TRANSITION AND GRADUATION COMPOSITE

Kirbyville CISD **121905**

Template update October 2024

Legal Framework: TRANSITION SERVICES and GRADUATION
Related Resources for GRADUATION
Related Resources for TRANSITION SERVICES
Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Transition Services

- **Transition/Employment Services Designee-** is the primary contact for the transition and employment services for students with disabilities in special education programs. This role is required by TEC 29.01(b) This employee is selected if they are able to provide information and resources about effective transition planning and employment services to school staff, students, parents/guardians, and agency providers
    - **TED Requirements-** The TED is required by state statute to provide information to parents, students, and school staff about these transition services and agencies: student involvement, parent involvement, adult student support, postsecondary education, functional vocational evaluation, employment, age-appropriate instructional environments, independent living, referral to state agency services, self-determination and support decision-making agreements, Health and Human Services Commission, Texas Workforce Commission, Department of State and Health Services, Department of Family and Protective Services.
    - The special education director will input this position in AskTED and into the Legal Framework website.
- The district will use the SPPI 13 checklist to ensure that all required components of transition in the IEP are in place.
- The district will provide training at least annually about transition requirements that must be in place for students no later than the first IEP to be in effect when the student turns 14 years of age.
- The transition coordinator, diagnostician, or ARD facilitator will be responsible for collecting information from the transition assessment about the student's preferences and interests to be considered during the student's ARD committee meeting. The student will be invited to attend their meeting beginning at the age of 13 and sooner if appropriate. The parents will be provided information on how to access the Texas Transition and Employment Guide and where the guide is posted on the district's website.
- The district will provide a bank of transition assessments that can be utilized by the transition coordinator, diagnostician, or ARD facilitator that can be used based on the student's needs. They will be in the areas of postsecondary education, employment, independent living, and self-determination. There will be communication with parents to obtain parent input and engagement in transition planning and transition assessments. Interpreters will be used to address language differences for emergent bilingual (EBs) and parents who do not speak English. For students with

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more complex or significant needs, there will be a coordination of input for transition planning between the teachers, parents, outside agencies, and any other relevant persons.

- The district will provide training to the transition coordinator and TED that describes how to consider when a functional vocational evaluation (FVE) should be conducted.
    - If the student and parent are having difficulty communicating a career interest.
    - If a student has completed training at multiple job sites, but there is no clear direction for the next step.
    - If a transition assessment has not provided enough information to develop a comprehensive transition plan.
- Procedures for conducting a functional vocational evaluation?
    - There is not a list of required elements for an FVE, it is recommended that a summary of the following information is included in the completed FVE, as appropriate:
        - Strengths and needs related to work environments
        - Interests and preferences related to work environments
        - Aptitudes and abilities
        - Work-related skills and behaviors
        - Work-related accommodations
        - Other things to consider: how will the school gather the information about the student from a variety of perspectives, including staff that support career exploration and work based learning, the student, and their family. What existing information can be used? What new information is needed? What tools and resources are available to complete an FVE when needed, such as career preference and vocational skill inventories, adaptive behavior scales, or teacher-made task analysis of employment tasks?
    - There is no specific licensure or certification required to complete an FVE.
- The district will utilize the self-determination embedded TEKS and if appropriate supplemental self-determination instruction to target needs identified by transition assessments.
- The student will be invited to attend their ARD committee meeting beginning when they are 13 years old or younger if appropriate. This will allow them to participate in transition planning and contribute to their ARD meeting.
- The transition coordinator, diagnostician, or ARD facilitator will share information on available to agencies that provided support and services for students with disabilities as part of transition services and the consideration of connections to the Health and Human Services (HHS) Waiver List enrollment as early as Early Childhood Intervention and Early Childhood Special Education.
- The district will invite a CTE representative to the ARD meeting when initial or continued placement in a CTE course is considered. See Admission, Review, & Dismissal Committee Membership operating procedures.
- The transition coordinator, diagnostician, or ARD facilitator will coordinate activities with participating agencies and ensure these agencies are invited to the ARD meeting with consent

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from the parent(s) or adult student? The district will identify the Texas Workforce Commission Vocational Rehabilitation Counselor who works with the LEA or campus.

- No later than when the student turns 17 years of age (16 year old ARD meeting) the transition coordinator, diagnostician, or ARD facilitator will communicates with the parent(s) and student about the Transfer of Rights when the student turns 18 years of age? They will explain information regarding guardianship and alternatives to guardianship, including a supported decision-making agreement. They will provide information to the parent or student if they request information about guardianship or alternatives to guardianship before age 17.
- The district will notify in writing to the adult student and parent of the transfer of parental rights at the time the student reaches the age of 18.
- Each ARD committee is expected to consider and, if appropriate, address in a student's IEP beginning not later than the first IEP to be in effect when the student turns 18, the availability of age-appropriate instructional environments that prepare the student for postsecondary education or training, competitive integrated employment, or independent living. This includes discussion concerning student, parent, agency involvement and any guardianship or supported-decision making agreement arrangements that may be in place.

Graduation

- The district will notify the parents and students of the graduation options available for students served by special education from 19 TAC §89.1070 at the ARD committee meetings when the student is in high school.
- If the student continues to meet the age for eligibility they may return to school as long as the child was awarded a diploma that met the following conditions:
    - Successfully completed their IEP
    - Obtained full-time employment, based on the student's abilities and local employment opportunities, in addition to meeting sufficient self-help skills to enable them to maintain employment without director or ongoing education support from the district
    - Demonstrate mastery of specific employability skills and self-help skills that do not require direct ongoing educational support from the district
    - Have access to services that were not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program. Describe the procedure followed to determine eligibility for students with disabilities requesting to continue in school after meeting requirements for graduation.
- The ARD committee must determine the needed educational services upon the request of the child or parents to resume services.
- The transition coordinator, diagnostician, or ARD facilitator will complete the Summary of Performance with the student when the student graduates with a diploma or no longer meets the age eligibility requirement.
- The transition coordinator, campus counselor, campus administrator, diagnostician, or ARD facilitator will attend the ARD committee meetings to discuss and share information about the Foundation High School Program, courses of study, and endorsements options.

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- The transition coordinator, diagnostician, ARD facilitator, campus counselor, or Special Education Director will collaborate together to accurately report the number and graduation type code for students with disabilities graduating through the TSDS/PEIMS system based on ARD committee decisions.

STAFF POSITIONS RESPONSIBLE:

District Level: Special Education Director

Campus Level: Transition Coordinator/Diagnostician/ARD Facilitator/Campus Administrator/Campus Counselor/Teachers

TIMELINES FOR TRANSITION SERVICES/GRADUATION:

(This could be within one school year)

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

EVIDENCE OF PRACTICE:

- Training artifacts (i.e., sign-in sheets, agendas, etc.)
- Transition assessments (electronic or paper folder containing completed transition assessments for students ages 14 through 21)
- PLAAFP statements, including baselines for transition per transition assessments
- Postsecondary goals on the Transition Supplement or elsewhere in the ARD document
- Course of Study document
- Students' transcripts
- Forms or checklists of transition/graduation activities
- Summary of Performance documents
- ARD meeting documents
- Transition/Employment Services Designee listed in AskTED
- Link to the Texas Transition and Employment Guide on LEA's webpage
- Submission of SPP Indicator13 and evidence of sampling procedures and sampling list
- Transfer of Rights documents
- TSDS/PEIMS graduation reports, including Graduation Type Codes (same as SPP14 leaver codes)
- Evidence of consent to invite agencies to ARD meeting
- Supported Decision-Making Agreement, when applicable

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