

Secondary Transition Webinar

Graduation, Exit Process & Due Process Training

Graduation Planning

- annually reviewing present levels of performance, post-secondary goals, courses of study, and transition activities.
- Students have the right to continue their education until age 21 IF the IEP team determines it is necessary and the student continues to demonstrate needs.
 - however, students 18-21, can graduate at anytime the team feels appropriate based on needs.
- the IEP team has the flexibility to determine what is appropriate for a student to accomplish in order to graduate with a diploma.

Graduation Planning

- Planning should begin no later than 9th grade, the earlier the better
 - plan appropriate courses of study related to measurable postsecondary goals of employment and postsecondary education
- Future expectation scenarios:
 - 4 year college future vs. workforce future

Transition Planning

(brainstorm, non-exhaustive list)

College:

acad. courses
lim. accom/modif.

disability awareness

college tours

entrance exams

FAFSA, scholarships

College disability service

soft skills

college for a Day,
Mentoring Day, etc.

Military:

Research military
careers

ASVAB

limited accomm.

soft skills

acad. courses

check medical
background

Employment:

applications & resumes

work based program

interest inventories

mock interviews

VRS, YES

volunteer

apprenticeships

soft skills

academic skills

Ind. Living:

medical coverage

housing

adult rights

medications

Social Security

County involvement

nutrition

driver's ed/ID

money management

IEP-Driven Diploma

- a diploma earned by a student with a disability when the goals and objectives in the IEP are used to determine whether they receive a diploma.
- Document on IEP and PWN.
- “Upon completion of a secondary school or the equivalent, a pupil with a disability who satisfactorily attains the objectives in the IEP must be granted a high school diploma that is identical to the diploma granted to a non-disabled peer.

Graduation Eligibility

When may a student be exited from special education services?

- upon graduation from high school with a regular high school diploma; or
- upon the student exceeding the maximum age for receiving special education services
 - special education instruction and services must be provided from birth until July 1 after the student with a disability becomes 21 years old.

Team Decision at IEP Meeting

- The decision that a student is ready to graduate is made by the IEP team on a case-by-case basis. The decision must be made at a meeting.
- Usually, the final decision will happen at the annual IEP team meeting held early fall for 12th graders. You should propose a date, talk about the basis for the decision, and where this will be written in the proposed IEP.
- If a final decision is not made, an additional meeting **must** be held, with all participants, before the student can graduate.

Graduation Due Process Requirements:

- ❑ IEP team meeting notice must include: “*discuss X’s proposed graduation date of...*”
- ❑ Invite representatives of any agencies to meeting.
- ❑ Prior Written Notice (PWN) must be completed as this is a change in placement (services are ending).
- ❑ Summary of Performance must be completed
- ❑ Progress reports must be completed with “*met goal*” and narrative/data.
- ❑ Encouraged to conduct an exit meeting towards end of year to provide student with final IEP, evaluation, prior written notice, progress report, and review over summary of performance.

Graduation Due Process Requirements:

- In the proposed IEP, specific language regarding the proposed graduation should occur in three places:
 - bottom of Post-Secondary Measureable Goals pg.
 - Service page: anticipated length of services (# of months between the meeting and graduation date-usually less than a year)
 - Program modifications/accommodations pg: include a state like:
 - *“Bob’s graduation is proposed for June 2016.”*

Prior Written Notice for Graduation

- It is a requirement to send parents/student a prior written notice indicating a discontinuation of services at the time of the student's graduation from high school or their exiting due to aging out.
- It is recommended that this PWN be sent home approximately one month prior to graduation and that it be accompanied with the Summary of Performance.

Prior Written Notice for Graduation

NOTE TO PARENTS: Drop downs are beginning statements that must be individualized.

1. The district is proposing or refusing the following actions for your child:

---Select Option---

The district is proposing that Bob will be graduating high school on June 5, 2016 per this proposed IEP. Therefore, special education services will be discontinued on June 5, 2016. Congratulations!

