

# Operating Guidelines for Transition Services

## Introduction

In Judson ISD, Transition Services are a coordinated set of activities for students with disabilities designated within a results oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, independent living, and community participation. These coordinated activities must be based on individual needs taking into account the student's strengths, preferences and interests needed services in the areas of:

- Instruction
- Related Services
- Community Experiences
- Development of Employment and other post-school adult living objectives and,
- if appropriate, acquisition of daily Living Skills and Functional Vocational evaluation must be included in the IEP.

## Guidelines

To provide a coordinated process for transition services, in the IEP, for students and to insure that all stakeholders are involved, the following procedural guidelines are provided to address the transition requirements in both federal and state regulations.

## Awareness Phase

Before a student with a disability turns 14, the student and parents should be provided with information regarding transition planning to assist them with graduation planning and an appropriate high school course study to meet the student's desired post-school outcome. However, planning for students with Autism and/or severe Intellectual Impairments should begin by the age of 8. Examples include brochures from a link to the state transition website: <http://www.transitionintexas.org> (samples in appendix).

## Planning Phase

By a student's 14<sup>th</sup> birthday, the ARD/IEP must begin to consider and address, if appropriate, 9 areas related to early transition planning (see checklist attached to this section). **To comply with this state requirement, a letter must be sent to the parents/guardian explaining transition.** The notice of ARD/IEP must explain to the student and parents/ guardians that transition considerations will be discussed at the ARD meeting. In addition, during the actual meeting, use the Transition Services portion of the ARD packet to document the committee's effort to identify the transition considerations recommended to promote movement towards the post-school goals of the student. **A Transition Planning Survey: Student Questionnaire, eSped Student Vision, and Transition Planning Survey: Parent Guardian will be provided to gain input from the student and parent.** ARD documentation must be available in case either the parent or student is unable to attend an ARD/IEP meeting, if transition will be discussed. A transition folder with checklists to document skill acquisition and develop IEP goals and objectives for transition is part of the high school "monitor teacher's" individual student folders, and surveys to provide for student/ parent input into present levels of independence, vocational skills, hobbies, interests as well as long-range goals for the future. **The parent/guardian and student must be invited to the ARD.**

## Action Phase

If an agency agrees to provide services and fails to do so, the school district must schedule an IEP meeting as soon as possible to determine alternate strategies to provide the services the agency agreed to.

By a student's 16<sup>th</sup> birthday, the Transition Services portion of the ARD/IEP must be developed with student (who must be invited to the ARD) and parents input. Before any "needed transition services" are included in the ARD/IEP, the committee must determine the student's measurable post-school goals, based on age-appropriate transition assessments, regardless of the student's skill levels relating to education, employment and training. Independent living skills, to include community access skills may be included if the ARD Committee determines it is necessary. Then, a course of study to promote movement to desired post-school outcomes must be developed and included in the IEP. Next, the ARD committee determines any needed transition services for the student, in the areas of instruction, related services, development of employment, community experiences and any other post-school adult living objectives. It is imperative that the ARD/IEP, include how the service will be provided, by whom (person responsible), and how it will be evaluated. The transition services section of the ARD/IEP must

be updated annually. If the ARD Committee chooses to address transition services before the age of 16 these same requirements apply.

The ARDC will provide parents with information from agencies that support transition planning for Autism and/or severe Intellectual Impairments.

Transition assessments, which could be either formal or informal, are required before the measurable post-school goals can be developed. [Informal Assessments for Transition Planning](#) is a highly regarded source for a variety of informal measures. It is available from Pro-Ed Publishing in Austin.

Additionally, the district uses the Enderle-Severson Transition Rating Scales. Contact the Special Education Department Chair or Special Education Coordinator for the high school to order additional copies. The results of the Enderle-Severson Scales can be inputted into the company's online report generating tool. A summary report of each student's transition assessment results related to employment, post-school education training, and independent living must be used to determine post-school goals. *The case manager will maintain documentation of both the student and parent input of transition services.* An audit copy must be in the file at the Special Education Office and in the campuses special education student folder.

