

Instruction

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Students with exceptional needs should meet the regular district graduation standards to the fullest extent of their abilities.

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations that may be required for students with disabilities. When necessary, the IEP team shall identify differential proficiency standards and assessments appropriate to the student's needs and potential. These standards and assessments shall be based on a district-developed administrative regulation.

In addition, the IEP must also contain an explanation regarding the extent, if any, to which the student will participate in the administration of state and district assessments. See [AR 6159](#) Individualized Education Program for a detailed listing of the contents of the IEP.

No student shall be classified as eligible for differential standards for the purpose of circumventing the legal requirements to maintain academic eligibility for extracurricular or co-curricular activities. (Education Code [35160.5](#))

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

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A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

- (cf. 6159 - Individualized Education Program)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 5127 - Graduation Ceremonies and Activities)

Legal Reference:

EDUCATION CODE

- 56341 Individualized education program team
- 56345 Elements of the IEP
- 56390-56392 Certificate of completion, special education
- 60850-60859 High school exit examination

CODE OF REGULATIONS, TITLE 5

- 3070 Graduation

UNITED STATES CODE, TITLE 20

- 1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

- 300.1-300.818 Individuals with Disabilities Education Act, especially:
- 300.320 Definition of IEP

Management Resources:

WEB SITES

- California Department of Education: <http://www/cde/ca/gov>
- U.S. Department of Education, Office of Special Education and Rehabilitative Services: <http://www.ed.gov/about/offices/list/osers/indes.html?src=mr>

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Graduation Paths

High School Graduation - Diploma

The requirements for completion of a regular diploma are as follows:

Academic Requirements

Successful completion of required course of study with no accommodations or using accommodations, which do not substantially alter the District-approved course content in either General Education or Special Education; in comprehensive and/or alternative high school programs.

Test Measures

Demonstrates competency in District-required exams using standard administration procedures for tests:

1. No modifications
2. Large print test
3. Flexible setting
4. Revised test format, except for omission of items
5. Revised test directions

Using Non-Standard Administration procedures

1. Braille Test
2. Flexible Scheduling (i.e. extended time)
3. Specific use of Aids/Aides to include the following:
 - a. Deaf interpreter
 - b. Using special equipment to enhance visual magnification or auditory amplification devices

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- c. Using masks to cover a portion of the test or markers to maintain a place
- d. Using proctors or assistance/readers to repeat oral comprehension items more often than specified in the directions for administering
- e. Reading or signing text passages, questions, and multiple-choice items
- f. Providing cues to maintain on-task behavior
- g. Using pointers, communication boards, or adaptive writing instruments
- h. Using scribes to record answers in test booklets for pupils. Note: Scribes must have appropriate training for district written test.

High School Completion with Certificate of Completion

The requirements for the Certificate of Completion, up to the age of 22, are as follows:

Academic Program

Satisfactory attendance in District programs; participation in required or alternate course of instruction as prescribed on the IEP; successful completion of IEP goals; or met the objectives in the statement of the IEP plan for Transition Services

Test Measures

Demonstrates proficiency in alternate assessments based on IEP goals (as determined by the IEP Team), or exemption from assessments, as determined by the IEP Team