

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Transition Planning for Students with Disabilities

I. What's Required/Purpose

Manor ISD will ensure that transition planning for students with disabilities is implemented according to state and federal requirements. The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) defines transition services as a *"coordinated set of activities for a student with a disability that is designed to be within a results-oriented process"*. IDEA 2004 also requires that transition services and activities must be included in the development of the IEP *"no later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team"* and must include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

Texas requirements for transition services are aligned to the federal requirements included in IDEA 2004. However, state law and rules include additional requirements for the provision of transition services for students receiving special education services in Texas. State law requires that *"appropriate state transition planning must begin for a student not later than when the student reaches 14 years of age"* including consideration of the following nine issues important to the development of the IEP for students receiving special education services:

- 1) appropriate student involvement in the student's transition to life outside the public school system;
- 2) if the student is younger than 18 years of age, appropriate parental* involvement in the student's transition;
- 3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled;
- 4) any postsecondary education options;
- 5) a functional vocational evaluation;
- 6) employment goals and objectives;
- 7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
- 8) independent living goals and objectives; and
- 9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

Federal and state requirements also mandate that the IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to the areas of training, education, employment, and (if appropriate) independent living skills. These goals are based on appropriate transition assessments that include the areas listed above.

The student, parent/ guardian, adult student, and appropriate outside agencies are an integral part of the transition planning process and participate in interviews, surveys, and other formal and informal assessments to guide and inform transition planning around these 9 areas. Appropriate outside agencies will be invited to and encouraged to attend the ARD meeting to ensure seamless transition from public school to

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post-secondary environments. Manor ISD will ensure that information from parents/adult students, students, teachers, and outside agencies is secured and documented as part of the ARD/IEP process.

**For purposes of this Operating Guideline, "parent" is defined as: The biological or adoptive parent of a child; A foster parent of a child who meets the requirements set forth in rule; A guardian (but not the state if the child is a ward of the state); An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, An individual who is legally responsible for the child's welfare; or An individual assigned to be a surrogate parent*

II. How Compliance Is Monitored

A. State Performance Plan Indicators:

- **Indicator #13- Secondary Transition**—The percent of youth 16 years old and above with an Individualized Education Program (IEP) that includes:
 - appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment;
 - transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
 - and annual IEP goals related to the student's transition service needs.There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
- **Indicator #14 –Post-School Outcomes**—The percent of youth who are no longer in secondary school, had individualized education programs (IEPs) in effect at the time they left school, and were:
 - Enrolled in higher education within one year of leaving high school
 - Enrolled in higher education or competitively employed within one year of leaving high school
 - Enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school

- B. Monthly internal folder reviews including documentation of agency involvement in transition planning meetings and parental involvement/input into transition planning

III. Manor ISD Procedures: How It's Done

The process in Manor ISD for ensuring that transition planning is conducted according to state and federal requirements, that parents are involved in transition planning and that outside agencies are invited to ARD meetings where transition planning is discussed is as follows:

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Action	Person(s) Responsible	Timeline
1. eSped/eStar documentation is maintained and monitored to determine when annual ARD is due for students turning age 14 and older (i.e. ARDs where transition planning will begin and will be discussed before and during ARD) a. SpEd Coordinator assigned to Transition will monitor accuracy of documentation and provide support as necessary regarding transition planning	LSSP, Diagnostician, or SLP SpEd Coordinator assigned to Transition (1a)	Annual ARDs are scheduled at the beginning of the school year (within the first 10 days of school) and ongoing
2. If an outside agency is to be invited, a. Complete the <i>Inviting Agencies to ARD Meetings</i> form to identify agencies that should be invited or to justify why no outside agency is needed at the ARD meeting if applicable b. Obtain parental/adult student consent to invite outside agencies on the <i>Screen: Consent to Invite an Outside Agency</i> form in eSped c. Parental/adult student consent must be obtained at least 4 weeks prior to the ARD meeting so that outside agencies can be invited d. SpEd Coordinator assigned to Transition provides information to assessment staff regarding involvement of outside agencies	LSSP, Educational Diagnostician, or SLP in collaboration with SpEd Coordinator assigned to Transition	At least 4 weeks prior to ARD meeting
3. The ARD Notice is prepared and includes all required members of the ARD Committee a. District/campus staff are listed by position	LSSP, Educational Diagnostician, or SLP	At least 10 school days prior to the ARD

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[Including but not limited to Administrator(s); Special Education Teacher(s); General Education Teacher(s)] b. Related Service personnel must be specified by position [Including but not limited to Occupational Therapist; Occupational Therapist Assistant; Physical Therapist; Physical Therapist Assistant; Speech Language Pathologist; Speech Language Pathologist Assistant] c. If the school needs to invite another person who was not designated on the original ARD Notice: i. The notice should be revised and sent to the parent/adult student with the explanation that additional person(s) have been invited ii. The parent/adult student MUST agree to the additional persons in the ARD meeting iii. If the parent/adult student does not agree, then the additional persons cannot attend the ARD meeting		
4. Complete pre-ARD transition planning and assessment: a. The SpEd Teacher contacts all appropriate parties to initiate assessment transition planning	SpEd Teacher	At least 30 school days prior to ARD meeting

