

Transition Services

Under federal law the term *transition services* means a coordinated set of activities for a child with a disability that is designed within a results-oriented process focused on improving his/her academic and functional achievement to facilitate the movement from school to post-school activities, including:

- Post-secondary education;
- Vocational education;
- Integrated employment (including supported employment);
- Continuing and adult education;
- Adult services;
- Independent living; or
- Community participation.

Based on the individual child's needs with consideration of his/her strengths, preferences and interests as measured by age-appropriate assessments, transition services include –

- Instruction;
- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and
- if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services planning starts no later than when the child reaches age 14, or in CFISD at the child's 6th grade annual IEP meeting where each of the following must be considered in the development of, and if appropriate, addressed in, the IEP and then reviewed annually thereafter:

- Appropriate student involvement in his/her transition to life outside the public school system – the student assists in the planning of services, is invited to the IEP meeting, and is encouraged, to the maximum extent appropriate, to participate in the discussion and decision-making process;
- If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
- If the student is at least 18 years of age and the parent is invited to participate by the student or CFISD, appropriate parental involvement in the student's transition;
- Appropriate post-secondary education options, including preparation for post-secondary level coursework;
- Appropriate functional vocational evaluation;
- Appropriate employment goals and objectives;
- If the student is at least 18 years of age, the availability of age-appropriate instructional environments;
- Appropriate Independent living goals and objectives;
- Appropriate opportunities to assist the child in developing decision-making skills;
- Appropriate supports and services to foster the child's independence and self-determination, including a supported decision-making agreement;
- Appropriate measurable post-secondary goals related to education or training, employment, and if appropriate, independent living skills; and,
- prior to the child turning 14, or starting in 8th grade (whichever comes first), appropriate circumstances for referring a student or a student's parents to a governmental agency and reconvening the committee, if needed, to identify alternative strategies if the

participating agency fails to provide the services described in the IEP.

Beginning no later than the first IEP to be in effect when the child turns 16, or in CFISD when the child is in 8th grade (whichever comes first), the IEP must include the courses of study needed to assist the child in reaching his/her post-secondary goals. In determining the courses of study, the IEP committee must also consider the Graduation legal framework; access to career and technical education classes (CTE); and placement in CTE classes only after consideration of the graduation plan and the content of the IEP including the transition services and classroom supports.

Beginning no later than one year before the child's 18th birthday CFISD will comply with the Adult Student and Transfer of Rights legal framework.

Transfer of Rights

On or before a student's 17th birthday, CFISD will provide to the child with a disability and the child's parents written notice that:

- the child will have the same right to make educational decisions as a child without a disability; and,
- that all rights afforded to the parent under the Individuals with Disabilities Education Act (IDEA), except for the right to receive notice, will be transferred to the child, including an incarcerated one, unless the parent or other individual has been granted a guardianship of the child.

This written notice, along with a statement in the IEP that this written notice is being provided to the child and the parent, will include information and resources regarding guardianship, alternatives to guardianship (including a supported decision-making agreement), and other supports and services that may enable the adult student to live independently.

When the child with a disability reaches age 18, except for one who has been determined to be incompetent under state law, all rights under IDEA, except for the right of notice, will transfer from the parent to the adult student. A notice that is required to be given to an adult student and his/her parent(s) does not create a right for the parent to consent to, or participate in, the proposal or refusal to which the notice relates. For example, the notice of an ARD Committee meeting does not constitute an invitation or create a right for the parent to attend the meeting. However, the adult student or CFISD may invite individuals who have knowledge or special expertise regarding the student, including the parent.

When the child with a disability reaches age 18, except for one who has been determined to be incompetent under state law, all rights under the Family Education Rights and Privacy Act, except the right to disclose information of a dependent child to the parent, will transfer from the parent to the adult student.

The child and the parent will be given written notice of the completed transfer of rights following the same guidelines as the written notice of impending transfer of rights.

An adult student who holds rights under IDEA is not prohibited from executing a supported decision-making agreement or a valid power of attorney after the transfer of parental rights.

