

## Page High School Transition and TSW Programs

### MEETING TRANSITION REQUIREMENTS AT PAGE HIGH SCHOOL:

Students who are identified with a documented disability that affects their progress in the general education curriculum, that show a need for individualized Special Education services, and are placed on an Individualized Education Program (IEP) will receive Transition Services either through the Transition Program or the Transition School to Work (TSW) Program.

The reauthorized *Individuals with Disabilities Education Act (IDEA) of 2004* is a Federal mandate that governs secondary transition services. IDEA defines **Transition Services** as:

**(34) TRANSITION SERVICES** - The term `transition services' means a coordinated set of activities for a child with a disability that--

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child'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;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . . "

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the child in reaching those goals; and
- Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child's rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].

## **Page High School Transition School to Work (TSW):**

Transition Services are federally mandated for all school districts. The Transition School to Work (TSW) is a funding source to supplement and provide the mandated transition services, and alleviate the full financial burden of IDEA 2004.

The Transition from School to Work (TSW) Program, formerly known as the Youth Transition Program (YTP), is a third party cooperative agreement in which a service contract is established with PUSD #8 and the Department of Economic Security. Vocational Rehabilitation (VR) or Rehabilitation Services Administration (RSA) provides a variety of services to individuals with disabilities, with the ultimate goal to prepare for, enter into, or retain employment. The VR program is a public program funded through a Federal/State partnership and administered by the Rehabilitation Services Administration (RSA), which is part of the Arizona Department of Economic Security (DES).

The contract through PUSD #8 and RSA/VR provides funding to deliver enhanced transition services to students **on an IEP or on a 504 Plan** and have been determined eligible (Priority One) through Arizona Vocational Rehabilitation (VR) Services. The VR Counselor determines the priority status of students based on the Health Appraisal and Order of Selection completed during the eligibility / intake meeting. When all clients eligible for Vocational Rehabilitation (VR) services cannot be served due to limited resources, federal law requires Arizona Rehabilitation Services Administration (RSA) to define categories which establish the order in which clients are served. This law requires that clients who are the most significantly disabled will be served first. Clients in other categories will be served in priority order as funds become available. Arizona VR has three priority groups and at this time, Priority 1 is the only group receiving VR Services. Priority Group 1 – Eligible individuals with the most significant disabilities, Priority Group II – Individuals with significant disabilities, and Priority Group III – All other eligible individuals. 504 students who are VR eligible receive transition services through the TSW. 504 students who are not TSW students would not receive transition services at Page High School. They would only receive the accommodations on their 504 plan.

The TSW program provides additional services to VR Eligible students. TSW students can be enrolled in Job Club where they receive individualized instruction and support to ensure their successful transition to their postsecondary goals. They can also receive individualized or small group instruction during lunch, after school, etc. The TSW staff will assess the student's ability and interests, utilize data to assist the student in determining a realistic employment goal, and develop strategies to reach that goal. The students, along with the TSW staff and VR Counselor, will work closely together to assist the student to continue to work toward or redevelop their career goal if necessary. The TSW staff develops partnerships to give students experiences that they would otherwise not have the opportunity to do.

## **Page High School Transition Program:**

The Transition Program at Page High School provides individualized transition services for students who are eligible for Special Education Services and are **on an IEP**. The services provided through the Transition Program focus on basic entry level employability and workplace skills for non-VR students. Non-VR students include those with severe disabilities, the higher level Learning Disabled (LD) students, those students who choose not to apply for TSW/VR services, and students who are not eligible (Priority One) students as determined by the VR Counselor. These students would be in the Transition Program and receiving the mandated transition services through IDEA and would not be receiving the gamut of services provided through the TSW. In accordance with IDEA, every student with an IEP will have a transition plan implemented in their IEP which includes measurable post-secondary goals and a coordinated set of activities updated annually to better prepare them to meet their post-secondary goals.