

# SECONDARY TRANSITION INFORMATION GUIDE



**EASTERN LOS ANGELES**  
REGIONAL CENTER

# ABOUT THIS GUIDE



Navigating the Individual Transition Planning (ITP) process can be difficult. In an effort to provide ongoing technical assistance for Services Coordinators to support families, the Eastern Los Angeles Regional Center (ELARC) surveyed 77 Services Coordinators within June-July 2018 to obtain feedback regarding the type of information and support they are interested to learn about regarding the ITP process to help the families they work with.

The purpose of this guide is to provide Service Coordinators the basic knowledge and understanding of the ITP process.

This guide contains tools and resources for Service Coordinators to share with families to assist their child in making a successful transition to adult living.

This guide was a joint research effort by Information and Training Unit and Consumer Services at ELARC. Special thanks to Vivian Lau, Lara Linnemann, and Mary Hosokawa.

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# What is an Individualized Transition Plan?

The Individualized Transition Plan (ITP) is part of the Individualized Education Program (IEP) that outlines secondary transition goals and services for a student with disability. The ITP is a written plan based on the student’s needs, strengths, and interests. The plan should clearly map out short-term to long-term goals and objectives to help the student prepare for life after high school. Objectives, time frames, and people responsible for helping the student in meeting the objectives should be written into the ITP also.

Secondary transition planning may occur at a combined IEP and ITP meeting, or it may occur in a separate meeting. A separate transition planning meeting can be beneficial because it allows more time to focus on the student’s desires and preferences.

Under the Individuals with Disabilities Education Act (IDEA), all students receiving special education services, must have a transition plan by age 16. However, transition planning may start earlier if the IEP team decides it would be appropriate to do so.

**Tip:** It is never too soon for the student to start thinking about secondary transition to ensure sufficient time to plan for and receive effective services.

1. Student Information
2. Education Information
3. Student Invited to the IEP
4. Representative of agency that provides post-school transition support invited to the IEP
5. Age appropriate assessment
6. Post-secondary goals
7. Update annually
8. Annual goals directly related to post- secondary goal
9. Transition services
10. Course of study

**Individual Transition IEP**

1 Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Parent Name \_\_\_\_\_

2 School \_\_\_\_\_ Grade \_\_\_\_\_ Projected Graduation Date \_\_\_\_\_ IEP Date \_\_\_\_\_

Student Invited:  Yes  No    4 If appropriate, and agreed upon, agencies invited:  Yes  No  N/A

3 Describe how the student participated in the process:  Present at meeting     Interview Prior  
 Interest Inventories     Questionnaire

5 Age-appropriate transition assessment/instruments were used:  Yes  No  
 Describe the results of the assessments: \_\_\_\_\_

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**Student's Post-Secondary Goal Training or Education (Required)**

Upon completion of school I will: _____ 6, 7 Linked to Annual Goal # _____ 8 Person/Agency Responsible: _____	Transition Service Code as Appropriate _____ 9 Activities to Support Post-Secondary Goal _____ _____ Community Experiences as Appropriate _____ _____ Related Services as Appropriate _____
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**Student's Post-Secondary Goal Employment (Required)**

Upon completion of school I will: _____ 6, 7 Linked to Annual Goal # _____ 8 Person/Agency Responsible: _____	Transition Service Code as Appropriate _____ 9 Activities to Support Post-Secondary Goal _____ _____ Community Experiences as Appropriate _____ _____ Related Services as Appropriate _____
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**Student's Post-Secondary Goal Independent Living (As appropriate)**

Upon completion of school I will: _____ 6, 7 Linked to Annual Goal # _____ 8 Person/Agency Responsible: _____	Transition Service Code as Appropriate _____ 9 Activities to Support Post-Secondary Goal _____ _____ Community Experiences as Appropriate _____ _____ Related Services as Appropriate _____
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District Graduation Requirements Course of Study 10

A multi-year description of student’s coursework from current year to anticipated exit year, in order to enable the student to meet their post-secondary goal  Yes  No



# Brief History of IDEA

**1975**

Education for All Handicapped Children Act

President Gerald Ford signed the Education for All Handicapped Children Act (Public Law 94-142). This law required all states that accepted money from the federal government were required to provide equal access to education for children with disabilities, in addition to providing them with one free meal per day. States had the responsibility to ensure compliance under the law within all of their public school systems.

**1986**

Handicapped Children's Protection Act

President Ronald Reagan signed the Handicapped Children's Protection Act, a law that gave parents of children with disabilities more say in the development of their child's Individual Education Plan (IEP).

**1990**

Individual Transition Plan Mandate

Public Law 101-476 called for significant changes to Public Law 94-142, or the Education for All Handicapped Children Act. Traumatic brain injury and autism were added as new disability categories. Additionally, Congress mandated that as a part of a student's IEP, an individual transition plan, or ITP, must be developed to help the student transition to post-secondary life.

**1997**

Individuals with Disabilities Education Act

The Education for all Handicapped Children's Act became the Individuals with Disabilities Education Act (IDEA). President Bill Clinton reauthorized IDEA with several key amendments that emphasized providing all students with access to the same curriculum, additionally, states were given the authority to expand the "developmental delay" definition from birth through five years of age to also include students between the ages of six and nine.

**2004**

Individuals with Disabilities Education Act Amended

Congress amended IDEA by calling for early intervention for students, greater accountability and improved educational outcomes, and raised the standards for instructors who teach special education classes. It also required states to demand that local school districts shift up to 15 percent of their special education funds toward general education if it were determined that a disproportionate number of students from minority groups were placed in special education for reasons other than disability.



# 6 Principles of IDEA

## Free Appropriate Public Education

- Under the IDEA, every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living."
- Furthermore, courts have held that the IDEA requires schools to prepare Individualized Education Plans, which confer "meaningful educational benefit" to children with disabilities. The "meaningful educational benefit" requirement includes a focus on raised student expectations, appropriate progress, and transition into postsecondary education and independent living.
- Public schools and local school boards are responsible for ensuring that every child with a disability receives a FAPE.

## Appropriate Evaluation

- The IDEA requires that schools conduct "appropriate evaluations" of students who are suspected of having a disability. An appropriate evaluation must be implemented by a team of knowledgeable and trained evaluators, must utilize sound evaluation materials and procedures, and must be administered on a non-discriminatory basis.
- Children should not be subjected to unnecessary assessments or testing, and evaluations must be geared toward planning for the child's education and future instruction. Finally, an appropriate evaluation must determine and make recommendations regarding a child's eligibility for special education services in a timely manner.

## Individualized Education Plan

- The Individualized Education Plan (IEP) was established by the IDEA to help ensure every child's access to a Free Appropriate Public Education. The IEP is a written document, developed by an IEP team, which draws upon existing evaluation information in order to meet a student's unique educational needs.
- Under the IDEA, an IEP must include information regarding a student's present levels of educational performance, annual goals and benchmarking objectives, services and supplementary aids to be received, and a detailed explanation of instances where a student is not participating in the general classroom and why.
- An IEP is also required to include information regarding consistent reporting on student progress as well as "transition" to adult life. Finally, it is required that an IEP account for the planning concerns of the parents and child, the strengths of a particular child, and the specific "academic, developmental, and functional needs" of the child.

## Least Restrictive Environment

- The IDEA places a strong emphasis on placement in a general education setting. Under the IDEA, a student is guaranteed placement in the Least Restrictive Environment (LRE) possible. Therefore, an IEP team must explore a number of alternatives for enabling a student to participate in the general education classroom. These may include: classroom modifications, supplemental aids and services, alternative instructional methods, etc.
- If an IEP team determines that a student cannot be satisfactorily educated in a general education setting, then the team must make responsible efforts to determine the LRE for that student outside of the general classroom.

## Parent Participation

- The IDEA has a special provision for "parent participation in placement decisions." Under this provision, state educational agencies and local school boards must ensure that the parents of a child with a disability are members of any group that makes decisions regarding the placement and LRE of that child.
- Parents have the right to equal participation in this process, and are entitled to notification of a planned evaluation, access to planning and evaluation materials, and involvement in all meetings regarding their child's placement. Additionally, parents retain the right to refuse further evaluation of their child. Both students and parents must be invited to IEP meetings, and the IDEA explicitly establishes a role for the parent as equal participant and decision maker.

