

Graduation Options for Students with Modified Curriculum

ARD Committee Considerations for Each of the Four Options in TAC §89.1070

The options and requirements for students receiving special education services to earn a diploma in Texas are outlined in TAC §89.1070. For students who receive accommodations *only* who are pursuing graduation through Foundation High School Program (with or without endorsements^Δ and further enhancements), ARD committees will use 89.1070 (b)(1) to determine if the student has met curriculum and assessment requirements for a diploma.

For students who need modified content for one or more courses for graduation credit and are pursuing graduation through Foundation High School Program (with or without endorsements^Δ and further enhancements), ARD committees will use **TAC §89.1070 (b)(2)** to determine if the student has met:

- Curriculum and assessment requirements
- Their IEP
- One of **four conditions** listed in the rule: (A), (B), (C), or (D)

See the information below and the questions on the following pages to consider each of these four conditions in ARD committee decisions about graduation.

<p><i>TAC §89.1070 (b)(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:</i></p>	<p>Graduation- Type Code TSDS PEIMS Code Table C062</p>
<p>(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.</p>	<p>54 – Foundation 04 – MHSP</p>
<p>(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.</p>	<p>55 – Foundation 05 – MHSP</p>
<p>(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.</p>	<p>56 – Foundation 06 – MHSP</p>
<p>(D) The student no longer meets age eligibility requirements.</p>	<p>57 – Foundation 07 – MHSP</p>

Codes 04/05/54/55
contribute points to CCMR in
2018 State Accountability

^Δ See TAC §89.1070 (c) and (d) for requirements to earn an endorsement

89.1070 (j) **Employability and self-help skills** referenced under subsections (b)(2) and (g)(4) of this section are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

89.1070 (l) For purposes of this section, **modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills** in Chapters 110-118, 126-128, and 130 of this title. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

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Condition	ARD committee considerations for evidence student has met this condition
<p>(b)(2)(A) (b)(2)(B) (b)(2)(C) (b)(2)(D)</p> <p>How do we know if the student has met full-time employment and skills to maintain employment?</p>	<ul style="list-style-type: none"> • What is the student’s postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)? • What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition? • What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job? • What jobs (paid or unpaid) has the student held during high school? • Is the student currently employed? If so, where and for how long? • Is the student successful in this job(s)? How do you know? • Did the student require any support from special education in order to obtain or retain the job? If yes, <ul style="list-style-type: none"> ○ Who will the student contact once they graduate from high school to access the same type of support to retain their job or obtain a new job? ○ Is the student already in contact with this person/agency?
<p>(b)(2)(A) (b)(2)(B) (b)(2)(C) (b)(2)(D)</p> <p>How do we know if the student has job skills and self-help skills?</p>	<ul style="list-style-type: none"> • What is the student’s postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)? • What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition? • What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job? • What jobs (paid or unpaid) has the student held during high school? • Is the student currently employed? If so, where and for how long? • Is the student successful in this job(s)? How do you know? • Did the student require any support from special education in order to obtain or retain the job? If yes, <ul style="list-style-type: none"> ○ Who will the student contact once they graduate from high school to access the same type of support to retain their job or obtain a new job? ○ Is the student already in contact with this person/agency? • If the student has never held a job or been competitively employed, what courses has the student taken that have prepared them to obtain or retain a job (as identified in their postsecondary employment goal), including courses that have provided instruction for self-help skills that the student would need in order to be successful in that job (based on their individual disability-related needs in the PLAAFP)? • Was the student successful in these courses? How do you know (ex. IEP goal was created and the student mastered the goal)?

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(b)(2)(A) (b)(2)(B) (b)(2)(C) (b)(2)(D) How do we know if the student has access to an agency?	<ul style="list-style-type: none"> • What is the student’s postsecondary goal in the areas of: employment, education/training, and independent living (if applicable)? • What are the disability related needs of the student relative to their transition plan and their postsecondary goals for transition? • What courses, if any, has the student completed that have prepared them with the employment skills and/or self-help skills necessary to obtain or retain a job? • What jobs (paid or unpaid) has the student held during high school? • Is the student currently employed? If so, where and for how long? • Is the student successful in this job(s)? How do you know? • Does the student have a clear plan for their daily schedule after graduation, including opportunities for continued learning? • Did the student require any support from special education in order to obtain or retain the job, participate in learning, or to access daily activities? If yes, <ul style="list-style-type: none"> ○ Who will the student contact once they graduate from high school to access the same type of support to obtain or maintain a new job, participate in continued learning, or receive support in daily activities? ○ Is the student already in contact and receiving services with this person/agency? ○ If they have not contacted supports outside of public school, what should be the next steps for the student to complete in order to access this support or service prior to exit from public school?
(b)(2)(A) (b)(2)(B) (b)(2)(C) (b)(2)(D) How do we know if the student has met “age eligibility” requirements?	<ul style="list-style-type: none"> • Is this student currently 22? If so, they will not be eligible for services through special education during the next school year. • Will this student turn 22 on or before September 1 of next year? If so, they will not be eligible for services through special education during the next school year.

Adapted from a resource created by Townsley Tayebianpour at ESC Region 4

For more information about graduation options and requirements for students with disabilities, contact:

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