## **Appendix for Transition Services**

1. Checklist for Reviewing Compliance with Federal and State Transition Regulations
2. Transition Planning Tool to document transition process for the state performance plan indication #13
3. Sample transition information from [www.transitionintexsa.org](http://www.transitionintexsa.org)
4. Sample community resource guide for parents
5. Transition Planning Survey (Parent/Guardian and Student)

## A CHECKLIST FOR REVIEWING COMPLIANCE WITH THE FEDERAL AND STATE TRANSITION REQUIRMENTS

### \*REQUIRED ITEMS

#### Notice of ARD Requirements:

- \*1. Yes No Does the ARD Notice indicate that the **student** was invited to the ARD?  
(Required for all students in Special Education when ‘transition service needs’ or “needed transition services” are being considered/ addressed)
- \*2. Yes No Did the school invite a representative of any other agency that is likely to be responsible for providing or paying for transition services?
- \*3. Yes No Was the parent informed on the Notice that 1) the student would be invited and 2) transition considerations and services discussed?
- \*4. Yes No If any agency invited to attend did not do so, did the school take steps to obtain participation in the planning/ information sharing? Explain?  

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- \*5. Yes No Was the parent invited to ARD?
- \*6. Yes No Are the time and location of the ARD meeting provided, as well as the opportunity to re-schedule the meeting for a mutually agreeable time and place?
- \*7. Yes No Did the school obtain parental consent or consent of adult student to invite a representative of a participating agency.

#### ARD/IEP Requirements:

- \*1. Yes No By a student’s 14th birthday, nine initial transition considerations are included in the IEP: a) the student’s involvement in their transition; b) parent involvement both before and after age 18; c) any post-secondary educational options; d) age-appropriate instructional environments for students 18 and older; e) independent living goals and objectives; f) circumstances for referral to a government agency; and functional vocational evaluation.
- \*2. Yes No Is there evidence the statement was updated annually?

- \*3. Yes No By the 16th birthday of the IEP contains the student's measurable post secondary goals based on age appropriate transitioning assessment.
- \*4. Yes No If the student is sixteen or older a statement of needed transition services is included in the IEP. Areas to address include any needed transition services in the areas of:
- a. instruction
  - b. related services
  - c. community experience
  - d. development of employment and other post-school adult living objectives
  - e. when appropriate, daily living skills
  - f. when appropriate, functional vocational evaluation
- \*5. Yes No Are the activities in the statement of needed transition services presented as a coordinated set of activities that promote movement from school to desired post-school activities?
- \*6. Yes No Were the student's preferences, interests and abilities included in the activities based on the student's needs?
- \*7. Yes No If appropriate, does the IEP include a statement of each public agency's responsibilities and linkages before the student leaves the school setting?
- \*8. Yes No Are the transition services revised/ updated at least annually and responsible party for each service identified?
- \*9. Yes No If an outside agency that had agreed to provide transition services to a student fails to do so, has the school initiated an ARD/IEP meeting to identify alternative strategies to meet the transition objectives, and was this meeting held as soon as possible?
- \*10. Yes No Is the course of study developed to meet the transition goals?

## Transition Planning Tool

<b>STUDENT'S "EXPRESSED" GOALS FOR LIFE AFTER HIGH SCHOOL:</b>		
<b><i>Transition Assessment Questions Prompted by the Student's Expressed Goals</i></b>	<b><i>What Transition Assessment Tool(s)/ Process Will Be Used to Gather information?</i></b>	<b><i>Transition Assessment Results Relevant for "Measurable Post-Secondary Goals"</i></b>
<p><b>In IEP: <u>Present Levels of Academic Achievement and Functional Performance- PLAAFP-(current Transition <u>competencies</u> linked to student's desired post-school goals)</u></b></p> <p>Employment:</p> <p>Training:</p> <p>Post-Secondary Education:</p> <p>Independent Living:</p>		
<p><b>Anticipated Course of Study:</b></p> <p>Language Arts: P.E.:</p> <p>Math: Electives:</p> <p>Science: Others:</p> <p>Social Studies:</p>		

## Transition Planning Tool

### Measurable POST-SCHOOL GOALS (based on results of age-appropriate transition assessments):

Employment:

Training:

Post-secondary Education:

Independent Living:

### “TRANSITION SERVICES” to include in IEP (may be special education- “specially designed instruction,” Related Services, supplemental aids, etc.)

Instruction:

Related Services:

Development of Employment:

Community Experiences:

Other Adult Living objectives:

Annual Goals and Objectives with Transition Focus:

Interagency linkages (e.g. referrals)

Interagency Responsibilities (another agency’s commitment to provide service):

Student and Parents’ involvement in Transition:

Notes: