Transition Tool Kit
For Parents

A TOOL TO HELP PARENTS UNDERSTAND THE TRANSITION PLANNING PROCESS

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Instructional Services Department
Office of Counseling and College and Career Readiness
Career and Transition Services
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Career and Transition Services, Office of Counseling and College and Career Readiness, designed this Transition Tool Kit for Parents to share strategies, resources, and tools to assist in the transition planning process.

Planning a student’s transition from school to postsecondary options is a critical part of his or her individual education program (IEP) process in the middle and high school years. Transition planning is ongoing and outcome-oriented, based on collaboration between a student with disabilities, his or her family, school and adult service personnel, and the community.

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

A coordinated set of activities for a student 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 student with a disability to facilitate the student’s movement from school to postschool 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 student’s needs, taking into account the student’s strengths, preferences and interests;
- Includes instruction, related services, community experiences, the development of employment and other postschool 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. IDEIA 2004 requires the following:

1) Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include –

- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- The transition services (including courses of study) needed to assist the student in reaching those goals. [Section 614(d)(1)(A)(VIII)]

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

Fairfax County Public Schools (FCPS) 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 his or her postsecondary goals and outlines the steps necessary to achieve them. The student’s transition needs, as outlined in the transition plan, drive the content of the IEP so that, by graduation, each student is equipped with the skills necessary to take advantage of the opportunities and meet the challenges of life after high school.

When transition services are being considered, the second and third pages of the IEP become the transition planning section. The Transition Goals form (IEP-303) includes transition assessment information pertaining to information on the student’s preferences, skills, career goals, measurable postsecondary goals in the areas of education, training, employment, and, if appropriate, independent living skills, as well as transition objectives in career, self-advocacy, and independent living skills. The Transition Services form (IEP-304) lists school and postsecondary transition services to consider during the IEP meeting.

The Final Summary of Performance (SS/SE-210) is required for graduating students during the final year in school. This form is not part of the IEP but, as required by law, it must be provided to graduating students.
Transition Planning

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. Fairfax County Public Schools students begin transition planning no later than grade 8 or age 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. IDEIA 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 …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 section § 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 Commonwealth of Virginia or is unable to provide informed consent, in which case the parent or legal 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. IDEIA 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.”

It is important that the student be involved in his or her transition planning and the entire IEP process. Once students reach transition age, they should attend the IEP meeting and participate to the extent they are able. Listed below are reasons why it is important for students to be active participants in the IEP process:

- To be more invested and engaged in their education and plans for the future
- To learn how accommodations can assist them with learning challenges
- To increase their own self-awareness (understanding strengths and support needs)
- To learn how to set goals and work toward them, adjust them, and continue moving forward
- To learn how to self-advocate and live a self-determined life
- To determine and develop annual goals
- To monitor their own progress on IEP goals and objectives
- To participate at the IEP meeting
  - Introduce IEP team members
  - Present their transition plan
  - Share video or pictures from community work experience
  - Report on career interests
  - Report on goal progress
  - Discuss accommodations that best fit their individual learning style
  - Lead their IEP meeting
The IEP team should adopt the practice of Student-Focused Planning. Student-Focused Planning consists of the following principles:

- Identifying and documenting students’ postschool goals, learning preferences, and need for accommodations
- Using a variety of assessment information as a basis for the individual education program
- Identifying measurable transition-related goals and objectives that focus on postsecondary education or training, employment, independent living, and community and leisure activities
- Developing educational experiences that correspond with postschool goals and objectives, such as participation in college preparatory curricula and/or in vocational and technical education
- Through the IEP, specifying responsibility for transition-focused instructional activities or services
- Developing students’ abilities to participate meaningfully in the development of their IEP
- Utilizing a planning process that is student-centered and facilitates students’ self-determination, including student decision-making
- Providing appropriate accommodations that facilitate student and family involvement in the individual planning process, and specifically in the IEP meeting
- Evaluating the progress or attainment of student goals at least annually, including student evaluation of his or her progress

**Transition Assessment**

Transition assessment is an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments. Transition assessment should try to answer questions such as:

- What are the student’s interests?
- What are his or her strengths?
- What academic areas does the student need to strengthen to stay on track for his or her career goal?
- What life skills areas does the student need to strengthen to reach his or her independent living goal?
- What high school courses does he or she need to take in order to prepare for future employment goals?

Procedures for quality transition assessment and transition planning include the following steps:

- Assess: educators assess the student’s interests, preferences, and needs related to his or her postschool outcomes using both formal and/or informal assessments
- Plan: interpreting the results from the assessments and incorporating them into the student’s transition plan
- Instruct: students learn the skills they will need to reach their postsecondary goals
- Evaluate: students and educators evaluate whether progress has been made toward achieving the transition activities and IEP goals and objectives

IEP 303 contains a section that details several types of transition assessments available in Fairfax County Public Schools. The next page contains a blank sample of IEP 303.
**Transition Goals**

**Transition Goals – IEP 303**

The image below is a screenshot of the Transition Goals document (IEP 303) which is available at https://www.fcps.edu/sites/default/files/media/forms/iep303.pdf

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**Student Name**

**ID #**

**Date of IEP Meeting**

**Anticipated Graduation Year**

**Anticipated Diploma(s)**

---

**Student Participation in Transition Planning**

I have participated in crafting 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 Designation Confirmation

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**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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Career Assessment</td>
<td>Interests:</td>
</tr>
<tr>
<td>Career Scope</td>
<td></td>
</tr>
<tr>
<td>Career Snapshots</td>
<td>Strengths/Capabilities:</td>
</tr>
<tr>
<td>Most recent reevaluation information</td>
<td></td>
</tr>
<tr>
<td>Standardized assessment:</td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td></td>
</tr>
<tr>
<td>Classroom assessments</td>
<td></td>
</tr>
<tr>
<td>Interest inventory</td>
<td></td>
</tr>
<tr>
<td>Class-based Career Assessments</td>
<td></td>
</tr>
<tr>
<td>Job coach reports</td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td></td>
</tr>
<tr>
<td>Situational assessment</td>
<td></td>
</tr>
<tr>
<td>Career Portfolio review</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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**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

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**Transition Objectives:** Includes: (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**

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Information from the Fairfax County Public Schools student school 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 (09/11) Transition Goals page 4 of
**Transition Services to Consider: IEP 304**

The second page of the transition plan is the Transition Services page, IEP 304. It lists the services that will support the student’s progress toward long-term goals. This is where the IEP team decides which services, courses, and experiences will be included in the student’s instructional program for the coming year.

The following information provides a brief explanation of each transition service listed on IEP-304. If you would like more information, or have any questions, please contact your school’s Employment and Transition Representative (ETR).

