# Transition Tool Kit
# For Families

## A GUIDE TO HELP FAMILIES UNDERSTAND THE TRANSITION PLANNING PROCESS

# TABLE OF CONTENTS

# INTRODUCTION

Career and Transition Services (CTS), Office of Counseling and College and Career Readiness, designed this *Transition Tool Kit for Families* 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 individualized 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, their 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 IDEIA, 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) 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 their 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 videos 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 their 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.

**CONFIDENTIAL**

**Fairfax County Public Schools**
**Transition Goals**
Complete with student no later than Grade 8 or Age 14, whichever comes first.

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DRAFT UNTIL IEP
IS SIGNED

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 | Interests: |
| ☐ Career Scope | |
| ☐ Most recent reevaluation information | |
| ☐ Standardized Assessment [ ] | |
| ☐ Grades | |
| ☐ Classroom assessments | Strengths/Capabilities: |
| ☐ Interest inventory | |
| ☐ Class based Career Assessments | |
| ☐ Job coach reports | |
| ☐ Work experience | |
| ☐ Situational assessment | Career Goal: |
| ☐ Career Portfolio (Naviance Documents) | |
| ☐ Academic and Career Plan | |
| ☐ Interview | |
| ☐ Observation | |
| ☐ Other [ ] | |

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

IEP-303 (8/21) Transition Goals                Page 1                page ___ of ___

4

# TRANSITION GOALS – IEP 303

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 | | |
| --- | --- | --- | --- |
| Anecdotal Records | C | SA | IL |
| Checklist | ☐ | ☐ | ☐ |
| Criterion Referenced Test | ☐ | ☐ | ☐ |
| Data Sheets | ☐ | ☐ | ☐ |
| Norm Referenced Test | ☐ | ☐ | ☐ |
| Rubric | ☐ | ☐ | ☐ |
| Running Records | ☐ | ☐ | ☐ |
| Tests and Quizzes | ☐ | ☐ | ☐ |
| Work Samples | ☐ | ☐ | ☐ |
| Other | ☐ | ☐ | ☐ |

5

# 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 | Provided by School Counseling, College and Career Specialist, ETR, and case manager about future plans and/or courses, transition, and employment issues |
| Academy Resource Teacher Services | Each academy has a support team to help students with IEPs successfully complete course requirements |
| Career Assessment | FCPS offers a variety of career assessments for high school students with IEPs: **Career Assessment** – in-depth assessment for up to five days at Woodson or Mt. Vernon Assessment centers **Career Scope** – 2-hour individualized assessment for juniors and seniors at high schools **Virtual Career Exploration Experience (VCEE)** – Students explore a career interest or career cluster pathway in depth using MECA Learning Assessment Programs (LAP). |
| Work Awareness and Transition (WAT) | Elective course combining career exploration and introduction to work experience <br>• HS course includes community work experience <br>• Middle school (MS) course may include school-based work experience |
| Job Coach Services | Short-term support for students transitioning to independent work <br>• Services can be requested prior to start of job or if problems arise <br>• Available to FCPS HS students with IEPs |
| Employment and Transition Services (ETR) | Transition resource contact at each HS <br>• Assists with career exploration, goal setting, job seeking, job maintenance, and planning for the future (priority – grades 11-12) <br>• Available to all FCPS HS students with IEPs. This includes students in Multiagency Services and some Interagency Alternative sites |
| Referral to Postsecondary Education Rehabilitation Transition (PERT) | A 5-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. |
| Education for Employment Opportunities (EFEO) | Elective HS course where students are taught ethical behaviors, career-research and job-acquisition methods, and workplace communication strategies with a focus on the 22 Workplace Readiness Skills as identified by Virginia employers. <br>• 4 locations. Site determined by attending school location. |
| Special Education Career Center | Specialized career and independent living skills instruction for students aged 18-22 <br>• Career skills training in business settings; instruction in literacy, independent living, and social skills <br>• Davis and Pulley Career Centers <br>• Secondary Transition to Employment Program (STEP) |
| Community Work Experience | Work experiences in local businesses that support students in exploring career options and learning work culture <br>• Integral part of Career Prep, WAT, EFEO, Davis and Pulley Centers and STEP <br>• Non-paid work experience requires parent permission, as well as parent-provided or school accident insurance |
| Career and College related Courses and Experiences | List courses or activities related to student's expressed career goal or future plan; can include academics, career and technical education, career academy course, career and transition courses, etc. |
| Other | Can be used for other transition-related school activities that may not be listed above |
| Virginia Department for Aging and Rehabilitative Services (DARS) | Agency that assists students and adults with disabilities prepare for, enter, engage in, or retain gainful employment. For DARS services, students must meet eligibility criteria and must be legally eligible to work in the U.S. Some services require financial participation. |

| Transition Service | Information |
|---|---|
| Fairfax-Falls Church Community Services Board Developmental Disability Services (CSB-DDS) | CSB-DDS provides lifelong support services for individuals with a documented diagnosis of a developmental disability with onset before age 22 or before age 18 if the qualifying developmental diagnosis is intellectual disability. 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 |
| Fairfax-Falls Church Community Services Board Mental Health Services (CSB-MH) | CSB-MH provides support services for individuals with mental health impairments.<br>• Individuals must meet eligibility criteria |
| Virginia Department for Blind and Visually Impaired (DBVI) | A division of DARS, DBVI provides services for students with visual impairments.<br>• Individuals must meet eligibility criteria |

The following page has a blank sample of IEP 304.

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**Fairfax County Public Schools**
Individualized Education Program

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**Transition Services**

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

Student Name _____ ID # _____ Date of IEP Meeting _____

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

**"Explore"**   **"Select"**

| "Explore" | "Select" | |
|---|---|---|
| ☐ | ☐ | Career or College Guidance |
| ☐ | ☐ | Academy Support Services |
| ☐ | ☐ | Career Assessment (time-limited) |
| ☐ | ☐ | Work Awareness & Transition (WAT) |
| ☐ | ☐ | Job Coach Services (time-limited) |
| ☐ | ☐ | Employment and Transition Services (ETR) |
| ☐ | ☐ | Education for Employment for the Office (formerly OTP) |
| ☐ | ☐ | Special Education Career Center |
| ☐ | ☐ | Community Work Experience |
| ☐ | ☐ | Career or College Related Course(s)/Experiences: _____ |
| ☐ | ☐ | Other: _____ |

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☐ 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: _____

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**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

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**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. For example, Carlos wants to be a doctor. To reach this goal, Carlos 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 Carlos should earn high grades in science and pass the SOL tests.

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 CTS Electronic Educational and Career Portfolio (ePortfolio – page 30) is a transition planning tool designed to help students and families identify and develop realistic postsecondary goals.

The ePortfolio, maintained in each student's Naviance account is initiated with a 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 ePortfolio gathers the transition assessment information that is the foundation of the student's transition plan. Additionally, it is an ideal tool for capturing information needed to complete the *Final Summary of Performance* (pages 31-35) prior to graduation. All school staff members who work with the student may upload relevant information in the ePortfolio, and/or refer to documents in the ePortfolio when assisting with transition planning.

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 19) and High School (page 20) 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 6-7) gives a brief description of each service listed on the Transition Services page of the IEP.

- Turning 18: Resources for Young Adults (page 36) provides information students need to know when they reach the age of majority.

