

**JFCB GRADUATION FOR STUDENTS WITH IEP'S**

**JFCB**

Students with Individual Educational Plans may have alternative graduation requirements as documented on their IEP's.

**APPROVED: January 14, 2002**

**REVIEWED: April 10, 2012**

**REVIEWED AND APPROVED: January 14, 2013**

**JFCB - R GRADUATION FOR STUDENTS WITH IEP'S**

**JFCB-R**

To graduate a student with exceptionalities must either meet the same graduation requirements as other students or meet criteria for graduation established by the IEP Team.

The district must use a regular diploma for students receiving special education services.

A modified or differentiated diploma or certificate may not be used unless the same diploma or certificate is granted to student without exceptionalities in the same graduating class.

Graduation is a change of placement and requires the student (if over age 18) and parents be provided, prior written notice before completion of the last semester in which they are expected to graduate.

Graduation with a regular high school diploma ends the student's eligibility for Part B services.

If the IEP Team believes the student needs additional special education and related services beyond the required courses for graduation, the student may be allowed to participate in graduation exercises and may receive a Certificate of Attendance instead of a Diploma.

Prior written notice will clearly state that the student will no longer be entitled to receive special education services after graduation.

The above are summative statements from the Special Education Process Handbook Chapter 8 Discontinuing Special Education Services. July, 2000.

Given the above, it is appropriate that local district staff develop, adopt and monitor graduation procedural guidelines regularly with students with exceptionality and IEP.

1). Prior to but no later than the student's first semester as a freshman the development of a four year graduation plan.

2). The IEP Team should compare local graduation requirements and determine the student's ability to successfully meet them or develop a modified or alternative plan.

3). Any modified or alternative plans will be reviewed annually and become part of the student's permanent record.

4). The IEP Team shall insure that the student participates in the general curriculum to the maximum extension possible, but the individual needs of the student shall be considered in deciding the curriculum appropriateness.

5). The IEP Team will inform the building principal and/or their designee of any modified or alternative curriculum and graduation needs within a timely manner.

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