<table>
<thead>
<tr>
<th>Transition Service</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/College Guidance</td>
<td>Provided by School Counseling, Career Center specialist, ETR and/or case manager about future plans and courses, transition, and employment issues</td>
</tr>
<tr>
<td>Academy Support Services</td>
<td>Each academy has a support team to help students with IEPs successfully complete course requirements</td>
</tr>
<tr>
<td>Career Assessment</td>
<td>FCPS offers three types of career assessment: Comprehensive – in-depth 5-7 day assessment at Marshall/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 high school (HS) career centers</td>
</tr>
<tr>
<td>Work Awareness and Transition (WAT)</td>
<td>Elective course combining career exploration and introduction to work experience</td>
</tr>
<tr>
<td></td>
<td>• HS course includes community work experience</td>
</tr>
<tr>
<td></td>
<td>• Middle school (MS) course may include school-based work experience</td>
</tr>
<tr>
<td>Job Coach Services</td>
<td>Short-term support for students transitioning to independent work</td>
</tr>
<tr>
<td></td>
<td>• Services can also be requested if problems arise on a job</td>
</tr>
<tr>
<td></td>
<td>• Available to FCPS HS students with IEPs</td>
</tr>
<tr>
<td>Employment and Transition Services (ETR)</td>
<td>Transition resource contact at each HS</td>
</tr>
<tr>
<td></td>
<td>• Assistance in job seeking, job maintenance, and planning for the future (priority – grades 11-12)</td>
</tr>
<tr>
<td></td>
<td>• Available to all FCPS HS students with IEPs</td>
</tr>
<tr>
<td>Referral to PERT (Postsecondary Education Rehabilitation Transition)</td>
<td>A 5-10 day residential evaluation at Wilson Workforce Rehabilitation Center, Fishersville, VA, of 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.</td>
</tr>
<tr>
<td>Education for Employment for the Office (EFEO)</td>
<td>Elective HS course combining Microsoft Office and Google Apps skills instruction and work experience at local businesses</td>
</tr>
<tr>
<td></td>
<td>• 4 locations in the county</td>
</tr>
<tr>
<td></td>
<td>• EFEO teachers will provide input for IEP goals and objectives</td>
</tr>
<tr>
<td>Special Education Career Center</td>
<td>Specialized career independent living skills instruction for students aged 18-22</td>
</tr>
<tr>
<td></td>
<td>• Career skills training in business settings; instruction in literacy, independent living, and social skills</td>
</tr>
<tr>
<td>Transition Service</td>
<td>Information</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Special Education Career Center (continued)| • Davis and Pulley Career Centers  
• Secondary Transition to Employment Program (STEP)                                                                                      |
| Community Work Experience                  | Work experiences in local businesses that support students in exploring career options and learning work culture  
• Integral component of Career Prep, WAT, EFEO, Davis/Pulley Centers and STEP  
• Non-paid work experience requires parent permission, as well as parent-provided or school accident insurance |
| Career/College related Course(s)/Experiences| List courses or activities related to student’s expressed goal or future plan; can include academics, professional technical studies, career academy course, career and transition courses, etc. |
| Other                                       | Can be used for other transition-related school activities that may not be listed above                                                   |
| Virginia Department for Aging and Rehabilitative Services (DARS) | Agency that assists students and adults with disabilities prepare for, enter, engage in, 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 |
| Fairfax-Falls Church Community Services Board Developmental Disability Services (CSB-DDS) | CSB-DDS 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 |
| Fairfax-Falls Church Community Services Board Mental Health Services (CSB-MH) | CSB-MH provides lifelong support services for individuals with mental health impairments  
• Individuals must meet eligibility criteria |
| Virginia Department for Blind and Visually Impaired (DBVI) | A division of DARS, DBVI provides services for students with visual impairments.  
• Individuals must meet eligibility criteria |
| Other Agency                                | Other adult service agencies include Cooperative Employment Services and the Independence Center  
• Individuals must meet eligibility criteria |

The next page contains a blank sample of IEP 304.
### Transition Services - IEP 304

The image below is a screenshot of the Transition Services document (IEP 304) which is available at [https://www.fcps.edu/sites/default/files/media/forms/iep304.pdf](https://www.fcps.edu/sites/default/files/media/forms/iep304.pdf)

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#### Transition Services

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

<table>
<thead>
<tr>
<th>School Services Discussed and Considered:</th>
<th>ID #</th>
<th>Date of IEP Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following options were considered by the IEP team based on the student's input.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>“Explore”</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Career or College Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Academy Support Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Career Assessment (time-limited)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Work Awareness &amp; Transition (WAT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Job Coach Services (time-limited)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Employment and Transition Services (ETR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Education for Employment for the Office (formerly OTP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Special Education Career Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Community Work Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Career or College Related Course(s)/Experiences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

□ Post-Secondary Services discussed.

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

- □ Virginia Department for Aging and Rehabilitative Services (DARS)
- □ Post-Secondary Education Rehabilitation Training (PERT)
- □ Fairfax-Falls Church Community Services Board: Developmental Disability Services (CSB-DDS)
- □ Fairfax-Falls Church Community Services Board: Mental Health Services (CSB-MH)
- □ Virginia Department for the Blind and Vision Impaired (DEVI)
- □ 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 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 a modified standard and/or applied studies diploma.

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IEP 304 (10/16) Transition Services
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 the implementation of each rule.

Rule #1: Be Future-oriented

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 Charting Your Future 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 Educational and Career Planning Portfolio (Pages 25-28) 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 extra-curricular 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** which indicates which assessment information is enclosed
- **Career Goal and Objectives** are charted each year during development of the students’ transition plans
- **Transition Goal Activities** lists any transition objectives achieved and courses completed from the previous year’s IEP transition plan, as well as any career competencies or certifications earned
- **Transition Assessment Record** documents the results of formal and informal transition assessments
- **Student Activity Record** captures all career-related courses, work experiences, and extracurricular activities in which students have participated

The Career Portfolio gathers the transition assessment information that is the foundation of the student’s transition plan. It is initiated with a 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 Final Summary of Performance (pages 30-33) prior to graduation.

The following additional tools can assist in ensuring that the planning process is future-oriented, and may be included in the Career Portfolio:

- **Charting Your Future – Middle School** (page 14) and **High School** (page 15) helps students determine the steps they must take to reach their goals. Students identify where 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.
- **IEP-304 Transition Services to Consider** (pages 5 and 6) gives a brief description of each service listed on the Transition Services page of the IEP along with actions to take and contact information.
- **Turning 18: Resources for Young Adults** (page 34) provides information students need to know when they reach the age of majority.
- **FCPS Career Instruction Resources** (pages 35-37), **Community and Postsecondary Resources** (page 38) and **Website Resources** (pages 39-42) list Career and Transition Services (CTS) transition courses
and programs, contact information for postsecondary service providers, and website resources that may be helpful.

