

TASK

Helping families navigate:

- A Special education
- A Disability services
- A Assistive technology



Region 1: 626-300-1043
 Region 2: 714-533-8275

TASK is a nonprofit organization serving:

Imperial, Los Angeles, Orange, Riverside,
 San Bernardino and San Diego Counties

We are a *Parent Training and Information Center*
 and a *Family Empowerment Center*

TASK Offices:

- Alhambra
- Brea
- Riverside
- San Diego

CA Parent Training and Information (PTI) Centers
 Administrative Offices and Counties Served - 2020-2025



Mission Statement

TASK educates and empowers people with disabilities and their families.

TASK Disclaimer

TASK staff does not advise parents as to the nature of a child's disability or needs, nor do we recommend placements or therapies.

Family Support Specialist Services

- Individual Telephone Support
- Individual IEP Consultation
- Review IEP and Assessments
- Educational Workshops
- Referrals and Resources
- Community Outreach

TASK 4

TECH Services

- Assistive Technology (AT) Webinars
- Individualized Online Lab Appointments
- AT Consultations / Clinics
- Augmentative and Alternative Communication (AAC) Services
- ▣ Project Communication –FREE One-hour AAC consultations
- ▣ Let's Talk AAC – Professional Development Series
- TECH Connection Online
 - ▣ Social / Life Skills Group ages 14+
- Information and Resources
- All services by appointment

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TASK 5

Navigating the Individual Transition Plan and Adult Services



6

The Workshop Will Cover The Following:

1. Transition Services
2. Individual Transition Plan (ITP) Under IDEA
3. Age of Majority (all students)
4. Section 504 & American Disabilities Act (ADA)
5. Opportunities for Diploma Track / College-Bound Students
6. Opportunities for Students with Developmental Disability
7. Tips and Pointers

TASK 7

Navigating the ITP & Adult Services Acronyms

- IDEA Individuals with Disabilities Education Act
- FAPE Free Appropriate Public Education
- IEP Individualized Education Program
- ITP Individual Transition Plan
- SOP Summary of Performance
- ADA American Disability Act
- DSP&S Disabled Students Program and Services
- DOR Department of Rehabilitation
- RC Regional Center
- IPP Individualized Program Plan
- IHSS In-Home Support Services
- ILC Independent Living Centers
- CDE California Department of Education
- LEA Local Education Agency
- SELPA Special Education Local Plan Area
- SPED Special Education
- WIOA Work Innovation Opportunity Act

TASK 8

Transition Services

Transition Services – The term 'transition services' means a coordinated set of activities for a child with a disability that-

(A) is designed to be a results-oriented 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

TASK 9

Transition Services

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, the acquisition of daily living skills.

TASK 10

The Individual Transition Plan (ITP)

- Beginning no later than the first IEP to be in effect when the pupil is 16 years of age or
- Younger if determined appropriate by the IEP team
- The Individual Transition Plan (ITP) can be written at the yearly IEP meeting
- Or can be written at a special IEP team meeting
- Includes courses of study needed to assist the pupil in reaching goals
- The transition plan is reviewed yearly at the yearly IEP meeting

EC56345(B)(8)

TASK 11

ITP Transition Goals Under IDEA

1. Measurable statement of what a student will achieve leaving high school
2. What will be worked on this year to help build the student's skills in attaining the post-secondary outcome?
3. Functional goals for developmentally delayed students are defined as motor skills, social interaction, communication, personal living skill, and community skills – an overall measure of independence.

TASK 12

Individual Transition Plan (ITP) Services

Transition Services may include:

- Specialized Academic Instruction (IDEA)
- College Awareness Preparation
- Career Awareness/Planning
- Self Advocacy (all disabilities)
- Work Experience
- Job Coaching

TASK 13

Who Should Attend IEP/ITP Meeting?

- Student – the school district must invite the student by providing written notice.
- Parent/family member
- Special education teacher
- General education teacher
- Department of Rehabilitation, Regional Center, and other agencies

TASK 14

Diploma & Certificate of Completion

- **STANDARD DIPLOMA:** Meet all state and LEA course requirements for earning a diploma with or without accommodations.
- **A NEW PATHWAY TO A HIGH SCHOOL DIPLOMA (STANDARD DIPLOMA BASED ON MODIFIED CURRICULUM):** Meet all state and LEA course requirements for earning a diploma using a modified curriculum based on state standards.
- *Note: The modifications should be closely aligned with state standards; otherwise, the student may not qualify for a standard diploma*
- **CERTIFICATE OF COMPLETION:** Alternative course of study based on functional skills.

