



Transition Tool Kit For Parents

***A GUIDE TO HELP PARENTS UNDERSTAND THE
TRANSITION PLANNING PROCESS***

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Office of Counseling and College and Career Readiness
Career and Transition Services*

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INTRODUCTION

Career and Transition Services (CTS), 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 the 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 Act (IDEA 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. IDEA 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 –*
 - i. *Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and*
 - ii. *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 IDEA, if any, that will transfer to the student on reaching the age of majority under Section 615(m).*

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 individualized postsecondary goals, outlines the steps necessary to achieve them, and drives the content of the entire IEP. With careful and considered planning, each student should be 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 about the student's preferences and strengths, as well as career and postsecondary goals for education, training, employment, and independent living. In addition, yearly benchmark transition objectives related to the postsecondary goals are essential. The Transition Services form (IEP-304) lists school and postsecondary transition services to consider during the IEP meeting.

The Final Summary of Performance (SOP - SS/SE-210) is required for graduating students during their final year in school. The intent of the SOP is to provide a concise summary of the transition planning and activities that have taken place during the secondary years. This form is not part of the IEP but, as required by law, is provided to all 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. FCPS 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 members...must invite a child with a disability to attend his or her IEP team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under Section § 300.320(b).*
- *Parents 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 or guardian to the student. Parents or guardians continue to be informed, but the student has decision-making authority unless decision-making guardianship has been retained through legal means. 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 students be involved in their own 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 IEP*
- *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 or 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 the student's 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 the student 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 postschool goals using both formal and informal assessments*
- *Plan: educators interpret the assessment results and incorporate 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 has a section that details several types of transition assessments available in FCPS. The following two pages contain a blank sample of IEP 303.

TRANSITION GOALS – IEP 303



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Fairfax County Public Schools

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IS SIGNED

Transition Goals

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

Student Name _____ ID# _____ Date of meeting _____

Anticipated Graduation Year _____ Anticipated Diploma(s) _____

Does the IEP team need to consider the Credit Accommodations to graduate with Standard Diploma? (If yes complete the Credit Accommodations Eligibility Form) ☐ Yes ☐ No

Credit Accommodations Participation:

The student will participate in the following Credit Accommodations for a Standard diploma:

- ☐ Substitute Assessment ☐ Locally Awarded Verified Credit (LAVC)
☐ VMAST (EOC English: Reading Only) ☐ Division of Minimum Coursework ☐ Other _____

Student Participation in Transition Planning

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

Student's Initials _____

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

☐ Principal Designee Confirmation

Transition Assessment Information related to training, education, employment, and, where appropriate, independent living.

Check off assessment information reviewed for this IEP on the left and summarize results on the right.

- ☐ Comprehensive Assessment Center Report
☐ Career Scope
☐ Most recent reevaluation information
☐ Standardized Assessment _____
☐ Grades
☐ Classroom assessments
☐ Interest inventory
☐ Class based Career Assessments
☐ Job coach reports
☐ Work experience
☐ Situational assessment
☐ Career Portfolio (Naviance Documents)
☐ Academic and Career Plan
☐ Interview
☐ Observation
☐ Other _____

Interests:

Strengths/Capabilities:

Career Goal:

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TRANSITION GOALS – IEP 303



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

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Student Name _____ ID# _____ Date of meeting _____

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

Postsecondary Education: After high school, I will

Postsecondary Training: After high school, I will

Postsecondary Employment: After high school, I will

Postsecondary Independent Living: After high school, I will

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

Career (C): I will

Self Advocacy (SA): I will

Independent Living (IL): I will

How will progress toward these goals be measured? (check all that apply)	Indicate below which area will be assessed		
	C	SA	IL
Anecdotal Records			
Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data Sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Norm Referenced Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests and Quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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).

Transition Service	Information
Career and College Guidance	<i>Provided by School Counseling, College and Career Specialist, ETR, and case manager about future plans and courses, transition, and employment issues</i>
Academy Resource Teacher Services	<i>Each academy has a support team to help students with IEPs successfully complete course requirements</i>
Career Assessment	<i>FCPS offers several types of career assessment: Comprehensive – in-depth assessment for up to five days at Woodson and Mt. Vernon Assessment centers Virtual Career Exploration Experience (VCEE) – Students explore a career interest or career cluster pathway in depth using MECA Learning Assessment Programs (LAP). Career Scope – 2-hour individualized assessment for juniors and seniors at high schools</i>
Work Awareness and Transition (WAT)	<i>Elective course combining career exploration and introduction to work experience</i> <ul style="list-style-type: none"> <i>HS course includes community work experience</i> <i>Middle school (MS) course may include school-based work experience</i>
Job Coach Services	<i>Short-term support for students transitioning to independent work</i> <ul style="list-style-type: none"> <i>Services can also be requested if problems arise on a job</i> <i>Available to FCPS HS students with IEPs</i>
Employment and Transition Services (ETR)	<i>Transition resource contact at each HS</i> <ul style="list-style-type: none"> <i>Help with job seeking, job maintenance, and planning for the future (priority – grades 11-12)</i> <i>Available to all FCPS HS students with IEPs</i>
Referral to Postsecondary Education Rehabilitation Transition (PERT)	<i>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.</i>
Education for Employment for the Office (EFEO)	<i>Elective HS course combining Microsoft Office and Google Apps skills instruction and work experience at local businesses</i> <ul style="list-style-type: none"> <i>4 locations in the county</i> <i>EFEO teachers will provide input for IEP goals and objectives</i>
Special Education Career Center Special Education Career Center (continued)	<i>Specialized career independent living skills instruction for students aged 18-22</i> <ul style="list-style-type: none"> <i>Career skills training in business settings; instruction in literacy, independent living, and social skills</i> <i>Davis and Pulley Career Centers</i> <i>Secondary Transition to Employment Program (STEP)</i>
Community Work Experience	<i>Work experiences in local businesses that support students in exploring career options and learning work culture</i> <ul style="list-style-type: none"> <i>Integral part of Career Prep, WAT, EFEO, Davis and Pulley Centers and STEP</i> <i>Non-paid work experience requires parent permission, as well as parent-provided or school accident insurance</i>
Career and College related Courses and Experiences	<i>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.</i>
Other	<i>Can be used for other transition-related school activities that may not be listed above</i>
Virginia Department for Aging and Rehabilitative Services (DARS)	<i>Agency that assists students and adults with disabilities prepare for, enter, engage in, or retain gainful employment. For some DARS services, students must meet eligibility criteria and must be legally eligible to work in the U.S. Some services require financial participation.</i>

Transition Service	Information
<i>Fairfax-Falls Church Community Services Board Developmental Disability Services (CSB-DDS)</i>	<i>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. Individuals must have 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</i>
<i>Fairfax-Falls Church Community Services Board Mental Health Services (CSB-MH)</i>	<i>CSB-MH provides lifelong support services for individuals with mental health impairments</i> <ul style="list-style-type: none"> <i>• Individuals must meet eligibility criteria</i>
<i>Virginia Department for Blind and Visually Impaired (DBVI)</i>	<i>A division of DARS, DBVI provides services for students with visual impairments.</i> <ul style="list-style-type: none"> <i>• Individuals must meet eligibility criteria</i>

The following page has a blank sample of IEP 304.

