Opp City Schools

Transition Guidebook

Providing a Continuum of Education for Delinquent Youths

2026-2027

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Introduction

Research suggests one of the most important keys to rehabilitating adjudicated youths is transition. However, transition should not begin at a student's exit from the adjudicated system. The transition should begin at the student's entrance into the system to ensure a continuum of education to better provide more choices to adjudicated youths upon exiting the adjudicated system. Because of the varying needs and characteristics of students in the adjudicated system, no agency can implement a successful transition piece in isolation. State agencies, LEAs, parents, families, and community organizations can all potentially help students make a successful transition. Student transition cannot be treated as a supplemental piece of the student's rehabilitation but an essential piece of the student's transition. While each student's transition should be individualized, it is essential to have a process in place to ensure transition activities occur.

The goal of this guidebook is to provide individual and effective transition practices for all adjudicated students. The goal of transition is to reintegrate individual students into their homes, communities, peer groups, schools, and/or work settings successfully.

This guidebook was developed by a design team of practitioners fom Local Education Agencies, Adjudicated Youth Facilities, and members of the Alabama State Department of Education. This guidebook is to assist in the transition into adjudicated facilities and back into regular education and job situations. This guidebook is to assist Local Education Agencies (LEAs) and facilities develop procedures for transition. The guidebook contains suggested best practices.

Definitions in the Transition Process

Transition Plan (TP)—A plan that address the academic reentry goals, career and employment goals and the recommended educational placement for the student.
Individualized Educational Plan (**IEP**)—a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.
Special Education Services— the purpose of Special Education Services is to foster positive educational outcomes for all students with special needs.

Academic Assessments

Aspire
Aspire 10
ACCESS for ELs
Alabama Alternate Assessment
ACT
WorkKeys
Tests of Adult Basic Education (TABE)
GED

Academic Records

Transcript
IEP (if student has one)
504 Assessment Data
English Learner's Plan (EL Plan)
Current Grades
Academic Detail Progress Report (List of all grades used to determine overall grade)
Certification Statements
Immunization Paperwork
Health Plans
Four year plan

Exit/Transition Plans

Exit/transition plans address "academic reentry goals, career and employment goals, and the recommended educational placement for the student." The transition plan should first be developed by the transition team upon student entry to the facility. The transition team should consist of the student, his/her parents or guardian, facility educational and treatment personnel, and community personnel from the student's home community. The transition plan should be used to guide the service delivery to the student while adjudicated, and it should link the facility team with the student's community support system (parent, "home" school guidance counselor, etc. The transition plan should remain fluid throughout the student's adjudication. As the student progresses through the facility and education, transition needs and goals may change or need modification.

Individual Educational Plans

Federal and state laws require IEPs for all students with disabilities. Current IEPs should be maintained for all eligible students, and each facility's exceptional student education (Special Education) process should follow all of the required district, state, and federal guidelines for Special Education programs.

Adjudicated system Files

Cumulative files are developed and maintained by Local Education Agencies and Identified Facilities personnel or providers under contract with the Alabama State Department of Education. The facility file is developed by facility personnel when a student first enters the facility. The facility file contains all of the youth's identifying information, including family information, contacts with the legal system, needs assessments, and all available educational information. Education records will be transmitted to the facility from the LEA by identified LEA personnel within 10 working days of the student's entry into the facility. The facility personnel will review a student's cumulative files as well as all other pertinent academic information to develop and academic plan that will transition back to the home school.

Personnel Involved in the Transition Process

Facility personnel, LEA personnel, parents and students should collaborate to write a successful transition plan for the student upon arrival at the facility. Facility administrators in conjunction with LEA personnel are responsible for identifying persons who will act as the internal and external support systems for the student while at the facility and upon return to the LEA. The transition plan, while fluid, is the plan of action throughout the student's stay at the facility and until transition out of the facility.

The following is a list of suggested personnel who should be involved in the transition process of students.

On-Site Facility Personnel	Community Personnel	LEA Personnel
• Transition Specialist	• Student	• Registrar
• Guidance Counselor or Academic Advisor	• Parent/Guardian	• Home School Guidance Counselor
• Treatment Personnel	• Juvenile Probation Officer	• Home School Special Education Personnel (when appropriate)
• Instructional Personnel		• Home LEA Alternative Education or Dropout Prevention Personnel
• Behavioral Staff		

• Social Worker		
• Homeless Liaison		
• Interventionist		

The student should be present during the creation of the transition plan. The transition plan should include the following components.

- Evaluation of student's current academic status upon entering the facility.
- Student needs assessment.
- Student goals to achieve while in the facility.
- Student goals upon exiting the facility.
- Plan for parental involvement.
- Student career goals and pathways to help the student reach these goals.

