



Long Island Advocacy Center

FOR THE LEGAL RIGHTS OF STUDENTS AND INDIVIDUALS WITH DISABILITIES

April 2025

NEWSLETTER

April: Transition Planning

“Transition planning” refers to the process of preparing students in special education for life after graduation. It is a formal section on the individualized education plan (IEP), and is intended to assist each student in reaching their unique, individualized goals after high school.

According to the Individuals with Disabilities Act (IDEA) transitions services are:

TRANSITION: coordinated set of activities for a student with a disability

- Results oriented process
- Focused on improving academic & functional achievement
- Facilitate movement from school to post-school activities
 - Included but NOT limited to: post secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, community participation
- Coordinated set of activities based on student's strengths, preferences and interests.

IEP SHALL INCLUDE NEEDED ACTIVITIES IN THE FOLLOWING AREAS:

- Instruction
- Related services
- Community Experiences
- Examples include:
 - Churches
 - Non-profit organizations
 - Shelters
 - Synagogues
 - Nursing Homes
- Development of employment & other post-school adult living objectives
- When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation

New York Regulations (200.4 ix) require, “transition planning” must be included in the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually. Though informal, transition planning can start as early as kindergarten. Figuring out a student’s interests, goals, hopes and dreams for the future is transition planning - and it is a school’s responsibility to give the student the tools they need to make this a reality, to the greatest extent appropriate

What Needs to Be Included in the IEP?

Present Levels of Performance: Who the student is right now, such as what their functioning levels are and what they need within education and the curriculum. Under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities.

Measurable Postsecondary Goals:

Who the student will be after graduation, in terms of education, employment and independent living.

The IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills.

Services to be provided.

The IEP must include:

a statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education program;

the needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post school opportunities, or both, before the student leaves the school setting.

The School District has the responsibility of ensuring that parents are provided with information and have a discussion about:

- the graduation requirements that apply to the student- provided in writing;
- how the student is making progress towards receipt of a diploma including the courses the student has passed and the number of credits the student has earned;
- The assessments required for graduation and that the student has taken and passed;
- The appeal, safety net and other pathways available to the student.

Remember:

Persons with disabilities are valuable resources and have potentials that must be discovered, nurtured, and developed. One of the reasons for the lack of postsecondary success for students with disabilities is that many high school programs fail to provide adequate services needed to ensure success for these students.

There are several state agencies that can assist in providing pre-transition and transition services. Request that representatives be present at the first CSE meeting when transition will be discussed.

- Access VR- Adult Career and Continuing Education Services-Vocational Rehabilitation
- OPWDD-Office for People with Developmental Disabilities
- Office of Mental Health

Upcoming News:

LIAC's PTIC has been busy putting together a video featuring awesome adults who have transitioned to post high-school and college life. They have shared some wonderful insight and we can not wait to share the completed video with you all and revel in their fantastic stories.

LIAC is holding our Fourth Annual FUNdraiser at the Salt Shack at Cedar Beach this summer. We will be raffling off tickets to the Subway series between the Mets and the Yankees as well as many other interesting baskets. Dates and Details to follow- watch our website!

LIAC can help Reach us today

Visit us online at www.theliac.org
for valuable updated information, links to more in depth guidance, or to fill out an online intake form.

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