

# **NOTICE OF TRANSFER OF RIGHTS**

**MODEL FORM  
WITH INFORMATION  
AND RESOURCES**

**Regarding Guardianship  
Alternatives to Guardianship  
Supported-Decision Making Agreement**



\_\_\_\_\_ **Date Sent**

**INDEPENDENT SCHOOL DISTRICT  
NOTICE OF TRANSFER OF EDUCATIONAL RIGHTS  
(For students who are under 18 years old)**

**School:** \_\_\_\_\_ **Contact Teacher:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Age:** \_\_\_\_\_

\_\_\_\_\_ will turn eighteen (18) and become a legal adult on \_\_\_\_\_.  
Name of Student Date of 18<sup>th</sup> birthday

This document is to inform you that parental rights under the Individuals with Disabilities Education Act (IDEA) will transfer from the parent(s) to the adult student on the day the student turns 18 years of age. This transfer of rights means that the student will have access to his or her education records, will make his or her own educational decisions, and will have the authority to give or withhold consent for evaluations, services, and placements. Upon transfer, the student's parent(s) will continue to receive notices of the student's admission, review, and dismissal (ARD) committee meetings, but the parent(s) may attend the meetings only if invited by either the adult student or the school.

In some situations, an adult student may need support in making educational and life decisions. When this is the case, there are a range of options that a student and his or her parent(s) may wish to explore. These options include, but are not limited to, guardianship, durable power of attorney, and a supported decision-making agreement.

The parents or the student may request an ARD committee meeting at any time to discuss and prepare the student for this transfer of rights. The ARD committee can also provide information and resources concerning guardianship, alternatives to guardianship (such as supported decision-making agreements), and other supports and services that may enable the student to live independently. Information about these alternatives to guardianship and supports and services are included with this notice and are also available from other sources outside the school district. While the school district and ARD committee can provide information, each family must determine whether these IDEA rights should transfer to the adult student, and if so, whether the rights should transfer with or without support.

\_\_\_\_\_ YES, I have received notice of the transfer of parental rights to the student when he/she reaches eighteen (18) years of age.

\_\_\_\_\_ YES, I have received information and resources regarding guardianship, alternatives to guardianship, supported decision-making, and other supports and services.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Information Regarding Guardianship

A guardian is someone appointed by a court who is responsible for the personal affairs of an incapacitated person, called a ‘ward,’ and making decisions for that ward. Guardianship may be awarded to make only limited decisions, such as educational decisions only, or medical decisions only, or it may be a full guardianship covering all personal affairs. A judge determines whether you have a physical or mental condition that prevents you from making decisions or taking care of yourself. Guardianship limits your freedom of choice, self-determination, decision-making, and independence. Guardianship can be an expensive process and very hard to reverse. A guardian may be appointed at any time once you turn 18. The guardian may be your parent(s) or someone else. Guardians have reporting and training responsibilities especially when there is an estate. Over time, the individual who serves as your guardian may be changed with the approval of the court. If your ability to care for yourself and make decisions later improve, the guardianship might even be ended and removed. Even while you have a guardian, you can keep the right to make some of your own decisions.

A guardian has the following rights, duties, and authorities.

- the right to make educational decisions
- the right to have physical possession of you and to determine where you live;
- the duty to provide care, supervision, and protection, and to provide you with clothing, food, medical care, and shelter;
- the authority to consent to medical, psychiatric, and surgical treatment for you (this does not include
- the authority to commit you to an inpatient psychiatric facility);
- the authority to oversee a financial trust for you; and
- the authority to sign documents necessary or appropriate to facilitate your employment.

When managing your estate, a guardian also has the following authorities:

- to possess and manage your property;
- to collect all debts, rentals, or claims that are due to you;
- to enforce all obligations in favor of you;
- to bring and defend suits by or against you; and
- to access your digital access.

