

CHAPTER 8. INDIVIDUAL TRANSITION PLANNING: PREPARING STUDENTS FOR ADULT LIFE

How does the IEP address transition from school to adult life?

The IEP or ITP describes appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. They further identify needed transition services (including courses of study) needed to assist the student in reaching those goals.

What are transition services?

The term "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 post-secondary 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
3. Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily skills and functional vocational evaluation.

When must transition services language for a student be discussed?

Transition services must be addressed and in effect the year in which the child will turn 16 years of age and updated annually thereafter.

Is there a required format or language to be used for developing transition services language for student's IEP?

The statement of a student's needed transition services can either be written as long-term goals and short-term objectives, activity statements in each area, or as narration. A narration, for example, could state the required area being addressed, describe needed activities as well as listing the agency(s) or individuals responsible for carrying out each activity within a designated timeline.

What are the areas of transition services that must be addressed?

Needed transition services to be considered include: instruction, including courses of study, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, Acquisition of Daily Living Skills and Functional Vocational Evaluation.

Do all areas need to be addressed?

The IEP team needs to consider those transition services needed to assist the student in reaching appropriate measurable post-secondary goals based upon age appropriate transitions assessment related to training, education employment and where appropriate, independent living skills.



What are related services in regards to transition to adult life?

Related service includes any designated instructional service as it relates to student school-to-work transition needs. This area may also address assistive or augmentative devices. Related services may be provided by the public school or other public agencies, and may include "rehabilitation counseling services." Qualified personnel, that provide these services, focus on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.

What happens if an agency that agreed to provide transition services fails to do so?

If a participating agency other than the Local Education Agency (LEA) fails to provide transition services described in the IEP, the local LEA shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

What is the requirement that relates to the "age of majority?"

Beginning at least one year before the student reaches the age of majority under State law, age 18, the student's IEP/ITP must include a statement that indicates the student has been informed of his/her rights. The student's rights must be explained and presented in a written format just as parents' rights are provided prior to the age of 18.

Do "related services" need to be addressed separately on the ITP?

There is no requirement for development of Individualized Transition Plan (ITP) only that transition services language be addressed on the IEP. If the LEA requires that an ITP document be a part of the IEP, then related services for transition would be incorporated as part of the IEP development process. There is no necessity to address related services twice in both the IEP and ITP documents. It is recommended that related services be written with transition activities in mind and that training be provided to related services providers on how to write transition activity statements.

What if the student is not allowed to attend the IEP?

In a case where the family refuses to allow the student at the IEP, minimum requirements would be for school representatives to work with the student identifying preferences and interests. Pre-planning transition activities with the student would allow staff to convey student interests and preferences to the IEP team. The team should also document reason for student's non-attendance and the process utilized to gain student input (i.e., interview and/or survey).



Must you state frequency and duration in the IEP as related services do?

If the LEA is using a separate Transition Plan with the IEP, then activity statements should reflect service, length of service, and how services are provided.

If a student receives educational accommodation under Section 504 of the Rehabilitation Act, does the plan have to address needed transition services?

Yes. The LEA must provide accommodations and "related services" necessary for these students to benefit from free, appropriate public education (FAPE). If the LEA has reason to believe that, because of a disability as defined under Section 504, a student needs either special accommodations or "related" services in the regular setting in order to participate in a school program, the district must develop and implement a plan for delivery of all needed services. Again, these steps

must be taken even though the student is not covered by the special education legal provisions and procedures.

Why is the LEA required to coordinate needed transition services across, and linkages between, agencies responsible for providing or paying for services?

Service coordination is consistent with the LEA's ultimate responsibility to ensure that FAPE is available to each eligible child with a disability. That responsibility includes the planning and coordination of services through the IEP. This interagency planning and coordination may be supported through a variety of mechanisms, including Memoranda of Understanding (MOUs), interagency agreements, assignment of transition personnel to work with other participating agencies, or the establishment of guidelines to work with other agencies identified as potential services providers. The LEA is required to exercise "alternative strategies" to meet the student's needs if agreed-upon services are not provided.

What are the implications of "alternative strategies" implementation for the LEA?

Under the "alternative strategies" requirement, the LEA provides the services, or might identify another funding source, referral to another agency, or identify another community resource that can meet the student's identified need appropriately. Section 300.142(b)(2), requires that if another agency fails to provide to pay for special education or related services, including transition services, the LEA must provide or pay for the service, and may then claim reimbursement from the agency that failed to provide for the services.

When a student exits from special education due to receiving a diploma or "aging out", the district must provide a summary of the student's achievement and functional performance along with recommendations how to assist the student in meeting their post-secondary goals.