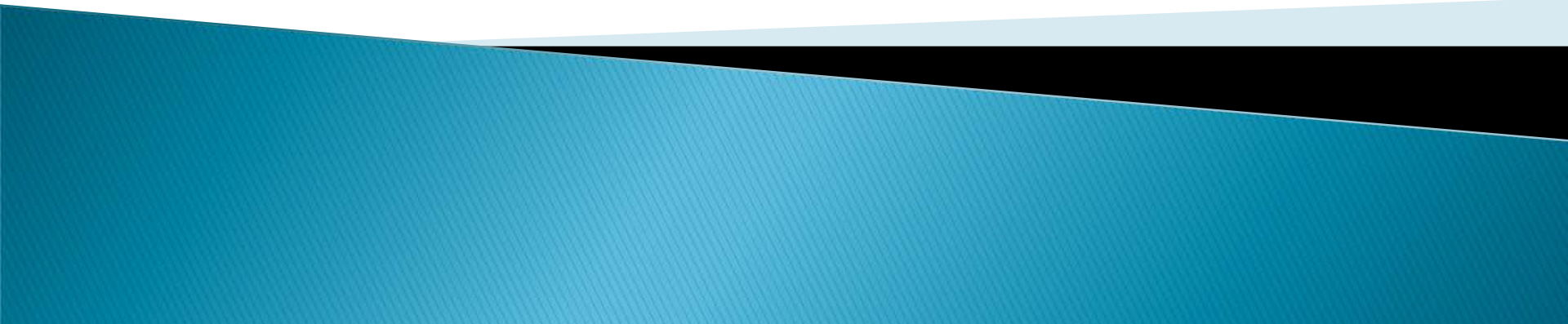


Transition





Transition Services—What Are They?

(Form 13 in netIEP, Indicator 13 Checklist in the Document Library)

- For all students transition services must be included in the IEP to be in effect when the child turns 14 ½ and updated annually. The IEP must include a coordinated set of activities for a student with a disability that 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.

(23 Illinois Administrative Code 226.230)



Indicator 13

- Indicator 13 is a data collection requirement for reporting to the Federal Government.
- This checklist needs to accompany each student's transition service plan.

(23 Illinois Administrative Code 226.230)



Transition Planning:

- Is based on the individual student's needs, taking into account the student's preferences and interests and
- Includes instruction, 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

(23 Illinois Administrative Code 226.230)



Transition Planning:

- Includes anticipated post secondary services needed upon high school completion
- The “Summary of Performance” form will need to be completed for graduating seniors. (Document Library of netIEP)

(23 Illinois Administrative Code 226.230)

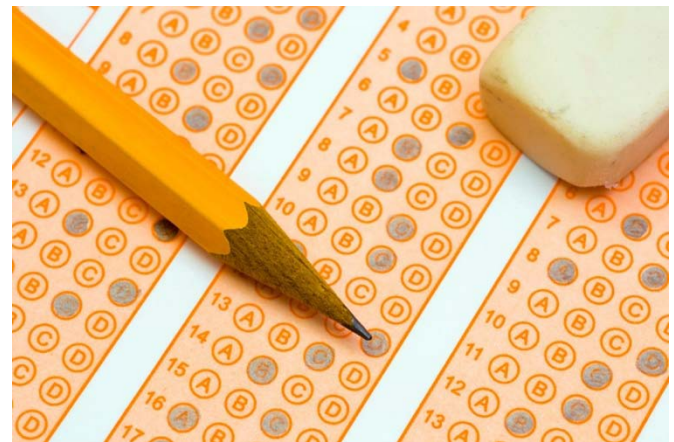


Transition Services (Continued)

The transition plan includes:

- ▶ Transition assessments

Assessments can be either formal or informal. Areas assessed are Employment, Education, Training, and Independent Living (as applicable).



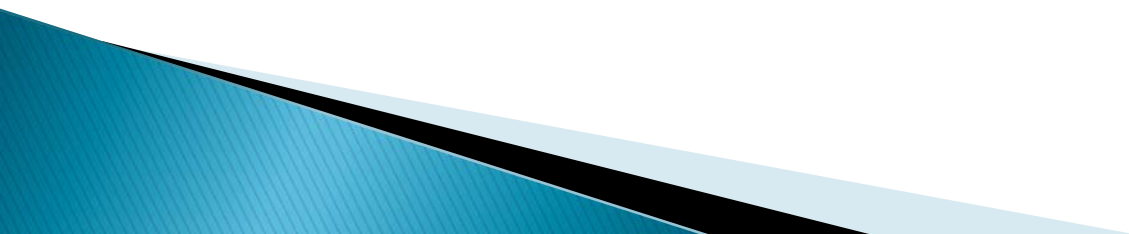


Post-secondary Outcomes & Goals

Goals are developed as needed based upon assessment data for the areas listed below:

Employment, Education and/or Training, and where appropriate Independent Living Skills.

