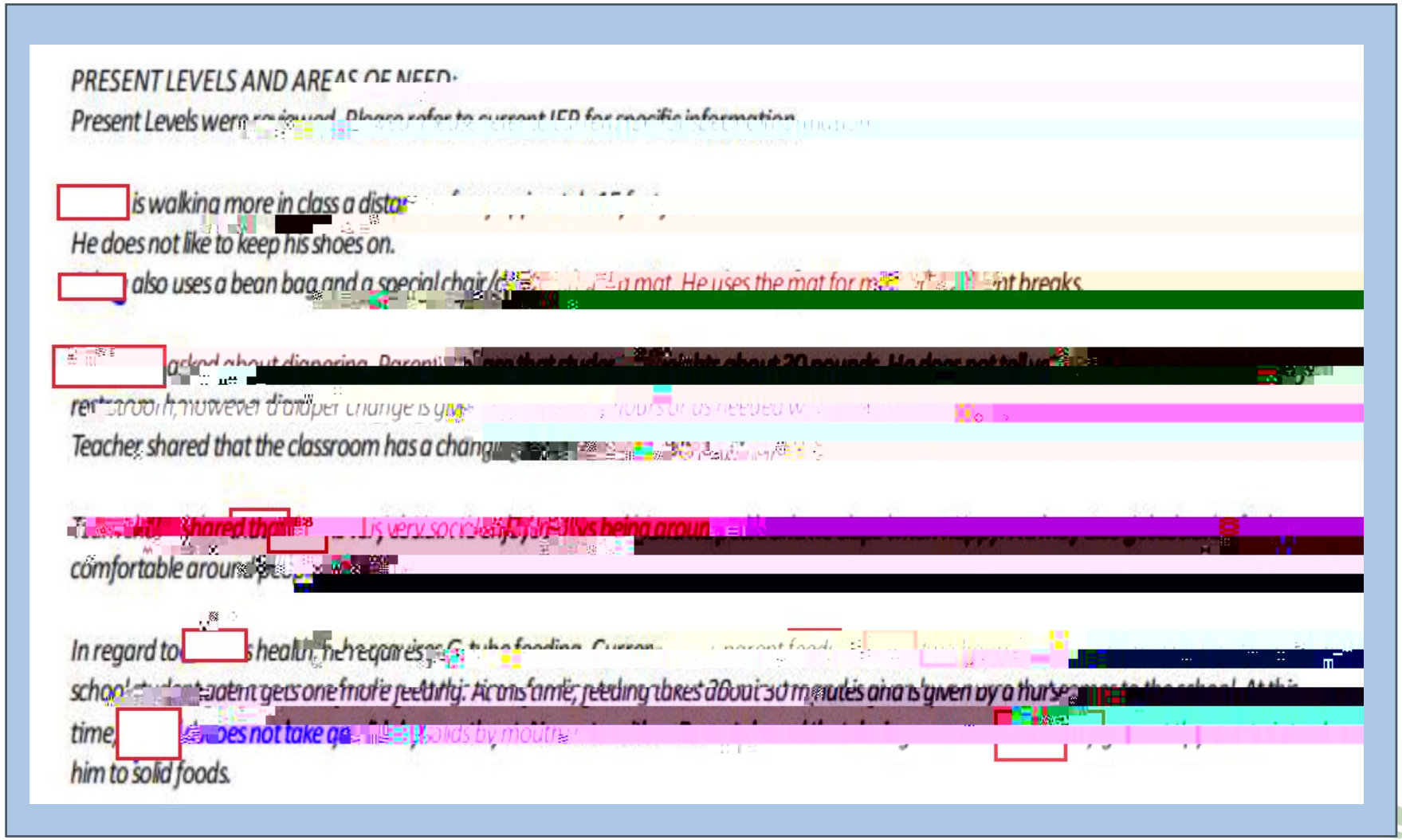
Let's Break it Down

Document the activities to support transition on the Offer of FAPE Educational Setting

The transition/matriculation meeting should...



