**\*DATE OF ARD** Page      .of     .

***WESLACO INDEPENDENT SCHOOL DISTRICT***

**SPECIAL EDUCATION DEPARTMENT**

**609 East 6th St., Weslaco, Texas 78596**

**(956)969-6822 FAX (956) 969-6965 or (956)969-6577**

**Transition Services Supplement**

**(By age 16 or younger, if deemed appropriate by ARD committee)**

|  |  |  |  |
| --- | --- | --- | --- |
| Student: |       |  D.O.B.: |       |
|  |
| ID #:  |       | Campus/Grade: |       |

**The designated transition services represent a coordinated set of activities designed with an outcome oriented process that promotes movements 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.**

**Transition services to be provided in the area of instruction include:**

[ ]  General Education classes with or without accommodations or modifications

[ ]  General Education classes with support of Content Mastery

[ ]  Resource Classes

[ ]  Vocational Adjustment Cooperative Program (VAC)

[ ]  Career and Technology Education

[ ]  Instruction targeting life skills

[ ]  Provide information regarding colleges and technical school

[ ]  Provide information regarding entrance requirements for colleges and technical schools

[ ]  Provide information regarding financial aid

[ ]  Preparation for post-secondary entrance exams

[ ]  Assist with completion of post-secondary school application.

[ ]  Other:      .

**Transition services to be provided in the area of related services include:**

[ ]  Occupation Therapy [ ]  Counseling

[ ]  Physical Therapy [ ]  Orientation and Mobility

[ ]  Assistive Technology [ ]  Transportation

[ ]  Medical Service [ ]  Other:      .

[ ]  Student has not demonstrated a need for related services.

**Transition services to be provided in the area of community experiences include:**

[ ]  Job Shadowing

[ ]  Mentoring

[ ]  Volunteer Work

[ ]  In home training

[ ]  Community Based Instruction (Ex: Shopping for personal items, visit to post office or bank, etc.)

[ ]  Participation in clubs, organizations and/ or extra-curricular activates

[ ]  IEP goals and objectives to address community experiences will be developed

[ ]  Other:      .

[ ]  Other:      .

[ ]  None needed. (Indicate basis for determination):

[ ]  Student is successfully integrated.

[ ]  Other:      .

**Student:       Date of ARD:       Page       of**

**Transition service to be provided in the area of employment include:**

[ ]  Provide opportunity for job exploration through community based vocational instruction.

[ ]  Participate in career investigations course

[ ]  Participate in on the job training

[ ]  Participate in vocational education courses

[ ]  Participate in vocational adjustment program

[ ]  Allow for job shadowing experience

[ ]  Demonstrate how to conduct a job search, via newspaper and internet

[ ]  Demonstrate how to complete a resume and job application

[ ]  Provide information regarding agencies that assist with job placement and training

[ ]  Discuss proper work etiquette

[ ]  Practice interviewing skills

[ ]  Attendance at transition or job fair

[ ]  Complete application for Vocational Rehabilitation Services

[ ]  Enroll in specific course that deals with field of interest ex: computer tech, cosmetology, mechanics etc.

[ ]  Continue in academic classes which will provide student with necessary skills such as Math, Science, Reading,

 Writing etc.

[ ]  Other:      .

[ ]  Other:      .

[ ]  IEP goals and objectives that target employment skills will be developed

[ ]  Services are not needed in this area. (Indicate basis for determination):

 [ ]  The student is successfully employed

 [ ]  The student has demonstrated employability skills.

 [ ]  Other:      .

**Transition services to be provided in the area of post-school adult living include:**

[ ]  Enrollment in driver’s education

[ ]  Enrollment in homemaking class

[ ]  Provide information regarding registration for draft

[ ]  Provide information regarding guardianship issues

[ ]  Provide information regarding voter’s registration

[ ]  Provide information regarding filing for taxes

[ ]  Provide information regarding student’s under Section 504 and Americans with disabilities Act.

[ ]  Specific goals and objectives have been developed that target post school adult living objectives.

[ ]  Other:      .

[ ]  Other:      .

[ ]  None needed. (Indicate basis for determination):

 [ ]  Student has demonstrated skills which should transfer to adult life.

 [ ]  Other:      .

**Transition services to be provided in the area of daily living skills (if appropriate) include:**

[ ]  Enrollment in course that provides instruction in daily living skills such as writing of checks, preparing a budget, meal

preparation, operation of house hold items etc.

[ ]  The team has determined that the student will benefit from specific instruction in adult living skills. (See IEP

 goals and objectives)

[ ]  None needed. (Indicate basis for determination):

 [ ]  Student has demonstrated skills which should transfer to adult life.

 [ ]  Other:      .

**Functional Vocational (FVE)** – Addressed in Transition Planning Supplement

**Student:**       **Date of ARD:**       **Page** **of**

**Interagency Responsibilities/Linkages**

The following agencies likely to be responsible for providing or paying for transition services were invited:

|  |
| --- |
|       |

If an agency invited to send a representative did not do so, indicate the steps that were taken to obtain the participation of the agency in the planning of the transition services:

|  |
| --- |
|       |

Although no agency representatives were in attendance the school district facilitated interagency linkages by doing the following:

|  |
| --- |
|       |

[ ]  Due to student level of functioning and competency level, no agency linkages were deemed necessary at this time

**If a participating agency fails to provide agreed upon transition services contained in the IEP, the public agency responsible for the student’s education will initiate a meeting as soon as possible for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student’s IEP.**

**Beginning with the 2018-2019 school year, the IEP must also state that the student has been provided information and resources regarding guardianship, alternatives to guardianship, including a supported decision-making agreement under Texas Estates Code, Chapter 1357, and other supports and services that may enable the student to live independently.**

 [ ]  Yes [ ]  No [ ]  NA