

# Personalized Transition Plan Template

Per Texas Education Code 37.023, Alternative Education Programs (AEPs) include a DAEP, JJAEP, and residential program or facility operated by or under contract with the Texas Juvenile Justice Department (TJJD), a juvenile board, or any other government entity. The finalized PTP should be shared with those responsible for implementation and/or monitoring.

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Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Grade: \_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_ Cohort Year: \_\_\_\_\_ Preferred Pronouns: \_\_\_\_\_

Student Primary Language: \_\_\_\_\_ Parent Primary Language: \_\_\_\_\_

English As a Second Language (ESL): Y/N Special Education: Y/N 504: Y/N Homeless: Y/N

Alternative Education Program (AEP)/Campus Name: \_\_\_\_\_

AEP Enrollment Date: \_\_\_\_\_ AEP Release Date: \_\_\_\_\_

Home Campus Name: \_\_\_\_\_

Home Campus Enrollment Date: \_\_\_\_\_ Personalized Transition Plan (PTP) Begin Date: \_\_\_\_\_

The home campus administrator will receive:

- Written notice of the student's release date from the administrator of the AEP.

Date notice was received: \_\_\_\_\_

- Assessment of the student's academic growth while attending the AEP (e.g. progress reports, report cards, and STAAR results, if applicable):

\_\_\_\_\_  
\_\_\_\_\_

- Results of any assessment instruments administered to the student at the AEP:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Transition Team:** Not later than five instructional days after the date of a student's release from an AEP, the home campus administrator shall coordinate the student's transition to a regular classroom. The coordination should include assistance and/or recommendations from:

Role	Name
Campus Administrator / Behavior Coordinator	
Special Education or 504 Coordinator	
Classroom Teacher(s)	
School Counselor(s)	
Social Worker	
Community & Youth Services Specialist(s)	
Extra-curricular Coach/Teacher	
Other: (CIS, CYS, Wraparound)	
Other:	

**Student Inquiry for Student Voice:** The student should be asked the following questions to gain insight into their perspective and needs.

What did you learn while attending the alternative education program that will help you be successful at this campus?

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What challenges do you anticipate as you return to your home campus?

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What strategies can be used to resolve those challenges? (see sample list of strategies at the end of the form)

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Who do you trust that you could speak to if you need help or are struggling with something at school?

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What places and/or people do you need to avoid to prevent further disciplinary referrals?

How can we help you get more involved in school in a positive way?

What are you most proud of?

Where do you see yourself after high school? Do you need help with your plans after high school?

I. **Educational Placement:** Determine the best educational placement for the student as required by TEC §37.023(d)(1). This determination should be based on a review of the student's previous coursework, course credit earned, performance on any assessment instrument administered while attending the AEP, and educational record, including a calculation of the number of course credits the student has earned toward graduation requirements and a description of appropriate courses in which the student should be placed. Based on the review, the transition team should consider education placement options that include a regular course schedule, credit recovery, and accelerated credit.

\*For students with disabilities, the personalized transition planning team must include the special education campus administrator or case manager to ensure the educational placement complies with the placement listed in the student's Individualized Education Program (IEP). A best practice would be to develop this plan in collaboration with the student's the Admission, Review, and Dismissal (ARD) committee.

II. **List of Recommendations:** Refer to sample list strategies provided at the end of the form

Area of Support	Recommended Strategies and Interventions	Monitoring Frequency (Daily, Weekly, Monthly, on the Grading Period)	Team Member Responsible for Monitoring
Academic Assistance			
Behavioral management including alternative / restorative disciplinary practices			

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School-based counseling			
College, career, and military readiness goals			
Attendance (list attendance prevention interventions)			
Parent /Youth (school district and community-based supports)			

III. Note any recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity:

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IV. The student's parent(s)/guardians must be provided information about the process to request a full individual and initial evaluation of the student for purposes of special education services.

Date notification was provided: \_\_\_\_\_

V. The campus administrator or designee has met with the student's parent(s)/guardian to coordinate the student's transition plan.

Meeting Date:	Time:	Phone	Virtual	In Person
Parent/Guardian:				
Campus Administrator or Designee:				

VI. The transition team's signatures below acknowledge the identified goals above and will work together to help the student be successful with academic, behavior, and emotional regulation progress:

Campus Behavior Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Special Education or 504 Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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Classroom Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Social Worker: \_\_\_\_\_ Date: \_\_\_\_\_

Other School District Personnel: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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## Transition Plan Strategy Suggestions

ACADEMIC	
	<p>Student self-monitoring to increase fluency</p> <p>Peer to assist/paired working arrangement</p> <p>Activate prior knowledge and then develop questions</p> <p>Drawing as a pre-writing activity</p> <p>Regular writing with prompts</p> <p>Incremental rehearsal</p> <p>Reduce assignments</p> <p>Extra time for completing assignments</p> <p>Give directions in small, distinct steps</p> <p>Frequent/immediate feedback</p> <p>Altered format of materials</p> <p>Participate in academic groups (e.g. Small group reading intervention, small group math intervention, etc.)</p> <p>Taped assignments</p> <p>Provide students with the opportunity to repeat and explain instructions</p> <p>Provide extra time for written response</p> <p>Increasing compliance (e.g. student is asked to do 3 easy problems before doing a more difficult problem on a worksheet or assignment)</p>

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<b>BEHAVIORAL MANAGEMENT</b>	
	<p>Positive reinforcement</p> <p>Reassure the student and state an outcome goal (e.g., “You are not in trouble. This is your chance to give me your side of the story”) and state an outcome goal (“Let’s figure out how to take care of this situation in a positive way”, “ I want to understand why you are upset so that I can know how to respond”). Also, if you do not know the agitated student you are approaching, introduce yourself and state your name and title.)</p> <p>Frequent breaks</p> <p>Reduce distractions (cubicle or reduced sensory area)</p> <p>Visual cues to assist with behavior</p> <p>Coach the student to take responsibility for moderation of their behavior</p> <p>Identify points of agreement when a student is agitated</p> <p>Encourage and provide opportunities for the student to practice self-control, to allow the student to compose himself/herself before continuing an activity (e.g. placing hands on desk, sitting with feet flat on the floor, making eye contact with teachers, etc.)</p> <p>Follow adult directions, with no more than 2 prompts</p>
<b>COUNSELING</b>	
	<p>Provide designated counseling sessions (_____ sessions)</p> <p>Complete and follow a ‘stay away’ contact contract (bully prevention)</p> <p>Provide self-regulation skills/social skills training</p> <p>Identify student wants &amp; needs (active listening &amp; labeling emotions)</p>