



Transition Resource Guide

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Instructional Services Department

Office of Counseling and College and Career Readiness

Career and Transition Services

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INTRODUCTION

Planning a student's transition from school to post-school options is a critical part of the individual education program (IEP) process during the middle and high school years. Transition planning is ongoing and outcome-oriented, based on collaboration between students with disabilities, their families, school and adult service personnel, and the community.

The **Individuals with Disabilities Education Improvement Act (IDEA 2004)** defines transition services as follows:

A coordinated set of activities for a child with a disability that:

- *Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement 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;*
- *Is based upon the individual child's needs, taking into account the child's strengths, preferences, and interests;*
- *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 functional vocational evaluation. [Part A, Section 602(34)].*

Transition planning is a critical component of each student's IEP. IDEA 2004 requires the following:

Beginning not later than the first effective IEP when the child turns 16 years of age, 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*
- (2) *The transition services, including courses of study, needed to assist the child in reaching those goals. [Section 614(d)(1)(A)(VIII)]*

*Beginning **not later than** one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under IDEA, if any, that will transfer to the child on reaching the age of majority under Section 615(m).*

The state of Virginia requires that each student's IEP include a transition plan **beginning in grade 8 or at age 14, whichever comes first**. The transition plan identifies students' postsecondary goals and outlines the steps necessary to achieve them. Students' transition needs, as outlined in the transition plan, drive the content of the IEP so that by graduation students are equipped with the skills necessary to embrace the opportunities and meet the challenges of life after high school.

When transition services are being considered, the transition planning section of the IEP is on the second and third pages. The **Transition Goals** page (IEP-303) includes information on students' preferences, skills, and career goals as well as activity-focused goals in career, self-advocacy, and independent living skills. The **Transition Services** page (IEP-304) lists school and post-school transition services to consider during the IEP meeting.

Additionally, a **Transition Summary of Performance** (SS/SE-210) is required for graduating students during their final year in school. This form is not part of the IEP, but, as required by law, it must be provided to graduating students and must include the following:

- *A summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.*
[Section 614(c)(5)(B)(ii)]

The Career and Transition Services (CTS) section of the Office of Counseling and College and Career Readiness designed this **Transition Resource Guide** to share strategies, resources, and tools to assist teachers as they work with students in the transition planning process.

Section I - Transition Tool Kit presents three basic rules for transition planning along with many tools for implementing these rules.

Section II - Directions for Completing Student's Transition Plan and Summary contains specific instructions for these two documents, as well as resources to assist in the process.

Section III - Transition Assessment Guide presents specific assessment instruments to use or adapt for students as part of transition planning.

Section IV - Transition Resources presents information on curricular options in FCPS, as well as postsecondary resources. Links to transition related web resources are also included.

Section V - Sample Transition Plans for middle and high school students provide models that students and staff members can use.

SECTION I: TRANSITION TOOL KIT

TIPS AND STRATEGIES FOR TRANSITION PLANNING

The transition planning process involves a few simple rules that, if followed, will yield positive results for students. Below is an explanation of each rule, as well as suggested tools for implementation.

Rule #1: Be Future-oriented

It is important to project where students want to be in their early adult years and plan backward through all the steps necessary to get there. See the sidebar for an example of future-oriented planning.

A future-oriented approach highlights the relevance of today's schoolwork for tomorrow's outcomes. This approach enables students to see what needs to be accomplished, to anticipate possible obstacles, and to initiate plans to overcome roadblocks.

Tools To Assist With This Rule

The **Career Portfolio** ([link on page 4 of this guide](#)) is a transition planning tool designed to help students and their parents and/or guardians identify and develop realistic postsecondary goals. By maintaining a record of all academic coursework, career-related coursework, academic and career assessments, work experiences, and extracurricular activities, the **Career Portfolio** guides students to career decision-making that reflects both their interests and abilities.

The **Career Portfolio** includes four pages that form a folder to enclose relevant information, including:

- Contents Checklist indicates which documents are enclosed.
- Career Goal and Objectives are charted each year during the development of the student's transition plan.
- Transition Goal Activities lists any transition objectives achieved and courses completed from the previous year's transition plan, as well as any career competencies or certifications earned.
- Transition Assessment Record documents the results of any formal or informal transition assessments.
- Work Experiences and Extracurricular Activities captures all work experiences and extracurricular activities in which the student has participated.

The *Career Portfolio* is the foundation for transition planning and is initiated with the student's first transition IEP, at age 14 or in grade 8. The portfolio then follows the student through his or her high school years. Additionally, the *Career Portfolio* is an ideal tool for capturing information needed to complete the **Transition Summary of Performance** ([Attachment J](#)) prior to graduation.

The following tools can help ensure that the planning process is future-oriented and may be included in the *Career Portfolio*:

- *Charting My Future – Middle School* ([Attachment C](#)) and *High School* ([Attachment D](#)) helps students determine the steps they must take to reach their goals. Students identify where

Charting My Future

Johnny wants to be a doctor. To reach this goal, Johnny will need to graduate from medical school.

To get into medical school, he will not only have to attend college, but do well enough to qualify as a medical school candidate.

To do that he will need to earn a standard or advanced studies diploma with a concentration in sciences. In 8th grade Johnny should earn good grades in science and pass the SOL tests.

they would like to be, in terms of both career and personal goals, by age 25. This can be reviewed each year to determine what needs to be accomplished to achieve identified goals.

- *Charting My Course of Study* ([Attachment E](#)) gives students with IEPs who have not yet completed the requirements for standard or advanced studies diplomas the option of continuing in school until age 22. This option should be introduced at the first transition IEP in middle school and reiterated at every IEP thereafter. It can be discussed when completing the box marked *Anticipated Graduation Date* at the top of IEP-303. This tool helps students and parents and/or guardians see how the deferred graduation option allows students to add elective classes each year while adjusting their academic course load.
- *IEP-304 Transition Services to Consider* ([Attachment H](#)) gives a brief description of each transition service listed on IEP-304, the transition plan, along with actions to take, and who to contact.
- *Turning 18: Resources for Young Adults* ([Attachment L](#)) provides information students need to know when they reach the age of majority.
- *Transition Activities for School Completion at Age 22* ([Attachment M](#)) will help students and their families chart their course through their transition years.

Rule #2: Start Early and Review Annually

Transition planning must begin early. The key to effective transition planning is to start early with a long-range plan as described above and then revisit the plan at least once a year to see if it continues to be appropriate. For the continuing story of Johnny, see the sidebar, *Charting My Future II*.

Charting My Future II

If Johnny still wants to be a doctor and has passed the 8th grade SOL tests and has earned good grades in science, then he is on track to achieve his goal.

If he has not accomplished these two objectives, Johnny and his family will need to make some decisions:

1. Will Johnny spend more time on his homework, get some tutoring, and/or enroll in a remediation class so he can reach his goals and continue with the original plan; OR
2. Is the original plan unrealistic?

If Johnny does not want to be a doctor anymore OR if the original plan was unrealistic, he can choose another career goal and make another future-oriented plan.

Tools To Assist With This Rule

- *Transition Planning Letter to Parents* ([Attachment F](#)) provides an overview of transition planning to be sent home prior to the IEP meeting where the transition plan will be finalized.
- *Transition Planning Checklist for Students and Parents* ([Attachment G](#)) can be completed at home by students with their family members to help identify their transition planning priorities. This input is particularly useful in finalizing the independent living objectives on the Transition Goals page (IEP-303).
- *Charting My Future - Middle School and High School* ([Attachments C, D](#)).
- *Transition Timeline – Middle School to Graduation* ([Attachment B](#)) provides a year-by-year list of transition-related activities designed to prepare students for a variety of postsecondary outcomes. It presents an overview of all the activities involved in transition planning from middle school through high school. Students choose among the activities listed based on their long-term goals.
- *Suggested Transition Objectives* ([Attachment I](#)) can be used to draft career, self-advocacy, and independent living objectives on the Transition Goals page (IEP-303).

Rule #3: Revise, Revise, Revise

Beginning transition planning early and reviewing plans regularly enables students and families to monitor the appropriateness of the transition plans in order to fine-tune goals and plans during the years leading to graduation. (See *Charting My Future III*: Johnny's revised plan)

Tools To Assist With This Rule

- *Transition Timeline – Middle School to Graduation* ([Attachment B](#))
- *Charting My Future - Middle School and High School* ([Attachments C, D](#))
- *Charting My Course of Study* ([Attachment E](#))

THE TEACHER'S ROLE

To maximize options and opportunities, follow the three rules for effective transition planning:

1. Be future-oriented
2. Start early and review annually
3. Revise, revise, revise

Middle school teachers - Focus on the process rather than a realistic outcome. Once students learn the basics of transition planning, they continue to practice the process as they move through their high school years. Students will refine their goals and probably change their career choices many times.

All teachers - Help students and parents and/or guardians identify objectives that need to be accomplished (e.g., tests passed, diploma earned, skills mastered) in order to achieve the long-range goal.

All teachers - Be sure to review the plan regularly. Encourage students and parents and/or guardians to evaluate whether adequate progress has been made. In other words: *Be a Facilitator, Not a Gatekeeper!*

Charting My Future III

If medical school is unrealistic for Johnny, he could explore health-related occupations that require less rigorous academic preparation.

Johnny would then revise his plan accordingly and list the things he needs to accomplish over the next year. This list then becomes the basis for his transition plan.

The following year, he will measure his progress against the plan and continue to make choices about the path he wants to pursue.

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EDUCATIONAL AND CAREER PLANNING PORTFOLIO

The **Educational and Career Planning Portfolio** is a transition-planning tool designed to help students and their parents and/or guardians formulate realistic postsecondary goals. The **Career Portfolio** guides students to career decision-making that reflects both their interests and their abilities. When updated annually, the *Career Portfolio* includes information needed to complete the **Transition Summary of Performance** required for all students as they graduate or age out of public school.

The **Career Portfolio**, maintained in each student's special services file, is initiated with the student's first transition IEP at age 14 or in grade 8, and then follows the student through his or her high school years. The following links will take you to the **Career Portfolio** and Guidelines for Completing the Career Portfolio:

Link to Career Portfolio:

http://fcpsnet.fcps.edu/is/career_transition/careerportfolio/CareerPortfolio.pdf

Link to Guidelines for Completing the Career Portfolio:

http://fcpsnet.fcps.edu/is/career_transition/careerportfolio/Guidelines.pdf

Link to Sample Career Portfolio:

http://fcpsnet.fcps.edu/is/career_transition/careerportfolio/SampleCareerPortfoliocompleted.pdf

The Five Components of Portfolio Management

WHO: Primary responsibility for ensuring that the **Portfolio** is updated regularly rests with the teacher or case manager who assists the student in drafting the transition plan for the IEP. All school staff members who work with the student may record relevant information in the **Portfolio**, file information in the **Portfolio**, and/or refer to the **Portfolio** when assisting with transition planning.

WHAT: The **Portfolio** is a specially designed folder which is placed in the student's Special Services file at the time of the first transition IEP. Information essential to the transition planning process is recorded directly in the **Portfolio** in designated areas. Additional relevant information is filed in the **Portfolio**.

WHEN: With each year's new IEP transition plan, the *Portfolio* is updated as outlined in the page-by-page instructions, found in the link to the guidelines above. Throughout the year, students, teachers, and parents and/or guardians can add any transition related information. The *Portfolio* is available at the IEP meeting so information may be added and the contents may be consulted for planning purposes.

WHERE: When not in use, the *Portfolio* is stored in the student's Special Services file, allowing easy access to all those involved in the student's transition planning process.

WHY: Transition planning is not a once-a-year event. To be effective, it must be a long-term process, based on age-appropriate transition assessments, that starts in middle school and continues until the student graduates or ages out. It must include future-oriented planning to identify the student's likely postsecondary environments; annual goal setting to equip the student with the skills and behaviors he or she will need to succeed in those environments; and annual review and revision to ensure a continued fit with the student's interests, aptitudes, and goals. The **Career Portfolio** is a tool to document the course of this long-term planning process and to gather the information necessary to make revisions along the way.

TRANSITION TIMELINE

Middle School Tasks	Ninth Grade Tasks
<ul style="list-style-type: none"> • Develop study skills and strategies that work • Talk to teachers to identify classroom accommodation needs • Evaluate basic skills in reading, mathematics, oral and written language; plan for remediation if necessary • Identify postsecondary career and personal goals • Investigate which high school courses will prepare me for my postsecondary goals • Attend high school orientation or schedule appointment with high school counselor or special education department chair to understand high school requirements • Review high school diploma options and plan a course of study to meet requirements • Explore interests through elective courses, clubs, and extracurricular activities • Investigate enrollment in career related courses and other work-based learning options • Begin a Career and Transition Services Career Portfolio to collect information to help plan my future • Participate in developing my transition plan (IEP-303 and IEP-304) to include in my IEP, starting in eighth grade (or aged 14) • Attend my IEP meeting • List activities or objectives necessary to achieve my goals in my IEP transition plan • Complete grade level tasks in the Academic and Career Plan 	<ul style="list-style-type: none"> • Increase my understanding of why I have an IEP and how the accommodations in my IEP can help me • Develop a plan to request accommodations • Learn strategies to access the same course work as my peers • Review diploma options, and plan a course of study to meet requirements • Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor • Visit the high school career center and ask the career center specialist about college and career planning resources • Discuss career assessment services offered at Woodson and Mt. Vernon Assessment centers to decide whether an assessment will be helpful for transition planning • Continue to explore interests through elective courses, clubs, and extracurricular activities • Update my Career Portfolio • Complete grade level tasks in the Academic and Career Plan • Meet with my case manager to plan my IEP meeting and discuss my role • Create a transition plan with my case manager and the IEP team that reflects my goals and interests • Identify my Employment and Transition Representative (ETR) and learn the ETR's role in my transition

Tenth Grade Tasks	Eleventh Grade Tasks
<ul style="list-style-type: none"> • Ask my parent or teacher to help me explain my disability and request accommodations • Continue to develop and use strategies for success in course work • Review diploma options and plan a course of study to meet requirements • Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals • Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor • Meet with my case manager to discuss available career assessment options • If my career plans require a college degree, register and take the Preliminary Scholastic Aptitude Test (PSAT) and consider using testing accommodations and assistive technology • Continue to explore interests through extracurricular activities, hobbies, volunteer work, and work experiences • Identify interests, aptitudes, values, and opportunities related to occupations of interest • Update my Career Portfolio • Complete grade level tasks in the Academic and Career Plan • Participate actively in my IEP meeting • Continue to actively take part in transition planning with my case manager and IEP team 	<ul style="list-style-type: none"> • Identify postsecondary accommodations and assistive technology and learn how to use them efficiently • Practice strategies to prepare for and take exams including time management, self-advocacy, and stress management • Meet with teachers to explain my disability and request accommodations • Review diploma options, and plan a course of study to meet requirements • Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals • Discuss with my school counselor possible enrollment in career-related courses • Meet with my case manager to discuss available career assessment options • Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences • Update my Career Portfolio • Complete grade level tasks in the Academic and Career Plan • Match my interests and abilities to postsecondary goals • If my career goals require postsecondary education, find schools with courses in which I might be interested • Speak with representatives from colleges, technical schools, training programs, and the military by visiting high school, college, and community career fairs • Gather information about college programs that offer the disability services I need

- Visit campuses and disability services offices to verify available services and how to access them
- Keep documentation of my disability current; colleges want current testing, which cannot be more than three years old when I begin college
- Ask a school counselor about the SAT and ACT tests to decide which better matches my learning style
- Consider taking a course to prepare for the SAT or ACT
- Take the SAT or ACT and discuss with my case manager whether to request testing accommodations
- Meet with my case manager to develop a plan for leading my IEP
- Continue to take part in my IEP transition planning with my case manager and IEP team
- Contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board (CSB), and other postsecondary agencies to determine my eligibility for services
- Invite a representative of the appropriate adult services agency to attend my IEP meeting

Twelfth Grade (or aged 18-22) Tasks

- Identify ways accommodations on my IEP apply to postsecondary education and employment settings
- Continue to develop self-advocacy and study skills
- Meet with my teachers to explain my disability and request accommodations
- Review diploma options and plan a course of study to meet requirements
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Match my interests and abilities to postsecondary goals

- Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals
- Discuss with a school counselor enrollment in career-related courses or programs
- Meet with my case manager to discuss available career assessment options
- Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences
- Meet with my school counselor and ETR early in the year to discuss my postsecondary plans
- Early in the year, visit schools, colleges, and training programs in which I am interested
- Evaluate disability services and service providers at schools in which I am interested
- Obtain copies of any school records that document my disability for postsecondary accommodations
- Take the SAT or ACT again, if appropriate
- Lead my IEP meeting
- Develop my Transition IEP and present it at my IEP meeting
- If not done in my junior year, contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, or other adult service agency to determine my eligibility for postsecondary services
- Invite a representative from an adult services agency to attend my IEP meeting

CHARTING MY FUTURE – MIDDLE SCHOOL

Where do I want to be at age 25?	Postsecondary Requirements	High School Requirements	Middle School Requirements
Career Goal:	Education: Training: Testing: Experience:	Diploma: Courses: Testing: Experience:	SOL or Benchmarks: Courses: Experience:
Personal Goal:	Skills Training: Experience:	Skills Training: Experience:	Skills Training: Experience:

What are possible barriers to reaching my goals?

What steps will I take this year to help me reach my goals?

CHARTING MY FUTURE – HIGH SCHOOL

Where do I want to be at age 25?	Postsecondary Requirements	Eleventh Grade to Graduation Requirements	Ninth and Tenth Grade Requirements
Career Goal:	Education and/or Training: Testing: Experience:	Diploma: Courses: Testing: Experience:	Diploma: Courses: Testing: Experience:
Personal Goal:	Skills Training: Experience:	Skills Training: Experience:	Skills Training: Experience:

What are possible barriers to reaching my goals?

What steps will I take this year to help me reach my goals?

CHARTING MY COURSE OF STUDY

4, 5, 6, or 7 Year Plan for Students with IEPs

Career Interest Area:**Diploma Type:**

Credit Requirements:		9th	10th	11th	12th	13th	14th	15th
English								
Mathematics								
History and/or Social Sciences								
Science								
Foreign Language								
Health and PE								
Fine/Practical Arts								
Electives								
Total								

TRANSITION PLANNING LETTER TO PARENTS

(Date)

Dear Parent and/or Guardian:

To meet the transition requirements of the *Individuals with Disabilities Education Act (IDEA)*, the Department of Special Services has developed a transition plan for students in special education programs. The transition plan will assist students, parents and/or guardians, and school staff members in planning for your student's transition from secondary school to postsecondary activities and includes the Transition Goals and Transition Services pages of the IEP. To prepare for the transition plan, please review the enclosed *Transition Planning Checklist* with your son or daughter and identify activities of interest for the current year prior to the IEP meeting.

