

A BRIEF SUMMARY OF TRANSITION FOR ADMINISTRATORS

What is Transition Services?	<i>Education must “result in something”, for ALL students, which is why every district has a mission statement. For students with disabilities, it is understood that additional services are needed to ensure the results, which is the purpose of Transition Services. It is the activities of Transition Services that facilitate the bridge from public education to employment, postsecondary education, and independent living skills. This “Brief” provides basic information and guidance to campus-level instruction leaders.</i>
Is it state or federal law or both?	<p>Federal Regulations § 300.43(a). Transition services. <i>(a) Transition services means a coordinated set of activities for a child with a disability that —</i></p> <p style="padding-left: 20px;"><i>(1) Is designed to be within 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;</i></p> <p style="padding-left: 20px;"><i>(2) Is based on the individual child ’ s needs, taking into account the child ’ s strengths, preferences, and interests; and includes —</i></p> <p style="padding-left: 40px;"><i>(i) Instruction;</i></p> <p style="padding-left: 40px;"><i>(ii) Related services;</i></p> <p style="padding-left: 40px;"><i>(iii) Community experiences;</i></p> <p style="padding-left: 40px;"><i>(iv) The development of employment and other post-school adult living objectives; and</i></p> <p style="padding-left: 40px;"><i>(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.</i></p> <p>Texas Education Code § 29.0111. Beginning of Transition Planning. <i>Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age.</i></p>
What are the accountability requirements?	<i>The Texas State Performance Plan Indicator 1 (Graduation Rate), Indicator 2 (Dropout Rate), Indicator 13 (IEP Documentation and supporting evidence), and Indicator 14 (Post-School Results). Data is sent to TEA & the U.S. DOE.</i>
Who on my campus is responsible for oversight besides me?	<i>The Assistant Principal over Special Education Services, the Department Chair for Special Education, the district-level Transition Designee, and the campus-level Transition Specialist.</i>
Who is responsible for implementing Transition Services?	<i>The Special Education Teachers, with the support of the Campus Transition Specialist, Department Chair, Assistant Principal and Principal.</i>
If Transition Services is not working, who on my campus should I talk with? Central Office?	<i>Campus Level: The Assistant Principal and the Department Chair for Special Education. District Level: Contact district Special Education Department to speak to the District-Level Coordinator for Transition Services or the Executive Director/Director for Special Education Services.</i>
What is the student’s role?	<i>(1) Participate in meaningful Transition Assessment to determine post-school goals for employment, postsecondary education, and if appropriate, independent living skills. (2) Preparing, with the SPED Case Manager, to participate in the ARD/IEP Meeting. (3) Participation in the ARD/IEP Meeting. (4) Partnering with GenEd and SPED to implement the Transition Services page of the IEP.</i>
What is the parent’s role?	<i>(1) Participation in meaningful Transition Assessment. (2) Involvement in planning the IEP. (3) Involvement in the ARD/IEP Meeting</i>
What staff members should be a part of Transition Services?	<i>In general education, the counseling staff plays a key role in helping all students connect to employment and postsecondary education, including students in Special Education. CTE is also a key partner.</i>