## Procedural Safeguards

- The IDEA establishes procedural safeguards to help parents and students enforce their rights under federal law. The primary purpose of this requirement is twofold: safeguards protect parental access to information pertaining to placement and transition planning; and procedures are put in place to resolve disagreements between parents and schools regarding the placement of a student.
- Under the IDEA procedural safeguards, parents have a right to review all educational records pertaining to their child, receive notice prior to meetings about their child's evaluation, placement, or identification, and to obtain an Independent Educational Evaluation (IEE) for consideration at such meetings.
- If disagreements arise, parents have the right to request mediation or due process hearings with state-level education agencies, and beyond that may appeal the decision in state or federal court.

# IDEA's Definition of Transition Services

**§300.43 Transition services.** (a) *Transition services* means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

## #1 – What it Means

- The IDEA expects that local education agencies, community and state agencies, and families will work together to design educational programs that prepare students with disabilities for life after leaving school.
- The IDEA lists specific results: improved academic and functional achievement that will offer youth choices in adult life.
- These choices include continued education, employment, and the ability to assume adult roles.

## #2 – What it Means

- The definition of transition services clarifies that when education agencies and families develop transition services language in the IEP, it must be based on the student's strengths, interests, and ideas about what he/she wants to do when finished with school.
- Students may not know what they want to do after leaving school or they may not have realistic goals; so the transition services language should include activities that help students make informed decisions to formulate realistic goals that match their unique personalities, interests, and preferences.

# Service Coordinators Share Why Transition Planning is Important

Transition planning is important to help the consumer and his family learn about the choices they have in terms of services and resources available. Also, it will help the consumer have the ability to explore career choices and for his IEP to implement necessary goals to help the consumer be ready to continue with education or vocational training for his or her career of choice. — **Jose Pastrana**

Transition Planning is important because it helps the student discover and articulate what is important to him/her and to share it with his/her circle of support who can help him/her develop a pathway to those priorities. It gives the student time to master the steps and make important linkages s/he needs to reach his/her Transition goals and increase the chances of success. — **Mary Hosokawa**

ITP is a plan develop during the IEP meeting for children 14 or 16 years old in which services and supports are identified to help the students move from high school to adult life. — **School Age Unit**

Knowing what's to come ease fear and anxiety. Planning helps the consumer and the family research the best program available once the consumer is done with school. — **Whittier Unit I**

It is important for parents to be prepared and aware of services/support their child is eligible for through both, the public school district and regional center. It is also essential that the parent identifies their role in the process, how without their participating there is no process. — **Nora Rocha**

Transition planning is an important process that brings together a student and those individuals directly involved in helping the student prepare to enter a post-school environment. Since students with disabilities are at greater risk of being unable to attend college or university and of being unemployed or uninvolved in the life of their communities. It is designed to ensure that the student will be provided the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The steps that are taken to prepare for adult life while students are still in school can make a positive and lasting difference. — **Lara Linnemann**

It helps inform families of who can assist an individual once they are no longer in school. Transition planning allows the individual to plan and create goals that can lead to successful employment or education. — **Samantha Garcia**

Transition planning is important to ensure that the students have a plan in place that will prepare them for their life after high school. It is important for students to have goals and services in place that will help them prepare for whatever path they desire to take after high school whether it's higher education, employment, or day programs. — **Maria Canas**

Students with learning disabilities, however need even more help because their leap is that much greater. The IEP transition plan ensures not only that these children will be able to function as adults in the real world but to also increase the likelihood they will pursue post-secondary education. IEP transition plan goes beyond simply finding a place for LD students after high school. It provides a personalized course of action based on students' strengths, desires in life. Schools must offer transition services leading to fulfillment of goals, which must be set by the time the child reaches the age 16. — **Whittier Unit III**

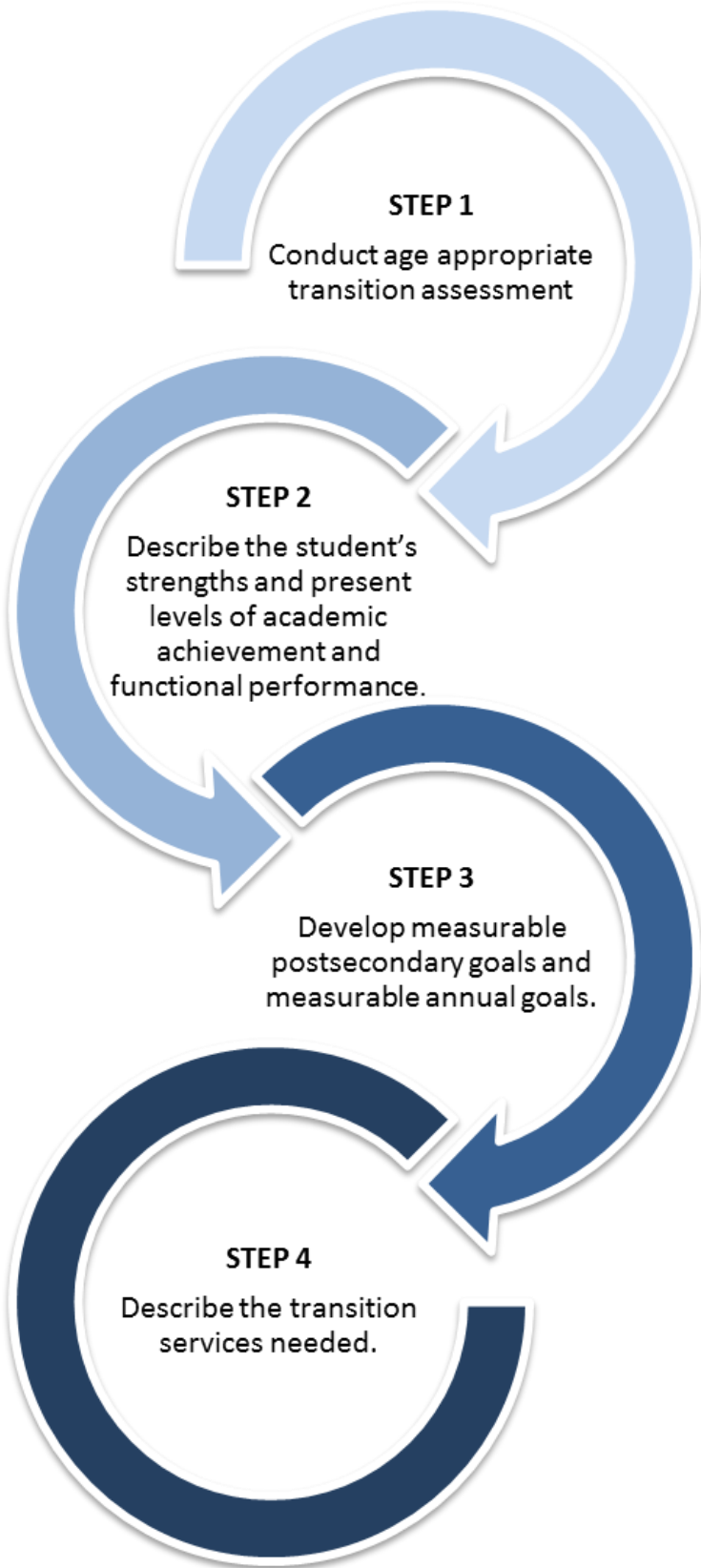
To help us create a realistic plan for our individuals. It's important to discover what the individual's strengths, weaknesses and interests are so they will be successful during the transition phase to prepare them for life post education. — **Maria Colon**