- **Student Learning Plan (SLP)** - The Student Learning Plan (SLP) is a process for students to plan for the future by exploring college and career options. Students have opportunities to discover their personal strengths and interests, create goals to help them achieve success, plan for courses that meet high school graduation requirements and prepare them for life after high school. Each student’s plan is stored electronically in the Family Connection tool and can be accessed by students through their FCPS 24-7 Blackboard account. The SLP is updated regularly as each student’s academic, personal, and career goals change. The following is a list of Career and Transition personnel that can assist students with fulfilling Student Learning Plan requirements:
  - Career and Transition Teachers
  - Employment and Transition Representatives
  - Academy Support Teachers
  - Special Education Career Center Teachers

**Rule #2: Start Early and Review Annually**

IDEIA 2004 requires that transition planning begins 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 make sense. For the continuing story of Johnny, see the sidebar *Charting Your Future II.*

**Tools To Assist With This Rule**

- Transition Planning Checklist for Students and Parents (page 16) can be completed at home by students and their family members to help identify their transition planning priorities. This input is particularly useful in finalizing the independent living objectives in the Transition Objectives box on the IEP-303.
- Transition Timeline – Middle School to Graduation (pages 11-13) 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 Activities (pages 17-23) can be used to draft career, self-advocacy, and independent living objectives in the Transition Objectives section on the 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 Your Future III: Johnny’s revised plan on the next page.*

**Tools To Assist With This Rule**

- Transition Timeline – Middle School to Graduation (pages 11-13)
- Charting Your Future - Middle School and High School (pages 14 and 15)
- Educational and Career Planning Portfolio (pages 25-28)
- Student Learning Plan – Family Connection – FCPS Blackboard 24-7
The Parent’s Role

Three rules for effective transition planning that maximize options and opportunities include:

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

Middle school students - Focus on the process rather than being overly concerned with a realistic outcome. Once students learn the basics of transition planning, they will continue to practice the process throughout their high school years. Students may refine their goals and change their career choices many times.

All students - Help students identify objectives that need to be accomplished (e.g., tests passed, diploma earned, skills mastered) to achieve the long-range goal.

All students - Be sure to review the plan regularly. Discuss with students and staff members whether adequate progress has been made.

High school students – Be sure to complete the required Final Summary of Performance (pages 30-33) before the student graduates from high school.

Charting Your 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.
## Transition Timeline

### Middle School Tasks

- Develop study skills and strategies that you know work for you
- Talk to teachers to identify classroom accommodation needs
- Evaluate basic skills in reading, mathematics, oral and written language; plan for remediation if necessary
- Identify tentative postsecondary career and personal goals
- Investigate which high school courses will prepare you for your postsecondary goals
- Attend high school orientation or schedule appointment with high school guidance counselor or special education department chair to familiarize yourself with 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 your future
- Take eighth grade SOL tests in English: Reading/Literature and Research, English: Writing, and Mathematics
- Participate in developing your transition plan (IEP-303 and IEP-304) to include in your IEP, starting in eighth grade (or aged 14)
- Attend your IEP meeting
- List activities necessary to achieve the goals in your IEP transition plan
- Complete grade level tasks in the Student Learning Plan

### Freshman Year Tasks

- Learn the specific nature of your disability and how to explain it so others understand your needs
- Ask your parent or a special education teacher to help you develop a plan to explain your disability to your teachers and request accommodations
- Learn strategies to help you access the same course work as your peers
- Continue to improve basic reading, writing, and math skills
- Review diploma options, revise choices as necessary, and plan a course of study to meet requirements
- Consider extending your high school graduation date by one to three years to help you reach postsecondary goals
- Discuss enrolling in career-related courses based on your post-secondary goals with your school counselor
- Visit your high school Career Center and ask the Career Center specialist about college and career planning resources
- Discuss with your IEP case manager career assessment services offered at Marshall and Mt. Vernon Assessment centers to decide whether assessment will be helpful for transition planning
- Continue to explore interests through elective courses, clubs, and extracurricular activities
- Update your Career Portfolio
- Complete grade level tasks in the Student Learning Plan
- Meet with your case manager to plan your IEP meeting and discuss your role
- Formulate a Transition Plan with your case manager and the IEP team that reflects your goals and interests
• Prepare for and pass required end-of-course SOL tests
• Identify your Employment and Transition Representative (ETR) and learn his or her role in your transition

### Sophomore Year Tasks

- Ask your parent or teacher to help you prepare to explain your disability and request accommodations from teachers and family members
- Continue to develop and use learning strategies for success in course work
- Continue to improve basic reading, writing, and math skills
- Review diploma options, revise choices as necessary, and plan a course of study to meet requirements
- Consider extending your high school graduation date by one to three years to help reach your postsecondary goals
- Discuss with your school counselor possible enrollment in career-related courses
- Meet with your case manager to discuss available career assessment options to decide whether an assessment would be beneficial
- If your career plans require a college degree, register and take the Preliminary Scholastic Aptitude Test (PSAT) in the fall; consider using testing adjustments and auxiliary aids
- 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 your Career Portfolio
- Complete grade level tasks in the Student Learning Plan
- Participate actively in your IEP meeting
- Continue to actively participate in transition planning with your case manager and IEP team

### Junior Year Tasks

- Identify postsecondary academic adjustments, auxiliary aids, and services you need and learn how to use them efficiently
- Practice strategies to prepare for and take exams including time management, assertiveness training, and stress management
- Meet with your teachers to explain your disability and request accommodations
- Continue to remediate basic skill deficits
- Review diploma options, revise choices as necessary, and plan a course of study to meet requirements
- Consider extending your high school graduation date by one to three years to help reach your postsecondary goals
- Discuss with your school counselor possible enrollment in career-related courses
- Meet with your case manager to discuss available career assessment options to decide whether an assessment would be beneficial
- Continue to explore your interests through involvement in school or community-based extracurricular activities and work experiences
- Update your Career Portfolio
- Complete grade level tasks in the Student Learning Plan
- Match your interests and abilities to postsecondary goals
- If your career goals require postsecondary education, identify schools with courses in which you might be interested
• Speak with representatives from colleges, technical schools, training programs, military visiting your high school, and at college or community career fairs
• Gather information about college programs that offer the disability services you need
• Visit campuses and disability services offices to verify available services and how to access them
• Keep documentation of your disability current; colleges want current testing, usually less than three years old when you begin college
• Ask your school counselor about the SAT and ACT tests to determine which better matches your learning style
• Consider taking a course to prepare for the SAT or ACT
• Take the SAT or ACT in the spring; discuss with your case manager whether to request testing accommodations
• Meet with your case manager to develop a plan for leading your IEP
• Continue to participate in your IEP transition planning with your case manager and IEP team
• Contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, and/or other postsecondary agencies to determine your eligibility for services
• Invite a representative of the appropriate adult services agency to attend your IEP meeting

