

OPERATING PROCEDURES

TRANSITION AND GRADUATION COMPOSITE

GREGORY-PORTLAND ISD

205902

*Template update March 2022

Legal Framework: TRANSITION SERVICES and GRADUATION

[Related Resources for GRADUATION](#)

[Related Resources for TRANSITION SERVICES](#)

Broad Category: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Transition Services

- The Transition/Employment Services Designee (TED) for G-PISD is the HS Educational Diagnostician and was assigned to this position by the Director of Special Education. The Transition and Employment Services Designee (TED) will ensure that the [Texas Transition and Employment Guide](#) is posted on the district's website. The TED will provide written information and, if necessary, assistance to the parent regarding how to access the electronic version of the guide at the ARD Committee meeting at which transition is discussed or the first ARD Committee meeting that occurs after the guide becomes available if the student's ARD Committee has already met previously to discuss transition. The TED will help students and parents with information about being able to make life choices and will answer questions regarding local resources and continuing services at G-PISD. In addition, the TED assists with the development of the Summary of Performance (SOP). The G-PISD [AskTED](#) administrator is responsible for inputting the Transition/Employment Services Designee (TED) into [AskTED](#) and the Director of Special Education includes the information on the Legal Framework and district websites.
- Data is collected through the G-PISD special education database and documented in the student's transition plan. G-PHS evaluation staff members meet with the Director of Special Education in the spring to ensure the accuracy of data for SPP #13: https://tea.texas.gov/sites/default/files/Data_Collection_Checklist_SPP%2013_2019-20_v2.pdf.
- G-PISD attends professional development opportunities provided by the Education Service Center, Region 2 regarding state transition requirements for students by age 14 and federal transition requirements by age 16, including transition service requirements for secondary special education teachers and the transition employment designee (TED). This information is shared with staff through campus faculty meetings, department meetings and emails. In addition, the TED works collaboratively with a representative from the Texas Workforce Commission.
- G-PISD attends professional development opportunities provided by the Education Service Center, Region 2 about transition service requirements for secondary special

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education teachers and the transition employment designee (TED). In addition, the TED works collaboratively with a representative from the Texas Workforce Commission.

- Professional development is provided to special educators and administrators annually covering age-appropriate transition assessments, post-secondary goals, annual transition goals, strengths, preferences, interests, and needs.
- Starting when the student is 13 years of age or being enrolled in a CTE course if prior to age 13, the student will be invited to the ARD meeting.
 - Prior to the ARD meeting, the age-appropriate transition assessment using multiple sources of formal and 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, the student's preferences, interests, strengths, and needs.
 - Students will attend the ARD meeting to introduce themselves and then they may be excused due to behavioral needs and / or cognitive reasons. They may state their strengths, preferences, interests, and needs or anything else that they are comfortable sharing. Student's participation is documented on the ARD signature page.
- At every Annual ARD following the ARD meeting in which 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 assessment, and the 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 the coordinated set of activities to ensure movement toward postsecondary goals.
- Once postsecondary goals have been developed, the instructional service personnel will monitor the process of movement toward postsecondary goals concurrent with grading periods.
- Starting when the student is 13 year of age or being enrolled in a CTE course, the instructional service personnel will administer age appropriate transition assessments including multiple sources of formal and/or informal data. Assessments may include but are not limited to interviews of the parent and student, inventories (career, independent living, education), checklists (daily living skills, community-based skills assessments, functional skills assessments)
- The student's special education case manager/teacher is responsible for collecting information from the transition assessment about the student's preference and interests to be considered during the ARD committee meeting. Case managers/teachers are also responsible for inviting the student to the ARD and checking them out of their class in order to attend the ARD meeting.

