

Transition Services

Overview

- IDEA Definition and Basic Concept
- Philosophy
- Evaluation Planning
- Child Study Team
- Individualized Education Plan
- Other Agencies
- Graduation

Definition

From IDEA 97:

Sec. 300.29 Transition Services

(a) As used in this part, transition services means a coordinated set of activities for a student with a disability that –

(1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual student's needs, taking into account the student's preferences and interests; and

Definition

Continued:

(3) Includes –

- (i) Instruction;
- (ii) Related services;
- (iii) Community Experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

The Transition Concept

Three major components:

1. Coach every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to get there.
2. Design the high school experience to ensure that the student gains the skills and competencies needed to achieve his or her desired post-school goals.
3. Identify and link students and families to any needed post-school services, supports or programs before the student exits the school system.

(Storms, et. al. 2000)

Philosophy of Transition

The student's high school program should thoroughly prepare him or her for achieving his or her desired post-school goals.

The student's IEP should reflect the services and supports needed to assist the student to gain the skills, experiences and connections to make his or her post-school goals a reality.

adapted from (Storms, et. al. 2000)

Gathering Transition Information

- When:

Prior to the development of a Transition IEP.

Required by age 14 or earlier if appropriate.

Gathering Transition Information

- What:
 - Student's Preference and Interests;
 - Student's Desired Post-School Goals; and
 - Present Levels of Educational Performance

In the areas of:

Instruction, Employment, Community Experiences,
Post-school and adult living, Related services, Daily
living and Functional vocational assessment

Gathering Transition Information

- How:
 - Formal methods:
Standardized tests, structured interviews, interest inventories, etc.
 - Informal methods:
Observations, conversations with student and family, interest inventories, checklists, etc.

Gathering Transition Information

- Who:
 - Information **MUST** come from a variety of relevant sources.
 - For example:
 - Family
 - Student
 - Teachers and other staff
 - Job Coaches
 - Employers
 - Agencies other than the school

Evaluation Plan/Permission

EVALUATION PLAN

NOTICE OF INTENT TO CONDUCT AN EVALUATION OR REEVALUATION
and
PERMISSION FOR EVALUATION OR REEVALUATION

TRANSITION NEEDS: Needs in terms of major changes in instruction, learning environment or learning objectives.

Child Study Team Report

ASSESSMENT AREAS

Assessment results, including implications for educational planning, may be summarized or attached as written reports.

Report		Report	
Summarized	Attached	Summarized	Attached
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* Required

Child Study Team Report

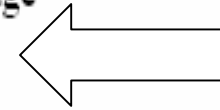
Recommendations for consideration by the IEP team:

Special Education Services

- Adaptive Physical Education
- Braille Instruction
- Career/Vocational
- Communication
- Math

- Reading
- Self-Help/Independence
- Sensory-Motor
- Social/Emotional/Behavioral

- Speech/Language
- Transition
- Travel Training
- Written Expression



The Transition IEP

Required Team Members

Student

Parents


Regular Education Teacher

Special Education Teacher

Administrator (or Designee)

Others (as appropriate)

Invitation/Meeting Notice

 <p>Office of Public Instruction Linda McCulloch, Superintendent PO Box 202501 Helena, MT 59620-2501</p>	<h2>Special Education Meeting Notice</h2>
Student's Name	Today's Date
Parent/Guardian Name	IEP Manager and Phone Number

Those invited to attend include: (check all that apply)

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent(s)/Guardian/Surrogate <input type="checkbox"/> Student <input checked="" type="checkbox"/> Administrator or Designee <input checked="" type="checkbox"/> Regular Education Teacher(s) <input checked="" type="checkbox"/> Special Education Teacher(s) | <ul style="list-style-type: none"> <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> School Psychologist <input type="checkbox"/> Other Specialist (specify): _____ <input type="checkbox"/> Outside Agencies (specify): _____ |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

For students age 14 and older the school district is required to invite the student to attend the IEP meeting.

Identifying Outside Agencies

Some good sources of information about agencies in your area are the *Regional Transition Handbooks* developed by the Montana Center on Disabilities

The handbooks can be found online at:

www.msubillings.edu/transition/map.htm

Before the IEP Meeting

- Assist students and parents to determine needs, preferences and interests related to life after high school.
- Encourage parents to actively prepare for and participate in the IEP meeting.
- Share assessment information that is available so that parents have time to consider it before the meeting.
- If an agency indicates that it will not attend the meeting, gather information from the agency to include in the IEP considerations.