A judge may also agree to limited guardianship where you make some decisions. Limited guardianship may include financial or medical decision-making, but still allow you to vote, get married and decide where you live. Your guardian would make healthcare and financial decisions for you.

Resources regarding guardianship are on the next page.

## **Resources Regarding Guardianship**

### **Autism Speaks**

<https://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit/legal-matters>

### **Catholic Charities**

<http://www.sabirthdoulas.org/guardianship/guardianship.html>

### **Child Welfare Information Gateway**

<https://www.childwelfare.gov/topics/permanency/guardianship/>

### **Coalition of Texans with Disabilities**

<https://www.txdisabilities.org/guardianship-reform>

### **Navigate Life Texas**

<https://www.navigatelifetexas.org/en/transition-to-adulthood/legal-guardianship-for-young-adults-with-disabilities>

### **Office of the Texas Governor**

<https://gov.texas.gov/organization/disabilities/guardianship>  
Governor's Committee on People with Disabilities

### **National Guardianship Association**

<https://www.guardianship.org/what-is-guardianship/>

### **Texas Guardianship Association:**

<http://texasguardianship.org/guardianship-information/faqs-2/>

<http://texasguardianship.org/guardianship-information/guardianship-basics/guardianship-process-2/>

### **Texas Health and Human Services**

<https://hhs.texas.gov/sites/default/files/documents/laws-regulations/legal-information/guardianship/pub395-guardianship.pdf>

<https://hhs.texas.gov/laws-regulations/legal-information/guardianship>

<https://hhs.texas.gov/laws-regulations/handbooks/guardianship-provider-handbook>

### **Texas Parent to Parent**

<https://www.txp2p.org/services/services-for-parents-pathway-to-adulthood/legal-issues-guardianship-financial-planning>

### **Texas Project First**

<http://texasprojectfirst.org/node/207>

### **The Arc of Texas**

<https://www.thearc.org/file/Guardianship-White-Paper.pdf>

<https://www.thearcoftexas.org/information-resources/>

### **The Legal Framework for the Child-Centered Special Education Process - ESC 18**

<https://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=146&SearchTerm=adult+student>

## Information Regarding Alternatives to Guardianship

Because guardianship is restrictive, entities have acted to provide alternatives to guardianship for some adults with disabilities. Some of these alternatives are explained below.

**Durable Power of Attorney:** A durable power of attorney gives someone the ability to act on your behalf. A durable power of attorney limits what your representative may do. For example, durable power of attorney may be in place to allow your parent(s) to make only educational decisions for you. In this case, your parent(s) would not be able to make medical or **financial** decisions for your because the durable power of attorney, in this case, is limited to education. This sort of arrangement gives you, as an adult student, autonomy over the other elements of your life.

**Special Needs Trust:** Another option is a special needs trust. This type of trust allows you, as someone with a disability, to have funds available for certain expenses while protecting your eligibility for public benefits and access to care and services. Always contact an expert in special needs trust and estate planning before you open a trust.

**Representative Payee:** A **representative payee**, or **substitute payee**, is a person who acts as the receiver of United States [Social Security Disability](#) or [Supplemental Security Income](#) for a person who is not fully capable of managing their own benefits, i.e., cannot be their own [payee](#). The representative payee is expected to assist the person with money management, along with providing protection from financial abuse and victimization.

**Achieving a Better Life Experience (ABLE) Act:** This Act amends Section 529 of the Internal Revenue Service Code of 1986 to create tax-advantaged savings accounts for individuals with disabilities. These tax-advantaged savings accounts can be used to cover qualified disability expenses such as, but not limited to, education, housing, and transportation.

There are also formal and informal services and supports that enable individuals to help adult students with disabilities meet their needs for food, clothing, or shelter; to care for their physical or mental health; to manage their financial affairs; and to make personal decisions regarding residence, voting, operating a motor vehicle, and marriage. One or more of these services and supports may be helpful for you.

Resources regarding alternatives to guardianship are on the next page.