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Action	Person(s) Responsible	Timeline
i. SpEd Coordinator assigned to Transition should be invited to participate in assessment transition planning and attends as appropriate b. SpEd Teacher conducts a face to face or phone conference vocational interview/assessment with all appropriate parties (parent/adult student, student, and/or outside agency) c. SpEd Teacher conducts all other appropriate vocational assessments (Ex.: parent/adult student/student/ teacher interview, visual transition plan (Person-Centered Planning) d. If attendance by an outside agency is applicable, and the outside agency cannot attend the ARD meeting, the district should ensure that input from the outside agency is secured and is documented in the IEP (see Step 6) e. If the parent/adult student cannot attend the ARD meeting, the district should ensure that input from the parent/adult student is secured and is documented in the PLAAFP Transition section (see Step 6)	SpEd Coordinator assigned to Transition (4a.i)	
5. The SpEd Teacher will: a. Upload legible Vocational Assessment (i.e. Interview and VTP) into eSped/ eStar Archive	SpEd Teacher with support from SpEd Coordinator assigned to Transition as necessary	At least 5 school days prior to ARD meeting

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Manager in the current school year folder b. Document input in eSped/eStar Screen: <i>Transition Services 1 & 2</i> c. Input draft measurable annual vocational goals and objectives in eSped Screen: <i>Measurable Annual Goals</i> i. Goals must be based on age-appropriate transition assessments related to the areas of training, education, employments, and (if appropriate) independent living skills d. Document input from outside agencies in eSped/eStar Screen: <i>Development of IEP/Transition</i> and Screen: <i>Transition Services 2</i> e. Send draft vocational goals and objectives to parents/adult student prior to ARD following <i>Operating Guidelines: Preparing for and Conducting ARD Meetings</i>		
6. During the ARD meeting, the SpEd Teacher will introduce the Transition Supplement: a. Adult student or student will review all areas of transition supplement, including his/her post-secondary options b. SpEd Teacher will document the adult student/student's participation c. SpEd Teacher will discuss how to	SpEd Teacher Student/Adult Student	During ARD meeting

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Action	Person(s) Responsible	Timeline
locate the <u>Texas Transition and Employment Guide</u> (posted on district's Special Education website) d. The deliberations must include: i. A description of what efforts the district took to ensure outside agency participation and the frequency of those efforts ii. Input from parents/adult students who did not attend the ARD meeting e. When the transition portion is completed, the ARD meeting continues following the Manor ISD ARD Agenda and flow chart		
7. If the parent/adult student cannot/did not attend the ARD meeting, the district must provide a copy of the IEP to the parent/adult student	SpEd Teacher	Within 1 school day of the ARD meeting

IV. Resources and Attachments, Legal Requirements

A. Resources:

- *Inviting Agencies to ARD Meetings* form
- TEA SPP Indicator 13 Home Page
[\(http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_13/\)](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_13/)
 1. Instructions, Frequently Asked Questions, Data Collection Schedule and other information

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- TEA SPP Indicator 14 Home Page
[\(http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information - SPP Indicator 14/\)](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_14/)
 - 2. Instructions, Frequently Asked Questions, Data Collection Schedule and other information

B. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
§ 300.43 Transition services. (a) <i>Transition services</i> 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. (b) <i>Transition services</i> for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. (Authority: 20 U.S.C. 1401(34)) § 300.321 IEP Team. (Excerpt) (b) Transition services participants. (1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b). (2) If the child does not attend the IEP Team meeting, the	§ 89.1050. The Admission, Review, and Dismissal (ARD) Committee [Excerpt] (c) ARD committee membership. (H) to the extent appropriate, with the consent of the parents or a student who has reached the age of majority, a representative of any participating agency that is likely to be responsible for providing or paying for transition services; § 89.1055. Content of the Individualized Education Program (IEP). [Excerpt] (h) In accordance with TEC, §29.011 and §29.0111, not later than when a student reaches 14 years of age, the ARD committee must consider, and if appropriate, address the following issues in the IEP: (1) appropriate student involvement in the student's transition to life outside the public school system; (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition; (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district in which the student is enrolled; (4) any postsecondary education options; (5) a functional vocational evaluation; (6) employment goals and objectives; (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments; (8) independent living goals and objectives; and (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services. (i) In accordance with 34 CFR, §300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following: (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to

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Federal Regulations	Texas Administrative Code (TAC)
public agency must take other steps to ensure that the child's preferences and interests are considered. (3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. § 300.324 Development, review and revision of IEP. (Excerpt) (c) <i>Failure to meet transition objectives—</i> (1) <i>Participating agency failure.</i> If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with § 300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP. (2) <i>Construction.</i> Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.	training, education, employment, and, where appropriate, independent living skills; and (2) the transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection. [Excerpt from Texas Education Code] Sec. 29.0111. BEGINNING OF TRANSITION PLANNING. Appropriate state transition planning under the procedure adopted under Section 29.011 must begin for a student not later than when the student reaches 14 years of age. Added by Acts 2011, 82nd Leg., R.S., Ch.1250, Sec.3, eff June 17, 2011