

VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND

TITLE: <i>Transition Planning</i>	POLICY NUMBER: SO19
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Policy Statement:

The Virginia School for the Deaf and the Blind (VSDB) shall provide secondary transition planning services for students enrolled at the VSDB beginning at age fourteen (14) or younger, if determined appropriate by the IEP team, up through graduation or discharge from the VSDB.

Secondary transition services means a coordinated set of activities for a student with a disability that is designed within a results oriented process that is (1) focused on improving the academic and functional achievement of the child with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and (2) is based on the individual student's needs, taking into account the student's strengths, preferences, and interests and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if they are required to benefit from special education. Transition services provided to VSDB students shall comply with the *Individuals with Disabilities and Education Act* (IDEA) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (State Regulations).

Procedure:

The VSDB shall invite a student with a disability of any age to attend an IEP meeting if the meeting will consider the student's postsecondary goals and/or transition service needs. If the student does not attend the IEP meeting, the VSDB shall take other steps to ensure that the student's preferences and interests are considered.

Prior to the student entering secondary school but not later than the first IEP to be in effect when the student turns 14, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include age-appropriate: (1) measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and (2) transition services, including courses of study, needed to assist the student in reaching those goals. (3) a statement, if appropriate, of interagency responsibilities or any linkages. Transition services shall be based on the individual student's needs, taking into account the student's strengths, preferences, and interests.

To the extent appropriate and with the informed written consent of the parent(s) or a student who has reached the age of majority, the VSDB shall invite to an IEP meeting for post-secondary transition planning, a representative of any participating agency that is likely to be responsible for providing transition services. Examples of participating agencies include the Department for the Blind and Visually Impaired (DBVI) and the Department for the Aging and Rehabilitative Services (DARS). If an agency invited to send a representative to a meeting does not do so, the VSDB shall take other steps to obtain the participation of the other agency in the planning of any transition services. If a participating agency fails to participate in the IEP process, the VSDB shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

<i>Rescission:</i> Revised: November 2010; Revised: September 16, 2015 BOV Approved: December 10, 2015
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