

# School-to-Adult Living T R A N S I T I O N

## 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
- Pre-employment work experiences
- On-the-job training
- Independent-living-skills instruction
- Linkage to community agencies

## Who provides these services?

All staff share the goal of assisting students with disabilities in making an effective transition to employment, postsecondary education, and independent living. Specialized staff provide transition support throughout the high school experience. High school may counsel students on career-related classwork, work experiences, and living services in the community.

## How are students linked to services?

At age 14, or earlier if appropriate, parents, and a school staff member plan linkages to post-secondary services. An Individualized Education Program (IEP) is developed. With parent consent, representatives of Rehabilitative Services, Health Administration (E), and Post-school services are represented at meetings when transition services are determined. Post-school services are represented at meetings when transition services are determined.

## How are parents involved in the process?

Parents are valued partners in the transition process. School staff in identifying outcomes, planning their education, and determining adult services. Meetings and participation in the Individualized Education Program (IEP).

**TRANSITION SERVICES**  
**Montgomery County Public Schools**  
[www.montgomeryschoolsmd.org/departments/transition](http://www.montgomeryschoolsmd.org/departments/transition)  
phone 301-649-8000

**TRANSITION SERVICES**  
Department of Special Education Services

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



alternate format, upon request, under the *Rehabilitation Act of 1990*, by contacting Transition and Web Services, at Rockville, MD 20850, or by telephone or TDD Relay at 1-800-735-2258.

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