## Resources Regarding Alternatives to Guardianship

### **ABLE National Resource Network**

<http://ablenrc.org/>

### **Catholic Charities**

<http://www.sabirthdoulas.org/guardianship/guardianship.html>

### **Disability Rights of Texas**

<https://www.disabilityrightstx.org/resources/supported-decision-making>

<https://media.disabilityrightstx.org/wp-content/uploads/2018/08/16200451/The-Right-to-Make-Choices-SDM-toolkit-jan-2018.pdf>

<https://media.disabilityrightstx.org/wp-content/uploads/2018/08/16200431/Making-My-Own-Choices-SDM-plain-lang-guide-mar-2018.pdf>

### **Master Pooled Trust**

<https://www.thearcoftexas.org/trust/>

### **National Resource Center for Supported Decision-Making**

<http://supporteddecisionmaking.org/legal-resource/supported-decision-making-model-agreements>

### **Texas Able**

<https://www.texasable.org/>

### **Texas Council of Developmental Disabilities**

<http://www.t added disabilities.org/resources/guardianship-alternatives/>

<http://www.t added disabilities.org/resources/guardianship-alternatives/supported-decision-making/>

### **Texas Guardianship Association**

<http://texasguardianship.org/guardianship-information/guardianship-alternatives/>

### **Texas Law Help**

<https://texaslawhelp.org/resources/supported-decision-making-forms>

### **Texas Project First**

<http://texasprojectfirst.org/node/207>

### **The Arc of Texas**

<https://www.thearc.org/file/Guardianship-White-Paper.pdf>

<https://www.thearcoftexas.org/alternatives-to-guardianship/>

There is another alternative to guardianship that adult students with disabilities and their parents may want to be aware of: supported decision-making agreements. Information regarding this alternative is on the next page.

## Information Regarding Supported Decision-Making

[Texas Education Code §29.017](#) requires that school districts provide students with disabilities and their parents with information on, among other things, alternatives to guardianship, including supported decision-making agreements under [Chapter 1357 of the Texas Estates Code](#). The school district must provide this information not later than one year before a student turns 18.

To understand what a supported decision-making agreement is and who may enter into such an agreement, the Texas Estates Code provides the following definitions:

- “Adult” is an individual 18 years of age or older or an individual under 18 years of age who has had the disabilities of minority removed.
- “Disability” concerning an individual is a physical or mental impairment that substantially limits one or more major life activities.
- “Supported decision-making” is a process of supporting and accommodating an adult with a disability to enable the adult to make life decisions without impeding his/her self-determination, including.
  - decisions related to where the adult wants to live,
  - services, support, and medical care the adult wants to receive,
  - whom the adult wants to live with, and
  - where the adult wants to work.
- “Supported decision-making agreement” is an agreement between an adult with a disability and a supporter.
- “Supporter” is an adult who has entered into a supported-decision-making agreement with an adult with a disability.

State law also provides additional information about supported decision-making agreements. The following information is also from the Texas Estates Code.

Supported decision-making agreements support and accommodate an individual with a disability to make life decisions. These decisions include where the individual wants to live, the services, supports, and medical care the individuals want to receive, whom the individual wants to live with, and where the individual wants to work, without interfering with the self-determination of the individual with a disability. A supported decision-making agreement allows an adult with a disability to voluntarily, without unnecessary influence or force, enter into a supported decision-making agreement with a supporter under which the adult with a disability approves the supporter to:

- assist in understanding the options, responsibilities, and consequences of the adult’s life decisions, without making those decisions on behalf of the adult with a disability;
- assist in accessing, collecting, and obtaining information that is relevant to a given life decision, including medical, psychological, financial, educational, or treatment records, from any person;
- assist in understanding the information described in the above bullet; and
- assist in communicating the adult’s decisions to appropriate persons.