Notes Example



PRESENT LEVELS AND AREAS OF NEED:

Present Levels were reviewed. Please refer to current IEP for specific information.

[redacted] is walking more in class a dista[redacted]

He does not like to keep his shoes on.

[redacted] also uses a bean bag and a special chair/[redacted] a mat. He uses the mat for m[redacted]nt breaks.

[redacted] asked about diapering. Parent[redacted] that student [redacted] about 20 pounds. He does not tollu[redacted]

restroom, however diaper change is g[redacted] hours or as needed w[redacted]

Teacher shared that the classroom has a chang[redacted]

[redacted] shared that [redacted] is very socially [redacted] being aroun[redacted]

comfortable aroun[redacted]

In regard to [redacted]'s health, he requires G-tube feeding. Curren[redacted] parent feedi[redacted]

school student [redacted]ent gets one mo[redacted] feeding. At this time, feeding takes about 30 minutes and is given by a nurse[redacted] the school. At this time, [redacted] does not take a[redacted] solids by mouth[redacted]

him to solid foods.

Transition Services

What
What are transition services?

Secondary Transition Services as Defined in IDEA

ƒ The term “transition services” means a coordinated set of activities

for a child with a disability that:

ƒ Is designed to be within a results-oriented process , that is focused on improving

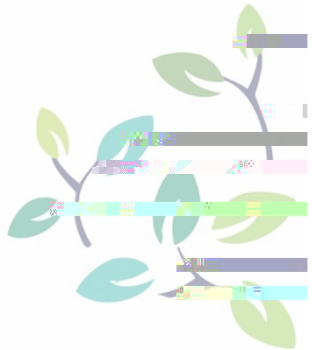
the academic and functional achievement of the child y4 40.7 (n)-36.8 (e)-5.(o)-0.7 (d)-0.6 ( )hot

Secondary Transition Services as Defined in IDEA

- The term “transition services” means a coordinated set of activities for a child with a disability that:
  - Is based on the individual child’s needs by knowing the child’s strengths, preferences, and interests; and
  -

Secondary Transition Services as Defined in IDEA

ƒ To the extent appropriate, with the consent of the parents or 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



Secondary Transition Services as Defined in IDEA

- Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

Why?
Why are transition services important?

In 2004, transition services for students with disabilities were mandated in the Individuals with Disabilities Act (IDEA). In 2020 transition is a primary focus of education and the workforce development legislation. College and Career Readiness is transit (s)J /TT1 1rrnsit (sit (s)J /TT1 1rrnsit (sid 1 ( )i88r)1 (i ( )i88r)1ing st

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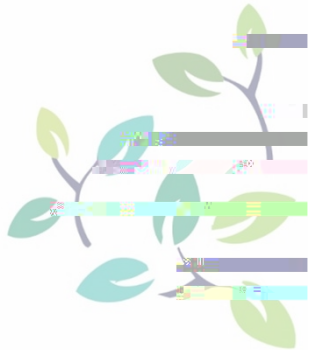
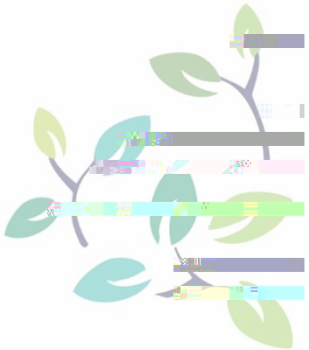


