



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: Transition Services and Activities for Students with Disabilities

NUMBER: REF-3620.2

ISSUER: Beth Kauffman, Associate Superintendent
Division of Special Education

DATE: December 11, 2017

ROUTING

All Senior High Schools
Local District Superintendents
Instructional Directors
School Site Administrators
Special Education Administrators
Staff Working with Students with Disabilities

PURPOSE: The purpose of this Reference Guide is to (1) outline the requirements for transition services identified in the Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and (2) provide Individualized Education Program (IEP) teams and instructional teams with guidelines for developing a transition-focused IEP that links transition activities with standards-based instruction.

MAJOR CHANGES: This Reference Guide replaces REF-3620.1, dated August 13, 2012, of the same title, issued by the Division of Special Education. Updates were made to assessment information and the information about transition related programs provided in LAUSD.

BACKGROUND: Students with disabilities at the secondary level need effective transition-related instruction, services, and supports to prepare them for postsecondary education/training, employment, and independent living. The IDEA calls for results-oriented transition planning and services for all students age 16 years and above, whereas the Modified Consent Decree (MCD) requires transition planning for students 14 years of age and above. Transition services for students with disabilities requires a coordinated effort among all school staff, including counselors, college counselors, special education teachers, and transition teachers. Individual Transition Plans (ITPs) are required for all students with disabilities 14 years of age and above.

GUIDELINES: The following guidelines are designed to support Individualized Education Program (IEP) teams and other instructional teams in developing transition-focused IEPs which link transition activities and standards-based instruction.

I. Administrative Responsibility

The administrator/designee at each middle school and high school is responsible for ensuring that an Individual Transition Plan (ITP) is completed using results from age-appropriate transition assessments by the time the



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student turns 14 years of age. The ITP is updated annually every year thereafter through new assessment results.

II. Age Appropriate Transition Assessments

A variety of age appropriate assessment tools are used to determine the kinds of transition instruction, services and supports for each individual student. Transition assessment tools and procedures are used to provide an IEP team with information about a student's desires for the future, as well as functional and developmental aptitudes. The results are used to plan an appropriate course of study, select an appropriate career pathway, and document student progress. Assessments must be reviewed at the IEP meeting convened prior to the student's fourteenth birthday, and each subsequent year the student is enrolled in school, and documented on page 1 of the ITP. Transition assessments are supplied by the District Office of Transition Services (DOTS) and are generally administered by the special education teacher or transition teacher as a component of the instructional program. Attachment A: "Transition Assessments Grid" contains additional information.

A. Transition Assessments Not Requiring an Assessment Plan

Annual assessments for transition are informal and embedded throughout instruction and therefore do not require a signed assessment plan. The assessments should identify strengths, preferences, interests, and needs.

The following types of assessments form the basis of age-appropriate assessments:

1. Interest Inventories
2. Learning Style Preferences and Strengths
3. Student interviews, if done in conjunction with other assessments
4. Other informal assessments

This informal evaluation should address the areas of education/training, employment, and, when appropriate, independent living skills. Consideration should be given to future planning needs and goals, self-determination, academic strengths and needs (including behavior, if appropriate), vocational interests, aptitudes and abilities in the classroom and the community, and, when appropriate, needs for interagency services and community linkages.

B. Transition Assessments Requiring an Assessment Plan

1. Prior to the student's scheduled annual review or re-evaluation IEP meeting, the IEP team may determine that a comprehensive transition



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assessment beyond the annual interest inventories is needed to assist in planning for life after high school. Generally, comprehensive transition assessments are recommended when there are concerns regarding a student's ability to successfully transition to adult life and it is suspected that additional supports are needed.

2. An assessment plan for a transition assessment is needed only when the assessment is not generally administered to students in the class, school, or District. There is no special licensing needed to conduct a comprehensive transition assessment beyond possession of a Special Education Teaching Credential. The "Career and Vocational Abilities/Interests" box on the assessment plan should be checked, and the type of assessment (Inventories, Surveys, Questionnaires, Observations) indicated.