Goals need to be measurable and linked to post secondary anticipated services.




Course of Study

These are the courses for each year of high school leading to graduation or completion of a secondary school program—including classes that move the student toward his/her post-high school goals.



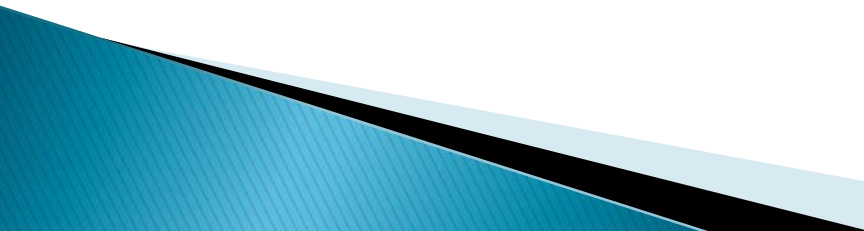


Transition Services

- ▶ Identify any supports and/or services needed in the areas of instruction, related services, community experiences, and post-school adult living needs as necessary.
 - ▶ Indicate the agency and position responsible for providing the supports/services and as appropriate the corresponding IEP goal number. Also include linkages to after graduation supports/services.
- 



Transition Services

- ▶ Parent Consent to Invite Agency form (Document Library of netIEP) should also be completed and placed in student's file prior to the IEP/Transition meeting.
 - Consent needs to be obtained annually.
 - ▶ Also need to invite the student to attend the transition review and maintain evidence of the student's invitation.
- 



Home-based Support Services

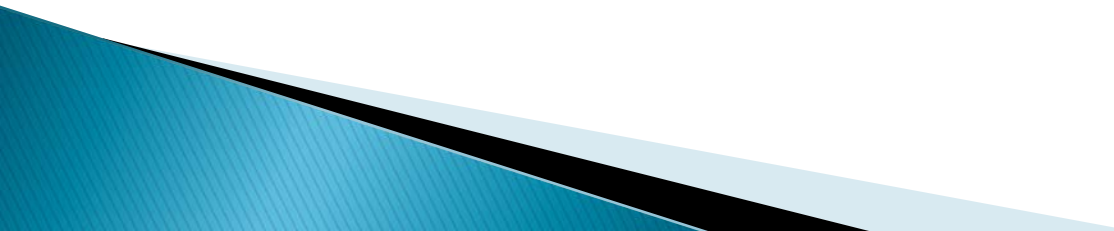
- ▶ Complete this section of the Transition Plan only for students who fall under the category of developmentally disabled. These young adults may become eligible for these services after they reach age 18 and no longer receive special education services.

Home-based Support Services

- ▶ Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for federal Supplemental Security Income (SSI) or Social Security Disability Income (SSDI). Because the funds for these programs are limited, only some of the eligible persons who apply will be selected to participate. To become eligible individuals must work with the local “Pre-admission Screening (PAS) Agency to complete the PUNS Survey.



ISBE Indicator 13 Checklist

- ▶ Provides requirements needed for a transition plan to be complete.
 - ▶ Requirements include:
 - Age appropriate transition assessment(s)
 - Appropriate measurable post-secondary goals
 - Annual IEP goals related to the student's transition service needs
 - Transition Services, complete all (6)
 - Courses of Study
- 



Indicator 13 Checklist Requirements

Evidence is needed showing that the following individuals were invited to the IEP/Transition planning meeting:

- ▶ the student
- ▶ If appropriate, a representative of any participating agency

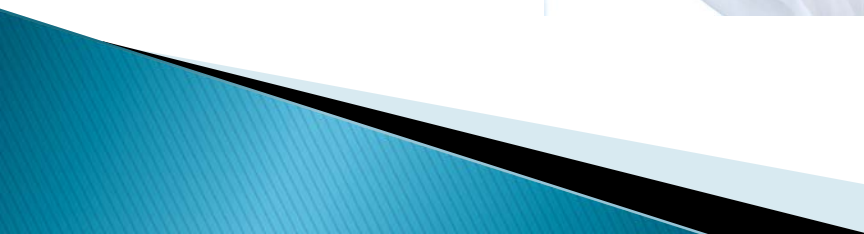
Indicator 13 Checklist Requirements

Prior consent of the parent or the student (if age of majority—18 years of age has been reached) is necessary prior to the IEP meeting in order for agency representatives to attend. This consent documentation should be placed in the student's file.



