

About Transition:

Some Transition Basics:

A “Transition Service” is a program, service, or activity that helps your child move toward his/her post-school goals for living, learning and working. For special education students, the Committee on Special Education (CSE) is required to address your child’s need for Transition Services in your child’s Individualized Education Program (IEP) beginning at age 14, and every year thereafter. During the ages when Transition will be discussed and decisions made at IEP Annual Review meetings, the CSE’s responsibility is to invite you, your child, and representatives of agencies that are likely to help in providing some of those Transition Services. If your child decides not to attend the meeting, the CSE must take other steps to be sure that his/her preferences and interests are considered in planning for Transition Services. Your child’s program and services have to reflect what has been planned for on the IEP.

The IEP: Besides assessing your child’s “Present Levels” (abilities, interests and needs), the IEP should consider what your child’s goals are for living, learning and working beyond high school. These are called “Post-School Outcomes” on the IEP.



Transition Team Series

Parent:
**Transition
Questions to
Ask at CSE
Meetings**
(for students 14
and older)

*Transition: Students
exiting to living,
learning and working*



Questions?

<http://www.vesid.nysed.gov/specialed/transition/tcslst.htm>

Planning for Transition Out of School

You're a Team Member!



Bridging The Gap

Goal: Seamless transition from school to living, learning, and working.

Questions to think about and ask:

- Is every effort being made to involve and include me and my child in discussions about his/her future? Are we being invited to attend my child's CSE Annual Review Meeting? If we don't attend, other people at the table will be making decisions about what kinds of programs and services my child will receive. It is important that my child feels ownership of his/her learning.
- Are my child and I attending and actively involved in all of the IEP Annual Review meetings?
- Who do we need to involve from outside the school who my child might need later? (examples: VESID, college support services, adult service agencies, etc.)
- Is someone keeping a list of participants at my child's meeting in case we have questions?

- Is there anyone else who we would like to attend meetings with us? Perhaps someone who could help us remember things to say that we might otherwise forget? Or someone who would just make us more comfortable if they were there.
- Are we planning through this IEP development to provide classes and programs that are based on my child's individual needs, and in a practical way tied to careers and real life skills that he/she can really use?
- Is the IEP a practical document that we can understand and can be used on a daily basis to give guidance and direction to program staff? Is it driven by my child's individual needs, yet led by Post School Outcome goals? Does it give staff goals and objectives in specific directions?
- Will my child have had real employment experiences that will help him/her prepare for college and/or job placement options and connections?
- We should plan on following through and supporting this program in every way possible. As a parent, when my child sees me giving support to his/her school program it makes a difference in how well he/she does.

TERMS

VESID: Vocational and Educational Services for Individuals with Disabilities
 CBVH: Commission for the Blind and Visually Handicapped
 SCANS: Secretary's Commission on Achieving Necessary Skills
 CDOS: Career Development and Occupational Studies

Academic and practical areas to consider:

They involve life skills (SCANS), which are also incorporated into the Regents Learning Standards (CDOS).



Remember this question:
 "How will this help my child?"

For help, contact your regional
 Transition Coordination Site:

<http://www.vesid.nysed.gov/specialed/transition/tcslst.htm>