**TRANSITION ACTIVITIES (NON-PAID)**

**Definition:**

Under the Individual with Disabilities Act, students with disabilities (until the age of 22) are entitled to a

free, appropriate public education that is designed to meet their unique individual needs. By the age of

14, the Individualized Education Plan (IEP) team develops a transition plan and by the age of 16 it must include activities designed to promote movement from school to post school outcomes with an emphasis on employment and other areas of independent living. Specific activities and strategies often include the participation of students with disabilities in WBL experiences in the community. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the IEP goals and objectives. The transition WBL activity is designed to facilitate community-based instruction, employment experiences, and socialization skills for the student with disabilities.

**Student Selection:**

Students must be at least 16 years of age, and participating in school and WBL through an (IEP). Transition non-paid WBL should be reserved for those students with moderate to severe disabilities; however, these decisions will be made on a case by case basis through an IEP team. In addition, it is understood that students with moderate to severe disabilities are also eligible for Transition Activities that are paid as well.

**Secondary Credits:**

Not applicable.

**Related Classroom Instruction:**

The student’s participation in non-paid WBL must be documented in the transition plan of the IEP. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Examples: Resource Class or CDC Class). The employment and/or community experience areas of the transition plan must include non-paid WBL activities that are addressed in the goals and objectives of the IEP. These activities must relate back to the desired post school outcomes. Non-paid WBL is a method that is embedded in the community based instruction component of the IEP and is not assigned a specific course code.

**Time Commitments:**

The length of the transition experience is determined by the needs of the students as documented in the IEP/transition plan. Students can spend a maximum of 215 hours on any given job type with the following breakdown:

Up to 5 hours per business for vocational exploration

Up to 90 hours per job type for vocational assessment, and

Up to 120 hours per job experience for vocational training

**Computation of Grades:**

Not applicable. Non-paid WBL is a method to accomplish the goals and objectives related to community based instruction in the IEP.

**WBL Supervising Teacher:**

The WBL supervising teacher must have received the supervising teacher training prior to implementation of the non-paid job-training program.

**Coordination of Students:**

Each student's school experience and WBL experience must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student’s education and future employability. Although individually designed transition and training plans provide the basis for this coordination, close supervision is necessary for implementation of the program. Supervising teachers are responsible for the health, safety, welfare and educational progress of their students.

**Supervision Requirements:**

The transition non-paid work based program is an extension of the classroom and a method to facilitate the goals and objectives of the IEP. In essence, the community based job site becomes the classroom with instruction taking place on a daily basis. To accomplish this teaching principle it becomes necessary for a LEA staff person to be on the non-paid job-training site 100% of the time that the students are there. For students placed in “strip malls” or in businesses that are physically side by side, a job training site will be considered the collective aggregate of the businesses in which students are placed. The school staff ~~should~~ are to be teaching, collecting data and re-teaching. Data ~~should~~ is to be collected on both a task analysis of the job skills and the work behaviors necessary to be successful.

**Job Placement Restrictions or Limitations:**

Non-paid job training sites must relate directly to the IEP/transition plan. Community based non-paid work based learning must be documented on the transition plan as an activity necessary to meet the needs of the students with disabilities. As a part of the goals and objectives of the IEP, delineation must be made of the following hours:

* Up to 5 hours per business for vocational exploration
* Up to 90 hours per job experience for vocational assessment
* Up to 120 hours per job experience for vocational training

In addition to the preceding documentation of allowable hours, the following criteria must also be met:

* The business derives no immediate advantage from the work of the student
* The student does not displace any regular employee
* The student was placed according to his or her IEP
* The amount of time per week at the work site is limited to meeting the requirements of the IEP
* School officials supervise the students on the work site.
* The parents/guardians and students are in agreement that the student is not entitled to wages or a paid job at the end of the training period.

**Required Documentation:**

\*Training Agreement

\*Training Plan/Safety Training Record

\*Insurance and Emergency Information Form

\*NOTE: These forms must be kept on file a minimum of 5 years. A copy of each of these required forms must be submitted to the Roane County Transition Coach (electronically or hard copy) prior to WBL placement. Forms may be found in the appendix and on the Roane County Special Education link under WBL

**Summary Sheet:**

Not applicable

**~~Recommended~~ Minimum data Collection Required by Roane County for Each WBL Experience:**

Work Behavior/Work Habits Checklist

Task Analysis ~~Form~~ Data Sheet

Vocational Summary Sheet

Situational Assessment Results

Employer Feedback/Evaluations

**Safety Training:**

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

**Wages:**

Not applicable

**Insurance Coverage:**

Non-paid work based learning participants will not be covered under Worker’s Compensation insurance. The LEA must verify that these students have insurance or provide it.

**Transportation:**

The transportation is usually provided by LEA.

**TRANSITION ACTIVITIES (PAID)**

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14, the Individualized Education Plan (IEP) team develops a transition plan and by the age of 16 it must include activities designed to promote movement from school to post school outcomes with an emphasis on employment and other areas of independent living. Specific activities and strategies often include the participation of students with disabilities in WBL experiences in the community. The transition WBL method includes both paid and non-paid training activities for both credit and/or completion of the IEP goals and objectives. The transition WBL activity is designed to facilitate community-based instruction, employment experiences and socialization skills for the student with disabilities.

