

# *Special Education Responsibilities for Students Attending Open Doors Reengagement Programs*

## Summary

Starting January 2022, the Open Doors state application process will require applicant districts to describe how they will meet the needs of students eligible for special education services in the program, including:

- the change of enrollment and exchange of information process,
- convening the IEP team to update the student's IEP for the new program,
- the determination of special education services and supports to be implemented,
- completion of expired special education evaluations, and
- the administration of the Post-school Outcome Survey ([Post-School Outcomes survey](#)).

Districts will also be asked to describe how they will ensure that students' High School and Beyond Plans are aligned with their IEP Transition Plans. This information will be collected via the OSPI Open Doors Program Narrative Template found on the Open Doors [Getting Started Toolkit site](#).

## Context

Per [WAC 392-700-147](#), when a student eligible for special education attends an Open Doors program, the student's resident district is responsible for the provision of special education services in accordance with all state and federal law and pursuant to WAC chapter 392-172A, including transition services ([WAC 392-172A-01190](#)). These requirements are true regardless of whether the Open Doors program is run by the district, an Educational Service District (ESD), a community or technical college, or other entity.

It is important to note that these services may be delivered in a very different manor/and or environment than traditional high school programs (e.g., 55 min/5 times per week). The personalized education students receive in Open Doors naturally creates many accommodations. However, specially designed instruction must be determined and implemented by the student's IEP team.

For students participating in Open Doors programs that operate during summer months, students must continue to receive the special education services and accommodations determined necessary by the student's IEP team.

The resident district is also responsible for ensuring that the special education [Post-School Outcomes survey](#) (related to state performance plan (SPP) indicator B-14) is completed for students eligible for special education one year after leaving the public school/Open Doors program. Districts are encouraged to collaborate with Open Doors staff to obtain contact information for exiting students prior to leaving the program, and to provide students and families with information about the survey, including how and when it will be conducted.



Districts are encouraged to partner with the Open Doors staff who may be more familiar with the student/family to maximize the opportunity for participation in the survey. However, the district retains the responsibility for ensuring that the student/family has the opportunity to participate in the survey.

## Contacts

If you have questions, please contact:

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