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- G-PISD utilizes online transition tools and a student and parent interview form in the district student management system to gather data and input.
- Evaluation staff will utilize the accommodations, assistive technology and other resources to assess student's strengths, preferences, interests and needs. G-PISD utilizes informal transition assessment and online tools for students entering the transition process. At the onset of transition services, case managers gather information from the parent and student interviews. For students with complex needs, assessments for interest, daily living, adaptable daily living and employability skills will be administered.
- G-PISD provides instruction in self-determination skills through embedded TEKS lessons and a character education program. In addition, some students receive additional instruction during counseling and social skills classes.
- G-PISD case managers conduct transition interviews to obtain student input for transition planning and invite students to their ARD meetings.
- G-PISD works closely with the Texas Workforce Commission. The TWC representative is provided with a list of students in order to facilitate contact for services with the student/family. G-PISD shares information with families during ECI transition meetings with regard to transition services, including CTE opportunities, as well as services through outside resources/providers, including [Health and Human Services \(HHS\) Waiver List](#).
- G-PISD staff invite CTE representatives to all annual ARD meetings or additional ARD meetings, if necessary, when CTE courses are discussed. Evaluation personnel ensure that the ARD meeting is properly constituted with the required members in attendance.
- The G-PISD counseling staff completes credit checks and meets with students during the year to ensure that the student's PGP is implemented into courses of study and course selection. Student PGPs are reviewed at all annual ARD meetings in order to apprise parents of the student's plan.
- G-PISD evaluation staff and/or Transition Coordinator coordinate activities with participating agencies who are invited to the ARD meeting by securing informed consent from the parent or adult student. TWC assigns a Vocational Rehabilitation Counselor to school districts in our region.
 - 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 an outside agency.
 - The ARD committee will use age appropriate transition assessment and the progress monitoring data to determine if it is appropriate to invite outside agencies.
 - The parent's consent for the involvement of outside agencies will be documented on the notice of the IEP Meeting, Parent Response Form.
 - At any age, once GPISD receives the written consent that outside agencies may be provided, the evaluation staff / special education personnel will send an invitation to the ARD Meeting with the date, time and location.

- G-PISD evaluation personnel notify and provide parents and students information about the Transfer of Rights, including guardianship and alternatives to guardianship along with supported decision-making at the student's 9th grade ARD meeting. The documents for guardianship and alternatives to guardianship, including supported decision-making, are included in the ARD paperwork that the parent/student receive either by mail or email.
- G-PISD evaluation personnel begin discussing transition services at the ARD meeting prior to the student's 14th birthday, including how to access the [Texas Transition and Employment Guide](#). The Texas Transition and Employment Guide may be found on the Special Education webpage of the G-PISD website under internet resources.
- Families receive information about transition services at the initial ECI transition meeting by reviewing the procedural safeguards, ARD Guide and sharing information about community resources, such as MHMR, Texas Health and Human Services and Texas Workforce Commission.
- G-PISD case managers contact parent(s) and send transition information to them prior to the Annual ARD in order to obtain their input and engagement in transition planning. When necessary, interpreters are utilized for parents who speak a native language other than English. Furthermore, documents are provided in both English and Spanish or translated to another language, if necessary.
- Case managers and/or teachers consult with parents about transition planning/assessment for students with complex or more significant needs prior to their 14th birthday. Evaluation personnel, case managers, teachers and/or transition coordinators discuss options and programs available through outside agencies with parents.

Graduation

- G-PISD HS and MS counselors share information with parents and students regarding graduation options for students receiving services in special education. Graduation options are also outlined in the course catalog guides and student handbooks.
- Students with disabilities who request to return to school after graduation may do so if they have completed 4 years of school and have not completed the graduation plan as outlined in their IEP. An ARD meeting will be convened in order to determine the student's eligibility and create an appropriate plan. Students may participate in only one graduation ceremony.

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- The Summary of Performance is completed by an evaluation staff member/transition coordinator when the student graduates with a diploma or no longer meets the age eligibility requirement.
- The school counselor and/or CTE representative attend ARD meetings to discuss, share information and answer any questions with regard to the Foundation High School Program, courses of study and endorsements.
- G-PISD attends professional development opportunities provided by the Education Service Center, Region 2 regarding graduation requirements for students with disabilities. This information is shared with staff through campus faculty meetings, department meetings and emails.
- G-PISD attends professional development opportunities provided by the Education Service Center, Region 2 with regard to accurately reporting the number and graduation type code for students with disabilities through the TSDS/PEIMS system. Graduation codes are reflected in the student's IEP and tracked in a spreadsheet for verification through the collaboration of evaluation personnel, counselor(s), HS Attendance/PEIMS, and the SPED PEIMS Clerk. Graduation codes may change if the ARD committee makes changes to a student's IEP graduation requirements.

STAFF POSITIONS RESPONSIBLE:

District Level: Director of Special Education, Transition/Employment Services Designee

Campus Level: Evaluation Personnel, Special Education Staff, HS Special Populations Counselor, SPED PEIMS Clerk, GPHS Attendance/PEIMS Clerk, TWC Vocational Rehabilitation Counselor

Itinerant Level: RDSPD Itinerant Staff

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

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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
- Personal Graduation Plan (PGP)
- 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