CONNECTICUT STATE DEPARTMENT OF EDUCATION

Secondary Transition At a Glance

2017

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Transition
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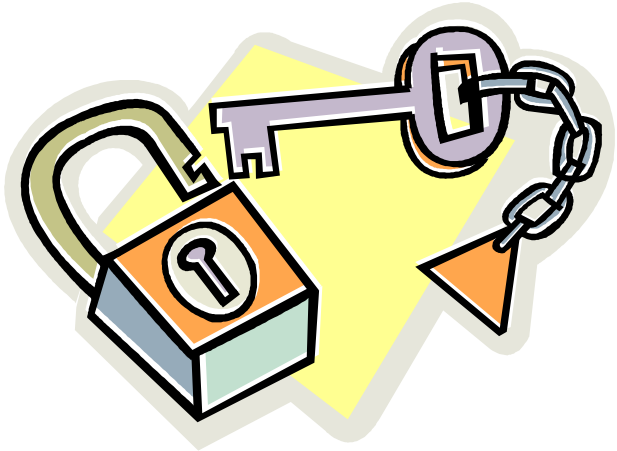
What is Transition Planning?

- Transition Planning assists a student and his/her family in "creating a vision" of what life will look like in the future –
  - Postsecondary Education or Training
  - Employment
  - Independent Living /Community Participation
- "What do you want to do after high school?"

