

# OPERATING PROCEDURES

## TRANSITION AND GRADUATION COMPOSITE

Boerne ISD

130901

\*Template update April 2020

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:

#### Transition Services

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. Case managers are responsible for conducting both formal and informal transition assessments to determine the child's preferences and interests. Examples of assessments may include student interviews, interest inventories, aptitude tests, and direct observations. Transition surveys are completed with students and submitted to the Boerne ISD special education office, as well as uploaded into the district's electronic IEP system. The IEP committee must develop appropriate measurable post-secondary 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 Texas Workforce Commission for the completion of the FVE.

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 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 17, 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.

The teacher for the 18+ program will serve as the Transition/Employment Designee for BISD. They will attend meetings for TEDs provided through the regional service center. They will also complete the training modules necessary to be the designee. The Director of Special Education will list this person in AskTED and the Legal Framework.

ARD Facilitators are responsible for providing training on completion of the transition supplement. They are also responsible for checking the transition supplement prior to the IEP meeting to ensure accuracy of information.

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The Assistant Director of Special Education is responsible for determining the sample of students that will be submitted for SPP 13.

#### **Graduation**

Upon entering high school each student will develop a four-year plan. This will include information on graduation options available to the student.

The case manager and ARD facilitator will share information with the IEP regarding the Foundation Program, courses the student needs to complete, and endorsement requirements the student needs to satisfy.

A student with a disability has the right to participate in a graduation ceremony with their cohort, even if they have not met the requirements for graduation. Those students will receive a certificate of completion at the ceremony. They will receive their high school diploma once all graduation requirements have been met. They may only participate in one graduation ceremony.

If a student has graduated and the adult student/parent determine they may need additional services through special education, the adult student/parent may reach out to BISD and request an IEP meeting to determine whether further services are warranted.

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. It is the case manager's responsibility to complete the summary of performance on the student.