<table>
<thead>
<tr>
<th>Senior Year (or aged 18-22) Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify ways accommodations on your IEP apply to postsecondary education and employment settings</td>
</tr>
<tr>
<td>• Continue to develop your advocacy skills and study skills</td>
</tr>
<tr>
<td>• Meet with your teachers to explain your disability and request accommodations</td>
</tr>
<tr>
<td>• Continue to remediate basic skill deficits</td>
</tr>
<tr>
<td>• Review diploma options, revise choice as necessary, and plan course of study to meet requirements</td>
</tr>
<tr>
<td>• Update your Career Portfolio</td>
</tr>
<tr>
<td>• Complete grade level tasks in the Student Learning Plan</td>
</tr>
<tr>
<td>• Match your interests and abilities to postsecondary goals</td>
</tr>
<tr>
<td>• Consider extending your high school graduation date by one to three years to help reach your postsecondary goals</td>
</tr>
<tr>
<td>• Discuss with your school counselor enrollment in career-related courses or programs</td>
</tr>
<tr>
<td>• Meet with your case manager to discuss available career assessment options to decide whether an assessment would be beneficial</td>
</tr>
<tr>
<td>• Continue to explore your interests through involvement in school or community-based extracurricular activities and work experiences</td>
</tr>
<tr>
<td>• Meet with your school counselor and your ETR early in the year to discuss your postsecondary plans</td>
</tr>
<tr>
<td>• Early in the year, visit schools, colleges, and/or training programs in which you are interested</td>
</tr>
<tr>
<td>• Evaluate disability services and service providers at schools in which you are interested</td>
</tr>
<tr>
<td>• Obtain copies of any school records that document your disability for postsecondary accommodations</td>
</tr>
<tr>
<td>• Take the SAT or ACT again, if appropriate</td>
</tr>
<tr>
<td>• Lead your IEP meeting</td>
</tr>
<tr>
<td>• Develop your Transition IEP and present it at your IEP meeting</td>
</tr>
<tr>
<td>• If not done in your junior year, contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, and/or other adult service agency to determine your eligibility for postsecondary services</td>
</tr>
<tr>
<td>• Invite a representative of the appropriate adult services agency to attend your IEP meeting</td>
</tr>
</tbody>
</table>
Charting Your Future – Middle School

<table>
<thead>
<tr>
<th>Where do you want to be at age 25?</th>
<th>Postsecondary Requirements</th>
<th>High School Requirements</th>
<th>Middle School Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Goal:</td>
<td>Education:</td>
<td>Diploma:</td>
<td>SOLs/Benchmarks:</td>
</tr>
<tr>
<td></td>
<td>Training:</td>
<td>Courses:</td>
<td>Courses:</td>
</tr>
<tr>
<td></td>
<td>Testing:</td>
<td>Testing:</td>
<td>Experience:</td>
</tr>
<tr>
<td></td>
<td>Experience:</td>
<td>Experience:</td>
<td></td>
</tr>
<tr>
<td>Personal Goal:</td>
<td>Skills Training:</td>
<td>Skills Training:</td>
<td>Skills Training:</td>
</tr>
<tr>
<td></td>
<td>Experience:</td>
<td>Experience:</td>
<td>Experience:</td>
</tr>
</tbody>
</table>

What are possible barriers to reaching my goals?

What steps will I take this year to help me reach my goals?
# Charting Your Future – High School

<table>
<thead>
<tr>
<th>Where do you want to be at age 25?</th>
<th>Postsecondary Requirements</th>
<th>Eleventh Grade to Graduation Requirements</th>
<th>Ninth/Tenth Grade Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Goal:</td>
<td>Education</td>
<td>Diploma:</td>
<td>Diploma:</td>
</tr>
<tr>
<td></td>
<td>Training:</td>
<td>Courses:</td>
<td>Courses:</td>
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<td></td>
<td>Testing:</td>
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<td>Testing:</td>
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<td></td>
<td>Experience:</td>
<td>Experience:</td>
<td>Experience:</td>
</tr>
<tr>
<td>Personal Goal:</td>
<td>Skills Training:</td>
<td>Skills Training:</td>
<td>Skills Training:</td>
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<td></td>
<td>Experience:</td>
<td>Experience:</td>
<td>Experience:</td>
</tr>
</tbody>
</table>

**What are possible barriers to reaching my goals?**

**What steps will I take this year to help me reach my goals?**
**Transition Planning Checklist**

**for Students and Parents**

We value your input regarding your son’s or daughter’s transition needs. The following lists of transition skills are considered important for success as an adult.

Please review the appropriate priorities for this year with your son or daughter and bring this list to the IEP meeting to discuss with the IEP team. Please add any additional skills that you feel are important.

### CAREER/EMPLOYABILITY

- Gets along with others
- Follow rules and directions
- Accept criticism
- Attend to detail
- Complete tasks
- Attend school and be on time
- Increase computer skills
- Dress appropriately for setting
- Work at a satisfactory rate
- Produce satisfactory work
- Deal appropriately with authority
- Work independently
- Organize materials and time
- Seek help when needed
- Demonstrate critical thinking skills
- Identify career interests
- Explore careers
- Gain work experience
- Develop specific work skills
- Research FCPS transition options
- Enroll in a career-related course
- Develop resume
- Find a job
- Complete applications
- Develop interview skills
- Explore postsecondary education options
- Explore adult service options

### SELF-ADVOCACY

- Participate in IEP meeting
- Participate in developing ITP
- Review diploma options /requirements
- Know rights and responsibilities
- Identify learning strengths and weaknesses
- Communicate learning strengths and weaknesses
- Identify emotions and outlets for emotions
- Set goals
- Problem-solve
- Cope with stress
- Use daily planner to organize schoolwork and activities

### INDEPENDENT LIVING

- Make purchases
- Make change
- Budget money
- Calculate wages
- Develop banking skills
- Communicate by telephone including leaving/taking messages
- Identify recreation/leisure activities
- Clean space at home (e.g., bedroom)
- Recognize civic roles and responsibilities
- Understand authority figures, rules, laws
- Understand voting and elections
- Identify community resources
- Know current events
- Know housing options (e.g., rent, own)
- Pay bills
- Purchase food
- Follow recipe
- Cook food
- Order from menu
- Purchase clothing
- Wash and iron clothing
- Know transportation options
- Take Driver's Education
- Get driver's license
- Read maps
- Become familiar with public transportation
- Know basic first aid
- Practice good grooming habits

### OTHER SUGGESTIONS

- ____________________________
- ____________________________
- ____________________________
Suggested Transition Activities

The following list is designed to help students, parents, and teachers formulate goals for the three areas included in 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 list for suggested goals to include on the plan.

This list is not exhaustive. It is meant to be a springboard for further discussion and planning. Please add to the list or revise goals as necessary for the student’s specific needs. The following list includes suggested activities for both middle and high school.

Many of the goals listed 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 were designed specifically for students with more significant disabilities. Those sections are identified with LI for Low Incidence.