TRANSITION SERVICES - IEP 304



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Fairfax County Public Schools
Individualized Education Program

DRAFT UNTIL IEP
IS SIGNED

Transition Services

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

Student Name _____ ID # _____ Date of IEP Meeting _____

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

"Explore" "Select"

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

☐ Other: _____

☐ Yes ☐ No **Post-Secondary Services were discussed.** If yes, document discussion on the Present Level Performance page 309.

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

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

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

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

☐ Student received brochure ☐ Parent received brochure

Termination of Services upon Graduation

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

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

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IEP 304 (2/20) Transition Services

page ____ of ____

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 My 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 25-29) is a transition planning tool designed to help students and their parents 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 the student has 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 My Future – Middle School* (page 15) and *High School* (page 16) 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 6 and 7) gives a brief description of each service listed on the Transition Services page of the IEP.
- *Turning 18: Resources for Young Adults* (page 33) provides information students need to know when they reach the age of majority.
- *FCPS Career Instruction Resources* (pages 34-35), *Community and Postsecondary Resources* (page 36), and *Web Resources* (pages 37-41) list Career and Transition Services (CTS) transition courses and

Charting My Future

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

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

To do that he'll need to earn a standard or advanced studies diploma with a concentration in sciences. The team should work back to 8th grade, where John should earn good grades in science and pass the SOL tests.

programs, contact information for postsecondary service providers, and website resources that may be helpful.

- *Academic and Career Plan (ACP) - The Academic and Career Plan (ACP) is a process for students to plan for their 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 Naviance Student tool and can be accessed by students through their FCPS 24-7 Blackboard account. The ACP 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 help students with fulfilling Academic and Career 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

IDEA 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 John, see the sidebar *Charting My Future II*.

Tools to Assist with This Rule

- *Transition Planning Checklist for Students and Parents (page 17) can be completed at home by students and their family members to help identify their transition planning priorities. This input is particularly useful in completing the independent living objectives in the Transition Objectives box on the IEP-303.*
- *Transition Timeline – Middle School to Graduation (pages 12-14) provides a year-by-year list of transition-related activities designed to prepare students for a variety of postsecondary outcomes. It presents an overview of all the activities involved in transition planning from middle school through high school. Students choose among the activities listed based on their long-term goals.*
- *Suggested Transition Objectives (pages 18-24) 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 check the appropriateness of the transition plans in order to fine-tune goals and plans during the years leading to graduation. See *Charting My Future III*: John's revised plan on the following page.

Tools to Assist With This Rule

- *Transition Timeline – Middle School to Graduation (pages 12-14)*
- *Charting My Future - Middle School and High School (pages 15 and 16)*
- *Educational and Career Planning Portfolio (pages 26-29)*
- *Academic and Career Plan – Naviance Student – Schoology*

Charting My Future II

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

If he hasn't carried out these two objectives, John and his family need to make some decisions:

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

If John doesn't want to be a doctor anymore OR if the original plan was unrealistic, he can choose another career goal and make another future-oriented plan.

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 30-32) before the student graduates from high school.

Charting My Future III

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

John 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 work*
- *Talk to teachers to identify classroom accommodation needs*
- *Evaluate basic skills in reading, mathematics, oral and written language; plan for remediation if necessary*
- *Identify tentative postsecondary career and personal goals*
- *Investigate which high school courses will prepare me for my postsecondary goals*
- *Attend high school orientation or schedule appointment with high school counselor or special education department chair to understand high school requirements*
- *Review high school diploma options and plan a course of study to meet requirements*
- *Explore interests through elective courses, clubs, and extracurricular activities*
- *Investigate enrollment in career related courses and other work-based learning options*
- *Begin a Career and Transition Services Career Portfolio to collect information to help plan my future*
- *Participate in developing my transition plan (IEP-303 and IEP-304) to include in my IEP, starting in eighth grade (or aged 14)*
- *Attend my IEP meeting*
- *List activities or objectives necessary to achieve my goals in my IEP transition plan*
- *Complete grade level tasks in the Academic and Career Plan*

NINTH GRADE TASKS

- *Increase my understanding of why I have an IEP and how the accommodations in my IEP can help me*
- *Develop a plan to request accommodations*
- *Learn strategies to access the same course work as my peers*
- *Review diploma options, and plan a course of study to meet requirements*

- *Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor*
- *Visit the high school career center and ask the career center specialist about college and career planning resources*
- *Discuss career assessment services offered at Woodson and Mt. Vernon Assessment centers to decide whether assessment will be helpful for transition planning*
- *Continue to explore interests through elective courses, clubs, and extracurricular activities*
- *Update my Career Portfolio*
- *Complete grade level tasks in the Academic and Career Plan*
- *Meet with my case manager to plan my IEP meeting and discuss my role*
- *Create a transition plan with my case manager and the IEP team that reflects my goals and interests*
- *Identify my Employment and Transition Representative (ETR) and learn the ETR's role in my transition*

TENTH GRADE TASKS

- *Ask my parent or teacher to help me explain my disability and request accommodations*
- *Continue to develop and use strategies for success in course work*
- *Review diploma options, and plan a course of study to meet requirements*
- *Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals*
- *Discuss enrolling in career-related courses based on my postsecondary goals with my school counselor*
- *Meet with my case manager to discuss available career assessment options*
- *If my career plans require a college degree, register and take the Preliminary Scholastic Aptitude Test (PSAT) and consider using testing accommodations and assistive technology*
- *Continue to explore interests through extracurricular activities, hobbies, volunteer work, and work experiences*
- *Identify interests, aptitudes, values, and opportunities related to occupations of interest*
- *Update my Career Portfolio*
- *Complete grade level tasks in the Academic and Career Plan*
- *Participate actively in my IEP meeting*
- *Continue to actively take part in transition planning with my case manager and IEP team*

