

**NOTICE OF GRADUATION**  
Form P-3 (Rev. 7/06)

**Harvey Area SCHOOL DISTRICT**

*[If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Dr. Jones, Special Education Director at (555) 555-1234.]*

Dear **Mrs. Graduate**,

Date **03/5/2015**

On **3/4/2015** the school district conducted a meeting to review the individualized education program (IEP) for **Kathy Graduate**.

You participated in this meeting.

You did not participate in the meeting and the school district made three attempts to involve you as follows:

The purpose of the meeting was to consider whether graduation requirements will be met by the end of the current school year, whether the IEP goals will be substantially completed, and whether new goals are needed for the coming school year. At the meeting, the IEP team participants reviewed the following evaluation procedures, tests, records or reports as the basis for making decisions regarding graduation:

- IEP goals
- Postsecondary Transition Plan goals and transition services
- High School credit requirements/Transcript
- Reading progress

The IEP team participants determined that the graduation requirements will be met at the end of the current school year. The IEP team also decided that the IEP goals will be substantially completed, and new IEP goals are not needed for the coming school year. Therefore, your child is expected to graduate on **June 5, 2015**.

Other options, if any, (related to graduation requirements, substantial completion of IEP goals, and the need for new IEP goals for the coming school year) which were considered and the reason(s) they were rejected, and a description of any other factors relevant to the proposed action:

None

Graduation will permanently end your child's entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act (IDEA) and Sub. V, Chapter 115, Wis. Stats., the state special education law. Therefore, after graduation your child will no longer be entitled to receive special education and related services from a school district or other local education agency.

Upon graduation the school district is required to provide you with the following summary information about your child.

### **Summary of academic achievement:**

#### **READING**

Kathy comprehends at a first- second grade level. Decoding and safety sight words are strengths, but she struggles with retaining information from passages of 5 sentences or more. Kathy enjoys researching different breeds of cats and dogs on the Internet. Kathy's delay in reading impacts her decoding, fluency and accuracy when reading texts above the second grade level. This hinders her ability to function independently when trying to complete assigned tasks and follow written directions. Kathy uses Kurzweil 3000 to have texts and directions read to her and she uses Dragon Naturally Speaking to dictate emails and information about herself.

#### **WRITING:**

Kathy enjoys using her computer to write letters and email messages to friends and acquaintances. She can write a complete sentence using correct end punctuation and a capitol letter. She is able to sign her name, address and telephone number. Filling out forms, including job applications, is a challenge. Kathy struggles to use written communication to express complex thoughts and ideas. Kathy has been provided job coaching during high school work experiences. The job coach created task analysis of each assigned task and used visuals to help Kathy follow the steps needed to appropriately complete the overall task.

#### **MATH:**

Kathy is currently functioning in math at a third-fourth grade level. She can add, subtract, multiply and divide decimal/currency figures using a calculator. Story problems, checkbook, balancing and budgeting have been taught for several years, but continue to be areas of emergent skills. Kathy's disability affects her understanding of higher level math concepts and vocabulary. She has a difficult time remembering more than one or two steps when trying to solve a problem. Kathy has use of a calculator on all math calculations. She can create a simple budget and grocery list when given the amount of money she can spend by using the calculator.

### **Summary of functional performance:**

**General Ability & Problem-solving:** The Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) – Sept. 2013 results, Full Scale IQ Score = 66, Kathy's cognitive ability (overall thinking and reasoning abilities) fall in the below average range of intellectual functioning as compared to her grade level peers. Kathy struggles in new situations because it is hard for her to generalize skills she has learned in the classroom to real-world situations. She is not able to make decisions without guardian input. Kathy's mother is her guardian with limited guardianship and must be involved in decisions including finances, medical and education.

**Attention & Organization: Time Management/Study Skills:** Kathy can tell time to the hour and uses a timer to let her know when to take breaks and transition to a new task. She has greatly reduced her distractibility and off-task time at her work experience sites. Kathy needs reminders to stay on-task as she can be easily distracted. She needs to be reminded that socialization needs to happen during her break times. An electronic timer has been a support that the job coach will use to alert Kathy of transition times.