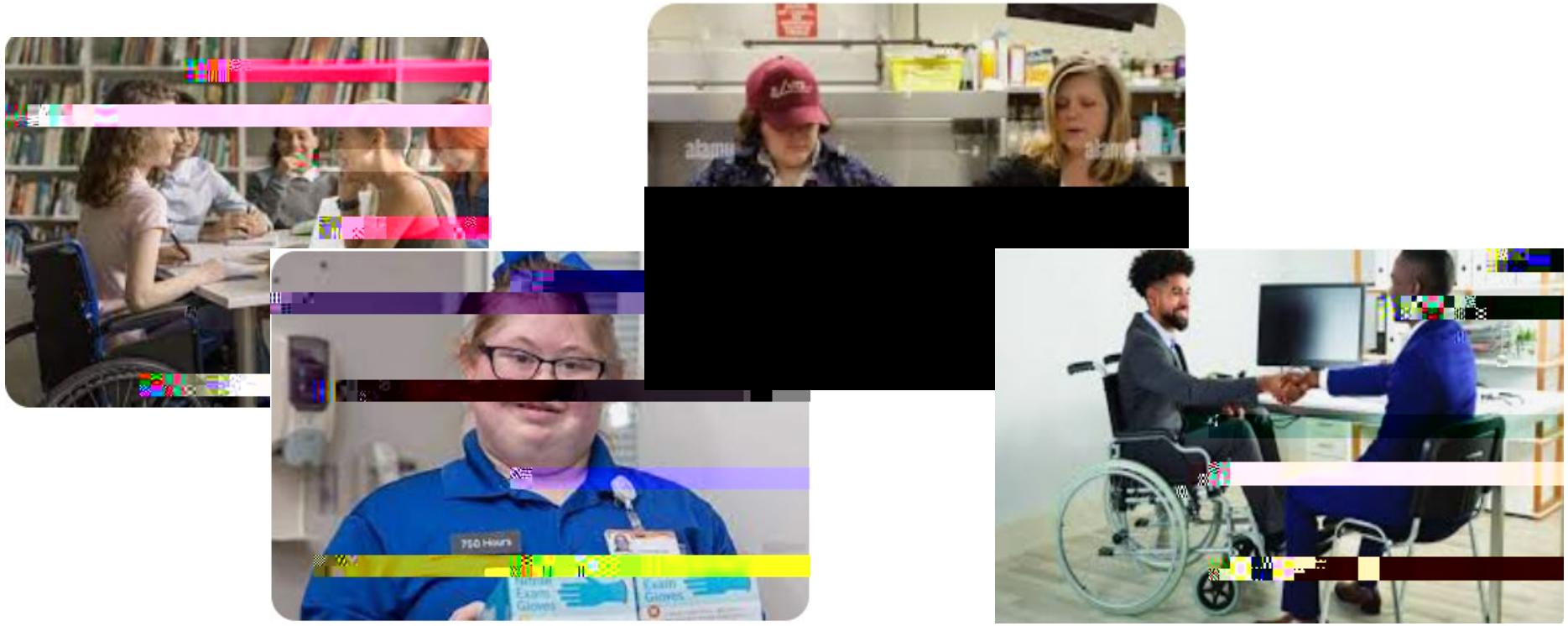
Who needs to attend a transition meeting?

ƒ The most important person at the IEP is the student when possible to provide self-15 (acd [(y)1(s)-2 (p)2 (o (hen)-5 (-15 (a)2 (o-2 (dent-10 (s))5 (t)-1he



Why?

The purpose of transition meetings is to prepare a student with a disability to plan ahead for life after high school.