Transition Team

The transition team should be made up of individuals working on behalf of the student within the facility and community support system such as the parent(s), the transition specialist, the JPOs, and receiving school personnel. Community personnel should be invited to participate in the transition process as soon as they are identified. In most cases, the facility counselor will be the person who will coordinate communication between the facility, the receiving LEA, and any other identified team members. This team should meet to review the student's progress, and with student and parental input, they should decide on a specific transition into the LEA date, including educational and career/vocational goals and objectives.
The facility counselor will enter the transition plan into the ALSDE Sharepoint Site once created. Until the Sharepoint Site is created, a copy of the transition plan should be kept in the student's facility records as well as the LEAs records. While in the facility, the plan should be monitored and updated once per month. When the student has transitioned back to the LEA, identified LEA personnel, i.e. the receiving school's Problem Solving Team will

conduct meetings with the student and enter progress reports at 30, 60, and 90 days along with any suggested updates.

What is necessary to prepare a student for detention?

1. Copy of the student's permanent transcript (generated from the school district) containing, at a minimum, the student's
   - legal name
   - parent's or guardian's name
   - last school attended

- date of birth
- sex
- race
- home address
- cumulative credits attempted and earned toward high school graduation •
native language
- immunization status
- special education status
- state test results
- EL plan
- healthcare plan.

2. Withdrawal form that reflects grades in progress (Example: INOW Detailed Progress Report for Each Class)
3. Recent copy of the student's IEP (when the student is enrolled in a Special Education program)
4. Academic assessment information (see list on page 4)

How do LEAs prepare student files for detention?

Upon notification of a student's adjudication:

1. Compile and transmit information.

   After the facility is informed which students will be assigned to facilities, all of the information listed in above should be compiled by LEA personnel and given to facility personnel so that the information will arrive at the facility with the transfer of the student.

   This information also will assist instructional personnel with planning day-to-day educational activities for the numerous students moving in and out of detention.

The facility checklist recommends educational information from the student's "home" school or last educational placement that should transfer to the facility with the transfer of the student. (Checklist is Appendix C of this document)

Facility Entry Transition Process

What are the primary elements of the entry transition process?

• requesting and reviewing records
• assessing students
• enrolling students
• initiating the Special Education process
• creating a transition plan.

What needs to be accomplished? Who is responsible?

Process	Who
Gathering Information: Gather all pertinent identifying student information including educational information. A dated, documented records request (Appendix F of this document) should be made to the last known educational provider. For information not received, follow-up requests must be made and documented. Providers may include a detention center, "home" school district, or another juvenile facility. Dated and documented follow-up requests for records not received should be maintained.	registrar or person delivering guidance services
Reviewing Information: Review all educational material received, including any information regarding special education services the student may have received. If the student has received or is receiving special education services, an special education specialist must review special education records to ensure that the appropriate special education services are in place within 10 days of a student's entry to the facility. Ensure that student educational files contain, at a minimum, a cumulative record card, which contains the student's legal name, date of birth, race, sex, date of entry, home address, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended, any past educational records, and the student's most recent withdrawal form which reflects grades in progress.	registrar, instructional personnel, school administrator, special education specialist, or person delivering guidance services

What needs to be accomplished? Who is responsible?

Process	Who

Assessment: Academic assessments for reading, writing, and mathematics for prescriptive purposes will be reviewed and/or assessed within 10 days of a student's entry into the facility.	instructional personnel, or person delivering guidance services
Guidance Services and Planning: Each student should meet with a guidance counselor or a representative from the educational facility within 10 days of entry in order to review assessment outcomes, past educational records, transcripts, grade level, and credits earned. Using student input and, when possible, parent/guardian input, an appropriate course of study will be developed including the identification of all diploma options available to the student. The plan will include a schedule for revision and review of educational goals and objectives. All information generated at this meeting should be documented, dated, and signed by the student.	instructional personnel, school administrator, or person delivering guidance services

Entry Transition Process

Student enters

facility **Request records**

transport with student

Facility LEA

Review records
within 10 days

Academic Special Education

Conduct/Review assessment
within 10 days

transition plan within 10 days

Analyze records
Analyze assessment results

Enrollstudent in appropriate academic program

Review all materials

Develop individual

On-Site Transition Process

What are the primary elements of the on-site transition process?

- individual academic plans
- tracking academic progress
- academic and transition planning remain fluid throughout adjudication (On-site academic expectations and transition goals may change as the student progresses.)

What needs to be accomplished? Who is responsible?