- FCPS Career Instruction Resources (pages 37-38), Community and Postsecondary Resources (page 41), and Web Resources (page 42) list CTS transition courses and 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 Schoology account. The ACP is updated regularly as each student's academic, personal, and career goals change. Naviance login is available via the FCPS public web. 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

- o   Academy Resource Teachers
- o   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. Continuing with the example of Carlos, If Carlos still wants to be a doctor and has passed his 8th grade SOLs and earned high grades in science, then he is on track to achieve his goal.

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

1. Will Carlos 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 Carlos 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.

### Tools to Assist with this Rule

- Transition Planning Checklist for Students and Parents (pages 21-22) 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.
- Postsecondary Transition Planning Timeline Checklists (pages 11-18) have been developed for students accessing both the general and adapted curriculums. These checklists provide a year-by-year list of transition-related activities designed to prepare students for a variety of postsecondary outcomes. They present 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 23-29) 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. To conclude Carlos's example, if medical school is unrealistic for Carlos, he could explore health-related occupations that require less rigorous academic preparation. Carlos 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.

### Tools to Assist With This Rule

- Transition Timeline – Middle School to Graduation (pages 11-18)
- Charting My Future - Middle School and High School (pages 19 and 20)
- Educational and Career Planning Portfolio (page 30)
- Academic and Career Plan – Naviance Student

### The Family'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 31-35) before the student graduates from high school.

# TRANSITION PLANNING TIMELINE CHECKLIST – GENERAL CURRICULUM

*For students with IEPs who access the general education curriculum*

## Middle School Tasks

☐ Develop effective study skills and strategies.

☐ Talk to teachers to identify and understand classroom accommodations and needs.

☐ Identify strengths, interests, skills, and preferences using interest inventories.

☐ Identify possible postsecondary career and personal goals based on interests and skills.

☐ Become familiar with diploma options and course options that meet these requirements.

☐ Investigate high school courses which will prepare you for your plans after high school.

☐ Learn about grade point average (GPA) and its importance.

☐ Explore high school electives, including Career and Technical Education (CTE) Academy courses to learn about options available.

☐ With your IEP team, determine if you would benefit from either a Personal Development or Strategies for Success class for 9th grade.

☐ Attend high school orientation and information sessions.

☐ Explore interests through elective courses, clubs, and extracurricular activities.

☐ Begin building a CTS e-portfolio using Naviance to collect information and help plan your future.

☐ Participate in developing your transition plan to include in your IEP, starting in 8th grade (or age 14); list activities or objectives necessary to achieve your goals.

☐ Attend and participate in your IEP meeting.

☐ Complete grade level tasks in the Middle School Academic and Career Plan (ACP).

☐ Identify the employment and transition representative (ETR) and assigned school counselor at your high school.

☐ Connect with representatives from the Department for Aging and Rehabilitative Services (DARS), to learn more about Pre-Employment and Transition Services (Pre-ETS).

## Ninth Grade Tasks

☐ Identify your ETR, case manager, and school counselor and learn their roles in helping to plan for your future.

☐ Enroll in your ETR's Schoology group for up-to-date transition-related information and resources.

☐ Increase your understanding of why you have an IEP and how your accommodations help you.

☐ Develop effective study skills and strategies with help from teachers, parents, and other resources.

☐ Talk to teachers to identify and understand classroom accommodations and needs.

☐ Identify possible postsecondary career and personal goals, based on interests and skills, using interest inventories.

☐ Learn about GPA and its importance.

- ☐ Become familiar with diploma options and course requirements.
- ☐ Develop a plan to inform your teachers about your IEP accommodations (e.g., One-Pager).
- ☐ Explore (with adult assistance) what strategies and accommodations help you learn best.
- ☐ Review diploma options and course selection and plan a course of study to meet requirements.
- ☐ Have conversation with parents/guardians, school counselor, and case manager/IEP team about which type of diploma you are aiming to earn, and the pros and cons of different diploma types.
- ☐ Consider with your IEP team whether you want to pursue advanced coursework such as honors or AP/IB.
- ☐ With your school counselor, ETR, or case manager, continue to explore high school courses which will prepare you for your goals after high school.
- ☐ Visit the high school career center for college and career planning resources.
- ☐ Explore electives, including Academy courses.
- ☐ With your IEP team, determine if you would benefit from either a Personal Development or Strategies for Success class for 10th grade.
- ☐ Continue building a CTS e-portfolio using Naviance to collect information and to help plan your future.
- ☐ Continue to explore interests through elective courses, clubs, and extracurricular activities.
- ☐ Complete grade level tasks in the High School Academic and Career Plan (ACP).
- ☐ Meet with your case manager to plan your IEP, including progress check-in; attend and participate in your IEP.
- ☐ Update your transition plan, as part of your IEP, with your case manager and the IEP team to reflect your goals, skills, and interests.
- ☐ Connect with representatives from DARS to learn more about services available.

## Tenth Grade Tasks

- ☐ Continue to develop effective study skills and strategies, with help from teachers, parents/guardians, and other resources.
- ☐ Develop a plan to inform your teachers about your IEP accommodations (e.g., One-Pager).
- ☐ Review diploma options. Have conversation with parents/guardians, school counselor and case manager/IEP team about which type of diploma you are aiming to earn and the pros/cons of different diploma types.
- ☐ Consider with your IEP team whether you want to pursue advanced coursework such as honors or AP/IB.
- ☐ Plan and select courses to meet graduation requirements.
- ☐ Discuss with your school counselor, ETR, or case manager about taking career-related courses including CTE or Academy Courses which align with your long-term goals.
- ☐ Meet with your school counselor, ETR, or case manager to discuss available career assessment and interest inventory options, especially those located in Naviance.
- ☐ Continue building a CTS e-portfolio using Naviance to collect information and to help plan your future.
- ☐ Visit the high school career center for college and career planning resources.
- ☐ Continue to explore (with adult assistance) what strategies and accommodations help you learn best.
- ☐ Work with your case manager to request accommodations for standardized testing such as the SAT and ACT, if necessary.
- ☐ Consider taking the Armed Services Vocational Aptitude Battery (ASVAB) test – a useful inventory for skills and career exploration.
- ☐ Continue to explore strengths and interests through extracurricular activities, hobbies, volunteer work, and work experiences.
- ☐ Complete grade level tasks in the High School ACP.
- ☐ Meet with your case manager to plan your IEP, including progress check-in; attend and participate in your IEP meeting.
- ☐ With your IEP team, determine if you would benefit from either a Personal Development or Strategies for Success class for 11th grade.
- ☐ Update your transition plan with your case manager and the IEP team to reflect your goals, skills, and interests.
- ☐ Connect with representatives from DARS to learn more about services available.

**Eleventh Grade Tasks**

☐ Continue to develop effective study skills and strategies, with help from teachers, parents/guardians, and other resources.

☐ Develop a plan to inform your teachers about your IEP accommodations (e.g., One-Pager).

☐ Review diploma options. Have conversation with parents/guardians, school counselor, and case manager/IEP team about which type of diploma you are aiming to earn and the pros/cons of different diploma types.

☐ Consider with your IEP team whether you want to pursue advanced coursework such as honors or AP/IB.

☐ Plan and select courses to meet graduation requirements.

☐ Discuss with your school counselor, ETR or case manager about taking career-related courses including CTE or Academy Courses which align with your long-term goals.

☐ If needed, consider extending your high school graduation date by one to three years to help you reach your postsecondary goals.

☐ Meet with your school counselor, ETR or case manager to discuss available career assessment and interest inventory options, especially those located in Naviance.

☐ Continue building a CTS e-portfolio using Naviance to collect information and to help plan your future.

