



GUIDANCE ON MATRICULATION, GRADUATION, AND SUMMARY OF PERFORMANCE DURING COVID-19

With the unprecedented shift to distance learning, a well thought out matriculation or graduation plan, and robust conversations around Summary of Performance are more important than ever. The following document provides information and best practices for 8th grade matriculation, graduation, and Summary of Performance requirements for students with IEPs amid school site closures in response to COVID-19. Additional resources are available at <https://charterselpa.org/covid-19/>.

8th Grade Matriculation

Transition IEP meetings should continue to be held for students with disabilities that are matriculating from 8th grade to high school. As with any other IEP meeting during this time, Transition IEP meetings can be held virtually or by phone.

Considerations for 8th Grade matriculation meetings

Although in person IEP meetings are not being held during the time of school closures, the best practices for 8th grade transition meetings have not changed with COVID-19.

If the 8th grade transition IEP is not also an annual review or triennial IEP, the following documents should be completed:

- IEP meeting notice
- IEP notes page of the addendum form (including captured discussion around working toward a Diploma or a Certificate of Completion)
- IEP Present Levels of Academic and Functional Performance. Include current student performance during the period of distance learning
- IEP Offer of FAPE Services page
 - The current offer of FAPE will reflect the current distance learning services during the time of school closures through the end of the 2019-20 school year.
 - The offer of FAPE will continue to be the responsibility of the elementary/middle school LEA through extended school year after completion of 8th grade.
 - The elementary/middle school LEA should collaborate with the high school to determine the 2020-21 offer of FAPE.
 - The receiving high school LEA can help inform programmatic considerations for the offer of FAPE when the student enters high school, as well as when the receiving LEA is planning to open school sites for the 2020-21 school year. The student's offer of FAPE when the student enters high school should begin on the receiving LEA's first day of instruction of the 2020-21 school year through the student's annual IEP date.
 - There should be no gaps in services between the student's current offer of FAPE through the student's next annual IEP date.
- Activities to support transition: This section of the IEP may be completed to document activities put into place to help each student successfully transition. It may include the development of a plan or process to support specific needs for students. Consider options such as virtual meetings and virtual campus tours to connect the student to high school campus and staff.
- Additional pages of the IEP that might be completed, if appropriate:

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- Individual Transition Plan (ITP)
- Behavior Intervention Plan
- Special Factors
- IEP Signature and Consent page
- Any other page that requires consideration prior to matriculating to high school.

If the 8th grade transition IEP is also an annual and/or a triennial, all additional necessary IEP pages must be included.

If the transition IEP is a triennial and assessments could not be completed due to COVID-19, best practice would be for the assessor to document reasons, communicate with receiving school staff and enter delay codes in SEIS. Protocols and any observation notes should be collected and sent to the receiving school with the IEP.

Additional information and resources on 8th grade matriculation can be located within the following documents: **SEIS Reference Library – Matriculation Guidelines, The SELPA Procedural Guide**

Graduation

California Department of Education (CDE) states that “it is expected that LEAs will enable students to complete state graduation requirements with needed flexibilities associated with the nature of assignments and mode of grading during any period of school closure” California Department of Education, “FAQs on Grading and Graduation Requirements”.

Minimum CA state graduation requirements remain the same during this period of school closure. Many local governing boards have previously adopted a policy setting graduation requirements beyond the state’s requirements in the Education Code. The local governing board has the authority to revise that policy and modify those additional requirements.

Information on CDE FAQ on Grading and Graduation Requirements can be viewed at **<https://www.cde.ca.gov/ls/he/hn/gradgraduationfaq.asp>**

Information on CDE Graduation Requirement can be viewed using this link **<https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>**

Summary of Performance

At this time, the federal government has not waived the federal requirements under the Individuals with Disabilities Education Act (IDEA). The language as stated in IDEA 2004 regarding the Summary of Performance is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec. 300.305(e)(3).

A Summary of Performance (SOP) provides a summary of the student’s academic achievement and functional performance in order to assist the student in their transition following high school. The student can share the SOP with colleges, adult agencies, vocation and rehabilitation centers, and



employers to help identify services and accommodations that can assist the student in the classroom, workplace, or community.

The Summary of Performance pages are also located in SEIS (Post-Secondary Exit pages 1 & 2). The SELPA encourages LEAs to convene EXIT IEP meetings (as discussed below) in the last 8 to 10 weeks of the senior year of high school and to complete and discuss these pages with the student and their family. LEAs may consider an IEP meeting to discuss and complete the SOP with the student but there is no requirement to hold an IEP meeting for purposes of completing the SOP. The primary service provider (case manager), the student and the parent are the only people required to review the Summary of Performance. During this time, consider holding SOP meetings virtually or by telephone.

Exit IEP meetings

When preparing a student with an Individualized Education Plan (IEP) to graduate with a high school diploma, Certificate of Completion or when a student ‘ages out’, consider scheduling an exit IEP meeting either virtually or by telephone. It is recommended that this meeting be held within the last 8-10 weeks of school.

- At the IEP meeting, consider the following:
 - Update Present Levels of Performance
 - Complete SEIS Post-Secondary Exit Page 1 and Page 2 –Summary of Performance
 - Ensure the student’s “Age of Majority” information has been discussed with the student and documented on the SEIS Individual Transition Plan page 2 form.
- Send the parent/guardian a Prior Written Notice (PWN) confirming that the student has met the requirement to graduate with a high school diploma.
- Provide the parent/guardian/student with a copy of the last signed IEP and most recent assessment reports.
- Complete a Summary of Performance.