

TRANSITION SPECIALIST

- Collaborate with Individualized Education Plan (IEP) teams, to include parent and student, to develop IEP transition services
- Facilitate referrals to community agencies when student is 18 years of age (Community Services Board (CSB), Department for Aging and Rehabilitative Services (DARS), and Social Security Administration (SSA))
- Provide job leads and develop community-based vocational training opportunities as appropriate
- Make recommendations for students to participate in vocational training and Postsecondary Education Rehabilitation Transition (PERT) as appropriate
- Provide resume writing and interviewing skills training as appropriate
- Provide information on local colleges with special needs resources as appropriate
- Provide situational assessment to referred students
- Help plan and implement the Annual Transition Fair
- Assist student with self-advocacy skills

PROFESSIONAL COUNSELOR

- Inform parents of their role, services available, share contact information
- Inform students and parents of course offerings
- Inform students and parents of specialty programs
- Create academic plans for students
- Guide student toward successful graduation
- Collaborate with the IEP team (Transition Specialist, general education teacher, special educator, case manager, parent, student, nurse, social worker, school psychologist, specialists) about the academic and social needs of the student
- Dialogue with the student and parent (if applicable) regarding post-secondary goals and work to fully understand the student's academic and social needs

PARENT

- Participate as active member of the IEP team. Stay in contact with the student's general education teachers, principal, professional school counselor, transition specialist, and case manager
- Research guardianship factors to see if they are applicable. (Note, once the student turns 18, the school or community agencies are not required to share information with the parent regarding the student without the student's consent.) » Complete paperwork and follow-up for enrollment with CSB, DARS, and SSA, if applicable, when student is 18 years of age
- Provide information regarding the changing needs of the student (including any Health Treatment Plans)

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

WORLD-CLASS POST-SECONDARY TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES COLLABORATIVE ROLES AND RESPONSIBILITIES

STUDENT

- Participate in academic planning
- Participate in postsecondary goal development
- Seek assistance from case manager, professional school counselor, and/or transition specialist
- Actively participate in school and community activities
- Be self-determined

SPECIAL EDUCATION CASE MANAGER

- Identify yourself to the parent and student within the first week of school each year» Serve as a liaison between the parent and student to the IEP team
- Inform special education teams of upcoming dates to ensure that meetings are held and documentation is completed to support special education timelines
- Follow up with transition specialist and professional school counselor to ensure IEP implementation and compliance
- Contact parents of rising high school students for introductions, advisement of services and establishment of a contact schedule for the upcoming year, share information regarding employment/training opportunities (Employ, Computer Based Instruction (CBI), etc.)
- Contact transition specialist, professional school counselor, and case manager to establish rapport and determine required timelines and appropriate circumstances for updates regarding the student.
- Develop an IEP appropriate to the student's needs
- Provide direct educational services » Collaborate with IEP team to ensure implementation of IEP services
- Ensure that all the educational needs of the student are being met
- Develop and implement lessons on self-advocacy
- Share information regarding employment/training opportunities such as Employ, CBI, etc. as part of IEP meetings to make students and parents aware of the possibilities
- Provide the parent and student with the Transition Services brochure and Parent Resource Center contact information
- Keep parent informed of student's progress on IEP goals

GENERAL EDUCATION TEACHER

- Be aware of the components of the student's IEP (accommodations, supports, testing, etc.)
- Provide instruction appropriate for the content area
- Collaborate with IEP team to ensure that the needs of the student are being met
- Collaborate with IEP team to ensure IEP team members are informed of student's academic progress or lack of progress
- Provide evidence of progress to the IEP team, as needed