<table>
<thead>
<tr>
<th>Career Goal Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
</tr>
<tr>
<td>• Review diploma options and/or requirements</td>
</tr>
<tr>
<td>• Identify high school course offerings related to career goals</td>
</tr>
<tr>
<td>• Successfully complete courses related to career goals (e.g., Health Sciences, Information Technology)</td>
</tr>
<tr>
<td>• Meet with teachers to discuss accommodation needs</td>
</tr>
<tr>
<td>• Schedule meeting with teacher for extra help to succeed in a class</td>
</tr>
<tr>
<td>• Schedule meeting with teacher after receiving a “D” or “F” grade</td>
</tr>
<tr>
<td>• Enroll in SOL remediation classes as needed</td>
</tr>
<tr>
<td>• Meet with your school counselor to schedule classes needed to meet postsecondary education goals</td>
</tr>
<tr>
<td>• Explore support services available at postsecondary schools of interest</td>
</tr>
<tr>
<td>• Research entrance requirements for postsecondary schools</td>
</tr>
<tr>
<td>• Identify postsecondary schools that provide training in career field</td>
</tr>
<tr>
<td>• Identify postsecondary requirements necessary to achieve career goals</td>
</tr>
<tr>
<td>• Enroll in SAT preparation course</td>
</tr>
<tr>
<td>• Arrange for untimed SAT administration</td>
</tr>
<tr>
<td>• Explore financial aid options for postsecondary education</td>
</tr>
<tr>
<td>• Complete applications for postsecondary education</td>
</tr>
<tr>
<td><strong>Career Awareness</strong></td>
</tr>
<tr>
<td>• Complete and review an interest inventory (e.g., Career Game, Red Hot Jobs, Careers for Me)</td>
</tr>
<tr>
<td>• Identify several careers that match interests</td>
</tr>
<tr>
<td>• Obtain specific information about qualifications of jobs of interest</td>
</tr>
<tr>
<td>• Complete career aptitude assessment</td>
</tr>
<tr>
<td>• Identify careers that match abilities</td>
</tr>
<tr>
<td>• Obtain specific information about jobs that match abilities and interests</td>
</tr>
<tr>
<td>• Participate in a volunteer experience</td>
</tr>
<tr>
<td>• Observe and job shadow an employee at a business site</td>
</tr>
</tbody>
</table>
• Interview people in occupations of interest in the local community
• Enroll in Work Awareness and Transition (WAT) class
• Explore interests through elective courses (e.g., drama, art, culinary)
• Complete the Virginia Career VIEW assessment
• Research careers using Internet or software programs (e.g., Bridges, O*NET)
• Investigate career options through the Career Center at enrolled high school

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)
• Explore 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 appropriate 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 appropriate dress code for work situations (e.g., interview, warehouse job, office job)
• Use daily planner to organize school work and homework assignments

Self-Advocacy Goal Activities

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 portion 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
• Obtain school records to document disability for accommodations for postsecondary options
• Explore supported employment options with local vendors
• Tour postsecondary institutions of interest
• Research 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
• Identify how accommodations on IEP translate to the workplace
• Research eligibility requirements for Supplemental Security Income (SSI)
• Research work incentive options: Plan for Achieving Self Support (PASS), 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 limitations to teacher or employer
• Identify appropriate classroom accommodations
• Identify appropriate workplace accommodations and/or modifications
• Request appropriate accommodations as outlined in the IEP (e.g., ask math teacher to use a calculator in class)
• Describe your disability and education history
• Obtain 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 Activities

Caring for Personal Needs
• Take appropriate medication for minor illnesses
• Care appropriately for minor cuts, burns, and bruises
• Recognize need to consult physician
• Schedule doctor and/or dentist appointments
• Dress appropriately for a variety of activities (e.g., choose appropriate outfit for a specific occasion)
• Maintain acceptable standards of hygiene (e.g., shower daily)
• Maintain acceptable standards of grooming (e.g., keep hair clean and brushed)
• Learn to do laundry
• Maintain acceptable level of fitness (e.g., exercise three times a week)
• Follow food pyramid nutritional guidelines
• Communicate by telephone including leaving voice messages

Community Participation
• Identify appropriate circumstances 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/or 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 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/or savings account
• Manage clothing allowance
• Use ATM machine
• Use credit card
The following list is designed to help middle and high school students with low incidence (LI) disabilities, their parents, and teachers formulate goals for the three areas included in Transition Objectives on the Transition Goal IEP-303 page. These areas are Career, Self-Advocacy, and Independent Living.

### Career Objectives for Students with Low Incidence Disabilities

- I will work on an assigned task for five consecutive minutes.
- I will participate in a variety of activities near or with other people.
- I will participate independently during group work.
- I will participate independently during group recreational and leisure activities.
- I will participate in a school-based job.
- I will indicate my work preferences.
- I will visit adult service vendors.
- I will explore two careers through community work experiences.
- I will participate in a career assessment.
- I will identify careers that match my abilities.
- I will participate in a volunteer job experience or job shadowing opportunity.
- I will initiate a work-related task with no more than one prompt.
- I will report task completion.
- I will follow simple one-step directions.
- I will ask for more work when I need it.
- I will sign in upon arrival at work.
- I will sign out of work at the appropriate time.
- I will return from lunch and breaks on time.
- I will participate in situational assessments with adult service vendors.
- I will use assistive technology at work.
- I will request help with job tasks when needed.
- I will follow directions and listen to feedback from my supervisor.
- I will express dissatisfaction with a job task.
- I will explore interests through electives.
- I will practice interviewing for a job.
- I will develop a resume.
- I will obtain a Virginia ID Card.
- I will explore transportation options to work.
- I will interview people in the local community in occupations of interest to me.
- I will notify teachers and work supervisors if late or absent from school.
- I will follow the dress code required for work.
- I will investigate options offered at the Davis and/or Pulley Career Centers.
Self-Advocacy Objectives for Students with Low Incidence Disabilities

- I will use a variety of communication strategies to make my wants and needs known (e.g., vocalizations, gestures, picture symbols, voice output device).
- I will communicate my wants and needs with a communication device.
- I will make choices with a voice output device.
- I will verbally communicate my wants and needs.
- I will touch symbols or objects to indicate preferences.
- I will touch symbols or objects to communicate my needs.
- I will ask for assistance when needed.
- I will identify my strengths and interests.
- I will ask for help when I need it.
- When given a picture of two jobs, I will choose my preference.
- I will request a break when needed.
- I will attend my IEP meeting.
- I will participate in my IEP meeting.
- I will present personal goals at my IEP meeting.
- I will identify members of my IEP team.
- I will develop questions to ask at my IEP meeting.
- I will participate in developing my Transition Plan.
- I will attend workshops about high school and Career and Transition Services.
- I will explore supported employment options with local vendors.
- I will explore adult services that I may be eligible for (e.g., Department for Aging and Rehabilitative Services, Fairfax-Falls Church CSB-DD Services).
- I will explore Supplemental Security Income (SSI) and Medicaid benefits.
- I will explore work incentives options through SSI: Plan for Achieving Self Support (PASS), Impairment Related Work Expense (IRWE).
- I will develop personal goals (e.g., to live in an apartment independently).
Independent Living Objectives for Students with Low Incidence Disabilities

- I will practice good table manners.
- I will participate in and accept help with daily living self-help activities as needed with eating, drinking, toileting, and dressing.
- I will complete self-care activities with minimal assistance.
- I will increase independence in the areas of self-care.
- I will increase independence with feeding.
- I will increase independence in communicating and interacting with others.
- I will expand the use of money skills to be more independent in my community.
- I will identify the correct coins required to purchase a soda from a machine.
- I will practice the “next dollar up” strategy for purchasing items.
- I will choose recreation and leisure activities.
- I will practice time and calendar skills.
- I will keep my belongings organized.
- I will respect others’ personal space and belongings.
- I will identify and take the correct medication for minor illnesses.
- I will follow first aid practices when caring for minor cuts, burns, and bruises.
- I will consult a doctor when needed.
- I will choose proper dress for a variety of activities (e.g., outfit for a specific occasion).
- I will maintain acceptable standards of hygiene (e.g., shower daily).
- I will maintain acceptable standards of grooming (e.g., keep hair clean and brushed).
- I will learn to do my laundry.
- I will follow an exercise program.
- I will follow food pyramid nutritional guidelines.
- I will communicate by telephone including leaving voice messages.
- I will identify emergency situations and when to use 911.
- I will demonstrate knowledge of traffic rules and safety (e.g., cross streets at traffic signals).
- I will use public transportation (e.g., Metro Access or FASTRAN).
- I will register to vote.
- I will perform household tasks (e.g., wash dishes, vacuum).
- I will purchase groceries for meals.
- I will prepare simple foods.
- I will operate household appliances (e.g., washer and dryer, microwave).
- I will understand and identify survival vocabulary/signs.
- I will read and order from menus.
- I will initiate leisure activities (e.g., arrange with friends to go to a movie).
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 much information needed to complete the *Final 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 Five “W”s 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 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 both document the course of this long-term planning process, and to gather the information necessary to make revisions along the way.

