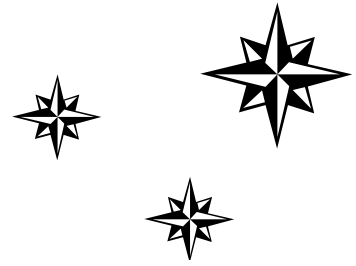


Glenn County Transition Services Continuum




• Policies • Procedures • Practices


- Transition planning begins at the Middle School Level through:
 - Student Participation in their IEP
 - Participation in WorkAbility I+
- The abbreviated Transition Services Language portion of the IEP is completed if the student will turn fourteen prior to their next IEP and is in middle school
- The full transition Services Language portion of the IEP is completed starting at the 9th grade.
- Self Advocacy skill development through participation in the IEP planning, meeting, implementation, monitoring and reporting process begins at grade 6 with increased involvement each year.
- Teachers can use a mixture of goals and objectives, TSL services and activities - to implement transition portion of the IEP.
- Teachers may discuss the TSL portion of the IEP early in the IEP meeting and use that information as part of the decision-making process for program planning, goals and objectives.
- The Transition Portfolio is used as a tool for IEP development and is to be done with the student prior to annual reviews and shared at the meetings.
- TSL activities are monitored like goals and objectives.
- There is a strong commitment to maximize the integration, effort and coordination with Special Education, General Education, Vocational Education, Alternative Education and Agency partners to provide students with high quality transition experiences preparing them for adult life.

*If you can get to the point of talking about the process,
you can change the product*


Glenn County Transition Services Continuum

	Grade 6	Grade 7	Grade 8
<p><u>TSL:</u></p> <ul style="list-style-type: none"> ▪ Address Career and Course Planning for the future in the IEP ▪ Monitor and report on TSL Activities like Goals and Objectives 	<ul style="list-style-type: none"> ▪ Middle School Transition Portfolio ▪ Participate in IEP planning, meeting, implementing and monitoring 	<ul style="list-style-type: none"> ▪ Middle School Transition Portfolio ▪ Participate in IEP planning, meeting, implementing and monitoring 	<ul style="list-style-type: none"> ▪ Middle School Transition Portfolio ▪ Participate in IEP planning, meeting, implementing and monitoring ▪ Transition to High School Activities
<p><u>Resources:</u></p> 	<ul style="list-style-type: none"> ▪ Core Curriculum/ Contextual Learning ▪ School wide School-to-Career Activities ▪ WorkAbility I+ 	<ul style="list-style-type: none"> ▪ Core Curriculum/ Contextual Learning ▪ School wide School-to-Career Activities ▪ WorkAbility I+ 	<ul style="list-style-type: none"> ▪ Core Curriculum/ Contextual Learning ▪ School wide School-to-Career Activities ▪ WorkAbility I+

Glenn County Transition Services Continuum

Grade 9	Grade 10
<p><u>TSL:</u> In the IEP</p> <ul style="list-style-type: none"> ▪ Address Education/Instruction ▪ Address Employment - including vocational assessment ▪ Address Post-Secondary Living Skills, including daily living skills ▪ Monitor and report on TSL activities the same as Goals and Objectives ▪ Complete Transition Portfolio with student and use for IEP planning ▪ Teach Self Advocacy Skills as part of implementing the TSL section of the IEP ▪ Student participation in IEP meeting 	<p><u>TSL:</u></p> <ul style="list-style-type: none"> ▪ Address Education/Instruction ▪ Address Employment - including vocational assessment ▪ Address Post-Secondary Living Skills, including daily living skills ▪ Monitor and report on TSL activities the same as Goals and Objectives ▪ Complete Transition Portfolio with student and use for IEP planning ▪ Teach Self Advocacy Skills as part of implementing the TSL section of the IEP ▪ Increased student participation in IEP meeting
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ▪ Core Curriculum/Contextual Learning/SCANS Integration ▪ Carl Perkins - Portfolio, contributions (including living skills tabs) ▪ WorkAbility I - vocational assessment materials, interest interview, career interview ▪ ROP - only if identified as need in IEP and if 15 an age waiver may be used 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ▪ Core Curriculum/Contextual Learning/SCANS Integration ▪ Carl Perkins - Portfolio, contributions, updates (including living skills tabs) ▪ Encourage participation in Y.E.S. (year-round) ▪ WorkAbility I - vocational assessments, interest interview, career interview, paid work experience ▪ Discuss TPP in the IEP meeting ▪ Explain Work Ready Certificates ▪ ROP -if 16; if 15 with waiver and in IEP