How?
How do we support transition services

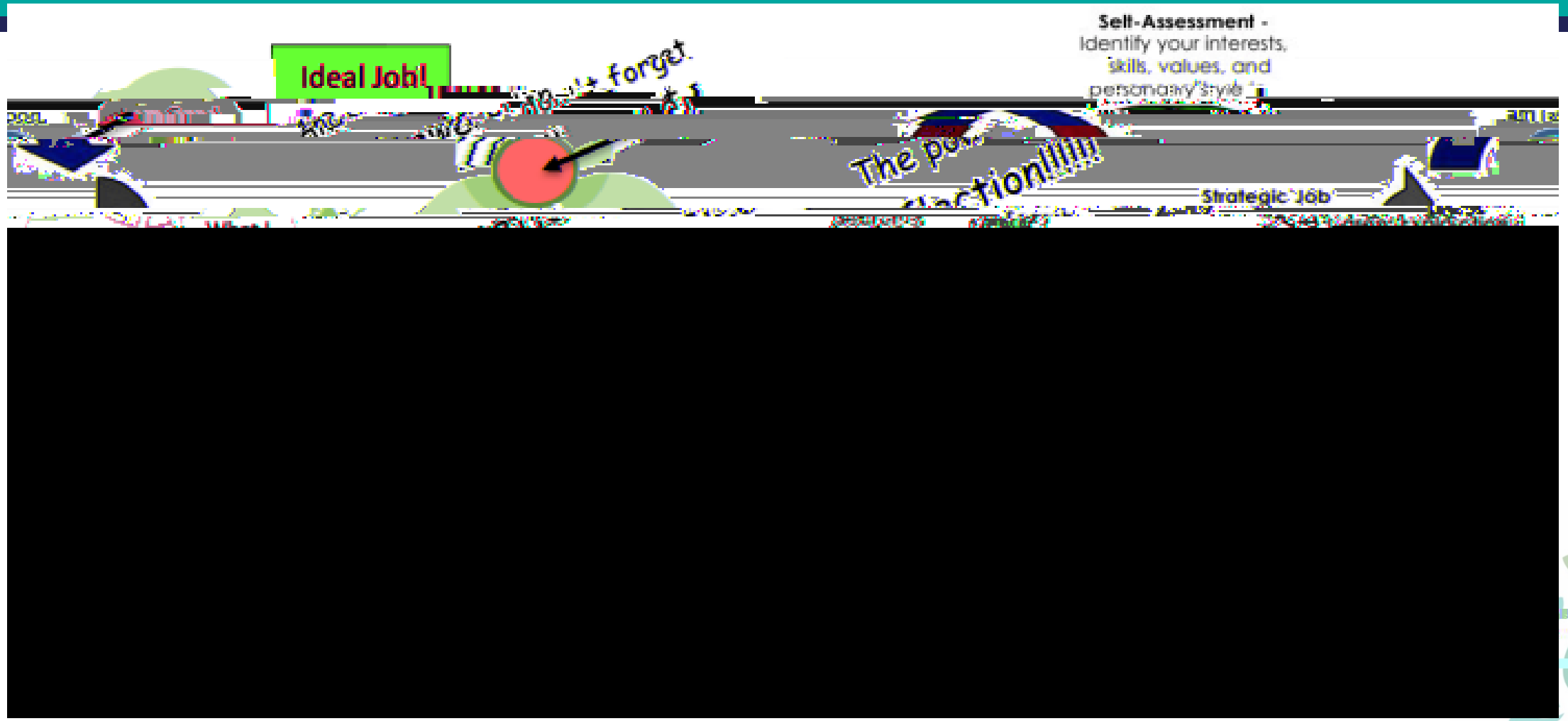
How to Construct the Transition Individualized Education Program

Goals are based on Age- Appropriate Assessments

ƒIDEA 2004 stipulates: “the IEP must include measurable post - secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals”.

Assessments should lead to Self - Discovery

Person- Centered Planning



Transition: The IEP

1.	Post-Secondary Goals • Education and Training • Employment • Independent Living
2.	Update Annually
3.	Age -appropriate assessment
4.	Transition services
5.	Course of Study
6.	Annual goals directly related to post -secondary goals
7.	Student invited to the IEP
8.	Representative of agency that provides post -school transition support invited to the IEP

TRANSITION PLAN (ITP)