Transition planning involves examining your student's career goals and skills, ensuring that his or her secondary education programs are designed to support those goals, and establishing linkages to other agencies your student will need to reach his or her goals. Working together, we can plan opportunities for your son or daughter to gain those career, self-advocacy, and independent living skills important for transitioning from school to life after school. We will provide you with resources and information about adult services to make the transition as easy as possible.

Here are some important points to remember when preparing for transition planning:

- *IDEA* requires that students be invited to participate in their IEP meetings when transition planning is discussed. Because this long-term plan is directly related to your son or daughter's goals for working and living, it is important for your son or daughter to participate.
- Some skills are best taught at home by parents and/or guardians, while others can be taught at school or in the community. Whatever the skill, the students and parents and/or guardian's input is essential. It is important that you consider those career, self-advocacy, and independent living goals you would like your son or daughter to work on.
- In the last few years of school, your son or daughter may want to link with postsecondary service providers, if appropriate. Information regarding postsecondary options will also be discussed during the IEP meeting.
- Before your son or daughter graduates from school, a *Transition Summary of Performance* will be completed with, and provided to, him or her.

By teaching the skills needed to work and live in the community and by providing you with information about adult services and programs, we can better meet the goal for which we are all striving – your son's or daughter's successful transition to adult life.

Sincerely,

TRANSITION PLANNING CHECKLIST FOR STUDENTS AND PARENTS

We value your input about your student's transition needs. The following lists of transition skills are considered important for success as an adult.

Please review the three transition skills lists below with your student and bring this list to the IEP meeting to discuss with the IEP team. Please add any other skills you feel are important.

Career and Employability

- ___ Work as a member of team
- ___ Follow rules and directions
- ___ Accept criticism and feedback
- ___ Pay attention to detail for assigned tasks
- ___ Complete tasks on time
- ___ Attend school regularly and be on time to classes
- ___ Improve and continue to develop computer skills
- ___ Dress professionally for various settings
- ___ Increase work speed and product output rate
- ___ Work is accurate, and mistakes are corrected
- ___ Accept supervision
- ___ Work independently with minimal prompting
- ___ Organize materials and workspace
- ___ Seek help when needed
- ___ Demonstrate critical thinking skills
- ___ Identify career interests
- ___ Explore careers
- ___ Gain work experience
- ___ Develop job-specific technical skills
- ___ Research FCPS transition programs and courses
- ___ Enroll in a career-related course
- ___ Develop a resume
- ___ Find a job
- ___ Complete applications for employment

- ___ Improve upon and continue to develop interview skills
- ___ Explore postsecondary education options
- ___ Explore adult service options
- ___ Respect personal space of others
- ___ Respect personal belongings of others

Self-Advocacy

- ___ Participate in IEP meeting
- ___ Participate in developing the transition plan
- ___ Review diploma options and requirements
- ___ Know my rights and responsibilities
- ___ Identify learning strengths and weaknesses
- ___ Communicate learning strengths and weaknesses
- ___ Identify emotions and outlets for emotions
- ___ Set goals and objectives
- ___ Problem-solve
- ___ Cope with stress
- ___ Adapt to changes in routine or schedules
- ___ Use a calendar, daily planner, or technology to organize schoolwork and activities

Independent Living

- ___ Set and use an alarm clock to wake up in morning
- ___ Use lists, charts, technology, or apps to maintain personal hygiene
- ___ Use lists, charts, technology, or apps to follow morning and evening routines
- ___ Use lists, charts, technology, or apps to complete housecleaning chores (daily and weekly)
- ___ Understand the locations of emergency exits and when to use
- ___ Know when and how to make calls for emergency services
- ___ Basic first aid skills
- ___ Follow a shopping list
- ___ Read nutrition facts on a label
- ___ Follow a recipe and gather ingredients
- ___ Understand safe food handling practices
- ___ Safely use kitchen tools
- ___ Wash hands before meal preparation
- ___ Note expiration dates of perishable items
- ___ Load, run, and empty dishwasher
- ___ Make bed daily
- ___ Change bed linens on a regular basis
- ___ Empty household trash cans and transfer to outdoor bins
- ___ Identify acceptable items to recycle
- ___ Sweep and mop floors
- ___ Vacuum carpeted areas of home
- ___ Operate household washer and dryer
- ___ Sort clothes by color
- ___ Fold clothes and store properly
- ___ Count and sort coins; count bills
- ___ Make change
- ___ Write checks

___ Maintain checkbook and account balance

___ Understand difference between credit and debit

___ Use a calculator to balance checkbook

___ Carry personal identification on me at all times

___ Use public transportation

Other Suggestions

IEP-304: TRANSITION SERVICES TO CONSIDER

The following information provides a brief explanation of each transition service listed on IEP-304. Check “Explore” for any service the student will consider for a later IEP and check “Select” for any service the student will access during the course of the current IEP. If you would like more information or have any questions, please contact your school’s employment and transition representative (ETR).

Transition Service	Information	IEP Action
Career or College Guidance	Provided by school counselors, Career Center, ETR, case manager about future plans and/ or courses, transition, and employment issues	Check <i>Select</i> . All students receive Career and/or College Guidance
Academy Support Services	Each academy has a support team to help students successfully complete course requirements	Contact Academy support teacher prior to IEP meeting to be included on IEP team <ul style="list-style-type: none"> Check <i>Select</i> box and list academy course if accessing services; include service on IEP-320
Career Assessment	FCPS offers a variety of career assessments for high school students Comprehensive –an in-depth 5-7-day assessment at Woodson or Mt. Vernon Assessment Centers Targeted – a 2-day assessment at Woodson or Mt. Vernon Assessment Centers Career Scope –2-hour individualized assessment for juniors and seniors at high schools Career Snapshot – group assessments of career interests and preferences in collaboration with HS career centers	Check <i>Select</i> box if student is recommended to participate in any assessment <ul style="list-style-type: none"> Contact ETR for referral if checked Parent and/or guardian permission required for comprehensive assessment

Work Awareness and Transition (WAT)	<p>Elective course combining career exploration and introduction to work experience.</p> <ul style="list-style-type: none"> ▪ HS course includes community work experience ▪ MS course may include school-based work experience 	<p>Check <i>Select</i> box if recommending that student participates in WAT</p> <ul style="list-style-type: none"> ▪ Invite WAT teacher to IEP meeting ▪ Parent and/or guardian permission required ▪ Include service on IEP-319 and IEP-320
Job Coach Services	<p>Short-term support for students transitioning to independent work</p> <ul style="list-style-type: none"> ▪ Services can be requested prior to start of job or if problems arise. Available to all FCPS HS students receiving special education 	<p>Check <i>Select</i> box if student needs a job coach</p> <ul style="list-style-type: none"> ▪ Contact ETR to complete necessary forms
Employment and Transition Services (ETR)	<p>Transition resource contact at each HS</p> <ul style="list-style-type: none"> ▪ Assists with career exploration, goal setting, job seeking, job maintenance, and planning for the future ▪ Available to all FCPS HS students receiving special education services 	<p>Contact ETR prior to IEP meeting to be included on IEP team; check <i>Select</i> box</p> <ul style="list-style-type: none"> ▪ Discuss service needs at the IEP meeting ▪ Include ETR service time on IEP-320
Referral to PERT (Postsecondary Education Rehabilitation Transition)	<p>5 to 10-day residential evaluation at Woodrow Wilson Rehabilitation Center, Fishersville, VA - vocational, leisure, and independent living skills. Students must be at least 16 years of age and meet PERT and DARS eligibility criteria; acceptance is determined by PERT</p>	<p>Check <i>Select</i> box if student will apply for PERT services.</p> <ul style="list-style-type: none"> ▪ Application does not guarantee acceptance; limited spaces; decisions made by DARS and PERT staff ▪ Contact ETR for application and deadlines

Education for Employment for the Office (EFEO)	<p>Elective HS course combining Microsoft office skills instruction and community work experience</p> <ul style="list-style-type: none"> ▪ Four locations. Site determined by attending school location. 	<p>Check <i>Select</i> box if student is recommended to participate in EFEO</p> <ul style="list-style-type: none"> ▪ Invite EFEO teacher to IEP meeting ▪ Parent and/or guardian permission required ▪ Include service on IEP-319 and IEP-320
Special Education Career Center	<p>Specialized career skills instruction for students requiring more support than available in general education courses</p> <ul style="list-style-type: none"> ▪ Two Career Centers (Davis and Pulley) serve FCPS high schools ▪ Secondary Transition to Employment Program (STEP) sites only serve identified schools ▪ Career skills training in business settings; instruction in employability and literacy; independent living and social skills ▪ Center teachers draft goals for the IEP 	<p>Check <i>Explore</i> box if visiting and/or touring sites. Check <i>Select</i> box if student is transitioning to Davis Career Center, Pulley Career Center, or STEP</p> <ul style="list-style-type: none"> ▪ Invite center staff member or ETR to the IEP meeting ▪ Referral information is required ▪ Permission form must be signed by parent or guardian ▪ Include service on IEP-319 and IEP-320
Community Work Experience	<p>Work experiences in local businesses that support students in exploring career options and learning work culture</p> <ul style="list-style-type: none"> ▪ Integral component of Career Prep, WAT, EFEO, STEP, and Davis Career Center or Pulley Career Center ▪ Major focus for MS and/or HS students in school-based Intellectually Disabled, Intellectually Disabled - Severe, and Autism programs 	<p>Check <i>Select</i> box if student is referred to, or participating in Career Prep, WAT or EFEO, STEP, Davis Career Center or Pulley Career Center, or other community work skills course</p>

	<ul style="list-style-type: none"> ▪ Non-paid work experience requires parent-provided or school accident insurance and parent permission 	
Career and/or College related Course(s) and/or Experiences	List courses or activities related to student's career goal or future plan; can include academics, career and technical education, career academy course, career and transition course, etc.	Check <i>Select</i> box and list courses and/or activities if: <ul style="list-style-type: none"> ▪ Student is enrolled in course that relates to career and/or college plan ▪ Student is working with ETR on career-related activities
Other	Can be used for other transition-related school activities that may not be listed above.	Check <i>Select</i> box and define service.

Several years prior to a student exiting Fairfax County Public Schools, the IEP team should consider recommendations for postsecondary services. The team may invite a representative of any adult agency to any IEP meeting with consent from the parent. If there is any discussion about postsecondary services, "YES" should be checked and the discussion should be documented on the Present Level of Performance, page 309. This should include recommendations as well as any denial of interest by the student or parent. The box for a specific agency will be checked at the point of referral.

Virginia Department for Aging and Rehabilitative Services (DARS)	State and/or federal agency that assists students and adults with disabilities prepare for, enter, engage in, and/or retain gainful employment. Students must meet DARS eligibility criteria and must be legally eligible to work in the U.S. Some services require financial participation.	<p>Check box if student will need services immediately upon graduation.</p> <ul style="list-style-type: none"> ▪ Contact ETR if checked ▪ Refer in junior (preferred) or senior year
Postsecondary Education Rehabilitation Training (PERT)	The PERT program is collaboratively administered by the Virginia Departments of Education and Rehabilitative Services at Wilson Workforce Rehabilitative Center. PERT offers youth with disabilities the opportunity to discover individual strengths and abilities to help plan their transition services through vocational evaluations, as well as assessments in independent living, residential, and leisure skills.	<p>Check box if student is interested in being referred for services.</p> <ul style="list-style-type: none"> • There is an application process for a limited number of opportunities for FCPS students
Fairfax-Falls Church Community Services Board <i>Developmental Disabilities Services (CSB-DDS)</i>	<i>CSB-DDS</i> provides lifelong support services for individuals with a documented diagnosis of a developmental disability with onset before age 22 or before age 18 if the qualifying developmental diagnosis is intellectual disability, have significant support needs in at least three categories of adaptive functioning, and meet criteria on the Virginia Individual Developmental Disabilities Eligibility Survey (VIDES), an assessment tool that will be administered by CSB staff during the eligibility appointment.	<p>Check box if student is being referred for services.</p> <ul style="list-style-type: none"> ▪ Referral initiated no later than three years prior to graduation ▪ Students and families must apply for SSI and Medicaid ▪ Contact ETR if checked
Fairfax-Falls Church Community Services Board <i>Mental Health Services (CSB-MH)</i>	<p><i>CSB-MH</i> provides lifelong support services for individuals with mental health concerns. They provide counseling, medication, crisis response, and other services.</p> <ul style="list-style-type: none"> ▪ Individuals must meet eligibility criteria 	<p>Check box if student is being referred for services.</p> <ul style="list-style-type: none"> ▪ Check box on junior and senior IEPs only ▪ Contact ETR if checked
Virginia Department for Blind and Visually Impaired (DBVI)	<p><i>DBVI</i> provides services for students with visual impairments (formerly called Virginia Department of Visually Handicapped)</p> <ul style="list-style-type: none"> ▪ Individuals must meet eligibility criteria 	<p>Check box if student needs referral</p> <ul style="list-style-type: none"> ▪ Students often receive services prior to graduation ▪ Contact ETR if checked

Other		Check box if student needs referral to other community agencies <ul style="list-style-type: none"> ▪ Contact ETR for more information
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Depending on the student's disability and level of support needs, it may be appropriate to discuss supports and services from other agencies. The team may want to discuss issues related to age of majority and government support.

The law provides a range of options for safeguarding an adult with a disability, from power of attorney to guardianship and conservatorship. **The ARC of Northern Virginia** provides support to families in learning more about these choices as well as special needs trusts and life planning issues.

Beginning at the age of 18, an adult with a disability may qualify for monthly income from the **Social Security Administration** and for **Medicaid**. Additionally, funding for support services through the **Medicaid Waivers** may be available if certain criteria are met. The waivers provide states with the flexibility to offer services to an individual in the community rather than living and receiving services in an institution and can include, but are not limited to, personal care, respite care, day support, supported employment, and assistive technology.

Additional information these items can be located in the Services to Explore in Virginia for Students with Disabilities document or at <https://www.fcps.edu/node/33589>.

The vaACCSES - WIPA project provides **Community Work Incentives Counselors and Benefits Specialists** to provide all SSA disability beneficiaries with access to benefits planning and assistance services. People may be interested in this if they are an SSI or SSDI beneficiary, receive WISA services, and have questions about how work will impact disability benefits. Contact Marilyn Morrison at 1-877-822-2777.

Additional resources available in Fairfax County:

POSTSECONDARY EMPLOYMENT SUPPORTS

Job Corp is a program administered by the United States Department of Labor that offers free-of-charge education and vocational training to youth and young adults aged 16 to 24. Students must apply to this program and be found eligible to access these services.

The **Workforce Innovation and Opportunities Act (WIOA)** was designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Students must apply to this program and be found eligible to access these services.

Hire Autism is a jobs portal sponsored by the **Organization for Autism Research (OAR)** to help people with autism find jobs. The current focus is on jobs and jobseekers in the Washington Metropolitan area.

POSTSECONDARY EDUCATION SUPPORTS

Disability Support Services - Students with IEPs can choose to apply for disability services in college and request reasonable accommodations as part of the Americans with Disabilities Act. Disability Support Services offices may require an updated psychological assessment within the past three years for students, but each college has different requirements. An internet search with a college name and Disability Services Office will show additional information on how to access these services at a particular college.

College Steps is a fee-based program that provides hands-on and personalized college support for students with learning and social challenges. Currently, there are programs at Northern Virginia Community College's Annandale and Loudoun County campuses. Students must apply to this program and be found eligible to access these services.

The Mason Autism Support Initiative (MASI) is a comprehensive, fee-based program at George Mason University that provides additional, intensive support services to students on the Autism Spectrum that are above the standard accommodations received in higher education. Students must apply to this program and be found eligible to access these services.

The **Mason LIFE Program** at George Mason University provides a fee-based, non-credit based academic learning environment for students with intellectual and developmental disabilities. Students must apply to this program and be found eligible to access these services.

POSTSECONDARY TRANSPORTATION SERVICES

The ENDependence Center of Northern Virginia (ECNV) provides a travel training program for people with disabilities who want to learn to travel safely and independently using public transportation in the Washington Metropolitan area. The travel trainers will work with people to learn transit routes to travel anywhere they want to go.

MetroAccess is a shared ride public transportation service for individuals in the Washington DC Metropolitan Area who are unable to use fixed-route public transit due to a disability. Applicants need to complete the "MetroAccess Door-to-Door Paratransit Service for people with disabilities" form, which includes a section to be filled in by a doctor or other medical professional, and then submit the form in person, by appointment only, to the MetroAccess office. Call 202-962-2700 and select option 5 to set up an appointment. Search Metro Access application on-line for the form.

SUGGESTED TRANSITION OBJECTIVES

The lists on the next four pages of this guide are designed to help students, parents, and teachers formulate the “Transition Objectives” section on the Transition Goals page (IEP-303). These areas are Career, Self-Advocacy, and Independent Living.

Once students and their families have identified areas of priority for the current year’s transition plan, teachers can consult the relevant areas on the lists for suggested yearly objectives to include on the plan.

These lists are not exhaustive. They are meant as a starting place for further discussion and planning. Please add to the lists or revise goals as necessary for the student’s specific needs. The following lists include suggested activities for both middle and high school.

Many of the objectives included on these lists are intended to cover broad areas of transition activities and are worded in general terms. These should be adapted to meet individual transition plan needs.

A second set of Career, Self-Advocacy, and Independent Living objectives are designed specifically for students who may need to master more basic skills related to career development and independent living. Those sections are identified with LI for Low Incidence.