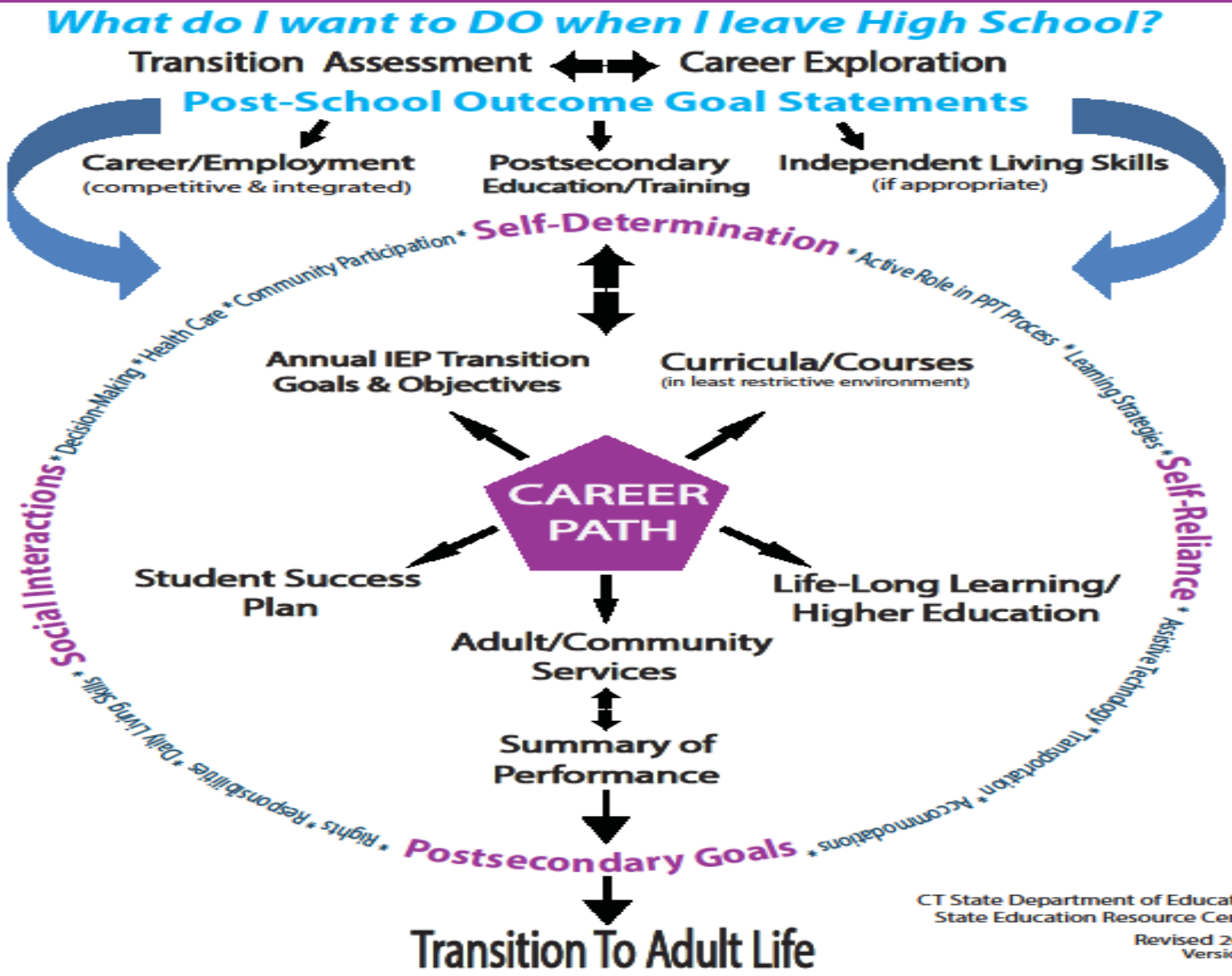
Keys to Success



- Family involvement
- Social skills
- Integration/LRE
- Independence/Responsibility
- Interests/Preferences
- Futures planning/Goal-setting
- Community-based instruction/activities
- Community service/volunteer work
- Paid work experience
- Interagency collaboration
- Vocational training

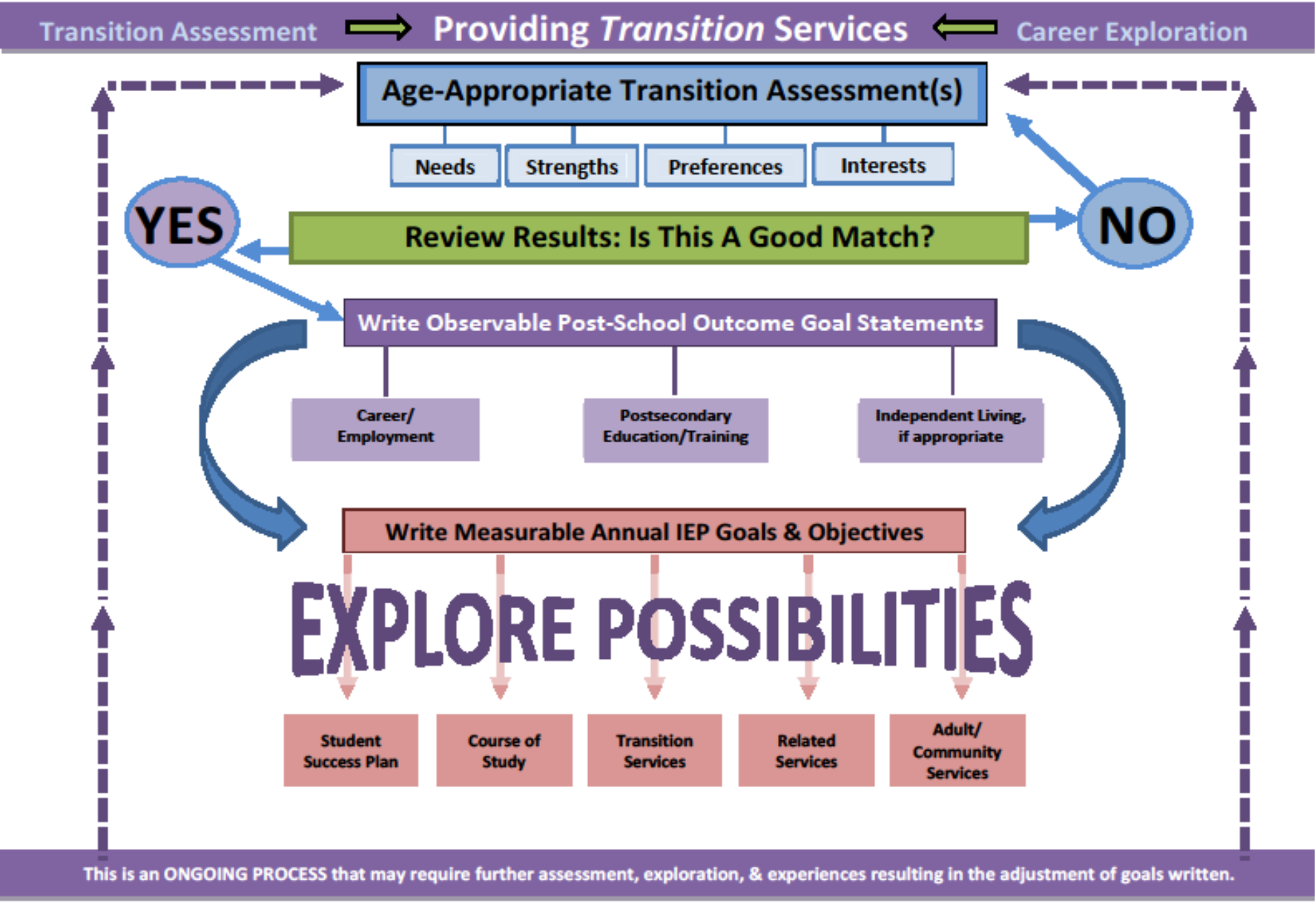
Adapted from *Best Practices in Transition* by Paula Kohler