In order to assist the District Office of Transition Services in determining the assessment needs of the student, select "Special Education Teacher" for assessments that the case carrier will conduct and "Other" with "DOTS" in the District staff assigned column for assessments that the transition teacher or others will conduct. At a minimum, there must be a Present Level of Performance (PLP) for Transition in the IEP to report the comprehensive assessment results. Comprehensive transition assessments done by transition teachers will result in a report attached to the IEP. When a comprehensive transition assessment is given, the results should guide the development of the ITP.

3. A comprehensive transition assessment can include:
 - a review of prior IEPs for transition-related skills and needs
 - an interest assessment
 - observations
 - interviews and/or a comparison tool to measure the student's perceptions of their strengths and needs with the perceptions of their parents and teachers
4. In the event that a parent disagrees with the District's transition assessment and requires an Independent Educational Evaluation (IEE), see BUL-6642, Independent Educational Evaluations (IEE).



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III. IEP Development for Transition-aged Students

A. Individual Transition Plans

Starting when a student is 13 years of age, the IEP must include an ITP (This ensures that when a student turns 14 years old they already have an ITP in their IEP). It is recommended to start the IEP meeting by discussing the student's future plans in the ITP in order to help all IEP team members make a connection between the student's present performance and their future outcomes. The postsecondary plans and interests of the student can assist in developing annual IEP goals.

When the IEP team discusses the student's postsecondary goals, it is also an opportunity to review the Present Levels of Performance to determine where the student is on their path to achieving their goals. The Present Levels of Performance should drive the Annual Goals which are all leading to the postsecondary goals in the ITP. The activities listed in the ITP also facilitate the student's progress towards postsecondary goals, and must have someone from the school site listed as responsible for monitoring their completion.

Page three of the ITP requires the Individual Graduation Plan (IGP) to be reviewed, including courses completed, courses in progress, and courses still needed. Best practice is for the student's counselor to present the IGP at the meeting, but in the event the counselor is unable to attend, another IEP team member may review the IGP with the parent.

Parents are asked on page three of the ITP if an outside agency is currently or prospectively providing services to the student and if so, whether they would like the agency to be invited. It is the transition teacher's responsibility to invite outside agency representatives to the subsequent IEP meeting. Note that while agencies will be invited, their participation cannot be guaranteed. Future notifications of IEP meetings should also indicate these agencies being invited.

B. Student-Led IEPs

Student-led IEPs encourage students participate to the maximum extent possible in their IEP development and the IEP meeting. Specific roles for students vary and are individualized based on age, needs and abilities and can include the student taking the lead on presenting the IEP document or portions thereof. While conducting a student-led IEP requires investment in preparing students for the meeting, students gain valuable self-advocacy skills that translate to the real world. Other benefits to the student include improvement of presentation skills, a better



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understanding of why they have an IEP and what their disability is, and an increased sense of responsibility for their own learning. For additional resources and information on how to facilitate a student-led IEP, please see <https://achieve.lausd.net/Page/13190> or contact your DOTS teacher for support.

IV. Transition Instruction, Services, Supports, and Programs

DOTS assists the District in meeting the federal requirement per IDEA (20 U.S.C. 1400 et seq) to facilitate transition services to all students with disabilities. DOTS provides an instructional program as well as other services and supports that align to the District's goal of preparing all students for college, career, and life.

A transition teacher is assigned to each high school in the District and is responsible for the following:

- Providing transition lessons and/or activities to every student with an IEP,
- Serving as a resource on transition services to special education teachers by providing assistance and coaching on writing compliant ITPs, embedding transition instruction, facilitating student-led IEPs and the provision of other transition services,
- Facilitating the assessment of transition-aged students with disabilities and conducting comprehensive transition assessments when appropriate,
- Assisting twelfth grade students with disabilities in planning for post-secondary life, including facilitating applications to colleges, scholarships, financial aid, building pre-employment skills and developing employment opportunities,
- Managing a work-based learning (WBL) program, in which eligible students receive subsidized on-the-job training,
- Preparing students to exit special education through self advocacy and disability awareness,
- Facilitating linkages for students to outside agencies who will work with the student after high school, such as the Regional Center and the Department of Rehabilitation,
- Presenting to staff as well as parents of students with disabilities on post-secondary options, and Informing students on the alternate curriculum and their parents/guardians of Adult Transition Programs in the District, including Career and Transition Centers.