☐ Visit the high school career center for college and career planning resources.

☐ Continue to explore (with adult assistance) what strategies and accommodations help you learn best.

☐ If applicable, ask a school counselor about the SAT and ACT tests to decide which may be a better fit for you.

☐ Work with your case manager or ETR to request accommodations for college entrance exams (SAT, ACT) if necessary.

☐ If your career plans require a college degree, register for, and take the SAT or ACT.

☐ Practice strategies to prepare for and take exams including time management, self-advocacy, and stress management.

☐ Consider taking a course to prepare for the SAT or ACT.

☐ Consider taking the ASVAB test – a useful inventory for skills and career exploration.

☐ Complete grade level tasks in the High School ACP.

☐ Continue to explore your interests through involvement in school or community-based extracurricular activities and/or work experiences.

☐ Meet with your ETR or case manager to discuss available career assessment options.

☐ Meet with your case manager to plan your IEP, including progress check-in; attend and participate in your IEP meeting.

☐ With your IEP team, determine if you would benefit from either a Personal Development or Strategies for Success class for 12th grade.

☐ Update your transition plan with your case manager and the IEP team to reflect your goals, skills, and interests.

☐ Connect with representatives from DARS to learn more about services available.

☐ Identify, add to, or revise your IEP accommodations.

☐ Take steps to communicate how to use the accommodations you have on your IEP.

☐ If your career goals require postsecondary education, find schools with courses, programs, or majors that interest you.

☐ Speak with representatives from colleges, technical schools, training programs, and the military by visiting the career center and attending community events.

☐ Gather information about accommodations and accessibility services at the postsecondary level.

☐ Visit campuses and disability services offices to explore available services and how to access them.

☐ Gather disability documentation if you are planning to apply for postsecondary accommodations.

☐ If needed, invite a representative of the selected adult services agency to attend your IEP meeting.

☐ Follow up with case managers from any agencies you may be connected with such as DARS and Community Services Board (CSB).

**Twelfth Grade Tasks**

☐ Continue to develop effective study skills and strategies, with help from teachers, parents/guardians, and other resources.

☐ Develop a plan to inform your teachers about your IEP accommodations (e.g., One-Pager).

☐ Meet with ETR early in the year to discuss your postsecondary plans and complete a draft Summary of Performance (SOP).

☐ Meet with school counselor to discuss postsecondary plans.

☐ Check to ensure you have completed or will complete all coursework required to graduate and you are aware of your diploma type.

☐ If needed, consider extending your high school graduation date by one to three years to help you reach your postsecondary goals.

☐ Meet with your school counselor, ETR, or case manager to discuss available career assessment and interest inventory options, especially those located in Naviance.

☐ Continue building a CTS e-portfolio using Naviance to collect information and to help plan your future.

☐ Visit the high school career center for college and career planning resources.

☐ Continue to explore (with adult assistance) what strategies and accommodations help you learn best.

☐ Work with your case manager to request accommodations for college entrance exams (SAT, ACT) if necessary.

☐ If your career plans require a college degree, register for, and take the SAT or ACT.

☐ Practice strategies to prepare for and take exams including time management, self-advocacy, and stress management.

☐ Consider taking the ASVAB test – a useful inventory for skills and career exploration.

☐ Complete grade level tasks in the High School ACP.

☐ Continue to explore your interests through involvement in school or community-based extracurricular activities and/or work experiences.

☐ Meet with your case manager to plan your IEP, including progress check-in; attend and participate in your IEP meeting.

☐ Develop your Transition Plan and present it at your IEP meeting.

☐ Identify ways accommodations on your IEP apply to postsecondary education and employment settings.

☐ Take steps to communicate how to use the accommodations you have on your IEP.

☐ If your career goals require postsecondary education, find schools with courses, programs, or majors that interest you.

☐ Speak with representatives from colleges, technical schools, training programs, and the military by visiting the career center and attending community events.

☐ Gather information about college or other programs that offer the disability services you may need.

☐ Early in the school year, visit schools, colleges, and training programs that interest you.

☐ Take steps to determine financial aid needs and complete the FAFSA.

☐ Visit campuses and disability services offices to explore available services and how to access them.

☐ Gather and organize any updated disability documentation if planning to apply for postsecondary accommodations.

☐ Evaluate disability services and service providers at schools that interest you.

☐ Obtain copies of any school records that document your disability for postsecondary accommodations.

☐ Follow up with case managers from any agencies you may be connected with such as DARS and Community Services Board (CSB).

☐ If needed, invite a representative of the selected adult services agency to attend your IEP meeting.

☐ Meet with ETR to complete final SOP.

# TRANSITION PLANNING TIMELINE CHECKLIST – ADAPTED CURRICULUM

*For students with IEPs who access an adapted curriculum (some tasks may require adult support and intervention)*

## Middle School Tasks

☐ Work with your case manager and teachers to identify classroom accommodation needs.
☐ Participate in developing your transition plan as part of your IEP, starting in eighth grade (or age 14).
☐ Attend your IEP meeting and participate to the fullest extent possible.
☐ Use I'm Determined resources to increase your involvement in the IEP process.
☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (e.g., career interest inventories, resume, etc.).
☐ Complete grade level modified tasks in the Academic and Career Plan (ACP).
☐ Participate in Community-Based Instruction (CBI) on an ongoing basis.
☐ Identify the employment and transition representative (ETR) at your future high school.
☐ Contact the Department for Aging and Rehabilitative Services (DARS) to learn more about Pre-Employment Transition Services (Pre-ETS).
☐ Contact the Fairfax-Falls Church Community Services Board Developmental Disability Services (CSB-DD) to determine your eligibility for services (waivers, long-term supports, etc.).
☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.
☐ Complete career interest inventories to identify postsecondary career and personal goals.
☐ With adult assistance, investigate and research high school elective courses that match career interests.
☐ 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 with your case manager and plan a course of study to meet requirements.
☐ With adult support, explore interests through elective courses, clubs, and extracurricular activities.
☐ Through your IEP team, investigate enrollment in career-related high school courses and other work-based learning (WBL) options (e.g., Career Preparation, Work Awareness and Transition (WAT), Education for Employment Opportunities (EFEO)).

## Ninth Grade Tasks

☐ Work with your case manager and teachers to identify classroom accommodation needs.
☐ Participate in developing your transition plan as part of your IEP.
☐ Attend your IEP meeting and participate to the fullest extent possible.
☐ Use I'm Determined resources to increase your involvement in the IEP process.
☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (e.g., career interest inventories, resume, etc.)
☐ Complete grade level modified tasks in the ACP.
☐ Participate in CBI on an ongoing basis.
☐ Identify and meet with your ETR.
☐ Contact DARS to learn more about Pre-ETS.
☐ Contact CSB-DD to determine your eligibility for services (waivers, long-term supports, etc.) – open a case if eligible.
☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.
☐ Complete career interest inventories to identify postsecondary career and personal goals.
☐ With adult assistance, research and select elective courses for 10th grade that match your career interests.
☐ Continue to review high school diploma options with your case manager and plan a course of study to meet requirements.
☐ With adult support, continue to explore interests through elective courses, clubs, and extracurricular activities.

☐ Through your IEP team, investigate and enroll in career-related courses and other work-based learning options (Career Preparation, WAT, EFEO) for 10th grade.

☐ Visit the high school career center with your ETR.

☐ Meet with your ETR to discuss the services offered at the Woodson and Mt. Vernon Assessment Centers to decide whether vocational assessment will be helpful for transition planning.

