

TRANSITION SERVICES

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

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

FEDERAL AND STATE REQUIREMENTS	
Practice	<ul style="list-style-type: none"> ○ Community participation; <p>Citations: 300.43(a)(1)</p>
Practice	<ul style="list-style-type: none"> • Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes: <p>Citations: 300.43(a)(2)</p>
Practice	<ul style="list-style-type: none"> ○ Instruction; <p>Citations: 300.43(a)(2)(i)</p>
Practice	<ul style="list-style-type: none"> ○ Related services; <p>Citations: 300.43(a)(2)(ii)</p>
Practice	<ul style="list-style-type: none"> ○ Community experiences; <p>Citations: 300.43(a)(2)(iii)</p>
Practice	<ul style="list-style-type: none"> ○ The development of employment and other post-school adult living objectives; and <p>Citations: 300.43(a)(2)(iv)</p>
Practice	<ul style="list-style-type: none"> ○ If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. <p>Citations: 300.43(a)(2)(v)</p>
Practice	<p>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 disability to benefit from special education as described in the SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES framework.</p> <p>Citations: 300.43(b)</p>
Document	<p>If the child does not attend the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING where transition services are discussed, as set forth in the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE</p>

FEDERAL AND STATE REQUIREMENTS	
	<p>MEMBERSHIP framework, the local education agency (LEA) must take other steps to ensure the child's preferences and interests are considered.</p> <p>Citations: 300.321(b)(2)</p>
BY AGE 14	
Practice	<p>Beginning with the 2018-2019 school year, not later than when the child reaches age 14, the admission, review, and dismissal (ARD) committee must consider and, if appropriate, address:</p> <p>Citations: TEC 29.011(a) TEC 29.0111</p>
Document	<ul style="list-style-type: none"> • Appropriate child involvement in the child's transition to life outside the public school system; <p>Citations: 89.1055(j)(1) TEC 29.011(a)(1)</p>
Document	<ul style="list-style-type: none"> • If the child is younger than age 18, appropriate involvement in the child's transition by the child's parent and other persons invited to participate by: <p>Citations: 89.1055(h)(2) TEC 29.011(a)(2)</p>
Document	<ul style="list-style-type: none"> ○ The child's parent; or <p>Citations: 89.1055(h)(2)(A) TEC 29.011(a)(2)(A)</p>
Document	<ul style="list-style-type: none"> ○ The LEA in which the child is enrolled; <p>Citations: 89.1055(h)(2)(B) TEC 29.011(a)(2)(B)</p>
Document	<ul style="list-style-type: none"> • Appropriate postsecondary education options, including preparation for postsecondary-level coursework; <p>Citations: 89.1055(h)(4) TEC 29.011(a)(4)</p>
Document	<ul style="list-style-type: none"> • Appropriate functional vocational evaluation; <p>Citations: 89.1055(h)(5)</p>

FEDERAL AND STATE REQUIREMENTS	
	TEC 29.011(a)(5)
Document	<ul style="list-style-type: none"> • Appropriate employment goals and objectives; <p>Citations: 89.1055(h)(6) TEC 29.011(a)(6)</p>
Document	<ul style="list-style-type: none"> • If the child is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments that prepare the child for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the child's transition goals and objectives; <p>Citations: 89.1055(h)(7) TEC 29.011(a)(7)</p>
Document	<ul style="list-style-type: none"> • Appropriate independent living goals and objectives; <p>Citations: 89.1055(h)(8) TEC 29.011(a)(8)</p>
Document	<ul style="list-style-type: none"> • 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 <p>Citations: 89.1055(h)(9) TEC 29.011(a)(9)</p>
Document	<ul style="list-style-type: none"> • The use and availability of appropriate: <p>Citations: 89.1055(h)(10) TEC 29.011(a)(10)</p>
Document	<ul style="list-style-type: none"> ○ Supplementary aids, services, curricula, and other opportunities to assist the child in developing decision-making skills; and <p>Citations: 89.1055(h)(10)(A) TEC 29.011(a)(10)(A)</p>
Document	<ul style="list-style-type: none"> ○ Supports and services to foster the child's independence and self-determination, including a supported decision-making agreement. <p>Citations: 89.1055(h)(10)(B) TEC 29.011(a)(10)(B)</p>

