

TRANSITION AND GRADUATION

TRANSITION

Campus level: administrator, counselor, special education case manager, CTE representative

- The Transition/Employment Service Designee for MISD is the diagnostician assigned to the high school. The designee is responsible for district/campus trainings for all administrator, teachers, staff and parents. The Special education Director inputs the designee information into the Legal Framework.
- The secondary diagnostician(s) collect and ensure accuracy on the SPP 13 data and complete the SPP13 information within our adopted special education data management system.
- - Professional development is provided to special educators and administrators annually covering age-appropriate transition assessments, postsecondary goals, annual transition goals, strengths, preferences, interests and needs, and the coordinated set of activities.
- - Starting when the student is 13 years of age or being enrolled in a CTE course they will be invited to the ARD meeting.
 - Prior to the ARD meeting, the age-appropriate transition assessments using multiple sources of formal and/or informal data will be conducted by the instructional service personnel.
- The ARD committee will review the postsecondary goals, coordinated set of activities, the course of study, and the student's preferences, strengths, interests, and needs.
- - Prior to the ARD meeting, the age-appropriate transition assessments will be conducted by the instructional service personnel.
 - The ARD committee will document on the PWN and on the signature/attendance sheet the reason for not attending the ARD meeting.
 - Students will attend the ARD meeting to introduce themselves. They may state their strengths, preferences, interests and needs or anything else that they are comfortable sharing. Then the student may be excused due to behavioral needs and/or cognitive reasons.

- The ARD committee will review any and all completed age-appropriate transition assessments. This could include interviews, inventories or other assessments.
- At every annual ARD meeting following the ARD meeting where the initial transition discussion takes place, the ARD committee will review progress toward postsecondary goals. Updates will be made accordingly within the transition documentation.
- Based on age appropriate transition assessments and collaboration with the student, counselors, outside agencies, general education teachers, and parents the ARD committee will propose postsecondary goals for employment, independent living, education and/or training. The ARD committee will discuss the course of study and coordinated set of activities to ensure movement toward postsecondary goals.
- Once postsecondary goals have been developed the instructional service personnel will monitor the progress of movement toward postsecondary goals concurrent with grading periods.
- - Starting when the student is 13 years of age or being enrolled in a CTE course the instructional service personnel will administer age appropriate transition assessments, which could include both formal/informal assessments.
 - Types of transition assessments may include, but are not limited to, the following:
 - interviews of the parent and the student
 - inventories (career, independent living, education)
 - checklists (daily living skills, community based skills assessments, functional skills)
- Parents and students are both encouraged to provide input on the student's needs and interests, independence skills and outside chores, and other daily living skills to assist in the development of transition goals. If the student does not attend the IEP meeting where transition services are discussed, the case manager, Educational Diagnostician or Speech Pathologist must take other steps to ensure the student's preferences and interests are considered. Students are provided information regarding the transfer of rights at least one year prior to their turning 18, and paperwork is distributed to parents and student both at the IEP meeting and outside of the IEP meeting by the student's case manager and/or Educational Diagnostician or Speech Pathologist.

- The secondary diagnostician provides training and guidance to teachers on transition assessments, their use and interpretation. Appropriate transition planning must begin no later than the child's age of 14 (or younger if determined by the IEP committee) and updated annually thereafter. Both formal and informal transition assessments may be used to determine the child's preferences and interests. Examples of assessments may include student interviews, interest inventories, aptitude tests, and direct observations. The IEP committee must develop appropriate measurable postsecondary goals based upon transition assessment results related to training, education, employment, and where appropriate, independent living skills. If the IEP committee feels that a functional vocational evaluation is needed, the district will conduct an FVE, contract a professional to conduct the FVE, or contact an outside agency for the completion of the FVE. The IEP team must consider the following issues in the development of the IEP and, if appropriate, integrate into the IEP:
 - Appropriate child involvement in the child's transition to life outside of public school
 - Appropriate parental involvement in the child's transition, if the child is younger than 18
 - For students at least 18 years of age, appropriate parental involvement in the child's transition if the parent is invited to participate
 - Post-secondary options
 - Functional Vocational Evaluation as a consideration
 - Employment goals and objectives
 - If the student is at least 18 years of age, the availability of age-appropriate instructional environments
 - Independent living goals and objectives, and
 - Appropriate circumstances for referring the student or student's parents to a government agency for services.
- The ARD committee determines if self determination skills are required. If required, the Transition goals will include a self determination goal() that are accepted by the ARD committee. The special education teacher and/or general education teacher will implement to goals. The special education case manager tracks progress on all goals.
- The special education teacher conducts a student interview for transition and collects all transition data.
- The students present their transition and educational information at the ARD meeting with the guidance of the diagnostician/Speech pathologist.
- The Educational Diagnostician/Speech Pathologist provide parents with a handout containing outside agency information at every initial and annual ARd meeting.
- The educational diagnostician/Speech Pathologist invites a CTE representative to all ARD meetings when a student is enrolled in a CTE class or a CTE class is being considered.

- - The documentation in the IEP PWN, deliberations, and the transition section will reflect the level of participation of outside agencies or the need for participation from the outside agency(ies).
 - The ARD committee will use age appropriate transition assessments and the progress monitoring data to determine if it is appropriate to invite outside agencies.
 - The parent’s consent for the involvement of the outside agencies will be documented using the district adopted management system form.
 - At any age, once MISD receives the written consent that outside agencies may be invited, the evaluation staff/special education personnel will send an invitation to the appropriate agencies with the ARD meeting date, time and location.

GRADUATION

Senate Bill (SB) 673 (Scooter's Law) and TEC 28.025 (f) ensures that students who receive special education services but who have not yet completed the requirements of their IEPs have the opportunity to participate in a graduation ceremony upon completion of four years of high school. Upon completion of IEP graduation requirements, a student may participate in a second ceremony if the district's local graduation policy allows a student to participate in two graduation ceremonies.

