

**By law
your child must be invited**

to attend the ARD meeting if a purpose of the meeting will be to discuss student's post-secondary goals and the transition services needed to achieve those goals.

**Commissioner's Rules
§89.1055 (g)**

For each student with a disability, beginning at age 16 (prior to the date on which a student turns 16 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:

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

**What is meant by
Transfer of Rights?**

In Texas, a student reaches the age of majority (adulthood) upon turning 18. At this time, the student (regardless of the disability) becomes an adult and all rights previously afforded to the parent now transfer to the student. This means that the student will be the decision maker in Admission, Review and Dismissal (ARD) meetings, and will be the person who consents to or refuses services.

The parent will always be notified of an ARD meeting, but notice is not the same as invitation. However, the parent may be invited by either the student or the school district. If invited, the parent will be able to participate in the ARD meeting; however, the adult student remains the person who consents to or refuses services when he or she turns 18 years old.

A parent may obtain legal guardianship of the adult student; however, if the parent does not provide the school district with a copy of the legal paperwork on his/her 18th birthday, the district will transfer educational rights to the student.

**If you need additional information
on obtaining legal guardianship,
please contact:**

**Guardianship Alliance of Texas
<http://www.hhsc.state.tx.us/si/gat/>**

**Texas Project First
<http://texasprojectfirst.org/Guardianship.html>**

EDUCATION SERVICE CENTER REGION 10

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Transition in Texas



Transition Planning: A Parent's Guide



What is the definition of Transition Services?

Transition services means a coordinated set of activities for a child with a disability that:

- Is designed to be within a results-oriented process.
- Is focused on improving the academic and functional achievement of the child with a disability.
- Facilitates 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.
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes
 - Instruction,
 - Related services,
 - Community experiences,
 - The development of employment and other post-school adult living objectives, and
 - If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

IDEA §300.43(a)

To accomplish great things we
*must first dream, then visualize, the
plan... believe... act!*

— Alfred A. Montapert

Why is Transition Planning important?

Transition planning provides a process for families and students to plan for the future in...

further education



employment



independent living skills



Who is involved in Transition Planning?

Student

Family

Special Education Teachers

General Education Teachers

School Administrators

Other Appropriate School Staff such as
Counselors, Transition Specialists, or
Vocational Adjustment Coordinators

Agency Representatives
(if given written permission by
family or adult student)

Any person you feel knows the
educational needs of your child

What is your role in the Transition Process?

Understand laws regarding
transition services

Help your child identify goals
in the areas of further education,
employment and independent living

Before your child turns 18,
be an active participant in the
development of the IEP

After he or she turns 18,
support your child in the
decision-making process