

About the Program

For special ed. students ages 18-22

The Sonoma County Office of Education (SCOE) Transition Program is designed to teach functional life skills and entry-level work skills to special education students and support their growth into adulthood. Program activities take place in the community—including work sites and other locations.

The daily living, academic, and domestic skills that are an integral part of the adult world are also emphasized. Transition students learn to perform work, ride public transportation, budget earnings, behave appropriately in public, follow directions, and more.

This program is designed to serve a wide range of learning abilities, and students have the opportunity to experience greater independence and challenges as they learn and grow. As they progress, students fine-tune their work abilities, determine job preferences, and learn to work with growing independence.

Referral Process

Begin with student's district

Families interested in finding out more about the Transition Program should contact the special education director in their district of residence.

This person will decide if a referral to the program is appropriate. If so, he or she will arrange for a visit to the program. With the recommendation of the IEP team, a district referral packet will be completed and forwarded to SCOE.

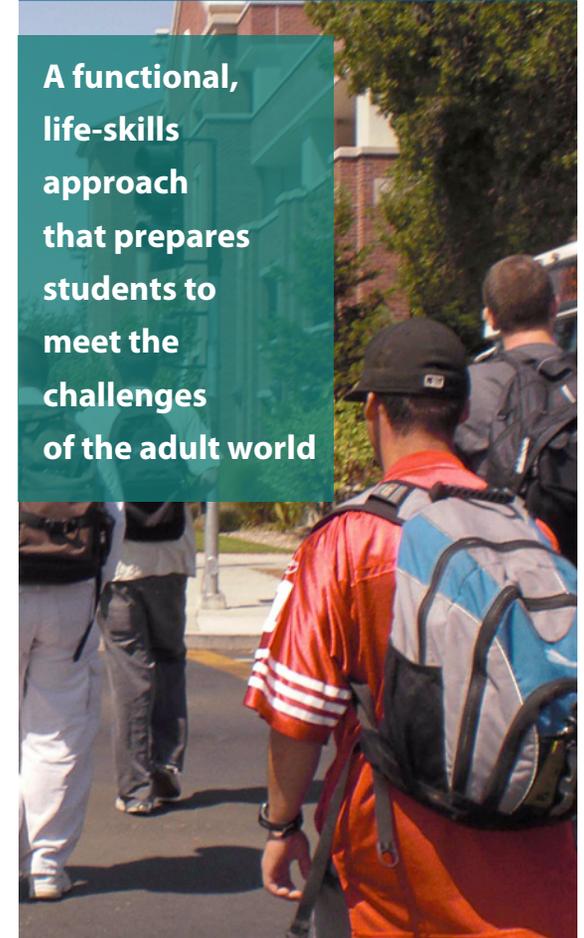
SCOE staff will then consider whether the Transition Program and related services are adequate to address an individual student's needs and goals. Specifically, the program must be determined to provide Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) for the student.



SCOE Transition Program
1006 Mendocino Avenue
Santa Rosa, CA 95401
(707) 522-3208 | www.scoe.org

Sonoma County Office of Education Transition Program

A functional,
life-skills
approach
that prepares
students to
meet the
challenges
of the adult world



Building Life and Work Skills



Students build vocational skills in local workplaces with support and supervision.

- Program staff help students gain daily living skills, such as appropriate social behavior, using public transportation, making and keeping friends, and money management (purchasing items, budgeting, and banking).
- Instruction emphasizes the functional academic skills, like reading and math, that are needed in the workplace.
- Students participate in recreational activities and may access the junior college for special academic and enrichment opportunities.
- Expectations for accuracy, speed, duration of work, and independence gradually increase to expand employment potential.



Preparing Students for a Productive Future

Programs and instruction take place in the local community.

- Work preferences are identified through “job sampling” in a variety of employment situations.
- Students and families are supported during the difficult transition from school-based to adult programs.



Program staff members work as a team with each student and his/her support network to ensure success.

Services Support Individual Student Needs



Individualized services and close teacher-student connections help meet physical, educational, and emotional needs.

- Program staff collaborate with other agencies—WorkAbility, Department of Rehabilitation, North Bay Regional Center, and others—to provide the most appropriate and effective services.
- Connections to appropriate adult programs prepare students to take the next step toward independence.
- Vocational assessments help determine students’ work strengths.

[SCOE.ORG/TRANSITION](https://www.scoe.org/transition)