Secondary Transition Planning Process



CT State Department of Education
State Education Resource Center

Revised 2014
Version 4



SERC/CSDE Transition Work Group, August 2014

Importance of Transition Planning

- Special Education is an “entitlement” program
- Adult services are “eligibility” programs
- The capacity of the adult systems cannot and do not match the services and supports that students receive under IDEA

IDEA vs. ADA/Section 504

Individuals with Disabilities Education Act – IDEA

- Free and appropriate education
- Serves all students with disabilities
- Program modifications IEP
- Parent involvement

Americans with Disabilities Act – ADA/Section 504

- Civil rights legislation
- Serves qualified students with disabilities
- Accommodations determined by documentation
- Student self-advocates
- Ensures **access** – not success

Look at ALL activities through a transition lens.

Transition Bill of Rights

For Parents of Students Receiving Special Education Services

A student with an individualized education program (IEP) has certain rights under both federal and state laws. This *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades 6-12 as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Students with an IEP have a right to:

1. Receive secondary transition services through their IEP starting at least at age 16, or younger if desired and recommended by the student's PPT.
2. Receive appropriate individualized education services through the end of the school year in which they turn 21 OR until graduation with a regular high school diploma. The school year is defined as July 1 through June 30. This decision is typically recommended by a student's PPT.
3. Attend all PPT meetings, including those related to transition planning, to represent their education/ training, employment, and independent living interests, preferences, and strengths.
4. Assist in the development of their IEP with accommodations and modifications designed to meet their unique needs.
5. Develop realistic and specific post-school outcome goal statements (PSOGS) that are measurable, based on their individualized needs and interests, and reviewed annually as part of their IEP.
6. Receive secondary transition services and related supports to help them prepare to meet their post-school goals in postsecondary education/training AND employment, and independent living skills if appropriate.
7. Assist in developing annual goals and objectives to include but not be limited to those areas in the *Connecticut CORE Transition Skills*, such as health care, transportation, self-determination, and social skills.
8. Identify, explore, and connect with outside agencies as appropriate, including but not limited to the following adult service agencies: Department of Developmental Services (DDS), Department of Mental Health and Addiction Services (DMHAS), Department of Public Health (DPH), and the Department of Rehabilitation Services (DORS), which includes the Bureau of Education and Services for the Blind (BESB) and Bureau of Rehabilitation Services (BRS) (see *Easing into Secondary Transition*).
9. Be informed on or before their 17th birthday that all parental rights will transition to the student when he or she reaches the age of 18. Under Connecticut law, students may notify the school district (in writing) that their parents, guardian, or surrogate parent shall continue to have the right to make educational decisions with the students when they turn 18.

Continued on next page

10. Request consideration for receiving transition-only services between the ages of 18 and 21 if all transition goals and objectives have not been met during their previous years in high school. The following conditions are required:
    a. Students have met all academic requirements for graduation.
    b. PPT makes the recommendation for transition-only services that must be reviewed at least annually.
    c. Transition-only services must be a coordinated set of individualized activities but do not need to be a specialized "program."
    d. Transition-only services must provide students with the opportunity to spend at least 80 percent of their time with nondisabled peers.
    e. Students are entitled to participate in graduation activities upon completion of academic requirements or at the conclusion of transition-only services - this is a decision to be made by the student, parents, and/or guardians or surrogate and the PPT.
    f. If students participate in transition-only services, the date on their diploma or certificate will be the date that they exit high school (either aging out at 21 or with a diploma or certificate).