ELEVENTH GRADE TASKS

- *Identify postsecondary accommodations and assistive technology and learn how to use them efficiently*
- *Practice strategies to prepare for and take exams including time management, self-advocacy, and stress management*
- *Meet with teachers to explain my disability and request accommodations*
- *Review diploma options, and plan a course of study to meet requirements*
- *Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals*
- *Discuss with my school counselor possible enrollment in career-related courses*
- *Meet with my case manager to discuss available career assessment options*
- *Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences*
- *Update my Career Portfolio*

- Complete grade level tasks in the Academic and Career Plan
- Match my interests and abilities to postsecondary goals
- If my career goals require postsecondary education, find schools with courses in which I might be interested
- Speak with representatives from colleges, technical schools, training programs, and the military by visiting high school, college, and community career fairs
- Gather information about college programs that offer the disability services I need
- Visit campuses and disability services offices to verify available services and how to access them
- Keep documentation of my disability current; colleges want current testing, which cannot be more than three years old when I begin college
- Ask a school counselor about the SAT and ACT tests to decide which better matches my learning style
- Consider taking a course to prepare for the SAT or ACT
- Take the SAT or ACT and discuss with my case manager whether to request testing accommodations
- Meet with my case manager to develop a plan for leading my IEP
- Continue to take part in my IEP transition planning with my case manager and IEP team
- Contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, and other postsecondary agencies to determine my eligibility for services
- Invite a representative of the appropriate adult services agency to attend my IEP meeting

Twelfth Grade (or aged 18-22) Tasks

- Identify ways accommodations on my IEP apply to postsecondary education and employment settings
- Continue to develop self-advocacy and study skills
- Meet with my teachers to explain my disability and request accommodations
- Review diploma options and plan a course of study to meet requirements
- Update my Career Portfolio
- Complete grade level tasks in the Academic and Career Plan
- Match my interests and abilities to postsecondary goals
- Consider extending my high school graduation date by one to three years to help me reach my postsecondary goals
- Discuss with a school counselor enrollment in career-related courses or programs
- Meet with my case manager to discuss available career assessment options
- Continue to explore my interests through involvement in school or community-based extracurricular activities and work experiences
- Meet with my school counselor and ETR early in the year to discuss my postsecondary plans
- Early in the year, visit schools, colleges, and training programs in which I am interested
- Evaluate disability services and service providers at schools in which I am interested
- Obtain copies of any school records that document my disability for postsecondary accommodations
- Take the SAT or ACT again, if appropriate
- Lead my IEP meeting
- Develop my Transition IEP and present it at my IEP meeting
- If not done in junior year, contact the Department for Aging and Rehabilitative Services (DARS), the Community Services Board, or other adult service agency to determine my eligibility for postsecondary services
- Invite a representative from an adult services agency to attend my IEP meeting

CHARTING MY FUTURE – MIDDLE SCHOOL

Where do I want to be at age 25?	Postsecondary Requirements	High School Requirements	Middle School Requirements
<i>Career Goal:</i>	<i>Education:</i> <i>Training:</i> <i>Testing:</i> <i>Experience:</i>	<i>Diploma:</i> <i>Courses:</i> <i>Testing:</i> <i>Experience:</i>	<i>SOLs/Benchmarks:</i> <i>Courses:</i> <i>Experience:</i>
<i>Personal Goal:</i>	<i>Skills Training:</i> <i>Experience:</i>	<i>Skills Training:</i> <i>Experience:</i>	<i>Skills Training:</i> <i>Experience:</i>

What are possible barriers to reaching my goals?

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

CHARTING MY FUTURE – HIGH SCHOOL

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

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 about your student's transition needs. The following lists of transition skills are considered important for success as an adult. Please review the three transition skills lists below with your student and bring this list to the IEP meeting to discuss with the IEP team. Please add any other skills you feel are important.

CAREERS and EMPLOYABILITY	INDEPENDENT LIVING
<ul style="list-style-type: none"> ✓ <i>Work as a member of team</i> ✓ <i>Follow rules and directions</i> ✓ <i>Accept criticism and feedback</i> ✓ <i>Pay attention to detail for assigned tasks</i> ✓ <i>Complete tasks on time</i> ✓ <i>Attend school regularly and be on time to classes</i> ✓ <i>Improve and continue to develop computer skills</i> ✓ <i>Dress professionally for various settings</i> ✓ <i>Increase work speed and product output rate</i> ✓ <i>Work is accurate, and mistakes are corrected</i> ✓ <i>Accept supervision</i> ✓ <i>Work independently with minimal prompting</i> ✓ <i>Organize materials and workspace</i> ✓ <i>Seek help when needed</i> ✓ <i>Demonstrate critical thinking skills</i> ✓ <i>Identify career interests</i> ✓ <i>Explore careers</i> ✓ <i>Gain work experience</i> ✓ <i>Develop job-specific technical skills</i> ✓ <i>Research FCPS transition programs and courses</i> ✓ <i>Enroll in a career-related course</i> ✓ <i>Develop a resume</i> ✓ <i>Find a job</i> ✓ <i>Complete applications for employment</i> ✓ <i>Improve upon and continue to develop interview skills</i> ✓ <i>Explore postsecondary education options</i> ✓ <i>Explore adult service options</i> ✓ <i>Respect personal space of others</i> ✓ <i>Respect personal belongings of others</i> 	<ul style="list-style-type: none"> ✓ <i>Set and use an alarm clock to wake up in morning</i> ✓ <i>Use lists, charts, technology, or apps to maintain personal hygiene</i> ✓ <i>Use lists, charts, technology, or apps to follow morning and evening routines</i> ✓ <i>Use lists, charts, technology, or apps to complete housecleaning chores (daily and weekly)</i> ✓ <i>Understand the locations of emergency exits and when to use</i> ✓ <i>Know when and how to make calls for emergency services</i> ✓ <i>Basic first aid skills</i> ✓ <i>Follow a shopping list</i> ✓ <i>Read nutrition facts on a label</i> ✓ <i>Follow a recipe and gather ingredients</i> ✓ <i>Understand safe food handling practices</i> ✓ <i>Safely use kitchen tools</i> ✓ <i>Wash hands before meal preparation</i> ✓ <i>Note expiration dates of perishable items</i> ✓ <i>Load, run, and empty dishwasher</i> ✓ <i>Make bed daily</i> ✓ <i>Change bed linens on a regular basis</i> ✓ <i>Empty household trash cans and transfer to outdoor bins</i> ✓ <i>Identify acceptable items to recycle</i> ✓ <i>Sweep and mop floors</i> ✓ <i>Vacuum carpeted areas of home</i> ✓ <i>Operate household washer and dryer</i> ✓ <i>Sort clothes by color</i> ✓ <i>Fold clothes and store properly</i> ✓ <i>Count and sort coins; count bills</i> ✓ <i>Make change</i> ✓ <i>Write checks</i> ✓ <i>Maintain checkbook and account balance</i> ✓ <i>Understand difference between credit and debit</i> ✓ <i>Use a calculator to balance checkbook</i> ✓ <i>Carry personal identification on me at all times</i> ✓ <i>Use public transportation</i>

