



Transition Programs



Transition to Adult Services at Range Center, Inc.

Adult Services and Community Involvement through Range Center, Inc. are person-centered and flexible to meet the needs of individuals, not programs.

Range Center, Inc. participates in a process that helps to determine anticipated service needs of students in transition to prevent delays in service. The earlier parents or guardians contact Range Center, Inc. for information about transition services the better:

***1. Call the Director of Vocational Services, Sue Cook,
at (218) 254 3347 to request information.***

Or write: Sue Cook, Director of Vocational Services

P.O. Box 629

1001 8th Ave.

Chisholm, MN 55719



Final regulations were published on August 14, 2006 for the reauthorized

**Individuals with Disabilities
Education Act (IDEA).**

The new federal
statutory language states:



The term “transition services” means a coordinated set of activities for a child with a disability that:

- is designed within 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 postsecondary education, vocational education, integrated employment, continuing and adult education, adults services, independent living, or community participation;
 - is based on the individual needs, taking into account the child’s strengths, preference, and interested; and
 - includes instruction, related services, community experiences, the development of employment and other post-secondary adults living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
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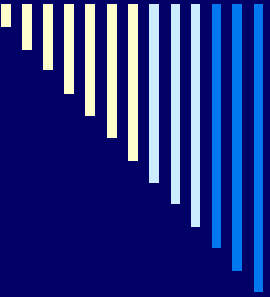


Minnesota Administrative Rules

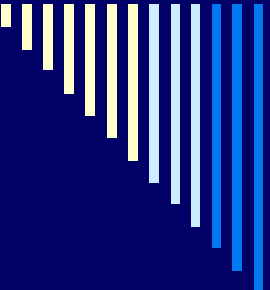
3525.2900 subp. 4

Transition Planning

“By grade nine or age 14, whichever comes first, the IEP plan shall address the pupil’s needs for transition from secondary services to postsecondary education and training, employment and community living.”



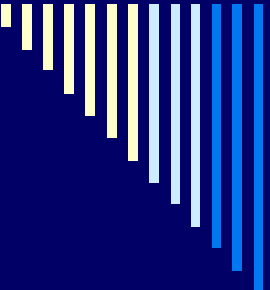
A. For each pupil, the district shall conduct an evaluation of secondary transition needs and plan appropriate services to meet the pupil's transition needs. The area of evaluation and planning must be relevant to the pupil's needs and may include work, recreation and leisure, home living, community participation, and postsecondary training and learning opportunities. To appropriately evaluate and plan for a pupil's secondary transition, additional IEP team members may be necessary and may include vocational education staff members and other community agency representatives as appropriate.



B. Secondary transition evaluation results must be documented as part of an evaluation report. Current and secondary transition needs, goals, and instructional and related services to meet the pupil's secondary transition needs must be considered by the team with annual needs, goals, objectives, and services documented on the pupil's IEP.

MN Rules 3525.2900 subp. 4

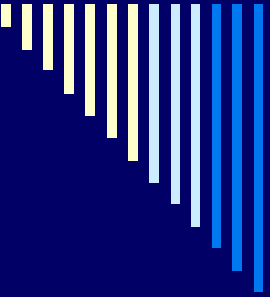
October 12, 2007



Range Center, Inc. Transition Programs

Quality Indicators:

1. *Transition Planning*; planning should begin early in a student's education experiences and continues through a student's lifespan.
 2. *Interagency Collaboration*; Agencies share program resources and develop interagency agreements and policies. Communication and information is shared among all involved in the planning process.
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3. *Family Involvement*; Family members are listened to and their ideas are respected. Family members are involved in all decisions made by the transition team.
 4. *Student Involvement*; Students are provided with opportunities to make real-life, meaningful decisions so that they develop and maintain skills necessary to make informed choices about their future.
 5. *Inclusion in School*; Programs are developed for facilitating the social inclusion of students with disabilities into regular school and community activities.
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6. *Curriculum and Instruction*

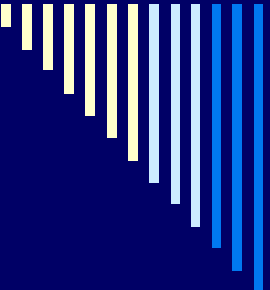
- Appropriate vocational instruction is provided, including community-based vocational experiences, to prepare students for community employment.
 - Appropriate social/interpersonal skills instruction and opportunities to establish social relationships with peers is provided.
 - Curriculum content areas are balanced there is an emphasis in all domain areas – vocational, life skills, social and academic.
 - Teaching takes place in natural environments including community settings.
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7. *Adult Services and Community Involvement*; Services are person-centered and flexible to meet the needs of individuals, not programs.

Range Center, Inc. participates in a process that helps to determine anticipated service needs of student in transition to undue prevent delays in service.

This information was modified from a fact sheet developed by the Kansas Transition Systems Change Project ; produced by the Beach Center on Families and Disability. The Title is *Quality Indicators of Exemplary Transition Programs.*



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