

What are "Transition Services?"

Transition services are defined in IDEA 2004 as: "a coordinated set of activities for a student with a disability that is designed to be within a results oriented process that is focused on improving academic and functional achievement of the student 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."

The Palos Verdes Peninsula Unified School District Transition To Independence Program serves students ages 18-22 who continue to be eligible to receive a free, appropriate public education. The program operates from a classroom located at The Promenade on the Peninsula from 8:15 a.m. - 3:00 p.m. Monday through Friday, with a voluntary, after school life skills and activity program from 3:00 - 4:00 p.m.



PARTNERSHIPS

- ◆ The Promenade on the Peninsula
Elizabeth Griggs, General Manager
- ◆ T.J. Maxx
Laronda Hutcherson, Manager
- ◆ Elwood Nursery
- ◆ It's in the Bag
Ronna Nelsen & Gaye Jacobs
- ◆ City of Rolling Hills

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TRANSITION TO INDEPENDENCE

"The Community Is Our Classroom"



**A Community Based
Independent Living Skills
Program for Students
18-22 Years of Age**

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“Community-based transition programs are alternative special education opportunities, developed by public school systems, in age-appropriate settings. They are located around the United States at four-year or community settings such as vocational-technical schools, houses, offices, and businesses.”

(From the Transition Coalition - The Community Transition Program)

The community-based program of the Palos Verdes Peninsula Unified School District focuses on:

- Job exploration leading to full or part-time positions in the community or work experience in small enclaves.
- Increasing mobility in the community via local public transit systems and walking.
- Functional academics supporting daily living activities.
- Refining domestic skills by building on activities students participated in during their high school years.
- Helping students and families develop and increase age-appropriate leisure and recreation activities through community involvement.

Transition To Independence at the Promenade on the Peninsula

This program is designed to serve students who are most likely to be bound for situations in which they will be supportively employed within the community either individually or in an enclave. These students:

- ⇒ have long-term support needs (a moderate to severe cognitive disability)
- ⇒ are at least 18 years of age
- ⇒ can work in an enclave or part-time/full-time job in the future
- ⇒ work at being independent in the community.



Students in this program start each day in a job focused setting either at the Southern California Regional Occupational Center or working semi-independently at a job site with the support of highly trained staff. Students then return to The Promenade on the Peninsula where they begin their afternoon program. They focus on functional academics increasing their mobility in the community with various community training activities. Students participate in cooking activities in the classroom throughout the week. In addition, one day a week several students participate in a cooking lesson with their teacher in a student's home to further develop their independent cooking skills.

This is a comprehensive program where competencies met in the classroom and in the home include:

- cooking - including, but not limited to: stove, oven, microwave, electric skillet and crock pot
- laundry - sorting light and dark clothes and measuring detergent
- cleaning - kitchen, bathroom, bedroom and living room
- household chores - sweeping, emptying trash and doing dishes
- gardening - raking, trimming, planting and watering
- making appointments
- community training - buying groceries, going out for coffee and going out for a meal
- shopping - buying gifts, clothing and other personal items
- taking public transportation - RTD and PV Transit
- hygiene skills - preparing for work - job readiness
- problem solving through daily activities