

Where will the student “go to school”?

IEP Teams (including the student and parent) may decide that it is appropriate for some students to return to the same high school setting after 12th grade.

Other students may require full or part-time community placement.

The IEP and courses offered must be based on the student’s unique needs, vision, and interests.

IEP Teams can consider community placements and services such as:

- community colleges
- college courses, with support if needed (students who have failed MCAS can enroll in community college, although courses do not count for a degree until the student has received a high school diploma)
- adult education classes with special education supports
- employment or supported employment in the community
- community experiences (recreation, internship, volunteer position)

The school district must provide a placement based on the student’s IEP.

What can you do as a Team member?

- Request an IEP Team meeting, in writing, as soon as possible in the student’s 12th grade year.
- Remember, the student’s preferences, interests, and vision are key in developing the IEP for high school age students.
- Work with your Team to make transition plans for service and placement options in case the student does not graduate in 12th grade.
- Make sure that the Team addresses all of the student’s transition and other special education needs.
- Take steps to ensure that the Team considers age appropriate placement options in the high school and in the community.
- Remember, the district must provide an individualized program based on the student’s needs and cannot operate from a “one size fits all” approach based on what the district currently has available.
- Make sure representatives from appropriate state agencies attend the Team meeting to address transition needs.
- In addition, make sure that a “688 referral” is made to include a representative of any state agency likely to provide services *after* the student exits school.

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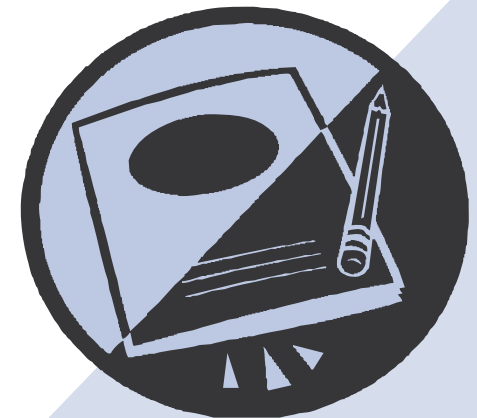
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STUDENTS WITH DISABILITIES WHO FAIL GRADE 10 MCAS

SPECIAL EDUCATION SERVICE OPTIONS AFTER 12TH GRADE

For further information:

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What happens if a student with a disability fails MCAS and will not graduate after 12th grade?

A student with a disability who has failed MCAS remains eligible for special education until age 22 or until receipt of a high school diploma.

The school district must convene an IEP Team meeting *before* the end of the school year and offer appropriate services and placement.

The Team must develop an IEP which addresses the student's unique needs and supports the student's vision.

Students who receive a "certificate of attainment" or "certificate of attendance" are still eligible for special education.

These certificates are not equivalent to a high school diploma and do **not** terminate eligibility for special education services.

IEP Team members include:

- the student
- the parent
- representative of state agency likely to provide or pay for transition services
- special education and regular education teacher
- school district representative
- others invited by parent/student or school district

What must school districts provide for students with disabilities failing MCAS?

The IEP Team must consider the **full range** of special education, related services and placements, including *transition services*, necessary to provide a "free and appropriate public education" which meets the student's needs. This can include:

- Tutoring and other specially designed academic instruction
- Job training
- Dual enrollment high school/college
- Vocational education
- Supported/competitive employment options
- Recreation
- Independent living skill instruction
- Services focused on student's course of study (AP course, community college or college courses, adult education classes)
- Related services

Remember, to receive a diploma students must pass MCAS and also meet local graduation requirements.

What are Transition Services?

- Starting at age 14, students are entitled to *transition services* that support movement to college, vocational training, employment, adult services, community participation, or independent living.
- The transition services must be based on the individual student's needs, preferences, and interests.
- A representative from the appropriate state agency must be invited to assist in planning and providing needed transition services (e.g., Department of Mental Retardation, Department of Mental Health, or Massachusetts Rehabilitation Commission).
- Transition services must be listed in the IEP along with responsibilities of the state agencies.
- The IEP must include goals, objectives, special education, related services, and transition services necessary to:
 - ensure the student is actually taught the English and math skills, as well as science and social studies covered by MCAS.
 - meet the student's other educational needs that result from the disability (e.g., social, emotional, behavioral, vocational, communication, travel training, assistive technology).