Process	Who

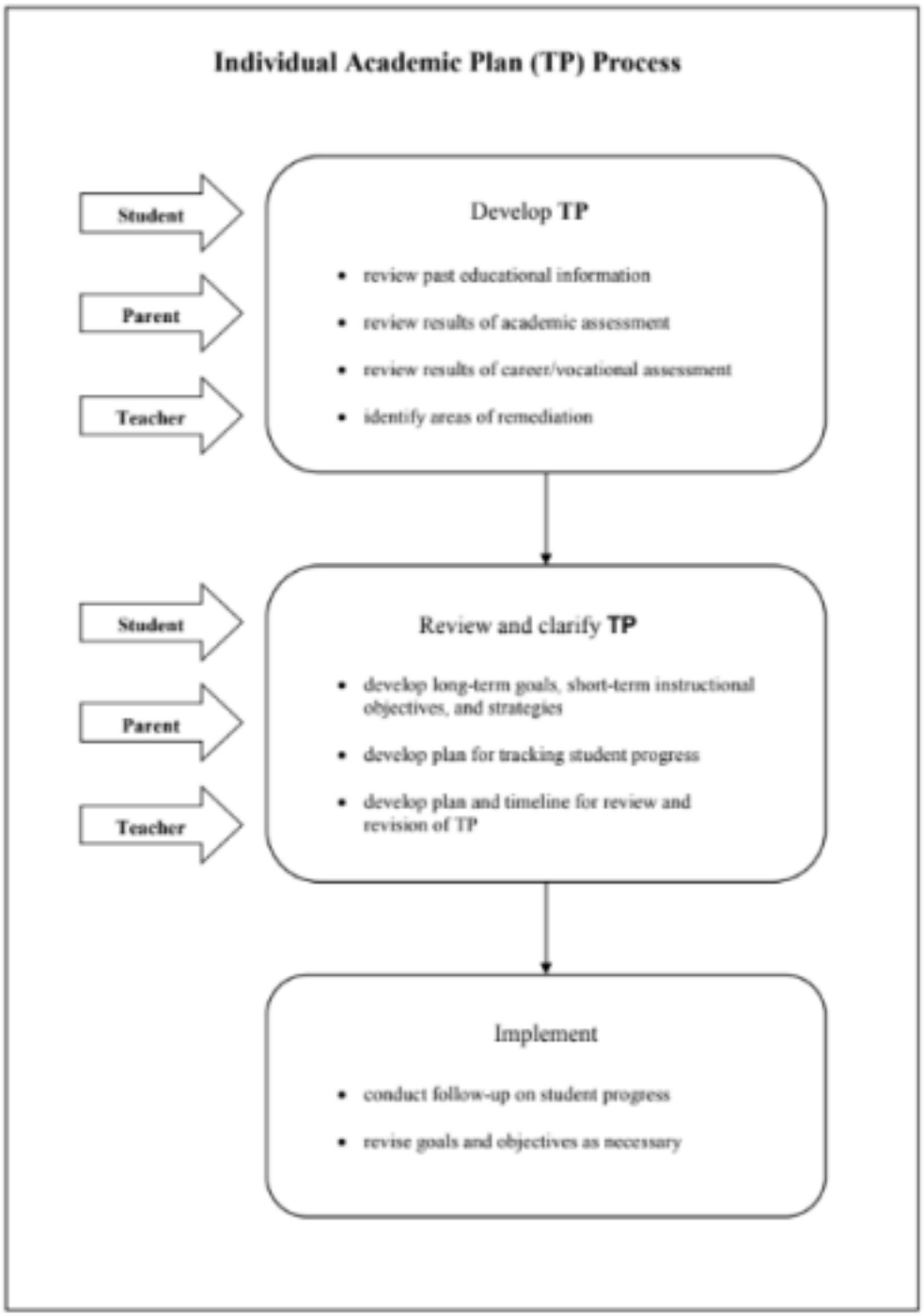
Developing Individual Academic Plans: The Transition Plan (TP) will be developed within 10 days of entry using past student educational information, including identified areas of remediation, as well as the results of the academic assessments that were administered/reviewed upon entry to the facility. The TP will include long-term educational goals, short-term instructional objectives, and strategies that relate directly to the assessed educational and remedial needs of the student, including but not limited to reading, and mathematics. This plan should also address life skills and contain career/vocational objectives. The TP will also include a schedule for determining student progress and a timeline for review and revision. The student will have input into the development of this plan and sign-off to designate agreement with the TP.	person delivering guidance services, instructional personnel, student, and parent/guardian
Using Transition Plans: All instructional personnel delivering educational services to the student will receive a copy of the student's TP. Ideally, a meeting will be held with all instructional personnel delivering educational services to a student to review and clarify the TP. Educational personnel should use the TP for instructional planning purposes and for tracking the student's progress. Educational personnel should be an integral part of the plan's review and revision.	person delivering guidance services, instructional personnel, and on-site facility administrator

What needs to be accomplished? Who is responsible?