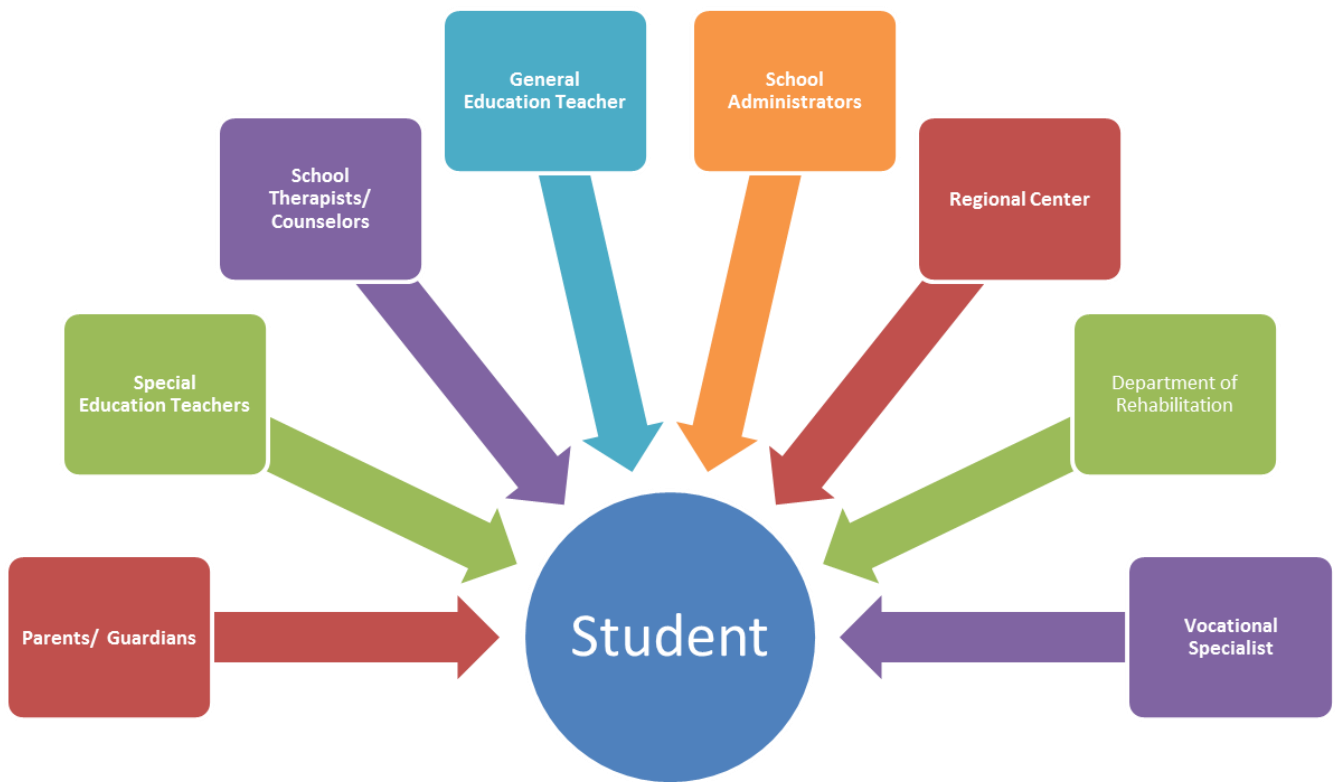
Transition plan is important due to the extreme change in their daily routine they have been used to for the past 4 years. It is also important to continue their enrichment in their life. — **Marisol Jimenez**



# Steps for Developing Transition Plans in the IEP



# Who's at the Individual Transition Planning Table?



**Tip:** All ITP team members should demonstrate an understanding and be aware of the customs, traditions, and values of families from culturally and linguistically diverse backgrounds

Participants	Roles/Responsibilities
<b>Student</b>	<ul style="list-style-type: none"> <li>• Communicate preferences, interests, strengths, areas of need, and types of support</li> <li>• Participate actively in discussions, decisions, planning activities, ITP development and implementation</li> </ul>
<b>Parents/Guardians</b>	<ul style="list-style-type: none"> <li>• Provide information about the student's strengths, interests, needs, independent living skills, and support needed</li> <li>• Ask questions about transition assessment results</li> <li>• Actively engaged as equal partners in planning, discussions, and decision making</li> <li>• Participate in making referrals to adult service agencies and training programs</li> <li>• Provide opportunities for the student to practice adult roles and responsibilities</li> </ul>

# Who's at the Individual Transition Planning Table?

Participants	Roles/Responsibilities
<p><b>Special Education Teachers</b></p>	<ul style="list-style-type: none"> <li>• Prepare student and family for their leadership role in the transition process</li> <li>• Help guide the student to identify his/her strengths, preferences, and interests</li> <li>• Provide information about the student's strengths, achievements, progress on IEP goals, and strategies for teaching student</li> <li>• Discuss supports and accommodations, including assistive technology that works for the student</li> <li>• Assist student in identifying postsecondary goals</li> <li>• Check with student and his/her family to make sure the identified goals, interests, and preferences have been accurately written into the ITP</li> <li>• Link student and parents to post high school services/supports</li> </ul>
<p><b>School Therapists/ Counselors</b></p>	<ul style="list-style-type: none"> <li>• Examine the student's current and projected occupational needs within the student's present and anticipated contexts and environments</li> <li>• Use expertise in task analysis and environmental adaptations to provide opportunities for student and family to identify preferences, make choices, and participate in meaningful activities in the new stage within their home, school, work, and community</li> </ul>
<p><b>General Education Teacher</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with the ITP team to adapt curriculum and give individualized instruction within integrated environments to allow the student to meet IEP goals as a step towards post-secondary education</li> </ul>
<p><b>School Administrators</b></p>	<ul style="list-style-type: none"> <li>• Support special and general education staff</li> <li>• Provide information about programs in the school system and community</li> <li>• Allocate necessary resources, including technology, accommodations, and supports</li> </ul>
<p><b>Regional Center</b></p>	<ul style="list-style-type: none"> <li>• Start the discussion about transition at age 14 with consumer and family</li> <li>• Provide transition resources to family for review</li> <li>• Discuss regional center services for consumer after age 18 or 21</li> </ul>
<p><b>Department of Rehabilitation (DOR)</b></p>	<ul style="list-style-type: none"> <li>• Provide vocational rehabilitation services to eligible individuals with a disability</li> <li>• Through WIOA, review pre employment transition services (PETS) options</li> </ul>
<p><b>Vocational Specialist</b></p>	<ul style="list-style-type: none"> <li>• Help determine career points</li> <li>• Interview and evaluate student's skills, work history and personality</li> <li>• Match student's education, experience, training and interests to employment options</li> </ul>

[Cal. Ed. Code Secs. 56341(b) & (e).], [Cal. Ed. Code Sec. 56341(d) & [34 C.F.R. Secs. 300.321(e)(1) and (2); Cal. Ed. Code Secs. 56341(f) & (g).]

# Service Coordinators Share What is the Role of a Consumer in Transition Planning

The consumer determines the path of the ITP as he/she provides direct input as to his/her future choice of career choice. Consumer should be present for ITP to build around his/her interest and abilities. — **Jose Pastrana**

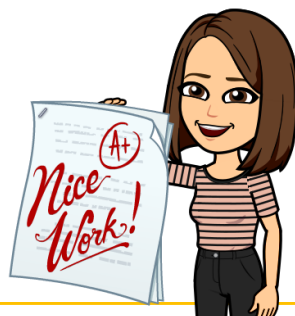
A consumer should be present and be asked questions about their likes/interests/goals directly. Therefore, supports and planning in this transition can be directly linked to the consumer's goals. — **Montserrat Palacios**

The consumer should play an active role in setting his/her transition and education goals. They should be able to advocate for themselves and voice their desires for their future- what their hopes and dreams are for life after high school. Consumers should always be present at their transition plan meetings- even if they are not able to verbally communicate and need help advocating. — **Maria Canas**

Discuss their interests with their parents (what they currently enjoy doing, not necessarily what they plan to do after finishing school). Explore areas of employment. Prepare to advocate for themselves at the IEP team meetings (practice with parents and or teacher). Ask questions at the IEP Team meeting. — **Whittier Unit III**