## Tenth Grade Tasks

☐ Work with your case manager and teachers to identify classroom accommodation needs.

☐ Participate in developing your transition plan as part of your IEP.

☐ Attend your IEP meeting and participate to the fullest extent possible.

☐ Use I'm Determined resources to increase your involvement in the IEP process.

☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (e.g., career interest inventories, resume, etc.)

☐ Complete grade level modified tasks in the ACP.

☐ Participate in CBI on an ongoing basis.

☐ Continue to meet with your ETR.

☐ Participate in Pre-ETS activities through DARS.

☐ Follow up with CSB-DD to maintain eligibility for services (waivers, long-term supports, etc.).

☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.

☐ Complete career interest inventories to identify postsecondary career and personal goals.

☐ With adult assistance, research and select elective courses for 11th grade that match your career interests.

☐ Continue to review high school diploma options with your case manager and plan a course of study to meet requirements.

☐ Work with your IEP team to determine your "age-out" year from FCPS.

☐ With adult assistance, continue to explore interests through elective courses, clubs, hobbies, and extracurricular activities.

☐ Through your IEP team, investigate and enroll in career-related courses and other work-based learning options (Career Preparation, WAT, EFEO) for 11th grade.

☐ Participate in a Community Work Experience (CWE) as part of a CTS career-related elective course.

☐ Meet with your ETR to discuss the services offered at the Woodson and Mt. Vernon Assessment Centers to decide whether vocational assessment will be helpful for transition planning.

## Eleventh Grade Tasks

☐ Work with your case manager and teachers to identify classroom accommodation needs.

☐ Participate in developing your transition plan as part of your IEP.

☐ Attend your IEP meeting and participate to the fullest extent possible.

☐ Use I'm Determined resources to increase your involvement in the IEP process.

☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (career interest inventories, resume, etc.).

☐ Complete grade level modified tasks in the ACP.

☐ Participate in CBI on an ongoing basis.

☐ Continue to meet with your ETR.

☐ Participate in Pre-ETS activities through DARS.

☐ Work with ETR to open a Vocational Rehabilitation (VR) case and hold a transition intake meeting with DARS.

☐ Follow up with CSB-DD to maintain eligibility for services (waivers, long-term supports, etc.).

☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.

☐ Contact the Social Security Administration 30 days before your 18th birthday to apply for Supplemental Security Income (SSI) benefits.

☐ Contact the Department of Medical Assistance Services (DMAS) to apply for Medicaid benefits if not already completed.

☐ Complete career interest inventories to identify postsecondary career and personal goals.

☐ With adult assistance, research and select elective courses for 12th grade that match career interests.

☐ Continue to review high school diploma options with your case manager and plan a course of study to meet requirements.

☐ With adult assistance, continue to explore interests through elective courses, clubs, hobbies, and extracurricular activities.

☐ If earning a Standard Diploma, consider extending your high school graduation date by one to three years (if needed) to help you reach your postsecondary goals.

☐ Through your IEP team, investigate and enroll in career-related courses and other work-based learning options (Career Preparation, WAT, EFEO) for 12th grade.

☐ Participate in a CWE as part of a CTS career-related course.

☐ Participate in a formal career assessment at either the Woodson or Mt. Vernon Assessment Center if recommended by your IEP team.

## Twelfth Grade Tasks

☐ Work with your case manager and teachers to identify classroom accommodation needs.

☐ Participate in developing your transition plan as part of your IEP.

☐ Attend your IEP meeting and participate to the fullest extent possible.

☐ Use I'm Determined resources to increase your involvement in the IEP process.

☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (career interest inventories, resume, etc.).

☐ Complete grade level modified tasks in the ACP.

☐ Participate in CBI on an ongoing basis.

☐ Continue to meet with your ETR.

☐ Complete the Transition Final Summary of Performance (SOP) form with your ETR (if exiting FCPS).

☐ Work with your ETR to open a Vocational Rehabilitation (VR) case with DARS and hold a transition intake meeting (unless completed during 11th grade).

☐ Follow up with CSB-DD to maintain eligibility for services (waivers, long-term supports, etc.).

☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.

☐ Obtain information about MetroAccess and apply for services if applicable.

☐ Contact the Social Security Administration 30 days before your 18th birthday to apply for SSI benefits.

☐ Contact DMAS to apply for Medicaid benefits if not already completed.

☐ Complete career interest inventories to identify postsecondary career and personal goals.

☐ With adult assistance, research and select elective courses for a fifth year in FCPS.

☐ If applicable, schedule a tour of the Davis or Pulley Career Center.

☐ If applicable, schedule a tour of the Secondary Transition to Employment Program (STEP).

☐ If needed, explore base school programming and work-based learning options for a fifth year in FCPS.

☐ If applicable, ETR submits a referral to 18-22 Program (Davis/Pulley Career Center and/or STEP). Placement is an IEP team decision.

☐ Continue to review high school diploma options with your case manager and plan a course of study to meet requirements.

☐ With adult assistance, continue to explore interests through elective courses, clubs, hobbies, and extracurricular activities.

☐ Through your IEP team, investigate and enroll in career-related courses and other work-based learning options (Career Preparation, WAT, EFEO) for 11th grade (for additional year(s) past 12th grade if not transitioning to Davis/Pulley/STEP).

☐ Participate in CWE as part of a CTS career-related course.

☐ Participate in a formal transition assessment at either the Woodson or Mt. Vernon Assessment Centers if recommended by my IEP team (unless already completed).

*17*

**Beyond 12th Grade (for students staying in FCPS additional years)**

☐ Work with your case manager and teachers to identify classroom accommodation needs.

☐ Participate in developing your transition plan as part of your IEP.

☐ Attend your IEP meeting and participate to the fullest extent possible.

☐ Use I'm Determined resources to increase your involvement in the IEP process.

☐ Work with case manager and teachers to upload relevant informal transition assessments and documents to the CTS ePortfolio in Naviance (career interest inventories, resume, etc.).

☐ Complete grade level modified tasks in the ACP.

☐ Participate in CBI on an ongoing basis.

☐ Continue to meet with your ETR.

☐ Complete the Transition Final Summary of Performance (SOP) form with your ETR during your final year of FCPS.

☐ Work with your ETR to open a Vocational Rehabilitation (VR) case with DARS case and hold a transition intake meeting (if not already completed).

☐ Follow up with CSB-DD to maintain eligibility for services (waivers, long-term supports, etc.).

☐ During final year in FCPS, work with your ETR, the assigned CSB support coordinator, and DARS counselor (if applicable) to hold initial transition meeting (*CSB services begin after student has aged out of school eligibility).

☐ Attend the FCPS CTS Moving on to Life in the Community Resource Fair.

☐ Obtain information about MetroAccess and apply for services if applicable (if not already completed).

☐ Complete career interest inventories to identify postsecondary career and personal goals.

☐ With adult assistance, continue to explore interests through elective courses, clubs, hobbies, and extracurricular activities.

☐ Participate in CWE as part of the instructional program at either Davis/Pulley Career Center, STEP, or base school (wherever enrolled).