The *Educational and Career Planning Portfolio* is showcased on the following four pages.
## (Sample) Educational and Career Planning Portfolio

### Contents Checklist: Items checked below are filed in this portfolio:

- [ ] Career Skills documentation
- [ ] Career Interest Inventories
- [ ] APTICOM/Career Scope Report
- [ ] Self-advocacy Skills documentation
- [ ] Career Snapshot Report
- [ ] ASVAB Aptitude Test Results
- [ ] Independent Living Skills documentation
- [ ] Mt. Vernon/Marshall Assessment Report
- [ ] Other: ______________________
- [ ] Resume
- [ ] PERT Report
- [ ] Other: ______________________
- [ ] Other: ______________________
- [ ] Other: ______________________

Each year, file a copy of the current transcript, Transition Goals page (IEP 303), and the Transition Services page (IEP 304) in the portfolio.

<table>
<thead>
<tr>
<th>Year/Grade</th>
<th>Career Goal*</th>
<th>Objective</th>
<th>Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

*From IEP Transition Goal page.
## Transition Goal Activities

<table>
<thead>
<tr>
<th>Grade</th>
<th>Career/College Courses Completed From IEP Transition Services (IEP-304)</th>
<th>Career Competencies Achieved/Certifications Earned</th>
<th>Career Activities Achieved From IEP Transition Goals (IEP-303)</th>
<th>Self-advocacy Activities Achieved From IEP Transition Goals (IEP-303)</th>
<th>Independent Living Activities Achieved From IEP Transition Goals (IEP-303)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
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<td>Year 5</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<tr>
<td>Year 8</td>
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</tbody>
</table>
## Transition Assessment Record

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
<th>Results/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Record date that each skill is mastered**

### Self-Advocacy Skills
- Articulates strengths and weaknesses
- Explains disability’s impact on performance
- Knows when to disclose disability
- Identifies accommodations
- Requests accommodations
- Articulates short- and long-term goals
- Identifies barriers to goal achievement
- Determines accommodations needed to overcome barriers

### Transportation Skills
- Has driver’s license
- Travels independently by car
- Plans route for car travel
- Travels independently by bus
- Plans route for bus travel
- Travels independently by Metrorail
- Plans route for travel by Metrorail
- Travels independently by taxi
- Schedules taxi travel
- Travels independently on MetroAccess
- Schedules travel on MetroAccess
- Travels independently as pedestrian

### Organizational Skills
- Wears watch and/or timekeeping device daily
- Effectively uses watch to meet daily obligations
- Records scheduled events in planner and/or calendar
- Consults planner and/or calendar daily
- Effectively uses planner and/or calendar to arrive on time
- Carries cellphone
- Sends and receives calls by cellphone
- Sends and receives messages by cellphone
- Has e-mail account
- Sends and receives messages by e-mail
- Carries money, ID, keys, cellphone, etc.
## Work Experiences

<table>
<thead>
<tr>
<th>Grade</th>
<th>Work Experience/ Employment</th>
<th>Job Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
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<td>9</td>
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<td>Year 5</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<tr>
<td>Year 8</td>
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</tbody>
</table>

## Extracurricular Activities

<table>
<thead>
<tr>
<th>Extracurricular Activities</th>
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<tbody>
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</tbody>
</table>
FCPS Final Summary of Performance

The Final Summary of Performance meets IDEIA’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 (or case manager) meets with the student throughout his or her final school year to complete the Final Summary of Performance. Much of the information needed can be found in the student’s Career Portfolio and Special Services file. When the Final Summary of Performance is completed the following procedures should be followed:

General

- Complete during final semester prior to student’s exit from Fairfax County Public Schools
- 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 case manager or ETR
- Provide a copy to student and/or parent 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, such as the Department for Aging and Rehabilitative Services (DARS) if applicable (requires release of records)

The FCPS Final Summary of Performance is showcased on the following four pages.
# Final Summary of Performance

**DEMOGRAPHIC INFORMATION**

<table>
<thead>
<tr>
<th>Name</th>
<th>Birth Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E-mail</th>
<th>Home Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Date</th>
<th>Spring Date</th>
<th>Cell</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I am working towards a [ ] Diploma. The final transcript is available in the cumulative folder and will indicate diplomas 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 assessment: [ ] Career Scope [ ] Marshall Mt. Vernon [ ] Career Snapshot [ ] PERT [ ] ASVAB [ ] None or not interested [ ] Other [ ]

**WORK EXPERIENCES**

<table>
<thead>
<tr>
<th>Place of Employment</th>
<th>Job Task/Responsibility</th>
<th>Paid or Non Paid</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Do you have a resume? [ ] Yes [ ] No
Would you like to develop a resume? [ ] Yes [ ] No

**FUTURE PLANS**

What is your career goal?

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

---

Sample FCPS Final Summary of Performance

The image below is a screenshot of page 1 of the FCPS Final Summary of Performance document. To obtain a copy of this document, please contact the Office of Career and Transition Services at 571.423.4150.
The image below is a screenshot of page 2 of the FCPS Final Summary of Performance document. To obtain a copy of this document, please contact the Office of Career and Transition Services at 571.423.4150.

### Self-Advocacy

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ask for help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I follow through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can state my learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I seek out supports</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I express my needs &amp; wants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I understand my rights as a person with a disability</td>
<td></td>
<td></td>
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<tr>
<td>I am familiar with current IEP accommodations</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobility (Ability to Move)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Relationships</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Time on Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-Curricular Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Independent Assignments</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other (Please describe)</td>
<td></td>
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</tbody>
</table>

### Summary of 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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>A</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes tasks on-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies consequences of behaviors</td>
<td></td>
<td></td>
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<tr>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits acceptable social skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Establishes positive relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates appropriate conversations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate empathy/sympathy</td>
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<td></td>
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<tr>
<td>Functions as a team member</td>
<td></td>
<td></td>
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<tr>
<td>Appropriately expresses self</td>
<td></td>
<td></td>
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<tr>
<td>Problem Solving Skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Identifies a problem</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Anticipates outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes alternatives</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Identifies consequences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobility</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Uses public transportation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Has a Drivers License</td>
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<tr>
<td>Permit</td>
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<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th>A</th>
<th>S</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Work Skills/Work Tolerance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learns new tasks</td>
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<tr>
<td>Works accurately</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Exhibits desire to work</td>
<td></td>
<td></td>
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<tr>
<td>Maintains attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works at appropriate speed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can do repetitive tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can do multi-step tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remembers steps in tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits good attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits good punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits ability to work eight hour day</td>
<td></td>
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</tbody>
</table>

### Self-Care

<table>
<thead>
<tr>
<th>Skill</th>
<th>A</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages daily schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages financial responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages personal hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages medical needs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Manages daily living needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds appropriately to hazards</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Makes appointments for self</td>
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</tbody>
</table>

**Comment:**

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The image below is a screenshot of page 3 of the FCPS Final Summary of Performance document. To obtain a copy of this document, please contact the Office of Career and Transition Services at 571.423.4150.