Transition planning should be consumer driven, based on what he/she envision for themselves. — **Whittier Unit I**

He should be realistic about how he will need to accommodate for his learning difficulties while pursuing his education and vocation. — **Unknown**



The person whose name is on the IEP should have the greatest say of its content. What education or training this young person wants after high school; what kind of work or meaningful activity they want after high school and where and with whom they would like to live and the support they will need should all be based on his/her input. — **Mary Hosokawa**

The consumer's role is to express their individual needs and their goal for future education or vocational interest. The idea is to tailor the meeting to fit the consumer's goals and needs as well as prepare them with the information of the transition and how that will take place. Prior to reaching adult age, it is important to ask the consumer what their goals are after adulthood; this will help the team tailor to consumers individual choices. — **Monica Fonseca**

Advocating for what their goals are after high school or transition. — **Whittier Unit**

Whether the consumer is verbal or not, he or she will be the main beneficiary of the transition planning. As such, the consumer's needs and supports should be the backbone of the transition plan. — **Nhon Ly**

The consumer is the key participant in the ITP. The ITP is the consumer's opportunity to express their dreams, share their short and long term goals in all aspects of their lives, make decisions regarding their future, and set goals that will help them achieve their desired future. — **Vanessa Lara**

Students are encouraged to attend IEP meetings and to play a leading role. The law requires the IEP team to invite the students to the meetings where transition planning is discussed. If the student/s cannot attend, the team must make sure the interests and desires of the student/s are considered. Transition planning is the key to making school relevant to the student's future life as an adult. Together, the IEP team and the student will set postsecondary goals, choose activities, and connect with the necessary resources and services. — **School Age Unit**

**Tip:** Student involvement is the most important part of transition planning. When an ITP is going to be developed at an IEP team meeting, the student **must** be invited to the meeting.

# For Parents: Getting Ready for an ITP Meeting

## Things to Do Before an ITP meeting

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- Set a date/time with school district for ITP meeting. Schools often issue meeting invitation letter
- Request for school district to provide copies of all assessments, evaluations, teacher summaries, and progress reports
- Learn about the transition process and write down any questions to ask during the ITP meeting
- Invite a family member, friend, or an advocate to attend the ITP meeting for support
- Plan to share person centered information such as a one page profile, video, or vision statement of child
- Ask for an interpreter if needed
- Most importantly - talk to your child to learn what he/she wants to do after high school

## Things to Do During an ITP Meeting

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- Request for the IEP team to discuss transition issues first
- Share your perspective on your child's personality, interests, struggles and success. Share your child's post-high school goals
- Keep an open mind. Ask questions and seek clarification
- Develop annual goals and identify support/services to help your child achieve those goals
- Review ITP to make sure the identified goals/services have been accurately documented
- Advocate for your rights and those of your child

## Things to Do After an ITP meeting

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- Follow up on transition services with persons or agencies responsible for the implementation of the support for your child
- Routinely connect with your child's teacher to check on the progress of your child's goals
- Communicate with you child to learn if he/she may need any additional support
- Talk to other parents to learn or share about other options of transition supports/resources available
- Request for the team to meet if the plan is not being implemented or if the plan is not helping your child meet his/her needs

# PARENT

## PARTICIPATION

### Questions to Answer in Preparation for Your Child's Individual Transition Plan (ITP) Meeting



1. Where do you envision your child living when he or she is no longer in school? How much and what kind of daily assistance or support will your child need? What qualities about a home are most important from your child's perspective?

2. What do you envision your child doing with his or her days after he or she is no longer in school? What would your child find meaningful and motivating? Is employment part of the dream? What kind of work and workplace? How will your child contribute to his or her community? How will your child increase his or her self-esteem?

3. What additional training or education do you envision your child having during his or her adult years? In what setting will this training take place? How will additional training or education influence where your child lives, works, and recreates?

4. What do you envision your child doing for enjoyment during his or her adult life? What skills would enhance his or her ability to enjoy his or her spare time? What activities will he or she enjoy doing alone at home? What activities will he or she participate in with others or out in the community?

**Tip:** Remember that children with disabilities are entitled to a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE).

5. Who will be the most important people to your child during his or her adult years? Who will be his or her friends? What activities will your child share with others? Where will your child have opportunities to meet other people?

6. What help do you envision your child will need throughout his or her life in making decisions and protecting his or her self interest? Who will provide any help needed, especially many years from now? What steps taken now might help make sure someone is there to help your child with this later in his or her life?

7. What do you envision to be your child's chief means of financial support throughout his or her life? Is your estate structured in such a way that your child will not be in jeopardy of losing any government supports he or she might have? If your child will need assistance managing his or her resources, who will do that?

8. What other areas of your child's life, such as medical issues, transportation, and religious concerns, may also need special planning?

# PARENT PARTICIPATION

## Best Ways for Parents to Stay Involved in Their Child's School Activities

- Participate in informal PRELIMINARY PLANNING sessions with your child and the school to discuss your child's progress and future plans before writing IEP goals (for example person-centered-planning, conversation on your dreams for the future).
  - Participate in GENERAL SCHOOL MEETINGS such as back to school night or meetings for a parent-teacher organization.
  - Participate with the school in encouraging your CHILD TO MAKE HIS/HER OWN DECISIONS and develop self-advocacy skills (for example selecting courses to take; making career choices).
  - Participate in PARENT/TEACHER DISCUSSIONS about how your child learns best AT HOME so your child can practice good learning habits in school and home (for example: memory tricks).
  - Participate in PARENTS HELPING PARENTS sessions that provide experienced parent as mentors for parents beginning the school transition process.
  - Participate in TRANSITION WORKSHOPS at school on transition topics for parents (for example postsecondary planning, financial planning, financial aid for transition students with disabilities, guardianship).
  - Participate as a VOLUNTEER TO HELP FIND COMMUNITY OPPORTUNITIES for students with disabilities (for example community service or work sites).
  - Be a VOLUNTEER in school or school-related activities (for example chaperoning field trips, being a PTA member).
  - Participate in SCHOOL-PARENT PARTNERSHIP by serving on an advisory board, making decisions about program development, improvement, and use of resources.
  - Participate in INFORMAL FAMILY SCHOOL EVENTS such as social events that build communication and relationships (for example open houses).
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- Utilize the SCHOOL WEBSITE that offered information for parents (including special education and transition information).
  - Participate in SCHOOL FIELD TRIPS planned for families to adult service providers and community agencies (for example, Department of Rehabilitation, group homes, and work support agencies).
  - Have DAILY HOME TO SCHOOL COMMUNICATION WITH STAFF AND TEACHERS to provide unified support for your child's learning (for example writing notes or email, daily calendar).
  - Participate in GROUPS that come together to discuss the needs of families during transitioning, their views of what works, and that offered advice for schools.
  - Participate in an ADULT SERVICES FAIR/FORUM where you are able to speak with representatives of service providers to get information about future options for local adult services, services at local colleges, and/or support groups for adults with disabilities.
  - Participate in COLLEGE FAIRS/FORUMS where you are able speak to representatives from those colleges or universities and/or hear what college life will be like for your child.

**Tip:** Families play an important role in the quality of life of students with disabilities as they leave high school. It is critical for parents to learn strategies needed to best assist their child transition from student life to adulthood.

# Timeline for Transition

We often associate transition with high school students, but transition really just means moving from one life stage to another. Make a plan. A successful transition depends on careful planning and the help of many.