TASK 15

New Pathway to a High School Diploma

- AB 181 (Cal. Ed. Code § 51225.31) provides a new high school diploma pathway for students with exceptional needs. Students who entered ninth grade in the 2022-23 school year or later can graduate through this pathway. To qualify, the student must be eligible to take the California Alternate Assessment (CAA), an assessment for students with significant cognitive disabilities. The student must complete state standards-aligned coursework based on modified content standards to meet statewide course requirements.
- <https://www.cde.ca.gov/sp/se/lr/om082523.asp>
- <https://www.cde.ca.gov/re/cc/>
- <https://www.cde.ca.gov/ta/tg/ca/caalepteamrev.asp>
- <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>

TASK 16

Age of Majority

- The law assumes that all young people can make their own decisions at 18. (all students)
- IDEA states the authority to transfer educational decision-making rights to students at the age of majority (18 years).
- Beginning at least one year before the student reaches the age of majority (by age 17), the student's IEP must include a statement that they have been informed of the special education rights that will transfer.

(P) Assignment of Educational Decision-Making Authority California Education Code Section 56041.5

TASK 17

Assignment of Educational Decision-Making Authority California Education

(P) Assignment of Educational Decision-Making Authority
California Education Code Section 56041.5

I, _____, hereby declare the age of 18 years, beginning next September 1st, to be the majority for any purpose for a student with exceptional needs and hereby declare that the age of majority and decision-making authority pursuant to California Education Code section 56041.5, hereby authorizes my parent, _____, to transfer my child's decision-making authority to the student.

By me regarding my child/children in a Free Appropriate Public Special Education:

Such authority shall include, but is not limited to:

(1) Filing or reacting to any IEP agency, sent by the California Department of Education and the Department of Education, Office of Compliance;

(2) Submitting any necessary special services to the parents, and/or being named to California Education Code Title 56000, of 448, and any related special services;

(3) Making IEP meetings and the IEP team decisions and any Due Process Meetings and signing IEP agreements and decision agreements with the agency and IEP and authority to bind the student to the agreement;

(4) Authorizing or refusing to authorize assessments, services, or placements;

(5) Obtaining consent of any other educational, psychological, medical, behavioral, or juvenile justice entities, or any other individual or organization involved in any way in the assessment, medical services, assessment, and/or placement services, of the child's services;

(6) Receiving information about the child and/or child's services and/or placement regarding the special education rights of the child;

(7) Exercising any other rights within the law relating to special education with the child and/or child's services.

A philosophy or model of the described procedure that have effect on the signed:

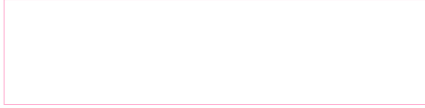
Date: _____

Signature: _____

Source: <https://www.disabilityrightsca.org/learn-manual/appendix/assignment-of-educational-decision-making-authority-california-education-code-section-56041.5/>

TASK 18

Section 504 & American Disabilities Act (ADA)



TASK 19

Section 504

- Section 504 is a civil rights law that protects individuals in programs and activities receiving federal funds.
- Ensures that the child with a disability has equal access to education.
- In post-secondary education (college), there are no IEPs or 504 Plans.

TASK 20

American With Disabilities Act ADA

- The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in several areas, including education, employment, transportation, public accommodations, communications, and access to state and local government programs and services.
- Colleges are required to ensure students and others with disabilities, including parents, are not denied access to the school's programs or activities because of inaccessible facilities, including academic buildings, walkways, restrooms, athletic facilities, and parking spaces.

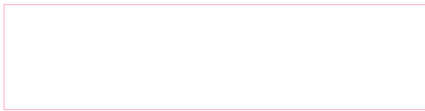
TASK 21

Accessibility Under ADA

- Access means ensuring programs and activities are available to students and others with disabilities
- Such as a class on the second floor with no elevator, must be relocated to the ground floor for the student.
- It could include raising a desk so a wheelchair can fit under it.

TASK 22

Opportunities for Diploma Track / College Bound Students



TASK 23

Post-Secondary College Academic Qualifications

- A postsecondary student (college-bound) with a disability is not entitled to the same services and supports that the student received in high school.
- Students are required to meet the academic qualifications for college entry
- Postsecondary educational institutions are not required to adjust or provide aids or services that would fundamentally alter their academic program.
- Students must "identify themselves."
- Colleges do not have to involve parents in decision making

TASK 24

Post-Secondary College Accommodations

- Student is responsible for asking for accommodations they need
- Each college will determine accommodations, typically such as:
 - Extra time for test taking
 - College may provide a note taker or record lecture notes on the college computer
- **Colleges do not modify curriculum, such as:**
 - Contents of exams
 - Course syllabus

TASK 25

Disabled Students Program and Services (DSP&S)

- These services may be provided on community college and university campuses.

Access to Adaptive Equipment	Adaptive Technology
Special Parking	Campus Orientation and Accessibility
Specialized Academic Counseling	On-Campus Transportation
Interpreter services for hearing impaired or deaf students	Housing Accommodations
Tutoring/Note taker services/Readers if appropriate	Proctoring and Test-Taking Arrangements
Preferential Class Registration and Assistance	Workshops
Alternate Format	Classroom Furniture

TASK 26

Opportunities for Students with Developmental Disabilities

TASK 27

Regional Center

- Regional centers are nonprofit private corporations that contract with the Department of Developmental Services to provide or coordinate services and support for individuals with developmental disabilities.
- Regional Center services under the Lanterman Act are for the whole life.
- Individuals must have a disability that begins before their 18th birthday to qualify
- Regional Center is the last payee for client services and needs.

