



Graduation Quick Guide



General Overview

As the IEP team begins secondary transition planning, it is essential that they consider how the student will access instruction and demonstrate progress toward Idaho graduation requirements.

There are two paths to graduation for students with disabilities:

1. Complete graduation requirements by **meeting state standards with or without accommodations**
2. Complete **adapted requirements** through criteria established by the IEP team

Question	Response
Can a student with a disability participate in a special education class for one or more core subjects and still meet graduation requirements by meeting state standards with or without accommodations?	<p>Yes. There may be times when a student is most appropriately served in the special education setting for one or more core subjects. If the grade-level standards are still being addressed and the course maintains the level of rigor required by the standards, the course will still “count” toward graduation with accommodations. In this case, instructional strategies and/or assessment methods may look different than what is taking place in a general education classroom.</p> <p>The IEP team must ensure the student is accessing content that will allow them to demonstrate they have met requirements of the Idaho Content Standards in the applicable subject.</p>
Can a student with a disability who is unable to engage in a course at grade level participate in a different course and still meet graduation requirements by meeting state standards with or without accommodations?	<p>If the option is available to ALL students as a replacement, then YES, the student can take the course (with or without accommodations), and it will count toward graduation requirements.</p> <p>Examples: Equine Studies can be counted as a Biology credit; Personal Finance can be counted as an Economics credit</p> <p>If the option is NOT available to all students, then the student would be graduating with adapted requirements (which will NOT count toward graduation requirements).</p> <p>Example: Wood Shop to be taken instead of Geometry for this student only, based on the student’s IEP</p>
If a student with a disability walks with their peers, is this considered graduating?	<p>Participation in a graduation ceremony does not equate to meeting graduation requirements. A student graduates when they meet graduation requirements with or without accommodations, receive a diploma, and is coded as having graduated by the district.</p> <p>Many students participate in the graduation ceremony with peers, then participate in the district’s 18-21 program. Unless the student has been exited and the district has coded the student as having graduated, then the student can participate in the district’s 18-21 program.</p>



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<p>If a student exits from special education because they have reached the age of 21, is this considered graduation?</p>	<p>No. This would be considered completion of the adapted requirements through criteria established by the IEP team and the student would be no longer eligible to receive special education services in the PK-12 setting under IDEA (reached maximum age).</p> <p>These students would be coded as 04 - Reached Maximum Age OR 02 -Completed Adapted Requirements</p>
<p>If a student graduates based on adapted requirements, are they still eligible to return to school until the semester they turn 21?</p>	<p>If the student completes adapted requirements through criteria established by the IEP team and has not met graduation requirements (with or without accommodations), they are eligible to return to the educational setting until they are 21 or until they have met the Idaho standards. This would be an IEP team meeting decision.</p>

Exit Coding

As you complete Program Exit coding, be sure to reference the [Special Education Students ISEE Quick Guide](#) to ensure you are using the correct exit code.

Remember: *Written Notice* must be provided to parents/adult student whenever a district is proposing or refusing to initiate or change identification, evaluation, educational placement, or provision of FAPE to a student.