

EXIT/GRADUATION EVALUATIONS

Definition

Assessment to determine if a student continues to be eligible for special education.

Legal Requirements

Exit Evaluations

Before determining that the student is no longer a student with a disability, a district shall assess the student in accordance with § 56320 and this section, as appropriate and in accordance with § 1414 of Title 20 of the United States Code.

Graduation Evaluations

The assessment described above shall not be required before the termination of a student's eligibility under this part due to graduation from secondary school with a general diploma, or due to exceeding the age of eligibility for a free appropriate public education (FAPE). For a student whose eligibility under this part terminates under these circumstances, a district shall provide the student with a summary of the academic achievement and functional performance of the student, which shall include recommendations on the manner in which to assist the student in meeting his or her postsecondary educational goals.

Legal Reference

EC 56381

Local Procedures

Exit Evaluations

Prior to recommending that a student be exited from special education, the case carrier shall assemble an appropriate assessment team and develop an assessment plan for a comprehensive evaluation. The student will be assessed in all areas related to the disability to determine if the student continues to have a disability, if the student is still eligible for special education, and if the student is still in need of special education and related services. After the assessment is completed, an IEP team meeting will be held to make a determination regarding whether the student should be exited from special education.

The IEP team shall determine the exit decision for each student based upon the following criteria:

1. The student shall be ineligible for special education services when the impairment no longer adversely affects educational performance or when the student no longer meets eligibility criteria.

Note: 'Adversely affects educational performance' must not be determined solely based on whether the student is receiving passing grades. Social/emotional needs, behavioral needs, and any other needs present in the educational environment should also be considered by the IEP team.

2. The student's needs can be met in a less restrictive environment or in general education, not necessarily at grade level.
3. A plan to facilitate the student's transition to a less restrictive environment will be developed, including alternative placement if needed and a plan to assist the receiving teacher.

Graduation Evaluations

According to statute, this requirement only applies to students who graduate high school with a general high school diploma or age out at age 22. It does not seem to address students who graduate and leave

high school at age 18 with a certificate of completion or students who graduate early from an adult special education program with a certificate of completion. It is recommended by the Humboldt – Del Norte SELPA to treat all of these students the same and provide them all with an exit summary.

A graduation evaluation is not an evaluation in the true sense of the word. There is no requirement for an assessment plan, written consent or an IEP meeting. The student’s special education teacher or primary special education provider just needs to complete the SELPA form. In order to complete the form, the teacher needs to have current information about the student’s academic achievement and functional performance and be able to make recommendations regarding accommodations, supports and resources that the student might need after graduation. Each district will determine the time and method for providing this report to the student. districts are required to provide the parents or adult student with a prior written notice (PWN) before graduating the student, as graduation is legally considered a change of placement.

Local Forms

Complete the student IEP form Post - Secondary Exit page 1 and 2 APPENDIX E

FAQs

Do you have to do a comprehensive evaluation to exit a student from speech?

Yes, a formal reassessment must be done in order for the IEP team to determine that any currently eligible student is now ineligible.

REMINDERS

- The IEP team may not exit a student from special education without first conducting a reevaluation.
- Students are entitled to a summary of their performance and recommendations for accommodations, supports or resources after graduation from high school or completion of their course of study, and should be provided with prior written notice prior to graduation.