

TRANSITION SERVICES

Authorities: 34 CFR Part 300; Texas Education Code; Texas Estates Code; 19 TAC Chapters 75, 89

	<b>Additional Resources</b>
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<b>FEDERAL AND STATE REQUIREMENTS</b>	
<a href="#">Practice</a>	<i>Transition services</i> means a coordinated set of activities for the child with a disability that:
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>• 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:</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Post-secondary education;</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Vocational education;</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Integrated employment, including supported employment;</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Continuing and adult education;</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Adult services;</li> </ul> <p><b>Citations:</b> <a href="#">300.43(a)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Independent living; or</li> </ul>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<b>Citations:</b> <a href="#">300.43(a)(1)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Community participation;</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(1)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>• Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Instruction;</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)(i)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Related services;</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)(ii)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ Community experiences;</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)(iii)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ The development of employment and other post-school adult living objectives; and</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)(iv)</a>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.</li> </ul> <b>Citations:</b> <a href="#">300.43(a)(2)(v)</a>
<a href="#">Practice</a>	Transition services for children with disabilities may be special education, if provided as specially-designed instruction, or a related service, if required to assist the child with a

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<p>disability to benefit from special education as described in the <a href="#">SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES</a> framework.</p> <p><b>Citations:</b></p> <p><a href="#">300.43(b)</a></p>
<a href="#">Document</a>	<p>If the child does not attend the <a href="#">ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING</a> where transition services are discussed, as set forth in the <a href="#">ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP</a> framework, the local education agency (LEA) must take other steps to ensure the child's preferences and interests are considered.</p> <p><b>Citations:</b></p> <p><a href="#">300.321(b)(2)</a></p>
	<b>BY AGE 14</b>
<a href="#">Practice</a>	<p><del>Beginning with the 2018-2019 school year, not</del> <b>Not</b> later than when the child <del>reaches</del> <b>turns</b> age 14, the admission, review, and dismissal (ARD) committee must consider and, if appropriate, address: <b>the following issues in the individualized education program (IEP):</b></p> <p><b>Citations:</b></p> <p><a href="#">TEC 29.011(a)</a></p> <p><a href="#">TEC 29.0111</a></p> <p><del>89.1055(k)</del></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>• Appropriate child involvement in the child's transition to life outside the public school system;</li> </ul> <p><b>Citations:</b></p> <p><del>89.1055(j)(1)</del></p> <p><del>89.1055(k)(1)</del></p> <p><a href="#">TEC 29.011(a)(1)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>• <del>If the child is younger than age 18, appropriate</del> <b>Appropriate</b> involvement in the child's transition by the child's parent and other persons invited to participate by:</li> </ul> <p><b>Citations:</b></p> <p><del>89.1055(h)(2)</del></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<p><a href="#">89.1055(k)(2)</a></p> <p><a href="#">TEC 29.011(a)(2)</a></p>
Document	<ul style="list-style-type: none"> <li>○ The child’s parent; or</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(h)(2)(A)</a></p> <p><a href="#">89.1055(k)(2)(A)</a></p> <p><a href="#">TEC 29.011(a)(2)(A)</a></p>
Document	<ul style="list-style-type: none"> <li>○ The LEA in which the child is enrolled;</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(h)(2)(B)</a></p> <p><a href="#">89.1055(k)(2)(B)</a></p> <p><a href="#">TEC 29.011(a)(2)(B)</a></p>
Document	<ul style="list-style-type: none"> <li>• Appropriate postsecondary education options, including preparation for postsecondary-level coursework;</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(h)(4)</a></p> <p><a href="#">89.1055(k)(3)</a></p> <p><a href="#">TEC 29.011(a)(4)</a></p>
Document	<ul style="list-style-type: none"> <li>• Appropriate functional vocational evaluation;</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(h)(5)</a></p> <p><a href="#">89.1055(k)(4)</a></p> <p><a href="#">TEC 29.011(a)(5)</a></p>
