

Procedures for compliance with federal requirements relating to transition services for students who are enrolled in special education programs under Subchapter A (Special Education), Chapter 29, Texas Education Code, 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;
- (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)

It is the policy of Chaparral Star Academy to comply with rules adopted by the Commissioner governing procedures related to transition services.

19 TAC §89.1055(g)

Chaparral Star Academy will ensure that beginning not later than the first individualized education program (IEP) to be in effect when a student turns

## **CHAPARRAL STAR ACADEMY**

County School No.: **227814**

14 (or younger, if determined appropriate by the admission, review, and dismissal [ARD] committee) updated annually, the student's IEP shall include:

Appropriate, measurable post-secondary goals based on age appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and

The transition services, including courses of study, needed to assist the child 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 accord with LRE 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.

### ***Summary of Academic Achievement and Functional Performance***

It is the policy Chaparral Star Academy Open-Enrollment Charter School of shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

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Date Adopted by Governing Body/Board: 1/9/13

Date Revised: [DATE]