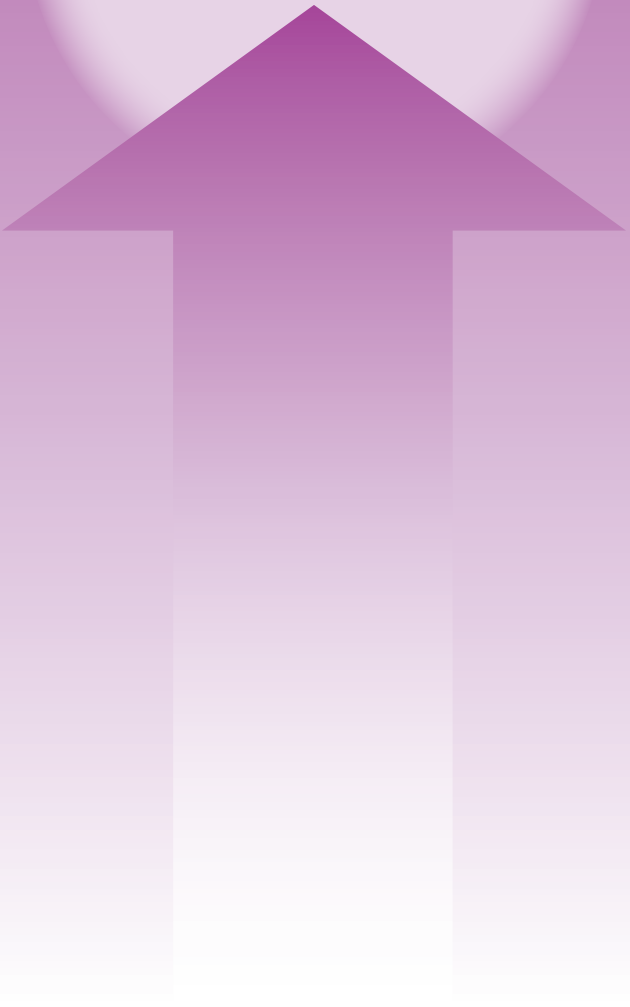




TRANSITION SERVICES
DEPARTMENT OF SPECIAL EDUCATION SERVICES

**School-to-Adult
Living
Transition Services**



SCHOOL-TO-ADULT LIVING TRANSITION

What is the goal of transition services?

The goal of transition services is to assist students with disabilities in making an effective transition from school to postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

When does transition planning occur?

Transition planning becomes a part of the Individualized Education Program (IEP) process at age 14, or younger if appropriate. At that age, transition planning focuses on the student's course of study.

A statement of needed transition services, including when necessary, interagency responsibilities, and any needed linkages is required at age 16, or younger if determined appropriate.

A logical point to begin transition planning is during middle school when the initial four-year guidance plan is developed. It is essential that both parent(s) and student participate in the annual review and all transition-related discussions and decisions.

What services may students receive?

Students may receive an array of services, including but not limited to the following:

- Transition planning
- Instruction geared to postsecondary education
- Career planning guidance
- Social skills/self-advocacy instruction
- In-school and community internships
- On-the-job training
- Independent-living-skills instruction
- Linkage to community agencies

Who provides these services?

All staff share the goal of preparing students for employment, postsecondary education and training, and life after high school. Special responsibility is assigned to the transition support teacher (TST), who may counsel students on career planning, teach career-related classes, help develop and support work experiences, and link students to appropriate services in the community.

How are students linked to post-school services?

At least by age 16, or earlier if appropriate, the student, parents, and a school staff member discuss and plan linkages to post-school services as part of the Individualized Education Program (IEP) planning. Adult agency personnel may participate in these conferences.

How are parents involved in the transition process?

Parents are valued partners with students and school staff in identifying each student's postsecondary outcomes, planning their child's school program, and determining adult service needs. Parents obtain information on available services through parent meetings and participation in Individualized Education Program (IEP) planning meetings.

Transition Services Montgomery County Public Schools

[www.montgomeryschoolsmd.org/
departments/transitionsvcs/](http://www.montgomeryschoolsmd.org/departments/transitionsvcs/)

phone 301-517-8278

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