

Life is full of changes. Many changes will happen smoothly, and they are hardly notices, however, other changes aren't so smooth and require planning and time to prepare. Students at Spectrum Academy have dreams for their futures and what they will do and become. This is an amazing time in our students' lives and it is the beginning of adulthood. This is a time filled with excitement of graduation, employment, higher learning, college, living with room-mates, and countless other possibilities! This is a time in the student's lives full of opportunity, decisions and choices.

At Spectrum Academy, we have a plan to help our students with Transition by offering key supporters and resource to our families and students. Our incredible staff, teachers, and administration desire for all student's at Spectrum Academy to reach their educational and post educational goals so that our students can live fulfilling lives and contribute back to society. Transition is the plan for this to happen.

Graduation Choices for Students at Spectrum

University Track	Occupational Course of Study Track	Life Skills "GOLD Program" Track
<p>The <b>University Track</b> is designed for students who are planning on attending a University or College. The same graduation requirements must be met; however, additional courses are required as well:</p> <ul style="list-style-type: none"> <li>• 2 years of foreign Language- the foreign language must be consecutive (i.e. Spanish 1 &amp; Spanish 2)</li> <li>• 3 years of Mathematics</li> <li>• 3 years of Science</li> <li>• 4 electives (some of these electives can be substituted for the Occupational Course of Study work)</li> </ul> <p>Students must also take the ACT or SAT test to apply for Universities of colleges.</p> <p><b>ACT test date</b> and accommodations can be found at <a href="http://www.actstudent.org">http://www.actstudent.org</a></p> <p><b>SAT test</b> dates and accommodations can be found at <a href="http://sat.collegeboard.org/home">http://sat.collegeboard.org/home</a></p>	<p>The <b>Occupational Course of Study Track</b> is designed for students who are planning for employment following school. Part of that employment can include technical College (DATC Davis Applied Tech Center) or attending Salt Lake Community College (SLCC) does not require the additional course or testing for admission).</p> <p>Graduation requirements for the OCS are slightly different:</p> <p><b>OCS Coursework includes:</b></p> <ul style="list-style-type: none"> <li>• English I*, II, III, IV</li> <li>• Math (occupational levels)</li> <li>• Applied Science &amp; Biology*</li> <li>• Social Studies I, II</li> <li>• Occupational Preparation I, IIa, IIb, IIIa, IIIb, IV (may be repeated)</li> <li>• Career Training: off-campus vocational training aligned with post-school employment goal or paid employment (This is used for the four electives.)</li> </ul> <p>In Addition to these hours</p> <ul style="list-style-type: none"> <li>• <b>300 hours</b> of successful School-based Vocational &amp; Independent Living Training</li> <li>• <b>240 hours</b> of successful Community-based Vocational Training</li> <li>• <b>360 hours</b> of successful Competitive Employment</li> <li>• Completion &amp; presentation of a Career Portfolio containing all required components</li> </ul>	<p>The Life skills or "GOLD program" is designed for students who are unable to take courses required for a traditional diploma.</p> <p>In the GOLD program students are learning skills such as:</p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Personal hygiene</li> <li>• Job skills</li> <li>• Skills related to life after high school</li> </ul> <p>Students in the Life Skills Track are encouraged to attend and receive services from the school until they are 22 years old.</p> <p>After the age of 22, other organizations such as Vocational Rehab of Utah have additional resources to help with living, transportation, and job placement.</p> <p>Information and available resources through VR can be found at: <a href="http://www.usor.utah.gov/division-of-rehabilitation-services/vocational-rehabilitation">http://www.usor.utah.gov/division-of-rehabilitation-services/vocational-rehabilitation</a></p>

Transition:

Transition Plan	Transfer of Rights at Age of Majority
<p>*The LEA must invite the student with the disability to attend the student’s IEP meeting. The purpose of the meeting will be the consideration of the post-secondary goals for the student and the transition services needed to assist the student in reaching those goals.</p> <p>*If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student’s preferences and interest are considered: have school counselor discussing a Student’s Education Occupational Plan (SEOP).</p> <p>*To the extent appropriate, with the consent of the parents or a student who is age 18 or older, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services</p> <p>*Beginning not later than the first IEP to be in effect when the student turns 16 (such as in an IEP meeting conducted when the student is 15 years old), or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include: 1) post secondary transitional goals, and 2) transitional services</p>	<p>Beginning not later than one year before the student reaches the age of majority (age 18), the IEP must include a statement that the student and the student’s parents have been informed of the student’s rights under that will transfer to the student on reaching the age of majority (except for a student with a disability who has been determined to be incompetent by a court).</p> <p>These rights include:</p> <ol style="list-style-type: none"> <li>1) An adult student has the right to approve his or her own educational placement and IEP without help from parents, family, or special advocates.</li> <li>2) An adult student has the right to allow parents, family, or special advocates to help if he/she desires.</li> </ol>

10 Steps to a Healthy Transition Plan	Transition Team Members: Who is on my team?
<ol style="list-style-type: none"> <li>1) Transition efforts should start early (Middle school age—or earlier, see timeline)</li> <li>2) Planning needs to be comprehensive</li> <li>3) Balance planning with what is ideal with what is possible.</li> <li>4) Student participation is essential and critical</li> <li>5) Family involvement is essential and critical</li> <li>6) Supports and Services must be provided</li> <li>7) Community-based activities are important</li> <li>8) Interagency commitment, cooperation, and coordination are vital for success</li> <li>9) Timing and planning for linkages to be made and seamless transition to post high school is to be accomplished.</li> <li>10) Rank the order of the need of the student to have success</li> </ol>	<ol style="list-style-type: none"> <li>1) Students</li> <li>2) Parents</li> <li>3) Teachers, School team Members</li> <li>4) Vocational Rehabilitation counselors</li> <li>5) Case Managers, Child Service Workers, and Mental Health Professionals</li> <li>6) Division of Services for People with Disabilities Support Coordinators</li> <li>7) College Disability Resource Center Counselors</li> </ol>