Document	<ul style="list-style-type: none"> <li>• Appropriate circumstances for facilitating a referral of a child or the child’s parent to a governmental agency for services or public benefits, including a referral to a governmental agency to place the child on a waiting list for public benefits available to the child; and</li> </ul> <p><b>Citations:</b></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<p><del>89.1055(h)(9)</del></p> <p><del>89.1055(k)(5)</del></p> <p><a href="#">TEC 29.011(a)(9)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>The use and availability of appropriate:</li> </ul> <p><b>Citations:</b></p> <p><del>89.1055(h)(10)</del></p> <p><del>89.1055(k)(6)</del></p> <p><a href="#">TEC 29.011(a)(10)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>Supplementary aids, services, curricula, and other opportunities to assist the child in developing decision-making skills; and</li> </ul> <p><b>Citations:</b></p> <p><del>89.1055(h)(10)(A)</del></p> <p><del>89.1055(k)(6)(A)</del></p> <p><a href="#">TEC 29.011(a)(10)(A)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>Supports and services to foster the child’s independence and self-determination, including a supported decision-making agreement.</li> </ul> <p><b>Citations:</b></p> <p><del>89.1055(h)(10)(B)</del></p> <p><del>89.1055(k)(6)(B)</del></p> <p><a href="#">TEC 29.011(a)(10)(B)</a></p> <p><a href="#">EST Ch. 1357</a></p>
<a href="#">Practice</a>	<p>Beginning not later than the first IEP to be in effect when the child turns <del>16</del><u>14</u>, or younger if determined appropriate by the ARD committee, <del>and updated annually thereafter</del>, the IEP must include <del>the following</del>:</p> <p><b>Citations:</b></p> <p><del>89.1055(j)</del></p> <p><del>89.1055(l)</del></p> <p><del>89.1055(m)</del></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<a href="#">TEC 29.011(a)(6)</a> <a href="#">TEC 29.011(a)(8)</a> <a href="#">300.320(b)</a>
Document	<ul style="list-style-type: none"> <li>• Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to:</li> </ul> <p><b>Citations:</b></p> <a href="#">89.1055(j)(1)</a> <a href="#">89.1055(l)(1)</a> <a href="#">89.1055(m)</a> <a href="#">TEC 29.011(a)(6)</a> <a href="#">TEC 29.011(a)(8)</a> <a href="#">300.320(b)(1)</a>
Document	<ul style="list-style-type: none"> <li>○ Training;</li> </ul> <p><b>Citations:</b></p> <a href="#">89.1055(j)(1)</a> <a href="#">89.1055(l)(1)</a> <a href="#">89.1055(m)</a> <a href="#">TEC 29.011(a)(6)</a> <a href="#">TEC 29.011(a)(8)</a> <a href="#">300.320(b)(1)</a>
Document	<ul style="list-style-type: none"> <li>○ Education;</li> </ul> <p><b>Citations:</b></p> <a href="#">89.1055(j)(1)</a> <a href="#">89.1055(l)(1)</a> <a href="#">89.1055(m)</a> <a href="#">TEC 29.011(a)(6)</a> <a href="#">TEC 29.011(a)(8)</a>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<a href="#">300.320(b)(1)</a>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>○ Employment; and</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(j)(1)</a></p> <p><a href="#">89.1055(l)(1)</a></p> <p><a href="#">89.1055(m)</a></p> <p><a href="#">TEC 29.011(a)(6)</a></p> <p><a href="#">TEC 29.011(a)(8)</a></p> <p><a href="#">300.320(b)(1)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>○ Where appropriate, independent living skills; and</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(j)(1)</a></p> <p><a href="#">89.1055(l)(1)</a></p> <p><a href="#">89.1055(m)</a></p> <p><a href="#">TEC 29.011(a)(6)</a></p> <p><a href="#">TEC 29.011(a)(8)</a></p> <p><a href="#">300.320(b)(1)</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>● Transition services, including courses of study, needed to assist the child in reaching those postsecondary goals.</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(j)(2)</a></p> <p><a href="#">89.1055(l)(2)</a></p> <p><a href="#">89.1055(m)</a></p> <p><a href="#">TEC 28.025</a></p> <p><a href="#">TEC 29.011(a)(6)</a></p> <p><a href="#">TEC 29.011(a)(8)</a></p> <p><a href="#">300.320(b)(2)</a></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<b>BY AGE 16</b>
Practice	The LEA will comply with the <u>CHILDREN WITH A DISABILITY THAT MAY IMPEDE EFFECTIVE COMMUNICATION</u> portion of the SPECIAL FACTORS framework. TEC 29.0113(b)
	<b>BY AGE 17</b>
Practice	Not later than one year before the 18th birthday of the child with a disability, the LEA must comply with the <u>ADULT STUDENT AND TRANSFER OF RIGHTS</u> framework. 19 TAC 89.1049
	<b>BY AGE 18</b>
Practice	<del>Beginning not later than the first IEP to be in effect when the student turns if the child is at least 18 years of age, the ARD committee must consider and, if appropriate, address the following in the student's IEP:</del>  <del>involvement in the adult student's transition and future by the parents and other persons, if the parent or other person:</del>  <b>Citations:</b> <del>89.1055(h)(3)</del> <del>89.1055(n)(1)</del> <del>TEC 29.011(a)(3)</del>
Document	<del>• involvement in the adult student's transition and future by the parents and other persons, if the parent or other person:</del> <del>89.1055(n)1(A)</del>
Document	• Is invited to participate by the adult student or the LEA in which the adult student is enrolled; or  <b>Citations:</b> <del>89.1055(h)(3)(A)</del> <del>89.1055(n)(1)(A)</del> <del>TEC 29.011(a)(3)(A)</del>
Document	• Has the adult student's consent to participate pursuant to a supported decision-making agreement; <u>and</u> .