Career Goal Objectives

Academic

- Find high school course offerings related to career goals
- Successfully complete courses related to career goals (e.g., Health Sciences, Information Technology)
- Meet with teachers to discuss accommodations that work for me
- Schedule meetings with teacher(s) for extra help to succeed in a class
- Schedule meeting with teacher(s) after receiving a "D" or "F" grade
- Meet with your school counselor to schedule classes needed to meet postsecondary education goals
- Research and generate information on support services available at postsecondary schools of interest
- Research and generate information on entrance requirements for postsecondary schools
- Identify and list postsecondary schools that provide training in career field
- Identify and list postsecondary requirements necessary to achieve career goals
- Enroll in ACT or SAT preparation course
- Arrange for untimed ACT or SAT administration
- Research and provide information on financial aid options for postsecondary education
- Complete applications for postsecondary education

Career Awareness

- Complete and review an interest inventory (e.g., Career Game, Red Hot Jobs, Careers for Me)
- Identify and list several careers that match interests
- Obtain specific information about qualifications of jobs of interest

- Complete career aptitude assessment
- Complete a career interest assessment
- Identify and list careers that match abilities
- Research and provide specific information about jobs that match abilities and interests
- Participate in a volunteer experience
- Observe and job shadow an employee at a business site
- Interview people in occupations of interest in the local community
- Enroll in Work Awareness and Transition (WAT) class
- Enroll in elective classes that relate to career interests
- Research and list electives that relate to career interests e.g., drama, art, culinary
- Research careers through structured activities using on-line resources
- Use the career center to investigate career options and pair with an objective that informs the postsecondary goals

Career Development

- Practice interviewing for a job
- Develop a resume
- Obtain a work permit
- Enroll in career-related courses (e.g., Education for Employment, academy courses)
- Participate in extracurricular activities (e.g., sports team or drama club)
- Participate in school-based work experience
- Participate in community-based work experience
- Attend seminars on college, work, and other postsecondary options

- Obtain and hold a summer or after-school job
- Participate in internship related to career interests

Work Habits and Behaviors

- Identify proper action to take if late or absent from school
- Identify when assistance is needed and know how to obtain it
- Respond appropriately to critical statements
- Perform a series of tasks in response to verbal instructions
- Perform a series of tasks in response to written instructions
- Identify dress code for work situations (e.g., interview, warehouse job, office job)
- Use daily planner to organize schoolwork and homework assignments

Self-Advocacy Goal Objectives

Decision-making

- Articulate purpose of IEP and Transition Plan
- Attend IEP meeting
- Participate in IEP meeting
- Present personal goals at IEP meeting
- Identify members of IEP team
- Develop list of questions to ask at IEP meeting
- Participate in developing Transition IEP
- Develop a timeline of activities to accomplish transition goals and objectives
- Discuss progress towards transition goals with parents and teachers
- Lead transition part of the IEP meeting
- Complete Transition Planning Checklist with parents and teachers
- Attend parent and student workshops about high school and Career and Transition Services
- Learn about supported employment options with local vendors (be specific)
- Tour postsecondary institutions of interest
- Research and report on eligibility requirements for adult services (e.g., Department for Aging and Rehabilitative Services)
- Develop plan and timeline for contacting adult services
- Consult teachers to determine if tutoring is needed to meet promotion benchmarks
- Consult teachers to determine if tutoring is recommended prior to taking SOL tests
- Articulate how accommodations on IEP translate to the workplace

- Research and provide information on eligibility requirements for Supplemental Security Income (SSI)
- Research and provide information on work incentive options: Plan for Achieving Self Support (PASS) and/or Impairment Related Work Expense (IRWE)

Self-awareness

- Review career and academic assessments to assist in career planning
- Develop list of personal goals (e.g., to live in an apartment independently)
- Identify learning strengths and weaknesses
- Communicate learning strengths and effective strategies to teacher or employer
- Identify and apply needed classroom accommodations
- Identify and articulate reasonable workplace accommodations and modifications
- Request appropriate accommodations as outlined in the IEP (e.g., ask math teacher to use a calculator in class)
- Research and provide information on disability-related legislation (Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act)
- Articulate rights and responsibilities under disability-related legislation

Independent Living Goal Objectives

Caring for Personal Needs

- Take required medication for minor illnesses
- Care for minor cuts, burns, and bruises
- Recognize need to consult physician
- Schedule doctor and dentist appointments
- Dress for a variety of activities (be specific)
- Independently take care of personal hygiene needs (be specific)
- Learn to do laundry
- Increase physical stamina and level of fitness (be specific)
- Follow food pyramid nutritional guidelines
- Communicate independently by calling, leaving voice messages, emailing, or using text features

Community Participation

- Identify when to use 911
- Demonstrate knowledge of traffic rules and safety (e.g., cross streets at traffic signals)
- Use public transportation
- Navigate neighborhood independently
- Use alternative public transportation (e.g., Metro Access or FASTRAN)
- Obtain driver's license
- Register to vote

Household Responsibilities

- Perform routine household tasks (e.g., wash dishes)
- Outline routine for weekly chores
- Read labels and directions

- Plan a meal
- Purchase groceries for meal
- Prepare meal
- Operate household appliances (e.g., washer and dryer, microwave)

Leisure Activities

- Understand and identify survival vocabulary and signs
- Read and order from menus
- Demonstrate appropriate manners
- Initiate leisure activities (e.g., arrange with friends to go to a movie)
- Maintain calendar of activities
- Use a watch to follow daily schedule
- Enroll in an art class
- Enroll in an exercise class
- Join a sports team

Managing Personal Finances

- Identify money and make correct change
- Purchase personal items from store
- Construct a budget for weekly allowance
- Manage weekly lunch money
- Choose most economical purchase among like items of similar quality
- Identify purchases as necessities or luxuries in areas of food, clothing, housing, and transportation
- Open checking and savings account(s)
- Manage clothing allowance
- Use ATM machine
- Use credit card

The following lists are designed to help middle and high school students with low incidence (LI) disabilities, their parents, and teachers formulate yearly goals for the three areas of required Transition Objectives on IEP Page 303. These areas are Career, Self-Advocacy, and Independent Living.

Yearly Career Objectives for Students with Low Incidence (LI) Disabilities

<u>Objective</u>	<u>Would like to have a discussion about including in Transition Plan?</u>	
• I will work on an assigned task for five consecutive minutes.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in a variety of activities near or with other people.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate independently during group work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate independently during group recreational and leisure activities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in a school-based job.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will indicate my work preferences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will visit adult service vendors.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will learn about two careers through community work experiences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in a career assessment.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will identify careers that match my abilities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in a volunteer job experience or job shadowing opportunity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will initiate a work-related task with no more than one prompt.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will report task completion.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will follow simple one-step (two, three, etc.) directions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will ask for more work when I need it.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will sign in upon arrival at work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will sign out of work at the appropriate time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will return from lunch and breaks on time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in situational assessments with adult service vendors.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will use assistive technology at work (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will request help with job tasks when needed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will follow directions and listen to feedback from my supervisor.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will express dissatisfaction with a job task.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will develop interests through electives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will practice interviewing for a job.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will develop a resume.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

- | | | |
|--|------------------------------|-----------------------------|
| • I will obtain a Virginia Adult ID Card. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will learn about transportation options to work. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will interview people in the local community in occupations of interest to me. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will notify teachers and work supervisors if late or absent from school. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will follow the dress code required for work. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will learn about the Davis and Pulley Career Centers. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Yearly Self-Advocacy Objectives for Students with Low Incidence (LI) Disabilities

- | <u>Objective</u> | <u>Would like to have a discussion about including in Transition Plan?</u> | |
|---|--|-----------------------------|
| • I will use communication strategies to make my wants and needs known (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will communicate my wants and needs with my Augmentative and Alternative Communication (AAC) device. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will make choices by (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will verbally communicate my wants and needs. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will communicate my preferences using visual aids. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will ask for assistance when needed. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will identify my strengths and interests. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will report my strengths and interests at my IEP meeting. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • When given a picture of two jobs, I will choose my preference. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will request a break when needed. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will attend my IEP meeting. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will participate in my IEP meeting. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will present personal goals at my IEP meeting. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will identify members of my IEP team. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will develop questions to ask at my IEP meeting. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will take part in developing my Transition Plan with case manager. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will attend workshops about high school and CTS services. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will learn about supported employment options with local vendors. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will learn about adult services that I may be eligible for (e.g., Department for Aging and Rehabilitative Services and Fairfax-Falls Church CSB-DD Services). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will learn about Supplemental Security Income (SSI) and Medicaid benefits. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- I will learn about work incentives options through SSI: Plan for Achieving Self Support (PASS) and Impairment Related Work Expense (IRWE). Yes ☐ No ☐
- I will develop personal goals (e.g., to live in an apartment independently). Yes ☐ No ☐

Yearly Independent Living Objectives for Students with Low Incidence (LI) Disabilities

<u>Objective</u>	<u>Would like to have discussion about including in Transition Plan?</u>	
• I will practice good table manners (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will participate in and accept help with daily living activities as needed (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will complete self-care activities with minimal help (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will increase independence in the areas of self-care (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will increase independence with keeping track of time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will increase independence in communicating and interacting with others.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will expand my money skills to be more independent in my community.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will choose recreation and leisure activities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will manage time by following a schedule.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will use mobile technology to manage time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will keep my belongings organized.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will respect others' personal space and belongings.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will identify and take the correct medication for minor illnesses.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will follow first aid practices when caring for minor cuts, burns, and bruises.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will choose proper dress for a variety of activities (e.g., outfit for a specific occasion).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will maintain good hygiene (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will maintain good grooming (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will do my own laundry.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will follow an exercise program.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will follow food pyramid nutritional guidelines.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will communicate by telephone including leaving voice messages.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
• I will identify emergency situations and when to use 911.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

- | | | |
|---|------------------------------|-----------------------------|
| • I will demonstrate knowledge of traffic rules and safety (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will use public transportation (e.g., Metro Access or FASTRAN). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will register to vote. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will perform household tasks (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will purchase groceries for meals. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will prepare simple foods. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will operate household appliances (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will understand and identify survival vocabulary and signs. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will read and order from menus. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • I will initiate leisure activities (be specific). | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

TURNING 18 – RESOURCES FOR YOUNG ADULTS

Age of Majority

An individual becomes his or her own guardian upon turning 18 years of age. At this point, the student is able to sign legal documents as well as agree or disagree with his or her individual education program (IEP). See **Age of Majority** and **Educational Representation** brochures.

When appropriate, families may investigate guardianship and special needs trusts prior to age 18. Information is available on these topics at the **ARC** websites: www.thearcofnova.org (**local**) and www.thearc.org (**national**). The local ARC office number is **703-208-1119**.

Benefits

Individuals with disabilities may meet financial eligibility for **Supplemental Security Income (SSI)** benefits. Prior to age 18, family income is considered and after age 18, individual income is considered. Contact the Social Security Administration (SSA) 30 days prior to a student turning 18. Call **1-800-772-1213** for application information.

When receiving SSI benefits, it is important to notify the Social Security Administration (SSA) of any changes in work status or income. SSI benefits are adjusted to reflect changes in income and/or living expenses. As individuals save or earn money, SSI payment amounts will change as SSI is a needs-based benefit. SSA does make allowances for costs associated with disability through application for an Impairment Related Work Expense (IRWE) or Plan to Achieve Self Sufficiency (PASS). For **Work Incentives Planning and Assistance**, call the community work incentives coordinator at **571-339-1305**.

Individuals eligible for SSI benefits may also be eligible for **Medicaid**. Call the **Department of Family Services** at **703-324-7500**. Ask for the short Medicaid application form for use by people already receiving SSI. There are also a variety of Medicaid Waiver programs that can provide some funding for services. For eligibility criteria see: <https://www.dmas.virginia.gov/#/eligibilitypolicy>

Employment and Adult Services

Individuals with disabilities can apply for employment services through the **Virginia Department for Aging and Rehabilitative Services (DARS)**. An individual may also apply for services through the **Fairfax-Falls Church Community Services Board Developmental Disabilities (CSB/DDS)** or **Mental Health Services (CSB/MH)** if they meet eligibility requirements. For residential services or respite care, it is important to open a case with the CSB/DD Services **before** the individual's final year of school. There may be waiting lists for services.

DARS	703-359-1124
CSB/DD Services	703-324-4400
CSB/MH Services	703-324-7095

Transportation

Specialized transportation service - **Metro Access** - is available through the Metropolitan Transit Authority. Go to <https://www.wmata.com/service/accessibility/metro-access/> or call **301-562-5360** for applications and information.

Selective Service

Almost all male U.S. citizens and some non-citizens living in the U.S. are required to register with Selective Service within 30 days of their 18th birthday. Men with disabilities that would disqualify them from military service still must register with Selective Service. For more information go to: <https://www.usa.gov/selective-service>

TRANSITION ACTIVITIES FOR STUDENTS COMPLETING SCHOOL AT AGE 22

The chart below suggests activities to be completed during the transition of students aged 14-22. The timeline on the next page is relevant for individuals in their final year of school who are eligible for services through the Fairfax/Falls Church Community Services Board Developmental Disability Services (CSB/DDS).

<i>Age 14</i>	<i>Age 15-17</i>	<i>Age 17-20</i>	<i>Age 19-20</i> <i>2 years prior to exit/age-out year</i>	<i>Age 21-22</i> <i>Last year of school</i>
<ul style="list-style-type: none"> Complete the Transition portion of your IEP Advocate for your personal goals and needs 	<ul style="list-style-type: none"> Get to know the ETR (Employment and Transition representative) at your high school Advocate for your personal goals and needs 	<ul style="list-style-type: none"> At the IEP meeting during the year you turn 17, sign the Age of Majority portion of your IEP Transfer of parental rights occurs at age 18 and you have legal authority to act as an independent adult 	<ul style="list-style-type: none"> If you have not done so, work with your ETR to submit your CSB referral Advocate for your personal goals and needs 	<ul style="list-style-type: none"> Work with your ETR to refer you for Department for Aging and Rehabilitative Services, if needed. (Referrals can be made earlier)
<ul style="list-style-type: none"> Begin to identify your personal interests, strengths, and career goals 	<ul style="list-style-type: none"> Meet with your ETR to decide which services you need in high school and after high school. 	<ul style="list-style-type: none"> 30 days before your 18th birthday, contact Social Security Administration about eligibility for SSI benefits 	<ul style="list-style-type: none"> If you are not eligible for CSB services, meet with your IEP team to discuss options 	<ul style="list-style-type: none"> If eligible for CSB services, complete monthly activities listed on the final year transition timelines
	<ul style="list-style-type: none"> Decide if you need long term supports after graduation Attend FCPS Resource Fairs to begin learning about adult services 	<ul style="list-style-type: none"> Contact the Department of Family Services regarding eligibility for Medicaid benefits Advocate for your personal goals and needs 	<ul style="list-style-type: none"> If you decide to leave school before you turn 22 years of age, you will be on a waiting list for CSB services 	<ul style="list-style-type: none"> Complete Final Transition Summary with ETR and prepare to leave school Advocate for your personal goals and needs
	<ul style="list-style-type: none"> Consider applying for CSB- DDS or Medicaid Waivers for vocational and residential waiting lists before age 18 	<ul style="list-style-type: none"> Get information about MetroAccess and apply for services if you need them 	<ul style="list-style-type: none"> Visit CSB vendors to observe employment and day support options 	

FINAL YEAR TRANSITION ACTIVITIES FOR STUDENTS ELIGIBLE FOR CSB-DD SERVICES

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Family attends Back to School Night	<p><u>Initial Transition Meeting</u></p> <p>Student and family attend initial transition meeting with DARS, CSB, and school staff</p> <p>At transition meeting, potential vocational sites are identified for student and/or family to visit</p> <p>Student and/or family attends Resource Fair where information on employment and day support vendors and other adult services is provided</p> <p>In EARLY OCTOBER, student completes MetroAccess application and eligibility process</p> <p>Student and/or family are encouraged to complete SSI and Medicaid applications, if they have not already done so</p>		<p><u>Visit Vendors</u></p> <p>Student and family schedules employment vendor site tours by March 1</p> <p>After tours, student and/or family contacts the ETR to discuss which vendor and/or sites the student chose for job assessments</p> <p>Job assessments are scheduled by family and ETR</p> <p>ETR notifies DARS if funding is requested for the assessments</p> <p>Typically, 1-3 job tryouts are completed</p>			<p><u>Vendor Intake Meeting</u></p> <p>Family notifies ETR of preferred vendor</p> <p>Vendor notifies student and family that they are or are not accepted.</p> <p>Family and student attend vendor intake meeting with school, CSB, and DARS staff. Student brings documentation for employment</p> <ul style="list-style-type: none"> ▪ ID ▪ Social Security Card ▪ Birth Certificate <p>Team confirms that transportation arrangements are finalized</p> <p>Student employment start date is determined at intake meeting</p> <p>Student begins employment July 1 or later</p> <p>CSB staff communicate status of funding to families</p> <p>Teams are reconvened as necessary to discuss alternative options</p>			<p>Graduation</p> <p>Final Transition Summary is completed</p>

CSB-DDS	Fairfax/Falls Church Community Services Board Developmental Disabilities Services (Fairfax County Agency)
CM	Transition case manager (CSB Staff)
DARS	Virginia Department for Aging and Rehabilitative Services (State Vocational Agency)
ETR	Employment and Transition Representative (Fairfax County Public School Staff)
Vendors	Agencies that provide employment or day support services

SECTION II: DIRECTIONS FOR COMPLETING STUDENT'S TRANSITION PLAN AND TRANSITION SUMMARY OF PERFORMANCE

WHEN TO BEGIN TRANSITION PLANNING

Planning for the transition to adult life is part of students' IEPs as they move through secondary school. Planning must begin early to give students time to learn about themselves and their strengths and skills, and to begin making tentative career decisions. FCPS students begin transition planning no later than grade 8 or aged 14, whichever comes first.

Transition planning requires **the student's active involvement in the process before, during, and after the IEP meeting**. Decisions cannot be made without student involvement. **IDEA** specifically states the following:

- Transition services shall be *"based on the individual child's needs, taking into account the child's strengths, preferences, and interests."*
- School staff members *"must invite a child with a disability to attend his or her 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)."*
- Parents and/or guardians must be notified that the meeting will discuss transition services and that the student has been invited.
- If the student cannot attend the meeting, school staff members must be sure the student's strengths, preferences, and interests are included when addressing transition services.

Additionally, if the student has reached the **age of majority** – age 18 in Virginia – all rights related to special education procedural safeguards transfer from the parent and/or guardian to the student. Parents and/or guardians continue to be informed, but the student has decision-making authority unless he or she has been declared incompetent by the state of Virginia or is unable to provide informed consent, in which case the parent and/or guardian continues to have decision-making authority.

For some students, as they prepare to graduate, it may be appropriate to consider postsecondary services and supports. IDEA addresses the role of postsecondary service providers as follows:


To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Steps for including transition planning in the IEP process include:

1. With student, draft relevant Transition Plan sections.
2. When you send parent and/or guardians and student the *Notice of IEP Team Meeting (IEP-202)*, include *Transition Planning Checklist for Students and Parents (Section I, Attachment G)*.
3. You must have parent and/or guardian or student permission to invite adult agencies to attend the IEP meeting and the positions of the agency representatives must be listed in the *IEP Notice* letter.
4. Send copies of the *IEP Notice* letter to relevant IEP team members, including postsecondary providers, when they are invited to the IEP meeting.