# *CHARTING MY FUTURE – MIDDLE SCHOOL*

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

*What are possible barriers to reaching my goals?*


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

# *CHARTING MY FUTURE – HIGH SCHOOL*

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

*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 |
|---|---|
| ✓ Work as a member of team<br>✓ Follow rules and directions<br>✓ Accept criticism and feedback<br>✓ Pay attention to detail for assigned tasks<br>✓ Complete tasks on time<br>✓ Attend school regularly and be on time to classes<br>✓ Improve and continue to develop computer skills<br>✓ Dress professionally for various settings<br>✓ Increase work speed and product output rate<br>✓ Work is accurate, and mistakes are corrected<br>✓ Accept supervision<br>✓ Work independently with minimal prompting<br>✓ Organize materials and workspace<br>✓ Seek help when needed<br>✓ Demonstrate critical thinking skills<br>✓ Identify career interests<br>✓ Explore careers<br>✓ Gain work experience<br>✓ Develop job-specific technical skills<br>✓ Research FCPS transition programs and courses<br>✓ Enroll in a career-related course<br>✓ Develop a resume<br>✓ Find a job<br>✓ Complete applications for employment<br>✓ Improve upon and continue to develop interview skills<br>✓ Explore postsecondary education options<br>✓ Explore adult service options<br>✓ Respect personal space of others<br>✓ Respect personal belongings of others | ✓ Set and use an alarm clock to wake up in morning<br>✓ Use lists, charts, technology, or apps to maintain personal hygiene<br>✓ Use lists, charts, technology, or apps to follow morning and evening routines<br>✓ Use lists, charts, technology, or apps to complete housecleaning chores (daily and weekly)<br>✓ Understand the locations of emergency exits and when to use<br>✓ Know when and how to make calls for emergency services<br>✓ Basic first aid skills<br>✓ Follow a shopping list<br>✓ Read nutrition facts on a label<br>✓ Follow a recipe and gather ingredients<br>✓ Understand safe food handling practices<br>✓ Safely use kitchen tools<br>✓ Wash hands before meal preparation<br>✓ Note expiration dates of perishable items<br>✓ Load, run, and empty dishwasher<br>✓ Make bed daily<br>✓ Change bed linens on a regular basis<br>✓ Empty household trash cans and transfer to outdoor bins<br>✓ Identify acceptable items to recycle<br>✓ Sweep and mop floors<br>✓ Vacuum carpeted areas of home<br>✓ Operate household washer and dryer<br>✓ Sort clothes by color<br>✓ Fold clothes and store properly<br>✓ Count and sort coins; count bills<br>✓ Make change<br>✓ Write checks<br>✓ Maintain checkbook and account balance<br>✓ Understand difference between credit and debit<br>✓ Use a calculator to balance checkbook<br>✓ Carry personal identification on me at all times<br>✓ Use public transportation |

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

# *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*

**<u>Academic</u>:** *I will…*
- list high school courses related to my career goal.
- successfully complete courses related to career goals (e.g., Health Sciences, Information Technology).
- schedule meetings with teacher(s) about my grades.
- meet with my school counselor to schedule classes needed to meet my postsecondary education goals.
- complete the entrance requirements for colleges I'm interested in.
- list postsecondary schools that provide training in my career field.
- enroll in ACT or SAT preparation course.
- complete application for ACT or SAT accommodations.
- complete the FAFSA.
- complete the Common Application for postsecondary education.

**<u>Career Awareness</u>:** *I will…*
- complete and review an interest inventory (e.g., Career Interest Profiler, O*Net, Careers for Me).
- identify and list several careers that match my interests or abilities.
- obtain specific information about qualifications of jobs of interest.
- complete career aptitude assessment.
- provide specific information about jobs that match abilities and interests (e.g., wages, educational requirements, etc.).
- 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 (e.g., Digital Art, Criminal Justice).
- research careers through activities in Naviance.
- visit the Career Center to obtain information about postsecondary options and careers of interest.

*Career Development:* *I will…*
- 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 a community work experience.
- attend events on college, work, and other postsecondary options.
- get and keep a part-time job.
- participate in an internship related to career interests.

*Work Habits and Behaviors:* *I will…*
- notify supervisor if late or absent from school.
- identify when I need help and know how to get it.
- respond appropriately to constructive criticism.
- 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 or electronic device to organize schoolwork and homework assignments.

# SELF-ADVOCACY GOAL OBJECTIVES

*Decision Making:* *I will…*
- explain the purpose of IEP and Transition Plan
- attend my IEP meeting
- participate in my IEP meeting
- present my goals at my IEP meeting
- introduce members of IEP team
- develop list of questions to ask at my IEP meeting
- participate in developing my Transition IEP
- develop a timeline of activities to accomplish transition goals and objectives
- discuss progress towards transition goals with family and teachers
- lead transition section of my IEP meeting
- complete Transition Planning Checklist with my family and teachers
- attend workshops about high school and Career and Transition Services
- learn about supported employment options with local vendors (be specific)
- tour postsecondary institutions of my interest
- develop my plan and timeline for contacting adult services (e.g., DARS)
- consult teachers to determine if tutoring is needed to meet academic requirements
- meet with teachers to determine if tutoring is recommended prior to taking SOL tests
- state how accommodations on IEP translate to the workplace
- apply for Supplemental Security Income (SSI)

<u>*Self-awareness:*</u> *I will…*

- 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.
- list and apply needed classroom accommodations.
- request reasonable workplace accommodations and modifications.
- ask for appropriate accommodations as outlined in the IEP (e.g., ask math teacher to use a calculator in class).
- state the differences between IDEA and ADA.
- obtain information on accessibility services available at postsecondary schools of interest.

## INDEPENDENT LIVING GOAL OBJECTIVES

<u>**Caring for Personal Needs:**</u> *I will…*

- take my prescribed medication(s).
- 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).
- 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 by calling, leaving voice messages, emailing, or texting.

<u>**Community Participation:**</u> *I will…*

- 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.

<u>**Household Responsibilities:**</u> *I will…*

- perform routine household tasks (e.g., wash dishes).
- outline routine for weekly chores.
- read labels and directions.
- prepare a meal.
- use self-check-out at the grocery store.
- operate household appliances (e.g., washer and dryer, microwave).

_**Leisure Activities:**_ _I will…_

- 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.
- follow a daily schedule.
- enroll in an art class.
- join a sports tea.

_**Managing Personal Finances:**_ _I will…_

- identify money and make correct change.
- purchase personal items from a store.
- construct a budget for weekly allowance.
- 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 families, 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*

- I will work on an assigned task for five consecutive minutes.
- I will participate in a variety of activities near or with other people.
- I will participate independently during group work.
- I will participate independently during group recreational and leisure activities.
- I will participate in a school-based job.
- I will indicate my work preferences.
- I will visit adult service vendors.
- I will learn about two careers through community work experiences.
- I will participate in a career assessment.
- I will identify careers that match my abilities.
- I will participate in a volunteer job experience or job shadowing opportunity.
- I will initiate a work-related task with no more than one prompt.
- I will report task completion.
- I will follow simple one-step (two, three, etc.) directions.
- I will ask for more work when I need it.
- I will sign in upon arrival at work.
- I will sign out of work at the appropriate time.
- I will return from lunch and breaks on time.
- I will participate in situational assessments with adult service vendors.
- I will use assistive technology at work (be specific).
- I will request help with job tasks when needed.
- I will follow directions and listen to feedback from my supervisor.
- I will express dissatisfaction with a job task.
- I will develop interests through electives.
- I will practice interviewing for a job.
- I will develop a resume.
- I will obtain a Virginia REAL ID.
- I will learn about transportation options to work.
- I will interview people in the local community in occupations of interest.
- I will notify teachers and work supervisors if late or absent from school.
- I will follow the dress code required for work.
- I will learn about FCPS age 18-22 age programs such as Davis Career Center, Pulley Career Center, and STEP.

