

**WESLACO INDEPENDENT SCHOOL DISTRICT**  
**SPECIAL EDUCATION DEPARTMENT**  
**609 East 6<sup>th</sup> 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
- Physical Therapy
- Assistive Technology
- Medical Service
- Student has not demonstrated a need for related services.
- Counseling
- Orientation and Mobility
- Transportation
- Other: \_\_\_\_\_

**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 activities
- IEP goals and objectives to address community experiences will be developed
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- None needed. (Indicate basis for determination):
- Student is successfully integrated.
- Other: \_\_\_\_\_

**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**

**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