Process	Who

Special Education Process: The Special Education specialist will ensure that all IEPs for exceptional students are current. Special Education services must be provided within 10 days of student entry to the facility. All IEPs should be individualized and include all information required by federal and state laws. The Special Education specialist will ensure that all instructional personnel will have access to IEPs. Ideally, the Special Education specialist will meet with instructional personnel to review each IEP and provide ongoing supervision regarding the implementation of the IEP's goals, objectives, strategies, modifications, and accommodations.	special education specialist
EL: EL Students should be provided all corresponding services required by state laws.	certified EL instructor/coordinator

Individual Academic Plan (TP) Process

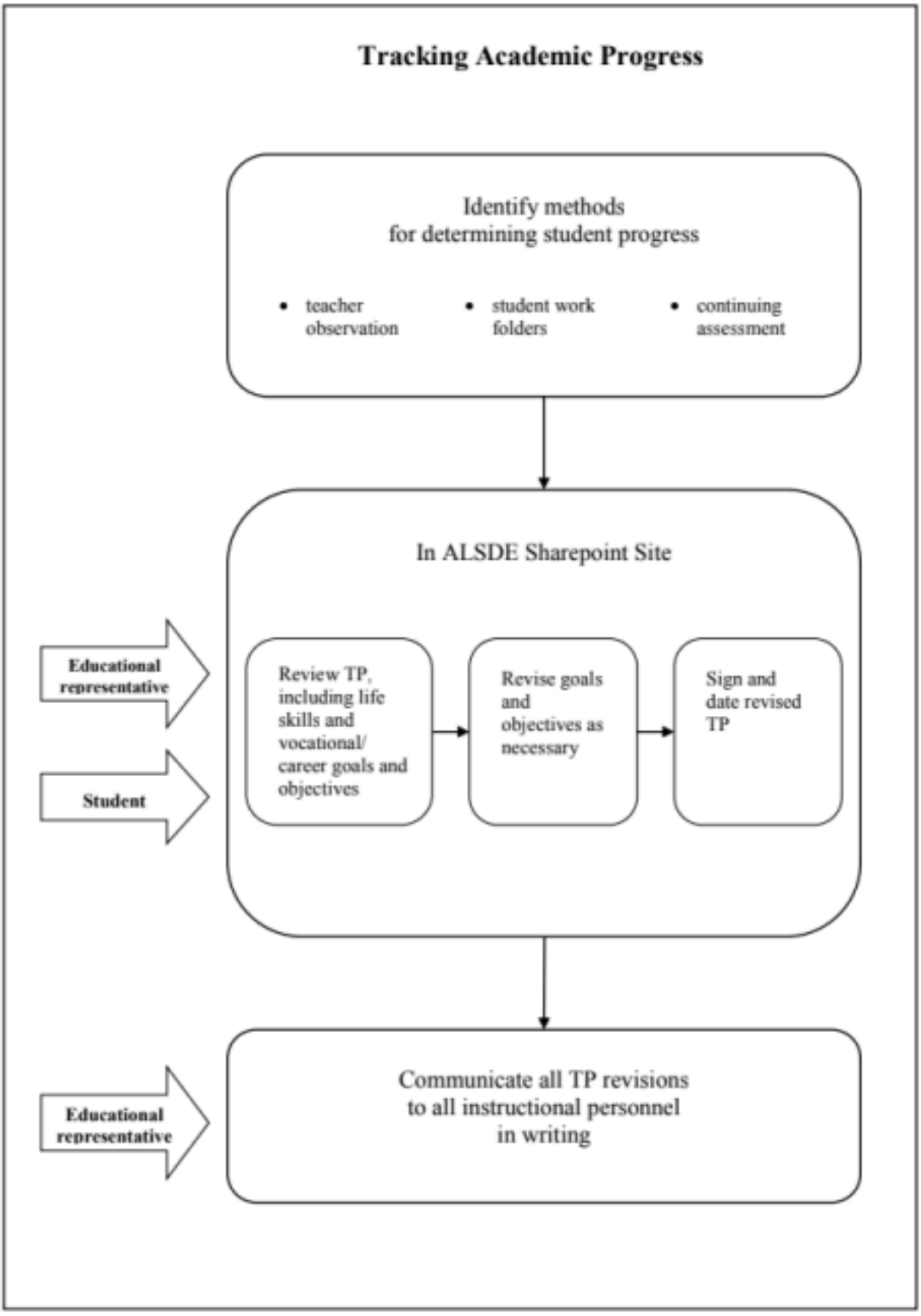


Student Progress

What needs to be accomplished? Who is responsible?

