

It is the policy of Universal Academy 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 parental involvement in the student's transition;

UNIVERSAL ACADEMY

County School No.: **057808**

- 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 open-enrollment charter school 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.

(TEC §29.011)(19 TAC §89.1055(g))

Individual Education Program (IEP)

Universal Academy open-enrollment charter school will ensure that beginning not later than the initial IEP to be in effect when a student turns 14 (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

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UNIVERSAL ACADEMY

County School No.: **057808**

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.

Universal Academy open-enrollment charter school must post the "Texas Transition and Employment Guide" on their website, if the school maintains a website. Universal Academy must also provide written information, and even assist, a parent 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 was published after the ARD committee already discussed transition services, the guide must be provided at the next ARD meeting.

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/

(TEC §29.0112)

Summary of Academic Achievement and Functional Performance

It is the policy of Universal Academy open-enrollment charter school to provide the student with a summary of the student's academic achievement and functional performance upon graduation, which shall include

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UNIVERSAL ACADEMY

County School No.: **057808**

recommendations on how to assist the student in meeting the student's postsecondary goals.

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