

# OPERATING PROCEDURES

## TRANSITION AND GRADUATION COMPOSITE

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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

- A District Diagnostician is the Transition/Employment Services Designee for UT Tyler University Academy. This selection was made due to the diagnostician's role in developing the transition plan during annual ARD/transition meetings. This information is entered into [AskTED](#) by the Director of Administration and into the Legal Framework website by the Special Education Director.
- To collect data and ensuring accuracy for each question in SPP #13: Transition Services, the diagnostician reviews the questions at the time of each annual ARD/transition meeting.
- Beginning at age 13, a transition plan is created for students served in special education. Teachers are encouraged to attend training at the regional service center regarding transition. The diagnostician ensures that post-secondary goals, an annual goal, a coordinated set of activities are in place for students
- When students are 13 years of age, a transition plan is developed at the annual ARD meeting.
- When a student is unable to attend the ARD committee meeting due to cognitive or behavioral reasons, the special education teacher meets with the student ahead of time to

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gather input regarding the student's interest and goals after high school. Parent input is obtained as well.

- Transition is reviewed and updated during each annual ARD meeting beginning when the student is 13 years of age.
- Postsecondary goals and transition services (including course of study) are developed based on student interviews and assessments in conjunction with parent input.
- Postsecondary goals are updated during the annual ARD meeting each year.
- UT Tyler University Academy uses student interviews, parent input forms, and when needed, formal transition assessment related to training, education, employment, and independent living skills when appropriate.
- The special education teacher is responsible for collecting information from the transition assessment about the student's preferences and interests to be considered during a student's ARD meeting if the student does not attend the meeting. All students are invited to attend the ARD meeting at the age of 13 and above. Students are given written notice and teachers pull them from class to attend the meeting.
- UT Tyler University Academy uses student checklists, student and Parent Interviews, the Transition Planning Inventory, 2<sup>nd</sup> Edition and available online assessments such as Texas Reality Check, Texas Career Check, and O\*NET interest profiler. Evaluations are used based on the age grade, and developmental level of the student.
- The Transition and Employment Designee recommends when a functional vocational evaluation should be conducted.

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- UT Tyler provides instruction for self-determination skills through embedded TEKS and supplemental lessons.
- Beginning in high school, students in UT Tyler lead their own ARD meetings.
- Students with significant health or emotional health needs will be referred to the [Health and Human Services \(HHS\) Waiver List](#) enrollment as early as kindergarten. At the age of 14, consent is obtained to refer students to the Texas Workforce Commission.
- District personnel trained and knowledgeable about CTE coursework will be invited to the ARD committee meeting through the electronic calendar system whenever enrollment in a CTE course is considered.
- A student's Personal Graduation Plan (PGP) is implemented into courses of study and course selection.
- The diagnostician coordinates activities with participating agencies and ensure these agencies are invited to the ARD meeting with consent from the parent(s) or adult student. The diagnostician identifies the Texas Workforce Commission Vocational Rehabilitation Counselor who works with UT Tyler University Academy.
- If a decision has been made that connecting with a participating agency is inappropriate for the student, the UT Tyler diagnostician documents who made the decision and how the decision was made, including the data considered when making the decision on the prior written notice.
- No later than when the student turns 17 years of age, the diagnostician communicates with the parent(s) and student about the Transfer of Rights when the student turns 18 years of age. The diagnostician provides a blank supported

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decision making contract as well as a link to information about supported decision making to the student and parent. The diagnostician provides information to the parent or student if they request information about guardianship or alternatives to guardianship before age 17?

- Parents are provided access the Texas Transition and Employment Guide in a link in the IEP as well as told that it is posted on the UT Tyler website under Special Programs.
- For a student who is 16 years or older with a communication deficit such as Autism, Mild Intellectual Disability, Down’s Syndrome, Parkinson’s Disease, Speech and Language Disorder, Post Traumatic Stress Disorder, Brain Injury, Cerebral Palsy, Deaf, and Hard of Hearing, the district ARD Coordinator or Diagnostician will include a link to the “Texas Driving with a Disability” program page. This information is also posted on the district special programs web page. Information will be provided to parents/adult students at least annually beginning at age 16 and until the student graduates or turns 21 years of age.

Graduation

- Graduation options are reviewed as part of the annual IEP meeting including the implications of waiving STAAR passing requirements and modified instruction.
- The special education case manager completes the Summary of Performance with the student when the student graduates with a diploma or no longer meets the age eligibility requirement.
- The school academic counselor attends high school ARD meetings to discuss and share information about the

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Foundation High School Program, courses of study, and endorsements.

- The diagnostician or special education director will provide graduation information to the PEIMS coordinator to ensure that graduation codes are accurate for students in special education who are graduating.

**STAFF POSITIONS RESPONSIBLE:**

**District Level:** Diagnostician, Special Education Director

**Campus Level:** Special Education Teacher

**TIMELINES FOR TRANSITION SERVICES/GRADUATION:**

*(This could be within one school year)*

- ARD committee meetings will occur at least annually
- Providing Transfer of Rights documents will occur no later than the student's 17<sup>th</sup> birthday
- Distribution of Transition and Employment Guide link will occur no later than the student's 14<sup>th</sup> birthday.

**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

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- 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 UT Tyler'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
- Link to Texas Driving with Disability on district website