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Legal Framework: TRANSITION SERVICES and GRADUATION

[Related Resources for GRADUATION](#)

[Related Resources for TRANSITION SERVICES](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

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### PROCEDURES:

Texas requirements for transition services are aligned to the federal requirements included in IDEA 2004. However, state law and guidance include additional requirements for the provision of transition services for students receiving special education services in Texas. A new state law passed in the summer of 2011 requires that "appropriate state transition planning must begin for a student not later than when the student reaches 14 years of age" (*SB 1788, 06/17/2011*). The Texas Administrative Code (TAC) describes the following nine issues important to the development of the Individualized Education Program (IEP) for students receiving special education 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 that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:

- Post-secondary education;
- Vocational education;
- Integrated employment (including supported employment);
- Continuing and adult education;
- Adult services;
- Independent living; or
- Community participation; and

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.

## TRANSITION AND GRADUATION COMPOSITE

**SOUTH SAN ANTONIO ISD**

**015-908**

- Development of Postsecondary Goals
- The ARD committee must develop appropriate measurable postsecondary goals, based upon age appropriate transition assessments, related to:
  - Training;
  - Education;
  - Employment; and
  - Where appropriate, independent living skills

The Department Chairperson/ Transition Coordinator responsibilities include:

- provide information and guidance to special education staff on the importance of transition planning
- provides information to parents/adult students with regards to transition planning.
- Consult with guidance counselors on Personal Graduation Plans.
- Answer questions about endorsements from special education staff.
- Coordinate linkages with outside agencies

This person along with a Special Education Facilitator will attend all training provided by the Education Service Center at Region 20 in regards to transition.

The Director of Special education is responsible for inputting this position into the Legal Framework website for compliance.

The assigned Special Education Facilitator is responsible for reviewing the students IEP to ensure all elements in the supplements are answered correctly. The special education teacher's/case manager is responsible for giving appropriate student transition assessments/questionnaires. They should also be collecting parent input as well as collaborating with the student's career path teacher to ensure success. Progress reports on the student's transition goals should be done to monitor student's movement towards preferred careers. Case Managers should also be collaborating with outside agencies that already provide services or could provide services post HS.

The High School provides training to all staff on state transition requirements at the high school. Special Education Facilitators will train all middle school staff on the state transition requirements

The Special education teacher/Case manager is responsible for interviewing the students prior to the scheduled ARD. At the high school every student is included in the ARD meeting notice. At least three notices are sent out for every ARD.

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The Case Manager is responsible for providing, when appropriate, parent, teacher and student input forms for transition planning and/or as a portion of transition assessment. The student's case manager will meet with the student to discuss the student's post-secondary goals for education, employment and independent living as well as the student's interest.

The case manager will meet with the student to discuss the student's post-secondary goals. The following question will be asked:

- what do you want to do after you leave high school?
- what kind of job do you see yourself doing?
- Do you want to attend college or a vocational school?"

Based on the type of employment the student wants to do, or areas of interest the student has, the case manager consults the course catalog and the guidance counselor to see what CTE courses best fit the student's goals. The CTE teacher of that class/course is invited to the ARD meeting. Every year from then on as long as the student is still in a CTE class, a CTE teacher is invited to the ARD meeting.

**Personal Graduation Plan (PGP)**

Every 8th grade student completes an Endorsement Declaration which indicates which of the endorsements they are going to pursue in high school. Based on that declaration a PGP is formulated for the student to follow. The student can change their declaration and course of study up until the second semester of their Sophomore year in high school. Once at the high school level the PGP includes the courses that are required for graduation and the courses required for the endorsement declared.

The case manager of each student ask the parents/adult student if they are involved with any agencies and if they want an agency representative invited. If they do want the agency invited that name and contact information is given to the ARD facilitator who gets consent from the parent/adult student and then invites the agency to attend. It is the responsibility of the transition designee to invite the Texas Workforce Commission Vocational Rehabilitation Counselor who works with the LEA or campus.