Statement of Transition Service Needs

STATEMENT OF TRANSITION SERVICE NEEDS

For ALL students beginning at age 14 (or younger, if determined appropriate by the IEP team).

Student Name: _____ IEP Date: _____

If the student turns 14 during this IEP term, transition services must be included in the IEP by the student's 14th birthday.

Required by age 14 (or younger if appropriate).

- This means **by** the child's 14th birthday.
- It is easiest to do this at the IEP meeting when the child is 13 years old.

Statement of Transition Service Needs

STUDENT'S PREFERENCES AND INTERESTS:

- What is the student interested in at this time?
- What does he/she like to do?
- What preferences does the student have for work, recreation and independent living in the future?

The IEP team must gather and document information from the student regarding his or her preferences and interests.

Statement of Transition Service Needs

STUDENT'S DESIRED POST-SCHOOL GOALS:

(in the areas of employment, adult living, post-secondary education and vocational training, community participation)

The desired post-school goals or visions are based on the student's preferences, needs and interests. They are the goals, dreams, interests and aspirations held by the student, and may not be the same as the desired goals or visions held by the educational professionals.

The IEP team should gather answers to the following questions:

- What does the student want to do beyond school (e.g., further education or training, employment, military, continuing or adult education, etc.)?
- Where and how does the student want to live (e.g., dorm, apartment, family home, group home, supported or independent)?
- How does the student want to take part in the community (e.g., transportation, recreation, community activities, etc.)?

Statement of Transition Service Needs

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE RELATED TO TRANSITION:

What are the student's current achievements relative to what may be necessary and appropriate for successful transition into adult life?

Statement of Transition Service Needs

LONG-RANGE EDUCATIONAL PLAN:

Provide a course of study (a multi-year description of the educational program) that will:

- a. be meaningful to the student's future and motivate the student to complete his/her education; and
- b. directly relate to the student's anticipated post-school goals and the student's preferences and interests.
(review and revise annually)

What knowledge, skills and behaviors will the student need to help him/her complete school and reach his/her desired post-school goals?

The IEP team must provide an educational plan or courses of study for the student to ensure movement toward post-secondary goals.

Statement of Transition Service Needs

Anticipated Graduation Date

This date is not binding. It is a best estimate and goal.

Students who began school later or had retentions or other circumstances, may pass the district's attendance limits before they can graduate. This needs to be recognized enough years in advance to plan appropriately.

Attendance policies differ between districts regarding 19+ attendance.

Statement of Needed Transition Services

STATEMENT OF NEEDED TRANSITION SERVICES

For ALL students beginning at age 16 (or younger, if determined appropriate by the IEP team).

Student Name: _____ IEP Date: _____

If the student turns 16 during this IEP term, the statement of needed transition services must be included in the IEP by the student's 16th birthday.

Required by age 16 (or younger if appropriate).

- This means **by** the child's 16th birthday.
- It is easiest to do this at the IEP meeting when the child is 15 years old.

Statement of Needed Transition Services

COORDINATED ACTIVITIES/STRATEGIES AND INTERAGENCY RESPONSIBILITIES AND LINKAGES

Describe a coordinated set of activities designed within an outcome-oriented process that will:

- a. directly relate to the student's anticipated post-school goals and the student's preferences and interests; and*
- b. promote movement from school to post-school settings and activities. (review and revise annually)*

Statement of Needed Transition Services

TRANSITION SERVICES	ACTIVITIES/STRATEGIES	PERSON RESPONSIBLE/ AGENCY/PAYER	OUTCOMES & TIMELINES	IEP GOAL # (special ed. services only)
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This column lists the areas for consideration in transition planning. They are:

- Instruction
- Employment
- Community Experiences
- Post-School Adult Living
- Related Services
- Daily Living
- Functional Vocational Assessment

Statement of Needed Transition Services

TRANSITION SERVICES	ACTIVITIES/STRATEGIES	PERSON RESPONSIBLE/ AGENCY/PAYER	OUTCOMES & TIMELINES	IEP GOAL # (special ed. services only)
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This area of the form is used to record the activities and/or strategies that will be used to address the student's transition service needs in each of the seven areas.

Statement of Needed Transition Services

TRANSITION SERVICES	ACTIVITIES/STRATEGIES	PERSON RESPONSIBLE/ AGENCY/PAYER	OUTCOMES & TIMELINES	IEP GOAL # (special ed. services only)
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This area is used to identify who is responsible for providing, coordinating, or paying for the activities/strategies.

