

What is Transition Planning?

Transition planning takes place during the Individualized Education Program (IEP) process. This is the time when you share your plans for the life after high school with your IEP team. This process is also a wonderful opportunity for your team to gather information about your skills. You can participate in career awareness, career exploration, work experience, school-to-career programs, community-based instruction and high school classes. The information from the experiences will provide you, your family, and school staff with information needed to develop your transition activities.

When do I begin Transition Planning?

You should begin transition planning by age 14 or earlier, if needed. This is the time during your IEP to decide on the type of courses, academic or vocational, that will help you prepare for your future. When you are 16, your IEP will describe instruction, community experiences, employment activities, adult living, and related services that will help you achieve your goals after high school.

CATCH THE VISION

Work with your IEP team to set goals that will help you reach your dreams.

- What is your vision for your future?
- What skills do you have to help you reach your goals?
- What are your job or work related experiences?
- What classes are you taking to help you prepare for your future?

Who is involved in Transition Planning?

- YOU...you are a member of your IEP team
- Your parents
 - Special Education teacher
 - General Education teacher
 - School counselors
 - School Administrator
 - Agency representatives

You may invite others to your IEP (relatives, neighbors, friends, advocates)

What are My Rights and Responsibilities?

It is important to understand you have rights and responsibilities. The Individuals with Disabilities Education Act (IDEA 2004) is federal legislation that guarantees your right to a Free and Appropriate Public Education while you are in school. The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act and the Family Education Rights and Privacy Act (FERPA) are other laws that protect your rights as an individual with a disability.

You have responsibilities to advocate for your future while you are still in school and after you leave high school. Self-advocacy is especially important once you enter the workplace or college. As you learn more about yourself and the laws that protect you, it will become easier to advocate for yourself.

Find out more information about your rights and responsibilities by asking your teacher.

Transition Connections

- Southwest High School (435) 652-4709
- Voc Rehab (435)673-5091
- DSPD (435) 634-2132
- Workforce Services (435) 674-5627
- Dixie Advantages (435) 673-5354
- WCSD Post High (435) 634-0092

Career & Technical Education Pathways Website:

<https://sites.google.com/washk12.org/swdpathways/home>



Washington County School District TRANSITION PLANNING

- Employment
- Community Participation
- College
- Living Arrangements

What is Transition?

Transition is moving from one situation or experience to another. In your case, transition would be the process of moving from a high school student to an adult member of your community. Becoming an adult means that you will have things to think about and many questions to ask. Imagine yourself after high school.

Where do you see yourself working?

Where do you see yourself living?

Do you see yourself going to college?

Do you see yourself going to vocational school?

Talk with family, teachers and friends to help answer those questions. Once you have a picture in your mind it is time to plan your future.

What areas should Transition Planning address in the IEP?

- Strengths & weaknesses
- Support needed in school, home, and community
- Kind of work you will do
- Kind of education needed
- How you make friends
- How you spend your free time
- How you spend your money
- How you will stay healthy
- Where you will live
- Your rights and responsibilities

9th grade:

- Attend & be involved in IEP
- Ask about career assessments/exploration
- Talk with counselor about courses to prepare for desired career
- Talk with counselor about future goals
- Search websites for colleges/vocational programs to learn about: requirements, majors, costs, living arrangements, student activities, and services for students with disabilities

10th grade:

- Continue attending IEP meetings
- Search internet/other sources about your disability
- Identify how the disability affects you in the classroom, at work, and in social settings
- Learn more about the differences between accommodations in highschool and college
- Begin to use academic accommodations that are more in line with what is used in college
- Participate in a career assessment and identify potential career choices
- Research entrance requirements for admission to postsecondary school/colleges related to career choice
- Learn how and when to disclose information about your disability to colleges, employers, & agencies
- Meet with school counselors to determine which high school courses meet postsecondary school entrance requirements
- Continue searching websites for postsecondary schools that match your career interests
- Visit and tour college & postsecondary school campus
- Get involved in activities beyond the classroom (clubs, sports, government, community service, volunteer)
- Discuss choices and options with parent/guardian
- Take the PSAT or ACT practice
 - For accommodations go to
 - <http://www.collegeboard.com/ssd/student/index/html>
 - <http://www.actstudents.org/regist/disab/>
- Contact State Office of Rehabilitation or other adult agencies to discuss eligibility for services

11th grade:

- Research college disability service office web site to learn about eligibility documentation, and services offered
- Tour post secondary school campuses
- Contact disability service office for a face-to-face meeting
- Meet with a representative for admission to learn admission criteria
- Meet with a representative from financial aid office: financial cost estimates and scholarships and financial aid programs
- Meet with advisors from college to determine if you meet entrance requirements
- Start to wean off of unrealistic accommodations that would most likely not be provided in college: unlimited time, open book test, clarification of test questions, word banks, shorter tests, modified tests, limited choices, etc.
- Register and take the PSAT or ACT
- Discuss PSAT or ACT results with counselor
- Attend college fairs
- Narrow career choices and goals
- Discuss college plans with parent/guardian
- Continue to research college websites
- Identify tests required for admission
- Submit application for accommodations for SAT or ACT
- Summer prior to senior year, visit disability office, learning centers, and computer labs at colleges of interest
- If not already done, contact State Office of Rehabilitation or other adult agencies to discuss eligibility for services

12th grade:

- Understand rights and responsibilities as an adult when you turn 18
- Narrow choices of postsecondary schools
- Begin completing post secondary school applications
- Continue to discuss transition options for work or college at IEP meetings
- Stop using accommodations that will not be provided in postsecondary schools
- Contact disability services office at college to schedule an intake appointment
- Research disability services office website to review documentation guidelines
- Submit documentation to disability services offices at schools you have applied
- Ask disability services office to review documentation to determine if it meets the guidelines. If eligible discuss supports
- Discuss requested accommodations to determine if reasonable
- Once accepted to school, contact disability service office to confirm eligibility for disability services and discuss accommodations for placement testing
- Meet with a professor, academic advisor, or representative from the college major you intend to pursue
- Make sure you keep all appointments with colleges or other agencies and provide all information they request

AFTER High School Graduation:

- Contact the person that you met with in the hs/college disability services office after registering for courses. Ensure they are prepared to provide services for each course. In college accommodations are provided on a case-by-case and course-by-course basis
- Prior to arriving at college, schedule appointment at disability resource services office for the first week of each semester.