

**DISTRICT TRANSITION PLAN for SWDs**

**24-25**

**The Perry County School System is grounded in the belief that every graduate must exit our K-12 educational system as a critical thinker, communicator, empowered learner, collaborator and engaged citizen. Much evidence exists to indicate that the path to postsecondary education opportunities and meaningful workforce participation can be very complex and challenging for all families and students, especially students with disabilities. National data illuminates the wide discrepancies in postsecondary education1 engagement and workforce participation2 for individuals with disabilities and the general population.**

**The vision and mission of Transition of students with disabilities is the following:**

**Vision: Perry County Schools recognizes that every student has unique individual needs. We will provide Transition program that meets all needs of our students with disabilities so that each student has equal opportunities to succeed and become a contributing member of their community.**

**Mission: Perry County Schools Transition mission is to assist all students with disabilities to be actively engaged and life long members, citizens through family, school, and community.**

**Purpose of the plan:**

Transition planning is a part of the special education process. It is designed to help students with disabilities in high school get ready for life after high school. Schools are required to include a transition plan in students' individualized education programs, or IEPs, when students turn 16 years old.

**DISTRICT TRANSITION TEAM MEMBERS:**

**Harvey Colwell- Director of Special Education**

**Lola Taylor- District Special Education Consultant**

**Bridget Brewer- Title 1 and Child Find Coordinator**

**Jennifer Hickerson- East Perry Principal**

**Katie Combs- Related Service and Medicaid Coordinator**

**Josh Baker- Instructional Supervisor Central Office**

**Emily Duke- West Perry Principal**

**Tammy Gay- Buckhorn Sped Teacher**

**Austin Johnson- Special Ed Elem/Middle School Teacher- RW Combs**

**Regular Education Teacher- Matt Robinson PCCHS**

**TRANSITION ACTION PLAN:**

***Key Requirements of Transition Plans in IEPs***

Begin at Age 14: Transition plans are required in IEPs for students age 14 to 22. Once a student turns 16, transition plans must include measurable goals and the transition services needed to meet those goals in the areas of employment, education, training, and, where appropriate, independent living skills. Teach Skills: Transition services must help students with disabilities learn skills necessary to move from life in school to life after school. These services should address goals for work or further education and goals for living independently or more independently.

Transition services may focus on any of the following:

• Developing self-advocacy skills;

 • Gaining important independent living skills;

• Developing essential skills for a career or job that matches the student’s interests;

• Improving social and peer interaction skills;

• Accessing educational opportunities after high school; and

• Any other skills the student needs to ensure a successful transition into the community.

***Provide Services:*** The school and the local Vocational Rehabilitation (VR) office should provide transition services. A parent or school staff member can invite VR to the student’s IEP meeting to participate in creating the transition plan. It is not appropriate for a transition plan to require the student or parent to be solely responsible for providing the services or implementing goals. Students, parents, school staff and VR staff should work together to ensure that goals are reached and the school and VR should be responsible for providing the necessary services.

***Address Individual Needs and Interests:*** Transition services must be individualized and tailored to meet the student’s specific needs, abilities, and interests. Transition services that prioritize the needs of the school over the needs of the student are not permitted. For example, work opportunities where all or nearly all students with disabilities go to one workplace for the entire school year with no opportunities to work in settings that match their individual career goals are not permitted.

***Specific Requirements by Age:***

At age 14, a student’s IEP must include a transition statement that details the student’s needs, preferences, interests, and course(s) of study.

The school must invite the student to his or her IEP meeting if the IEP team plans to discuss transition goals and services. The notice of the meeting should say that a purpose of the meeting is to develop a transition statement and that the student is invited. The parent decides whether the student attends the meeting. If the student does not attend the IEP meeting, the school must take steps to ensure that the student’s preferences and interests are considered.

At age 16, a student’s IEP must include transition goals and the transition services needed to reach those goals. Transition goals are measurable postsecondary goals based upon age-appropriate assessments related to training, education, employment, and, where appropriate, independent living skills.

To the extent appropriate, and with the consent of the parents, the school must invite a representative of any agency that is likely to be responsible for providing or paying for transition services, such as VR. The notice of the meeting must say that a purpose of the meeting will be to consider postsecondary goals and transition services. The notice also should say that the student is invited and identify any other agencies that are invited.

The IEP must include a statement of interagency responsibilities. This statement generally outlines which agencies will provide which transition services.

At age 17, the IEP must include a transfer of rights statement. This is to make sure the student and parents understand that the student’s right to make educational decisions for the IEP will transfer to the student when he or she turns 18. The student and parents should consider the range of options available to give the parents an opportunity for continued input into the student’s educational path. The school should not tell the student or parents what steps to take regarding the transfer of rights. Instead, the school should simply inform them that, unless the parent takes legal action, the parent’s rights to participate in the IEP meeting and make decisions about the IEP will transfer to the student when he or she turns 18.

***Transition Assessments:***

A student should complete age-appropriate and disability-appropriate transition assessments to drive the development of IEP transition goals and services. These assessments should be completed regularly—not just once in the month before the student turns 14—to ensure the goals and services continue to be relevant to the student’s needs and interests

These assessments provide meaningful information to help the IEP team make appropriate decisions related to transition planning. An assessment may be formal or informal. Examples include academic/curriculum-based assessments, self-determination assessments, vocational interest surveys and job exploration, adaptive behavior and independent living skills assessments, interviews and dreams sheets, job shadowing, and informal observational reports.

