
Course Approval - Principles of Transition for Postsecondary Readiness

The Background:

T.C.A. § 49-1-302(a)(8) authorizes the State Board of Education to “set policies governing all curricula and courses of study in the public schools.” Additionally, Rules, Regulations, and Minimum Standards of the State Board of Education 0520-01-03-.05(1) calls for the State Board of Education to adopt standards for each subject area, grades K-12. The approved standards are to be the basis for planning instructional programs in each local school system.

Additionally, according to the Individuals with Disabilities Education Act (IDEA), 34 C.F.R. §300.533, school districts must provide transition services to student with disabilities. Furthermore, IDEA defines that to mean:

- (a) Transition services means a coordinated set of activities for a child with a disability that—
1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

This final read item includes new courses within special populations for Principles of Transition for Postsecondary Readiness. The new courses have been developed to better prepare students with disabilities to enter into postsecondary education/training, employment, community involvement, and independent living with an added emphasis on understanding how to navigate the complex postsecondary service systems for people with disabilities. These new standards will go into effect for the 2019–20 school year.

There have been minor changes to the standards since first reading.

Special Populations courses included in this item:

Principles of Transition	
Introduction to Self-determination	New Course
Focus on Adulthood	New Course
Planning for Postsecondary	New Course

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends approval of this item on final reading. The SBE staff concurs with this recommendation.