Statement of Needed Transition Services

TRANSITION SERVICES	ACTIVITIES/STRATEGIES	PERSON RESPONSIBLE/ AGENCY/PAYER	OUTCOMES & TIMELINES	IEP GOAL # (special ed. services only)
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This area of the form is used to identify expected outcomes and timelines for completion of each of the activities listed.

Statement of Needed Transition Services

TRANSITION SERVICES	ACTIVITIES/STRATEGIES	PERSON RESPONSIBLE/ AGENCY/PAYER	OUTCOMES & TIMELINES	IEP GOAL # (special ed. services only)
---------------------	-----------------------	-------------------------------------	-------------------------	-------------------------------------------

This box is used to identify, by number, the IEP goals that are related to the activity/strategy.

Not every activity/strategy will have an associated goal, but every goal in the IEP should be related to at least one of the activities/strategies.

An IEP goal may be used to address more than one activity/strategy.

Statement of Needed Transition Services

Instruction Examples:

Activities/Strategies:

- Learn about the Americans with Disabilities Act (ADA)

- Take a General Education Development (GED) pre-test

- Learn to use various communication modes (email, voicemail, etc.)

- Learn about personal safety (stranger danger, sexual transmitted diseases, etc)

Person responsible/Agency/Payer:

- Special education teacher

- School counselor

- Parent

Outcomes and Timelines:

- During 9th grade

- Prepared to take the GED

Statement of Needed Transition Services

Employment Examples:

Activities/Strategies:

- Participate in job shadowing opportunities

- Write a Plan for Achieving Self-Support (PASS)

- Determine eligibility for Montana Vocational Rehabilitation Services

Person responsible/Agency/Payer:

- Special Education Teacher/Vocational specialist

- School Counselor

- Vocational Rehabilitation Staff

Outcomes and Timelines:

- Completed job shadowing experiences

- Submits PASS plan to Social Security Administration

- VR eligibility determined

Statement of Needed Transition Services

Community Experiences Examples:

Activities/Strategies:

Secure a driver's license

Participate in community and civic organizations

Attend chess club

Person responsible/Agency/Payer:

Parent/Student

Student

Counselor

Outcomes and Timelines:

Learn to play chess

Take Driver's license exam by 16th birthday

Statement of Needed Transition Services

Post-School Adult Living Examples:

Activities/Strategies:

Apply for Supplemental Security Income (SSI) from the Social Security Administration

Learn to use a daily planner

Use the newspaper to locate an apartment or vehicles for sale

Person responsible/Agency/Payer:

Classroom teacher

Parent/Student

Counselor

Outcomes and Timelines:

By the end of the year

Statement of Needed Transition Services

Related Services Examples:

Activities/Strategies:

- Interview and select adult-related service providers

- Explore transportation options

- Complete an assistive technology evaluation

Person responsible/Agency/Payer:

- Orientation and Mobility specialist

- Occupational Therapist

- Developmental Disabilities agency

Outcomes and Timelines:

- Learn to ride the bus independently

- Assistive Technology needs identified

- Service providers identified

Statement of Needed Transition Services

Daily Living Examples:

Activities/Strategies:

Take cooking classes and practice cooking skills

Independently make an appointment with a physician or dentist

Prepare a personal budget

Person responsible/Agency/Payer:

Classroom teacher

School counselor

Student

Outcomes and Timelines:

Prepare a meal for family

Go to dental appointment

Statement of Needed Transition Services

Functional Vocational Assessment Examples:

Activities/Strategies:

Develop a vocational profile based on information gained from employment, home and school opportunities

Gather information from a designated situational vocational assessment site in the community

Complete an aptitude or interest survey

Person responsible/Agency/Payer:

Special education teacher

Occupational Therapist

School Counselor

Local sheltered workshop staff

Outcomes and Timelines:

Student's job specific skills are identified

Basic aptitudes identified

Statement of Needed Transition Services

What if an agency fails...

Sec. 300.348 Agency responsibilities for transition services.