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

- I will use communication strategies to make my wants and needs known (be specific).
- I will communicate my wants and needs with my assistive device.
- I will make choices (be specific).
- I will verbally communicate my wants and needs.
- I will communicate my preferences using visual aids.
- I will ask for assistance when needed.
- I will identify my strengths and interests.
- I will report my strengths and interests at my IEP meeting.
- When given a picture of two jobs, I will choose my preference.
- I will request a break when needed.
- I will attend my IEP meeting.
- I will participate in my IEP meeting.
- I will present personal goals at my IEP meeting.
- I will introduce the members of my IEP team.
- I will develop questions to ask at my IEP meeting.
- I will take part in developing my Transition Plan with my case manager.
- I will attend workshops about high school and transition services.
- I will learn about supported employment options with local vendors.
- I will apply for Supplemental Security Income (SSI) and Medicaid benefits.
- I will develop personal goals (e.g., to live in an apartment independently).
- 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).

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

- I will practice good table manners (be specific).
- I will participate in and accept help with daily living activities as needed (be specific).
- I will complete self-care activities with minimal help (be specific).
- I will increase independence in the areas of self-care (be specific).
- I will increase independence with keeping track of time.
- I will increase independence in communicating and interacting with others.
- I will demonstrate my money skills to be more independent in my community.
- I will choose recreation and leisure activities.
- I will manage time by following a schedule.
- I will use technology to manage time.
- I will keep my belongings organized.
- I will respect others' personal space and belongings.
- I will identify and take the correct medication for minor illnesses.
- I will follow first aid practices when caring for minor cuts, burns, and bruises.
- I will choose proper dress for a variety of activities (e.g., outfit for a specific occasion).
- I will maintain good hygiene (be specific).
- I will maintain good grooming (be specific).
- I will do my own laundry.
- I will follow an exercise program.
- I will follow food pyramid nutritional guidelines.
- I will communicate by telephone including leaving voice messages.
- I will identify emergency situations and when to use 911.
- I will demonstrate knowledge of traffic rules and safety (be specific).
- I will use public transportation (e.g., Metro Access or FASTRAN).
- I will register to vote.
- I will perform household tasks (be specific).
- I will purchase groceries for meals.
- I will prepare simple foods.
- I will operate household appliances (be specific).
- I will understand and identify street and traffic signs.
- I will read and order from menus.
- I will initiate leisure activities (be specific).

# EDUCATIONAL AND CAREER PLANNING PORTFOLIO

The CTS Electronic Educational and Career Planning Portfolio (ePortfolio) is a transition planning tool designed to help students and families 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 their high school years.

## THE SIX "W-H"S OF PORTFOLIO MANAGEMENT

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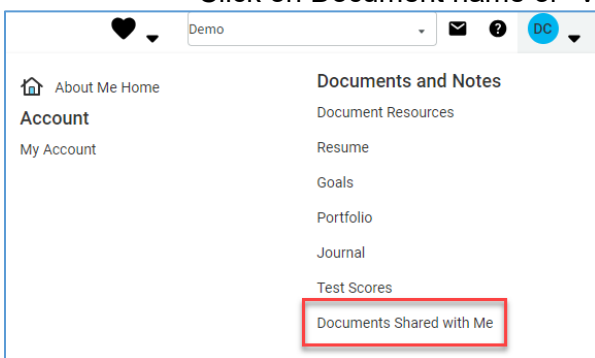
**WHEN:** Throughout the year, IEP team members may add any transition related information. The Portfolio is available at any time, and the contents may be consulted for planning purposes.

**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 they 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"

# 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 their final school year to complete the Final Summary of Performance. Much of the information needed can be found in the student's ePortfolio 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 Naviance CTS ePortfolio

## 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 ETR or case manager
- Provide a copy to student or parent/guardian
- Upload a copy in student's Naviance CTS ePortfolio.

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

# SAMPLE FCPS FINAL SUMMARY OF PERFORMANCE

**Sample Page 1:**

## Final Summary of Performance

**Fairfax County PUBLIC SCHOOLS**
ENGAGE • INSPIRE • THRIVE

ID Number _____

### DEMOGRAPHIC INFORMATION

Name _____    Birth Date _____

Personal E-mail _____    Cell Phone _____

Fall Date _____    Spring Date _____

I am working towards a [Pick One ▼] 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 |
|---|---|---|---|
| | | Pick One ▼ | |
| | | Pick One ▼ | |
| | | Pick One ▼ | |
| | | Pick One ▼ | |
| | | Pick One ▼ | |
| | | Pick One ▼ | |
| | | Pick One ▼ | |

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 (9/23)

**FCPS Summary of Performance, Continued** _____  ID Number _____

## SELF-ADVOCACY

Select Self-Advocacy skills that apply to you.

☐ I ask for help                                  ☐ I seek out supports

☐ I communicate with teachers          ☐ I express my needs & wants

☐ I follow through                              ☐ I understand my rights as a person with a disability

☐ I can state my learning styles         ☐ I am familiar with current IEP accommodations

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

☐ Grades                                   ☐ Mobility (Ability to Move)          ☐ Relationships

☐ Time on Tests                        ☐ Extra-Curricular Activities          ☐ Communications

☐ Independent Assignments       ☐ Other (Please describe) _____

## SUMMARY OF FUNCTIONAL PERFORMANCE

Completed by _____
See below for functional performance. *For each of the following, rate the performance of the student in comparision 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** | A | S | N |
|---|---|---|---|
| • Accepts responsibilities | ☐ | ☐ | ☐ |
| • Completes tasks on-time | ☐ | ☐ | ☐ |
| • Works independently | ☐ | ☐ | ☐ |
| • Follows directions | ☐ | ☐ | ☐ |

| **INTERPERSONAL SKILLS** | A | S | N |
|---|---|---|---|
| • Exhibits acceptable social skills | ☐ | ☐ | ☐ |
| • Establishes positive relationships | ☐ | ☐ | ☐ |
| • Initiates appropriate conversations | ☐ | ☐ | ☐ |
| • Respects authority | ☐ | ☐ | ☐ |
| • Demonstrates appropriate empathy/sympathy | ☐ | ☐ | ☐ |
| • Functions as a team member | ☐ | ☐ | ☐ |
| • Appropriately expresses self | ☐ | ☐ | ☐ |

| **PROBLEM SOLVING SKILLS** | A | S | N |
|---|---|---|---|
| • Identifies a problem | ☐ | ☐ | ☐ |
| • Recognizes solutions | ☐ | ☐ | ☐ |
| • Evaluates the outcome | ☐ | ☐ | ☐ |

| **MOBILITY** | A | S | N |
|---|---|---|---|
| • Uses public transportation | ☐ | ☐ | ☐ |

• Has a ☐ Drivers License   ☐ Permit   ☐ None

• Other _____

| **WORK SKILLS/WORK TOLERANCE** | A | S | N |
|---|---|---|---|
| • 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 | ☐ | ☐ | ☐ |

| **SELF-CARE** | A | S | N |
|---|---|---|---|
| • Manages daily schedule | ☐ | ☐ | ☐ |
| • Manages financial responsibilities | ☐ | ☐ | ☐ |
| • Manages personal hygiene | ☐ | ☐ | ☐ |
| • Manages medical needs | ☐ | ☐ | ☐ |
| • Manages daily living needs | ☐ | ☐ | ☐ |
| • Responds appropriately to hazards | ☐ | ☐ | ☐ |
| • Makes appointments for self | ☐ | ☐ | ☐ |