**Learning Styles:** Kathy benefits from repeated instructions and demonstrations when learning new tasks. She performs better when tests are read to her. Kathy likes hands-on activities and is able to verbally share information much easier than in writing. Kathy can follow instructions when she is allowed to manipulate the materials. Classroom accommodations have included having tests read, allowing for oral responses to test questions, and use of a scribe.

**Communication:** Kathy is very social but can be inappropriate at times and will interrupt people. Her supervisors and co-workers are very understanding with Kathy and help redirect her when the conversation is off topic. Kathy's developmental delay affects her conversations with others. At times she wants to discuss immature or childlike topics. Natural supports in the work setting and redirection using verbal cues given by peers assist Kathy in this area.

**Social Skills & Behavior:** Kathy gets along well with adults, but sometimes is immature with her peers, especially males. She doesn't always understand how to be appropriate with males. This causes concern for her safety when out in the community.

**Independent Living:** Kathy receives SSI and currently lives in the basement of her parents' home. She does her laundry and cleaning independently. She eats healthy meals. Her mom helps Kathy with shopping, cooking, waking up in the morning, and budgeting. Kathy has a dual signature checking account and is unable to live independently without support. She needs prompting and support to follow daily routines.

**Environmental Access & Mobility:** Kathy has practiced using public transportation with adult supervision. There is a safety concern with Kathy using public transportation independently because she talks to people she does not know and is inappropriate with adult males. She has successfully taken a cab with coaching.

**Self-Determination & Self-Advocacy:** Kathy talks about her interests including her love of animals with others. She has a hard time explaining her strengths and accommodations needed to be successful. It is hard for her to identify her areas of need and to ask for help.

**Career, Vocational, Transition, & Employment:** Kathy has participated in several volunteer, program-paid and employer-paid work experiences. She enjoyed working at the nursing home, the daycare kitchen and Wal-Mart. She disliked working with the school custodian (she dislikes cleaning). Kathy currently works about 12 hours per week at the nursing home, on their payroll. Kathy requires job coaching and follow-along services to be successful. Her transition teacher checks with the employer weekly to monitor progress and to deal with any issues that arise. Kathy is receiving 100% job coaching at this time.

**Additional Information:** Kathy is very dependable and takes pride in her work. She accepts constructive criticism. Kathy exercises regularly at the YMCA and is in good physical condition. She attends the YMCA with a mentor. The mentor/family friend assists with engaging Kathy in appropriate exercise activities.

Recommendation to assist in meeting postsecondary goals:

**After high school Kathy will receive on-the-job training (including an apprenticeship).**

- Job Coach
- Electronic Timer
- Visual Task Lists
- Calculator
- Kurzweil and Dragon Naturally Speaking
- Public Transportation with assistance

**After completing or obtaining postsecondary education or training, Kathy will be employed in the field of Human Services-Family and Community Services - Social and Human Services Assistant.**

- Job Coach & Worksite Natural Support
- Guardian
- Public Transportation with assistance
- Meet with Benefit Specialist impact of earnings on SSI benefits.
- Electronic Timer
- Visual Task Lists
- Calculator
- Kurzweil and Dragon Naturally Speaking

**After high school, with long-term supports, Kathy plans to live in an apartment in North Town with a roommate.**

- Job Coach & Worksite Natural Support
- Guardian
- Public Transportation with assistance
- Meet with Benefit Specialist determine impact of earnings on SSI benefits.
- Electronic Timer
- Visual Task Lists
- Calculator
- Kurzweil and Dragon Naturally Speaking

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year. Enclosed is a copy or earlier this year you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the district at the telephone number above. In addition to district staff, you may also contact **Dr. Jones, Special Education Director** at **(555) 555-1234** if you have questions about your rights.

Sincerely,

Mrs. School, LEA

Name and Title of District Contact Person