Age 0-2

2-3

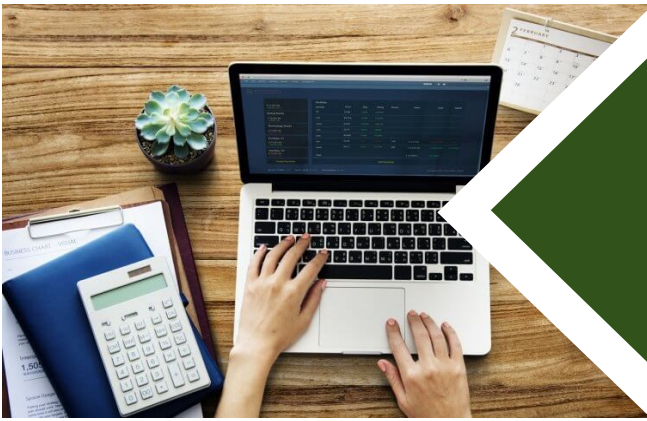
3-5

6-10

11-15

Student Age	Actions Needed
0-2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a file for important information * Diagnosis * Evaluations</li> <li><input type="checkbox"/> Contact Early Intervention (EI) providers for intervention services, if your child qualifies for services they will write an Individualized Family Service Plan (IFSP)</li> <li><input type="checkbox"/> Explore self-advocacy information and community advocacy organizations that are available</li> </ul>
2-3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in IEPs to learn about the basics of special education</li> <li><input type="checkbox"/> Explore and visit Early Childhood Education placement options</li> <li><input type="checkbox"/> Ask questions and seek clarification on anything you don't understand</li> </ul>
3-5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take your child to visit his/her new school, early childhood school and teacher before start date</li> <li><input type="checkbox"/> Ensure accessibility issues or adaptive equipment (i.e. communication, wheelchairs) needs are being addressed</li> <li><input type="checkbox"/> Document communications, meetings, and phone calls from the school for future references</li> <li><input type="checkbox"/> Ask the new teachers for pictures of them, the classroom, the school, and the bus if your child will be riding the bus; share these with your child several times before the first day of school</li> <li><input type="checkbox"/> Explore ways for your child to interact with typical peers, in the school setting that is considered to be the "Least Restrictive Environment"; ask these questions for each goal</li> </ul>
6-10	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inquire about middle school placement options with your school district</li> <li><input type="checkbox"/> Take your child to visit available middle school programs</li> <li><input type="checkbox"/> Learn about the different programs, services and placements available under special education.</li> <li><input type="checkbox"/> Take into consideration where his/her peers are going, especially if peers have been accepting and/or friendships have developed; Social skills will be a vital part of adulthood</li> <li><input type="checkbox"/> Introduce chores to help your child develop steady routines and self-care skills</li> </ul>
11-15	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider having your child sit in on part of their IEP meeting to share their strengths and dreams</li> <li><input type="checkbox"/> Learn about the transition process and what it means for your child</li> <li><input type="checkbox"/> Find out the types of education program options such as inclusion, vocational, combination, etc</li> <li><input type="checkbox"/> Begin to identify community services that provide job training and placement</li> <li><input type="checkbox"/> Begin review career exploration with your child to help him/her become familiar with different types of careers to identify job interests and abilities</li> </ul>





Transition itself is a coordinated set of activities that are based on the individual's needs and take into account his or her preferences and interests.



Student Age	Actions Needed
<p><b>15-16</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin Transition planning as part of IEP Process</li> <li><input type="checkbox"/> Discuss and establish transition goals with ITP team, ensure that transition planning covers all aspects of life</li> <li><input type="checkbox"/> Prepare job placement file with references and skills that have been acquired</li> <li><input type="checkbox"/> Begin application to adult agencies</li> <li><input type="checkbox"/> Consider summer employment or participate in volunteer experiences</li> <li><input type="checkbox"/> Explore future and financial planning options. Develop long-term financial support plan (eg, SSI)</li> <li><input type="checkbox"/> Contact Adult Services Programs for information: Colleges, Vocational or Technical Schools, Social Security Administration, Residential or Independent Living Services, Recreation/Leisure Groups, Medical Services</li> <li><input type="checkbox"/> Research for transfer age of majority: conservatorship/alternatives, voting,</li> </ul>
<p><b>17-18</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to review and update Transition Plan</li> <li><input type="checkbox"/> Age of majority: At age 18, all people are presumed to be legally competent to make all life decisions.</li> <li><input type="checkbox"/> Establish needed financial, housing, health benefits</li> <li><input type="checkbox"/> Depending on the extent of the disability, some students may remain in school and continue working on Transition Goals until they turn 22</li> </ul>
<p><b>18-22</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contact Adult Services Programs: Colleges, vocational or technical schools, Social Security Administration, residential or independent living services, recreation/leisure groups, medical services</li> <li><input type="checkbox"/> Apply for _SSI benefits after age 18, (based on child's income not family)</li> <li><input type="checkbox"/> Move planning group from school-based to community based; develop a network of community supports</li> <li><input type="checkbox"/> Workability program</li> <li><input type="checkbox"/> DOR</li> <li><input type="checkbox"/> College</li> <li><input type="checkbox"/> ABLE account</li> <li><input type="checkbox"/> Estate planning</li> </ul>

# The Difference Between High School & College

High School	College
Applicable laws: IDEA 2004 mandates eligible students shall receive free appropriate public education in the least restrictive environment. Some students may also receive accommodations under Section 504 and 508 of the Rehabilitation Act of 1973.	Applicable laws: Americans with Disabilities Act 1990 (ADA), ADA Amendments Act of 2008 (ADAAA) and Section 504 and 508 of the Rehabilitation Act of 1973. "No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity."
Parents are required to make sure child attends school to age 16. Appropriate public education is a right.	Parents are under no legal mandate to send child to college at any age. Postsecondary education is not a right - students must meet certain admission criteria.
Transportation to and from school is provided.	Transportation to and from school is not provided.
Public education is free to the family, paid by local and state taxes.	Students are responsible for applying for financial aid, scholarships or arranging other types of payment. Eligibility for funding assistance may require students to attend full-time.
School districts must identify and provide appropriate special education supports and services to eligible students.	Students must self-identify. Colleges have no legal responsibility to identify students with disabilities or involve parents in decision-making.
Parent or some other adult is considered the student's guardian.	Student is considered his/her own legal guardian unless there is a court order to the contrary.
Parents and their children are collaborative team members involved in the decision process of determining eligibility, IEP, placement, supports, fundamental accommodations, and services. The IEP team meets regularly.	No fundamental modifications are required - only accommodations. Students must identify needs and request services. No IEP exists and is not considered sufficient documentation.
School District provides and funds evaluations.	Students are responsible to obtain and pay for own evaluations.
Under IDEA 2004, support and education services are funded through the public school.	Under Section 504 and the ADA, colleges must provide – at no cost to the student – “reasonable accommodations” to make their programs accessible to students with disabilities. Section 504 and the ADA use the term “auxiliary aids and services” to refer to devices and services that make programs and materials available to people with disabilities.
The goal under IDEA is to assure successful postsecondary outcomes.	The goal under ADA is to assure the civil right to equal access.
Parents may access student records. Parents should expect periodic progress reports and can request a conference at any time.	Parents have no access to student records without written consent of their child. Parents should not expect college staff to provide reports on student progress or attendance. Student may sign release forms to allow staff to discuss personal information with whomever he/she chooses.

# The Difference Between High School & College

High School	College
Students do homework. Parents, teachers, counselors, therapists, classroom aids, administrators and many others support students and encourage them to get their class assignments and homework completed.	Students study. Students are responsible for seeking assistance from the Disability Services Office. Professors expect students to independently read, save, and consult the course syllabus (outline) throughout the course. The syllabus informs the student exactly what is expected of him/her, when it is due, and how it will be graded.
Provision of personal services for medical and physical disabilities are required (i.e., Personal Care Attendant).	Provision of personal services are not required - however, the Disability Services Office may assist the student in advertising for such services.
Parents may advocate for their child.	The student must be a self-advocate. Parents are mentors.
School year generally runs September to June with holiday breaks in spring and winter. Summer sessions may be for remediation or enrichment.	School year may be divided into semesters or quarters.
Classes meet daily, are mandatory by law, and require notes from parent to be excused.	Classes may meet 1, 2, 3, or 4 times a week. Missed classes may affect grade without prior arrangements made between student and professor.
The average length of a class is 35-45 minutes.	Classes vary in length from 50 minutes to 3 hours. Some may be on weekends.
Students meet daily with teachers.	Classes meet less frequently, students must make arrangements to meet with teachers outside of class.
Class size is generally 30 students all the same grade.	Class size may vary from 8 -100 students. Students may be from different majors, levels, and ages.
Counselors advise, fill in, and submit students' course schedules. The school determines when the student will take the course.	Counselors advise, fill in, and submit students' course schedules. The school determines when the student will take the course. When accepted and tuition has been paid, students self- select courses, manage course conflicts, determine if they have prerequisites or alternates if the classes are closed. Students seek help from academic advisor.
Parents and students may find information at the main office building.	Students are responsible for seeking out information and knowing where to go for it.
The school is responsible to inform you and your child about graduation requirements and various diploma options available	Graduation requirements are complex, and differ from year to year. Students are expected to know those that apply (e.g., requirement of a foreign language for one major/one college, may not be the same for another).

