Our Mission

Transition is the process of moving from one stage to another. As soon as a student enters school, transition begins.

Transition Services for students with disabilities begin at elementary school and continue through high school, always moving toward life after graduation.

At NEISD, we are committed to working with students with disabilities as they transition to their world after high school.

The Law

Federal Law requires that all students served through Special Education have a transition plan prior to their 16th birthday.

State Law requires that this begins prior to the 14th birthday.

Points of Contact

- Student’s Case Manager
- Middle or High School Special Education Campus Coordinator
- Nancy Guido, NEISD Transition Director
  210-356-7520
  nguido@neisd.net

North East ISD Transition Services

Transition is . . .

. . . a coordinated set of activities

. . . results-oriented

. . . focused on improving academic and functional achievement

. . . moves the student through school to life after high school.

. . . based on the individual student's needs, strengths, preferences, and interests.

NEISD Transition Putting the Pieces Together
**Elementary School**

**Student Self-Determination**
Transition begins with students learning about themselves, their strengths, dealing with frustrations, setting goals, and meeting their goals. Research shows that the earlier a student learns these skills, the more successful they will be throughout their school career and into life after high school. Special education case managers work with students as they learn these self-determination skills.

**What are these Transition Activities?**

<table>
<thead>
<tr>
<th>Self-Determination</th>
<th>Conversations with the student about their areas of strength and areas in which they may need assistance; how to ask for help; and &quot;what they want to be when they grow up.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Interest Inventories &amp; Assessments</td>
<td>Informal paper or on-line inventories that give the student information about possible areas of employment considering their interests and abilities.</td>
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</tbody>
</table>

**Middle School**

<table>
<thead>
<tr>
<th>Grade / Age</th>
<th>Transition Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>• Self-Determination&lt;br&gt;• 1-2 Transition Interest Inventories&lt;br&gt;• Student-Led ARD/IEP</td>
</tr>
<tr>
<td>7th Grade</td>
<td>• Self-Determination&lt;br&gt;• 1-2 Transition Interest Inventories / Assessments&lt;br&gt;• Student Led ARD/IEP&lt;br&gt;• Full Transition Plan</td>
</tr>
<tr>
<td>8th Grade 15 year olds</td>
<td>• Self-Determination&lt;br&gt;• 1-2 Transition Interest Inventories / Assessments&lt;br&gt;• Student Led ARD/IEP&lt;br&gt;• Full Transition Plan</td>
</tr>
</tbody>
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**High School**

The emphasis during high school is working with students as they move toward their post-secondary goals. Students in high school continue all of the transition activities begun in middle school while meeting graduation requirements.

**High School Transition Activities**

- Time with their case manager to discuss transition
- Interest Inventories / Assessments
- Annual IEP goal leading to their post-secondary goal(s)
- Student-led ARD/IEP
- Annually Updated Transition Plan
- Information about colleges, technical schools, employment opportunities based on their post-secondary goals.

**More Transition Activities . . .**

<table>
<thead>
<tr>
<th>Student-Led IEP</th>
<th>Students work with their case manager to create a product showing &quot;where they are and where they want to go&quot;. This is used to lead their annual ARD meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Transition Plan</td>
<td>A post-secondary transition plan is developed using all of the information above, taking into consideration the student's abilities and areas of disability. Post-secondary goals are developed in the areas of education/training, employment, and independent living.</td>
</tr>
</tbody>
</table>