NOTE: SAMPLE *TRANSITION GOAL* PAGES CAN BE FOUND IN SECTION V - SAMPLE TRANSITION PLANS

TRANSITION GOALS – IEP 303

	CONFIDENTIAL	Fairfax County Public Schools Transition Goals	DRAFT UNTIL IEP IS SIGNED
Complete with student no later than Grade 8 or Age 14, whichever comes first.			
Student Name _____		ID# _____	Date of meeting _____
Anticipated Graduation Year _____		Anticipated Diploma(s) _____	
Does the IEP team need to consider the Credit Accommodations to graduate with Standard Diploma? (If yes complete the Credit Accommodations Eligibility Form) <input type="checkbox"/> Yes <input type="checkbox"/> No			
Credit Accommodations Participation: The student will participate in the following Credit Accommodations for a Standard diploma:			
<input type="checkbox"/> Substitute Assessment		<input type="checkbox"/> Locally Awarded Verified Credit (LAVC)	
<input type="checkbox"/> VMAST (EOC English: Reading Only)		<input type="checkbox"/> Division of Minimum Coursework	<input type="checkbox"/> Other _____
Student Participation in Transition Planning _____ I have participated in drafting my Transition Plan. All parts include my interests and preferences. Student's Initials _____ The student has not been available to provide input into the Transition Plan; therefore, this IEP will be addended in _____ days to include the student's interests, preferences, and goals. <input type="checkbox"/> Principal Designee Confirmation			
Transition Assessment Information related to training, education, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.			
<input type="checkbox"/> Comprehensive Career Assessment <input type="checkbox"/> Career Scope <input type="checkbox"/> Career Snapshots <input type="checkbox"/> Most recent reevaluation information <input type="checkbox"/> Standardized Assessment _____ <input type="checkbox"/> Grades <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Interest inventory <input type="checkbox"/> Class based Career Assessments <input type="checkbox"/> Job coach reports <input type="checkbox"/> Work experience <input type="checkbox"/> Situational assessment <input type="checkbox"/> Career Portfolio review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Other _____		Interests: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> Strengths/Capabilities: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div> Career Goal: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	
Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.			
IEP 303 (12/18) Transition Goals		Page 1	page ____ of ____

TRANSITION GOALS – IEP 303

**CONFIDENTIAL**

**Fairfax County Public Schools
Individualized Education Program
Transition Goals (continued)**

**DRAFT UNTIL IEP
IS SIGNED**

Student Name _____ ID# _____ Date of meeting _____

Measurable Postsecondary Goals consider assessment information and develop corresponding postsecondary goals for education, training, employment and, where appropriate, independent living.

Postsecondary Education: After high school, I will

Postsecondary Training: After high school, I will

Postsecondary Employment: After high school, I will

Postsecondary Independent Living: After high school, I will

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

Self Advocacy (SA): I will

Independent Living (IL): I will

How will progress toward
these goals be measured?
(check all that apply)

Indicate below which
area will be assessed

	C	SA	IL
Classroom Participation			
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norm-Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

Anticipated Graduation Year/Diploma

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first

Student Name _____ ID # _____ Date of IEP Meeting _____

Anticipated Graduation Year _____ Anticipated Diploma(s) _____

Anticipated Graduation Year -

Student, parent and/or guardian, and school team determine year of graduation and/or program completion. This can be revised at any time based on each student's individual needs.

Anticipated Diploma -

Note diploma options: Advanced Studies, Standard, Applied Studies. Prior to grade 12 (or the final year in school), students may include two diploma options, e.g., Standard or Applied Studies. Note the highest anticipated diploma should be listed first, followed by the next option. This can be revised at any time. In the student's final year, only one option is identified. Students participating in the Virginia Alternate Assessment Program (VAAP) may only choose the Applied Studies diploma option. Students may continue in FCPS until they reach age 22 or earn an Advanced or Standard diploma. See FCPS Policy 2202 for more information on students exiting school at age 22.

Student Participation in Transition Planning

Student Participation in Transition Planning	
[]	I have participated in drafting my Transition Plan. All parts include my interests and preferences.
Student's Initials	
The student has not been available to provide input into the Transition Plan; therefore, this IEP will be addended in <input type="text"/> days to include the student's interests, preferences, and goals.	
<input type="checkbox"/> Principal Designee Confirmation	

The student will initial that he or she participated in drafting his or her plan. In SeaStars, this will be checked but will need to be initialed after the pages are printed.

Transition Assessment Information

IDEA requires that postsecondary goals are based on "...age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills." The Transition Assessment Information section on the Transition Goals page (IEP-303) includes a checklist, on the left-hand column, of the most common types of transition assessments in which students participate, along with space to enter the names of any additional assessments used in the development of the IEP. Since data is collected on a student's needs, preferences, and interests related to working, education, living, and personal and/or social domains, multiple options should be selected for the needs and goals of each individual student.

NOTE: Section III - Transition Assessment Guide contains comprehensive information and recommendations for the Transition Assessment.

Informal assessments can be conducted through interviews or observations of the student. The high school Career Centers have a variety of informal assessment tools, including skills and interest inventories at their disposal. Information from these assessments may be used to complete this section. Lists of transition assessments can be found in **Section III - Transition Assessment Guide**.

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- Leisure-related (e.g., travels independently in the community, plans outings with friends, specific hobbies)

Career Goal identifies what students want to do professionally once they complete school. Students should not be limited in choosing goals on the basis of sex, age, membership in a minority group, or disability.

Career goals often change as people grow and can be affected by external factors. External factors may include such variables as employment outlook, availability of training, salary, fringe benefits, and advancement opportunities.

College is not a career goal, but rather a path to reach a career goal. Some students may have specific goals, such as:

- Automotive technician
- Chef
- Engineer
- Hotel concierge
- Landscape designer
- Lawyer
- Receptionist

Other students may not have conceptualized their goals, but can develop potential goals through identifying their interests and strengths while exploring possible occupations of interest. In this case, a student may have “work indoors” as a goal in grade 8, which may crystallize into a specific occupational area in following years.

For those students who do not express specific goals, assessing their preferences for working with data, people, things, or ideas can help direct them to explore particular occupational areas.

Statements such as the following can be written in the career goal area:

- I want to work indoors/outdoors.
- I want to work with people/with data/with things/with ideas.
- I want to work alone/with others.
- I want a job where I move around/sit at a desk.
- I want to work in a lively place/quiet place.
- I want to do the same tasks/different tasks every day.

Measurable Postsecondary Goals

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment and, where appropriate, independent living.

Postsecondary Education: *After high school, I will*

Postsecondary Training: *After high school, I will*

Postsecondary Employment: *After high school, I will*

Postsecondary Independent Living: *After high school, I will*

This section of the Transition Plan is required by IDEA 2004, which states:

...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*
- (2) *The transition services (including courses of study) needed to assist the child in reaching those goals.*

Postsecondary goals are written in the areas of education, training, employment, and independent living when appropriate. Every student must have an employment goal. It may be possible for a student to have both an education and a training goal; however, this should be a consideration of the IEP team which is looking at the student's future plans. If the team agrees that the future plans do not require separate, noticeably different skills that would require both education and training (e.g., program for teacher certification will include both education and training yet NOT require learning distinct skills) then there is overlap and education OR training would be required, not both. Independent living goals are included when appropriate. Students must have at least one measurable postsecondary goal in each of the areas of education AND training AND employment, and they may have an independent living goal as appropriate. Goals in this section are postsecondary. All of the goals should reflect what students will achieve after completing high school. The following examples are adapted from a training document on the National Technical Assistance Center on Transition website: www.nsttac.org

Measurable Postsecondary Education Goals

- ***After I finish high school, I will*** enroll in courses at Ocean County College.
- I will enroll in a four-year degree program at a liberal arts college with a major in Child Development.
- Upon graduation from high school, I will successfully complete welding courses at Central Piedmont Community College to attain an Entry Level Welding Certificate.
- The fall after high school, I will enroll in Auto Technology at NOVA.
- After high school, I will take a business math class at Gibbs College.
- After graduation from high school, I will earn a certificate in Culinary Arts at NOVA.
- After high school, with the assistance of an adult service agency, I will participate in instruction to improve my social, self-advocacy, and self-care skills with the assistance of an adult service agency.
- After graduating from high school, I will enroll in a four-year college to become a high school social studies teacher.

Measurable Postsecondary Training Goals

- ***After graduation, I will***, with the assistance of the CSB, participate in a program that provides employment supports and training.
- As part of my teacher education program, I will complete the number of student teaching hours required to earn my certification.
- During summer vacation in college, I will obtain an internship at a law firm to get hands-on training in the field before committing to law school.
- While taking classes in Auto Technology at NOVA, I will further develop my skills as a mechanic through an on-the-job training assignment at an auto dealer.
- While I am in college, I will participate in, or complete an internship, in a field of interest to me in order to help me focus my career goals.
- I will participate in on-the-job training with a CSB vendor to learn the skills I will need for a supported employment position.

Measurable Postsecondary Education and/or Training Goals

- ***After high school, I will*** enroll in a four-year degree program at a liberal arts college with a major in Child Development and I will complete the number of student teaching hours required to earn my certification.

- I will further develop my skills as a mechanic through an on-the-job training assignment at an auto dealer, while taking classes in Auto Technology at NOVA.
- I will obtain an internship at a law firm, to get hands-on training in the field before committing to law school.

Measurable Employment Goals

- ***After high school, I will*** obtain a job in the field of early childhood education.
- After obtaining my welding certificate, I will be a self-employed welder.
- After finishing high school, with the support of my job coach, I will increase my work hours from part-time to full-time at Office Depot.
- After graduation, with the assistance of DARS, I will obtain employment.
- After graduation, I will get a job at a grocery store, where I enjoyed a job shadowing experience during Disability Mentoring Day in high school.
- After graduation, with the assistance of CSB, I will obtain a job where I can use my augmentative and alternative communication device and work with people.

Measurable Independent Living Goals

- ***After I finish high school, I will*** use public transportation, including Metrobus and Metrorail.
- After I finish high school, I will independently get ready for work each day, including dressing, making my bed and lunch, and traveling to work.
- After I finish high school, I will play in a soccer league at the YMCA.
- After graduation, I will live at home and use assistive technology to communicate, use appliances, TVs, and smartphone devices.
- After graduation, I will sing in the church choir.
- After graduation, I will use my communication device to talk to people at home and in the community.

Transition Objectives

Transition objectives are activities that will occur during the duration of the current IEP. Since the IEP time frame may not coincide with the beginning of the school year, changes and/or additions can be written into the Transition Plan to reflect students' changing needs. These objectives are written in the first person to reflect students' active involvement in developing their transition plans.

It is important to consider how you will implement the students' objectives. Objectives can be achieved through one or more of the following approaches:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives
- If appropriate, acquisition of daily living skills and functional vocational evaluation

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

Self Advocacy (SA): I will

Independent Living (IL): I will

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students and their case managers must indicate how each objective will be measured in the chart above. If *Other* is checked, it must be described. Section I, Attachment I includes lists of suggested transition objectives for all students, as well as a list specifically for students with low incidence disabilities.

Career

Career objectives can be formal course work or informal activities infused into the current curriculum. See Section I, Attachment I for suggested objectives.

Self-Advocacy

Self-advocacy is defined as knowing and doing what is right for you. To be an effective self-advocate it is important to:

- Know and communicate strengths and limitations
- Understand your disability's impact on performance
- Know and communicate accommodation needs and supports
- Ask for help if needed
- Understand IEP goals
- Contribute to the development of IEP goals
- Articulate long-term goals
- Outline steps necessary to reach goals
- Identify potential barriers to goal achievement
- Determine modifications necessary to overcome these barriers

These skills are incorporated into all life settings: employment, postsecondary education and/or training, home and community, and social and interpersonal relationships. Self-awareness, communication, decision-making, problem-solving, and assertiveness skills are all components of self-advocacy. See Section I, Attachment I for suggested objectives.

Independent Living


Independent living skills prepare students to lead meaningful lives and enhance their participation in a full range of adult opportunities. Independent living skills include the following areas:

- *Self-management* – practices good hygiene and grooming, eats nutritiously, exercises, cares for health and/or medical needs, follows safety rules
- *Food management* – plans and prepares meals, shops for food, and displays proper etiquette
- *Clothing management* – cares for and purchases clothes
- *Home management* – selects and maintains living accommodations, purchases insurance
- *Time management* – organizes schedule, makes decisions, and sets priorities
- *Money management* - identifies money, makes change, banks, budgets money, uses credit card, pays taxes
- *Mobility in the community* – follows traffic rules, understands safety practices, accesses public transportation
- *Leisure skills* - plans vacations, uses leisure time constructively, accesses recreation programs and other community activities and organizations
- *Civic responsibilities* - participates in governmental activities, understands civil rights, votes, recognizes draft obligations, knows the purpose of the court system

See Section I - Attachment I for suggested transition objectives.

Note: Sample *Transition Services* pages for middle and high school can be found in **Section IV - Sample Transition Plans**

TRANSITION SERVICES - IEP -304

	CONFIDENTIAL	Department of Special Services Individualized Education Program	DRAFT UNTIL IEP IS SIGNED
Transition Services Complete with student no later than Grade 8 or Age 14, whichever comes first			
Student Name _____		ID # _____	Date of IEP Meeting _____
School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.			
"Explore"	"Select"		
<input type="checkbox"/>	<input type="checkbox"/>	Career or College Guidance	
<input type="checkbox"/>	<input type="checkbox"/>	Academy Support Services	
<input type="checkbox"/>	<input type="checkbox"/>	Career Assessment (time-limited)	
<input type="checkbox"/>	<input type="checkbox"/>	Work Awareness & Transition (WAT)	
<input type="checkbox"/>	<input type="checkbox"/>	Job Coach Services (time-limited)	
<input type="checkbox"/>	<input type="checkbox"/>	Employment and Transition Services (ETR)	
<input type="checkbox"/>	<input type="checkbox"/>	Education for Employment for the Office (formerly OTP)	
<input type="checkbox"/>	<input type="checkbox"/>	Special Education Career Center	
<input type="checkbox"/>	<input type="checkbox"/>	Community Work Experience	
<input type="checkbox"/>	<input type="checkbox"/>	Career or College Related Course(s)/Experiences: _____	
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No Post-Secondary Services were discussed. If yes, document discussion on the Present Level Performance page 309. Once a signed Permission for Release of Information is obtained, a referral will be submitted for:			
<input type="checkbox"/> Virginia Department of Aging and Rehabilitative Services (DARS) <input type="checkbox"/> Postsecondary Education Rehabilitation Training (PERT) <input type="checkbox"/> Fairfax-Falls Church Community Services Board: Intellectual Disabilities Services (CSB-DD) <input type="checkbox"/> Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH) <input type="checkbox"/> Virginia Department for the Blind and Vision Impaired (DBVI) <input type="checkbox"/> Other: _____			
Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday) The parent and student received the <i>Age of Majority</i> brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained. <input type="checkbox"/> Student received brochure <input type="checkbox"/> Parent received brochure			
Termination of Services upon Graduation This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in Fairfax County Public Schools. This statement does not apply to students who receive an applied studies diploma.			
<i>Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.</i>			
IEP 304 (4/18) Transition Services			

SCHOOL SERVICES

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

"Select"

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Career or College Guidance

Academy Support Services

Career Assessment (time-limited)

Work Awareness & Transition (WAT)

Job Coach Services (time-limited)

Employment and Transition Services (ETR)

Education for Employment for the Office (formerly OTP)

Special Education Career Center

Community Work Experience

Career or College Related Course(s)/Experiences:

Other _____

Check all items needed to assist students with their transition needs for the duration of the current IEP. If a student wants to explore a particular service during the current IEP, only "Explore" is checked. If the IEP team has discussed a service and the student intends to use or request that service, then "Explore" and "Select" are checked. Besides the Career and Transition options, transition services include Career or College Guidance and Career or College Related Course(s) and/or Experiences. These two services should always be selected. Career and College guidance is provided to all students—either by the school counselor, the Career Center, the ETR, or a teacher. All students take courses and/or have experiences related to college or careers. These could be as general as the core academics required for a standard or advanced diploma for a student headed for college, or as specific as a Career Academy class that reflects the student's career goal. Experiences could include debate club for a student planning on a career in law or drama club for someone planning a career in theater. Choose those that are most relevant to the student. The "Other" space can be used for any additional transition related school activities, such as travel training or community-based instruction that might not be listed above. See *Section III - Assessment and Curriculum Resources* for detailed descriptions of these services. See Section I, Attachment H for details on referring students for school services.

Postsecondary Services

Postsecondary Services were discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

Once a signed Permission for Release of Information is obtained, a referral will be submitted for:

☐ Virginia Department of Aging and Rehabilitative Services (DARS)

☐ Postsecondary Education Rehabilitation Training (PERT)

☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)

☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)

☐ Virginia Department for the Blind and Vision Impaired (DBVI)

☐ Other: _____

Any discussion of postsecondary services should be documented in the Present Level of Performance. Written permission for release of records is required for a student referred to a postsecondary service provider. If the student is referred to a provider other than those listed,

check “Other” and type the name of the provider. Guidelines for documenting adult service referrals in the IEP can be found later in this section. A student can only be referred to PERT by the IEP team. Written permission for release of records is required with PERT referral. The high school’s ETR can provide more guidance on PERT. Refer to **Section III, Transition Assessment Guide** for detailed descriptions of these services.

Notice of Rights upon Age of Majority

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student’s 17th birthday)
 The parent and student received the *Age of Majority* brochure and student’s rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Before turning 18 years of age, a student must be informed of their rights under IDEA, and that those rights transfer from parent or guardian to the student on the student’s 18th birthday. Complete this section and give the parent or guardian and student a copy of the *Age of Majority* brochure if the student turns 18 during the course of the current IEP.

Termination of Services upon Graduation

Termination of Services upon Graduation
 This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in Fairfax County Public Schools.

This statement does not apply to students who receive an applied studies diploma.

This important section provides notice that, according to the laws of the Commonwealth of Virginia, special education services will be terminated upon graduation for students earning standard or advanced studies diplomas. Enter the intended date of graduation for those students. Students earning modified standard or special diplomas may continue in FCPS until they reach age 22 or earn a standard diploma.

DOCUMENTING ADULT AGENCY REFERRAL IN THE IEP

IEP documentation of initiating contact with adult service agencies is required. The following section provides directions for IEP documentation if the agency representative attends the annual IEP meeting, as well as if an IEP addendum meeting is held specifically for the student intake meeting with the agency. Pre-Employment and Transition Services (PreETS) and follow-up meetings between agencies and students do not require IEP documentation.

Copies of the release of records, referral forms, letters, and other related documents are maintained in the student’s Special Services file.

Agency Referral at IEP Meeting

Referral to Adult Agency at IEP Meeting

- Discuss (Agency) with student and parent or guardian.
- If parent and/or guardian and/or student agrees to the referral, the parent and/or guardian and/or adult student signs the *SS/SE 79-Consent for Release of Education Records to (Agency)* and the *SS/SE 79A-Parental Consent for Disclosure of Information*. Please put “to be determined” by Date of Meeting.
- IEP 304 - *Transition Services*:
 - Postsecondary Services: Check referral to (Agency)
- IEP 309 – *Present Level of Performance*: State the following:

Parent and/or guardian and/or adult student has agreed to a referral for postsecondary services with (Agency) and signed permission for release of student records to (Agency). The ETR will arrange a meeting with the student, parent and/or guardian, (Agency) staff member, and school staff member to begin the intake process.