	<b>FEDERAL AND STATE REQUIREMENTS</b>
	<p><b>Citations:</b></p> <p><a href="#">89.1055(h)(3)(B)</a></p> <p><a href="#">89.1055(n)(1)(B)</a></p> <p><a href="#">TEC 29.011(a)(3)(B)</a></p> <p><a href="#">EST Ch. 1357</a></p>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>the availability of age-appropriate instructional environments, including community settings or environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives.</li> </ul> <p><b>Citations:</b></p> <p><a href="#">89.1055(n)(2)</a></p> <p><a href="#">TEC 20.011(a)(7)</a></p>
<a href="#">Practice</a>	When a child with a disability reaches age 18, the LEA must comply with the <a href="#">ADULT STUDENT AND TRANSFER OF RIGHTS</a> framework.
<b>OTHER ISSUES RELEVANT TO TRANSITION</b>	
<a href="#">Practice</a>	When determining the courses of study, the ARD committee must consider the <a href="#">GRADUATION</a> framework.
<a href="#">Practice</a>	<p>The LEA must ensure that children with disabilities have access to career and technical education (CTE) classes.</p> <p><b>Citations:</b></p> <p><a href="#">75.1023(b)</a></p>
<a href="#">Practice</a>	<p>When determining placement in a CTE classroom, the ARD committee must consider the child's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports.</p> <p><b>Citations:</b></p> <p><a href="#">75.1023(d)(6)</a></p>
<a href="#">Practice</a>	<p>If a participating agency, other than the LEA, fails to provide the transition services described in the IEP:</p> <p><b>Citations:</b></p> <p><a href="#">300.324(c)(1)</a></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>The LEA must comply with the <a href="#">ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING</a> framework; and</li> </ul>
<a href="#">Document</a>	<ul style="list-style-type: none"> <li>The ARD committee must identify alternative strategies to meet the transition objectives set out in the IEP.</li> </ul> <p><b>Citations:</b></p> <p><a href="#">300.324(c)(1)</a></p>
<b>TRANSITION AND EMPLOYMENT DESIGNEE</b>	
<a href="#">Practice</a>	<p>The LEA must designate at least one employee to serve as the district's or shared services arrangement's designee on transition and employment services for students enrolled in special education programs.</p> <p><b>Citations:</b></p> <p><a href="#">89.1075(i)</a></p>
<a href="#">Practice</a>	<p>The transition and employment designee must complete the required training as developed by the commissioner of education and provide information about transition requirements and coordination among parents, students, and appropriate state agencies to ensure that school staff can communicate and collaborate effectively.</p> <p><b>Citations:</b></p> <p><a href="#">89.1075(i)</a></p>
<b>TRANSITION AND EMPLOYMENT GUIDE</b>	
<a href="#">Practice</a>	<p>The LEA must:</p> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>Post the <a href="#">Texas Transition and Employment Guide</a> on the LEA's website if the LEA maintains a website;-</li> </ul> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)(1)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>Provide written information and, if necessary, assistance to the child or parent regarding how to access the electronic version of the guide at:</li> </ul> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)(2)</a></p>

	<b>FEDERAL AND STATE REQUIREMENTS</b>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ The first meeting of the child's ARD committee at which transition is discussed; and</li> </ul> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)(2)(A)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>○ The first ARD committee meeting at which transition is discussed that occurs after the date on which the guide is updated; and</li> </ul> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)(2)(B)</a></p>
<a href="#">Practice</a>	<ul style="list-style-type: none"> <li>● On request, provide a printed copy of the guide to the child or parent.</li> </ul> <p><b>Citations:</b></p> <p><a href="#">TEC 29.0112(e)(3)</a></p>

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