SELF-ADVOCACY	OTHER SUGGESTIONS
<ul style="list-style-type: none"> ✓ <i>Participate in IEP meeting</i> ✓ <i>Participate in developing the transition plan</i> ✓ <i>Review diploma options and requirements</i> ✓ <i>Know my rights and responsibilities</i> ✓ <i>Identify learning strengths and weaknesses</i> ✓ <i>Communicate learning strengths and weaknesses</i> ✓ <i>Identify emotions and outlets for emotions</i> ✓ <i>Set goals and objectives</i> ✓ <i>Problem-solve</i> ✓ <i>Cope with stress</i> ✓ <i>Adapt to changes in routine or schedules</i> ✓ <i>Use a calendar, daily planner, or technology to organize schoolwork and activities</i> 	

SUGGESTED TRANSITION OBJECTIVES

The following list is designed to help students, parents, and teachers formulate the “Transition Objectives” section on the Transition Goals page (IEP-303). These areas are Career, Self-Advocacy, and Independent Living.

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

This list is not exhaustive. It is meant as a starting place 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 objectives listed below are intended to cover broad areas of transition activities and are worded in general terms. These should be adapted to meet individual transition plan needs.

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

CAREER GOAL OBJECTIVES

Academic

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

Career Awareness

- *Complete and review an interest inventory (e.g., Career Game, Red Hot Jobs, Careers for Me)*
- *Identify and list several careers that match interests*
- *Obtain specific information about qualifications of jobs of interest*
- *Complete career aptitude assessment*
- *Complete a career interest assessment*
- *Identify and list careers that match abilities*
- *Research and provide specific information about jobs that match abilities and interests*
- *Participate in a volunteer experience*
- *Observe and job shadow an employee at a business site*
- *Interview people in occupations of interest in the local community*

- *Enroll in Work Awareness and Transition (WAT) class*
- *Enroll in elective classes that relate to career interests*
- *Research and list electives that relate to career interests e.g., drama, art, culinary*
- *Research careers through structured activities using on-line resources*
- *Use the career center to investigate career options and pair with an objective that informs the postsecondary goals*

Career Development

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

Work Habits and Behaviors

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

SELF-ADVOCACY GOAL OBJECTIVES

Decision Making

- *Articulate purpose of IEP and Transition Plan*
- *Attend IEP meeting*
- *Participate in IEP meeting*
- *Present personal goals at IEP meeting*
- *Identify members of IEP team*
- *Develop list of questions to ask at IEP meeting*
- *Participate in developing Transition IEP*
- *Develop a timeline of activities to accomplish transition goals and objectives*
- *Discuss progress towards transition goals with parents and teachers*
- *Lead transition part of the IEP meeting*
- *Complete Transition Planning Checklist with parents and teachers*
- *Attend parent and student workshops about high school and Career and Transition Services*

- *Learn about supported employment options with local vendors (be specific)*
- *Tour postsecondary institutions of interest*
- *Research and report on eligibility requirements for adult services (e.g., Department for Aging and Rehabilitative Services)*
- *Develop plan and timeline for contacting adult services*
- *Consult teachers to determine if tutoring is needed to meet promotion benchmarks*
- *Consult teachers to determine if tutoring is recommended prior to taking SOL tests*
- *Articulate how accommodations on IEP translate to the workplace*
- *Research and provide information on eligibility requirements for Supplemental Security Income (SSI)*
- *Research and provide information on work incentive options: Plan for Achieving Self Support (PASS), Impairment Related Work Expense (IRWE)*

Self-awareness

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

INDEPENDENT LIVING GOAL OBJECTIVES

Caring for Personal Needs

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

Community Participation

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

- *Obtain driver's license*
- *Register to vote*

Household Responsibilities

- Perform routine household tasks (e.g., wash dishes)
- Outline routine for weekly chores
- Read labels and directions
- Plan a meal
- Purchase groceries for meal
- Prepare meal
- Operate household appliances (e.g., washer and dryer, microwave)

Leisure Activities

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

Managing Personal Finances

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

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

**YEARLY CAREER OBJECTIVES FOR STUDENTS
WITH LOW INCIDENCE DISABILITIES**

Objective	Discuss?	During Transition?
I will work on an assigned task for five consecutive minutes.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate in a variety of activities near or with other people.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate independently during group work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate independently during group recreational and leisure activities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate in a school-based job.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will indicate my work preferences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will visit adult service vendors.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will learn about two careers through community work experiences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate in a career assessment.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will identify careers that match my abilities.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate in a volunteer job experience or job shadowing opportunity.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will initiate a work-related task with no more than one prompt.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will report task completion.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will follow simple one-step (two, three, etc.) directions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will ask for more work when I need it.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will sign in upon arrival at work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will sign out of work at the appropriate time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will return from lunch and breaks on time.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will participate in situational assessments with adult service vendors.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will use assistive technology at work (be specific).	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will request help with job tasks when needed.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will follow directions and listen to feedback from my supervisor.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will express dissatisfaction with a job task.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will explore interests through electives.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will practice interviewing for a job.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will develop a resume.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will obtain a Virginia Adult ID Card.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will learn about transportation options to work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will interview people in the local community in occupations of interest to me.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will notify teachers and work supervisors if late or absent from school.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will follow the dress code required for work.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I will learn about the Davis and Pulley Career Centers.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**YEARLY SELF-ADVOCACY OBJECTIVES FOR STUDENTS
WITH LOW INCIDENCE DISABILITIES**