Summary of Performance Completion

- ▶ Do upon high school graduation or student reaching the maximum age of eligibility (22).
- ▶ The SOP is completed in the final year prior to the student exiting high school.
(In the Document Library of netIEP)



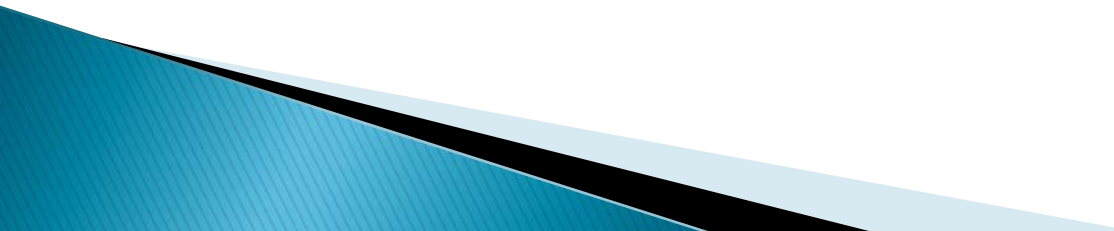


What is included in a Summary of Performance?

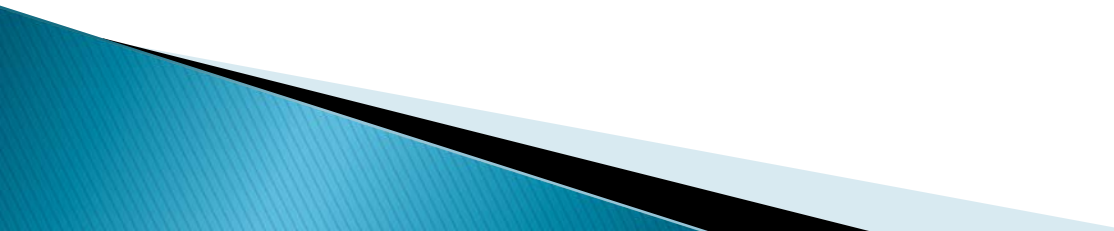
Summary of:

- ▶ Academic achievement, (reading, math & written language)
- ▶ Functional performance (organization, social skills, behavior, communication, learning style, self-advocacy, etc.)

Also included is the student's perspective on their needs, accommodations, and recommendations on how to best address his/her post secondary goals.



▶ High School Graduation/On or Before Attaining Age 22

- Document the school year during which the student will reach age 21.
 - For students in High School, document if graduation is applicable at this time or when consideration is to be given.
 - Document the date the student is projected to graduate from high school with a diploma.
- 

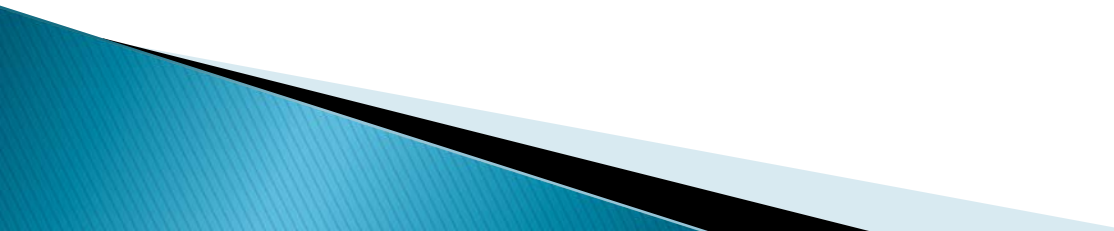


- ▶ High School Graduation/On or Before Attaining Age 22
 - Document the date the Notification of Transfer of Rights due to Age of Majority (ISBE 34–571) or Form 21 in netIEP was mailed/given to student and parent. Sent one year prior to student turning 18.
 - Check the appropriate boxes that pertain to the Transfer of Rights and information on the Department of Mental Health Home-Based Support services program for Mentally Disabled Adults.



The Delegation of Rights to Make Educational Decisions

(ISBE 34-57K), in the Document Library of netIEP

- ▶ At age 18 a child is considered an adult and the rights are transferred to the student. The student can terminate these rights at anytime via this form.
- 



Additional features for the Delegation of Rights

- ▶ Completed form remains in effect for one year
 - ▶ Can be renewed each year
 - ▶ Must be signed by the student and the designee
 - ▶ Appointed designee represents the student and assists in making educational decisions about his/her education
 - ▶ May be terminated at any time by the student
- 