



TRANSITION

VISIONING THE FUTURE

An Overview of How Transition Considerations Impact the Individualized Education Plan

Spring 2024

WHAT IS TRANSITION ?

Transformation

Passage

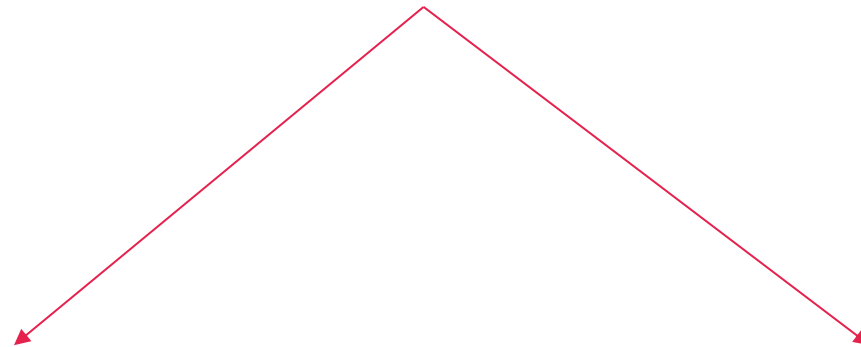
Adjustment

Change

Switch

WHAT IS TRANSITION ?

➤ When developing an IEP “Transition” can be considered in two areas:



Offer of FAPE – Educational Setting

All Students

Individual Transition Plan

Must be in place not later than the last IEP before the students 16th birthday

OFFER OF FAPE – EDUCATIONAL SETTING

Information/Eligibility

↳ Present Levels

↳ Special Factors

↳ Statewide Assessments

↳ Offer of FAPE – Services

↳ [Offer of FAPE – Educational Services](#)

↳ Parent Consent

↳ Notes

OFFER OF FAPE – EDUCATIONAL SETTING

Page ____ of ____

**SACRAMENTO CITY UNIFIED
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Plumb, Isaac Edward Birthdate: 7/31/2009 IEP Date: 3/24/2020

Physical Education: General Specially Designed
 Other Choose the appropriate choice above. If student receives adaptive physical education, note here.

District of Service: Sacramento City Unified School District School of Attendance: Wings Learning Resources Center

All special education services provided at student's school of residence? Yes No (rationale) *If student does not receive education services at school of residence, please explain reason(s) here. For example, "The parent Open Enrolled at a school of choice" or "School of residence does not offer the services deemed necessary by the team" (if student placed into an SDC). If placed at school of residence, indicate YES.*

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):
(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services:
 Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater? Yes No

Program Setting (TK/Kgn or greater, ages 5-22): Regular Classroom/Public Day School
(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

5 % of time student is outside the regular class & extracurricular & non academic activities
95 % of time student is in the regular class & extracurricular & non academic activities

Plan Effective Start Date: 10/5/2022

Student will not participate in the regular class and/or extracurricular and/or non academic activities: *List the times and/or activities that the student WILL NOT be in general education. "Student will not be in the classroom for speech or OT services." because Provide a reason why the student will be removed from the general education setting. "The nature of the service provided requires a specialized environment or equipment"*

Other Agency Services
 County Mental Health
 California Children's Services (CCS)
 Regional Center
 Probation
 Department of Rehabilitation
 Department of Social Services (DSS)
 Other Check appropriate box if the parent says agencies are involved with the child. If they want them at the meeting, the PARENT needs to invite them.

Promotion Criteria: District Progress on Goals Other Unless the team has decided that the student will be pursuing a certificate instead of a diploma, check the District box.

Parents will be informed of progress: Quarterly Trimester Semester Other Choose the appropriate box according to your grade band. Elementary = Trimester; Secondary = quarterly or semester

How? Progress Summary Report Other Sped teachers must complete and distribute their Monitoring of Short Term Objectives at report card time; District report cards must be distributed accordingly at the end of the grading periods.

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc.)
Describe any needs that might be present for transitions. Transitions may include K to 1st grade, 6th to 7th, 8th to 9th, Changes between types of classrooms/LRE (sped to gen ed, RSP to SDC, etc).

OFFER OF FAPE – EDUCATIONAL SETTING

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

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EX: "The team will provide short term (6 weeks) para support to assist the student with the transition from preschool to kindergarten."; "The parents plan to enroll the student in the SOS program over the summer to get acquainted with the new high school setting."; "The special day class teacher and RSP teacher will articulate for the transition to a less restrictive environment in order to ensure student success."

TRANSITION SERVICES

- Required to be in place and documented on a student's IEP not later than the last IEP occurs before the student turns 16 years of age.
- Two required sections while student is progressing through school:

Individual Transition Plan = ITP
Offer of FAPE - Services

TRANSITION SERVICES

➤ Page 1 of the Individual Transition Plan

Student Invited

Agency Invited

Age Appropriate Assessment

Results of Assessment

Student Post Secondary Goals

written in the voice of the student

Training/Education – Employment – Independent Living

Activities to Support – School Based

Community Experience – Non-School Based

Related Services that may be needed

TRANSITION SERVICES

➤ Page 2 of the Individual Transition Plan

District Graduation Requirements

Course of Study – updated each year

Certificate of Complete – Alternate Pathway Diploma – Diploma

Age of Majority

Conservatorship

Four Questions = Measurable Post Secondary Goals, Updated Plan, Services, Tied to Annual Goals

TRANSITION SERVICES

➤ Who Provides Transition Services ?

Case Manager
Site Staff

Supported by

Vocational Specialist (teacher)
Job Coaches & Workability Specialists & TPP Specialists
Job Developers

Grant Funds = Workability and Transition Partnership Program

TRANSITION SERVICES

- What is required to happen when a student is due to leave school ?

Exit IEP

to include

Post Secondary Exit Pages 1 & 2

*(Summary of Student's Achievement and Functional Performance
- 2 page document)*

TRANSITION SERVICES

➤ Summary of Student's Achievement and Functional Performance =

EL Status

Post Exit Contact Info

Reason for Exit

Strengths-Interests-Learning Preferences

Academic-Functional Skills

Cognitive Skills

Communication Skills

Motor Skills

Health

Social-Emotional-Behavioral

Self Help – Adaptive

Post Secondary Goals

Recommendations

Agency Linkages



You can't put a limit on anything.
The more you dream, the farther you get.

Michael Phelps



QUESTIONS ?