

OVERVIEW OF GRADUATION PROCESS

Graduation with a regular high school diploma constitutes a change of placement. A student who receives a regular diploma is no longer eligible for special education services. Woodburn's Standard Diplomas are considered regular diplomas. Persons aged 18 to 21 years, who are eligible for special education and have not received a regular high school diploma, are entitled to free educational services to assist in achieving the IEP goals and objectives, even if they have received a modified diploma, and/or certificate of initial and/or advanced mastery. A student without a regular diploma may be eligible for services until the end of the school year (August 31) in which his/her 21st birthday occurs. Students eligible for special education often require instruction in life skills and extra assistance in making the transition from public schools to the workplace and to other activities associated with living as an adult in the community. The IEP team determines whether continued services, including transition services, can assist the student to meet the goals and objectives of the IEP or to receive a diploma, CIM and/or CAM.

A School District's Obligation to Provide Free Educational Services		
	Special Education Student With Regular Diploma or Student Who is Ineligible Due to Age	Special Education Student Without Regular Diploma
Students 18 to 21 Years of Age	<ul style="list-style-type: none"> • Change of Placement • Send Prior Written Notice of Special Education Action a month prior to graduation. • Summary of Performance. • No reevaluation required. 	<ul style="list-style-type: none"> • Continuing obligation until the end of the school year in which the 21st birthday occurs. • The IEP Team writes IEP goals and objectives if continuing services are needed. • The IEP Team decides if continued services will assist in achieving the student's IEP goals and objectives. • Send Prior Written Notice of Special Education Action to terminate services a <u>month before</u> the end of the school year in which the student turns 21, or <u>a month before</u> services will end because of a team decision. • Reevaluation is recommended if services are terminated prior to age 21. • Reevaluation is not required if terminated because the student is age 21.

TERMINATION OF SPECIAL EDUCATION ELIGIBILITY

Termination of Special Education Eligibility

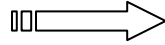
Before determining that a student is no longer eligible for special education and related services, the district completes a reevaluation, except when:

1. The student becomes ineligible because of graduation with a regular high school diploma; or
2. The student becomes ineligible due to age.

Note: Reevaluation **may consist of a review of current progress information**, such as work samples, grades, statewide and district-wide assessment scores, and other information that may be gathered from observations or interviews with parent(s), teacher(s) or the student. It may also, but is not required to, include new testing.

**PROCEDURES FOR DETERMINING WHETHER TO CONTINUE SERVICES
FOR STUDENTS WHO HAVE NOT ATTAINED A REGULAR HIGH SCHOOL
DIPLOMA**

**Procedure I.
Send Notice of IEP
meeting.**



The IEP team meets to review IEP goals and objectives, and determine whether they have been met.

✱ If the student has completed the IEP goals and objectives, consider whether the student needs continued special education services in order to

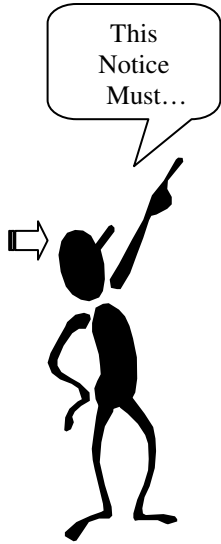
- attain a diploma, CIM, and/or CAM;
- transition to adult life.

If yes, see Procedure IV.
If no, see Procedure II.

✱ If the student has not completed the IEP goals and objectives, consider whether the IEP and placement are appropriate for this student and whether continued services will help this student meet those goals and objectives.

- If so, services should be continued. See Procedure IV.
- If not, consider whether the student would benefit from continued services if the IEP or placement were revised.
*If so, follow Procedure IV.
*If not, document the reasons why continued services will not benefit the student at this time and follow Procedure III.

**Procedure II.
If the team determines that the student does not need continued special education services, prior written notice of change in placement should be sent with the Parental Rights Booklet to parents/student at least one month prior to the termination of the student's educational services.**



- Summarize the team's decision;
- Explain the reason for the decision;
- Describe other options (i.e... continuation of special education services) and the reasons those options were rejected;
- List records, tests, reports, and other procedures that were used to make the team decision. Reevaluation is needed prior to this decision; and
- List any other factors that were considered by the team (parent or student preferences may be listed here.)

TERMINATION OF SPECIAL EDUCATION SERVICES

(For students who are continuing in public education)

1. Send *notice* of evaluation planning and/or eligibility meeting.
2. Evaluation planning or eligibility meeting: Review current data on student progress, and determine whether any additional information is needed to decide (a) whether the student continues to have a disability; and, (b) whether the student continues to need special education. Document the team decisions.
 - If further evaluation is needed, obtain *Consent for Evaluation*, evaluate the student and repeat steps #1-4.
3. If no further information is needed, complete the *Statement of Eligibility/Non-Eligibility* and attach current progress documentation and meeting notes .
4. Give/send *Prior Notice of Special Education Action*: Change of identification indicating the date discontinuation will be effective. Wait 7-10 days after the meeting date before discontinuing services unless the parent requests that the change be effective immediately. Note this request on the *Prior Notice of Special Education Action* form.