# Transition Assessment

**Transition assessment is an on-going process of collecting information on the student's strengths, needs, preferences and interests as they relate to the demands of current and future living, learning, and working environments. This process should begin in middle school and continue until the student graduates or exits high school. Information from this process should be used to drive the IEP and transition planning process and to develop the SOP [Summary of Performance] document detailing the student's academic and functional performance and postsecondary goals" (Sitlington, Neubert, Begun, Lombard and Leconte, 2007)**

**Tip:** It is important to remember transition assessments should be updated annually, like measurable postsecondary goals.

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## WHY CONDUCT TRANSITION ASSESSMENTS?

- To develop postsecondary goals, and related transition services and annual goals and objectives for the transition component of the IEP.
- To make instructional programming decisions.
- To include information in the present level of performance related to a student's interests, preferences, and needs in the IEP.
- To learn about individual students, especially their strengths outside of academics and career ambitions (Kortering, Sitlington, & Braziel, 2010).

## THREE BASIC QUESTIONS?

- Where is the student presently?
- Where is the student going?
- How does the student get there? (Sitlington & Clark, 2001)

## THE MOST IMPORTANT REASON?

- To help students learn about themselves so as to better prepare them for taking an active role in their career development (Osborn and Zunker, 2006).

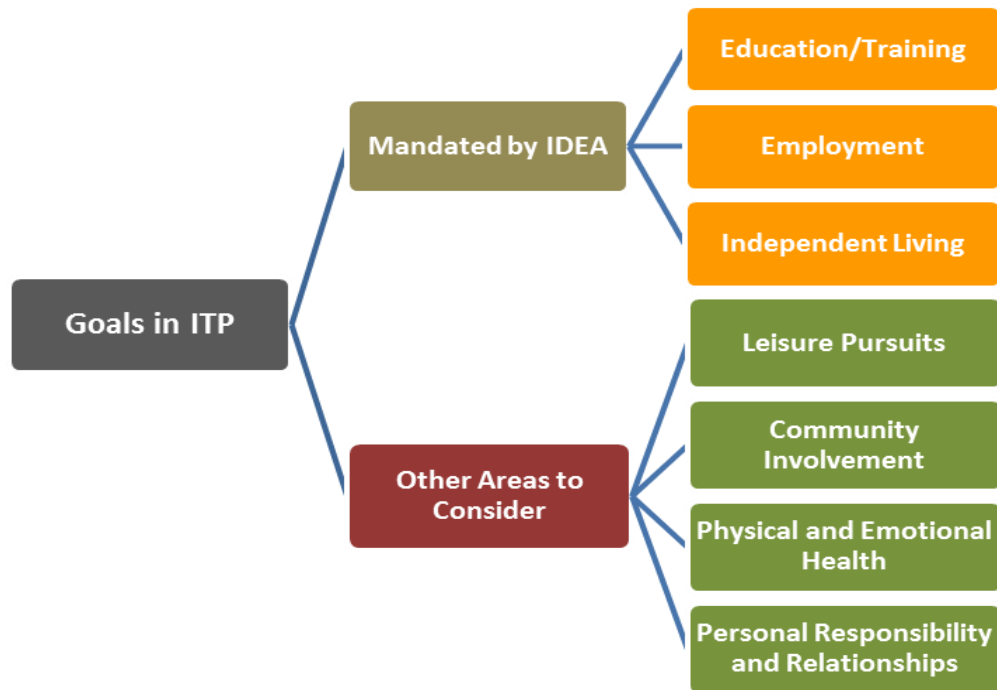
## HELP THE STUDENT TO ANSWER THE FOLLOWING...

- Who am I?
- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want to do, now and in the future? (Walker, Kortering, Fowler, Rowe, & Bethune, 2013)

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**Students can directly influence the transition planning assessment process by expressing interests, preferences, and abilities and helping develop key, targeted questions to guide the assessment process.**

# Individual Transition Plan (ITP) Goals



## Measurable Postsecondary Goals in ITP

Measurable postsecondary goals specify the student's plans for life after high school.

They reflect the student's current thinking and may change over time as the student matures.

### **Essential Elements**

- The IEP contains a measurable postsecondary goal or goals for the student in education/training, employment, and, where appropriate, independent living skills.
- The IEP must include a measurable postsecondary goal in both education/training and employment. Independent living skills is an optional goal and should be included where appropriate.
  - The goal can be counted or measured.
  - The goal will be met *after* the student graduates/terminates from school.
  - Based upon the information available about the student, the goal or goals seem appropriate for this student.
- The measurable postsecondary goal (s) of the student should be stated in such a way that one could measure (at one year following school exit) the extent to which the student has been able to achieve what he or she set out to do and the extent to which the education system did a good job of preparing the student for the next step in life.
  - The goals must be reviewed at least annually and updated as necessary if the student's interests change

# Transition Related Services

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related service's needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

- health
- vision
- hearing
- social and emotional status
- general intelligence
- academic performance
- communicative status and motor abilities. [Section 300.304(c)]

**Tip:** Transition services and requirements, are authorized by IDEA and the Rehabilitation Act.

Each child with a disability may not require all of the related services listed above. Furthermore, the list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education. Examples include artistic and cultural programs, art, music, and dance therapy.

The IEP is a written commitment for the delivery of services to meet a student's educational needs. A school district must ensure that all of the related services specified in the IEP, including the amount, are provided to a student.

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Related services help students with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- Speech-language pathology and audiology services
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation
- Early identification and assessment of disabilities in children
- Counseling services, including rehabilitation counseling
- Orientation and mobility services
- Medical services for diagnostic or evaluation purposes
- School health services and school nurse services
- Social work services in schools
- Parent counseling and training
- Transportation

**Tip:** Related services are the same as in the IEP which can also be used in the ITP.

# Transition Related Services

## Rehabilitation Act

The Rehabilitation Act of 1973, together with the Education for All Handicapped Children Act of 1975, set in motion policy changes that have allowed many thousands of children and youth with disabilities in the United States the opportunity to gain the educational and vocational skills needed to transition to living, working, and participating as adults in community life. Under the CA Department of Rehabilitation (Vocational Rehabilitation Services) Services include but not limited to:

- **Career counselling and Information and referral services**
  - Employment
  - WIOA
  - Supported Employment
- **Cooperative Programs**
  - Education
    - Transition partnership programs
    - Workability II (adult education)
    - Workability III (community college)
    - Workability IV (Universities)
    - College to career (community colleges and Regional Center's)
    - We can work (high school work experience only)
  - Student services (ages 16-21)
- **ILS (Independent Living Skills)**
- **Blind services**
- **Deaf and Heard of Hearing services**
- **Disability access services**



# Summary of Performance

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004.

The IDEA 2004 language regarding the SOP is as follows:

For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals”.

In other words, when a student graduates from high school with a regular diploma or “ages out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals. 1414(c)(5)(B)(ii)

These recommendations does not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.

The SOP is discussed as part of evaluation procedures [34 CFR 300.305(e)(2)(3)]. While the SOP is very closely tied to information contained in the IEP, it should be a separate document, which condenses and organizes the key information that should follow the student. IDEA 2004 also mandates that follow-up contacts be made with special education students one year after graduation, age-out, or dropping out of school.

