

**Chapter 14**  
**TRANSITION SERVICES**

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**2014**

## **SECTION 1: DEFINITION**

*Transition services* means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement 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. The coordinated set of activities must be based upon the student's needs, taking into account the student's preferences and interests, and shall include instruction, 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.

## **SECTION 2: GENERAL GUIDANCE**

The Division for the Blind and Visually Impaired (DBVI) collaborates with the Department of Education (DOE) and a specialized non profit agency for transition services to students who are blind and visually impaired. The specialized non profit agency through its itinerant educators provides consultation to schools and parents and direct instruction to students.

The Division for the Blind and Visually Impaired counselor will coordinate with the itinerant teachers to provide outreach to the schools to ensure early identification of students up to four years prior to high school graduation or at age 14. Division for the Blind and Visually Impaired counselors may provide counseling and assistance with planning at this stage; services may include assessment of vocational potential and interests, guidance in career planning, job training, post - secondary education, assistance in gaining work experience and additional information and referral. The counselor is encouraged to participate on the team for developing long-term rehabilitation goals and intermediate objectives to be included in the Individualized Education Plan (IEP) and/or the Individualized Plan for Employment (IPE). This may include consultation with the individual, family members, DOE staff and schools regarding the availability and benefits of vocational services and eligibility requirements, the identification of present and future needs related to visual issues, and incorporation of the

resolution of these issues in the student's IEP (or IPE, if appropriate). The IPE shall be developed within 30 days of certification of eligibility.

<b>SECTION 3: SPENDING AND RELATED GUIDELINES</b>
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Care should be taken to coordinate efforts and service provision among the school system, the specialized non profit agency and Division for the Blind and Visually Impaired so that there is no duplication of efforts and that all comparable services and benefits are explored and used as applicable. Any service in the IPE exceeding \$3,000 in a year must be approved by the Director or designee.

The spending guideline will be reviewed by DBVI every three years with input of the State Rehabilitation Council.