Following the IEP meeting

- Submit referral paperwork
- Schedule IEP addendum meeting. Parent and/or guardian or adult student signs the *SS/SE79A- Parental Consent for Disclosure of Student Information*, if not already done, to provide consent for inviting a representative from another agency.

Agency Intake at IEP Meeting

Annual IEP Meeting with Agency representative in attendance:

Documentation before the meeting:

- ✓ IEP notice should include names of agency representatives
- ✓ Send *IEP notice* letter (IEP 202) to student, parent and/or guardian, school staff member(s) and (Agency) staff member confirming meeting date, time, location, and purpose
- ✓ *SS/SE 79A- Parental Consent for Disclosure of Student Information* must be signed prior to the meeting to obtain parent and/or guardian or adult student consent to invite a representative from another agency

Documentation at the meeting:

- ✓ IEP 304- Transition Services
 - Postsecondary Services: Other: *(Agency) Intake meeting*
- ✓ IEP 309- Present Level of Performance - Note the following:
 - *A referral was made to (Agency) on (date). (Parent or guardian or adult student) signed permission to release (Student's) records on (date).*
 - *(Parent or guardian or adult student) consents to include (Agency) representative at this IEP meeting*
 - *(Agency) intake for student was discussed with all members of the IEP team*
 - *Notes from the meeting include results and next steps*
 - *Future meetings with DRS and/or CSB will be arranged between student, parent and/or guardian, and (Agency) representative*
 - *(Agency) representative will copy ETR on letter to parents and/or guardians regarding eligibility status*

Addendum IEP Meeting with Agency:

Documentation before the meeting:

- ✓ Contact student, parent or guardian, (Agency) staff member, school staff member for meeting date
- ✓ *SS/SE 79A- Parental Consent for Disclosure of Student Information* must be signed prior to the meeting to obtain parent and/or guardian consent to invite a representative from another agency. If there are any non-FCPS people at the meeting (even if brought by the parent or guardian), they must sign *SS/SE 79A*

- ✓ Send *IEP notice* letter (IEP-202) to student, parent and/or guardian, school staff member, and (Agency) staff member confirming meeting date, time, location, and purpose. *IEP notice* should include names of agency representative(s)

Documentation at the meeting

- ✓ IEP 208 – *Parent Consent for Non-Attendance of IEP Team Members* to excuse general education teacher. The general education teacher completes IEP-208 and states the following:
 - *I concur with the IEP team that this service is appropriate for (student).*
- ✓ IEP 302 – *Cover page*
 - Participants: Student, parent and/or guardian, principal designee, special education teacher, general education teacher (if required and not excused), ETR, (Agency) representative
 - ETR is special education teacher if special education endorsed; case manager is principal designee
 - If ETR is not special education endorsed, case manager is special education teacher; department chair is principal designee
- ✓ IEP 304- *Transition Services*
 - Postsecondary Services: *Other: (Agency) Intake meeting*
- ✓ IEP 309- *Present Level of Performance*
 - State: *The purpose of this meeting is to begin (Agency) intake for student*
 - *A referral was made to (Agency) on (date). (Parent and/or guardian or adult student) signed permission to release (student's) records on (date).*
 - *Parent and/or guardian or adult student consents to include (Agency) representative at this IEP meeting*
 - *Parent and/or guardian or adult student consents to excuse general education teacher from the meeting*
 - Notes from the meeting include results and next steps
 - *Future meetings with (Agency) will be arranged between student, parent and/or guardian, and (Agency) representative*
 - *(Agency) representative will copy ETR on letter to parent and/or guardian regarding eligibility status*
- ✓ IEP 323- *Prior Notice and Consent*

Follow-up from (Agency)

- Future meetings with (Agency) will be arranged between student, parent and/or guardian, and (Agency) representative
- (Agency) will keep ETR up to date regarding eligibility status

FCPS TRANSITION SUMMARY OF PERFORMANCE

The ***Transition Summary of Performance*** meets IDEA's requirement for a summary of performance for every student exiting public education. This is not part of the IEP, and must be completed prior to students graduating, aging out, or dropping out of secondary school.

The ETR and/or case manager meets with the student throughout his or her final school year to complete the Summary of Performance. Much of the information needed can be found in the student's Career Portfolio and the Special Services file.

When the Summary of Performance is completed the following procedures should be followed:

General

- Complete during final semester prior to student's exit from FCPS
- ETR and/or case manager meets with student to complete
- Find information in each student's Career Portfolio
- The student's Career Portfolio is in the student's Special Services file

Completing the Process

- If student is aged 18 or older: student signs the document
- If student is under age 18: parent and/or guardian must sign the document and return to ETR and/or case manager.
- Provide a copy to student and/or parent and/or guardian
- Place a copy in the Career Portfolio in the student's Special Services file
- Provide a copy to the student's adult service agency, i.e., if a student is a DARS client (requires release of records)

FCPS Final Summary of Performance Form (pages 1 and 2)

Fairfax County Public Schools
DIVERSITY • HOPE • THRIVE

Final Summary of Performance

ID Number _____

DEMOGRAPHIC INFORMATION

Name _____ Birth Date _____
 E-mail _____ Home Phone _____
 Fall Date _____ Spring Date _____ Cell _____

I am working towards a _____ diploma. The final transcript is available in the cumulative folder and will indicate diploma and credits earned.

I have been ☐ Recommended ☐ Referred to ☐ Department for Aging and Rehabilitative Services ☐ Community Services Board
☐ Medicaid Waiver ☐ Other _____

CAREER ASSESSMENTS

I have had the following assessments: ☐ Career Scope ☐ Mt. Vernon/Woodson ☐ Career Snapshot ☐ PERT
☐ ASVAB ☐ None or not interested ☐ Other _____

WORK EXPERIENCES

List ALL work experiences

Place of Employment	Job Task/Responsibility	Paid or Non Paid	Grade

Do you have a resume? ☐ Yes ☐ No Would you like to develop a resume? _____

FUTURE PLANS

What is your career goal?

What is your postsecondary plan? (i.e. independent living, training, education)?

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FCPS Summary of Performance, Continued

ID Number _____

SELF-ADVOCACY

Select Self-Advocacy skills that apply to you.

☐ I ask for help ☐ I seek out supports
☐ I communicate with teachers ☐ I express my needs & wants
☐ I follow through ☐ I understand my rights as a person with a disability
☐ I can state my learning styles ☐ I am familiar with current IEP accommodations

Does your disability affect your school or work activities? (Check all that apply)

☐ Grades ☐ Mobility (Ability to Move) ☐ Relationships
☐ Time on Tests ☐ Extra-Curricular Activities ☐ Communications
☐ Independent Assignments ☐ Other (Please describe) _____

SUMMARY OF FUNCTIONAL PERFORMANCE

Completed by _____
 See below for functional performance.
 For each of the following, rate the performance of the student in comparison to his/her general population of peers as A= Always, S= Sometimes, N= Never. Indicate the modifications, accommodations, assistive technology, and other supplementary aids/services that have been used.

	A	S	N		A	S	N
SELF-DIRECTION				WORK SKILLS/WORK TOLERANCE			
• Accepts responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Learns new tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Completes tasks on-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Works accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Works independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Exhibits desire to work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follows directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Maintains attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies consequences of behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Works at appropriate speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERPERSONAL SKILLS	A	S	N	• Can do repetitive tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Exhibits acceptable social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Can do multi-step tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes positive relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Remembers steps in tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Initiates appropriate conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Exhibits good attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Respects authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Exhibits good punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrates appropriate empathy/sympathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Exhibits ability to work eight hour day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Functions as a team member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SELF-CARE	A	S	N
• Appropriately expresses self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Manages daily schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROBLEM SOLVING SKILLS	A	S	N	• Manages financial responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Manages personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Anticipates outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Manages medical needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognizes alternatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Manages daily living needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identifies consequences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	• Responds appropriately to hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOBILITY	A	S	N	• Makes appointments for self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Has a <input type="checkbox"/> Drivers License <input type="checkbox"/> Permit <input type="checkbox"/> None							
• Other _____							

Comments: _____

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FCPS Final Summary of Performance Form (pages 3 and 4)

FCPS Summary of Performance, Continued _____ ID Number _____

ACCOMMODATIONS

Refer to IEP 315 (High School Accommodations) and attach a copy to this document

What supports have you used in the past that you have found to be helpful? What supports do you believe you will use in the future?

<p>NOW FUTURE</p> <p><input type="checkbox"/> <input type="checkbox"/> Access to a Word Processor</p> <p><input type="checkbox"/> <input type="checkbox"/> Additional Writing Implements</p> <p><input type="checkbox"/> <input type="checkbox"/> Amplification Equipment</p> <p><input type="checkbox"/> <input type="checkbox"/> Augmentative Communication Device</p> <p><input type="checkbox"/> <input type="checkbox"/> Bilingual Dictionary</p> <p><input type="checkbox"/> <input type="checkbox"/> Braille</p> <p><input type="checkbox"/> <input type="checkbox"/> Communication Board or Choice Cards</p> <p><input type="checkbox"/> <input type="checkbox"/> Dictation</p> <p><input type="checkbox"/> <input type="checkbox"/> Dry Erase Board</p> <p><input type="checkbox"/> <input type="checkbox"/> Enlarged Text</p> <p><input type="checkbox"/> <input type="checkbox"/> Extended Time</p> <p><input type="checkbox"/> <input type="checkbox"/> Other _____</p>	<p>NOW FUTURE</p> <p><input type="checkbox"/> <input type="checkbox"/> Flexible Schedule</p> <p><input type="checkbox"/> <input type="checkbox"/> Frequent Breaks</p> <p><input type="checkbox"/> <input type="checkbox"/> Interpreting/Translating</p> <p><input type="checkbox"/> <input type="checkbox"/> Large Print Test</p> <p><input type="checkbox"/> <input type="checkbox"/> Math Aids</p> <p><input type="checkbox"/> <input type="checkbox"/> Multiple Test Sessions Over Multiple Days</p> <p><input type="checkbox"/> <input type="checkbox"/> On-line Audio</p> <p><input type="checkbox"/> <input type="checkbox"/> Read-Aloud</p> <p><input type="checkbox"/> <input type="checkbox"/> Speech to Text</p> <p><input type="checkbox"/> <input type="checkbox"/> Spelling Aids</p> <p><input type="checkbox"/> <input type="checkbox"/> Use of Calculator</p> <p><input type="checkbox"/> <input type="checkbox"/> Visual Aids</p>
---	---

RECOMMENDATIONS FOR FUTURE PLANS

When completing this section, refer to the transition plan in the IEP. This section should be completed by the ETR and/or Teacher.

Area	Recommendations
Continued Education and/or Training	<input type="checkbox"/> On-the-job training
	<input type="checkbox"/> Wilson Workforce and Rehabilitation Center
	<input type="checkbox"/> Occasional classes/training for interests/work
	<input type="checkbox"/> Community college to study _____
	<input type="checkbox"/> Trade/vocational school for _____
	<input type="checkbox"/> University/college to major in _____
	<input type="checkbox"/> Other _____
What steps do you need to take to achieve your plans?	
Employment or Military	<input type="checkbox"/> Employment without support
	<input type="checkbox"/> Work while going to school
	<input type="checkbox"/> Work with help from an agency
	<input type="checkbox"/> Military
	<input type="checkbox"/> Adult Supported Employment
	<input type="checkbox"/> Adult Supported Day Program
	<input type="checkbox"/> Other _____
What steps do you need to take to achieve your plans?	

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FCPS Summary of Performance, Continued _____ ID Number _____

☐ Student was given information about his or her rights under The ADA.

☐ Student was given information about Disability Support Services available in college.

***Students may need additional documentation from their special services file to access adult services or disability support services in college.**

SIGNATURES - TO BE SIGNED IN SPRING OF FINAL YEAR

The information on this document represents my skills and post-secondary goal and I participated in completing it. I have received the Summary of Performance.

Student _____ Date _____

Parent/Guardian _____ Date _____
(If student is under 18)

An unofficial copy of the transcript is attached to this form

See Career & Transition Services on the Fairfax County website for additional information:
<http://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services>

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

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TRANSITION SUMMARY OF PERFORMANCE: LETTER TO PARENTS OF STUDENTS UNDER AGE 18

(School Letterhead)

(Date)

Dear Parents and/or Guardians of Graduating Seniors:

The Individuals with Disabilities Education Act (IDEA) requires the completion of a Transition Summary of Performance for all students completing their public education in Fairfax County Public Schools. This summary includes information about each student's experiences during high school. It also states the student's post high school goals and plans for reaching those goals.

I recently met with your student and completed the enclosed Transition Summary of Performance. An unofficial transcript is also enclosed. For students under the age of 18, the Summary must be signed by a parent and/or guardian.

Please review the information, sign the Transition Summary of Performance, and return it to my office by (date). One copy will be placed in (name)'s file and the original will be provided to the student. I encourage your student to keep this as it may assist him or her in developing future resumes or applying for employment.

Should you have any questions, please feel free to contact me. Thank you.

Sincerely,

(ETR or Case Manager)

Enclosure

cc: Student file

SECTION III: TRANSITION ASSESSMENT GUIDE

AGE APPROPRIATE TRANSITION ASSESSMENT

Transition assessment provides a foundation for planning students' postschool outcomes and is conceptualized broadly as an ongoing and coordinated process. Methods from career education, vocational assessment and evaluation, career, and technology education, vocational rehabilitation, and curriculum-based assessment are used in the process (*Sitlington, Neubert, Begun, Lombard & LeConte, 2007, p.2*).

PURPOSE OF ASSESSMENT GUIDE

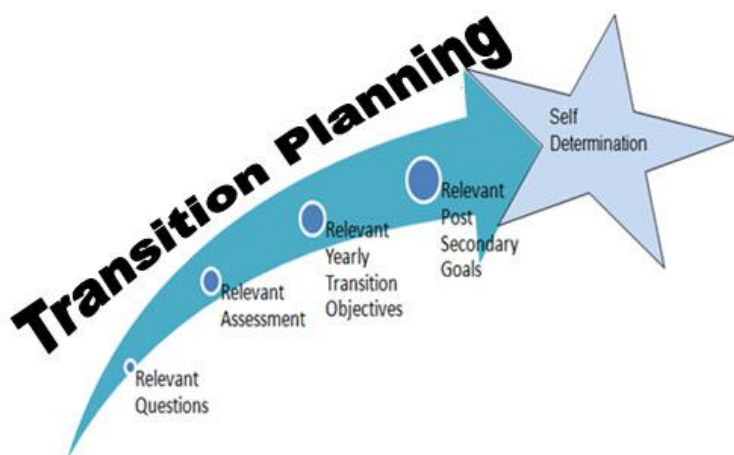
- To provide meaningful assessment information critical for developing a sound transition plan that addresses individual student interests, strengths, and needs
- To provide meaningful assessment information critical for meeting the intent of the IDEA transition mandates (Indicator 13)
- To ensure the provision and application of age appropriate transition assessment system wide

KEY TRANSITION ASSESSMENT AREAS

- Interests and preferences
- Career and college readiness (e.g., problem solving, skills and knowledge, learning strategies and skills, career awareness, and self-advocacy)
- Employability (e.g., hygiene, initiation and/or follow through, communication skills, social competency)
- Essential academic skills (related to career or job of interest)
- Independent living skills (e.g., money handling, time management, transportation skills, laundry, shopping, self-care)
- Work history and skills
- Leisure and community involvement

TRANSITION ASSESSMENT AS THE BASIS FOR TRANSITION PLANNING

The key to helpful transition planning is asking the right questions. Asking smart and insightful questions will effectively determine what assessment information is needed to develop



meaningful postsecondary goals and yearly transition objectives. Transition planning is a dynamic process - the driving questions will change as the plan evolves each year and so will the careful consideration of what assessment information will provide the best input.

