



SNYDER INDEPENDENT SCHOOL DISTRICT

208-902

LEGAL FRAMEWORK: **TRANSITION SERVICES AND GRADUATION**

RELATED RESOURCES: [TRANSITION SERVICES](#) AND [GRADUATION](#) (REGION 18 EDUCATION SERVICE CENTER)
[DISABILITY CRITERIA](#) (TEXAS EDUCATION AGENCY)

BROAD CATEGORY: FREE APPROPRIATE PUBLIC EDUCATION

PROCEDURES:

Transition framework

Transition refers to a change in status from behaving primarily as a student to assuming emergent adult roles in the community. These roles include employment, participating in post-secondary training/education, maintaining a home, becoming appropriately involved in the community, and experiencing satisfactory personal and social relationships. The process of enhancing transition involves the participation and coordination of school programs, adult agency services and natural support within the community.

Transition services

The Transition and Employment Services Designee for Snyder ISD (SISD) is the Transition Specialist. The assignment is made based on the experience of the staff in special education and transition.

Responsibilities are outlined in the Transition Specialists job description. This position is input into [AskTED](#) and the [Legal Framework](#) by the Special Education Director or designee.

The State Performance Plan (SPP) Indicator 13 measures the percentage of youth age 16 and older with an Individualized Education Plan (IEP) and programming that includes: 1) appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; 2) transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and, 3) annual IEP goals related to student transition service needs.

The SPP 13 data collection period is from July 1st to June 30th of each year. The SPP 13 indicator applies to students with disabilities who are between age 16 and 21 (age 22 if appropriate) between July 1 and June 30 of the collection period. This indicator requires a sampling procedure. The sample includes students who are age 15 but will turn age 16 by June 30 of the collection period. Audits are performed at specified intervals throughout each year on each of the SPP 13 questions to ensure accuracy.

The Post-Secondary Facilitators (PSF), special education case managers, and transition specialist provide training to staff throughout each school year about transition services that must be in place for students by the age of 16, or beginning at age 14 or younger if determined appropriate by the Admission, Review, and Dismissal committee (ARDc), that includes the federal requirements pertaining to courses of study, age-appropriate transition assessments, and postsecondary goals. Student special education case managers and PSF are responsible for collecting information from the transition assessment about student preferences and interests to be considered during an Admission, Review, and Dismissal (ARD) meeting (if the student does not attend the meeting). Students are invited to their ARD meetings beginning at 6th grade.

Transition Assessments

Guidance is provided by the PSF on which transition assessments will be used. The transition assessments used are age-appropriate and include informal and formal transition assessment questionnaires to help a student identify their interests and post-secondary needs. Teachers rely on the student and parent(s)/guardian(s) *Transition Questionnaires*, which are almost exclusively considered an informal assessment. Formal assessments are also used. Typically, a Vocational Adjustment Class (VAC) teacher administers the *Vocational Skills Inventory*. The *Career Cruising Matchmaker* assessment may also be used with students whose vocabulary and reading levels are matched to the assessment. The *WRIOT 2* and the *Reading Free Inventory* are occasionally selected for administration by the PSF. Both measures are picture-based and can be appropriate selections for students whose interests are best identified in this manner. These measures are considerations for students enrolled in VAC and Alternate Curriculum classes. A Regional Service Center LiveBinder containing a listing of various transition assessments is a useful resource for specific situations.

Functional Vocational Evaluations

The Transition User Guide (Frontline, eStar v.3) includes teacher observation, *Career Cruising*, *Vocational Skills Inventory*, and the *Transition Questionnaires* as examples of Functional Vocational Evaluations (FVE). An FVE is needed if alternative methods of gathering information are insufficient. If a teacher feels these alternative methods are not sufficient for gathering information, the assigned PSF or other appropriate special education transition personnel can offer additional support. The PSF and transition specialist attend relevant training provided by the educational service center related to conducting the FVE.

Self Determination

SISD teachers embed self-determination skill building in their lesson plans during the secondary years (junior high and high school). The PSF creates a list of bell ringers for self-determination which is distributed to junior high and high school teachers. Students enrolled in the specialized support programs (PABS, Lifeskills, PreVoc, and/or VAC) have coursework and interactions that directly target self-determination. Many students have a functional IEP goal related to self-determination. Additionally, many high school campuses participate in Vocational Adjustment Training (VAT) through Texas Workforce Solutions. These classes are taught either in VAC or PC classes and address several areas of self-determination.

Along with self-determination, the PSF, transition specialist, and special education case manager assist students in preparing to provide input into transition planning. These staff support and encourage student-led ARDc meetings so that each student feels confident to participate fully in their postsecondary transition planning.

Agency Connections

Families are provided information on how to connect students with disabilities to agencies as part of transition services. This is in tandem with *Consideration of Connections* to the Health and Human Services (HHS) [Waiver List](#) which encourages enrollment through Childhood Intervention and Early Childhood Special Education initiatives. A Career and Technical Education (CTE) representative is invited to all ARDc meetings when placement in a CTE class is considered. The Student Personal Graduation Plans (PGP) is fully implemented into courses of study. Course selection is tailored to individual student needs. The description of the prerequisites and content of the courses are included. The PSF coordinates activities with participating agencies and ensures these agencies are invited to the ARDc meeting with consent from the parent(s)/guardian(s), and/or adult student. A Vocational Rehabilitation

Counselor (VRC) is assigned students by the Texas Workforce Commission (TWC) based on campus location.

Transfer of rights

No later than when the student turns 17 years of age, the educational diagnostician will communicate with the parent(s)/guardian(s) and student about the *Transfer of Rights* when the student turns 18 years of age. The PSF and/or transition specialist explains and provides information to parent(s)/guardian(s) regarding guardianship and alternatives to guardianship, including a supported decision-making agreement. The PSF or transition specialist provides information to the parent(s)/guardian(s) and student if they request information about guardianship or alternatives to guardianship before age 17.

