

TULARE COUNTY/DISTRICT SELPA POLICY # 9540

**SPECIAL EDUCATION –
SERVICES – MISC.
LP**

Adopted: 5/13/2020

Revised:

Transition Services

Special education transition services are an integral part of school to career mobility.

The Tulare County SELPA's policy and procedures ensure all students age sixteen (16) and above, or younger if determined appropriate by the IEP team, have a statement of needed transition services.

Districts must ensure that the students in the Tulare County SELPA, aged 16 and above, are involved in the development of an Individualized Transition Plan (ITP).

An ITP is developed annually and shall be included with the student's IEP; however, a separate ITP meeting may be held depending on the student need.

The ITP focuses on the pupil's course and study, such as participation in advanced-placement courses or a vocational education programs. The ITP is a statement of needed transition services and a coordinated set of activities that is a collaborative, results-orientated process that helps a student and their family plan for a quality adult life.

The ITP is based upon the individual pupil's needs, preferences and interests. The ITP is designed to help the students move from school to post school activities including post-secondary education, vocational training and integrated employment, including supported employment. In addition, continuing and adult education, adult services, independent living and/or community participation is addressed as appropriate. The ITP involves not only the student and the family but provides linkages with agency representatives and other individuals significant to the transition process.

Goals of Transition Planning

The goals of the transition plan is to coordinate services between educators, adults service providers, potential employers, and families in order to effectively plan and implement a successful transition for students to the adult world of paid employment and social independence in the least restrictive environment to the extent possible. To that end, the SELPA and local educational agencies will provide work skills training, including those skills that are necessary in order to exhibit competence on the job. An ITP further provides information on multiple employment options and facilitate job or career choice by providing a variety of vocational experiences.

Definition of Services

The term “transition services” means a coordinated set of activities for the individual with exceptional needs that does all of the following:

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

Timeline for Developing Individual Transition Plan

Beginning not later than the first IEP to be in effect when the child is 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the following shall be included:

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

Other Agency Involvement

A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student

is 16 or younger, if appropriate, with parental consent or consent of adult student. If a participating agency (other than the District) fails to provide the transition services described in the IEP, the IEP Team will reconvene to identify alternative strategies to meet the transition objectives for the student. If an invited agency representative cannot attend the IEP team meeting to develop transition services, the District will obtain agency participation in planning for these services by some other means.

IEP Team Participants for Secondary Transition

The District shall invite the student with exceptional needs to attend his or her IEP team meeting if the purpose of the meeting will be to consider postsecondary goals for the student and the needed transition services for that student to assist in reaching his or her transition goals. The Student's role as a participant is to communicate preferences, interests, strengths, and take part in the IEP development.

If the student is not in attendance, the District must take steps to ensure that the student's preferences and interests are considered.

Notices to Parents

The family, student and agencies involved with the student are invited to the ITP meeting and receive written notices that indicate that the purpose of the meeting will be to discuss school-to-work transition. The notice will also identify any other agency that has been invited to send a representative. (See SELPA Meeting Notification). The notices are sent in the parents and students primary language or mode of communication, when appropriate and reasonable.

The student's ITP describes the agencies involved with the student and his/her family, along with the projected service needs. If a participating agency, other than the local education agency, fails to provide the transition of services as described in the pupils ITP, the local education agency will reconvene the individual education program team to identify alternative strategies to meet the transition services for the student.

Transition Services

Resources

The SELPA provides resource manuals, materials and in-service training that will support the implementation of individualized transition planning for all pupils with exceptional needs. This includes coordination with other specialized programs and agencies that serve special populations.

Workability I

An essential component of transition services developed by the State of California and implemented in the Tulare County SELPA is Workability I. The SELPA has the following local educational agencies as Workability I sites. Tulare County Office of Education, Tulare Joint

Union High School District, Visalia Unified School District, Porterville Unified School District, and Woodlake Union High School District.

The WorkAbility I program provides instruction and experiences that reinforce core curriculum concepts and skills leading to part-time or full-time employment. The WorkAbility I projects help the appropriate students in the SELPA in the following areas: (1) recruitment, (2) assessment, (3) counseling, (4) pre-employment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in subsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals.

Vocational Education

The SELPA provides a vocational education consultant specializing in the career/vocational education area. The vocational education consultant assists in the coordination with vocational programs throughout the county. The consultant also coordinates vocational education services with the local education agencies.

Transition programs exist at each secondary site with a countywide committee established to provide assistance in developing and implementing a vocational preparation plan. Students are started on training programs as early as possible on the necessary pre-vocational skills to enter the world of work successfully. The WorkAbility Advisory Committee meets regularly to discuss transition needs and concerns.

References:

EC 56341
EC 56345
EC 56456
EC 56460-56463

Title 34 C.F.R. 300.18
Title 34 C.F.R. 300.34

