

Dedham Public Schools
TRANSITION PLANNING
Age 14 – 22

December 13, 2016

*Presented By: Liza O'Connell, Meredith Becker, Mary Bruhl,
Jeannie Jenkinson, Julie Towell*

Transition Services

Preparing for Adult Life

Federal and State Law.....

- Transition is a passage from high school to adult life.
- Transition planning is a service that school districts **MUST** provide to transition-age (14-22) students in special education.
- Transition planning must prepare students for post-secondary education, employment, and independent living.
- Transition planning must be unique to the individual's needs.

Individuals with Disabilities Education Act (IDEA, 2004)

- Mandated for students with disabilities, Age 14-22
- Preparation for post-secondary education or training
- Action-oriented; ensuring measurability of transition goals
- School to work initiatives
- Employability training
- Life skills training
- Focus on independent living

Transition – IDEA Guiding Principle

- The Individual with Disabilities Education Act (2004) defines Transition Planning as “a coordinated set of activities for a student, designed within a results-oriented process, which promotes movement from school to post-school activities”.

What is Transition?

Preparing for Adult Life

- In Massachusetts, students between the ages of 14 and 22 who receive special education services are eligible for transition planning services.
- Transition planning is the passage of a student receiving special education services from high school to his/her adult life.
- Specific transition services must include student-driven goals that IEP Teams must develop to transition students to post-secondary education, employment, and/or independent living.
- Entitlement to special education services and transition services end when a student receives a high school diploma or reaches the age of 22, whichever comes first.

The Role of Parent/Guardians

Preparing for Adult Life

- START EARLY and foster independence at home
- Increase responsibility in small, manageable steps
- Talk about hopes, dreams, interests, and goals
- Teach children about different jobs and careers
- Encourage children to participate in school and community activities
- Help children make choices and advocate for themselves
- Share information at your IEP Meeting

The Role of Students

Preparing for Adult Life

Starting at Age 14.....

- Begin to attend and participate in annual IEP Meetings
- Begin to develop a Vision statement (a student's hopes and dreams)
- Begin to identify possible career options that match interests and skills
- Participate in choosing courses to prepare for post-secondary goals
- Consider developing a portfolio of interests and experiences

What are Postsecondary Goals?

Measurable goals address.....

- Post secondary Education and Training
- Employment
- Independent Living

Diploma? Certificate of Program Completion? Age 22?

- Ending School Entitlements
- MCAS
- Age of Majority
- Guardianship

Transition Timeline

Preparing for Adult Life

■ AGE 14

- Invite parents/guardians and student to IEP meeting
- Prepare students to participate (self-determination skills)
- Conduct age-appropriate transition assessments
- Integrate transition needs into IEP goals, objectives, benchmarks, etc.
- Complete the Transition Planning Form (TPF)

■ AGE 15

- Update Transition Planning Form (TPF)
- Update transition assessments as needed based on student's current vision and goals
- Begin transitional planning activities (*work & independent living seminars, School to Work Partnerships*)

Transition Timeline *continued;*

■ Age 16 &17

- Provide notice regarding Transfer of Parental Rights
- Pick an adult agency and submit a Chapter 688 referral if necessary
- Continue transition activities (*work & independent living seminars, School to Work Partnerships*)
- Use transition assessment information to update the TPF
- Apply all transition requirements for age 14 to 16.

■ Age 18 - 22

- Confirm that a Transfer of Parental Rights has occurred (or formal guardianship process initiated)
- Services continue until student is determined to be no longer eligible for special education, OR, graduates from school with a regular HS diploma, OR, receives certificate of program completion, OR, turns 22, whichever comes first.

Transition Assessment

Preparing for Adult Life

- Can be formal or informal
- Student interviews to determine (or re-determine) goals and vision
- Data collection on a student's needs, preferences, interests, and experiences
- Considers the demands of both a current and future working environment
- Considers the demands of a personal and social environment
- Considers the demands of a current and future living environment

Transition Planning Forms (TPF)

Includes.....

- Post-secondary Vision (*corresponds to the student's Vision statement in the IEP*)
- Disability-related Needs
- Action Plan

Massachusetts Transition Planning Law (*Chapter 688*)

- **Massachusetts Transition Planning Law**, enacted in 1984
- Addresses transition planning needs of students with significant disabilities who will need adult services after high school graduation, receiving a Certificate, or turning 22.
- The School District is responsible for referring the student to an appropriate adult agency and completing the 688 Referral Form.
- The Adult Agency is responsible for developing an Individual Transition Plan (ITP).
- Not a guarantee of adult services; contingent on agency eligibility, program availability, and funding.
- Required Planning Form

Dedham Public Schools

School to Work Partnerships
Transition Portfolios

Presented by Jeannie Jenkinson

Veteran's Administration Hospital



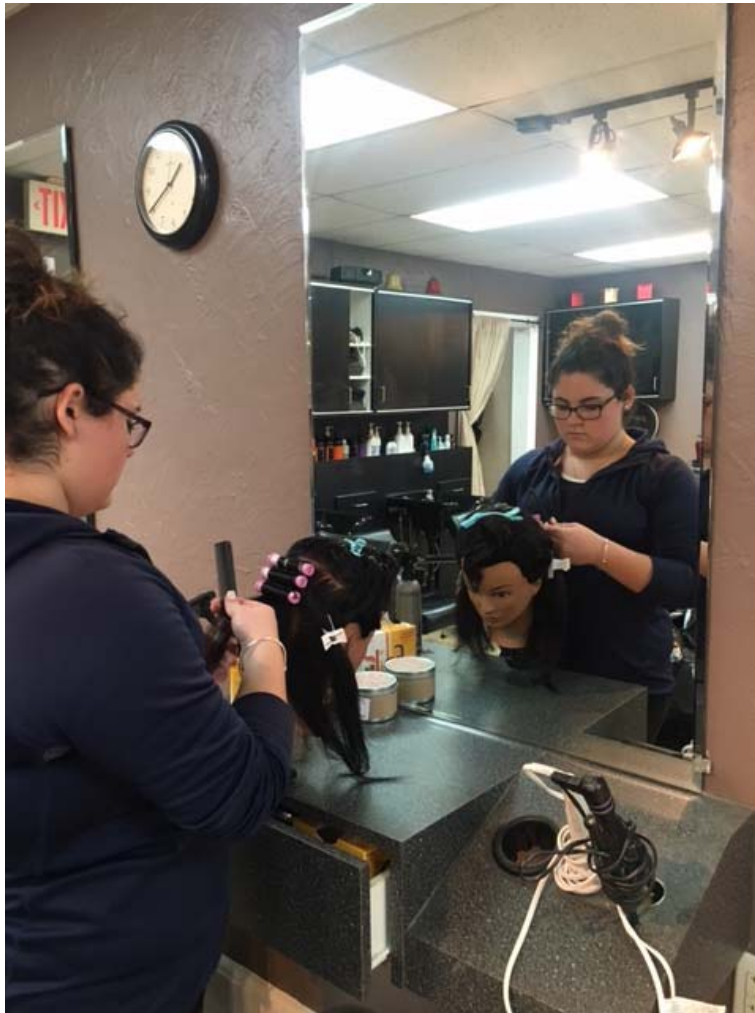
Newbridge on the Charles



Early Childhood Education Center



Dedham Hair Salon





QUESTIONS & ANSWERS



Thank you for coming!