

Transition and Employment Designee

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TRANSITION SERVICES

Transition Services is a coordinated set of activities for a student designed within an outcome – oriented process, which promotes movement from school to post-secondary activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community preparation

The coordinated set of activities must (1) be based upon the individual student's needs; (2) take into account student preferences and interests; and (3) include instruction, community experiences, the development of employment and other post – school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

Individual transition planning shall begin on or before the student's 14th birthday for each student receiving special education services. On or before the student's 14th birthday, parents/guardians of students in special education are provided information about transition planning. Transition information is provided to the parent at the first Annual ARD transition is discussed. Each year thereafter, the transition information is offered to the parent.

When addressing transition service needs, the IEP must include activities in the areas of:

Instruction, Related services, Community experiences, Employment and

Other post-secondary adult living objectives

If appropriate, acquisition of daily living skills and a functional vocational evaluation

Once transition planning services begin, the student is a required member of the meeting. Every effort should be made to ensure that the student is present. The purpose of this requirement is to focus attention on how the student's educational program will be planned to help the student make a successful transition to his/her goals for life after high school. If the student does not attend the meeting, the special education teacher should:

1. Take steps to ensure that information reflecting the interests and preferences of the student is obtained and considered by the ARD Committee
2. Provide clear documentation to the ARD committee of the attempts to have the student present at the meeting
3. Provide to the ARD committee the reasons the student is not present

The transition information is revised yearly at the Annual ARD meeting taking into account the progress the student is making on goals and objectives contained in the IEP.

If the student is leaving the school setting, the transition plan must include, if appropriate, information about the adult service agencies that the student will be linked with and/or an explanation of the agency's responsibilities towards providing services for the student.

Helpful Links

[Texas Transition and Employment Guide – English](#)

[Guía de transición y empleo de Texas- Spanish](#)

[Texas Workforce](#)