Mathis ISD will adhere to the graduation requirements provided in TAC 89.1070 §89.1070.

Graduation Requirements.

(a) Graduation with a regular high school diploma under subsections (b)(1), (b)(2)(D), (g)(1), (g)(2), (g)(3), or (g)(4)(D) of this section terminates a student's eligibility for special education services under this subchapter and Part B of the Individuals with Disabilities Education Act and entitlement to the benefits of the Foundation School Program, as provided in Texas Education Code (TEC), §42.003(a).

(b) A student entering Grade 9 in 2014-2015 school year and therefore who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit

requirements for graduation under the Foundation High School Program specified in §74.12 of this title (relating to Foundation High School Program) applicable to students in general education as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's admission, review, and dismissal (ARD) committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.

(2) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation under the Foundation High School Program specified in §74.12 of this title through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance as established in the TEC, Chapter 39, on the required state assessments, unless the student's ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student's individualized education program (IEP) and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(c) A student receiving special education services may earn an endorsement under §74.13 of this title (relating to Endorsements) if the student:

(1) satisfactorily completes the requirements for graduation under the Foundation High School Program specified in §74.12 of this title as well as the additional credit requirements in mathematics, science, and elective courses as specified in §74.13(e) of this title with or without modified curriculum;

(2) satisfactorily completes the courses required for the endorsement under §74.13(f) of this title without any modified curriculum; and

(3) performs satisfactorily as established in the TEC, Chapter 39, on the required state assessments.

(d) Notwithstanding subsection (c)(3) of this section, a student receiving special education services classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements in subsection (c)(1) and (2) of this section.

(e) In order for a student receiving special education services to use a course to satisfy both a requirement under the Foundation High School Program specified in §74.12 of this title and a requirement for an endorsement under §74.13 of this title, the student must satisfactorily complete the course without any modified curriculum.

(f) A student receiving special education services who entered Grade 9 before the 2014- 2015 school year may graduate and be awarded a high school diploma under the Foundation High School Program as provided in §74.1021 of this title (relating to Transition to the Foundation High School Program), if the student's ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. Subsections (c) and (d) of this section apply to a student transitioning to the Foundation High School Program under this subsection. As the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 who has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

(g) A student receiving special education services who entered Grade 9 before the 2014- 2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions.

(1) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the recommended or distinguished achievement high school programs in Chapter 74, Subchapter F, of this title (relating to Graduation Requirements, Beginning with School Year 2007- 2008) or Chapter 74, Subchapter G, of this title (relating to Graduation Requirements, Beginning with School Year 2012-2013)), as applicable, including satisfactory performance as established in the TEC, Chapter 39, on the required state assessments.

(2) Notwithstanding paragraph (1) of this subsection, as the TEC, §28.0258 and §39.025(a-2), modify the state assessment requirements applicable to students in general education, a student receiving special education services who is classified in Grade 11 or 12 may graduate under the recommended or distinguished achievement high school program, as applicable, if the student has taken each of the state assessments required by Chapter 101, Subchapter CC, of this title (relating to Commissioner's Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD of this title (relating to Commissioner's Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in paragraph (1) of this subsection.

(3) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title and satisfactorily completed credit requirements for graduation (under the minimum high school program in Chapter 74, Subchapter F or G, of this title), as applicable, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation.

(4) The student has demonstrated mastery of the required state standards (or district standards if greater) in Chapters 110-118, 126-128, and 130 of this title through courses, one or more of which contain modified content that is aligned to the standards required under the minimum high school program in Chapter 74, Subchapter F or G, of this title, as applicable, as well as the satisfactorily completed credit requirements under the minimum high school program, including participation in required state assessments. The student's ARD committee will determine whether satisfactory performance on the required state assessments is necessary for graduation. The student graduating under this subsection must also successfully complete the student's IEP and meet one of the following conditions.

(A) Consistent with the IEP, the student has obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of the local school district.

(B) Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of the local school district.

(C) The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.

(D) The student no longer meets age eligibility requirements.

(h) All students graduating under this section must be provided with a summary of academic achievement and functional performance as described in 34 Code of Federal Regulations (CFR), §300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 CFR, §300.305(e)(1), must be included as part of the summary for a student graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section.

(i) Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section and who will remain in school to complete their education do not have to be evaluated in accordance with subsection (h) of this section.

(j) Employability and self-help skills referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

(k) For students who receive a diploma according to subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) of this section, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

(l) For purposes of this section, modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

At the end of each school year the director of special education will meet with the registrar to ensure graduation codes are correct in the school information system. A student receiving special education services who is 21 on September 1 of a school year will be eligible for services through the end of that school year or until graduation, whichever comes first.

The student who graduates due to aging out and meeting his or her IEP requirements must be given a summary of performance

PERSONS RESPONSIBLE:

District Level:

- Special education Director
- Transition designee
- Counselor

- IEP committee
- Evaluation staff

Timelines for Transition/Graduation:

- ARD committee meetings
- Providing transfer of Rights documents
- Connecting with agencies
- Distribution of Transition and Employment Guide

Evidence of Practice:

- Training Artifacts
- Transition assessments
- PLAAFP statements
- Postsecondary goals on the Transition Supplement
- Personal Graduation Plan
- MISD Transition forms
- Copies of ARD meetings
- Link to the Texas Transition and Employment Guide on LEA's webpage
- Submission of SPP 13 and evidence of sampling procedures and sampling list
- Transfer of Rights documents
- TSDS/PEIMS graduation reports including Graduation type codes
- Evidence of consent to invite agencies to ARD meetings