    In addition, the following should also be considered:

    g. Transition-only services are typically discussed during the senior year of high school.
    h. Transition-only services are not needed for graduation but may include academic, vocational, and independent living activities that will help students meet their post-school goals.
    i. Transition-only services should be based in the local community to the greatest extent possible in order to prepare students for life after high school.
11. Actively participate in the development and revision of their Student Success Plans, which are required for all students in grades 6–12 to address career, academic, and social/emotional/behavioral skills to prepare for life after high school.
12. Receive, along with their parents, guardians, and surrogate parent transition resources and other information regarding IEPs developed by the Connecticut State Department of Education (CSDE) and their school such as:
    - *Assistive Technology and Postsecondary Transition*
    - *Building A Bridge: A Transition Manual for Students*
    - *Connecticut CORE Transition Skills*
    - *Connecticut IEP Transition Planning Checklist*
    - *Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in CT*
    - *Transition Assessment Resource Manual*
    - *Stepping Forward: A Self-Advocacy Guide for Middle and High School Students*
    - *Student Success Plan Crosswalk*
    - *Technology & Transition: Resource Guide to Creating and Sustaining an AT [Assistive Technology] Team at the High School Level*

If students have questions or have a problem asserting any of these rights, they should first speak to their teacher, school case manager, school counselor, and parent/guardian or surrogate parent. If additional help is needed, students (or their parents, guardians, or surrogate parent) have the right to file a complaint, ask for mediation and, if needed, ask for an impartial due process hearing by contacting the CSDE Due Process Unit at 860-713-6928. For more information, download a copy of the publication *Parent's Guide to Special Education* or obtain a copy from the school.

For additional help with transition or special education, call the CSDE at 860-713-6910 or visit http://www.sde.ct.gov/sde/specialeducation. For assistance in understanding the provisions of the IDEA, call Connecticut's federally designated Parent Training and Information Center, the Connecticut Parent Advocacy Center (CPAC) at 800-445-2722, e-mail cpac@cpacinc.org, or visit http://www.cpacinc.org/.

Transition Bill of Rights – (PA 15-209)

- Beginning with the 2015-2016 school year, and each school year thereafter, the SDE shall provide the bill of rights to boards of education for distribution at a PPT meeting to parents of children receiving special education in grades 6 through 12.
- Provide to parents, surrogate parents and students relevant information/resources re: IEPs developed by CSDE, **including information relating to transition resources and services for HS students.**
  - ***Building A Bridge***
  - *Parents Guide to Special Education*
  - *IEP Manual*
- Document in IEP – Page 10

CT Core Transition Skills

A. Explain his/her disability including individual strengths, needs, preferences and interests.
B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving goal-setting, communication and self-advocacy.
C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
D. Assist with the development of his/her Individualized Education Program (IEP).

CT Core Transition Skills

E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

CT Core Transition Skills

I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate post-secondary education, training, or lifelong learning opportunities to meet his/her individual needs.

CT Core Transition Skills

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

Presenter Media

Parents'/Professionals' Roles in Preparing for Transition

- Help students to understand how their disability impacts them in school, work and social settings
- Help students to learn how to use a range of accommodations, effective learning strategies, and assistive technology
- Foster independent decision-making and self-advocacy skills
- Expose students to a range of opportunities beyond high school
- Involve students in their PPT or 504 meetings

