

Your Name: _____

Street Address: _____

City, State, Zip: _____

Phone: _____

Email: _____

Date: _____

School District: _____

Title: _____

Employer: _____

Street Address: _____

City, State, Zip: _____

Dear School District: _____:

I am [student's name]_____’s parent, and I am writing to express that I am not in agreement with [School District’s]_____ decision to graduate [student’s name] _____ at this time.

Graduation Requirements

Under the Individuals with Disabilities Education Act (IDEA) and Arizona state law, IDEA-eligible students are entitled to a Free Appropriate Public Education (FAPE) from ages 3 to 21 (or to age 22, if their birthday occurs prior to the end of the school year), or until they receive a regular high school diploma. In order to earn a regular high school diploma in

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Arizona, students must earn a minimum of 22 credits. The Arizona Administrative Code breaks down the credit requirements:

- Four credits of English or English as a Second Language;
- Three credits in social studies to include one credit of American history, including: Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics.
- Four credits of mathematics to minimally include Algebra 1, Geometry, Algebra 2 (or a personal curriculum), and a fourth course that contains high school content.
- Three credits of science in preparation for proficiency at the high school level on the statewide science assessment.
- One credit of fine arts or career and technical education and vocational education.
- Seven credits of additional courses prescribed by the local school district governing board or charter school. A.A.C. R7-2-302

The District argues that [student's name]_____ has met the requirements to graduate. [Insert student's name] has earned [insert number of credits] credits. [Insert reasoning why the credits earned should not count towards the diploma]_____

To my knowledge, [Student]_____ has never been enrolled in or passed some of the courses required by the State of Arizona, such as [insert names of courses, such as world history, American government, Algebra 1, etc.]_____

Check all that applies:

- [Student]_____ has only ever participated in classes that are aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. It is my understanding that such courses do not count towards earning a regular high school diploma.

- [Student]_____ 's IEP goals, such as [insert example of IEP goal]_____

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are aligned to alternative academic achievement standards, demonstrating that [Student] is not working toward the same rigorous academic standards to which non-disabled students are held.

- [Student]_____ is functioning at _____ level in [reading, writing, math, IQ, etc.] according to [his/her] most recent evaluation conducted by [District/private evaluator]_____. This demonstrates that [Student]_____ is likely functioning at a level too low to allow [Student]_____ to participate in and pass required courses such as [select academic course from list above, such as Algebra 1, World History, etc.] even with reasonable accommodations and modifications.
- [Student]_____ has not received the minimum number of credits required by [School District]_____ for graduation.

Transition Evaluation, Plan, and Services

Furthermore, I do not believe [Student]_____ has received adequate or appropriate transition services, as required by IDEA 34 C.F.R. § 300.43. [Student]_____ is receiving [no/minimal/inappropriate] transition services at school.

At this time, I am requesting that [School District]_____ conduct a comprehensive transition evaluation of [Student], using both formal and informal assessment tools. Such tools should include formal interest surveys and aptitude tests (such as the Meyers Briggs Type Indicator, Self-Directed Search Forms, and Occupational Aptitude Survey and Interest Schedule), a functional vocational evaluation, high school grades, current psychological assessment data indicating areas of strengths and weakness, informal interviews with [Student]_____, interest inventories, functional vocational evaluations, and interviews with [Student's]_____ family. We are also requesting that [Student's]_____ independent living skills be assessed formally (using assessment tools such as the Life Skills Inventory, the Casey Life Skills Assessment IV, and the Functional Skills Transition Assessment). After these assessments are completed, we would like to meet with [Student's]_____ IEP team, including outside service providers such as [DDD caseworker/representative from Vocational Rehabilitation/behavioral health

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caseworker/parole or probation officer/counselor/therapist], to develop an age-appropriate and realistic transition plan for [Student]. This plan should include realistic post-secondary goals and services provided should align with these goals. I would like to discuss transition services such as [community-based work experiences/internships/mentorships/apprenticeships/paid employment/transportation training/independent living skills training/self-advocacy skill building/life skills classes/parenting classes/personal finance classes/training in accessing local community resources/training in medication management/social skills training/exploring housing options/learning about voting].

I am looking forward to your response. Please confirm you have received this request within 48 hours.

Sincerely,

[signature]_____

Your Name: _____