The following programs are available to eligible students with disabilities



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in LAUSD to assist them in achieving a productive transition from school to adult living.

For students aged 16 or older:

- Work Based Learning (WBL) Programs
- Transition Partnership Program (TPP)
- CaPROMISE
- California Career Innovations (CCi)

For students aged 18-22 on the alternate curriculum:

The District provides Adult Transition Services at the Career and Transition Centers (CTCs). CTCs teach vocational training, employment, and independent living skills. Students receive work experiences, vocational training, and social skills instruction that maximize the potential for success as an adult. Placement at a CTC should be documented in the IEP prior to sending the student. The Center for Advanced Transition Skills (CATS) and Project Search are additional programs that are run through the CTCs. As a preparatory activity the case carrier should consult directly with the CTC to get information to share with the IEP team regarding placement options.

A brief overview of the programs on the list is provided in Attachment B: "Summary of Transition-Related Programs Provided to Students with Disabilities." For more detailed information, students, parents, teachers, and community members are encouraged to visit the DOTS website at: <http://dots.lausd.net>.

RELATED RESOURCES:

BUL-6639.0: Three Year Review Individualized Education Program (IEP)
Psychoeducational Reassessment Requirements
BUL-6642.0: Independent Educational Evaluations (IEE)
REF-6125.1: The ITP and You Booklet and Informational Guide
REF-6056.4: Issuance of Diplomas and Certificates of Completion for All
Eligible Students with Disabilities

ATTACHMENTS:

Attachment A: Transition Assessments Grid
Attachment B: Summary of Transition Related Programs Provided to Students
with Disabilities

ASSISTANCE:

For assistance or further information, please contact Lela Rondeau, Coordinator,
Division of Special Education, at (213) 241-8050, or via email at
lela.rondeau@lausd.net.

Transition Assessments Grid

Type of Assessment	Examples	Requires Assessment Plan?	Who Conducts?
Annual interest assessment (required by law for interests to be updated annually in the IEP).	My Next Move, RIASEC, Naviance platform assessments, Informal Assessments for Transition Planning	No	Case carrier. Often these assessments are embedded in the instructional program.
15 year old assessment	Surveys/instruments that are commercially produced, such as IDEAS, Transition to Work Inventory, etc.	No	Transition teacher; results given to case carrier.
Comprehensive transition assessment with short summary/report on the Present Level of Performance (PLP) page	Several assessments given and a short report is written up in the PLP by the case carrier.	Yes - box 8 is checked on the assessment plan	“Special Education Teacher” is selected on the assessment plan and case carrier conducts
Comprehensive transition assessment with a report uploaded to Welligent	Several assessments are given in addition to parent/teacher/student interviews or surveys as well as possible observations.	Yes - box 8 is checked on the assessment plan	“Other” is selected on the assessment plan and the Transition teacher conducts
Independent Educational Evaluation*	An Independent Assessor not employed by the District completes a comprehensive transition assessment.	Yes - box 8 is checked on the assessment plan	“Other” is selected on the assessment plan and an Independent Educational Evaluator conducts

*Please see BUL 6642.0, Independent Educational Evaluations for additional information on the process of requesting an IEE.

Summary of Transition Related Programs Provided to Students with Disabilities

The District Office of Transition Services (DOTS) provides post-secondary preparation to all enrolled students with disabilities from age 14 to the age of 22. All students with disabilities between the ages of 14 through 22 at all District high schools have transition goals in the ITP portion of their IEP and are provided transition services through a site-based DOTS teacher. An administrative coordinator, three transition teacher coordinators, and two transition specialists support the DOTS teaching staff. All transition programs and services are individualized for each student on the basis of their interests, strengths and needs as described in their IEP, not on the basis of their specific disability, such as autism or learning disabilities.