Secondary Transition Planning IEP Checklist*

Connecticut State Department of Education

Student: _____ SASID #: _____ Date of Birth: _____

Case Manager: _____ Annual Review Date: _____

***NOTE:** Refer to IEP Manual (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf) for specific instructions.

- ❑ **1. Student/Parents informed about secondary transition/IEP transition planning** (e.g., *Building a Bridge, IEP Manual*)
- ❑ **2. Student Success Plan**: Obtain a copy of the student's Student Success Plan to ensure that related information (i.e., career planning, academic goals) are coordinated between the two documents.
- ❑ **3. Reason for Meeting**: "Transition Planning" (IEP, Pg. 1, PPT Cover Page)
- ❑ **4. Student/Parent Input and Concerns** (Pg. 4/Present Levels of Academic Achievement and Functional Performance)
- ❑ **5. Present Levels of Performance (PLOP):** (Pgs. 4 & 5) – All areas should be viewed through a "transition lens" – What are the implications for each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student's transition planning?
- ❑ **6. Present Levels of Performance (PLOP):** (Pgs. 4 & 5) – **MUST** be Annual Goal for **any** area with information under "Needs & Concerns" – Conversely, since there **MUST** be at least 2 transition Annual Goals, there **MUST** be information under "Needs & Concerns" for the Vocation/Transition row.
- ❑ **7. PLOP: Vocation/Transition row MUST include transition assessment results** and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of "Needs and Concerns" **Must** also be filled in.
- ❑ **8. Age-Appropriate box:** (PLOP- Pgs. 4 & 5) – If this box is checked, please elaborate in the IEP regarding what is meant by "age-appropriate" for that category – What is "age-appropriate" to one person may not be "age-appropriate" to another person working with the same student. Please clarify.
- ❑ **9. Student is 16 or older and transition planning is required** (Pg. 6, #1) – Second box **MUST** be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.
- ❑ **10. Student invited to PPT** (Pg. 6, #2)–Response **MUST BE** "YES" and invitation documenting that student was invited must be included in student file. Prefer student to have OWN invitation vs. being on Parent's invitation.
- ❑ **11. Name and date(s) of transition assessment(s)** completed prior to PPT, since last annual review: (Pg. 6, #3)

  _____

  _____ **RESOURCE:** http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_Assessment_Manual.pdf

tes Tools Help
Spec... Tran... home... Conn... Goog... SERC... Stat... Spec... A co...

Dianna Wentzell
Commissioner

Secondary Transition Resources

Post-School Outcomes Goal Statements
Post-School Outcomes Survey Reports
Special Education Publications
Back to BSE Home

(all documents are pdf unless noted)

Community-Based Transition Services (18-21)

- Approved Transition/Vocational Programs (Bureau Bulletin 2009)
- Community-Based, College, University Transition Services SURVEY
- Directory of Transition Services in College, University and Community-Based Settings (2010)
- Directory of Transition/Vocational Service Providers (2014)
  - Map of RESC areas
- **Minimum Wage Waiver** - Department of Labor Agreement
  - Community-Based Career and Tech Ed Unpaid Career Exploration Experiences for Students Receiving Special Education [DOC]

Guidance Documents

- Connecticut's Transition Training Manual and Resource Directory (2004)
- Building a Bridge: A Transition Manual for Students (2009)
- Building a Bridge: A Transition Manual for Students - Spanish
- Easing into Secondary Transition: A Comprehensive Guide to services and Resources in Connecticut (2015)
- Educational Journey for Self-Discovery and Advocacy *A Handbook for Students* (2003) - Spanish
- Providing Transition Services - Flow Chart
- Secondary Transition Planning Process
- Stepping Forward: A Self-Advocacy Guide for Middle and High School Students (2013)
- Summary of Performance (SOP) Frequently Asked Questions - Topic Brief
- Determination of Time with Non-Disabled Peers (TWNDP) Memo (2015)
- Student Success Plans - Resources for Students with Disabilities
- Transition Assessment Resource Manual (2008)
- NEW: Transition Bill of Rights for Parents of Students Receiving Special Education Services
- NEW: Declaración de Derechos de Transición Para Padres de Estudiantes que Reciben Servicios de Educación Especial

IEPs - Checklists, Goals & Objectives, Rubrics

- Connecticut CORE Transition Skills (2016) Revised
- IEP Rubric for Scoring Secondary Transition [XLS]
- **IEP Transition Planning Checklists**
  - Secondary Transition Planning IEP Checklist (hard copy)
  - Secondary Transition Planning IEP Checklist [XLS]
  - Secondary Transition Planning IEP Checklist - District Summary [XLS]
- **Post-School Outcomes Goal Statements**
- Post-School Outcomes Goal Statements - Frequently Asked Questions - Topic Brief
- Post-School Outcomes Goal Statements - Guidelines for Writing - Topic Brief
- Post-School Outcomes Goal Statements - Sample Statements - Topic Brief
- Writing Transition Goals and Objectives - Topic Brief
- Writing Transition Goals and Objectives: Post-School Outcomes Goal Statements [PPT]