TASK 28

Regional Center Individual Program Plan (IPP)

- Individualized plan to meet the consumer’s needs to live independent and productive lives based on the individual’s likes and wants.
- Written and reviewed yearly
- IPP meetings can be requested at any time to add new services
- Audio tape record the IPP meeting (AB 1402) with 24-hour written notice

TASK 29

Regional Center Services and Supports

- Case Management
- Crisis Support Services
- Overnight/Out-of-home respite
- Day care support/specialized supervision/personal assistance
- Day services
- Residential Services
- Transportation
- Work Activity Placement
- Employment
- Behavioral Intervention
- Social Skills Training
- Support Groups
- Employment & Pre-Employment Training
- Independent Living Skills (ILS)
- Supported Living Skills (SLS)
- Family Home Agencies
- Mobility Training
- Individual/Group Work Placement

TASK 30

Independent Living Centers

- There are 28 Independent Living Centers throughout California.

You may receive help with the following:

- Advocacy
- Independent Living Skills
- Peer Counseling
- Personal Assistance Services
- Housing Assistance
- Youth Services

TASK ³¹

Social Security

- The Supplemental Security Income (SSI) program pays benefits to disabled adults and children with limited income and resources.
- Some children with disabilities may qualify before age 18 based on family income
- Disabled adults can apply for benefits at the age of 18
- Based on the disabled adult's income (not the parent's income)
- Social Security Office Locator

TASK ³²

In-Home Supportive Services (IHSS)

- The In-Home Supportive Services (IHSS) program provides in-home assistance to:
 - Eligible aged (seniors)
 - Blind and disabled individuals
 - Alternative to out-of-home care
- It enables recipients to remain safely in their own homes.
- County IHSS Offices

TASK ³³

Department of Rehabilitation (DOR)

- **Department of Rehabilitation** works in coordination with LEA (local school districts)
 - Workability Programs in high school
 - DOR ELIGIBILITY – APPLY ONLINE at Age 16 or 6 months before high school graduation
 - At age 18, DOR speaks directly to the client
 - DOR does not have to involve parents in decision-making at the age of 18
- DOR works with students and families to ensure the following but not limited to:
- Job Exploration and Counseling
 - Work-Based Readiness Training
 - Self-Advocacy Skills
 - Job Coach
 - May provide community college funding

TASK 34

Tips and Pointers

- At Age 16, the IEP must include your child's Individual Transition Plan ITP, starting July 1st 2025 this can be as early as student's 14th birthday.
- For conservatorship, please consult an attorney because it is a legal process through the courts.
- If student is headed to college, make sure the student identifies themselves with the Disabled Students Program and Services office – DSP&S- every college/university has one.
- Encourage transition activities outside of school.
- Teach self-advocacy and self-determination skills at home, and encourage self-advocacy goals in your young adult's IEP when appropriate

Resources

- CLICK TO OPEN LINKS
- [Disability Rights California](#)
 - [What is an ITP?](#)
 - [Pacer National Parent Center on Transition and Employment](#)
 - [Help Your Young Adult Learn About Accessing Accommodations After High School](#)
 - [Understood.org](#)
 - [What is IEP Transition Planning](#)
 - [National Collaborative on Workforce and Disability \(411 on Disability Disclosure\)](#)
 - [Diploma Comparison Chart](#)
 - [Alternative Diploma Pathway](#)
 - [Assignment of Educational Decision Making Authority](#)
 - [The Americans with Disabilities Act \(ADA\) homepage](#)
 - [Workforce Innovation and Opportunity Act](#)
 - [Connections California: Transition to Adulthood - Work Preparation and Self-Advocacy](#)
 - [Transition Timeline for Parents](#)
 - [Think College for Students](#)

TASK 35

Resources

CLICK TO OPEN LINKS

- Federal Student Aid (FAFSA)
- Federal Pell Grants
- California College Promise Grant
- Job Corps
- Regional Center Listings
- Self-Determination Program
- Supported Decision Making
- California Independent Living Centers
- Social Security Administration
- In-Home Supportive Services
- Department of Rehabilitation (DOR)
- Lifecoursetools
- List of additional resources

TASK 38





Main Office- (714)-533-8275

Site: www.taskca.org

YouTube Channel:
<https://www.youtube.com/user/TASKPTI/videos>

Webinar Calendar:
<https://taskca.org/calendar/>

Sources:
 Code of Federal Regulations Implementing the IDEA
 California Education Code - Part 30
 Individuals with Disabilities Education Act
 United States Code
 Family Education Rights Privacy Act (FERPA)

38