Objective	Discuss?	During Transition?
<i>I will use communication strategies to make my wants and needs known (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will communicate my wants and needs with my Augmentative and Alternative Communication (AAC) device.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will make choices by (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will verbally communicate my wants and needs.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will communicate my preferences by: (be specific)</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will ask for assistance when needed.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will identify my strengths and interests.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will report my strengths and interests at my IEP meeting</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>When given a picture of two jobs, I will choose my preference.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will request a break when needed.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will attend my IEP meeting.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will participate in my IEP meeting.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will present personal goals at my IEP meeting.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will identify members of my IEP team.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will develop questions to ask at my IEP meeting.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will take part in developing my Transition Plan by: (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will attend workshops about high school and CTS services</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will learn about supported employment options with local vendors.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will learn about adult services that I may be eligible for (e.g., Department for Aging and Rehabilitative Services, Fairfax-Falls Church CSB-DD Services).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will learn about Supplemental Security Income (SSI) and Medicaid benefits.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will learn about work incentives options through SSI: Plan for Achieving Self Support (PASS), Impairment Related Work Expense (IRWE).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will develop personal goals (e.g., to live in an apartment independently).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**YEARLY INDEPENDENT LIVING OBJECTIVES FOR STUDENTS
WITH LOW INCIDENCE DISABILITIES**

Objective	Discuss?	During Transition?
<i>I will practice good table manners (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will participate in and accept help with daily living activities as needed (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will complete self-care activities with minimal help (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will increase independence in the areas of self-care (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will increase independence with (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will increase independence in communicating and interacting with others.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will expand my money skills to be more independent in my community.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will choose recreation and leisure activities.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will manage time by following a schedule.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will use mobile technology to manage time.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will keep my belongings organized.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will respect others' personal space and belongings.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will identify and take the correct medication for minor illnesses.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will follow first aid practices when caring for minor cuts, burns, and bruises.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will choose proper dress for a variety of activities (e.g., outfit for a specific occasion).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will maintain good hygiene (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will maintain good grooming (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will do my own laundry.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will follow an exercise program.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will follow food pyramid nutritional guidelines.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will communicate by telephone including leaving voice messages.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will identify emergency situations and when to use 911.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will demonstrate knowledge of traffic rules and safety (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will use public transportation (e.g., Metro Access or FASTRAN).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will register to vote.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will perform household tasks (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will purchase groceries for meals.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will prepare simple foods.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will operate household appliances (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will understand and identify survival vocabulary and signs.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will read and order from menus.</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>I will initiate leisure activities (be specific).</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

EDUCATIONAL AND CAREER PLANNING PORTFOLIO

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

The Career Portfolio, kept in each student's Naviance account, 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 SIX "W-H" 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 upload relevant information in the ePortfolio,, and refer to the Portfolio when assisting with transition planning.

WHAT: The ePortfolio is a specially designed folder which is active in the student's Naviance account at the time of the first transition IEP. Information and documents essential to the transition planning process are uploaded directly into the student's ePortfolio. Examples of documents may include: Summary of Performance, Academy Summaries, Career Assessment Reports, Job Coach Reports, Resumes, and

WHEN: Throughout the year, IEP team members may add any transition related information. The Portfolio is available at any time, and the contents may be consulted for planning purposes.

WHERE: When not in use, the ePortfolio is stored in the student's Naviance account, 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.

HOW: To view your student's ePortfolio documents, [log into Naviance](#):

- Click: "About Me"
- Click: "Documents Shared with Me"
- Folder: "Career and Transition Services"
- Click on Document name or "View"

Folder	Counselors	Teachers	Files	Sizes	Action
Career and Transition Services	Read and Modify	Read and Modify		4.25 MB	VIEW
Junior Seminar Folder	Not Shared	Not Shared		537.45 KB	VIEW
Scholarship Applications	Not Shared	Not Shared		5.77 MB	VIEW

FCPS FINAL SUMMARY OF PERFORMANCE

The Final Summary of Performance meets IDEA's requirement for a summary of performance for every student exiting public education. This is not part of the IEP, and must be completed prior to students graduating, aging out, or dropping out of secondary school. The ETR 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 FCPS*
- *ETR 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 or guardian must sign the document and return to case manager or ETR*
- *Provide a copy to student 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)*

A sample of the FCPS Final Summary of Performance can be found on the following two pages.

SAMPLE FCPS FINAL SUMMARY OF PERFORMANCE

Pages 1 and 2



Final Summary of Performance

ID Number

DEMOGRAPHIC INFORMATION

Name Birth Date
Personal E-mail Cell Phone
Fall Date Spring Date

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

I have been ☐ Recommended ☐ Referred to ☐ Department for Aging and Rehabilitative Services (DARS) ☐ Community Services Board (CSB)
☐ Medicaid Waiver ☐ Other

CAREER ASSESSMENTS

I have had the following assessments: ☐ Career Scope ☐ Mt. Vernon/Woodson ☐ PERT ☐ Naviance - Academic and Career Plan
☐ ASVAB ☐ None or not interested ☐ Other

WORK EXPERIENCES

List ALL work experiences

Place of Employment	Job Task/Responsibility	Paid/Non-Paid	Grade
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="button" value="Pick One"/>	<input type="text"/>

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)?

SS/SE-210 (8/22)

SELF-ADVOCACY

Select Self-Advocacy skills that apply to you.

- | | |
|---|---|
| <input type="checkbox"/> I ask for help | <input type="checkbox"/> I seek out supports |
| <input type="checkbox"/> I communicate with teachers | <input type="checkbox"/> I express my needs & wants |
| <input type="checkbox"/> I follow through | <input type="checkbox"/> I understand my rights as a person with a disability |
| <input type="checkbox"/> I can state my learning styles | <input type="checkbox"/> I am familiar with current IEP accommodations |

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

- | | | |
|--|--|---|
| <input type="checkbox"/> Grades | <input type="checkbox"/> Mobility (Ability to Move) | <input type="checkbox"/> Relationships |
| <input type="checkbox"/> Time on Tests | <input type="checkbox"/> Extra-Curricular Activities | <input type="checkbox"/> Communications |
| <input type="checkbox"/> Independent Assignments | <input type="checkbox"/> Other (Please describe) | |

SUMMARY OF FUNCTIONAL PERFORMANCE

Completed by

See below for functional performance. For each of the following, rate the performance of the student in comparison to their general population of peers as A= Always, S= Sometimes, N= Never. List the modifications, accommodations, assistive technology, and other supplementary aids/services that have been used in the "Comments" section.