At the first transition planning meeting with the parent(s)/guardian(s), the PSF or transition specialist will discuss transition services and give parent(s)/guardian(s) information on how to access the [Texas Transition and Employment Guide](#). The guide is also posted on the SISD Special Education website. The PSF or transition specialist will also provide resources and information to families about transition services for children younger than age 14. The PSF or transition specialist diligently communicates with parent(s)/guardian(s) to obtain input and encourage engagement in the student postsecondary transition planning as well as transition assessments. Interpreters and/or bilingual staff are used to address language differences for emerging English Learners (EL) and parent(s)/guardian(s) who do not speak English.

State Performance Plan (SPP) indicator 13

A student who is 16 years old and above with an IEP will include appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet the postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the ARDc meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the meeting with the prior consent of the parent or student who has reached the age of majority. The data collection period is July 1 to June 30 of each year. Indicator 13 refers to students with disabilities who are at least 16 years old between July 1 and June 30 of the collection period, and students up through age 21 (age 22 if appropriate). This indicator requires a sampling procedure. This sample includes students who are age 15 but will turn age 16 by June 30 of the collection period.

State Performance Plan (SPP) indicator 14

Enrolled in higher education - the student has been enrolled on a full-time or part-time basis in a community college (2-year) or college/university (4 or more years) for at least one complete term, at any time in the year since leaving high school. Competitive employment - the student has worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment. Enrolled in other postsecondary education or training - the student has been enrolled on a fulltime or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program). Some other employment - the student has worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family.

Graduation

During the ARDc meeting, the PSF, transition specialist, and counselor typically describe for the parent(s)/guardian(s) and student the types of graduation options available for students with disabilities. Eligibility for students with disabilities requesting to return to school after graduation is based on the need for continued specially designed instruction. The 18 PLUSS program is a program available for those students who meet the eligible age range and return to school after completing their high school credit requirements. The PSF or transition specialist will complete the Summary of Performance (SOP) with a student when the student graduates with a diploma or no longer meets the age eligibility requirement. Also, it is during the ARDc meeting that the student counselor, PSF and/or transition specialist, and campus educational diagnostician discuss and share information about the Foundation School Program (FSP), courses of study, and endorsements. The campus educational diagnosticians and counselors receive annual training about graduation requirements for students with disabilities. Upon completion of the ARDc meeting, the Public Education Information Management System (PEIMS) Data sheet is updated for inclusion in a nightly import to the Texas Educating Adults Management System (TEAMS), which in turn pushes the data into the Texas Student Data System (TSDS)/PEIMS based on the ARD determinations. Accuracy is verified through PEIMS submission.

All services provided by SISD through general education, Section 504, special education, and/or other related services, are at no cost to the individual student or parent(s)/guardian(s). If you are concerned about your child's learning, contact your child's campus administrator, principal, or teacher. You may also contact the Director of Special Services. See below for contact details.

RESPONSIBLE PERSONNEL:

LEVEL	TITLE	PHONE
STATE	TEXAS EDUCATION AGENCY SPECIAL EDUCATION SUPPORT	855-773-3839
REGION	ESC 14 LOW INCIDENCE DISABILITIES SUPPORT SPECIALIST	325-675-8600
DISTRICT	DIRECTOR SPECIAL SERVICES	325-574-8900
	EDUCATIONAL DIAGNOSTICIAN	325-574-8686
	TRANSITION SPECIALIST (POST-SECONDARY FACILITATOR)	325-574-8800
CAMPUS	ADMINISTRATOR, OR PRINCIPAL	
	SNYDER JUNIOR HIGH SCHOOL	325-574-8700
	SNYDER HIGH SCHOOL	325-574-8800

TIMELINES FOR TRANSITION SERVICES / GRADUATION:

ARDc meetings are scheduled and conducted on an annual basis. Transition services and graduation are a standard topic of conversation discussed for all secondary (or earlier where appropriate) students. Regarding timelines for initial evaluations, an LEA has 45 school days from the date of *Consent of Evaluation* to complete the FIE. An ARDc meeting will be scheduled and conducted within 30 calendar days from the completion of the FIE. For reevaluations, SISD will conduct an FIE every three years or as

additional assessments are determined necessary by an ARDc. Transfer of Rights paperwork and information must be shared for students aged 17 prior to their 18th birthday. Distribution of the *Transition and Employment Guide* and connecting with agencies are all elements of the ARDc for secondary students and especially students nearing graduation. Annual training related to compliance with evaluation timelines is a requirement for all assessment personnel who are responsible for conducting evaluations. SISD conducts weekly, monthly, quarterly, and semester reports on evaluation progress, and maintains a schedule for the meticulous monitoring related to both compliance and quality of evaluations.

EVIDENCE OF PRACTICE:

- Completed transition assessments (for students ages 14 through 21)
- List of qualified evaluators with appropriate licenses and certifications
- *Parent's Guide to the Admission, Review, and Dismissal Process*
- Personal Graduation Plan (PGP) documentation
- PLAAFP statements, including baselines for transition per transition assessments
- Procedural Safeguards
- Records from previous LEA and copies of records transmittal
- REED and/or other elements of the ARDc meeting including parent(s)/guardian(s) consent, FIIE/FIE, evaluation reports, IEP, progress monitoring documentation, and Transition Plan
- Special Education Referral Flow Chart and Referral for Special Education Checklist
- Student transcripts
- Submission of SPP 13
- Texas Student Data System (TSDS)/PEIMS records including Graduation Type codes (SPP 14 leaver codes)
- Transfer of Student Rights documentation