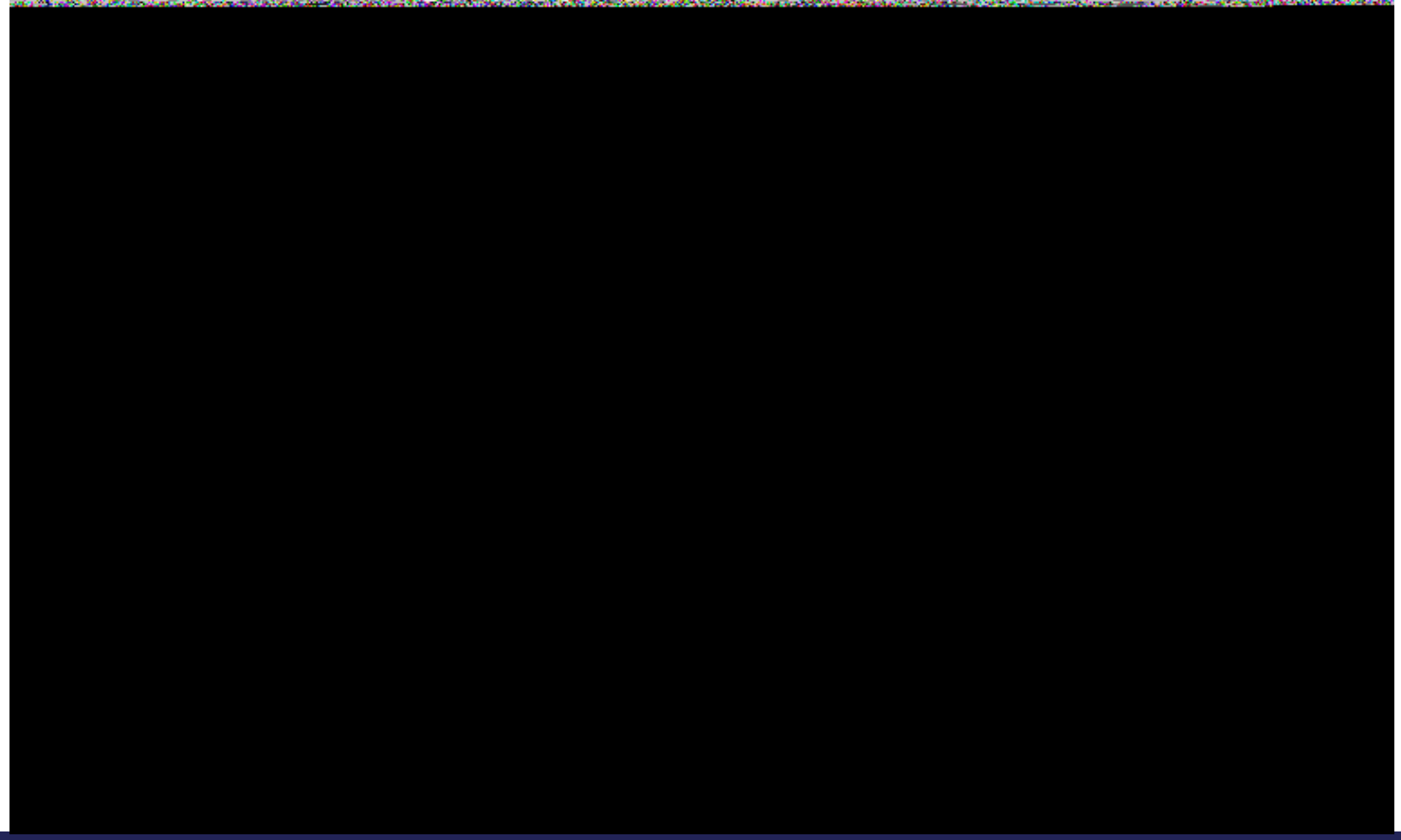
Date ___/___/_____ **Student Name**_____ **Date of Birth** ___/___/_____ **IEP**

]No ☐N/a Student Invited ☐Yes ☐No If appropriate, and agreed upon, agencies invited ☐Yes ☐

☐Interest Inventories ☐Questionnaire

ppropriate transition assessments/instruments were used __Yes __No Age-a

Student's Post-Secondary Goal Training or Educting (Required)



DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

ANNING (ITP)

INDIVIDUAL TRANSITION PL

ıte of Birth:

IEP Date:

Student Name

Da

District Graduation Requirements:

Course of Study

eir

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet th post secondary goal. ☐Yes ☐No

☐Certificate of Completion ☐Diploma

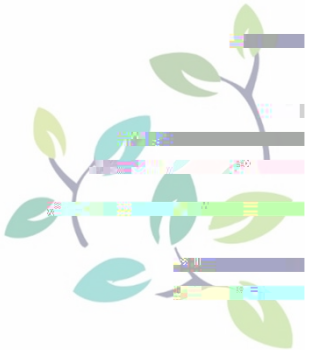
The IEP team has determined the Student is eligible to pursue an Alternative Pathway to a Diploma (Ed Code 51225.31).