**Comments:**

**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 | | NOW | FUTURE | |
|---|---|---|---|---|---|
| ☐ | ☐ | Access to a Mobile Device/Computer | ☐ | ☐ | Flexible Schedule |
| ☐ | ☐ | Additional Writing Implement | ☐ | ☐ | Frequent Breaks |
| ☐ | ☐ | Amplification Equipment | ☐ | ☐ | Interpreting/Transliterating |
| ☐ | ☐ | Augmentative Communication Device | ☐ | ☐ | Large Print Test |
| ☐ | ☐ | Bilingual Dictionary | ☐ | ☐ | Math Aids |
| ☐ | ☐ | Braille | ☐ | ☐ | Multiple Test Sessions Over Multiple Days |
| ☐ | ☐ | Communication Board or Choice Cards | ☐ | ☐ | On-line Audio |
| ☐ | ☐ | Dictation | ☐ | ☐ | Read-Aloud |
| ☐ | ☐ | Dry Erase Board | ☐ | ☐ | Speech to Text |
| ☐ | ☐ | Enlarged Text | ☐ | ☐ | Spelling Aids |
| ☐ | ☐ | Extended Time | ☐ | ☐ | Use of Calculator |
| ☐ | ☐ | Other [_____] | ☐ | ☐ | 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 IRTT 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 FAFSA (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:** [_____]

*Sample Page 4:*

**FCPS Summary of Performance, Continued**                    ID Number

## 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 _____   Date _____
(If student is under 18)

### An unofficial copy of the transcript is attached to this form

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

SS/SE-210 (9/23)                                     Page 4

*35*

# TURNING 18 – RESOURCES FOR YOUNG ADULTS

## AGE OF MAJORITY

An individual becomes his or her own guardian upon turning 18 years of age. At this point, the person can sign legal documents, including agreement or disagreement to their Individualized Education Program (IEP). For more information, see:

- *Age of Majority:* **https://www.fcps.edu/sites/default/files/media/forms/AgeOfMajority.pdf**
- *Educational Representation:*
  **https://www.fcps.edu/sites/default/files/media/forms/EducationalRepresentationAdultStudents.pdf**

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

## BENEFITS

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

When receiving SSI benefits, it is important to notify the Social Security Administration (SSA) of any changes in work status or income. SSI benefits are adjusted to reflect changes in income and/or living expenses. As individuals save or earn money, SSI payment amounts will change as SSI is a needs-based benefit. SSA does make allowances for costs associated with disability through application for an Impairment-Related Work Expenses (IRWE) or Plan to Achieve Self-Support (PASS). For **Work Incentives Planning and Assistance,** contact the **Social Security Administration Ticket to Work** provider support helpline at 1-866-968-7842. For more information visit: **https://www.ssa.gov/work/**

Individuals eligible for SSI benefits may also be eligible for **Medicaid**. Call the **Department of Family Services** at **703-324-7500**. There are also a variety of Medicaid Waiver programs that can provide some funding for services. For more information see: **https://www.dmas.virginia.gov/for-providers/long-term-care/waivers/**.

## 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*      703-383-8500

## 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 still must register with Selective Service. For more information go to: **http://www.sss.gov**..*

# FCPS CAREER INSTRUCTION RESOURCES

## GENERAL EDUCATION CAREER ASSESSMENT RESOURCES

**High School College and Career Centers**
*The College and Career Center* and the *College and Career Specialist* assist students with their college, career, and employment searches. Students can find a wide variety of resources on colleges, careers, scholarships, financial aid, part-time and full-time employment opportunities, and SAT and ACT registration. The goal of the Career Center is to help students make informed career decisions about their postsecondary plans, which may include four-year colleges, two-year colleges, technical schools, apprenticeships, military, full-time employment, or gap year opportunities.

**Academic and Career Plan (ACP) and Naviance Student**
The Academic and Career Plan (ACP) is a process for students to plan for the future by exploring college and career options. Students have opportunities to discover their personal strengths and interests, create goals to help them achieve success, plan for courses that meet high school graduation requirements and prepare them for life after high school. Each student's plan is stored electronically in Naviance and can be accessed by students, parents, and staff. Naviance login is available via the FCPS public web. The ACP is updated regularly as each student's academic, personal, and career goals change.

## 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.
- Eligibility: 10-12th grade students
- Time Commitment: Up to five days

**Virtual Career Exploration Experience (VCEE) Assessment**
Students explore a career interest or career cluster pathway in depth using MECA Learning Assessment Programs (LAP). The student will need a computer and to be in a location (at home/school) that is free from distractions. There are 57 LAP career areas for students to choose from. Each LAP addresses entry-level, mid-level, and advanced-level skills required for each career area.
- Eligibility: 10-12th grade students; sixth grade reading level
- Time Commitment: 1-2 days

**CareerScope**
This assessment option can be completed virtually or in-person (in school). The student will need a computer and to be in a location that is free from distractions. This computer career assessment provides information regarding a student's aptitudes and interests. Assessment is available in English or Spanish. The student will receive an official CareerScope report.
- Eligibility: 10-12th grade students with IEPs who are at least 16 years of age and can work independently. A fourth grade reading level is necessary to complete components of this test.
- Time Commitment: 1-1.5 hours

**PERT (Postsecondary Education Rehabilitation Transition) 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-day assessment at the Wilson Workforce Rehabilitation Center (WWRC) in Fishersville, Virginia. Areas assessed include vocational strengths and abilities, independent living skills, and social and interpersonal skills. If recommended, students may return for supplemental follow-up assessments. Referrals for PERT are coordinated through the ETR, and participants are chosen by a selection committee.

# 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 an occupation while preparing for higher education or entry-level employment. Each high school administrative team determines the optional CTE courses it will offer. Advanced technical and specialized elective courses are available at the career academies located at Chantilly HS, Edison HS, Fairfax HS, Falls Church HS, Marshall HS, and West Potomac HS. Academy resource teachers (ARTs) 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.

## CAREER-RELATED SPECIAL EDUCATION ELECTIVE COURSES AND PROGRAMS

**Career Preparation**
This is a Secondary Adapted Curriculum (Special Education) elective geared for students needing intensive support. Instruction is very concrete with extensive physical modeling and assistance. Work experience may take place in the community, around the school, or in the classroom. This course is taught by adapted curriculum teachers and does not require service hours in the IEP. The course will identify work-related abilities, provide training and work skills, and prepare students for postsecondary participation in community-based employment or day support placements.

**Education for Employment (EFE)**
This is a CTS elective geared for students with IEPs taking SOL classes. This course teaches students to make informed career and continuing education choices as they transition from school, gain technical skills, and adapt to the workplace. Instruction focuses on career skills, job acquisition, self-advocacy skills, and workplace communication. The emphasis is on transition planning with students, setting postsecondary goals and creating a detailed plan to reach them. Students may also participate in work-based learning experiences as part of this course. This course requires service hours in the IEP.

**Education for Employment Opportunities (EFEO)**
This is a CTS elective where students are taught ethical behaviors, career-research and job-acquisition methods, and workplace-communication strategies with a focus on the 22 Workplace Readiness Skills as identified by Virginia employers. Students will also build self-awareness, self-advocacy, self-determination and customer-service skills through a comprehensive transition curriculum and an exploration of the 17 Career Clusters. As part of the course, students will have the opportunity to participate in a community work experience related to a career pathway.