Once an adult with a disability and a supporter enter into a supported decision-making agreement, it will remain in effect until either party ends it, or when the terms of the agreement specify that it will end. Also, the agreement will no longer be in effect if the Department of Family and Protective Services finds that the adult with a disability has been abused, neglected, or exploited by the supporter, or the supporter is found criminally liable for abusing, neglecting, or exploiting the adult with a disability.

Regarding access to that adult's personal information, the supporter is limited to assisting the adult with a disability in accessing, collecting, and obtaining relevant information. The supporter must ensure that private information is kept confidential and that it is not inappropriately accessed, used or disclosed.

An adult with a disability cannot be forced into entering into a supported decision-making agreement. Both the adult with a disability and the supporter must sign the agreement voluntarily. They must sign it in the presence of two or more subscribing witnesses who are at least 14 years old, or they may sign it before a notary public.

For a supported decision-making agreement to be valid, it must be in a form substantially similar to the following:

## SUPPORTED DECISION-MAKING AGREEMENT

### Appointment of Supporter

I, (insert your name), make this agreement of my own free will.

I agree and designate that:

Name:

Address:

Phone Number:

E-mail Address:

is my supporter. My supporter may help me with making everyday life decisions relating to the following:

Y/N obtaining food, clothing, and shelter

Y/N taking care of my physical health

Y/N managing my financial affairs

My supporter is not allowed to make decisions for me. To help me with my decisions, my supporter may:

1. Help me access, collect, or obtain information that is relevant to a decision, including medical, psychological, financial, educational, or treatment records;

2. Help me understand my options so I can make an informed decision; or

3. Help me communicate my decision to appropriate persons.

Y/N A release allowing my supporter to see protected health information under the Health Insurance Portability and Accountability Act of 1996 (Pub. L. No. 104-191) is attached.

Y/N A release allowing my supporter to see educational records under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) is attached.

### Effective Date of Supported Decision-Making Agreement

This supported decision-making agreement is effective immediately and will continue until (insert date) or until the agreement is terminated by my supporter or me or by operation of law.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_



Consent of Supporter

I, (name of supporter), consent to act as a supporter under this agreement.

\_\_\_\_\_  
(Signature of Supporter)

\_\_\_\_\_  
(Printed Name of Supporter)

Signature

\_\_\_\_\_  
(My Signature)

\_\_\_\_\_  
(My Printed Name)

\_\_\_\_\_  
(Witness 1 Signature)

\_\_\_\_\_  
(Printed Name of Witness 1)

\_\_\_\_\_  
(Witness 2 Signature)

\_\_\_\_\_  
(Printed Name of Witness 2)

This document was acknowledged before me on \_\_\_\_\_ (date)

by \_\_\_\_\_ and \_\_\_\_\_  
(Name of Adult with Disability) (Name of Supporter)

\_\_\_\_\_  
(Signature of Notarial Officer)

\_\_\_\_\_  
(Printed Name of Notarial Officer)

(Seal, if any of notary)

My commission expires: \_\_\_\_\_

**WARNING: PROTECTION FOR THE ADULT WITH DISABILITY**

IF A PERSON WHO RECEIVES A COPY OF THIS AGREEMENT OR IS AWARE OF THE EXISTENCE OF THIS AGREEMENT HAS CAUSE TO BELIEVE THAT THE ADULT WITH A DISABILITY IS BEING ABUSED, NEGLECTED, OR EXPLOITED BY THE SUPPORTER, THE PERSON SHALL REPORT THE ALLEGED ABUSE, NEGLECT, OR EXPLOITATION TO THE DEPARTMENT OF FAMILY AND PROTECTIVE SERVICES BY CALLING THE ABUSE HOTLINE AT 1-800-252-5400 OR ONLINE AT WWW.TXABUSEHOTLINE.ORG.