The SOP **must** be completed during the final year of a student’s high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this document. The document should contain the most updated information on the performance of the student and include both the student’s abilities and aspirations.

Student’s strengths and needs should be written in an objective manner. It is of utmost importance that the actual levels of performance be documented clearly and without an overly positive bias. Eligibility for most adult agency services is dependent upon a need, a deficit, and a disability. This need is the key to attaining the essential services necessary for success in the post-secondary settings indicated on the first page. Over complimentary language can falsely hinder a student’s ability to gain access to certain essential services. It is important that present levels of functional performance and academic achievement are honest, objective, clear, and concise.

Postsecondary Goals	•Related to employment, education, training, and independent living skills
Academic Achievement	•This should include reading, math, writing, and other related academic skills
Functional Performance	•Problem solving skills, attentions, communication, social skills, independent living skills, self advocacy skills,
Recommendations for Supports	•Accommodations, modifications, adaptive devices,
Next Steps	•Recommendations for attaining postsecondary goals such as attending a college orientation session, meeting with DOR, competing employment applications



# Certificate vs. Diploma

	High School Diploma	High School Certificate
<b>What it means</b>	A student has met all the requirements for graduation.	A student has completed high school, but didn't meet all the requirements for graduation.
<b>What are the graduation requirements</b>	<p>To earn a diploma, a student typically must pass grade-level English, math, social studies, science and other classes. The number and type of class credits required vary by state.</p> <p>Some states also require a student to pass a high school exit exam to get a diploma.</p>	It depends on the state and school. Unlike a diploma, the requirements are often flexible and can be tied to a student's <a href="#">IEP goals</a> .
<b><a href="#">Accommodations</a> allowed</b>	Yes	Yes
<b><a href="#">Curriculum modifications</a> allowed</b>	Maybe. By changing what she learns, <a href="#">modifications</a> can hurt a student's ability to earn a high school diploma.	Yes
<b>Accepted by the military</b>	Yes	No
<b>Accepted by colleges</b>	Yes	Maybe. It depends on the college.
<b>Eligible for federal student aid for college</b>	Yes	No
<b>Accepted by employers</b>	Yes	Maybe. It depends on the employer and the job qualifications.
<b>Similar high school credentials</b>	<p><b><a href="#">GED certificate</a>:</b> This isn't the same as a high school diploma. However, a GED is usually accepted by the military, colleges and employers, in place of a high school diploma.</p> <ul style="list-style-type: none"> <li>• <b>Vocational diploma:</b> A diploma for a student who achieved the required technical skills for a certain job.</li> <li>• <b>Honors diploma:</b> A special high school diploma for a student who achieved a high academic level. This usually means earning a high grade-point average or passing advanced tests.</li> </ul>	<p><b>IEP or <a href="#">special education diploma</a>:</b> This kind of diploma is available for a student with an <a href="#">IEP</a> (though many students with IEPs earn regular diplomas). It has the same impact on a student's future as a high school certificate.</p> <p><b>Certificate of Attendance, Certificate of Completion or Certificate of Achievement:</b> Different names for a certificate.</p>

# Accommodation or Modification

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to actively participate with other students in the general education classroom and in school-wide activities.

Accommodation	Modification
<p><b>Accommodations</b> alter <i>how</i> a student learns. They do not change what the student is expected to learn. Accommodations describe an alteration of the environment, curriculum format, or equipment that allows an individual with a disability to pursue a regular course of study and/or complete assigned tasks. Within a classroom, accommodations take the form of physical or environmental changes, such as changing the timing, setting, formatting, response, or presentation of material. For example, the teacher may seat a student easily overwhelmed or distracted from noisy parts of a classroom; or a student having difficulty reading may listen to an audio recording of the text.</p>	<p><b>Modifications</b> describe very fundamental changes in the curriculum. They may include altering the standard expectations for a course or assessment, as the student may be unable to learn all of the material, or particular portions of the material presented. Within the classroom, modifications can include shortening assignments or providing texts that are easier to read. For an elementary student with cognitive impairments in a general education class, assignments might be reduced in number or modified significantly. When applied to standardized testing, modifications <b>do</b> impact the interpretation of the test results. Additionally, modifications may take the form of an “alternate assessment,” in which a test may not cover the same material as the standard exams.</p>
<p><b>It is important for parents, teachers, and administrators to be aware of the differences between accommodations and modifications when creating educational programs for students. With appropriate accommodations and modifications in place, IEP teams can help set students up for success.</b></p>	

## Classroom Instructions in Accommodation Vs. Modification

Accommodation can be used to help a learner to use the same materials and meet the same expectations as others. Conversely, modification can be used to make changes to the curriculum where the learner is not expected to learn what others will learn.

## Testing in Accommodation Vs. Modification

While applying accommodation, a student may be allowed, for example, to take extra time or to use extra resources like a computer or calculator. On the other hand, while using modification, a student can take an alternate assessment or a modification of the regular one.

# School Districts in ELARC Catchment Area

## Alhambra Unified School District (Includes Monterey Park)

Address: 1515 West Mission Road Alhambra, 91803  
Phone: 626-943-3000  
Director of Special Education: 626-943-3420

## Arcadia Unified School District

Address: 150 S 3rd Ave. Arcadia, CA 91006  
Phone: 626-821-8300  
Director of Special Education: 626-821-8371

## East Whittier City School District

Address: 14535 E. Whittier Blvd. Whittier, CA 90605  
Phone: 562-907-5900

## El Rancho Unified School District

Address: 9333 Loch Lomond Dr. Pico Rivera, CA 90660  
Phone: 562-801-7300

## La Habra City School District

Address: 500 North Walnut St. La Habra, CA 90631  
Phone: 562-690-2305

## La Habra High School

**\*is in our catchment but in Fullerton Union High School District**

Address: 801 Highlander Ave. La Habra, CA 90631  
Phone: 562-266-5000  
Director of Special Education: 714-870-2870

## Little Lake City School District

Address: 10515 South Pioneer Blvd. Santa Fe Springs, CA 90670  
Phone: 562-868-8241

## Los Angeles Unified School District (LAUSD)

**\* LAUSD high schools in ELARC catchment area:**

Eagle Rock High School  
Franklin High School  
Garfield High School  
Lincoln High School  
Roosevelt High School  
Special Education Center in LAUSD: Perez Career and Transition Center

## Los Nietos School District

Address: 8324 S. Westman Ave. Whittier, CA 90606  
Phone: 562-692-0271

## Lowell Joint School District

Address: 11019 Valley Home Ave. Whittier, 90603  
Phone: 562-942-0211

## Montebello Unified School District

Address: 123 S. Montebello Blvd. Montebello, CA 90640  
Phone: 323-887-7900

## Norwalk La Mirada School District

Address: 12820 Pioneer Blvd. Norwalk, CA 90650  
Phone: 562-210-2000  
Executive Special Education Director: 562-868-0431

## Rosemead School District

Address: 3907 Rosemead Blvd. Rosemead, CA 91770  
Phone: 626-312-2900

## San Gabriel Unified School District

Address: 408 S. Junipero Serra Dr. San Gabriel, CA 91776  
Phone: 626-451-5400  
Special Education Supervisor

## San Marino Unified School District

Director, Special Education: 626-299-7000 x1380

## South Pasadena Unified School District

Executive Director of Student Support Services: 626-441-5810 x1140

## South Whittier School District

Address: 11200 Telechron Ave. Whittier, CA 90605

## Temple City Unified School District

Address: 9700 Las Tunas Dr. Temple City, CA 91780  
Director of Student Services: 626-548-5020

## Whittier City School District

Address: 7211 S. Whittier Ave. Whittier, CA 9060  
Phone: 562-789-3000

## Whittier Union High School District

Address: 9401 S. Painter Ave. Whittier, CA 90605  
Phone: 562-698-8121  
Director of Special Education: 562-698-8121 x1170