2. The reason that the district is proposing or refusing the action:

---Select Option---

This proposal is appropriate for Bob since he will have met the graduation/credit requirements as well as his IEP goals and objectives. Bob will no longer require special education services due to graduating.

OR

The team has determined that Bob has met his IEP goals, has a post-high school plan in place, and is ready to graduate.

Prior Written Notice for Graduation

3. Each evaluation procedure, assessment, record, or report the school district used as a basis to propose or refuse the action includes the following:

---Select Option---

The team based their decision on information from Bob's progress reports, grades, credit checks, parent, teacher input, and service provider input in order to propose the current action.

Prior Written Notice for Graduation

4. Other options
were rejected:

) Team considered and the reasons why those options

---Select Option---

The team considered postponing graduation for Bob, but determined that he has met graduation requirements and progressed sufficiently on his goals and she should graduate with his peers.

OR

The team considered exiting Bob prior to the end of the school year, but determined he had continuing needs in the area of transition that required addressing until the end of this school year.

OR

The team considered extending Bob's programming into the next school year, but determined that he has made excellent progress on meeting his goals and is prepared to graduate.

5. Other factors relevant to the school district's proposal or refusal:

No other concerns were identified by the Team.

No other concerns were identified by the team.

Summary of Performance

- Districts are **required** to provide students with a Summary of Performance which they use to access services after high school.
- Options for delivery:
 - best practice would be to provide an exit meeting
 - if at an earlier IEP meeting the team made the decision the student is graduating, and you have consent for that IEP, an exit summary meeting is not required.
 - if parent or student does not want to meet, a phone call to confirm graduation decision, review Summary of Performance, and materials.
 - if it is not possible to meet or talk with the student or parent, then the information can be mailed to the home including the Summary of Performance.
- Final paperwork: IEP, evaluation, progress reports, Summary of Performance, Prior Written Notice

Summary of Performance

Academic Achievement:

- Describes academic career, courses of study, etc. Might include; type of courses taken, test scores, MCA, district tests, accommodations and modifications utilized, paraprofessional support, grades, strengths, needs, assistive technology, etc.

Example:

James's recent academic achievement testing showed he is reading at approximately a 7th grade level. His comprehension is stronger than his decoding skills. His test performance has improved in his Social Studies and English class when tests are read to him and he has more time to complete the test. He uses books on tape for his English and history. James is at grade level with math. He has completed X classes with B's without modifications/accommodations. He does struggle with multi-step story problems however. In the area of writing, he is functioning at about 8th grade level. Spelling and content are a strength, while his punctuations and handwriting are areas of need. He does utilize technology to assist him. James seems to learn best when he hears things and is shown several examples.

Summary of Performance

Functional Performance:

- What is the student is able to do in school and the community and address the level of independence and support needed. Talk about each of the transition areas; transportation, sports, extracurricular, employment, living situation, cooking, etc.
 - Discuss general ability and problem solving -don't give the IQ score, but describe range(s)
 - teacher comments -general observations
 - attention and organization -timely, organ. tools, on-task, etc?
 - communication -written and verbal
 - social skills and behavior-interacts with peers and staff, general behavior
 - independent living skills -driving, cooking, money management, insurance, etc?
 - self-advocacy skills -able to describe disability, needs, strengths, etc? Ask for help?
 - career/vocational -describe types of jobs in and out of school
 - any additional concerns -attendance, VRS, SSI, other services in the community, awards, sports, etc.

Summary of Performance

Post-Secondary Recommendations:

- Make recommendations to assist the student in attaining their post-secondary goals in the following areas:
 - Education -apply for disability services, VRS, OJT, military, social services, accommodations, etc.
Discuss courses student may not do well in and suggestions (part-time vs. full-time) summer classes.
 - Employment -apply for VRS, supported employment, specific jobs, apprenticeships, contact people that may assist the student, SSI counselor, etc.
 - Independent Living (where appropriate and may include recreation/leisure, community living and/or home living) -examples may include that the student needs to: apply for social security, driver's license, access health care, housing, accessing county DD social worker/waiver, budget information, etc.