

## **CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING - TABLE OF CONTENTS**

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# CHAPTER 7: DISCONTINUATION OF SERVICES, GRADUATION, AND GRADING

## Section 1. Discontinuation of Services

### A. Students Who Are No Longer Entitled to Services

~~The district will follow appropriate procedures to discontinue special education services to students who are no longer entitled to those services.~~ There are several circumstances which may lead to an LEA no longer providing special education and/or related services to a student. An LEA discontinues services when the student is no longer entitled to services, when the LEA's obligation to provide services changes, or when consent for services is revoked by the parent/adult student.

#### 1. Student No Longer Meets Eligibility Criteria

If it is suspected that a student no longer meets the eligibility criteria for special education ~~the IDEA~~, the evaluation team ~~will~~ shall conduct a comprehensive evaluation. ~~reevaluation and arrange to have additional assessments conducted, if necessary.~~ The evaluation team shall use the Reevaluation Consideration process and associated form to determine whether new assessments are necessary to complete a comprehensive evaluation and make an eligibility decision. The team will obtain consent for new assessments to be conducted, if necessary. The evaluation team will document the eligibility decision within an eligibility report. If the student is no longer eligible under the Idaho eligibility ~~standards~~ criteria, the ~~district~~ LEA will provide the parent/adult student with written notice of this decision, including the date that services will cease, prior to discontinuing special education services.

#### 2. Student Completes Requirements for ~~a~~ High School ~~Diploma~~ Graduation

A student is no longer eligible for special education services and the LEA's ~~The district's~~ obligation to provide special education services ends when the student meets the ~~district~~ LEA and State graduation requirements that apply to all students ~~for receipt of a high school diploma~~ without adaptations to those requirements. Although this is considered a change of placement, ~~a reevaluation~~ an evaluation is not required. Prior to graduation and the discontinuation of special education services, the district shall:

- a. provide the parent/adult student with written notice ~~of that the student is no longer eligible for special education services and that the LEA's district's~~ obligation to provide special education services has ended because ~~ends when the student has met the Idaho High School Graduation and such applicable district requirements~~ LEA and State graduation requirements that apply to all students; and

- b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting ~~his or her~~ postsecondary goals. This summary is known as the Summary of Performance (SOP).

### 3. Student Reaches Maximum Age

For students who have not yet met LEA and State graduation requirements ~~the Idaho High School graduation and such district's graduation requirements~~, the student is no longer eligible for special education and the LEA's ~~district's~~ obligation to provide special education services ends ~~at the completion of the semester in which the student turns twenty-one (21) years of age; the day before the student's 22nd birthday~~. This is considered a change of placement that does not require ~~an evaluation a reevaluation~~. ~~If a~~ When the student turns ~~is turning twenty-one (21) twenty-two (22)~~, the district shall:

- a. provide the parent/adult student with written notice ~~that the student is no longer eligible for special education and the LEA's district's~~ obligation to provide special education services ends ~~the day before the student's 22nd birthday at the completion of the semester in which the student turns twenty-one (21) years of age;~~ and,
- b. provide the parent/adult student ~~with a~~ written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting ~~his or her~~ postsecondary goals. This summary is known as the Summary of Performance (SOP).

## B. Change in District Obligation to Provide Services

Under certain circumstances, a student may continue to be eligible for special education services, but the ~~district's~~ LEA's obligation to provide services ~~to the student~~ changes.

### 1. Transfer to Another LEA ~~District~~

When a student enrolls in another LEA, the receiving LEA becomes responsible for FAPE.

See Chapter 5 for more information about the transfer review process. ~~is no longer a legal resident of the district, the district will forward the student's special education records electronically or by mail within five (5) calendar days of the request from the new district. The records must include, at least, the student's most recent individualized education program (IEP) and eligibility documentation. The sending district will retain copies or originals of the most recent five (5) years of programmatic and fiscal records, including IEPs and eligibility documentation. During an audit or monitoring, this documentation may be needed to demonstrate that the student was eligible for special education and received special education services from the district. Note: Districts are required to maintain Medicaid-related records for six (6) years. See Chapter 11 for more information.~~

## 2. Enrollment in Private School or Receives Homeschooling

When a parent/adult student withdraws a student from public school and enrolls **the student him or her** in a private school or provides homeschooling, the ~~district's~~ LEA's responsibilities vary depending on the circumstances.