SELF-DIRECTION

- Accepts responsibilities
- Completes tasks on-time
- Works independently
- Follows directions

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WORK SKILLS/WORK TOLERANCE

- Works accurately
- Exhibits desire to work
- Maintains attention
- Works at appropriate speed
- Can do repetitive tasks
- Can do multi-step tasks
- Remembers steps in tasks
- Exhibits good attendance
- Exhibits good punctuality
- Exhibits ability to work eight hour day

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERPERSONAL SKILLS

- Exhibits acceptable social skills
- Establishes positive relationships
- Initiates appropriate conversations
- Respects authority
- Demonstrates appropriate empathy/sympathy
- Functions as a team member
- Appropriately expresses self

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROBLEM SOLVING SKILLS

- Identifies a problem
- Recognizes solutions
- Evaluates the outcome

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MOBILITY

- Uses public transportation
- Has a ☐ Drivers License ☐ Permit ☐ None
- Other

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-CARE

- Manages daily schedule
- Manages financial responsibilities
- Manages personal hygiene
- Manages medical needs
- Manages daily living needs
- Responds appropriately to hazards
- Makes appointments for self

A	S	N
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

SAMPLE FCPS FINAL SUMMARY OF PERFORMANCE

Pages 3 and 4

FCPS Summary of Performance, Continued

ID Number

ACCOMMODATIONS

Refer to IEP 308 (Curriculum/Classroom Accommodations and Modifications) and IEP 315 (High School Accommodations)

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?

NOW FUTURE

- ☐ ☐ Access to a Mobile Device/Computer
- ☐ ☐ Additional Writing Implement
- ☐ ☐ Amplification Equipment
- ☐ ☐ Augmentative Communication Device
- ☐ ☐ Bilingual Dictionary
- ☐ ☐ Braille
- ☐ ☐ Communication Board or Choice Cards
- ☐ ☐ Dictation
- ☐ ☐ Dry Erase Board
- ☐ ☐ Enlarged Text
- ☐ ☐ Extended Time
- ☐ ☐ Other

NOW FUTURE

- ☐ ☐ Flexible Schedule
- ☐ ☐ Frequent Breaks
- ☐ ☐ Interpreting/Transliterating
- ☐ ☐ Large Print Test
- ☐ ☐ Math Aids
- ☐ ☐ Multiple Test Sessions Over Multiple Days
- ☐ ☐ On-line Audio
- ☐ ☐ Read-Aloud
- ☐ ☐ Speech to Text
- ☐ ☐ Spelling Aids
- ☐ ☐ Use of Calculator
- ☐ ☐ Visual Aids

RECOMMENDATIONS FOR FUTURE PLANS

When completing this section, refer to the transition plan in the IEP. **This section should be completed by the ETR and/or Teacher.** Check all that apply and provide specifics (e.g., program, company, business, agency, branch, college/university) with documentation details.

☐ Adult Education

- ☐ Identified courses
- ☐ Considered financial aid/scholarships
- ☐ Completed registration
- ☐ Paid for courses
- ☐ Determined Transportation

☐ Adult Day Support Services Program

- ☐ Completed CSB eligibility/intake
- ☐ Attended FCPS *Transition Resource Fair*
- ☐ Completed initial transition meeting
- ☐ Completed *Metro Access* application
- ☐ Applied for SSI
- ☐ Applied for Medicaid
- ☐ Visited provider/sites of interest
- ☐ Completed applications/finalized provider choice
- ☐ Determined funding
- ☐ Participated in vendor intake meeting
- ☐ Finalized transportation

☐ Adult Employment Services Program

- ☐ Completed eligibility/intake for DARS/CSB
- ☐ Attended FCPS *Transition Resource Fair*
- ☐ Participated in initial transition meeting
- ☐ Applied for SSI
- ☐ Applied for Medicaid
- ☐ Completed *Metro Access* application
- ☐ Toured vocational provider sites
- ☐ Determined sites of interest
- ☐ Completed job tryouts
- ☐ Determined funding
- ☐ Participated in vendor intake meeting
- ☐ Finalized transportation

☐ Adult Supported Employment (Mental Health)

- ☐ Opened case with CSB
- ☐ Completed IRIT referral process
- ☐ Received confirmation of job coach
- ☐ Participated in supported employment team meeting

☐ Community College

- ☐ Completed admissions application
- ☐ Applied for FASFA (financial aid)
- ☐ Applied for scholarships
- ☐ Participated in orientation
- ☐ Met with academic advisor
- ☐ Applied for accommodations
- ☐ Registered for courses
- ☐ Paid tuition
- ☐ Purchased books and supplies
- ☐ Determined transportation

☐ Employment/On-the Job Training

- ☐ Interviewed
- ☐ Considered need for job coach
- ☐ Hired
- ☐ Determined transportation

☐ Military

- ☐ Met with recruiter
- ☐ Took ASVAB
- ☐ Passed physical exam
- ☐ Met with enlistment counselor
- ☐ Took oath of enlistment
- ☐ Scheduled for basic training

☐ Trade/Technical School

- ☐ Identified trade/school
- ☐ Determined transportation
- ☐ Considered financial aid/scholarships
- ☐ Completed course registration
- ☐ Explored apprenticeship options
- ☐ Paid for courses

☐ University/College

- ☐ Visited campus
- ☐ Completed admissions application
- ☐ Requested recommendation letters
- ☐ Wrote essay
- ☐ Took SAT/ACT
- ☐ Applied for FASFA (financial aid)
- ☐ Applied for scholarships
- ☐ Applied for accommodations
- ☐ Participated in orientation
- ☐ Met with academic advisor
- ☐ Registered for courses
- ☐ Submitted housing request
- ☐ Selected meal plan
- ☐ Paid tuition
- ☐ Purchased books and supplies

☐ Workforce Innovation and Opportunity Act (WIOA)

- ☐ Attended information session
- ☐ Completed WIOA intake
- ☐ Followed up with WIOA case manager
- ☐ Determined Transportation

☐ Wilson Workforce Rehabilitation Center

- ☐ Participated in DARS intake
- ☐ Visited/toured campus
- ☐ Followed-up with DARS counselor

☐ Other:

RECOMMENDATIONS FOR FUTURE PLANS - Continued

Are there additional steps you need to take to achieve your plans?
(Optional)

- ☐ Student was given information about his or her rights under ADA.
- ☐ Student was given information about Disability Support Services available in college.