[redacted]

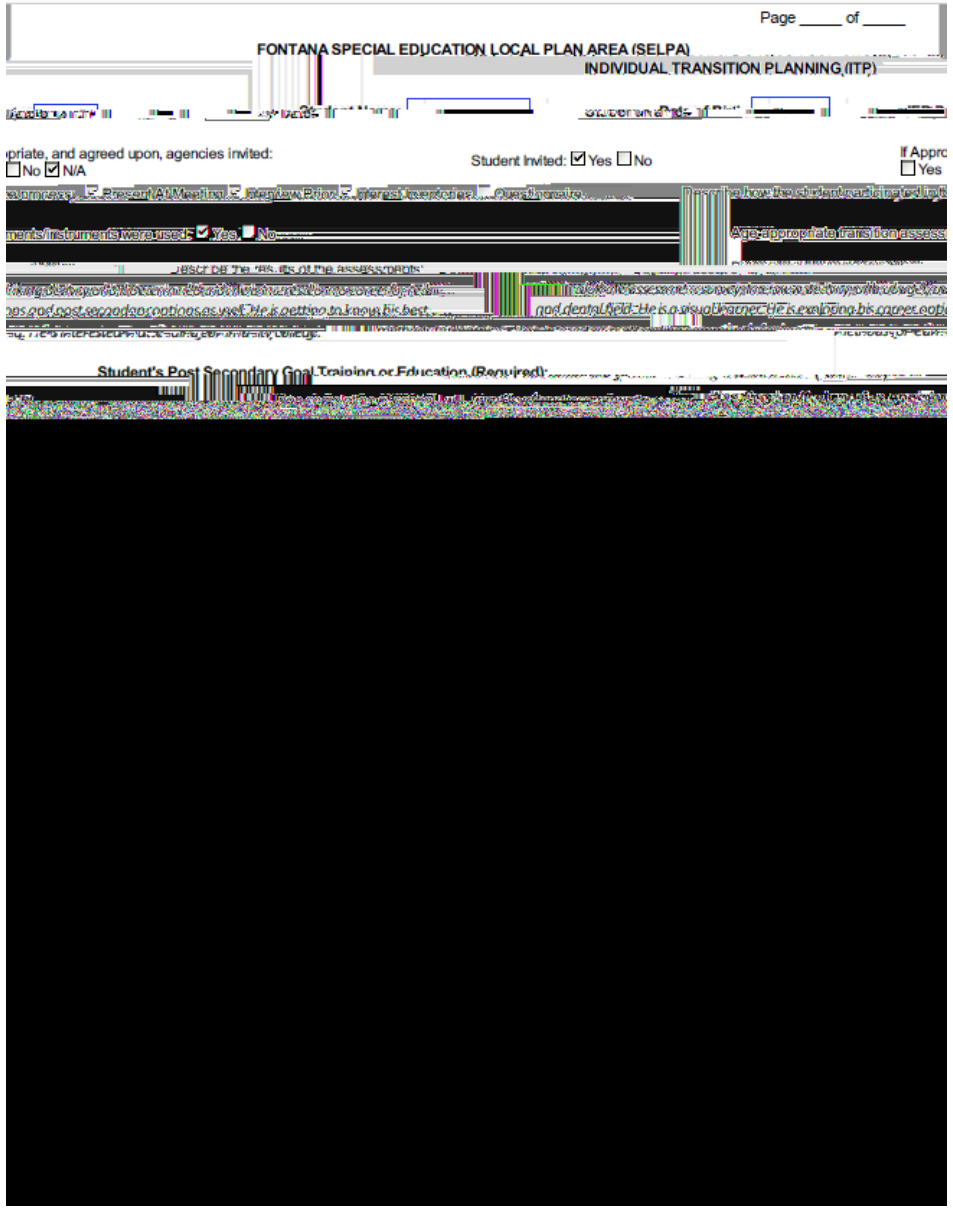
When? When do we address Transition Services?