See Chapter 2 for more information about Child Find. See Chapter 9 for more information about homeschooling (TBD).

## 3. Students Who Drop Out of School ~~Dropouts~~

When a student drops out of school, written notice shall ~~will~~ be sent to the parent/adult student and a copy of the **written** notice shall ~~will~~ be included ~~placed~~ in the student's special education record ~~confidential file~~. If the student reenrolls in the LEA, the LEA shall complete the Transfer Process to determine whether an evaluation is needed and whether the student's most recent IEP can be implemented as written or implemented with an amendment, or whether an interim IEP is appropriate while an evaluation is completed. ~~and is still eligible for special education, the previous IEP can be implemented if it is current and appropriate. A new IEP shall be developed if needed.~~

Note: A student completing a ~~General Education Development (GED)~~ or high school equivalency diploma is considered to have dropped out because high school equivalency diplomas do ~~certificate does~~ not meet the ~~Idaho Content Standards and district~~ LEA and state requirements for graduation ~~that are comparable to a high school diploma. The IEP team considering a student with a disability's graduation from high school shall include a district representative knowledgeable about Idaho Content Standards and such applicable district graduation requirements.~~

## 4. Students Who Complete Graduation Requirements with Adaptations

When a student meets the graduation requirements outlined in the IEP but does not meet LEA and State requirements for graduation, the student is considered to have graduated by meeting adapted requirements. Because the student has not met LEA and State graduation requirements, the student may remain eligible for FAPE until the day before the student's twenty-second (22<sup>nd</sup>) birthday. In many cases, students who graduate by meeting adapted requirements leave high school and pursue postsecondary options. In this event, written notice shall be sent to the parent/adult student and a copy of the written notice shall be included in the student's special education record.

If the student returns to pursue graduation meeting LEA and State requirements or participate in a transition program, the LEA shall complete the Transfer Process to determine whether an evaluation is needed and whether the student's most recent IEP can be implemented as written or implemented with an amendment, or whether an interim IEP is appropriate while an

evaluation is completed.

See Chapter 5, Section 4 for more information about the Transfer Process and Timelines.

### **C. Parent/Adult Student Revokes Consent for Special Education Services**

When a parent/adult student revokes consent for special education services in writing, ~~prior~~ written notice shall be provided specifying when the special education and related services will cease. ~~Note: A parent/adult student has the right to revoke consent for IEP services in their entirety, not service by service.~~ The written notice shall include a statement indicating the district stands ready, willing, and able to provide FAPE should the student remain eligible for special education services. ~~If a parent revokes consent for special education and related services and later requests that special education services be reinstated, the LEA shall treat this request as a request for an initial evaluation. This includes completing the referral process to determine whether new assessments are required to determine eligibility and obtaining written consent from the parent/adult student to initiate the evaluation process. The team shall complete an eligibility report to identify whether the student is eligible for special education services.~~

A parent/adult student has the right to revoke consent for special education services in their entirety, not service by service. However, the LEA cannot use the parent/adult student's refusal of consent to a particular service as the basis for refusing to provide any special education or related services. The IEP team should work to reach consensus on an appropriate offer of FAPE.

See Chapter 3 for more information about the Referral to Consider a Special Education Evaluation. See Chapter 4 for more information about conducting an Initial Evaluation.

## Section 2. Graduation

~~Graduation means meeting district and State requirements receipt of a high school diploma.~~ A student is eligible for FAPE until they meet LEA and State standards for graduation or until the day before their twenty-second (22<sup>nd</sup>) birthday. A student may graduate in one of the following ways:

### **1. Graduation Meeting LEA and State Requirements**

The student has met LEA and State requirements that apply to all students with or without accommodations in the classroom. Accommodations are determined by the IEP team if deemed necessary for the student to complete coursework required for graduation. Accommodations maintain the same level of rigor of the LEA and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's mastery of Idaho Content Standards that are equally rigorous. Accommodations shall be stated in the student's

IEP.

## 2. Graduation Meeting Adapted Requirements

When a student meets the graduation requirements outlined in the IEP but does not meet LEA and State requirements for graduation, the student is considered to have graduated by meeting adapted requirements. Long-term consequences for the student shall be considered when adaptations are made to LEA and State graduation requirements. Adaptations alter the level of rigor required in the LEA or State graduation requirements.

Examples of adaptations include, but are not limited to, changes made to course content, course credit requirements, learning objectives, or grading standards that alter the level of rigor or the grade-level standard but shall not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.