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

SIGNATURES - TO BE SIGNED IN SPRING OF FINAL YEAR

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

Student



Date

Parent/Guardian
(If student is under 18)

Date



An unofficial copy of the transcript is attached to this form

See Career & Transition Services on the Fairfax County website for additional information:

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/career-and-transition-services>

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

TURNING 18 – RESOURCES FOR YOUNG ADULTS

AGE OF MAJORITY

Every individual becomes his or her own guardian upon turning 18 years of age. At this point, the person can sign legal documents, including agreement or disagreement to their 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 of Northern Virginia website](#) and the [ARC national website](#). 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. After age 18, individual income is considered. Contact the Social Security Administration (SSA) 30 days prior to a person 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 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 by email](#) or call 571-339-1305.

Individuals eligible for SSI benefits may also be eligible for Medicaid. Call the Department of Family Services at 703-324-7500 and ask for the short Medicaid application form used by people currently receiving SSI. There are also a variety of [Virginia Medicaid waiver programs](#) that can provide some funding for services.

EMPLOYMENT AND ADULT SERVICES

Individuals with disabilities can apply for employment services through the Virginia Department for Aging and Rehabilitative Services (DARS). An individual may also apply for services through the Fairfax-Falls Church Community Services Board Developmental Disabilities 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/DDS 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 Washington Metropolitan Area Transit Authority. Call 301-562-5360 or visit the [Metro Access website](#) to learn more.

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, learn more on the [Selective Service website](#).

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.

Academic and Career Plan (ACP) and Naviance Student

The Academic and Career Plan (ACP) and Naviance Student provide 24/7 access to high school students' individual plans and resources for post-graduation life.

CTS ASSESSMENT SERVICES

Career Assessment (in the lab)

Students experience hands-on standardized work samples at the Mt. Vernon or Woodson Assessment Center lab designed to explore and identify interests, strengths, abilities, and areas of development to be utilized in course planning, postsecondary opportunities, as well as linkages to adult service providers.

Virtual Career Exploration Experience (VCEE) Assessment

This assessment option is completed remotely, and the goal is to explore a career interest or career cluster pathway area in depth using MECA Learning Assessment Programs (LAP). Student will need a computer and to be in a quiet location (at home/school) that is free from distractions.

Interest and Aptitude Screening

The *Career Scope* assessment can be completed remotely or in-person (in school) with an evaluator. The students will need a computer and to be in a location that is free from distractions. This timed computer career assessment provides information regarding a student's aptitudes and interests. The student will receive official Career Scope results and a one-on-one virtual debrief session (scheduled by an evaluator).

PERT Assessment

The Virginia Department for 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 the Wilson Workforce Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include career interests and abilities, independent living, and leisure skills. If recommended, students may return for supplemental follow-up assessments in their final two years.

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, teaches 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 My Strengths, Weaknesses, and Accommodations*; *Participating in My Transition Plan*; and *Leading My 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.

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.

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 members 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 four locations: Chantilly High School, Davis Career Center, Mount Vernon High School, and South Lakes High School.

WORK EXPERIENCE AND TRANSITION SUPPORT

Employment and Transition Support

Employment and Transition representatives (ETRs) help students transition from secondary to postsecondary environments. ETRs serve as the transition resource to students, staff members, parents or 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 help 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 or guardians, students, and school personnel related to transition, adult services, and postsecondary education.

Learn more on the [FCPS Career and Transition Services website](#) or call 571-423-4150.

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

Virginia Career Works One-Stop Career Centers

- Heritage Center, Annandale 703-533-5400
- Alexandria Center, Alexandria 703-704-6286
- Cherokee Avenue Center, Alexandria 571-327-2206
- Reston Center, Reston 703-787-4974
- 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

- **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. To learn more by visiting the [Center for Self-Determination website](#).
- **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. Visit the [I'm Determined website](#) if you are interested in learning more.
- [I'm Determined Transition Guide – Post-Secondary Education & Training Quick Guides](#) help individuals with disabilities navigate independent living, employment, self-determination, and postsecondary education and training.
- [The Consumer Jungle website](#) has various interactive activities for students related to consumer knowledge and resources, consumer-related information, instructional units, tips, and activities for teachers and parents or guardians.
- [Mapping Out Your Future is an interactive site](#) with information, tips, and resources to use when planning a career, selecting a college, or training program, and financing an education.

TRANSITION

- The [Transition Coalition](#) provides support for, and resources related to, professional development in secondary school reform and transition on the national, state, and local levels.
- The [National Center on Secondary Education and Transition](#) provides national resources, technical assistance, and other information on secondary education and transition for youth with disabilities.
- The [National Center for Special Education Research](#) provides access to the instruments, data collected, and preliminary reports in the ongoing second *National Longitudinal Transition Study*.
- [TTAC Online](#) has been created to be a resource for professionals and family members of children and youth with disabilities (birth to 22). The website offers a wide range of Resources, Events (trainings, conferences, and webinars/webcasts) and Online Training opportunities in the form of Webshops and www.Workshops.
- [FCPS Career and Transition Services website](#) provides information on the continuum of instructional strategies, collaborative interdisciplinary team supports, use of technology, and awareness of and success to community resources FCPS offers.
- [The Youthhood website](#) is where students can explore many considerations related to postsecondary life. It is free and interactive and can be used in any setting.
- [The Zarrow Institute on Transition and Self-Determination](#) implements innovative research, puts findings into practice, and disseminates knowledge through high-quality products and professional developments.
 - **Child Preference Indicators:** Utilizes the family's expertise about their child to provide educators with information that formal assessments often do not address. It covers seven domains that provide discussion points for important considerations with the child and his or her family.
 - **Personal Preference Indicators:** Intended for the individual with a disability, family members, and educators to use as a guide for planning in the areas of education, transition, health management, and other domains.

- **Employability Support Indicators:** This guide helps identify supports that will promote a positive work experience. The indicators cover three domains to help determine supports related to managing the work setting, learning tasks, sustaining work, and getting along with others.
- The [Academic and Career Plan](#) is a process for students to plan for their future by exploring college and career options. All FCPS students have access to Naviance, a planning tool for students to explore college and career options. Naviance can be accessed from any computer and students can access it through their Schoology accounts.
- The [Virginia Education Wizard](#) is a career and college search program, helping students find out more about themselves and relate that too many career pathways.