# SELPA in ELARC Catchment Area

## **ABC/Norwalk-La Mirada USD SELPA**

**\*Composed of ABC USD and Norwalk-La Mirada USD**

Address: 12820 Pioneer Blvd. Norwalk, CA 90650

SELPA Director: 562-868-0431 ext. 2086

## **Downey/Montebello SELPA**

**\*Composed of Downey USD and Montebello USD**

Address: 9625 Van Ruiten St. Room K1 Bellflower, CA 90706

Phone: 562-461-8702

## **West San Gabriel Valley SELPA**

Address: 11204 Asher St. El Monte, CA 91731

SELPA Director: 626-943-3435

## **Whittier Area Cooperative Special Education (WACSEP)**

Whittier Area Cooperative SELPA

Address: 8036 Ocean View Ave. Whittier, CA 90602

Contact: 562-945-6431

Composed of East Whittier City SD, El Rancho USD, Little Lake City SD, Los Nietos SD, Lowell Joint SD, South Whittier SD, Whittier City SD, Whittier Union High School District

## **Los Angeles USD SELPA**

Address: 333 S. Beaudry Ave. Los Angeles, CA 90017

Phone: 213-241-6701

# Terminology

**Accommodation:** This is a change to or in your child's learning environment. Accommodations can help her learn and then show what she's learned without having her challenges get in the way. For instance, if your child takes longer to answer questions, she might be allowed extra time to take a test. Even with accommodations, kids are expected to learn the same content as their peers.

**American's Disability Act (ADA):** Is a revolutionary piece of legislation designed to protect the civil rights of people who have physical and mental disabilities, in a manner similar to that in which previous civil rights laws have protected people of various races, religions, and ethnic backgrounds.

**Annual goals:** The IEP document lists the academic and functional (everyday) skills the IEP team thinks your child can achieve by the end of the year. These goals are geared toward helping your child take part in the general education classroom. IEP goals need to be realistic and measurable.

**Assistive technology (AT):** Any device, equipment or software that helps your child work around her issues. AT can help your child learn, communicate and function better in school. AT ranges from simple tools (like highlighters) to high-tech software (like apps that reads text aloud).

**Appropriate Evaluation:** Educational assessment is an omnibus term which includes all the processes and products which describe the nature and extent of children's learning, how it meets the aims and objectives of teaching, and how it relates to the classroom environment which is designed to facilitate learning.

**Behavior intervention plan (BIP):** A plan designed to teach and reward positive behavior. Typically, the plan uses strategies to prevent and stop problem behaviors. It may also have supports and aids for the child. A BIP is often included as part of an IEP. To get a BIP, a child must have a functional behavioral assessment (FBA).

**Department of Rehabilitation (DOR):** Works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

**Disability:** A condition recognized by the law. To qualify for an IEP, your child must have a disability that is one of the 13 categories listed in the Individuals with Disabilities Education Act. Kids' learning and attention issues usually fit into one of three categories: (1) specific learning disability, (2) other health impairment (ADHD) and (3) speech or language impairment.

**Due process:** A formal process for resolving disputes with a school about special education and IEPs. Due process isn't the only way to resolve a dispute. There are other options, like mediation and filing a state complaint.

# Terminology

**Extended school year services (ESY):** Some students receive special education services outside of the regular school year, such as during the summer or, less commonly, during extended breaks like winter break.

**Free and Appropriate Public Education (FAPE):** Is provided at no cost to parents. School districts must allow parents to review and examine records, participate in IEP meetings and have access to complaint procedures. Parents must be given notice of any proposed changes to their child's placement or program.

**General education curriculum:** This is the knowledge and skills that all students throughout a state are expected to master. The curriculum varies from state to state.

**Individual Education Plan (IEP):** Is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

**Individual Living Skills (ILS):** Essentially, it is living just like everyone else - having opportunities to make decisions that affect one's life, able to pursue activities of one's own choosing - limited only in the same ways that one's nondisabled neighbors are limited.

**Individuals with Disabilities Education Act (IDEA):** The nation's special education law. IDEA is a federal law that guarantees all children with disabilities access to a free and appropriate public education.

**Individual Transition Plan (ITP):** This part of the IEP lays out what your teen must learn and do in high school in order to succeed as a young adult. She and the IEP team develop the plan together before it kicks in at age 16. The transition plan includes goals and activities that are academic and functional. But they extend beyond school to practical life skills and job training.

**Least restrictive environment (LRE):** Students with documented disabilities must be taught in the least restrictive environment. This means they must be taught in the same setting as students without documented disabilities as much as possible. The school must offer services and supports to help a child with an IEP succeed in a general education classroom.

**Modification:** A modification is a change in what a student is expected to learn and demonstrate. For example, a teacher might ask the class to write an essay that analyzes three major battles during a war. A child with a modification may only be asked to write about the basic facts of those battles.

**Parent report:** This is a letter you write. It's a good way for you to document your child's strengths, struggles and success at school, at home and in the community. By sharing the report with your child's IEP team, you give them a more complete view of your child.

**Post Secondary:** Education received after secondary school (i.e. after high school in the US).

# Terminology

**Progress reporting:** How a school will report to you on your child's progress on annual goals. This is specified in the IEP.

**Present level of performance (PLOP, PLP, PLAFF, PLAAFP):** This is a snapshot of how your child is doing right now. PLOP describes your child's academic skills (such as reading level) and functional skills (such as making conversation or writing with a pencil). The school prepares this report for the IEP meeting. This is the starting point for setting annual IEP goals.

**Regional Centers:** Are nonprofit private corporations that contract with the Department of Developmental Services to provide or coordinate services and supports for individuals with developmental disabilities

**Related services:** is the benefit from special education for those who qualify for additional services to help the student be successful. Related services may include: speech therapy, occupational therapy, physical therapy, rehabilitation counseling and transportation.

**Special education:** Specially designed instruction to meet the unique needs of your child. It should be designed to give her access to the general education curriculum. The instruction is provided at no cost to you.

**Summary of Performance (SOP):** Must be completed during the final year of a student's high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this document. The document should contain the most updated information on the performance of the student and include both the student's abilities and aspirations.

**Supplementary aids and services:** These are supports to help your child learn in the general education classroom. They can include equipment or assistive technology, like audiobooks or highlighted classroom notes. They may also include training for staff to help them work with your child.

**Transition Assessments:** A planned, continuous process of obtaining, organizing, and using information to assist individuals with disabilities of all ages and their families. in making all critical transitions in students' lives both successful and satisfying.

**Workability (WAI)** The WAI program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and postsecondary education or training. Program services are appropriate to individual student needs, abilities, and interests.

## Generic Resources

<b>Resources</b>	<b>Websites</b>
ACCESS	<a href="http://www.accessla.org">www.accessla.org</a>
Bet tzedek legal	<a href="http://www.bettzedek.org">www.bettzedek.org</a>
CalABLE	<a href="http://www.calable.ca.gov">www.calable.ca.gov</a>
California Children’s services (CCS)	<a href="http://www.dhcs.ca.gov">www.dhcs.ca.gov</a>
Department of Developmental services (DDS)	<a href="http://www.dds.ca.gov">www.dds.ca.gov</a>
Department of Housing	<a href="http://www.hcd.ca.gov">www.hcd.ca.gov</a>
Department of Mental Health	<a href="http://dmh.lacounty.gov">dmh.lacounty.gov</a>
Department of Public Social Services	<a href="http://dpss.lacounty.gov/">dpss.lacounty.gov/</a>
Department of Rehabilitation	<a href="http://www.dor.ca.gov">www.dor.ca.gov</a>
Disability Rights California	<a href="http://www.disabilityrightsca.org">www.disabilityrightsca.org</a>
Disabled Student Services (DSPS) in Colleges	Refer to DSPS office on campus
Employment development Department	<a href="http://www.edd.ca.gov">www.edd.ca.gov</a>
In Home Supportive Services	<a href="http://www.cdss.ca.gov/In-Home-Supportive-Services">www.cdss.ca.gov/In-Home-Supportive-Services</a>
Medi-Cal/Medi-Care	<a href="http://www.CMS.gov">www.CMS.gov</a>
Social Security	<a href="http://ssa.gov">ssa.gov</a>