**Introduction to Professional Photography I**
In a state-of-the art digital photography lab/studio, students use the latest digital cameras on both the PC and Mac platforms. Students will photograph people, places, and objects and will prepare these images with the intent of professional publication using software such as Adobe Photoshop, Illustrator, InDesign, and Acrobat. The course allows the students to see dynamic results in real-time and to print their work on professional-level color printers. Topics include image composition, digital editing, studio and location lighting, file formats, file maintenance and storage, and print production. Students will relate these skills to the current business and art practices of the modern commercial photographic industry. In addition, students will develop personal portfolios

to aid in entry into the marketplace or advanced photography educational program. A community work experience may be available for this course. Currently, industry certification is not available as part of this course. This course requires service hours in the IEP (document as "EFEO" in the IEP).

**Work Awareness and Transition (WAT)**
This is a CTS elective geared for students who can benefit from career-related instruction and supported (group or individual) community work experience. Work experience may be supplemented by work around the school building, in a school-based business, or in the classroom (stations and centers). Instruction includes career awareness, career exploration, and career training with an emphasis on Workplace Readiness Skills and employability skills. This course is taught by WAT teachers and requires service hours on the IEP.

**The S. John Davis Career Center and Earl L. Pulley Career Center** programs are designed to serve students with disabilities, aged 18-22 years, who require instruction through a modified curriculum focused on career and life skills. Successful transition is facilitated through a continuum of instructional strategies, interdisciplinary team services, technology utilization, and community resources. Instruction is provided in a wide range of environments including small group classrooms, community-based jobsites, and community resource sites. Placement is through a referral process and is an IEP team decision.

**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. The goal of STEP is to expand opportunities for students whose postsecondary goal is employment. There are four sites (Chantilly, Davis Center, Mount Vernon, and South Lakes) that serve all the high schools in FCPS.

## WORK EXPERIENCE AND TRANSITION SUPPORT

**Employment and Transition Services**
Employment and transition representatives (ETRs) help students transition from secondary to postsecondary environments. ETRs serve as the transition resource to students, staff members, families, and the community. They assist with all aspects of transition such as career exploration, goal setting, job skills, and planning for the future. ETRs are assigned to all FCPS high schools, special education Career Centers, and alternative education high schools.

**Job Coach Services**
Job Coach Services support students' success as independent workers. Job coaches assist students with disabilities who can work independently but need short-term support to succeed in a community work experience. They fade their support once the student works without the coach's help. A student can access job coach services through their ETR at their high school.

**Transition Resource Services**
Educational specialists and transition resource teachers provide information, resources, and training for families, students, and school personnel related to transition, adult services, and postsecondary options.

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
- Substance Use Services

Virginia Department for Aging and Rehabilitative Services (DARS)

- Fairfax Office                                            703-359-1124
- Alexandria Office                                         703-960-3411
- 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                        703-813-1300
- 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      202-962-2700

# WEB RESOURCES

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

## 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.

- 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.

- **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.

- 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 Academic and Career Plan (ACP) is a process for students to plan for the future by exploring college and career options. Students have opportunities to discover their personal strengths and interests, create goals to help them achieve success, plan for courses that meet high school graduation requirements and prepare them for life after high school. Each student's plan is stored electronically in Naviance and can be accessed by students, parents, and staff. Naviance login is available via the FCPS public web.

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

- Project 10: Assists school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilites in order to improve their academic success and post-school outcomes.

- TTAC Online is 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 free online training opportunities.

- 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 Zarrow Institute on Transition and Self-Determination implements innovative research, puts findings into practice, and disseminates knowledge through high-quality products and professional development.

- o **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.
- o **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.
- o **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.

## CAREER EXPLORATION

- The ASVAB Career Exploration Program includes a validated aptitude test and interest assessment. The results are used to guide career exploration using career planning tools.

- 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.

- 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.

- *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 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.

- 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 Career View is a comprehensive Virginia focused career and educational planning website for grades K-12 providing career development resources and activities. Parent and professional resources are also included.

- 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.

# POSTSECONDARY EDUCATION AND TRAINING

## COLLEGE AND CAREER EDUCATION

- [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.

- [ACT Accommodations](#)

- [Association on Higher Education and Disability (AHEAD)](#) is a professional membership association for individuals committed to equity for persons with disabilities in higher education.

- [Campus Disability Resource Database (CeDaR)](#): disability-related information from degree-granting colleges and universities across the United States.

- 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.

- [College Board Accommodations](#)

- [College Choice: College resources for students with disabilities, The Ultimate Guide](#)

- [FairTest](#): The National Center for Fair and Open Testing

- [FCPS College Board Accommodations](#)

- [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.

- [Level Up Virginia](#) is a statewide initiative to increase postsecondary readiness, enrollment and completion for all students in the Commonwealth.

- [PACER – The ADA, Section 504 & Postsecondary Education](#)

- Visit the [Real Work Matters (RWM) website](#) if you are looking for vocational school and interested in CTE (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.

- [U.S. Department of Education: Students with Disabilities Preparing for Postsecondary Education](#)

- [Virginia Education Wizard](#) is a career and college search program, helping students find out more about themselves and relate that to career pathways.

- [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.

## FINANCIAL AID

- [The Free Application for Federal Student Aid (FAFSA) website](#) where you can apply for, access, and manage your financial aid.

- [College Access Fairfax](#): committed to helping Fairfax County Public School students with the complex task of acquiring financial aid for post-secondary education.

## *EMPLOYMENT*

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

- [ApprenticeshipUSA](#): one-stop source to connect career seekers, employers, and education partners with apprenticeship resources.

- 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 Career Outlook is a Department of Labor publication](#) of interesting career information for individuals in the career planning process.

- The [Job Accommodation Network](#) provides free, expert, and confidential technical assistance to both employees and employers regarding workplace accommodations and disability employment issues.

- [Job Corps](#): Helps young people achieve successful careers in the nations fastest-growing industries.

- [Military](#)

- [Occupational Outlook Handbook](#)

- [*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.

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

- [Virginia Career Works](#): Virginia's vital link between meaningful employment and growing businesses.

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

- [Virginia Employment Commision (VEC)](#): Website for the Virginia Employment Commission which provides comprehensive information, services, and resources related to employment and unemployment throughout the state.

# *GOVERNMENT RESOURCES*

## *FEDERAL GOVERNMENT*

- [Mid-Atlantic ADA Information Center](#): Provides information, guidance, and training on the Americans with Disabilities Act.

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

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

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

- [U.S. Department of Education homepage](#)

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

## VIRGINIA GOVERNMENT/FAIRFAX COUNTY GOVERNMENT

- Access Fairfax Disability Rights and Resources

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

- Virginia Department of Behavioral Health and Developmental Services (DBHDS)

- Virginia Department of Education.

- Virginia Department of Education Transition Services

## ADVOCACY ORGANIZATIONS

- FCPS Family Resource Center (FRC): offers free webinars, confidential consultations, a lending library, and resources to help adults support the success of all students, including those with learning challenges, special needs, and disabilities.

- Endependence Center of Northern Virginia: A community resource and advocacy center run by and for persons with disabilities.

- Parent Educational Advocacy Training Center: Provides tools and information to empower Virginia students with disabilities and their families.

- *The Arc of Northern Virginia*: Local Northern Virginia: local chapter of the largest non-profit organization supporting thousands of people with intellectual and developmental disabilities (ID/DD) and their families.

- *The Autism Society of America* of Northern Virginia provides information and resources on autism.

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

- The Organization for Autism Research (OAR) 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.

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

- PACER's National Parent Center on Transition and Employment: Quality information on transition for youth with disabilities in a format that's useful to families, youth, and professionals.