Process	Who

Determining Progress: Educational personnel will develop methods for determining progress regarding the student meeting the specific goals and objectives outlined within his/her TP. Progress may be determined by instructional personnel observations, student work folders (portfolios), progress reports, and continuing assessment.	educational personnel
Treatment Team for Special Education: Progress toward achieving the goals and objectives in IEPs, for students in need of Special Education services, may also be reviewed progress meetings.	special education specilist


Tracking Academic Progress
Identify methods
for determining student progress
• teacher observation
• student work folders
• continuing assessment
In ALSDE Sharepoint Site
Educational representative
Student
Review TP, including life skills and vocational/ career goals and objectives
Revise goals and objectives as necessary
Sign and date revised TP
Educational representative
Communicate all TP revisions
to all instructional personnel
in writing

Facility Exit Transition Process

What are the primary elements of the exit transition process?

- exit staffing
- final review of the exit/transition plan
- preparing the student for exit (ensuring that there will be follow-through with educational, and employment goals after exit)
- preparing the student's community support system for exit (parent/guardian, JPO, alternative school, counselors at LEA alternative school, DHR social worker, community college, adult education program, etc.)

What needs to be accomplished? Who is responsible?

Process	Who
Developing Exit/Transition Plan: Educational personnel should attend all transition or exit preparation meetings. With input from instructional personnel, the student, and parent/guardian, an age-appropriate exit/transition plan will be developed that identifies, at a minimum, the student's desired diploma option; all continuing education needs and goals, including job/career or vocational training plans; and anticipated next educational placement.	student, parent/guardian, instructional personnel, lead educator, special education specialist (when indicated), and person delivering guidance services
Reviewing Exit/Transition Plan: If the "home" school does not appear to be the most appropriate setting for the student's continuing educational development, the team should make every effort to identify the most appropriate setting for the student's continuing educational development. The next educational placement for a student should be identified and a designee of the transition team, preferably the guidance representative, should be responsible for contacting the next educational placement. A representative from the next educational placement as well as any community agencies that will be involved with the student's release will be invited to attend exit transition meetings. Facilities should make contact with the receiving school to inform the receiving school of the student's enrollment. Students should not be withdrawn without an official transcript request.	student, parent/guardian, instructional personnel, lead educator, special education specialist (when indicated), person delivering guidance services, transition specialist, community representatives, and JPO

