

# ***DETERMINING TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES, BEGINNING AT AGE 14***

## **LOS ANGELES UNIFIED SCHOOL DISTRICT**

The Los Angeles Unified School District is committed to providing a coordinated set of transition instruction and services to students with disabilities, ages 14 and older (or younger, if determined appropriate by the IEP team), which are results-oriented and based on individual student strengths, preferences and needs, in compliance with Federal and State laws and regulations.

### ***SCHOOL RESPONSIBILITIES***

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 District policy 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.

### ***SCHOOL ADMINISTRATOR/DESIGNEE***

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

### ***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.

### ***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:

- Interest Inventories
- Learning Style Preferences and Strengths
- Student interviews, if done in conjunction with other assessments
- 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.

### ***TRANSITION ASSESSMENTS REQUIRING AN ASSESSMENT PLAN***

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

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.

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

In the event that a parent disagrees with the District's transition assessment and requests an Independent Educational Evaluation (IEE), see *BUL-6642, Independent Educational Evaluations (IEE)*.

## ***TRANSITION INSTRUCTION, SERVICES, SUPPORTS, AND PROGRAMS***

DOTS assists the District in meeting the federal requirement per IDEA 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 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) for students aged 18-22 on the alternate curriculum. 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. For more detailed information, students, parents, teachers, and community members are encouraged to visit the DOTS website at: <http://dots.lausd.net>.

## ***IEP DEVELOPMENT FOR TRANSITION-AGED STUDENTS***

### ***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 be invited.

### ***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 student 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.

## ***IMPORTANT REQUIREMENTS FOR STUDENTS AGE 14 AND OVER***

### ***FINAL IEP PROCEDURES***

Students completing high school with diploma, aging out, or earning a certificate of completion with and voluntarily exiting special education are *entitled* to a Final IEP. The LAUSD Reference Guide 4603.0: *"Development of the Final Individualized Education Program (IEP) for Students with Disabilities Expected to Meet Requirements for a Diploma"* provides the procedures necessary to completing the Final IEP.

### ***SUMMARY OF PERFORMANCE***

The completion of a Summary of Performance (SOP) is required in the Individuals with Disabilities Education Act (IDEA) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The District recommends that students leaving with a Certificate of Completion also receive a

SOP. The purpose of the SOP is to assist the student in the eligibility process for reasonable accommodations and supports in postsecondary settings. The SOP is designed to provide the student with a summary of his/her academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting their post-secondary goals. It is designed to assist the student in transition from high school to higher education, training, and /or employment. The SOP is helpful to establish a student's eligibility for reasonable accommodations and supports in postsecondary settings. The Summary of Performance is a separate document from the IEP, completed by the student's service delivery teacher, which condenses and organizes the key information that should follow the student to post-school activities. Refer to *Reference Guide 5796.1: Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age of Attendance* for additional information and forms for completing the SOP.

### ***TRANSFER OF RIGHTS AT AGE OF MAJORITY***

*It must be documented on the IEP/ITP, at least one year before the student's 18<sup>th</sup> birthday that the student has been informed that his or her procedural rights and safeguards will transfer from the parent to the student on reaching the age of 18, unless the student has been determined under State law to be incompetent.*

Personnel qualified to administer a transition services evaluation varies depending on the nature of the assessment and may therefore include teachers, transition teacher, agencies and others. Any initial evaluation conducted for a student 14 or older shall include a transition services assessment.

*The IEP and You* and *The ITP and You* pocket guides/booklets shall be provided to both the parents and the student. See LAUSD REF-6125.1: *The ITP and You Booklet and Informational Guide* for more information.