

UNITY SPECIAL EDUCATION

BOARD REPORT

JUNE 2024

WHAT HAPPENS TO AN IEP AFTER GRADUATION?



An Individualized Education Program (IEP) is a document that outlines the educational needs, goals, and services of a student with a disability. Once a student graduates from high school, the IEP is no longer used. However, there is a transition planning process that helps students if they may need services beyond high school graduation, taking into account the goals and services that were provided to students while in K-12 education.

At annual IEP meetings, case managers discuss life after graduation. Each special education teacher of senior students completes paperwork to provide the child with the Summary of Performance (SoP) document. Graduates often share the SoP if they meet with a disability coordinator at a college or apply for vocational rehabilitation services. This is because the SoP provides important information that may be helpful for these organizations in supporting the student's future needs.

It's important to note that the SoP does not guarantee eligibility for adult services but helps establish a student's eligibility for reasonable accommodations and supports at the post-secondary level. It is up to a post-secondary college, employer, or program to determine eligibility for services.

EVALUTIONS AND RE-EVALUATIONS

In special education, an evaluation and re-evaluation are two crucial processes that help determine a child's eligibility for special education services and identify their unique needs.

An initial evaluation is a comprehensive assessment of a child's educational, social, and emotional needs. It's conducted to determine whether a child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA). The evaluation typically includes: 1. Observations of the child's behavior in various settings, such as home, school, and therapy. 2. Assessments of the child's cognitive, academic, and adaptive skills (e.g., communication, social skills, daily living skills). 3. Interviews with parents, teachers, and other professionals who work with the child. 4. Review of the child's medical records and previous evaluations. The evaluation team typically includes a school psychologist, a special education teacher, a speech-language pathologist (SLP) or other related service providers such as a physical therapist, occupational therapist, audiologist, vision specialist, etc., or a physician or other medical professional (if necessary). The evaluation team uses the results to determine whether the child has a disability that affects their ability to learn in a regular classroom setting. If eligible, the child will be considered for special education services. A re-evaluation occurs at least every three years (or more frequently if necessary) to assess whether the child's special education services continue to meet their needs.

Interesting Evaluation and Referral Facts

- **2023-24 Data: 32 Initial Referrals/ Evaluations and 52 Re-evaluations**
- **Catching Students Early Through Child-find Activities**
 - **9 Early Childhood (before PK) and 6 Pre-Kindergarten initial referrals/Evaluations, with most (almost 75%) qualifying for a Significant Developmental Delay**
 - **K-2 - 8 Initial Referrals/Evaluations**
 - **3-4 - 4 Initial Referrals/Evaluations**
- **Middle School - 4 Referrals/Evaluations**
- **High School - 3 Referrals/Evaluations**
- **94% of students referred for Special Education qualified for services. Before students are referred, interventions are usually required to see if progress can be made without a Special Education Referral.**

Every child deserves a Champion. An adult who will never give up on them, who understands the power of connection and insists they become the best they can be. - Rita Pierson