

## CHAPTER 7: LRS Policy Manual

<b>Part</b> 119	<b>Name</b> Transition Process for Individuals in Secondary Education Programs	<b>Effective Date</b> *September 20, 2015**
<b>Director</b> Mark S. Martin		<b>Signature</b> Signature on file
<b>Appointing Authority</b> Bryan Moore		<b>Signature</b> Signature on file

- A. Louisiana Rehabilitation Services (LRS) will become involved in the transition planning process for students with disabilities as early as possible to ensure that students' transition needs are met in a timely manner. LRS involvement in the transition process will provide for outreach, consultation, technical assistance and transition planning by agency personnel that facilitates the development and completion of students' individualized education programs (IEPs), as well as the completion and approval of eligible students' individualized plans for employment (IPEs) prior to their exit from the school system.
  
- B. LRS' transition process is a coordinated set of vocational rehabilitation services planned for an eligible student with an official secondary education transition plan. Such vocational rehabilitation services for transition students are 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), as well as referral services for available continuing and adult education, adult services, independent living or community participation.
  
- C. LRS' vocational rehabilitation services for transition students shall be based upon the eligible student's individual needs, taking into account the student's abilities, preferences and interests, and shall include vocational guidance and counseling, functional vocational evaluation, instruction, community experiences, and other services and activities that may be necessary to facilitate achievement of the employment outcome identified on the IPE.
  
- D. The coordination and collaboration between LRS and the state education system will assure continuity of services for eligible students.
  
- E. The following provisions are the key points in LRS' transition process:
  1. LRS will provide consultation and technical assistance (to the extent possible considering time and agency resources) as early as possible in the transition process, for students \*with disabilities who have an individualized education plan (IEP), have been under Section 504 of the Rehabilitation Act, or is an individual with a disability under the Rehabilitation Act.\*\*
  
  2. LRS will ensure the development and approval of IPEs for eligible students \*\*\* as early as possible in the transition process but, at the latest, by the time each student determined eligible for vocational rehabilitation services leaves the school setting.
  
- F. The LRS director or designee shall have the sole responsibility for any exceptions to this policy on services for transition students.

**AUTHORIZATION**

Federal Register, Volume 66, Department of Education, 34 CFR 361, Part VI, State Vocational Rehabilitation Services Program, §361.21 and 361.22.

**CONTACT**

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