Secondary Transition Reports

- Connecticut Special Education Transition Services: Results of a Statewide Survey (2011)
- **Post-School Outcomes Survey Reports** (Indicator #14)
  - Follow-Up Study Exiters of Special Education-2000/Transition Status Survey
  - Follow-Up Study Exiters of Special Education-2002/Transition Status Survey
  - Follow-Up Study Exiters of Special Education-2004/Transition Status Survey
  - Post School Outcomes Survey 2007 Report: 2005 Exiters of Special Education
    - Executive Summary
  - Post-School Outcomes Survey 2008 Report: 2007 Exiters of Special Education
    - Executive Summary
  - Post-School Outcomes Survey 2009 Report: 2008 Exiters of Special Education
  - Post-School Outcomes Survey 2010 Report: 2009 Exiters of Special Education
  - Post-School Outcomes Survey 2011 Report: 2010 Exiters of Special Education
  - Post-School Outcomes Survey 2012 Report: 2011 Exiters of Special Education
  - Post-School Outcomes Survey 2013 Report: 2012 Exiters of Special Education
  - Post-School Outcomes Survey 2014 Report: 2013 Exiters of Special Education

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE
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Dianna Wentzell
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CONNECTICUT CORE STANDARDS

EdSight

ALLIANCE DISTRICTS

COMMISSIONER'S NETWORK

CT READS | THE GOVERNOR'S SUMMER READING

Latest News

Connecticut Teachers Receive Presidential Award for Excellence in STEM Education [pdf]

Preliminary science scores up in grades 5 and 10 [pdf]

CSDE counts down to start of school with celebration of teachers [pdf]

QuickLinks

Every Student Succeeds Act (ESSA) Resources

Superintendent's Digest

Academic Office

Agency Circular Letters

Find School/District

Use Keyword Search to find organizations with exact matches within their names. Click Submit to see results.

Keyword Search: Submit

Use one or more dropdowns to filter organizations. Click Submit to see results.

- For a list of all open organizations, leave dropdowns blank.
- For a list of all Schools and Programs by District, leave Type blank, and select District.

Note: Out-of-State organizations are included in your results.

Type: Program | Program Type: Transition Commu | District: | School: Submit Reset

Organization Search Results

Program, Transition Community-Based

Your search returned 39 result(s).

Export .csv file

Sort by Type Sort by District

Organization Type	District	Organization Code	Organization Name	Street	City	State	ZIP	Phone	Website	Education Program	Program Type	Inter-District Magnet
Program	Bridgeport School District	0152811	Opportunities for Self-Discovery Community Partnership	2414 Fairfield Avenue	Bridgeport	CT	06605	203-275-1285	www.bridgeportedu.com		Transition Community-Based	
Program	Capitol Region Education Council	2419714	STRIVE (Southern Transition Real-World and Independent Vocational Education Program	116 East Main Street	Clinton	CT	06413	860-664-5344			Transition Community-Based	
Program	Cheshire School District	0250311	Cheshire Quinnipiac University Transition Collaborative	370 Bassett Drive	North Haven	CT	06473	203-250-2431			Transition Community-Based	
Program	Cooperative Educational Services	2439314	RISE Transitional Program	25 Oakview Dr	Trumbull	CT	06611	203-365-8800	www.ces.k12.ct.us		Transition Community-Based	

CONNECTICUT TRANSITION
Community of Practice

DATE	TIME	LOCATION
Thursday – October 26, 2017	8:30 am – 12:00 pm	NEAT Center at Oak Hill / 33 Coventry Street, Hartford, CT
Thursday – December 14, 2017	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium
Thursday – March 8, 2018	8:30 am – 12:00 pm	Middletown: Connecticut Valley Hospital (CVH) – Page Hall / the Solarium
Friday – June 8, 2018	8:30 am – 12:00 pm	NEAT Center at Oak Hill / 33 Coventry Street, Hartford, CT

*NOTE: Practice Groups also meet between COP meetings.

2017-2018 Practice Groups:

- *Calendar, Events, and Cross-Training*
- *Community-Based Transition Services*
- *EMPLOYMENT* [Including WIOA]
- *Student Voice/Youth Leadership & Development*
- *Transition and Healthcare/Mental Health*
- *Transition Timeline*
- *Website Resources* (on-going as needed)

Transition for Students who are Deaf or Hard of Hearing

- http://www.studenttransitionresources.org/student-resources.html
- http://www.youthhood.org/highschool/lm_disability.asp
- http://successforkidswithhearingloss.com/transition/

Connecticut STR
Student Transition Resources

About Us Student Resources

Moving Forward!