Glenn County Transition Services Continuum

Grade 11	Grade 12	18 - 22 Year Old
<p><u>TSL:</u> In the IEP</p> <ul style="list-style-type: none"> ▪ Address Education/Instruction ▪ Address Employment - including vocational assessment ▪ Address Post-Secondary Living Skills, including daily living skills and community access ▪ Monitor and report on TSL activities the same as Goals and Objectives ▪ Complete Transition Portfolio with student and use for IEP planning ▪ Teach Self Advocacy Skills as part of implementing the TSL section of the IEP ▪ Invite post-secondary interagency partners to IEP meetings ▪ Increased student participation in IEP meeting 	<p><u>TSL:</u> In the IEP</p> <ul style="list-style-type: none"> ▪ Address Education/Instruction ▪ Address Employment - including vocational assessment ▪ Address Post-Secondary Living Skills, including daily living skills and community access ▪ Monitor and report on TSL activities the same as Goals and Objectives ▪ Complete Transition Portfolio with student and use for IEP planning ▪ Teach Self Advocacy Skills as part of implementing the TSL section of the IEP ▪ Invite post-secondary interagency partners to IEP meetings ▪ Increased student participation in IEP meeting 	<p><u>TSL:</u> <i><u>In the IEP (for student enrolled in 18-22 school age program)</u></i></p> <ul style="list-style-type: none"> ▪ Address Education/Instruction ▪ Address Employment - including vocational assessment ▪ Address Post-Secondary Living Skills, including daily living skills and community access ▪ Monitor and report on TSL activities the same as Goals and Objectives ▪ Complete Transition Portfolio with student and use for IEP planning ▪ Teach Self Advocacy Skills as part of implementing the TSL section of the IEP with student participation ▪ Invite post-secondary interagency partners <p><u>Students who have Graduated</u></p> <ul style="list-style-type: none"> ▪ TPP participants Individualized Job Search Tutoring Career Counseling College/Vocational Training Support Use Carl Perkins Portfolio at appointment
<p><u>Resources:</u></p> <ul style="list-style-type: none"> ▪ Core Curriculum/Contextual Learning/SCANS Integration ▪ Carl Perkins - Portfolio, contributions, updates (including living skills tabs) ▪ Encourage participation in Y.E.S. (year-round) ▪ TPP - Individualized Career Planning, Industry Tours ▪ WorkAbility I - paid work experience, career interviews ▪ ROP courses ▪ Work Ready Certificates 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ▪ Core Curriculum/Contextual Learning/SCANS Integration ▪ Carl Perkins - Portfolio, contributions, updates presentation (including living skills tabs) ▪ Encourage participation in Y.E.S. (year-round) ▪ ROP courses ▪ TPP - Individualized Career Planning, Industry and College Tours, Labor Market Research, Refine IPE, External Situation Assessment ▪ WorkAbility I - paid work experience, career interviews ▪ Work Ready Certificates ▪ Senior Projects 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ▪ SEACO Transition Curriculum ▪ Regional Center ▪ Department of Rehabilitation ▪ North Valley Services ▪ Work Training Center ▪ Jobs Plus ▪ ARC ▪ Employers ▪ GAP ▪ Community College ▪ Trade Schools ▪ On the Job Training 