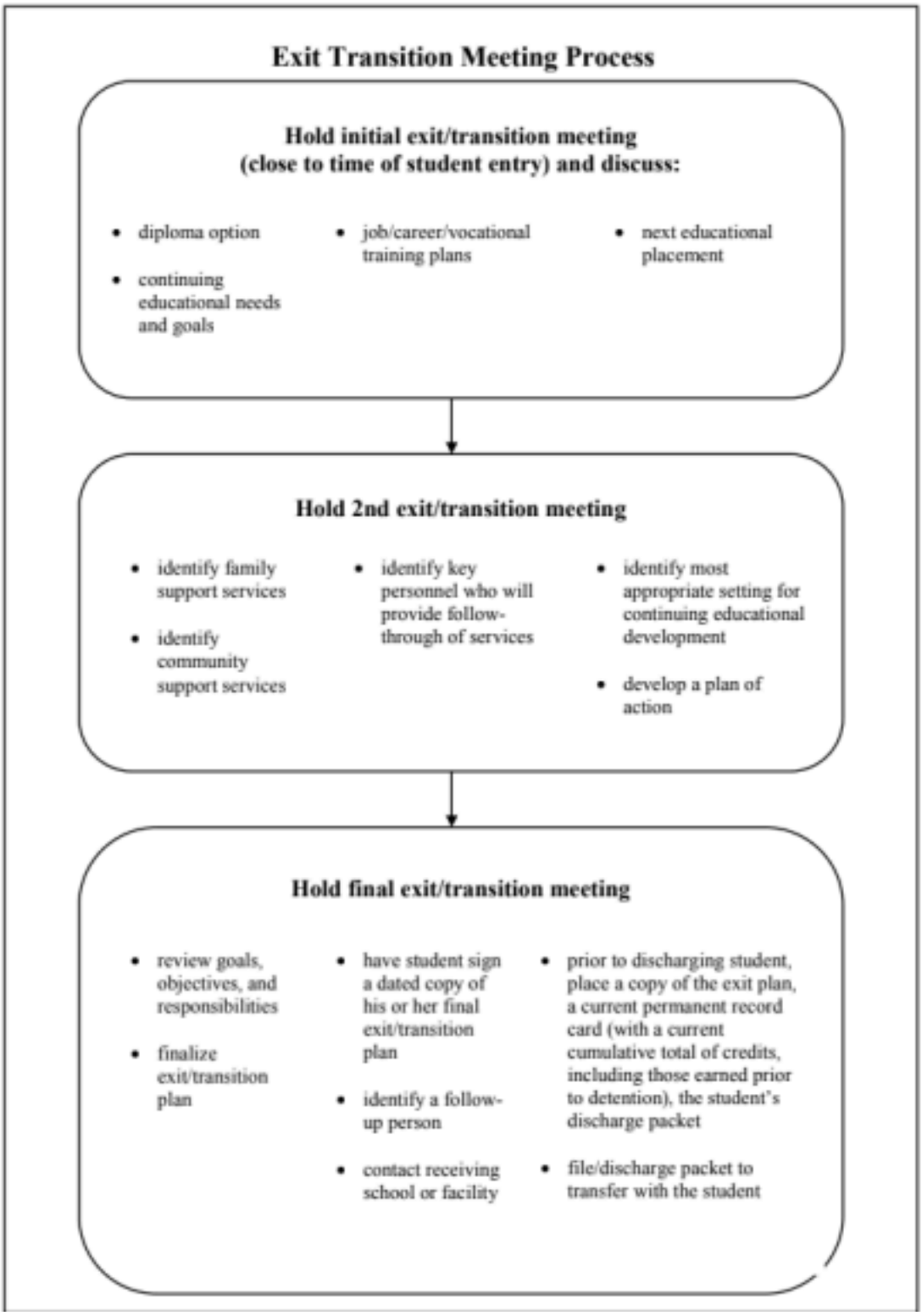
If a student enters a GED program after exiting the facility, a state mandated exit interview must occur. (Appendix B of this document)	

What needs to be accomplished? Who is responsible?

Process	**Who**
Finalizing Exit/Transition Plan: The exit transition team will meet to finalize the student's exit plan and identify a facility person who will be responsible for student follow up. The goals, objectives, and responsibilities will be reviewed with the student and parent/guardian. This document will be dated and signed, and a copy will be given to the student on exit from the facility.	student, parent/guardian, instructional personnel, lead educator, special education specialist (when indicated), person delivering guidance services, transition specialist, JPO, and representative from next educational placement (when possible)

Placing Items in Discharge Packet: The following items will be placed in the student's discharge packet prior to the student's exit: copy of exit plan; a current permanent record card that includes a current cumulative total of credits attempted and earned, including those credits earned prior to detention; a school district withdrawal form that indicates all grades still in progress from the facility; a current IEP and/or TP; all assessment data, including any state and district-wide assessment results; academic post-testing; length of stay at the facility (Including entry and exit dates); copies of any certificates earned at the facility; and examples of student work that will assist students in participating in their next educational placement. To provide a proper continuum of services, discharge packet should be forwarded to the student's parent/guardian with all of the educational information listed above. Facility personnel should keep documentation of transmittal of records (e.g., fax, mail receipts, or signatures) to person receiving information. (Checklist is Appendix D of this document)	instructional personnel, lead educator, special education specialist (when indicated), person delivering guidance services, transition specialist, and registrar

Exit Transition Meeting Process



Practices of "Home" School Districts in the Transition Process

Many school districts in Alabama do not have official transition procedures in place for Adjudicated system students who are returning to their "home" school districts after detention. The detention facility must work directly with the student's "home" school

guidance counselor in order to provide the student with educational transition services. It is recommended that all LEAs have an official transition process that includes a transition team. The transition team can be the problem solving team, for example.
LEAs must send records during all 12 months of the calendar year within 10 days of receipt of the official records request.

Transition Planning

Entering Facility

- Student is admitted with educational records.
- If additional information or clarification is needed, the educational staff at the facility will contact the sending school.

Exiting Facility

- Educational staff compiles educational records.
- One copy is sent to the receiving school/facility upon request from receiving school/facility.
- One copy is sent to the student/family.
- Educational staff at facility will notify receiving school/facility of student's anticipated school reentry date.

Transition Meetings

Transition meetings should be held between 90 and 14 days prior to discharge (as appropriate) and attended by

- student
- school personnel in facility
- facility personnel
- parents/guardian
- receiving school (if possible)

Participants can attend by phone.