A Student Transition Resource For Individuals Who Are Deaf / Hard of Hearing

- THE SELF-ADVOCACY PLACE +
- THE COMMUNITY PLACE +
- THE COMMUNICATION PLACE +
- THE GOVERNMENT PLACE +
- THE TRANSITION PLACE +

Having a Disability

Besides all of the other things we listed above, if you have a disability you will probably want to do some additional things. Make sure you:

- Tell the people on your IEP team which educational programs you are interested in pursuing after high school. You may even want to talk about those things you think aren't possible at the moment, because there may be ways to make it work for you. Have them help you figure out a plan for exploring your interests.
- Develop goals to attend more school after high school as part of your Individualized Education Program (IEP).
- Find out if the college, technical college, or other school you want to attend has a Disability Student Services Office. If it does, they can be really helpful (and sometimes critical!) to your success by providing help with accommodations, support, and other things you might need.
- Advocate for and ask to participate in the same college and career exploration activities as other students in your high school. Just because you have a disability doesn't mean these things aren't for you or aren't important.
- Find out about specific **graduation options** and the rights you have for continued support because of the fact that you have a disability. For example, did you know you have a right to continue getting support from your high school through age 21 even if you are attending school at a college or other post high school setting? Make sure to ask your teacher, parents, or guidance counselor about the best options for you.

Browse a Web site:

- **Post-high School Options**
  Information on the post-secondary options. Focus is for student with SLD but can apply to all students.
- **Video: Taking the Next Step: Helping Students with Disabilities Transition from High School to College**
  Select the "Students" video clip. Opens in Windows Media Player.
- **Reasonable Accommodations at the Post Secondary Level**
  Information about reasonable accommodations and students responsibilities for these accommodations.
- **Comparison of Disability in High School and College**
  Information on high school and college differ specifically for students with disabilities, including laws, documentation, self-advocacy, parental roles, instruction, grades/testing and student responsibilities.
- **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities**
- **Services for Students with Disabilities from The College Board**
- **Making My Way through College- accommodations**
  Information on how to be successful in college, including asking for accommodations

More on Learning More:

- Learning After High School
- Knowing it's Important
- Getting Help
- Asking Questions
- Getting Additional Suggestions
- Having a Disability

CONTACT US / Questions?
Resources For Parents
Resources For Professionals
CATALOG Of Products To Support Success
Teacher Tools Membership
Supporting Success Publishing
Webcast Presentations For Professional Development
INTERACT-AS – School Speech-To-Text Captioning
The SSCHL Team
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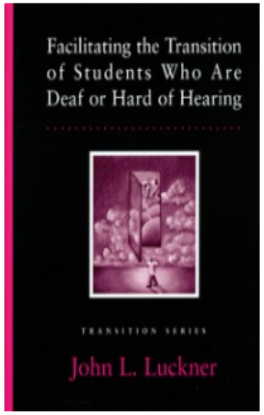
Transition Planning for Adulthood

"The transition statement shall be the guiding force for developing each IEP for students 14 years of age and older (or younger if appropriate). A statement of transitional services needed to foster movement from school to post-school activities shall be developed. The statement shall include, when appropriate, objectives for instruction, community experiences, employment and post-school adult living."

There are many different resources available to assist families, students and school teams identify and work on next steps of readiness for post-high school goals. Basic information is included below along with examples of resources.

IDEA and Transition Planning



Preparing children with disabilities to "lead productive and independent adult lives, to the maximum extent possible" is one of IDEA's stated objectives. [20 U.S.C. 1400 (c)(5)(A)(ii)]. IDEA's requirement for transition statements in the IEP read as follows: (b) *Transition services.* Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

(1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(2) The transition services (including courses of study) needed to assist the child in reaching those goals. [§300.320(b)]

This means that the IEP team must develop measurable goals for the student that are focused on the postsecondary world and specify what transition services are needed to help the student reach those goals.

List of possible scholarships and support for higher education

Around 20,000 deaf or hard of hearing students attend post-secondary educational institutions each year. Take time to view this detailed college support guide for persons who are deaf or hard of hearing. It touches on self-advocacy, provides an impressive Disability Services Meeting Checklist, discusses the benefit of online learning, accommodations, scholarships and more.

Sobering list of facts about achievement of people with disabilities followed by sites that cater to this population and coupons/discounts they may be able to receive. Review here. This may be important information to discuss with the transitioning teen in planning for their future.

How will students planning to go on to higher education access instruction?

The transition process should include close attention to how well/completely the

Select Language
Sign up!