Update Goals Annually

ƒ As students mature, and have new experiences, their goals mature and need to be reviewed annually through an assessment process. The review process may verify goals and services remain the same– or new goals will be set by the student. The goals need annual review to validate or update them to reflect current goals.



Example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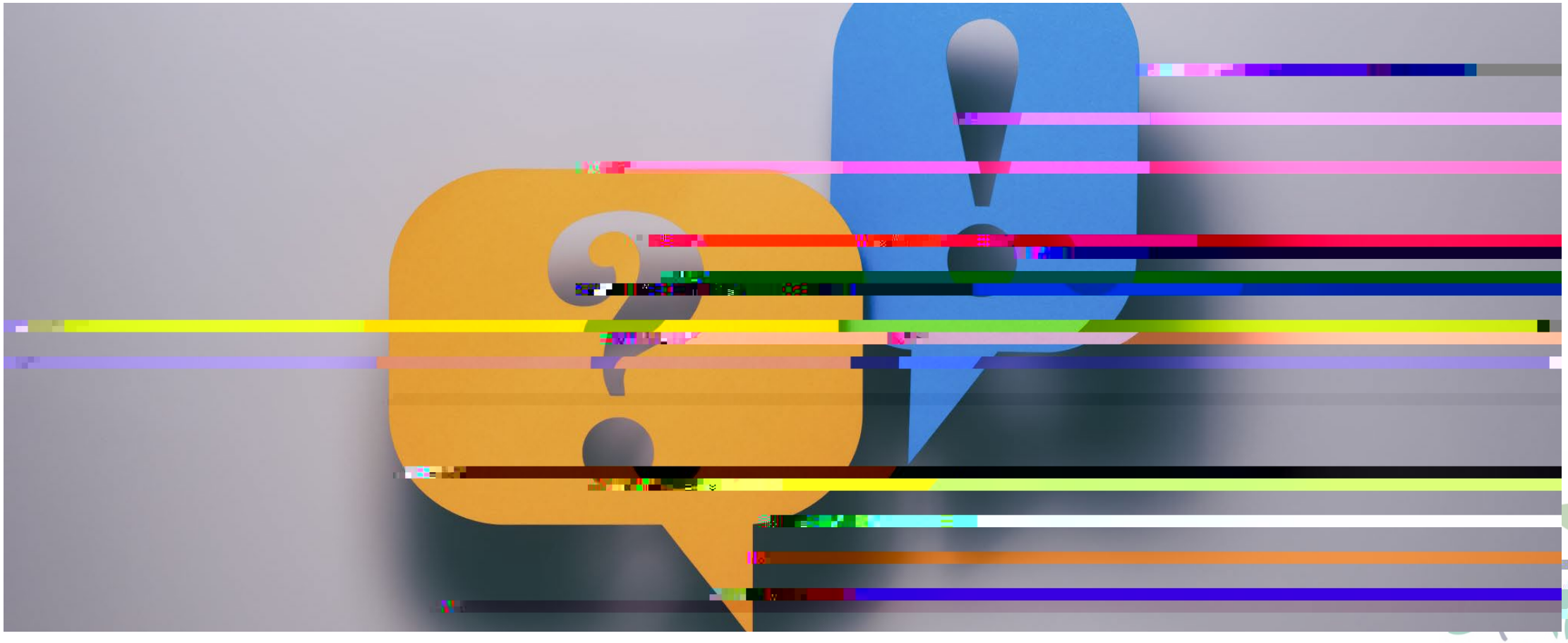
FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)
Student Invited: ☑ Yes ☐ No
☐ No ☑ N/A
☐ Yes
Student's Post Secondary Goal Training or Education (Required)

Other Resources

The following link is to California Services for Technical Assistance and Training (CalSTAT)'s resources on "Transition: School to Adult Life".
http://www.calstat.org/transitionmessages.html

The following link is to the California Transition Alliance's resources related to Transition.
http://www.catransitionalliance.org/resources/

Questions and Comments