**Student Selection:**

Students must be at least 16 years of age, and participating in school through an IEP.

**Secondary Credits:**

The maximum number of credits that may be earned in a given year for a student with a disability participating in transition WBL is determined by the IEP team. The number of credits should be documented in the IEP.

**Related Classroom Instruction:**

The student’s participation in WBL must be documented in the transition plan of the IEP. The IEP/transition plan will determine the related Special Education class and appropriate placement for a student with a disability. (Examples: Resource Class or CDC Class). The employment and/or community experience areas of the transition plan must include WBL activities that are addressed in the goals and objectives of the IEP. These activities must relate back to the desired post school outcomes. The course code for Special Education WBL is 9498.

**Time Commitments:**

The length of the transition experience is determined by the needs of the students as documented in the IEP/transition plan.

**Computation of Grades:**

A student’s grade will be based upon the data collected from the work site as it relates to the goals and objectives of the student’s IEP. Minimum data requirements related to goals and objectives include performance summaries related to each student’s goals and objectives every 4 ½ weeks.

**WBL Coordinator:**

The WBL coordinator for transition students must have the required special education licensure and have completed the state approved WBL training prior to the supervision of students on a WBL experience. Students participating in the transition experience must be supervised by a special education WBL coordinator and cannot be supervised by a coordinator other than a special education teacher if the student is participating through the IEP/transition plan.

**Coordination of Students:**

Each student's school experience and work-based activity must be carefully planned and coordinated with the activities developed by the IEP team if the experience is going to contribute to the student’s education and employability. Although structured transition and training plans provide the basis for this coordination; close supervision is necessary for implementation of the program. WBL coordinators are responsible for the health, safety, welfare, and educational progress of their students. Regulations and Minimum Standards for the Governance of Tennessee Public Schools Section 0520-1-7-04 requires a WBL coordinator will be provided time during the regular school day to coordinate and supervise students involved in on-the-job training through part time employment.

**Supervision Requirements:**

The WBL coordinator must make an on-site visit to the employer a **minimum** of one time ~~per grading period~~ every 4 ½ weeks. More frequent visits may be required in the monitoring of students experiencing difficulties. Vocational rehabilitation counselors, vocational rehabilitation case managers, adult service provider and job coaches can assist in monitoring the work site and in completion of the required documents, but ultimately the WBL coordinator is responsible for the student and his/her program.

**Job Placement Restrictions or Limitations:**

Jobs must relate directly to the IEP/transition plan. WBL must be documented on the transition plan as an activity that is necessary to meet the needs of the student with disabilities. Best practices across the nation and numerous bodies of research from prominent educational leaders indicate that many students with disabilities greatly benefit from full day job placements in their exit year. Students with more severe disabilities as determined by the IEP team, may participate in full day WBL placements. This includes placement in adult service programs, adult training programs, and in community placements when a job coach is provided. This full day programming should be limited to a select number of students as decided by the IEP team planning process.

Jobs in the health care fields have additional limitations. Please refer to the general policies.

**Required Documentation:**

The following documentation must be completed and on file, at theschool and at the worksite for each participating student prior to beginning the transition WBL experience:

\*Training Agreement

\*Training Plan/Safety Training Record

\*Insurance and Emergency Information Form

\*Proof of Safety Training

\***NOTE: These forms are to be submitted (electronically or hard copy) to the Roane County Transition Coach prior to placement. These forms must be kept on file at the school a minimum of 5 years. Forms may be found in the appendix and on the Roane County Special Education WBL link.**

**Summary Sheet:**

A summary sheet listing all WBL students must be submitted by October 15th and March 1st by the WBL Coordinator to the State Department of Education and to the Roane County Transition Coach. If these dates occur during a school break, these summary forms must be submitted prior to the break. Summary sheet and instructions for submission may be found in the appendix **and on the Roane County Special Education WBL link**. Transition must be checked as the WBL activity, if the student is participating in WBL through the IEP. The IEP/Transition Plan will determine the related special education class (Examples: Resource Class or CDC Class).

**Minimum Data Collection Required by Roane County for Each WBL Experience:**

Work Behavior/Work Habits Checklist

Vocational Summary Sheet

Situational Assessment Results

Employer Evaluations/Feedback

**Additional Recommended Forms:**

Running Notes from Job Coaches

Visitation Reports

Wage and Hour Reports

Task Analysis Data Sheet

**Safety Training:**

Safety training is required to be completed prior to the student's placement. Proof of the safety instruction must be maintained for 5 years.

**Wages:**

Minimum wage is required except for those students participating with an agency possessing a

federally approved sub-minimum wage certificate. The wage of the student is then determined based upon production standards.

**Insurance Coverage/Workers’ Compensation:**

Businesses are required to carry workers’ compensation insurance if they have more than five (5) employees. Paid transition learners are covered under this. Insurance coverage must be obtained if students are employed at businesses not carrying workers’ compensation (See Legal Issues Guide).

**Transportation:**

Transportation to and from the job may be the responsibility of the parent/guardian, student and/or school system.