While interviews that encourage direct student feedback are valuable, a variety of assessment information should be used to facilitate good postsecondary transition planning. It is logical to assume that in order to collect

data on a student's needs, preferences, and interests related to working, education, living, and

personal and/or social domains, assessment data must come from several sources. One of the indicators required for measuring compliance with IDEA is that all of these areas are being assessed and considered in developing the transition plan. There are several options listed in SeaStars for documenting age-appropriate transition assessment:

Line			Comment
1	<input type="checkbox"/>	Comprehensive Career Assessment	
2	<input type="checkbox"/>	Career Scope	
3	<input type="checkbox"/>	Career Snapshots	
4	<input type="checkbox"/>	Most recent reevaluation information	
5	<input type="checkbox"/>	Standardized assessment	
6	<input type="checkbox"/>	Grades	
7	<input type="checkbox"/>	Classroom assessments	
8	<input checked="" type="checkbox"/>	Interest inventory	
9	<input type="checkbox"/>	Class based Career Assessments	
10	<input type="checkbox"/>	Job coach reports	
11	<input type="checkbox"/>	Work experience	
12	<input type="checkbox"/>	Situational assessment	
13	<input checked="" type="checkbox"/>	Career Portfolio review	
14	<input type="checkbox"/>	Student Learning Plan	
15	<input checked="" type="checkbox"/>	Interview	
16	<input type="checkbox"/>	Observation	
17	<input type="checkbox"/>	Other	

For reference, the following transition assessment definitions are provided:

Transition Assessment Definitions	
Comprehensive and Targeted Career Assessment	<ul style="list-style-type: none"> • 2-8 days of assessment for students aged 14 and above offered at Woodson and Mt. Vernon High Schools • Hands-on assessment grounded in the use of real or simulated work • Uses norm and criterion referenced assessment tools • Uses formal and informal assessment tools • Comprehensive report generated
Career Scope	<ul style="list-style-type: none"> • Computerized assessment of student interests and aptitudes administered by trained evaluator at student's school • Teen normed • Generates report of potential occupations based on results
Career Snapshot	<ul style="list-style-type: none"> • Team of two evaluators works with small classes of students in 10th grade classrooms • Provides assessment of career interests and temperaments • Does not include aptitude and abilities testing • Report generated for each student
Most recent re-evaluation information	<ul style="list-style-type: none"> • Educational, psychological, medical reports • Teacher narratives • Found in student's Special Services file
Standardized testing	<ul style="list-style-type: none"> • SOL, SAT, ACT scores, Brigance, ASVAB, NOVA placement tests, and other norm referenced tests • Information can be accessed in school counseling, SIS, Academic and Career Plan, and the career portfolio

Grades	<ul style="list-style-type: none"> • Transcripts • SIS (Student Information System) • School counseling
Classroom assessments	<ul style="list-style-type: none"> • Individual teachers conduct formal and informal assessments • Work samples, quizzes, tests, and inventories, checklists, rubrics • Career exploration activities within the classroom • Keyboarding tests
Interest inventory	<ul style="list-style-type: none"> • Inventories to assist in determining interests and possible careers, temperaments, work styles, and values • Web-based or paper and pencil
Job Coach reports	<ul style="list-style-type: none"> • Report of student performance on a worksite • Usually non-paid work experience • Student may be enrolled in WAT, EFEO, EFE, or worksite as part of classroom instruction
Situational assessment	<ul style="list-style-type: none"> • Structured assessment addressing interests, needs, and abilities in a job or worksite setting • Completed by Davis or Pulley, adult service provider, or job coach.
Career Portfolio review	<ul style="list-style-type: none"> • Review contents of portfolio to include: transition plans, resume, transcripts, transition assessments
Interview	<ul style="list-style-type: none"> • 1:1 conversation with student (or parent and/or guardian) about interests, strengths, career goal completed by teacher, case manager, or ETR
Observation	<ul style="list-style-type: none"> • Purposeful observation by ETR or teacher in a work or school setting and documented
Other	<ul style="list-style-type: none"> • PERT reports, Community Work Experience Summaries, Level of Support Assessment (LOSA), Supports Intensity Scale (SIS) • Parent or guardian input • Employment history • Job shadowing • Membership in clubs, sports teams, etc. • Student self-report

The sample questions on the following pages will clarify what transition assessment information is expected in order to help the student develop his or her postsecondary goals and yearly transition objectives. **Remember, the yearly transition objectives serve as benchmarks to measure continued relevancy of the postsecondary goals.**

The team needs to know more about a student's desire and readiness for <i>Postsecondary Education and Training</i>:	Age-Appropriate Transition Assessment Options
<i>What are Mark's interests that can be applied toward developing a career goal?</i>	<ul style="list-style-type: none"> • Comprehensive Vocational Evaluation (9th-12th grades) † • Targeted Career Assessment (9th-12th grades) † • Career Snapshot (10th grade) † • Career Scope (11th and 12th grades) † • Naviance career assessments • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • My Next Move http://www.mynextmove.org/ • O*NET Explore Interests Page http://www.onetonline.org/explore/interests • Do2Learn Job Tips http://www.do2learn.com/JobTIPS/ • Job-Related Preferences Checklist – (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Matching your Strengths, Preferences, and Interests with a Specific Occupation (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Work Preferences and Values Inventory (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Envision Your Career (good for ESOL students and low readers – ask central office for a copy)Manifest interests or preferences demonstrated during situational assessments (observed) • PERT Assessment † <p>† Referral required</p>
<i>What skills does Mark need to be successful in _____ job or career area?</i>	<ul style="list-style-type: none"> • http://www.cteresource.org/cpg • http://www.onetonline.org/

What preparation or training does Mark need in order to prepare for a career in _____?	<ul style="list-style-type: none"> • http://www.careerinfonet.org/ • http://www.cteresource.org/cpg
Are Mark's relevant course grades sufficient at this time to pursue his career goal?	<ul style="list-style-type: none"> • Transcripts
Does Mark have the aptitude and abilities to be successful in _____?	<ul style="list-style-type: none"> • Comprehensive Vocational Evaluation (9th-12th grades) † • Targeted Career Assessment (9th-12th grades) † • Study and Learning Skills Inventory (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Academy course certifications or teacher reports • Career Scope (11th and 12th grades) † • Standardized testing records • ASVAB • Situational assessment • Pulley or Davis progress reports • PERT Assessment † • Most recent re-evaluation information <p>† Referral required</p>

Does Mark demonstrate readiness for postsecondary education?

- SAT, PSAT, ACT scores
- SOL status
- [AT self-assessment for reading](#)
- [AT self-assessment for writing](#)
- http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
- **Study and Learning Skills Inventory** (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- **Making a Decision on a Course of Study** (*Informal Assessments for Postsecondary Educ. & Training, - Pro-Ed 2008*)
- **Comparison of High School and College** (*Informal Assessments for Postsecondary Educ. & Training, - Pro-Ed 2008*)
- **Why am I Going to College?** (*Informal Assessments for Postsecondary Educ. & Training, - Pro-Ed 2008*)
- **High School to College Transition Questionnaire** (*Informal Assessments for Postsecondary Educ. & Training, - Pro-Ed 2008*)
- **Before Going to College Checklist** - (*Informal Assessments for Postsecondary Educ. & Training, - Pro-Ed 2008*)
- **World Wide Web Skills Checklist** (*Informal Assessments for Transition Planning, - Pro-Ed 2013*)
- IEP academic goal progress checks
- **Living on My Own** (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- **Financial Skills and Abilities Inventory** (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- **Spending and Saving Money** (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- **The Right Price: Living on my Own** (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)

What are Mark's self-determination skills related to postsecondary education or training planning?

- [Self Determination Self-Advocacy Checklist](#)
- **Accommodations for Academic Support** - (*Informal Assessments for Transition – Postsecondary Education and Training - Pro-Ed 2008*)
- [Zarrow Center – University of Oklahoma](#)
- **Things I Want to See in My Transition Plan** - (*Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008*)
- **Americans with Disabilities Act Quiz** - (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- **Self-Advocacy Scenarios and Checklist** - (*Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013*)
- http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

The team needs to know more about the student related to <i>postsecondary employment</i> :	Age Appropriate Transition Assessment Options
<p><i>What are Ryan's interests that can be applied toward developing a career goal?</i></p>	<ul style="list-style-type: none"> • Comprehensive Vocational Evaluation (9th-12th grades) † • Targeted Career Assessment (9th-12th grades) † • Career Snapshot (10th grade)† • Career Scope (11th and 12th grades)† • Personality Style Survey (Family Connections) • Career Interest Profiler (Family Connections) • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • My Next Move http://www.mynextmove.org/ • O*NET Explore Interests Page http://www.onetonline.org/explore/interests • Do2Learn Job Tips http://www.do2learn.com/JobTIPS/ • Job-Related Preferences Checklist – (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Matching your Strengths, Preferences, and Interests with a Specific Occupation (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Work Preferences and Values Inventory (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Envision Your Career (good for ESOL student and low readers – check with central office for a copy) • Job Search Analysis (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Manifest interests or preferences demonstrated during situational assessments (observed) • PERT Assessment† <p>†Referral required</p>

What is the career ladder for Ryan's career goal?	<ul style="list-style-type: none"> • http://www.onetcenter.org/ladders.html
What types of learning environments are most successful for Ryan?	<ul style="list-style-type: none"> • Community Work Experience Summary (WAT, EFEO, Davis or Pulley, STEP, school-based) • Job coach reports • Purposeful observation • Student self-reports and teacher feedback • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
What strategies have been useful in promoting success?	<ul style="list-style-type: none"> • Assistive technology reports • Purposeful observation • Job coach reports • Situational assessment • Comprehensive Vocational Evaluation (9th-12th grades) † • Targeted Career Assessment (9th-12th grades) † • IEP review (PLOP) and progress reports <p>†Referral required</p>
Does Ryan have job seeking skills? (e.g., filling out applications, resume, interviewing skills, finding positions)	<ul style="list-style-type: none"> • Resume review • Job Interview: Are You Ready to Answer Questions? (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Classroom assessments (WAT, EFEO, Davis or Pulley, STEP, ETR)
What are Ryan's self-determination skills related to postsecondary employment?	<ul style="list-style-type: none"> • Self-Determination Self-Advocacy Checklist • Zarrow Center – University of Oklahoma • Americans with Disabilities Act Quiz - (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Self-Advocacy Scenarios and Checklist - (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Things I Want to See in My Transition Plan - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

<p>What supports does Ryan need in order to reach his postsecondary employment goals?</p>	<ul style="list-style-type: none"> • Interview • Job Prep Awareness Survey - (<i>Informal Assessments for Transition Planning - Pro-Ed 2000</i>) • Situation Assessment • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • Davis or Pulley progress reports • Peer Interaction Skills - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Support Network Scale - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Ansell-Casey Life Skills Assessment - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Money - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • What is a Budget? - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Social Skills Survey - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Living on My Own - (<i>Informal Assessments for Transition – Independent Living and Community Participation - Pro-Ed 2008</i>) • Financial Skills and Abilities Inventory - (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • Spending and Saving Money - (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>) • The Right Price: Living on my Own - (<i>Informal Assessments for Transition Planning, 2nd Ed. - Pro-Ed 2013</i>)
<p>What types of financial security issues need to be considered when planning for employment (e.g., SSI, food stamps, housing subsidies)?</p>	<ul style="list-style-type: none"> • Interviews with individual, family, counselor • Background review of records • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

The team needs to know more related to the student's <i>Independent Living Skills</i> :	Age-Appropriate Transition Assessment Options
<p>What supports does Ashley need in order to complete daily living activities independently?</p>	<ul style="list-style-type: none"> • Transition Health Care Assessment - (<i>Informal Assessments for Transition Planning</i> - Pro-Ed 2000) • Assessment of Financial Skills and Abilities - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • Davis or Pulley progress reports • Living on My Own - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Financial Skills and Abilities Inventory - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Spending and Saving Money - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • The Right Price: Living on my Own - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Citizenship and Legal Skills - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Finding and Using the Places that Provide What I Need - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Getting a Driver's License - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Looking at my Transportation Options - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013) • Recreation Interests - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013)

<i>What strategies have been useful in promoting Ashley's success?</i>	<ul style="list-style-type: none"> • Purposeful observation • Community Work Experience Summary (WAT, EFEO, Davis or Pulley, STEP, school-based) • Job coach reports
<i>What are Ashley's self-determination skills related to independent living?</i>	<ul style="list-style-type: none"> • Home Living Assessment - (<i>Informal Assessments for Transition – Independent Living and Community Participation</i> - Pro-Ed 2008) • Self-Determination Self-Advocacy Checklist • Zarrow Center – University of Oklahoma • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • Things I Want to See in My Transition Plan - (<i>Informal Assessments for Transition – Independent Living and Community Participation</i> - Pro-Ed 2008) • Assessment of Financial Skills and Abilities - (<i>Informal Assessments for Transition Planning, 2nd Ed.</i> - Pro-Ed 2013)
<i>What types of job benefits does Ashley need to be independent?</i>	<ul style="list-style-type: none"> • Interview with individual and family, teacher, counselor • Review of medical information • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
<i>What supports does Ashley need in order to reach her postsecondary independent living goals?</i>	<ul style="list-style-type: none"> • Brigrance Inventories • PERT Independent Living Skills Assessment † • Travel Training Checklist • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf • Life Centered Career Education (LCCE) • Supports Intensity Scale (SIS) • Ecological surveys (parent and teacher input) <p>†Referral required</p>
<i>What leisure or community activities does Ashley enjoy?</i>	<ul style="list-style-type: none"> • Interviews • Purposeful observation • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
<i>Does Ashley need special travel arrangements on an ongoing basis?</i>	<ul style="list-style-type: none"> • Interviews • Purposeful observation • http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

<i>Can Ashley follow daily routines?</i>	<ul style="list-style-type: none">• Interviews• Purposeful observation• Situational assessments• http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf
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Additional assessment in the postsecondary goal areas can be found at the Virginia Commonwealth University (VCU) Transition Technical Assessment Center site: http://www.ttac.vcu.edu/media/ttac/documents/transition-assessment/assessment_matrix.pdf

SECTION IV - TRANSITION RESOURCES

FCPS CURRICULAR RESOURCES

As students' strengths, interests, and aptitudes are identified, they begin to consider career goals and design plans of action to achieve their goals. High school courses are fundamental to achieving career and transition goals.

Transitioning to My Future: Tools for Self-Advocacy

[Tools for Self-Advocacy](#) is a set of curriculum modules, developed by FCPS special education teachers, to teach students to become decision-makers in their transition planning process and to advocate for themselves in achieving their goals. The modules were field-tested with elementary, middle, and high school students and may be integrated into classroom coursework. This curriculum consists of five units with a combination of group and independent activities.

- *Unit 1: Understanding Self-Advocacy*
- *Unit 2: Strengths, Weaknesses, and Accommodations*
- *Unit 3: Participating in My Transition Plan*
- *Unit 4: Leading My IEP Meeting*
- *Unit 5: Transitioning to My Future* is a stand-alone unit for students with more significant disabilities. It incorporates the content covered in units 1-4 using pictures for words and other modifications in many activities.

FCPS Career-related Course Offerings

FCPS offers a wide-range of academic and career-related course offerings available to all students.

Academic Course Offerings

Each school publishes a list of approved academic courses offered in that school, as well as consortium courses offered in other schools.

Career and Technical Education (CTE)

In CTE courses, students learn technical applications of an occupation while preparing for higher education or entry-level employment. Core or standard CTE courses are offered in every middle school and high school. The middle school offers core courses in:

- Family and Consumer Sciences
- Industrial Technology
- Business and Information Technology

Each high school determines the optional CTE courses it will offer based on the needs of the population served in the school and may include courses from the following career clusters:

- Business and Information Technology
- Family and Consumer Sciences
- Health and Medical Sciences
- Industrial Technology
- Marketing
- Trade and Industrial

Advanced technical and specialized elective courses are available at the high school career academies located at Chantilly HS, Edison HS, Fairfax HS, Falls Church HS, Marshal HS, and West Potomac HS. Each academy focuses on one or more of the following areas of specialization:

- International Studies and Business
- Engineering and Scientific Technology
- Health and Human Services
- Communications and the Arts

Academy courses provide juniors and seniors with career and academic preparation for postsecondary education and/or employment. Academy students may participate in shadowing, mentoring, and internships with local businesses. Academy support teams, staffed by CTS and ESOL teachers, provide academic support for students enrolled in academy courses. Each high school's ETR, in collaboration with school counselors, may provide information on academy offerings and arrange for visits to the academies prior to course scheduling each year. Transportation is provided from each high school to the academies if at least five students are traveling from the high school to the academy.

Academy Support Services

Academy support teachers are special education resource teachers assigned to each Fairfax County high school academy. The mission of the support team is to provide assistance necessary to enable students receiving special education to successfully participate in academy classes. Team members meet with each student to discuss needed accommodations, plan classroom supports, and provide assistance with transition planning. The support teams work closely with academy instructors and administrators, high school special education staff, and CTS staff to support student success.

A list of each academy's specialized curricular focus, courses offered, and contact information can be found at the academy website.

Chantilly Academy – <http://www.fcps.edu/ChantillyAcademy/>

Engineering and Scientific Technology

Health and Human Services

703-222-7464

Edison Academy - <http://www.fcps.edu/EdisonAcademy/>

International Studies and Business

Engineering and Scientific Technology

703-924-8154

Fairfax Academy - <http://www.fcps.edu/FairfaxAcademy/>

Communications and the Arts

703-219-2384

Falls Church Academy - <https://fallschurchacademy.fcps.edu/>

Health and Human Services

703-207-4036

Marshall Academy - <http://www.fcps.edu/MarshallAcademy/>

International Studies and Business

Engineering and Scientific Technology

703-714-5594

West Potomac Academy - <http://www.fcps.edu/WestPotomacAcademy/>

Communications and the Arts

Health and Human Services

703-718-2750

Career and Transition Services (CTS) Course Offerings

CTS offers students with disabilities additional course options. The following courses not only provide specific skills training and community work experiences, but also stress work behaviors and social skills development. You can find more detailed information at the CTS intranet site:

http://fcpsnet.fcps.edu/is/career_transition/

Work Awareness and Transition (WAT)

This career exploration course is offered to students in selected middle schools and is available to students in all high schools. WAT enables students to develop tentative career goals based on interests and aptitudes while building awareness and experience in job-keeping skills. Students participate in in-depth career exploration classroom activities and school or community work experiences in order to develop realistic career goals in a field of their choice.

- *Middle school course:* Students focus on career exploration to make tentative career decisions in planning for high school courses.
- *High school course:* Students focus on setting career goals in order to move on to work experiences or specific skills training.

Education for Employment (EFE)

This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Instruction focuses on career skills, job acquisition, and workplace communication. The emphasis is on transition planning with students, setting postsecondary goals and creating a detailed plan to reach them. Students may also participate in work-based learning as part of this course. This course is taught by career and transition teachers.

Education for Employment for the Office (EFEO)

This course provides instruction in Microsoft computer applications and office procedures. Following in-depth classroom instruction, students practice skills in various settings. EFEO is currently offered at four sites in the district (Cedar Lane, Falls Church, Hayfield, and Westfield). Students are transported to and from their base schools to their EFEO classroom sites and community work sites.

Special Career Center Offerings

The **S. John Davis Career Center** and **Earl L. Pulley Career Center** programs are designed to serve students with disabilities, aged 18-22 years, who require instruction through a modified curriculum focused on life and career skills.

The Career Centers strive to meet the independent living and career educational needs of all students regardless of their personal challenges by:

- providing career and independent living skills training to students with disabilities
- empowering a diverse population of students for transition to a variety of postsecondary options
- providing students with the requisite skills for self-determination, independent living, and education for employment
- coordinating the transition of all students with postsecondary service providers

Successful transition is facilitated through a continuum of instructional strategies, interdisciplinary team services, technology utilization, and community resources.

Instruction is provided to develop the following essential skills:

- Occupational guidance and preparation including:
 - Development and application of fundamental employability skills
 - Knowing and exploring occupational possibilities
 - Selecting and planning occupational choices
 - Planning for transition into the work force
- Independent living skills including:
 - Daily living skills
 - Independent community travel
 - Essential reading and math literacy skills
- Personal social skills including:
 - Self-awareness and self-confidence
 - Social responsibility
 - Interpersonal communication and relationships
 - Decision-making
- Self-advocacy skills including:
 - Requesting accommodations
 - Seeking assistance
 - Participation in transition planning

Instruction is provided in a wide range of environments based upon student needs, including:

- Small group classrooms
- School-based jobsites, both group and independent sites
- Community-based jobsites, both group and independent sites
- Community sites, such as public transportation, banks, shops, etc.
- Supervised settings, with support provided by school staff and/or natural supports
- Unsupervised settings, such as independent jobsites and use of public transportation

The Secondary Transition to Employment Program (STEP), is a collaborative effort among FCPS staff and businesses in Fairfax County to provide students aged 18 to 22 with employment training in real work settings. In addition to learning work skills, students receive instruction in applied academics, self-advocacy, and independent living skills. The goal of STEP is to expand opportunities for students whose postsecondary goal is employment. There are four sites (Chantilly, Davis Center, Mount Vernon, and South Lakes) that serve all of the high schools in Fairfax County Public Schools.

Work Experience and Transition Support

Employment and Transition Support (ETR)

Employment and Transition representatives (ETRs) work with students throughout the secondary school years to facilitate students' transition from secondary to postsecondary environments. ETRs serve as the transition resource to students, staff, parents and/or guardians, and the community. ETRs are assigned to all FCPS high schools and, special education centers and special career centers.