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Refer to IEP accommodations page</em></td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td><strong>NOW</strong></td>
</tr>
<tr>
<td>❑ Accessing electronic materials/audio books</td>
</tr>
<tr>
<td>❑ Listening to recorded lectures/materials</td>
</tr>
<tr>
<td>❑ Having a study group</td>
</tr>
<tr>
<td>❑ Listening to music while studying</td>
</tr>
<tr>
<td>❑ Breaking large projects into small parts</td>
</tr>
<tr>
<td>❑ Using planners/calendars/check lists</td>
</tr>
<tr>
<td>❑ Highlighting text</td>
</tr>
<tr>
<td>❑ Requesting teacher notes/written instructions</td>
</tr>
<tr>
<td>❑ Using graphic organizers</td>
</tr>
<tr>
<td>❑ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDATIONS FOR FUTURE PLANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>When completing this section, refer to the transition plan in the IEP. This section should be completed by the ETR and/or Teacher.</td>
</tr>
<tr>
<td><strong>Area</strong></td>
</tr>
<tr>
<td><strong>Continued Education and/or Training</strong></td>
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</tbody>
</table>

| **Employment or Military** | ❑ Employment without support |   |
| | ❑ Work while going to school |   |
| | ❑ Work with help from an agency |   |
| | ❑ Military |   |
| | ❑ Adult Supported Employment |   |
| | ❑ Adult Supported Day Program |   |
| | ❑ Other |   |
The image below is a screenshot of page 4 of the FCPS Final Summary of Performance document. To obtain a copy of this document, please contact the Office of Career and Transition Services at 571.423.4150.

An unofficial copy of the transcript is attached to this form.
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 agreement or disagreement to his or her individual education program (IEP). Additional information can be found in the 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), 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 years of age, at 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 disabilities through the application for Impairment-Related Work Expenses (IRWE) or Plan to Achieve Self-Support (PASS). For Work Incentives Planning and Assistance, contact Marilyn Morrison, 571-339-1305, or mmorrison@vaaccses.org

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: http://dmasva.dmas.virginia.gov/Content_pgs/ltc-home.aspx

Employment and Adult Services

Individuals with disabilities can apply for employment services through the Virginia Department for Aging andRehabilitative Services (DARS). An individual may also apply for services through the Fairfax-Falls Church Community Services Board Developmental Disabilities Services (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 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. Call 301-562-5360 or go to http://www.wmata.com/accessibility/metroaccess_service/ for applications and information.

Selective Service

Almost all male U.S. citizens and some noncitizens 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 must register with Selective Service. For more information go to: http://www.sss.gov.
**FCPS Career Instruction Resources**

**General Education Career Assessment Resources**

**High School Career Centers**
These centers serve as the primary source of career information in each FCPS high school and provide Internet access for college and career searches.

**Student Learning Plan (SLP) and Family Connection**
The Student Learning Plan (SLP) and Family Connection provides 24/7 access to high school students’ individual plans and resources for post-graduation life.

**CTS Assessment Services**

**Comprehensive Assessment**
This in-depth evaluation of high school students’ interests, abilities, and aptitudes uses a variety of tools including hands-on simulated work tasks, paper and pencil tests, career related inventories, and career exploration activities. Two assessment centers are staffed by certified vocational evaluators. A comprehensive report is sent to the student’s school for the IEP Case Manager/Special Services file, ETR, and parents.

**Career Snapshot**
Brief group assessments of interests, work preferences, and characteristics are conducted. Results may be used to identify career options for exploration, access materials and resources available in the Career Center and community, and develop a career action plan. The Career Snapshot takes place at the student’s school over three days. Students receive a brief profile of their interests, work-related characteristics, work preferences, strengths, and career resources to use in transition planning.

**Interest and Aptitude Screening**
The Career Scope assessment provides a quick career assessment of three major areas: aptitudes, occupational interests, and educational abilities in math and language arts. A computer-generated report assists students in their decision-making, while in school and after they graduate, and includes considerations for further high school coursework, postsecondary education and training options, and employment.

**PERT Assessment**
The Virginia Department of Aging and Rehabilitative Services (DARS) offers a comprehensive assessment each year to a limited number of students who are at least 16 years of age and are 2.5 years from graduation through PERT (Postsecondary Education Rehabilitation Transition). Students have the opportunity to live in a campus-like setting for an initial 5-10 day assessment at Wilson Workforce Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include career interests and abilities, independent living, and leisure skills. Students may return for supplemental follow-up assessments in their final two years, as needed.

**General Education Career-related Course Offerings**

**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 many occupations while preparing for higher education or entry-level employment. Each high school determines the optional CTE courses it will offer. Advanced technical and specialized elective courses are available at the career academies located at Chantilly High School (HS), Edison HS, Fairfax HS, Falls Church HS, Marshall HS, and West Potomac HS. Academy support teachers assist students with disabilities in receiving the accommodations they need for success.
CTS Specialized Curriculum

Tools for Self-advocacy
A set of curriculum modules, developed by FCPS special education teachers, teach students to become decision-makers in their transition planning process and to advocate for themselves in achieving their goals. This curriculum consists of four units: Understanding Self-advocacy; Knowing Your Strengths, Weaknesses, and Accommodations; Participating in Your Transition Plan; and Leading Your IEP Meeting. An additional unit, Transitioning to My Future, is designed for students with more significant disabilities.

CTS Modified Course Offerings

Work Awareness and Transition (WAT)
This career exploration course is offered to students with disabilities 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. In-school and community work experiences help WAT students extend their exploration and work-readiness skills.

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. Students are taught ethical behaviors and career research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. Students may also participate in community work experiences as part of this course. Students successfully completing two years of this course will satisfy the sequential elective requirements for certain diploma options.

Education for Employment for the Office (EFEO)
This two or three-year course provides instruction in Microsoft computer applications, Google Apps, and office procedures. Following in-depth classroom instruction, students practice skills in community businesses. EFEO is offered at four sites: Cedar Lane School, Falls Church High School, Hayfield Secondary School, and Westfield High School.

Special Education Career Centers

- The S. John Davis Center and Earl L. Pulley Center provide career and employment skills instruction to students with disabilities needing more support than is available in general education courses. Students are usually 18-22 years of age. Instruction is offered at a wide variety of community businesses.