FEDERAL AND STATE REQUIREMENTS	
	<u>EST Ch. 1357</u>
<u>Practice</u>	Beginning with the 2018-2019 school year, a child's ARD committee will annually review and, if necessary, update the portion of the child's individualized education program (IEP) that addresses these issues. Citations: <u>89.1055(i)</u> <u>TEC 29.011(a-1)</u>
BY AGE 16	
<u>Practice</u>	<u>The LEA will comply with the CHILDREN WITH A DISABILITY THAT MAY IMPEDE EFFECTIVE COMMUNICATION portion of the SPECIAL FACTORS framework.</u>
<u>Practice</u>	Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following: Citations: <u>89.1055(j)</u> <u>300.320(b)</u>
<u>Document</u>	<ul style="list-style-type: none"> • Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to: Citations: <u>89.1055(j)(1)</u> <u>300.320(b)(1)</u>
<u>Document</u>	<ul style="list-style-type: none"> ○ Training; Citations: <u>89.1055(j)(1)</u> <u>300.320(b)(1)</u>
<u>Document</u>	<ul style="list-style-type: none"> ○ Education; Citations: <u>89.1055(j)(1)</u> <u>300.320(b)(1)</u>
<u>Document</u>	<ul style="list-style-type: none"> ○ Employment; and Citations: <u>89.1055(j)(1)</u> <u>300.320(b)(1)</u>
<u>Document</u>	<ul style="list-style-type: none"> ○ Where appropriate, independent living skills; and Citations: <u>89.1055(j)(1)</u> <u>300.320(b)(1)</u>

FEDERAL AND STATE REQUIREMENTS	
	<ul style="list-style-type: none"> Transition services, including courses of study, needed to assist the child in reaching those postsecondary goals.
Document	Citations: 89.1055(j)(2) 300.320(b)(2) TEC 28.025
BY AGE 17	
Practice	Not later than one year before the 18th birthday of the child with a disability, the LEA must comply with the ADULT STUDENT AND TRANSFER OF RIGHTS framework.
BY AGE 18	
Practice	<p>Beginning with the 2018-2019 school year, for an adult student the ARD committee must consider and, if appropriate, address child is at least 18 years of age, involvement in the student's adult student's transition and future by the adult student's parent parents and other persons, if the parent or other person:</p> <p>Citations: 89.1055(h)(3) TEC 29.011(a)(3)</p>
Document	<ul style="list-style-type: none"> Is invited to participate by the adult student or the LEA in which the adult student is enrolled; or <p>Citations: 89.1055(h)(3)(A) TEC 29.011(a)(3)(A)</p>
Document	<ul style="list-style-type: none"> Has the adult student's consent to participate pursuant to a supported decision-making agreement. <p>Citations: 89.1055(h)(3)(B) TEC 29.011(a)(3)(B) EST Ch. 1357</p>
Practice	When a child with a disability reaches age 18, the LEA must comply with the ADULT STUDENT AND TRANSFER OF RIGHTS framework.
OTHER ISSUES RELEVANT TO TRANSITION	
Practice	When determining the courses of study, the ARD committee must consider the GRADUATION framework.
Practice	<p>The LEA must ensure that children with disabilities have access to career and technical education (CTE) classes.</p> <p>Citations:</p>

FEDERAL AND STATE REQUIREMENTS	
	75.1023(b)
Practice	<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>Citations: 75.1023(d)(6)</p>
Practice	<p>If a participating agency, other than the LEA, fails to provide the transition services described in the IEP:</p> <p>Citations: 300.324(c)(1)</p>
Practice	<ul style="list-style-type: none"> • The LEA must comply with the ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEETING framework; and
Document	<ul style="list-style-type: none"> • The ARD committee must identify alternative strategies to meet the transition objectives set out in the IEP. <p>Citations: 300.324(c)(1)</p>
TRANSITION AND EMPLOYMENT GUIDE	
Practice	<p>The LEA must:</p> <p>Citations: TEC 29.0112(e)</p>
Practice	<ul style="list-style-type: none"> • Post the Texas Transition and Employment Guide on the LEA's website if the LEA maintains a website; <p>Citations: TEC 29.0112(e)(1)</p>
Practice	<ul style="list-style-type: none"> • Provide written information and, if necessary, assistance to the child or parent regarding how to access the electronic version of the guide at: <p>Citations: TEC 29.0112(e)(2)</p>
Practice	<ul style="list-style-type: none"> ◦ The first meeting of the child's ARD committee at which transition is discussed; and <p>Citations: TEC 29.0112(e)(2)(A)</p>

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

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