- (a) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Sec. 300.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- (b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. (Authority: 20 U.S.C. 1414(d)(5); 1414(d)(1)(A)(vii))

Statement of Needed Transition Services

TRANSFER OF RIGHTS AT AGE OF MAJORITY

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18. Date student was informed of the transfer of rights: _____ Date student reaches the age of majority: _____

 <p>Office of Public Instruction Linda McCulloch, Superintendent PO Box 202501 Helena, MT 59620-2501</p>	Transfer of Parental Rights – Student Notice
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 <p>Office of Public Instruction Linda McCulloch, Superintendent PO Box 202501 Helena, MT 59620-2501</p>	Transfer of Parental Rights – Parent Notice
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Statement of Needed Transition Services

GENERAL EDUCATION ACCOMMODATIONS/MODIFICATIONS	
<p style="text-align: center;">Academics and Nonacademics where accommodations, modifications are needed.</p>	<p>Accommodations, modifications, supplementary aids, or other forms of support for the <u>student</u> to be involved in and progress in the general education curriculum:</p>

Graduation

HIGH SCHOOL GRADUATION

(check one box)

- The IEP team determined that the student **will meet** the district's graduation requirements, **or** will substantially complete the measurable annual goals **and** will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student **is** expected to graduate with a regular diploma at the end of the current school year.

- The IEP team determined that the student **will not meet** the district's graduation requirements, **or** will not substantially complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student **is not** expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

Graduation

Grades, Graduation and Diplomas



Prepared by the Montana Office of Public Instruction
Linda McCulloch, Superintendent
Division of Special Education
PO Box 202501
Helena, MT 59620-2501

March 2003

Graduation

From the Guide, Page 5:

10. Is a Child Study Team meeting required prior to graduation from high school?

No.

Graduation

From the Guide, Page 5:

11. Is an Individualized Education Program meeting required prior to graduation from high school?

Before a student receives a diploma, the IEP team must meet to review the student's IEP to assure:

- the school district's graduation requirements will be met, or
- the student's measurable annual goals will be substantially completed, and
- new measurable annual goals are not needed for the coming school year.

Graduation

Question 11 (continued)

If the IEP team determines that the student has met the district's graduation requirements or substantially completed the measurable annual goals and does not need new measurable annual goals, then the IEP team would not develop a new Individualized Education Program and the student would graduate with a regular diploma at the end of the current school year.

If the IEP team determines that the student will not meet the district's graduation requirements or will not substantially complete the measurable annual goals, and the student is not expected to graduate with a regular diploma at the end of the current school year and will not exceed the district's age limitations, the IEP team will develop a new Individualized Education Program for the next school year with new measurable annual goals.

Graduation

From the Guide, Page 6:

12. What are the school district responsibilities prior to graduation from high school?

Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice.

Graduation

From the Guide, Page 6:

13. May a student who has graduated from high school continue to receive special education services under IDEA ?

Graduation with a regular diploma will satisfy the district's obligation to provide a free appropriate public education under the Individuals with Disabilities Education Act.

This means that the district is no longer required to provide special education and related services after graduation. A student's eligibility for special education services may also end if the student no longer meets school district age qualifications.

Diplomas

From the Guide, Page 6:

14. Are all special education students eligible to receive a regular diploma?

Montana administrative rules state that a student who has successfully completed the goals identified on an IEP shall be awarded a regular diploma and attend the same graduation ceremony consistent with school district policy.

Diplomas

From the Guide, Page 6:

15. May requirements for granting a diploma be waived for students with disabilities?

Each school district shall provide for a waiver of the district established learner outcomes in order to accommodate the needs of special education students. Learner outcomes that are waived must be identified on the student's IEP.

The school district is permitted to waive specific course requirements based on individual student needs and performance levels. Waiver requests shall be considered with respect to age, maturity, interest, and aspirations of the student and shall be in consultation with the student's parents or guardians. The IEP team must follow local district policy when considering waivers for students with disabilities.

Diplomas

From the Guide, Page 7:

16. May a school district use different wording on the diploma received by a student with a disability?

School districts are encouraged to use the same language on all diplomas for all students. If a school district awards a diploma other than a regular diploma to a student with disabilities, the district may still be responsible to provide FAPE beyond graduation.

The diploma awarded to each student must be similar in all significant respects. If a school district offers different types of diplomas based upon a specific course of study, then all diploma options must be available to all students, regardless of whether the student has a disability. The language on the diploma may differentiate between the student who “has completed the course of study prescribed by the board of trustees” or who “has completed a prescribed course of study in accord with requirements established by the board of trustees.”

Wrap-Up

- IDEA Definition and Basic Concept
- Philosophy
- Evaluation Planning
- Child Study Team
- Individualized Education Plan
- Other Agencies
- Graduation
- Any Questions?

References

Storms, J., O'Leary, E., & Williams, J. (2000):
Transition requirements: A guide for states,
districts, schools, universities and families.