- 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. Currently STEP is offered at three locations: Chantilly High School, Mount Vernon High School, and South Lakes High School.
Work Experience and Transition Support

Employment and Transition Support
Employment and Transition representatives (ETRs) facilitate students’ transition from secondary to post-secondary environments. ETRs serve as the transition resource to students, staff members, parents and guardians, and the community. ETRs are assigned to all FCPS high schools, special career centers, and alternative education high schools.

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.

Transition Resource Services
Transition specialists provide information, resources, and training for parents and guardians, students, and school personnel related to transition, adult services, and postsecondary education.

For more information, contact Career and Transition Services at 571-423-4150 or view the website: https://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services
Community and Postsecondary Resources

Postsecondary Service Providers
Fairfax-Falls Church Community Services Board (CSB) 703-383-8500
  • Mental Health Services
  • Developmental Disabilities Services
  • Alcohol and Drug Services
Virginia Department for Aging and Rehabilitative Services (DARS)
  • Fairfax School Unit Office 703-359-1124
Virginia Department for the Blind and Visually Impaired (DBVI)
  • 703-359-1100

Northern Virginia Community College – Student Service Offices
  • Alexandria Campus 703-933.5073
  • Annandale Campus 703-323-3400
  • Loudoun Campus 703-450-2501
  • Manassas Campus 703-257-6620
  • Medical Campus 703-822-6531
  • Woodbridge Campus 703-878-5760

Fairfax County Employment Contacts
One-Stop Centers
  • Falls Church SkillSource Center, Falls Church 703-533-5400
  • Lake Anne Employment Resource Center, Reston 703-787-4974
  • South County SkillSource Affiliate Center, Alexandria 703-704-6286
Social Security Work Incentives Planning and Assistance Services 571-339-1305
Virginia Employment Commission-Alexandria Workforce Center 703-813-1300

Transportation Contacts
  • FASTRAN – Fairfax County Special Transportation 703-222-9764
  • Metro Access – Washington DC Area Paratransit Service 301-562-5360

Other Important Transition Contacts
  • Endependence Center of Northern Virginia 703-525-3268
  • Fairfax County Department of Family Services 703-324-7500
  • FCPS Parent Resource Center 703-204-3941
  • Social Security Administration 800-772-1213
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 son or daughter.

Self-Determination

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

www.imdetermined.org: I’m Determined is the Virginia Department of Education’s self-determination project. It focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student’s educational career.

www.consumerjungle.org: Consumer Jungle is a website with interactive activities for students related to consumer knowledge and resources, consumer-related information, instructional units, tips, and activities for teachers and parents or guardians.

http://mappingyourfuture.org/: Interactive site with information, tips, and resources to use when planning a career, selecting a college, or training program, and financing an education.

Transition

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

www.ncset.org: 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.nlts2.org: Provides access to the instruments, data collected, and preliminary reports in the ongoing second National Longitudinal Transition Study.

https://ttaconline.org/: T/TAC Project website has links to the five state transition technical assistance centers that assist local school systems in improving and expanding their transition services.

https://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services: FCPS Career and Transition Services website

Career Exploration

http://www.acinet.org/: America’s Career InfoNet: A site navigation tool to explore a myriad of potential career possibilities and resources.


www.vaview.vt.edu: Virginia View provides self-assessment and search tools for information on careers and colleges in Virginia. Grade level packets with self-assessment and career exploration activities are available to download.


www.jobhuntersbible.com: Job Hunters’ Bible: Provides information and access to job search sites and tools. The website of Dick Bolles, the author of What Color is Your Parachute?

http://mappingyourfuture.org: Student focused website to aid in the career planning process, including selecting appropriate schools and accessing financial aid.

www.keirsey.com: Keirsey Temperament and Character web site: The Keirsey Inventory provides a wealth of information related to the four personality temperaments.
www.myfuture.com: College and career information focused on advice and information on careers in the military.

http://www.asvabprogram.com/: Information on the Armed Services Vocational Aptitude Battery and related career exploration program.

Postsecondary Education and/or Training

College and Career Education

www.collegeboard.com: Provides information on SAT preparation, registration, and the testing process. Generic college planning and preparation resources for students. Separate resources for students, parents, and teachers.

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

www.petersons.com: Petersons: college search, articles, tips

www.review.com: The Princeton Review: college search, articles, tips

www.collegeview.com: Hobsons College View: college search, articles, tips

www.heath.gwu.edu: Heath Resource Center: National Clearinghouse on Postsecondary Education for Individuals with Disabilities

www.rwm.org/rwm: RWM Vocational School Database: database of private postsecondary vocational schools in 50 states

http://www.going-to-college.org/index.html: 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 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.

Financial Aid

www.fafsa.ed.gov: FAFSA: free application for federal student aid

www.fastweb.com: Fastweb database matches skills, interests, background to colleges and scholarships

Employment

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

www.ajb.dni.us: America’s Job Bank

www.monster.com: Monster.com

www.careerbuilder.com: Career Builder.com

www.usajobs.gov: Federal government jobs

www.employmentguide.com: Employment Guide.com

www.jan.wvu.edu: 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.

www.ntid.rit.edu/nce: National Technical Institute for the Deaf Center on Employment provides resources and information on job seeking including employment and internship opportunities.
Government Resources

Federal Government

www.ssa.gov: Social Security Administration
www.ssa.gov/disability: Information and resources related to Social Security and Supplemental Security Income disability programs including forms and contact information.
www.ed.gov/about/offices/list/osers/index.html: U.S. Department of Education, Office of Special Education and Rehabilitative Services
www.dol.gov: U.S. Department of Labor

Virginia Government

www.vadrs.org: Virginia Department for Aging and Rehabilitative Services
www.vdbvi.org: Virginia Department for the Blind and Vision Impaired
www.dbhds.virginia.gov: Virginia Department of Behavioral Health and Developmental Services
www.myskillsource.org: Northern Virginia Workforce Investment Board Skill Source – One Stop Job Center
www.doe.virginia.gov: Virginia Department of Education
www.ttaonline.org: The Virginia Department of Education’s Training/Technical Assistance Centers (T/TAC) for Persons Serving Children and Youth with Disabilities

Fairfax County Government

www.fairfaxcounty.gov: Fairfax County Government
www.fairfaxcounty.gov/csb: The Fairfax County-Falls Church Community Services Board is the public agency that plans, organizes, and provides services for people in our community who have mental illness, substance use disorders, and/or developmental disability.
www.novaregion.org/quickguide.htm: Northern Virginia Regional Quick Guide
Advocacy Organizations


www.thearcofnova.org: The Arc of Northern Virginia: local Northern Virginia chapter of Arc


www.ncld.org: National Center for Learning Disabilities: provides information, resources, and advocacy related to learning disabilities.

www.ldaamerica.org: Learning Disabilities Association of America

www.cec.sped.org: Council for Exceptional Children: provides resources and information for special education professionals.

www.nyec.org: 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.

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

www.nfb.org: National Federation of the Blind provides support and information including employment, training resources, and opportunities.