

Magnolia Montessori for All

County School No.: 227826

CHARTER SCHOOL POLICY**TRANSITION SERVICES**

It is the policy of Magnolia Montessori for All open-enrollment charter school to beginning transition planning when a student turns 14 years old and to implement transition services as part of the student's IEP beginning at age 16.

(TEC §29.0112; 19 TAC §89.1055)

Transition Services

Transition services are coordinated activities focused on improving the academic and functional achievement of a student with a disability to facilitate the student's movement from school to post-school activities. Transition services include postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The development of a transition plan may include instruction, community services, related services, development of employment skills or life skills.

Transition services must be based on the student's needs, taking into account the student's preferences and strengths.

(34 CFR §300.43)

Transition Planning

Procedures for transition planning compliance must specify the manner in which a student's admission, review, and dismissal (ARD) committee must consider, and if appropriate, address the following issues in the student's individualized education program (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 involvement in the student's transition by the student's parents and other persons invited by the student's parents or the school district;

Date Adopted by Governing Body/Board: August 2018

Date Revised: July 5, 2018

Magnolia Montessori for AllCounty School No.: **227826**

- 3) if the student is at least 18 years of age, involvement in the student's transition and future by the student's parents and other persons, if the parent or other person is invited by the student or the school district, or has the student's consent to participate pursuant to a supported decision-making agreement;
- 4) appropriate postsecondary education options, including preparation for postsecondary-level coursework;
- 5) an appropriate functional vocational evaluation;
- 6) appropriate employment goals and objectives;
- 7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments, including community settings or environments to prepare the student for postsecondary education or training, competitive integrated employment, or independent living, in coordination with the student's transition goals and objectives;
- 8) appropriate independent living goals and objectives; and
- 9) appropriate circumstances for facilitating referral of a student or the student's parents to a governmental agency for services or benefits, including a referral to a governmental agency to place the student on a waiting list for public benefits available to the student; and
- 10) the use and availability of appropriate supplementary aids, services, and other opportunities to assist the student in developing decision-making skills, and supports and services to foster the student's independence and self-determination, including supported decision-making agreement.

(TEC §29.011)(19 TAC §89.1055(g))

The ARD committee must review these issues annually and make any necessary changes to address these issues.

Individual Education Program (IEP)

Magnolia Montessori for All open-enrollment charter school will ensure that beginning not later than the initial IEP to be in effect when a student turns 14

Magnolia Montessori for AllCounty School No.: **227826**

(or younger, if determined appropriate by the ARD committee) updated annually, the student's IEP shall include:

- 1) Appropriate, measurable post-secondary goals based on age appropriate transition assessments related to 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 these goals

If a participating agency other than the open-enrollment charter school fails to provide the transition services described in the IEP, the school shall reconvene the ARD committee to identify alternative strategies to meet the transition objectives.

If the ARD committee determines that work placement is an appropriate transition service, such placement must be addressed in the IEP and must be in accordance with least restrictive environment requirements. The ARD committee must consider and the charter school will supply identified supplementary aids and services necessary to enable the student to participate with other disabled and non-disabled students in the work place. Written notice is required prior to the initiation or change of a work placement.

Transition Guide

The Texas Education Agency has developed the "Texas Transition and Employment Guide". The guide provides information about statewide services and programs to assist students with disabilities transitioning to life outside public school.

Magnolia Montessori for All open-enrollment charter school must post the "Texas Transition and Employment Guide" on their website, if the school maintains a website. Magnolia Montessori for All must also provide written information, and even assist, a parent or student in accessing the electronic version of the guide. The transition guide must be provided to the parent at the first ARD committee meeting at which transition is discussed. If the guide

Date Adopted by Governing Body/Board: August 2018

Date Revised: July 5, 2018

Magnolia Montessori for AllCounty School No.: **227826**

was published after the ARD committee already discussed transition services, the guide must be provided at the next ARD meeting. [NAME] open-enrollment charter school will also provide a printed copy of the guide upon request by the parent or the student.

A copy of the guide can also be found on the Texas Education Agency website at:

[http://tea.texas.gov/Curriculum and Instructional Programs/Special Education/Parent and Family Resources/Texas Transition and Employment Guide/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Parent_and_Family_Resources/Texas_Transition_and_Employment_Guide/)

(TEC §29.0112)

Designated Transition Employee

Magnolia Montessori for All open-enrollment charter school will designate at least one employee to serve as the school's designee on transition and employment services for students enrolled in special education programs.

The transition and employment designee will complete training, as required by TEA. The designated employee will provide information and resources about effective transition planning and services, including appropriate services to meet the student's postsecondary needs. The designee will ensure there is coordination among staff to ensure staff are communicating and collaborating with:

- a. Students enrolled in special education and the student's parents;
- b. As appropriate, local and regional staff of the Health and Human Services Commission, Department of State Health Services, and the Department of family and Protective Services.

(TEC §29.011(b))

Summary of Academic Achievement and Functional Performance

It is the policy of Magnolia Montessori for All open-enrollment charter school to provide the student with a summary of the student's academic achievement

Date Adopted by Governing Body/Board: August 2018

Date Revised: July 5, 2018

Magnolia Montessori for All

County School No.: **227826**

and functional performance upon graduation, which shall include recommendations on how to assist the student in meeting the student's postsecondary goals.

(19 TAC §89.1070; 34 CFR §300.305(e)(3))