Work Based Learning (WBL) Programs

Between 1,200 and 1,600 students with disabilities participate each year in a Work Based Learning program run by DOTS. Examples of WBL programs include Grantability (District-funded); WorkAbility I (state funded); and a variety of programs funded through collaborative partnerships with the Department of Rehabilitation, including the Transition Partnership Program (TPP); We Can Work (WCW); CaPROMISE and California Career Innovations (CCi). Student participants may be assigned to either private sector businesses or non-profit organizations depending on each program's requirements and will perform a variety of duties requiring entry level skills. The purpose of WBL is to provide students an authentic work experience to assist them in becoming prepared for full or part time employment. Through these experiences, students learn to work as members of a team, gain problem-solving strategies, develop self-advocacy skills, and strengthen appropriate workplace behaviors. Additional components of WBL are transition trips, career fairs, job shadowing, volunteer and community service, and internships. For more information, please go to the DOTS website at: <http://dots.lausd.net>.

Transition Partnership Program (TPP)

In addition to the site based teachers, fifteen Transition Partnership Program (TPP) teachers work closely with counselors from the Department of Rehabilitation (DOR) to identify eligible students with disabilities who would benefit from participation in the program, and provide coordinated services that are designed to lead to successful educational and employment outcomes. The goal of the program is to assist students with disabilities in overcoming challenges in their transition from high school to further education/training and meaningful employment. Through the program, students receive pre-employment preparation, opportunities to participate in work experiences, and career planning to assist students in reaching their vocational goals. TPP provides transition services to young people in the Los Angeles Unified School District during their junior and senior years of high school, and for up to two years after high school graduation, and is funded by the California State Department of Rehabilitation (DOR) in cooperation with LAUSD. For more information, see the DOTS TPP brochure on the DOTS website at: <http://dots.lausd.net>.

California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE)

Through a 5-year federal initiative with the Social Security Administration, the CaPROMISE program offers eligible students and families coordinated transition and support services to improve the educational and career outcomes which lead to economic self-sufficiency. The LAUSD's CaPROMISE Student and Family Resource Navigators provide highly individualized and intensive case management services to a targeted group of students and their families. Services include intake assessments, person driven planning, developing individualized career action plans monitored

quarterly, pre-employment skills building, career exploration, work-based learning opportunities, college and financial aid assistance as well as school and community resource linkages. Collaborative partners include the California Department of Rehabilitation, California Department of Developmental Services, San Diego State University's Interwork Institute, and 17 Local Educational Agencies. For more information contact Lela Rondeau at lela.rondeau@lausd.net.

California Career Innovations (CCi)

CCi is an initiative between various school districts including Los Angeles Unified School District and Department of Rehabilitation and San Diego State University Interwork Institute (SDSU-II) to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education (PSE) and obtain competitive integrated employment (CIE). For more information contact Lela Rondeau at lela.rondeau@lausd.net.

Career and Transition Centers (CTC)

Career and Transition Centers provide adult transition services for students on the alternate curriculum aged 18-22 in the areas of vocational training, employment, and independent living. They offer on-the-job as well as onsite training in vocational strands, preparing students to transition into a variety of employment opportunities. Prior to placement, students are assessed and screened for job readiness, interests, and abilities. All placements are monitored by a job coordinator and supported by paraprofessionals familiar with the students. The Center for Advanced Transition Skills (CATS) programs and Project Search programs are part of the CTCs and require prerequisite skills. For more information, refer to the DOTS website at: <http://dots.lausd.net> or contact Geri Fuchigami at geri.fuchigami@lausd.net.

Project Search

Project Search is a collaborative partnership between a large local business, Los Angeles Unified School District (LAUSD), and the local Regional Center. Project Search is a business-led collaboration that enables young adults with disabilities to gain and maintain employment through training and career exploration. For more information, contact Geri Fuchigami at geri.fuchigami@lausd.net or contact your local CTC principal.

Center for Advanced Transition Skills (CATS)

The Center for Advanced Transition Skills (CATS) is a partnership between the Los Angeles Unified School District and the Los Angeles College District. This program serves students with moderate to severe disabilities with a comprehensive transition program that helps them develop skills in the areas of education/training, employment, and independent living skills. LAUSD personnel provide participating students with personal and career development instruction and work-based learning experiences (on campus or in the community) that are based on the student's hopes and plans for the future. Students also participate in community college classes. For more information, please see the DOTS website at: <http://dots.lausd.net> or contact your local CTC principal.