Developing a plan for educational placement for the student is imperative at the transition meeting, enabling the educational staff at the facility to contact the appropriate receiving school with a clear plan for the student'sschool reentry upon request from the receiving school.

Educational Records

A checklist should be developed to ensure that all facilities send and receive the same information so that on admission or discharge students are placed appropriately, thereby eliminating the need for repeated requests to obtain student records.

Mandatory Records

• demographic information
• immunization/health issues
• transcripts
• graduation requirements
• most recent state assessment results and/or alternative testing scores •
exceptional student education eligibility with current IEP
• current disciplinary actions
• transition planning sheet (when being discharged from a facility)
• progress grades

Additional Records to Be Included If Possible

• interest inventory
• career inventory
• reading and math scores
• transition plan
• Interests in Kuder
• Certificates Obtained

Procedures for Securing Educational Records

An official records request must be submitted to the school from the facility to ensure proper educational records are secured. When a student exits the facility the receiving school/facility must submit an official transcript request to the facility.

Appendix A
Laws

Compulsory Attendance Law
http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/16-28-3.htm *Ala. Code §16-28-3(1975)*

Placement in Alternative Schools upon Exit of Adjudicated Facility Any person determined to be guilty of an offense involving drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person may be readmitted to the public schools of this state upon such conditions as the local board of education shall prescribe for preservation of the safety or security of students and employees of the local school board, which may include, but are not limited to, psychiatric or psychological evaluation and counseling.
Ala. Code §16-1-24.1(d) (1975)
Prior to the enactment of the *Alabama Juvenile Justice Act of 2008*, the *Ala. Code*, 1975, required that several broad categories of children be placed in alternative schools by operation of law. See *Ala. Code, 1975*, § 12-15-71(k) – (o) (2008). The 2008 Act deleted those sections, thereby restoring the discretion of local school boards to determine the appropriate educational setting and placement of students on an individualized basis, as required by federal law. See 20 U.S.C. §1414(d) (2008); 20 U.S.C. §1412(a)(5)(B) (2008).
Ala. Code §12-15-215(1975)

Student Privacy
http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/12-15-133.htm *Ala. Code §12-15-133 (1975)*
http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/12-15-134.htm *Ala. Code §12-15-134 (1975)*

Appendix B

Student Exit Interview Form

School Year _____

Senate Bill 334, Alabama Act 2009-564

School System: _____ Date: _____

School: _____

Student Name: _____
First Middle Last

Student Grade: _____ Date of Birth: _____ Student ID Number: _____

Participants of the Student Exit Interview:

___ Failed High-Stakes Test	___ Harassment Bullying	___ Relationship With Fellow Students	___ Student-Staff Relations
___ Behavior Problems	___ Dislike of School Experience	___ Academic Difficulties/Credit Loss	___ Language Difficulty
___ Physical/Mental Illness	___ Employment	___ Parental Influence to Dropout	___ Entered Military
___ Marriage	___ Needed at Home	___ Attendance Issues	___ Teen Mom/Dad
	Other _____		

___ Discussed the student's reason(s) for dropping out of school.
___ Discussed intervention strategies previously provided by school faculty/staff (referral form attached).
___ Provided information regarding the negative impacts of not receiving a high school diploma, which seriously affects future employment and earning potential.
___ Explained other negative consequences such as losing his/her driver's license.
___ Discussed other options and opportunities provided through school programs or classes.
___ Provided information for other available community programs.
___ Explained other possible educational opportunities for students such as private school, church school, private tutor, community college, or GED.

GED/Community College information was provided to student. __ Yes ___ No
Will student take the GED? __ Yes ___ No __ Uncertain
If yes, where does he/she plan to attend? _____

I acknowledge that I have been advised of the importance of staying in school to receive my high school diploma.

Student Signature: _____

Address: _____

_____

E-mail: _____

I acknowledge that I have been advised of the importance of my child staying in school and keeping my child in school to receive his/her high school diploma.

Parent/Guardian Name: _____

Signature: _____

Telephone: _____

E-mail: _____

Exit Interview Participants:
Name: _____ Position: _____ Signature: _____
Name: _____ Position: _____ Signature: _____
Name: _____ Position: _____ Signature: _____
Name: _____ Position: _____ Signature: _____

For a student who failed to return to school or did not officially withdraw, describe attempts to contact the student and his/her parent or guardian.

_____

_____
Attendance/Truancy Officer Signature Date

I acknowledge that an exit interview was conducted and the student and the student's parent or legal guardian have been advised that withdrawal (dropping out) from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future.

