**\*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:      .

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**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