

Transitioning from High School to Post-School Activities

What about transition services at the secondary level?

- ✧ At the **annual PPT meeting following your child's fifteenth birthday** (or younger, if determined appropriate) you will **begin to discuss transition planning from school to adult life**. Your child must be invited to this PPT meeting, and all subsequent PPT meetings until he/she either graduates from high school or reaches his/her twenty-first birthday.
- ✧ At the same PPT, your child's IEP will be planned and must include:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to **training, education, employment** and, where appropriate, independent living skills; and
 - The **transition services needed** to assist the child in reaching those goals.
- ✧ The term "**transition services**" is defined as a **coordinated set of activities** for a child with a disability that:
 - Is designed to be within a **results-orientated** 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;
 - Is based on the individual child's **needs, strengths, interests and preferences**; and
 - Include **instruction, community experiences**, the development of **employment** and other post-school adult living objectives, related services (e.g., transportation), and, *when appropriate*, acquisition of daily living skills and provision of a functional vocational evaluation.

Why is transition planning important?

- ✧ Special Education is an "**entitlement**" program
- ✧ Adult services are "**eligibility**" programs
- ✧ Involvement of adult service agencies is important – WHY?
 - **Initiates the referral process** so it is completed prior to exit from special education
 - Ensures that **agency personnel are part of the planning process**

What can my child take with him/her to explain his/her current skills and abilities?

Before your child graduates high school with a regular diploma or completes the school year in which he/she turns 21, the school district must provide your child with a summary of his or her academic achievement and functional performance. This Summary of Performance (SOP) must include recommendations on how to assist your child in meeting his or her post-high school goals. The SOP must be completed during the final year of your child's high school education. You can view the SOP form on the State Department of Education website, www.state.ct.us/sde.