Transition services include referrals to school-based services, information about postsecondary education and employment opportunities, support to students in their final year of school, and referrals to adult service agencies upon graduation. Employment services include job-seeking skills, job development, job placement, job maintenance, and advancement skills.

Job Coach Services

Job coach services are designed to support students' success as independent workers. Job coaches assist students with special needs who have the potential for independent employment, but need specialized, short-term, on-the-job support and training to succeed. Job coaches report to work with students on the first day of the job and provide one-to-one mentoring until the student can perform independently.

Assistive Technology Support Services

The role of technology in the workplace is important when determining employment alternatives. A CTS staff member assigned to Assistive Technology Services (ATS) provides support to students and staff related to assistive technology, career-related computer resources, and technology training.

Transition Resource Services

Transition resource specialists and teachers provide information, resources and training for parents and/or guardians, students, and school personnel related to transition, adult services, and postsecondary education.

Parent Resource Center

Fairfax County Public Schools Parent Resource Center (PRC) assists parents and/or guardians in finding resources to support their children with disabilities, in school and in the community. The PRC sponsors a number of workshops each year as well and collaborates with CTS to provide transition-specific resource support. Contact the PRC at 703-204-3941 or check its website: <https://www.fcps.edu/resources/family-engagement/parent-resource-center>.

POSTSECONDARY RESOURCES

Disability Support Services

Virtually all postsecondary institutions of higher learning, including two- and four-year colleges, universities, and technical schools offer support services in accordance with Section 504 and the Americans with Disabilities Act (ADA) for individuals with disabilities to assist them in accessing reasonable accommodations needed to achieve success in their classes. Accommodations could include course or building modifications, classroom or learning tools, and services.

Virginia Career Works Centers

Skill-Source Centers were developed under the Workforce Investment Act of 1998 as one-stop centers to locally administer federally funded employment and training programs. The centers serve adults and families who are economically disadvantaged and other eligible workers, including individuals with disabilities. The types of services provided to those seeking jobs include:

- Basic skills training
- Education and training resources
- Employment workshops
- Job bank
- One-stop employment centers for effective job search activities
- On-the-job training
- Supportive services as needed, including childcare, transportation, health care, drug and alcohol services, etc.
- Vocational assessment
- Work experience

Postsecondary Service Providers

Formal cooperative agreements have been in place since 1985 between Fairfax County Public Schools, the Virginia Department of Aging and Rehabilitative Services (DARS), and the Fairfax/Falls Church Community Services Board (CSB).

DARS counselors are assigned to every high school. Pre-Employment and Transition (PreETS) as well as Vocational Rehabilitation Counselors work together with students, their families, and school staff to develop transition plans as students prepare to complete their public school education. DARS offers a range of services and special programs to "...empower an individual with disabilities to maximize their employment, independence, and full inclusion into society."

Students may begin to receive PreETS services as they begin high school and are referred to Vocational Rehabilitation in their junior or senior year in preparation for graduation. Each high school's ETR will facilitate the referral process. Services may include:

- Access to Employment Resource Centers – job searching and finding employment leads
- Diagnostics, evaluation, assessment
- Disability awareness counseling
- Driver evaluation
- Follow along services after placement
- Job placement
- Job seeking and job retention counseling

- On-the-job training
- Related services (transportation, rehabilitation technology, personal assistance services, long-term rehabilitative case management, Centers for Independent Living)
- Training (supported employment, apprenticeship programs, work adjustment, postsecondary education, training programs, life skills training)
- Vocational and career path counseling

More information is available at the following website: <https://www.vadars.org/>

Fairfax-Falls Church Community Services Board (CSB) empowers and supports people with developmental disabilities and mental health issues to achieve a self-determined and valued lifestyle. For Developmental Disability (DD) services, eligible applicants must have a documented diagnosis of a developmental disability with onset before age 22 or before age 18 if the qualifying developmental diagnosis is intellectual disability; significant support needs in at least three areas of adaptive functioning; and meet the criteria on the Virginia Individual Developmental Disabilities Eligibility Survey (VIDES). Depending upon the availability of resources, CSB services for graduates may include:

- Case management
- Community support
- Employment services – supported and sheltered employment, day services
- Family support services
- Residential services

Services for individuals with mental illness include:

- Community support
- Crisis intervention and assessment
- Day support
- Inpatient services
- Outpatient services
- Residential services

More information is available at the CSB website: www.fairfaxcounty.gov/csb/

Virginia Department for the Blind and Visually Impaired (DBVI) provides employment, education, personal adjustment, and social services for all legally blind and other visually impaired citizens of Virginia.

ADDITIONAL WEB RESOURCES

These resources are not all-inclusive; they are examples of what is available on the Internet that may be helpful to you and your students. Non-governmental websites are not necessarily endorsed by FCPS.

Self-Determination

AIR Self-Determination Assessments: Student, parent, and educator versions developed by American Institutes of Research (AIR) at Columbia University Teachers College. Tool that measures student's capacity and opportunities for self-determination.

ARC Self-Determination Scale: A self-determination assessment that yields an overall self-determination score, as well as scores in the sub-domains of autonomy, self-regulation, psychological empowerment, and self-realization.

Center for Self-Determination: A collaborative effort among individuals and organizations to provide information and resources for systems to support self-determination in individuals with disabilities.

Consumer Jungle: Website with interactive activities for students related to consumer knowledge and resources, consumer-related information, instructional units, tips and activities for teachers and parents and/or guardians.

I'm Determined: A website of the Virginia Self-Determination Project with resources for educators, parents and/or guardians, and youth.

Whose Future Is It Anyway?: A 36 lesson curriculum that teaches students self-determination skills and helps them prepare for their IEP meetings.

Transition Assessment and Planning

ASVAB: Information on the Armed Services Vocational Aptitude Battery and related career exploration program.

FCPS Career and Transition Services: Programs, services, classes, and resources offered through Career and Transition Services, part of the FCPS Office of Instructional Services.

Job Hunters Bible: Provides information and access to job search sites and tools. From Dick Bolles, the author of *What Color is Your Parachute?*

Mapping Your Future: Interactive site with information, tips, and resources to use when planning a career, selecting a college or training program, and financing an education.

My Future: Advice, tools and information on choosing a career, going to college, or entering the careers in the military.

R U Ready? Passport to your Future: Website devoted to options for life after high school specifically geared toward Virginia youth.

Test Prep Review: Free online practice tests, along with test preparation tips, for a wide variety of standardized tests.

Virginia Career View: Self-assessment tools and search tools for information on careers and colleges in Virginia. Grade level packets with self-assessment and career exploration activities are available for downloading by teachers.

Additional Transition-related Resources

National Center on Secondary Education and Transition: Provides national resources, technical assistance, and other information on secondary education and transition for youth with disabilities. www.ncset.org

National Longitudinal Transition Study 2(NLTS2): Provides access to the instruments, data collected, and preliminary reports in the second National Longitudinal Transition Study. www.nlts2.org

Transition Coalition: Provides support for, and resources related to, professional development in secondary school reform and transition on the national, state, and local level. www.transitioncoalition.org

National Technical Assistance Center on Transition: Assists states in building capacity in transition planning, services, and outcomes.

Institute on Community Integration: Addresses the needs of persons with disabilities as they progress through stages of life.

Postsecondary Education and Training

College and Career Education

ACT (American College Testing): Provides assessments, resources, information, and program management services in education and workforce development, including ACT test preparation and registration, and college and career planning and preparation. www.act.org

College Board: Provides information on SAT tests, preparation, registration, and the testing process; includes college planning and preparation resources.

Going to College: An online resource for teens with disabilities to learn about college life and how to prepare for it. It's also a resource for parents and/or guardians and secondary school professionals to help students learn about college and prepare for success. This online resource is based on input obtained from college students with disabilities about the important information needed to prepare for college.

Heath Resource Center: National Clearinghouse on Postsecondary Education for Individuals with Disabilities.

Petersons: Provides comprehensive information and resources related to college search, articles, and tips.

Students with Disabilities Preparing for Postsecondary Education - Know Your Rights and Responsibilities: Q&A format of student's rights and responsibilities related to postsecondary education from the U.S. Department of Education Office of Civil Rights.

Think College: College options for people with intellectual disability.

Financial Aid

FAFSA: Free Application for Federal Student Aid.

Fastaid: Free on-line scholarship database.

Fastweb: Database matches skills, interests, and background to colleges and scholarships.

Employment

The following sites provide job-seeking tools and resources (e.g., resumes, tips, etc.) as well as databases of current job openings:

[Career Builder.com](#)

[Employment Guide.com](#)

[Federal government jobs](#)

[I-9 Form information](#): Information regarding hiring non-US residents.

[Job Accommodation Network](#): Online consulting service designed to increase the employability of people with disabilities through accommodation suggestions, legislative technical assistance, and self-employment options.

[Monster.com](#)

[Riley Guide](#): Extensive listing of employment opportunities and job resources on the Internet.

[National Collaborative on Workforce and Disability](#): Provides information and resources related to employment of youth with disabilities.

[National Technical Institute for the Deaf Center on Employment](#): Provides resources and information on job seeking including employment and internship opportunities for individuals who are deaf or hard of hearing.

[U.S. Department of Labor YouthRules!](#): Provides extensive employment information for youth, parents and/or guardians, and employers.

[Virginia Department of Labor and Industry](#): Provides guidance on labor laws for all ages, as well as information regarding employment, apprenticeships, Occupational Safety and Health Administration etc.

Government Resources

Federal Government

[ADA Information Center](#): Training, information, and technical assistance on the Americans with Disabilities Act.

[Disability Info.gov](#): Comprehensive information on disability programs and services nationwide.

[Social Security Administration](#): Official site of the U.S. Social Security Administration.

[Social Security Online – Disability Programs](#): Information and resources related to Social Security and Supplemental Security Income disability programs, including forms and contact information.

[ED.gov](#): Official site of the U.S. Department of Education.

[OSERS](#): U.S. Department of Education's Office of Special Education and Rehabilitative Services provides support to individuals, school districts, and states in the areas of special education and vocational rehabilitation.

[U.S. Department of Labor](#): Official site of the U.S. Department of Labor.

[U.S. Department of Labor - Find It - for Kids and Youth](#): Shortcuts to information and services that the Department of Labor (DOL) and other agencies offer youth.

Virginia Government

DMAS – Virginia Department of Medical Assistance Services: A statewide resource guide for people with disabilities, a long-term illness, and the elderly. A website for the state agency that administers Medicaid.

Virginia Medicaid Program At-A-Glance: An overview of Medicaid program and waivers.

vaACCESS: Website for the Virginia Association of Community Rehabilitation Programs which includes benefits planning and assistance for individuals with disabilities.

VDBVI: Website for the Virginia Department for the Blind and Vision Impaired which provides services and programs for VA residents with significant visual disabilities.

VDOE: Website for the Virginia Department of Education with information and resources for educators, parents and/or guardians, and students.

TTAC Online: A link to VA DOE's regional Training and Technical Assistance Centers and the Virginia Department of Education Training and Technical Assistance Center website: Includes resources to assist children and youth with disabilities.

VDBHDS: Website for the Virginia Department of Behavioral Health and Developmental Services which provides services and facilities for children and adults who have mental illness, serious emotional disturbance, intellectual disabilities, or substance abuse disorder.

VADARS: Website for the newly reorganized Virginia Department of Aging and Rehabilitative Services (formerly separated Department of Rehabilitative Services and Department of Aging) which provides services and advocacy for older Virginians and those with disabilities related to employment, independence, and inclusion into society.

VEC: Website for the Virginia Employment Commission which provides comprehensive information, services, and resources related to employment and unemployment throughout the state.

Fairfax County Government

Fairfax County Government: Official website for Fairfax County Government.

CSB: Main website for the Fairfax County/Falls Church Community Services Board which provides support and services to children and adults with intellectual disabilities, mental health needs, and substance abuse disorders in the Fairfax/Falls Church area.

Northern Virginia Regional Quick Guide Online: Comprehensive online listing of public and private human service providers in Northern Virginia.

Northern Virginia Workforce Investment Board – Skill Source: One-stop job center site that facilitates and enhances the employability of individuals seeking employment and employers.

Northern Virginia Workforce Investment Board – Service Source: Resource for individuals with disabilities related to employment, training, habilitation, housing, and support services.

Advocacy and Professional Organizations

ACTE (Association for Career and Technical Education): Provides resources to teachers of career and technical education.

The Autism Society of America: Provides information and resources on autism.

The Autism Society of America – Northern Virginia: Local Northern Virginia chapter of The Autism Society of America.

The Arc: National disability advocacy organization serving people with intellectual and developmental disabilities and their families.

The Arc of Northern Virginia: Local Northern Virginia chapter of The Arc.

CEC Council for Exceptional Children (CEC): Provides resources and information for special education professionals.

CEC DCDT (Division on Career Development and Transition): Division of CEC that Provides resources and information for special education career and transition professionals.

Center for Parent Information and Resources: Central source for information and research-based materials for parents.

Council for Learning Disabilities: Professional organization for teachers of students with learning disabilities.

FCPS Parent Resource Center: Provides training and resources to families of school-aged children with disabilities in Fairfax County Public Schools.

National Center for Learning Disabilities: Provides information, resources, and advocacy related to learning disabilities.

Learning Disabilities Association of America: Provides support and resources for people with learning disabilities, their parents and/or guardians, teachers and other professionals.

National Federation of the Blind: Provides support and information including employment, training resources, and opportunities for individuals who are blind.

The National Youth Employment Coalition: A nonpartisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens.

PEATC - Parent Educational Advocacy Training Center: Disability and advocacy information for parents and/or guardians of children with disabilities.

OAR – Organization for Autism Research: Science and research organization that strives to address the social, educational, and treatment concerns of self-advocates, parents, autism professionals, and caregivers.

TASH: Organization committed to creating inclusive opportunities for individuals with disabilities through collaboration among families, self-advocates, professionals, policymakers, and other advocates.

SECTION V: SAMPLE TRANSITION PLANS

This section contains several sample IEP transition plans. The transition planning forms – Transition Goals IEP-303 and Transition Services IEP-304 - can be found at <http://fcpsnet.fcps.edu/ssse/dssforms.htm>

MIDDLE SCHOOL TRANSITION PLANS

The following pages contain sample transition plans for four middle school students.

Bill Brown

- 8th grade student
- Taking academic classes
- Planning to go on to postsecondary education after graduation
- Working towards a standard diploma

James Frank

- 8th grade student
- Taking academic classes and WAT
- Wants to work with his hands
- Not sure of his postsecondary plan
- Interested in exploring career academy offerings
- Working towards a standard diploma

Maria Garcia

- 8th grade student
- Taking academic classes
- Planning to go on to postsecondary education after graduation
- Working towards a standard diploma

Sally Smith

- 8th grade student
- Enrolling in WAT
- Planning to work after graduation
- Working towards an applied studies diploma

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Bill Brown

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Standard

Student Participation in Transition Planning

BB

Student's Initials

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be added in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<ul style="list-style-type: none"> ✓ Most recent reevaluation information ✓ Grades ✓ Interest inventory ✓ Interview ✓ Observation 	<p>Interests: I am interested in history, and ecology. I enjoy reenacting "battles" with toy soldiers, making up creative stories, watching the Discovery channel, and spending time at the beach. I took an interest inventory at school which indicated that a career in science would be a good match.</p> <p>Strengths/Capabilities: On A/B honor role, 7th, and 8th grade. Good at history, science, creative writing, football. Completes work on time, asks questions when I don't understand something. Responsible for chores at home.</p> <p>Career Goal: I want to work as a marine biologist.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will enroll in the Marine Biology program at the University of Virginia.

Postsecondary Training: After high school, I will get an internship in a job related to marine biology during summer vacations from college.

Employment: After high school, I will move to Cape Cod after graduating from college and get a job as a marine biologist.

Independent Living:

Transition Goals

Student

Name:

Bill Brown

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

- pass 8th grade SOLs
- use O*Net online to research employment outlook (wages, job market, education) for a marine biologist
- maintain a "B" average or better in science
- complete grade level tasks in Naviance student
- plan and attend an informational trip to an aquarium

Self-Advocacy (SA): I will

- attend my IEP meeting
- ask my teachers to help me identify classroom accommodations I need
- Use my Career Portfolio to begin planning for high school

Independent Living (IL): I will

- use a weekly planner to help me organize homework, football practice, and other activities
- go shopping and buy clothing with my monthly allowance

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	✓	✓	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	✓	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	✓	<input type="checkbox"/>	✓
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	✓	✓
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	✓	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	✓

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Bill Brown ID # xxxxxx Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

X

☐

☐

☐

☐

☐

☐

☐

☐

X

☐

"Select"

X

☐

☐

☐

☐

☐

☐

☐

☐

X

☐

☐

Career or College Guidance

Academy Support Services

Career Assessment (time-limited)

Work Awareness & Transition (WAT)

Job Coach Services (time-limited)

Employment and Transition Services (ETR)

Education for Employment for the Office (formerly OTP)

Special Education Career Center

Community Work Experience

Career or College Related Course(s)/Experiences:

Biology, Algebra

Other

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

☐ Virginia Department of Aging and Rehabilitative Services (DARS)

☐ Postsecondary Education Rehabilitation Training (PERT)

☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)

☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)

☐ Virginia Department for the Blind and Vision Impaired (DBVI)

☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: James Frank

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Standard

Student Participation in Transition Planning

JF

Student's Initials

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
✓ Grades	<p>Interests: I like skateboarding, music, sports and helping my dad fix things around the house. I took an interest inventory that said I would enjoy working with tools and machines in an active job.</p> <p>Strengths/Capabilities: I'm good at skateboarding, running, taking care of my pets, and helping my dad fix things. I'm passing all my classes.</p> <p>Career Goal: I want to make things with my hands.</p>
✓ Interest inventory	
✓ Class based Career Assessments	
✓ Work experience	
✓ Interview	

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will attend college and enroll in classes leading to a career where I can make things with my hands.

Postsecondary Training: After high school, I will volunteer for different jobs where I can use my hands to see which jobs I like best.

Employment: After high school, I will get a job where I can make things with my hands.