### A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

A student's IEP team shall review graduation requirements, including the student's progress towards meeting LEA and State requirements and/or adapted graduation requirements as determined by the IEP team, at least annually, beginning with the IEP in effect when the student turns sixteen (16).

When reviewing graduation requirements for a student receiving special education, the IEP team shall include an LEA representative knowledgeable about the Idaho Content Standards and the LEA and State graduation requirements. The IEP team shall:

1. Determine whether the student will meet LEA and State ~~all-state and local~~ graduation requirements, ~~to be eligible to graduate from high school~~ and the anticipated graduation date.
2. Develop the student's secondary transition plan, including the student's course of study and a record of the number of credits earned and anticipated to be earned in each high school grade, including any transition program the student is anticipated to participate in beyond their twelfth (12<sup>th</sup>) grade year. ~~in collaboration with the Parent Approved Student Learning Plan required for every student prior to the end of eighth (8th) grade. The Student Learning Plan will be reviewed annually and may be revised at any time.~~ The IEP team shall review the student's course of study annually and ~~identify and~~ make any changes ~~to the course of study~~ needed for the student to meet graduation requirements.

3. ~~Beginning no later than the end of the student's ninth (9th) grade year, annually review annually the student's course of study, and identify and make changes to the course of study needed for the student to meet graduation requirements.~~
4. Document any ~~accommodations and~~ adaptations made to the ~~district's-LEA's~~ and State's regular graduation requirements ~~on the student's behalf~~ based on the student's individual needs.

a. ~~Graduation Requirements with Accommodations~~

~~Accommodations to graduation requirements are determined by the IEP team and are deemed necessary for the student to complete graduation requirements. Further:~~

- 1) ~~Accommodations to graduation requirements must specifically address completion of the student's secondary program.~~
- 2) ~~Accommodations will maintain the same level of rigor to the district and State graduation requirements. For example, a teacher may use different instructional strategies or alternate methods for assessing the student's mastery acquisition of skills standards that are equally rigorous.~~
- 3) ~~Accommodations made to any district or State graduation requirement shall be stated in the student's IEP.~~

b. ~~Graduation Requirements with Adaptations~~

~~Long term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:~~

- 1) ~~Adaptations to graduation requirements shall specifically address completion of the student's secondary program.~~
- 2) ~~Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard standards that alter the level of rigor or grade level standard but will not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.~~

## B. Graduation Ceremonies

A special education student who completes a ~~his or her~~ secondary program through meeting graduation requirements or criteria established on the student's ~~his or her~~ IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, ~~etc.~~, or any

other graduation activities, as students without disabilities. Participation in a graduation ceremony does not mean that the student ~~will receive a high school diploma~~ has met LEA or State requirements for graduation or indicate the completion of a secondary program. Students who have not yet completed their secondary program using criteria established on their IEP will be afforded the opportunity to participate in the graduation ceremony with their grade-level peers, even if they are continuing through the day before their 22nd birthday

## Section 3. Transcripts and Diplomas

### A. Transcripts

The transcript serves as a record of individual accomplishments, achievements, and courses completed. Transcripts shall adhere to the following conditions:

1. Accommodations that allow the student to complete and demonstrate that ~~he or she has~~ the student has met graduation requirements ~~will~~ shall not be noted on the transcript.
2. Adapted course work may be noted on the transcript if the parent/adult student is informed in advance and the designation is not discriminatory ~~or~~ and does not identify the student as having a disability or receiving special education.
3. Course designations, titles, or symbols that are used solely to identify adapted course work that is taken by students with disabilities ~~will~~ shall not be used.

### B. Diploma

The district will use the same high school diploma for all students at the completion of the secondary program. This includes students who meet the graduation requirements with ~~accommodations and/or~~ adaptations.

1. ~~For students who are eligible for special education services, t~~ The district will use the high school diploma for students who are eligible for special education services at the completion of their secondary program through meeting graduation requirements or based on criteria established on his or her IEP.; ~~t~~This includes students who meet the graduation requirements with accommodations and/or adaptations.

A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities in the same graduating class.



## Section 4. Grades, Class Ranking, and Honor Roll

Grades earned by students with disabilities will not be categorically disregarded or excluded from district wide grade point average (GPA) standing. The district may establish objective criteria for class rankings, honors, etc., that weight courses according to degree of difficulty or exclude non-core courses so long as such practices are nondiscriminatory.

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