_____
Principal Signature Date

Appendix C

Checklist for Records Compilation of Students Entering Facility

(Must be submitted 10 days after records request received from Facility)

Student's Name: Date of Transfer of Records: School Name:

Record	Initials of LEA Personnel	
Copy of Cumulative Card*		
Copy of Grades in Progress (Progress Report)		
IEP		
Assessment Information		
EL Plan		
Healthcare Plan		
504 Plan		
Immunization Paperwork		
Four Year Plan		
Enrollment Date		

*If not included on cumulative card please include the following information:
Legal Name
Parent's or Guardian's Name
Last School Attended
Date of Birth
Sex
Race
Home Address
Cumulative Credits Attempted and Earned Toward High School Graduation
Assessment Results

**Please attach official transcript request and retain a copy of this information for school files.

Printed name of person preparing and transferring files:

Signature of person preparing and transferring files:

Title of person preparing and transferring files:

Appendix D

Checklist for Records Compilation of Students Exiting Facility

(Must be submitted 10 days after records request received from Receiving School or Facility) **Student's Name: Date of Transfer of Records: Facility Name:**

Record	Initials of LEA Personnel
Copy of Cumulative Card*	
Copy of Grades in Progress (Progress Report)	
IEP	
Assessment Information	
EL Plan	
Healthcare Plan	
504 Plan	
Immunization Paperwork	
Four Year Plan	
Enrollment Date	
Exit Date	
Documentation of Contact with Receiving School/Facility	
Transition Plan	
Contact Information at Receiving School/Facility	
Exit Interview if Student Received or Will Pursue GED	

*If not included on cumulative card please include the following information:
Legal Name
Parent's or Guardian's Name
Last School Attended
Date of Birth
Sex
Race
Home Address
Cumulative Credits Attempted and Earned Toward High School Graduation
Assessment Results

**Please attach official transcript request and retain a copy of this information for facility files.

Printed name of person preparing and transferring files:

Signature of person preparing and transferring files:

Title of person preparing and transferring files:

Appendix E

Sample Official Transcript Request
Anywhere High School

Date of Request:

Student's Name:

Student's Date of Birth: Student's Grade:

I request that be withdrawn from (Name of Student)

.

(Name of School)

He/She is transferring to . (Name of Facility)

Please release all pertinent academic records to . (Facility)

Print Requester's Name:

Sign Requester's Name:

Relationship to Student:

Phone Number of Requester:

For Office Use Only

Printed Name of Person Who Compiled and Transferred Records:

Signature of Person Who Compiled and Transferred Records:

Date Records Were Transferred (Must Be Within 10 Working Days of Receipt of Request)

Please attach a copy of this request and the checklist to the facility where records were transferred. Please maintain a copy of this request and the checklist for the school files.

Appendix F
Sample Transition Plan

The following illustration of a transition plan form is not intended to be a complete format. It is provided only to illustrate the development of a transition plan.

Transition Plan

Student Name _____
DOB _____ DOE _____Grade _____
Credits Earned Towards Diploma:
English:_____
History:_____
Math:_____
Science:_____
Physical Education:_____
Electives:_____

Facility Name _____
Home School _____

Assessment Information Academic

Pre-Assessment Reading
Date _____ Score
Post-Assessment Reading Date _____Score
Pre-Assessment Math Date _____ Score
Post-Assessment Math Date _____ Score
Pre-Assessment Writing Date _____ Score
Post-Assessment Writing Date _____Score

Vocational/Career

Pre-Assessment Date __Score
Post-Assessment Date _____Score
Learning Style Pre-Ass. Date _____Score
Post-Assessment Date _____Score

Learning Style
Pre-Assessment Date _____Score
Post-Assessment Date _____ Score

Write the name of each assessment used.

Document the date that the pre-assessment was administered and the score. Also document the date that the post-assessment was administered and the score.

Other
Pre-Assessment
Date _____ Score

Post-Assessment
Date _____ Score

Recommended Next Educational Placement

_____
_____

Post-Release Educational Plans

_____
_____

Job/Career Plans

_____
_____

Technical Training Plans

_____
_____

Community Involvement/Interaction Goal

_____
_____
_____

Community Transition Support Systems

_____
_____

Parties responsible for implementing the plan _____

_____ _____
_____ _____
_____

Date the plan was provided to responsible parties _____

Name the specific school or alternative program that the student will attend.

List the student's specific educational needs for literacy, high school graduation or its equivalent, and/or post-secondary educational goals.

List the specific technical training options the student wishes to pursue that are available to the student after release.

Include strategies of how the student will interact positively with the community, such as involvement in athletics, hobbies, and volunteer projects.

List community support transition support systems.

Forward all continuing education goals to the receiving school or facility. The student should continue to achieve the goals listed on his or her TP.