CAREER EXPLORATION

- [CareerOneStop](#) is the flagship career, training, and job search website for the U.S. Department of Labor. The [GetMyFuture](#) section focuses on supporting young adults.
- [U.S. Department of Labor for Youth and Young Worker Employment](#) is responsible for the enforcement of child labor laws. If you are a young person looking for opportunities; working to connect a young person to the workforce; or would like to know more about the Department's support of youth employment and young workers these resources may be useful to you.
- [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. Virginia Career View has student, parent, and educator sections related to career development from elementary through grade 12.
- [Virginia's CTE Resource Center Career Clusters](#) help to organize Virginia's career and technical education programs and curricula and are helpful for creating student plans of study. There are 17 clusters, representing 83 career pathways. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems.
- [The Job Hunters' Bible website](#) provides information and access to job search sites and tools. The website of Dick Bolles, the author of *What Color is Your Parachute?*
- [Mapping Your Future website](#) is a public service, nonprofit organization. Mapping Your Future provides programs and initiatives to help people achieve financial wellness and lead successful lives.
- [The Keirse website](#) provides you with a unique perspective that brings clarity on who you are, what you do, who you love, and what difference you make. Keirse offers an integrated system of solutions for your most important people opportunities and challenges.
- [The My Future website](#) helps young adults plan their next steps in life by bringing together the most recently available information about colleges, careers and military service opportunities.
- The [ASVAB Career Exploration Program](#) includes a validated aptitude test and interest assessment. The results are used to guide career exploration using our career planning tools.
- [Career Outlook is a publication of the Department of Labor website](#) and is a good source of interesting career information for individuals in the career planning process.

POSTSECONDARY EDUCATION AND TRAINING

COLLEGE AND CAREER EDUCATION

- The [College Board](#) 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.
- [American College Testing](#) (ACT) provides assessments, resources, information, and program management services in education and workforce development, including ACT test preparation and registration, and college and career planning and preparation.
- [The Peterson's website](#) will help you look for your next step after high school or how to prepare for standardized tests and licensure exams like the SAT, GRE, or NCLEX, Peterson's provides the facts and info you'll need to make an informed decision. Every year over 500,000 students rely on Peterson's for trusted advice and instruction.
- [The Princeton Review's](#) mission is to provide personalized, innovative, best-in-class private tutoring, test prep, and admission products and services to help students knock down barriers and achieve their academic goals.
- Visit the [Real Work Matters \(RWM\) website](#) if you are looking for vocational school and interested in CTE (CTE stands for career technical education, sometimes also known as career and technical education) or looking for a nontraditional educational path, our career resources and vocational training and trade school options are designed to help you understand what's available.
- [The Going to College website](#) is an online resource for teens with disabilities to learn about college life and how to prepare for it. It is 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.
- [The Youthhood website](#) is where students can explore many considerations related to postsecondary life. It is free and interactive and can be used in any setting.
- [Virginia Education Wizard](#) is a career and college search program, helping students find out more about themselves and relate that to career pathways.

FINANCIAL AID

- [The Free Application for Federal Student Aid \(FAFSA\) website](#) where you can apply for, access, and manage your financial aid.
- [The Fastweb website](#) is a free scholarship search platform that connects students to scholarships and financial aid tools. Our goal is to help you find scholarships to make school more affordable.

EMPLOYMENT

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

- On the [Career One Stop State Job Banks website](#), users can Find your state job bank below to post your resume and register your job search.
- [The Monster website](#) and [the Career Builder website](#) help match employers and candidates find the right fit.

- [USAJobs is the United States Government's website](#) for listing civil service job opportunities with federal agencies. Federal agencies use USAJOBS to host job openings and match qualified applicants to those jobs.
- The [Job Accommodation Network is an online consulting service](#) designed to increase the employability of people with disabilities through accommodation suggestions, legislative technical assistance, and self-employment options.
- [National Technical Institute for the Deaf Center on Employment \(NCE\)](#) provides resources and information on job seeking including employment and internship opportunities.
- [The Employability Support Indicators guide](#) helps identify supports that will promote a positive work experience. The indicators cover three domains to help determine supports related to managing the work setting, learning tasks, sustaining work, and getting along with others.
- [The Career Outlook is a Department of Labor publication](#) of interesting career information for individuals in the career planning process.

GOVERNMENT RESOURCES

FEDERAL GOVERNMENT

- [U.S. Department of Education homepage.](#)
- [Social Security Administration.](#)
- Information and resources related to [Social Security and Supplemental Security Income disability programs](#) including forms and contact information.
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services.](#)
- [U.S. Department of Labor.](#)
- [Mid-Atlantic ADA Information Center](#) with training, information, and technical assistance on the Americans with Disabilities Act.

VIRGINIA GOVERNMENT

- [Virginia Employment Commission.](#)
- [Virginia Department for Aging and Rehabilitative Services.](#)
- [Virginia Department for the Blind and Vision Impaired.](#)
- [Virginia Department of Behavioral Health and Developmental Services.](#)
- [Virginia Career Works One-Stop Employment Centers.](#)
- [Virginia Department of Education.](#)
- [Virginia Department of Education Transition Services.](#)
- [The Virginia Department of Education's Training/Technical Assistance Centers \(T/TAC\)](#) for Persons Serving Children and Youth with Disabilities.
- [Virginia Department of Education Career Clusters: Pathways to College and Career Readiness](#) helps students investigate careers and determine pathways to careers from entry level to managerial and professional specialties.

FAIRFAX COUNTY GOVERNMENT

- [Fairfax County Government](#).
- 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 developmental disability.

ADVOCACY ORGANIZATIONS

- [Parent Educational Advocacy Training Center](#). Disability and advocacy information for parents of children with disabilities.
- [The Arc of Northern Virginia: Local Northern Virginia](#) chapter of *The Arc*.
- [The Arc is a national disability advocacy organization](#) serving people with intellectual and developmental disabilities and their families.
- [The Autism Society of America of Northern Virginia](#) provides information and resources on autism.
- The [Organization for Autism Research](#) publishes and provides resources to support families, educators, and clinical professionals.
- The [National Center for Learning Disabilities](#) provides information, resources, and advocacy related to learning disabilities
- [Learning Disabilities Association of America](#).
- The [Council for Exceptional Children](#) provides resources and information for special education professionals.
- The [National Youth Employment Coalition](#) is a nonpartisan national organization dedicated to promoting policies and initiatives that help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens.
- [TASH is an organization committed to creating inclusive opportunities](#) for individuals with disabilities through collaboration among families, self-advocates, professionals, policymakers, and other advocates.
- [National Federation of the Blind](#) provides support and information including employment, training resources, and opportunities.
- The [Northern Virginia Resource Center for Deaf & Hard of Hearing](#) Persons provides resources to empower deaf and hard of hearing individuals and their families through education, advocacy, and community involvement.