FILE MANAGEMENT FOR STUDENTS WHO ARE DISMISSED FROM SPECIAL EDUCATION

When a student is dismissed from special education services, the original special education file will be placed in the inactive file cabinet in your building office.

Replace the “**ACTIVE Special Education File**” with the “**INACTIVE Special Education File**” in the cumulative folder of the student.

Update the Case List Form and sent to the Student Services Office.

STUDENTS WHO REFUSE SERVICES

Call an IEP team meeting to establish whether the disability is causing the refusal.

- If YES: Develop an attendance incentive program or other creative solution (change of service provider, time, or location) to address the problem.

Document the team's plan and attach to the IEP.

Example: An emotionally disturbed student refuses regularly scheduled counseling sessions.

Team plan: If student has an outburst, he will meet with the counselor. In addition, the counselor will be available every day at 3:00 p.m. if the student chooses to access those services.

- If NO: Document what has been tried to keep the student in services, the student's special education attendance record, and the impact of the poor attendance on progress.

Document team decision about the student's need for services:

If yes: Send letter offering services. Keep a copy in the student's file, and send one to the student services office. (See model letter, Page 8-10.)

Subsequent annual notifications that services are available will be sent from the student services office. (See samples, pages 11-16.)

If no: Follow Change of Eligibility/Placement procedures

STUDENTS WHO ARE NOT ATTENDING

- ◆ Call an IEP team meeting to establish whether the disability is affecting attendance.

If Yes: Develop an attendance incentive program or other creative solution (example: alarm clock?) to address the problem. Document the team's plan and attach it to the IEP.

If No: Use truancy procedures for all students. Document your referral to the truancy officer and/or WESD and place it in the student's file.

- ◆ Document in the meeting notes or on the IEP and at the next annual IEP review that the team agrees that the attendance problem is causing or contributing to the student's lack of progress.
- ◆ When a student is not attending, the special education placement remains the same unless the IEP team decides that a change of placement is needed in order to increase attendance.
- ◆ Place a copy of the student attendance record and any relevant parent communications in the IEP file.
- ◆ Send a letter offering services. Keep a copy in the student's file, and send one to the student services office. (See model letter on Page 8-10.)
- ◆ Subsequent annual notification that services are available will be sent from the special services office. (Examples, Pages 11-16.)

MODEL LETTER TO BE SENT BY PRIMARY PROVIDER
WHEN STUDENTS STOP ATTENDING

_____ Date

Dear _____,
Parent/Guardian(s)

_____ has not attended _____ for
Student name School

_____ days. Under Oregon Law (ORS 339.010), your child is required to
Number

maintain regular attendance. **[INSERT A, B, OR C HERE]**

If you have decided to home school your child, you need to contact the ESD at 503 385-4565 and coordinate your home schooling through the ESD. If you are home schooling and you would like to discuss obtaining District assistance in implementing your child's IEP while you are home schooling, please notify _____
_____.

Special Ed. Teacher Name

[USE ONE OF THE THREE FOLLOWING SECTIONS (A, B, OR C) AS NECESSARY]

A) The District has in place an appropriate IEP and placement for your child. The District stands ready to implement this placement and IEP at any time, should you decide to re-enroll your child in the District.

OR

B) At the time that your child was withdrawn from school he/she was being evaluated to determine if he/she is eligible for accommodations or special education services. If you would like the District to continue the evaluation process, please contact special education teachers at _____ to arrange for completion of testing.
School

OR

C) The District has in place an appropriate IEP and placement for your child. The District stands ready to implement this placement and IEP at any time, should you decide to re-enroll your child in the District. At the time that _____ was withdrawn
Student
from school, your child was being re-evaluated (to obtain additional information necessary to ensure that he/she has an appropriate IEP) **OR** (to complete a three-year re-evaluation). Your child will no longer be eligible for special education if this reevaluation is not completed.

Please contact _____ at _____ to arrange for completion of testing.

CARTA MODELO PARA ENVIAR CUANDO LOS ESTUDIANTES DEJAN DE ASISTIR

Fecha

Estimado/a _____,
padre/madre/tutor(es)

_____ no asistió a _____ durante
nombre del estudiante escuela

_____ días. La Ley de Oregón (ORS 339.010) requiere que su hijo mantenga asistencia
número

regular. **[INSERTE AQUÍ A, B ó C]**

Si usted ha decidido educar a su hijo en su casa, debe comunicarse con ESD llamando al 503 385-4565 y coordinar la educación en el hogar a través de ESD. Si usted está educando a su hijo en el hogar y le gustaría platicar sobre la ayuda que le ofrece el distrito para implementar el IEP de su hijo mientras usted lo educa en su casa, por favor notifique a _____

Nombre del maestro/a de educación especial

[USE UNA DE LAS TRES SECCIONES SIGUIENTES (A, B ó C) SEGÚN SEA NECESARIO]

D) El Distrito tiene listos un IEP y una ubicación apropiados para su hijo. El Distrito puede implementar esta ubicación y este IEP en cualquier momento si usted decide volver a matricular a su hijo en el Distrito.