## **Information Regarding Independent Living**

Adult students with disabilities want to live independent lives. You want to set their own life goals and work toward reaching those goals. There are numerous resources available to help adult students live lives of independence. The foundation of many of these resources is the Developmental Disabilities Assistance and Bill of Rights Act (DD Act).

The DD Act speaks to “self-determination activities.” It explains that these are “activities that result in individuals with developmental disabilities, with appropriate assistance . . . to advocate for themselves and others, to develop leadership skills, through training in self-advocacy, to participate in coalitions, to educate policymakers, and to play a role in the development of public policies that affect individuals with developmental disabilities.”

Becoming independent, or self-determined, as an adult begins early. To facilitate independent living, transition requirements for students with disabilities must begin no later than when he or she turns age 14. Additional transition requirements take effect by the time the student turns age 16. These transition requirements are meant to assist students in preparing for success after high school.

Resources regarding independent living follow on the next page.

## **Resources Regarding Independent Living**

### **Beach Center on Disabilities**

<http://www.beachcenter.org/beach-self-determination>

### **D & S Community Services**

<https://www.dscommunity.com/locations/texas/>

### **Disability Rights Texas**

<https://www.disabilityrightstx.org/handout/texas-home-and-community-based-supports-and-services/>

<https://media.disabilityrightstx.org/wp-content/uploads/2018/08/16200451/The-Right-to-Make-Choices-SDM-toolkit-jan-2018.pdf>

<https://media.disabilityrightstx.org/wp-content/uploads/2018/08/16200431/Making-My-Own-Choices-SDM-plain-lang-guide-mar-2018.pdf>

<https://www.disabilityrightstx.org/resources/supported-decision-making>

### **I'm Determined**

<https://www.imdetermined.org/quick-links/transition-guide/transition-guide-independent-living/>

### **Independent Living Research Utilization**

#### **National Center on Secondary Education and Transition**

<http://ncset.org/topics/sdmhs/default.asp?topic=30>

#### **National Parent Center on Transition and Employment**

<http://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp>

### **Navigate Life Texas**

<https://www.navigatelifetexas.org/en/transition-to-adulthood/helping-your-child-build-their-independence>

<https://www.navigatelifetexas.org/en/transition-to-adulthood>

<https://www.navigatelifetexas.org/en/transition-to-adulthood/legal-options-for-age-18-and-beyond>

<https://www.navigatelifetexas.org/en/insurance-financial-help/texas-medicaid-waiver-programs-for-children-with-disabilities>

### **Self-Determination.org**

[http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2016/03/SDI-Student-Report-Guide\\_small.Final\\_.pdf](http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2016/03/SDI-Student-Report-Guide_small.Final_.pdf)

### **Texas Council for Developmental Disabilities**

<http://www.t addedd.texas.gov/resources/guardianship-alternatives/supported-decision-making/>

### **Texas Health and Human Services**

<https://hhs.texas.gov/doing-business-hhs/provider-portals/long-term-care-providers/local-intellectual-developmental-disability-authority-lidda/local-authorities-directory>

<https://hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/providers/resources/ltss-waivers-2-8.pdf>

<https://hhs.texas.gov/services/health/medicaid-chip>

**The Arc of Texas**

<https://www.thearcoftexas.org/information-resources/>

[https://www.thearcoftexas.org/wp-](https://www.thearcoftexas.org/wp-content/uploads/2016/06/Supported_Decision_Making_For_Families_UPDATED_Jan_2016.pdf)

[content/uploads/2016/06/Supported\\_Decision\\_Making\\_For\\_Families\\_UPDATED\\_Jan\\_2016.pdf](https://www.thearcoftexas.org/wp-content/uploads/2016/06/Supported_Decision_Making_For_Families_UPDATED_Jan_2016.pdf)

**The Developmental Disabilities Assistance and Bill of Rights Act of 2000**

[https://www.acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-](https://www.acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000)  
[rights-act-2000](https://www.acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000)

**Transition in Texas**

<https://www.transitionintexas.org/Page/97>