Independent Living:

Transition Goals

Student

Name:

James Frank

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

- pass 8th grade SOLs
- use O*Net online to research employment outlook (wages, job market, education) for an auto mechanic and a carpenter (print out and include in Career Portfolio)
- go to the Career Center next year and research jobs in manufacturing and the associated career cluster
- discuss with my 9th grade school counselor classes at the Career Academies related to auto tech and construction
- earn an "A" in WAT class

Self-Advocacy (SA): I will

- attend my IEP meeting
- tell my teachers when I don't understand something
- use my planner for homework assignments

Independent Living (IL): I will

- prepare a meal at home once per week
- learn to wash my clothes in the washing machine at home
- help parents with routine vehicle maintenance at home (checking oil level, checking tire pressure level, checking battery charge level)

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: James Frank ID #: xxxxxx Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

"Select"

☒

☒

Career or College Guidance

☐

☐

Academy Support Services

☐

☐

Career Assessment (time-limited)

☒

☒

Work Awareness & Transition (WAT)

☐

☐

Job Coach Services (time-limited)

☐

☐

Employment and Transition Services (ETR)

☐

☐

Education for Employment for the Office (formerly OTP)

☐

☐

Special Education Career Center

☐

☐

Community Work Experience

☒

☒

Career or College Related Course(s)/Experiences:

In-school work experiences

☐

☐

Other _____

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

☐

Virginia Department of Aging and Rehabilitative Services (DARS)

☐

Postsecondary Education Rehabilitation Training (PERT)

☐

Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)

☐

Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)

☐

Virginia Department for the Blind and Vision Impaired (DBVI)

☐

Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐

Student received brochure

☐

Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Student Name: Maria Garcia ID#: xxxxxx Date of IEP Meeting: 3/4/xx
Anticipated Graduation Year: 20xx Anticipated Diploma(s): Standard/Advanced

Student Participation in Transition Planning

MG

Student's Initials

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<ul style="list-style-type: none"> ✓ Grades ✓ Interest inventory ✓ Interview ✓ Other: <u>Teacher Input</u> 	<p>Interests: Softball, skiing, anything to do with outer space. We had a speaker from NASA at Career Day this year who talked about many jobs that sounded fascinating to me, and I talked to him about what I would have to do to get a job like that.</p> <p>Strengths/Capabilities: I have been on the A honor roll for 7th and 8th grade, and am taking honors science, math, and English. I won first prize at our science fair for my project on black holes and my teacher said it was one of the best projects any of her students had done. I get along well with others and cooperate with my teachers.</p> <p>Career Goal: I want to be an astronomer.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will enroll in college and major in astronomy. Then I will enroll in graduate school in astronomy.

Postsecondary Training: After high school, I will get an internship at the National Astronomy Center during college vacations.

Employment: After high school, I will get a job in the field of astronomy.

Independent Living:

Transition Goals

Student

Name:

Maria Garcia

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

-use O*Net online to research job requirements for being an astronomer – print out and include in Career Portfolio

-pass 8th grade SOLs

-complete grade levels tasks in Naviance Student to include the Strengths Explorer assessment

-earn an “A” in science class

Self-Advocacy (SA): I will

-participate in developing my Transition Plan

-present my Transition Plan at my IEP meeting

-ask my teacher to help me list the accommodations that work best for me

Independent Living (IL): I will

-create a budget with my weekly allowance

-keep a weekly calendar of my extra-curricular activities

-sort, wash and fold my own clothes at home

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Test and Quizzes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student: Maria Garcia ID #: xxxxxx Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

X

☐

☐

☐

☐

☐

☐

☐

☐

X

"Select"

X

☐

☐

☐

☐

☐

☐

☐

☐

X

☐

☐

Career or College Guidance

Academy Support Services

Career Assessment (time-limited)

Work Awareness & Transition (WAT)

Job Coach Services (time-limited)

Employment and Transition Services (ETR)

Education for Employment for the Office (formerly OTP)

Special Education Career Center

Community Work Experience

Career or College Related Course(s)/Experiences:

Science, Geometry

Other

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

☐ Virginia Department of Aging and Rehabilitative Services (DARS)

☐ Postsecondary Education Rehabilitation Training (PERT)

☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)

☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)

☐ Virginia Department for the Blind and Vision Impaired (DBVI)

☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Sally Smith

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Applied Studies

Student Participation in Transition Planning

SS

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<ul style="list-style-type: none"> ✓ Interest inventory ✓ Class based Career Assessments ✓ Work experience ✓ Interview 	<p>Interests: Watching TV, running, and playing with my two dogs. In WAT class I did a checklist that said I would be good at working with people, but I would not like to work in an office.</p> <p>Strengths/Capabilities: I'm good at soccer and art and my teachers say I have a positive attitude. I was very polite when I collected the recycling from the office for WAT class.</p> <p>Career Goal: I want to work with animals.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will take a class about how to work with animals.

Postsecondary Training: After high school I will receive on-the-job training in a veterinary office or pet store to learn how to take care of animals.

Employment: After high school, I will get a job working with animals.

Independent Living: After high school, I will live in a house with my friends.

Transition Goals

Student

Name:

Sally Smith

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

-follow my daily schedule in WAT class with fewer than two teacher prompts

-research jobs related to animals using Virginia Career View and make a PowerPoint about this career field with the help of my teacher

-complete 1-2 step job tasks in WAT class independently

Self-Advocacy (SA): I will

-make a list of goals for my future and give it to my parents

-introduce everyone at the table at my IEP meeting

-make a list of the skills I need to work with animals

Independent Living (IL): I will

-make and bring my lunch to school two days a week

-buy things I need at the store using cash and a checklist

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	✓	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	✓	<input type="checkbox"/>	✓
Classwork	✓	✓	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	✓
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	✓	✓
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Sally SmithID: xxxxxxDate of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"**"Select"**☒☒

Career or College Guidance

☐☐

Academy Support Services

☐☐

Career Assessment (time-limited)

☒☒

Work Awareness & Transition (WAT)

☐☐

Job Coach Services (time-limited)

☒☒

Employment and Transition Services (ETR)

☐☐

Education for Employment for the Office (formerly OTP)

☐☐

Special Education Career Center

☐☐

Community Work Experience

☒☒

Career or College Related Course(s)/Experiences:

WAT In-school work experience

☐☐

Other _____

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

☐

Virginia Department of Aging and Rehabilitative Services (DARS)

☐

Postsecondary Education Rehabilitation Training (PERT)

☐

Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)

☐

Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)

☐

Virginia Department for the Blind and Vision Impaired (DBVI)

☐

Other: _____

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐

Student received brochure

☐

Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

HIGH SCHOOL TRANSITION PLANS

The four sample high school transition plans on the following pages provide examples for the following students.

Mohammed Akbar

- 9th grade student
- Referred for a Career Assessment
- Taking academic classes
- Planning on postsecondary education after graduation
- Working towards a standard diploma

Ben Harrison

- 10th grade student
- Interested in working on cars
- Considering an academy course
- Working toward standard or applied studies diploma

Annette Jones

- 11th grade student
- Interested in a career in early childhood education
- Planning on postsecondary education after graduation
- Working towards a standard diploma

John Dunn

- 11th grade student
- Enrolled in WAT
- Wants to work with people
- Will need supported employment as an adult
- Working toward an applied studies diploma

Kim Lee

- 11th grade student (one year from aging out)
- Enrolled in EFEO
- Planning on employment after graduation
- Working towards an applied studies diploma

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Mohammad Akbar

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Standard

Student Participation in Transition Planning

MA

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<ul style="list-style-type: none"> ✓ Career Snapshots ✓ Standardized testing (SOLs, ACT, SAT) ✓ Grades ✓ Interest inventory ✓ Interview 	<p>Interests: I like soccer, video games, and taking care of my pets. When I took the Career Snapshot assessment, the report I got said that two jobs that would match my interests are working with animals and working with computers.</p> <p>Strengths/Capabilities: I have a 3.0 GPA and I passed my middle school SOLs. I'm good at math, I always get my homework in on time, and I'm friendly.</p> <p>Career Goal: I want to be a veterinarian.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will enroll in college and major in science, then go to veterinary school.

Postsecondary Training: After high school, I will work part time in a veterinary office to learn some of the skills I'll need in veterinary school.

Employment: After high school, I will be employed as a veterinarian.

Independent Living:

Transition Goals

Student

Name:

Mohammed Akbar

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

-research wages and workforce outlook for becoming a veterinarian using O*Net online and print out the results to include in my Career Portfolio

-maintain a 3.0 GPA

-get an "A" in Biology

-discuss with my counselor about taking the Animal Science course at the Career Academy

Self-Advocacy (SA): I will

-tell my parents what my strengths are

-ask my case manager to help me tell my teachers what accommodations are on my IEP

-share my transition goals at my IEP meeting

Independent Living (IL): I will

-use public transportation to go to the shopping at mall

-open a bank account with the money I made walking dogs last summer

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes		<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student

ID

Name: Mohammed Akbar

#: xxxxxx

Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

"Select"

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Employment and Transition Services (ETR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input type="checkbox"/> | <input type="checkbox"/> | Community Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Related Course(s)/Experiences: |
| | | Biology, Chemistry |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

- ☐ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Postsecondary Education Rehabilitation Training (PERT)
- ☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Ben Harrison ID#: xxxxxx Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx Anticipated Diploma(s): Standard

Student Participation in Transition Planning

BH

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<input checked="" type="checkbox"/> Comprehensive Career Assessment <input checked="" type="checkbox"/> Career Portfolio review <input checked="" type="checkbox"/> Interview	<p>Interests: Basketball, running, playing guitar, cars. When I went for a Career Assessment at Mt. Vernon, I really enjoyed all the things I did with tools and building things. The report said that working with cars or fixing things would be good jobs for me.</p> <p>Strengths/Capabilities: Musical, good at sports, friendly. The report from Mt. Vernon said I was good at using tools to build things and fix things.</p> <p>Career Goal: I want to be an auto mechanic.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will enroll in the Auto Tech program at NOVA.

Postsecondary Training: After high school, I will get an internship at an auto dealer through the NOVA program.

Employment: After high school, I will be employed as an auto mechanic.

Independent Living:

Transition Goals

Student

Name:

Ben Harrison

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

- tour the Edison Academy Auto Tech class
- complete a job shadowing experience at an auto repair shop in my neighborhood
- work with my school counselor to apply for Edison Auto Tech for 11th grade
- earn a "B" in my Algebra 1 class
- interview a mechanic at my local gas station about requirements for the job

Self-Advocacy (SA): I will

- ask my case manager to help me tell my strengths and accommodations to my teachers
- present my transition goals at my IEP meeting

Independent Living (IL): I will

- enroll in the Driver's Education class
- study for the written driver's test using the online practice tests
- obtain my learner's permit

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Projects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Ben Harrison ID #: xxxxxx Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

"Select"

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Guidance |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Employment and Transition Services (ETR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input type="checkbox"/> | <input type="checkbox"/> | Community Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Related Course(s)/Experiences: |
| | | Algebra 1; Strategies for Success |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☐ Yes ☐ No

- ☐ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Postsecondary Education Rehabilitation Training (PERT)
- ☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Annette Jones

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Standard

Student Participation in Transition Planning

aj

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
✓ Career Snapshots	<p>Interests: Reading, music, tennis, working with children. When I did the Career Snapshots assessment, the report said that I would like jobs that were active and that involved helping people.</p> <p>Strengths/Capabilities: I have a 3.2 GPA, and I have passed all my SOLs and am on track to get my diploma. I'm good at English, have good study skills, and am good working with children.</p> <p>Career Goal: I want to be a preschool teacher.</p>
✓ Standardized testing (SOLs, ACT, SAT)	
✓ Grades	
✓ Career Portfolio review	
✓ Interview	

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will enroll in college and major in early childhood education.

Postsecondary Training: After high school, I will do student teaching as part of my college coursework.

Employment: After high school, I will get a job as a preschool teacher.

Independent Living:

Transition Goals

Student

Name:

Annette Jones

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

-create a list of colleges with Early Childhood Education programs and good disability support services

-enroll in the Teachers for Tomorrow course at the Career Academy

-maintain my 3.2 GPA

-participate in a job shadowing experience at a local childcare center

Self-Advocacy (SA): I will

-explain my disability and the accommodations I need to my teachers

-invite my DARS counselor to my IEP meeting

-lead my IEP meeting

Independent Living (IL): I will

-make my own medical appointments during the school year

-sort, wash and fold my own laundry at home

-open a checking account

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Annette Jones ID: Xxxxxx Date of IEP: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

"Select"

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Guidance |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Employment and Transition Services (ETR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input type="checkbox"/> | <input type="checkbox"/> | Community Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Related Course(s)/Experiences: |
| | | Algebra 2, English 11, Strategies for Success |
| <input type="checkbox"/> | <input type="checkbox"/> | Other _____ |

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☒ Yes ☐ No

- ☒ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Postsecondary Education Rehabilitation Training (PERT)
- ☐ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☒ Student received brochure ☒ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: John Dunn

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Applied Studies

Student Participation in Transition Planning

JD

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐

Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT

- ✓ Comprehensive Career Assessment
- ✓ Interest inventory
- ✓ Class based Career Assessments
- ✓ Job coach reports
- ✓ Work experience
- ✓ Career Portfolio review
- ✓ Interview

SUMMARY

Interests: I like to talk to people, sing with the radio, be with my friends, and look at magazines. I like my job at Sunrise Assisted Living.

Strengths/Capabilities: I can finish jobs all by myself. I can shred papers, sweep, mop, and clean tables. I tell the teacher when I need help.

Career Goal: I want to work with people.

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will take any life skills classes offered by my CSB vendor.

Postsecondary Training: After high school, I will work with my CSB vendor to get the training I need to get a supported job working with people.

Employment: After high school, I will get a supported job working in a setting where there are people that I can interact with – possibly an office or restaurant.

Independent Living: After high school, I will live in a group home with my friend.

Transition Goals

Student

Name:

John Dunn

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

- work for 30-minute shifts without taking a break at my jobsite
- say "Good Morning" each day to people at work and school
- complete 1-2 step job tasks without teacher prompts
- complete 2 career interest inventories in my WAT class

Self-Advocacy (SA): I will

- attend my IEP meeting
- state my career goal at my IEP meeting
- take a tour of the Davis Career Center to see if I want to go there next year

Independent Living (IL): I will

- pour cereal into a bowl and add milk each morning for my breakfast
- help my mother sort, wash, and fold laundry once per week at home

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student

Name: John Dunn

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"

"Select"

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Employment and Transition Services (ETR) |
| <input type="checkbox"/> | <input type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Community Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Related Course(s)/Experiences: |
| | | Community-Based Work Experience; WAT class |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Other Community-Based Instruction |

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☒ Yes ☐ No

- ☒ Virginia Department of Aging and Rehabilitative Services (DARS)
- ☐ Postsecondary Education Rehabilitation Training (PERT)
- ☒ Fairfax-Falls Church Community Services Board: Developmental Disabilities Services (CSB-DD)
- ☐ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- ☐ Virginia Department for the Blind and Vision Impaired (DBVI)
- ☐ Other:

Notice of Rights Upon Age of Majority (to be completed at the IEP meeting on or immediately preceding student's 17th birthday)

The parent and student received the *Age of Majority* brochure and student's rights pertaining to special education upon reaching the age of 18 have been explained.

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

This student is scheduled to graduate with a standard or advanced studies diploma in _____. At this time, this student will have met all Fairfax County Public Schools (FCPS) and Commonwealth of Virginia requirements for a standard or advanced studies diploma. The awarding of such diploma will terminate all special education and related services for this student in FCPS.

This statement does not apply to students who receive an applied studies diploma.

Transition Goals

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Kim Lee

ID#: xxxxxx

Date of IEP Meeting: 3/4/xx

Anticipated Graduation Year: 20xx

Anticipated Diploma(s): Applied Studies

Student Participation in Transition Planning

KL

I have participated in drafting my Transition Plan. All parts include my interests and preferences.

Student's Initials

The student has not been available to provide input into the Transition Plan; therefore, this IEP will be amended in ____ days to include the student's interests, preferences, and goals.

☐ Principal Designee Confirmation

Transition Assessment Information related to education, training, employment, and, where appropriate, independent living. Check off assessment information reviewed for this IEP on the left and summarize results on the right.

ASSESSMENT	SUMMARY
<ul style="list-style-type: none"> ✓ Class based Career Assessments ✓ Job coach reports ✓ Work experience ✓ Career Portfolio review ✓ Interview 	<p>Interests: Computer games, movies, dancing. In EFEO I like to do filing, data entry, and word processing.</p> <p>Strengths/Capabilities: I get along well with my classmates and my teachers, I'm a hard worker, and I always follow the teacher's directions and finish all my work on time.</p> <p>Career Goal: I want to work in an office.</p>

Measurable Postsecondary Goals Consider assessment information and develop corresponding postsecondary goals for education, training, employment, and where appropriate, independent living.

Postsecondary Education: After high school, I will take a class from DARS in office skills.

Postsecondary Training: After high school, I will work with my DARS counselor to get an internship in an office to practice my office skills.

Employment: After high school, I will get a job working in an office.

Independent Living: After high school, I will share an apartment with my friends.

Transition Goals

Student

Name:

Kim Lee

ID #: xxxxxx

Date of IEP

Meeting: 3/4/xx

Transition Objectives: Based on the postsecondary goals, develop transition objectives for the current year that include: (a) Instruction; (b) Related services; (c) Community experience; (d) The development of employment and other post school adult living objectives; and (e) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Career (C): I will

-increase my typing speed to 20 words per minute from 15 words per minute

-sign up for EFEO again for 12th grade

-conduct an informational interview with my supervisor at my jobsite about what it's like to work in an office environment

-earn an "A" in EFEO class this school year

-sign up for a summer coding class

Self-Advocacy (SA): I will

-tell my teachers my skills and accommodations I need using a checklist

-explain my transition plan at my IEP meeting using a PowerPoint presentation to talk about my strengths and needs

Independent Living (IL): I will

-wash the dinner dishes three days a week

-buy two outfits for school shopping at TJ Maxx using my own money

-take Metrobus to the mall to meet my friends once per month

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Classroom Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classwork	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Norm-Referenced Test:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Special Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test and Quizzes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition Services

Complete with student no later than Grade 8 or Age 14, whichever comes first.

Student Name: Kim Lee

ID #: xxxxxx

Date of IEP Meeting: 3/4/xx

School Services Discussed and Considered: The following options were considered by the IEP team based on the student's input.

"Explore"**"Select"**

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Guidance |
| <input type="checkbox"/> | <input type="checkbox"/> | Academy Support Services |
| <input type="checkbox"/> | <input type="checkbox"/> | Career Assessment (time-limited) |
| <input type="checkbox"/> | <input type="checkbox"/> | Work Awareness & Transition (WAT) |
| <input type="checkbox"/> | <input type="checkbox"/> | Job Coach Services (time-limited) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Employment and Transition Services (ETR) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Education for Employment for the Office (formerly OTP) |
| <input type="checkbox"/> | <input type="checkbox"/> | Special Education Career Center |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Community Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Career or College Related Course(s)/Experiences: |
| | | EFEO, Community-based Work Experience |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Other <u>Community-based Instruction</u> |

Postsecondary Services discussed. If yes, document discussion on the Present Level of Performance page 309

☒ Yes ☐ No

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