**Transfer of Rights**

Transfer of Parental Rights: Note the student is 17 and therefore has been informed of his/her rights under the IDEA, if any, that will transfer to him/her on reaching the age 18 as evidenced by the receipt of Procedural Safeguards on file in the eligibility folder. [Texas Education Code 29.017]

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The ARD administrator or ARD facilitator discusses it during the ARD meeting. The Transition Designee or ARD facilitator/administrator briefly explain guardianship and supported decision making. The parent is given contact information for Catholic Charities, The Arc of San Antonio as well as a blank copy of the supported decision maker form for them to look over and consider if that is something they want to pursue.

At the ARD meeting when transition is first discussed the parents are given information on how to access the [Texas Transition and Employment Guide](#) on the district website. the Guide is posted in both English and Spanish under the Special Education Tab labeled "Useful Links for Parents".

Case managers call/email/mail or text parents to go over the parent portion of the transition assessment. Multiple attempts are made to gain parent involvement. Use of a Spanish translator is available if needed. Emails and mail are translated using an online translator.

By consulting with the parents, the case managers ascertain whether the student is linked with agencies. If they are not, it is suggested to the parent to seek assistance by contacting Alamo Area Council of Governments (ACCOG).

### In 7/8th Grade

- Students will be invited, attend and begin to take a part in their ARD /IEP meetings
- Students will complete a student survey and transition assessment.
- Parent surveys will be obtained.
- Students will answer transition questions during the ARD/IEP meeting.
- Transition websites and brochures will be given to students and parents
- Students will develop a course of study for high school.

### In High School

Every student in grades 9 through graduation will complete a student survey and transition assessment.

- Students and/or guardians when necessary, will participate in developing and understanding their graduation plan by considering academic records and credits, assessment scores and when applicable, college entrance exams and other pertinent assessment information.
- Students will attend all or a portion of their ARD meeting.
- With parental consent 11th and 12th grade students will have the opportunity to meet with a representative from Texas Workforce Solutions [previously DARS (Department of Rehabilitative Services)].
- Transition websites and brochures will be given to students and parents.

**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.

Texas Administrative Code (TAC) 19 §89.1070(h) requires that:

All students graduating high school who receive special education services must be provided with a summary of academic achievement and functional performance. This summary must, as appropriate.

- Consider the views of the parent;
- Consider the views of the student; and
- Include written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals.

**§89.1070. Graduation Requirements-Revised February 2018**

(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 the 2014-2015 school year and thereafter 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.

<https://framework.esc18.net/display/Webforms/ESC18-FW-Summary.aspx?FID=131>

The Foundation Graduation Plan is the only graduation plan available for students who entered high school in or after 2014-2015.

- Parent will be notified of graduation options by the guidance counselor.
- Parents may ask that the student come back to school to gain additional skills in certain areas, e.g. money management, daily living, employment. An ARD meeting is held to determine the need and scope of services if student meets criteria.
- The student's special education case manager is responsible for completing the Summary of Performance with the student when the student graduates with a diploma or no longer meets age eligibility.
- The Foundation High School program, course of study and endorsements is presented to the student in the ARD meeting by the student's special education case manager after consulting with the student's guidance counselor if in attendance.
- The Transition Designee/Department Chair and the ARD facilitator attend training at Region 20 and train the special education staff at the high school.
- The Transition Designee submits a spreadsheet of all graduates and their graduation codes to Central Office for entry into the TSDS/PEIMS 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.

**STAFF POSITIONS RESPONSIBLE:**

**District Level:**

The Transition Designee  
Special Education Facilitator

**Campus Level:**

Special Education Teacher/Case Manager

**TIMELINES FOR TRANSITION SERVICES/GRADUATION:**

*(This could be within one school year)*

- ARD committee meetings will be held at least annually for all students.
- Distribution of Transition and Employment Guide will be distributed at the annual ARD meeting

**EVIDENCE OF PRACTICE:**

- Vocational Assessment Level 1: Student Interview
- Vocational Assessment Level 1: Teacher Interview
- Vocational Assessment Level 1: Parent Interview
- Student vision
- Student Transition Questionnaire
- Transition Planning Form
- Texas Education Agency Data Collection for State Performance Plan