It is important for the assessments to ask meaningful questions. For example, where does the student want to live? Work? Go to school? What academic, communication, social, emotional, and behavioral skills does a student need to achieve those goals? What living skills does the student need to be as independent as possible? What post-secondary education and training programs could help prepare this student to transition to adult life?

The first step for IEP development for students age 14 or older begins with transition assessments. The transition assessments must be age appropriate, which means the measure reflects the student’s chronological age rather than developmental age.

Assessments may include:

• Individual Learning Plan (ILP) career assessments

 • behavioral assessment information

 • aptitude tests

• interest and work values inventories

 • intelligence tests and achievement tests

 • personality or preference tests

• career maturity or readiness tests

 • self-determination assessments

 • work-related temperament scales

 • transition planning inventories

• learning style inventories

 • student/parent surveys or interviews

• vocational assessment

 • student portfolio

• career aptitude

The ARC utilizes information collected from transition assessments to develop the present level areas, postsecondary goals, measureable annual goals, SDI and SAS. The ARC documents the discussion of transition assessments in the Conference Summary.

***Transition Services:***

A solid transition plan focuses on what transition services and activities will help the child reach the IEP transition goals. It also identifies who is responsible for providing each service or ensuring each activity happens. The Individuals with Disabilities Education Act prohibits a school from making the parent and student responsible for all transition activities. Including a timeline for when these activities will occur in the IEP will help the student make meaningful progress toward meeting his or her transition goals.

Job shadowing and coaching services are available through VR. That means a student does not have to be able to perform a job independently at first to pursue that job as a transition goal. A job coach can help him or her learn the necessary skills. If a student needs job support indefinitely, that service is called Supported Employment and is provided through the Innovations Waiver.

Additional transition services are available through VR and the Division of Services for the Blind (DBS). VR and DSB services include Pre-employment Transition Services (PeTS), for students ages 16 to 21 who are enrolled in an education program, and services for people with disabilities who need help finding or keeping a job, regardless of their age. ***(Perry School District utilizes CWTP specialist to accomplish this).***

By the student’s 16th birthday, or younger if appropriate, a statement of needed transition services that includes strategies/activities to assist the student to obtain the postsecondary goal, is documented in the present levels of the IEP. Transition needs include the following areas:

 • instruction

• related services

 • community experience

• development of employment

 • post-school adult living objectives

 • acquisition of daily living skills, if appropriate

 • provision of a functional vocational evaluation, if appropriate

***Quality Transition Goals:***

Once the IEP team has identified a student’s needs, it is important to write strong transition goals. The goals should be clear, specific, and measurable. Here are some examples of how to improve vaguely written goals.

Vague goal: “Joe will work with animals.” Clear goal: “Joe will volunteer in a position that allows him to care for, treat, and groom pets during the 2017-18 school year.”

Vague goal: “Jane will tell others what she needs.” Specific goal: “Jane will be able to verbally communicate her accommodation needs to employers, service providers, and others by age 22.”

Vague goal: “John will live independently.” Measurable goal: “John will learn how to budget, tell time, and make and follow a calendar to keep track of events and deadlines by age 21.”

By the student’s 16th birthday, or younger, if appropriate, measurable postsecondary goals are developed. The postsecondary goal aligns to transition assessments and must include the student’s future plans for education/training, employment and, if appropriate, independent living skills. Postsecondary goals must be measurable and intended to occur after graduation.

 Template for Postsecondary Goal for Education/Training and Employment: After graduation, \_\_\_\_\_\_\_\_\_\_\_\_\_\_’s goal is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Student Name Education/training behavior Specific employment behavior

 Template for Postsecondary Goal for Independent Living: After high school, \_\_\_\_\_\_\_\_\_\_\_\_’s goal is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Student Name Independent living behavior – where & how

Examples for Training/Education and Employment:

 1. After graduation, John’s goal is to enroll in courses at the Community and Technical College to be able to work in the field of medical technology as a lab technician.

 2. After graduation, Jodi’s goal is to enroll in a job training program to be able to work as a cashier at the local hardware store.

3. After graduation, John’s goal is to receive on the job training to be able to work as a car assembly technician at the local manufacturing plant.

Examples for Independent Living:

 1. Upon completion of high school, Kevin’s goal is to be able to independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

 2. After high school, Marty’s goal is to receive specialized training in academic, functional and occupational preparation from Vocational Rehabilitation to be able to work in supported employment

***Measurable Annual Goals Related to Transition Service Needs:***

 By the student’s 16th birthday, or younger, if appropriate, the ARC must determine how the measurable annual goal(s) relate to the student’s transition service needs. If the IEP includes only one measurable annual goal, the goal must address both education/training and employment. If the IEP includes more than one measurable annual goal, education/training must be addressed in one or more of the measurable annual goals and employment must be addressed in one or more of the measurable annual goals.

 • Education/Training (required)

 • Employment (required)

• Independent Living (if applicable)

***Why Transition Planning Is Important***

All students need guidance in order to make the leap from high school to the next step. Students with learning disabilities, however, need even more help because their leap is that much greater. The IEP transition plan tries to ensure not only that these children will be able to function as adults in the real world but also to increase the likelihood they will pursue post-secondary education. In 2020, a total of [24% of college students](https://www.statista.com/statistics/827023/disabilities-among-us-college-students/) reported select disabilities or health conditions.

In other words, the IEP transition plan goes beyond simply finding a place for LD students after high school. It provides a personalized course of action based on students’ strengths, desires and dreams for a fulfilling life.