O

E) En el momento que su hijo fue retirado de la escuela, se lo/la estaba evaluando para determinar si era elegible para recibir servicios de adaptación o de educación especial. Si usted quiere que el Distrito continúe con el proceso de evaluación, por favor comuníquese con los maestros de educación especial de _____ para ponerse de acuerdo y completar las pruebas.
escuela

O

F) El Distrito tiene listos un IEP y una ubicación apropiados para su hijo. El Distrito puede implementar esta ubicación y este IEP en cualquier momento si usted decide volver a matricular a su hijo en el Distrito. En el momento en que _____ fue retirado de la
estudiante
escuela, se lo estaba reevaluando (para obtener la información necesaria para asegurar que tuviera un IEP apropiado) **O** (para cumplir con la reevaluación que se lleva a cabo cada tres años).

Por favor llame a _____ al _____ para ponerse de acuerdo y completar las pruebas.

SENT BY SPECIAL EDUCATION OFFICE

Annual Offer of Special Education Services

October 16, 2005

MR/MRS ANYONE
500 MONROE ST
Turner, OR 97392

Dear Mr/Mrs Anyone:

Our records indicate that _____ has not attended school in the Woodburn School District regularly since [date]. This student has in previous years received special education services and is still entitled to those services. We would like to meet with you to discuss some options for providing services that would meet _____'s needs. Please contact the student services office at 503 981-2707 and we will refer you to the appropriate specialist to arrange a convenient time to discuss possible service options with you.

The enclosed Procedural Safeguards explain your legal rights in special education.

Sincerely,

Dan Sheppard
Director of Student Support Services

ENVIADO POR LA OFICINA DE EDUCACIÓN ESPECIAL

Ofrecimiento anual de servicios de educación especial

16 de octubre de 2005

SR./SRA. **ANYONE**
500 MONROE ST
Turner, OR 97392

Estimado/a Sr./Sra. Anyone:

Nuestros registros indican que _____ no asiste regularmente a la escuela en el Distrito Escolar de Woodburn desde [date/fecha]. Este estudiante recibió servicios de educación especial en años anteriores y todavía tiene derecho a recibir esos servicios. Nos gustaría reunirnos con usted para conversar sobre algunas opciones para proveer servicios que cubran las necesidades de _____. Por favor llame a la oficina de educación especial al 503 981-2707. Lo/la pondremos en contacto con el especialista apropiado y entre ustedes se pondrán de acuerdo para reunirse y platicar sobre las posibles opciones de servicio.

Las Salvaguardas de Procedimiento adjuntas explican nuestros derechos legales en educación especial.

Atentamente,

Dan Sheppard
Directora de Servicios Studente

SENT BY SPECIAL EDUCATION OFFICE

Notification of Special Education Re-evaluation

October 16, 2005

MR/MRS ANYONE
500 MONROE ST
Turner, OR 97392

Dear Mr/Mrs Anyone:

Our records indicate that _____ is currently eligible for special education services but has not been attending school in Woodburn School District and has decided not to participate in special education services. It is a state and federal requirement that eligible students be re-evaluated every three years. _____'s re-evaluation is due _____. Please contact the special services office at 503 981-2707 and we will refer you to the appropriate specialist to arrange for this re-evaluation and to discuss possible service options with you.

Please note that if this re-evaluation is not completed, your child's eligibility for special education services will expire on the re-evaluation due date listed above.

The enclosed Procedural Safeguards explain your legal rights in special education.

Sincerely,

Dan Sheppard
Director of Student Support Services

ENVIADO POR LA OFICINA DE EDUCACIÓN ESPECIAL

Aviso de reevaluación para educación especial

16 de octubre de 2005

SR./SRA. ANYONE
500 MONROE ST
Turner, OR 97392

Estimado/a Sr/Sra. Anyone:

Nuestros registros indican que _____ es elegible para recibir servicios de educación especial pero no ha asistido a la escuela en el Distrito Escolar de Woodburn y ha decidido no participar en los servicios de educación especial. Es un requisito estatal y federal que los estudiantes elegibles sean reevaluados cada tres años. La reevaluación de _____ tiene que hacerse a más tardar el _____. Por favor comuníquese con la oficina de educación especial llamando al 503 981-2707 y nosotros lo pondremos en contacto con el especialista apropiado para acordar una hora conveniente para reunirse y platicar con usted las opciones posibles de servicio.

Por favor tenga en cuenta que si no se termina esta reevaluación la elegibilidad de su hijo para los servicios de educación especial expirarán en la fecha antes indicada de vencimiento de la reevaluación.

Las Salvaguardas de Procedimiento adjuntas explican nuestros derechos legales en educación especial.

Atentamente,

Dan Sheppard
Directora de Servicios Studente