

MODESTO CITY SCHOOLS BOARD POLICY

BP 6146.4

INSTRUCTION

→ Differential Graduation and Competency Standards for Students with Disabilities Requirements/California High School Exit Examination (CAHSEE) for Individuals with Exceptional Needs

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.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6162.51 - State Academic Achievement Tests) (N/A)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Individuals with exceptional needs shall receive diplomas of graduation from high school only after completing the prescribed course of study and passing the California High School Exit Exam. The Governing Board recognizes that course requirements adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in the District special education programs.

Students with exceptional needs should meet the regular District graduation standards to the extent that their disabilities permit. Certain students with diagnosed disabilities that prevent them from attaining the District's regularly adopted course requirements may need differential standards.

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The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the District's regular standards. The determination and development of appropriate differential standards will be included in the process of developing and managing the student's individualized education program. It is anticipated that some special education students may take more than four years (grades 9-12) to complete graduation requirements (Public Law 94-142 and Education Code 56026).

→ **Certificate of Educational Achievement or Completion**

Instead of a high school diploma, a student with disabilities may be awarded a certificate ~~or document of educational achievement or~~ **of** 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~~ **Governing 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 **IEP** goals and objectives during high school as **determined by the identified in his/her 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

(cf. 6146.1 - High School Graduation Requirements)

→ ~~In accordance with Education Code 56391, a~~ **A** student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. **During the student's senior year (4th year) of high school, IEP teams should review the student's progress in relation to the above mentioned criteria.**

(Education Code 56391)

(cf. 5127 - Graduation Ceremonies and Activities)

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→ Waiver of California High School Exit Examination (CAHSEE) for Students with a Disability

→ At the request of a parent/guardian, a school principal shall submit a request for a waiver of the requirement to successfully pass the California High School Exit Examination to the Governing Board for a student with a disability who has taken the California High School Exit Examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or both subject matter parts of the examination.

→ The Board may waive the requirement to successfully pass one or both subject matter parts of the California High School Exit Examination for a student with a disability if the principal certifies to the Board that the student has all of the following:

→ 1. An Individualized Education Program (IEP) or Section 504 Plan in place that requires the accommodations or modifications to be provided to the pupil when taking the California High School Exit Examination.

→ 2. Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the California High School Exit Examination.

→ 3. An individual score report for the student showing that the student has received the equivalent of a passing score on the California High School Exit Examination while using a modification that fundamentally alters what the California High School Exit Examination measures as determined by the State Board of Education.

→ A “modification” is defined as any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. Students must be allowed to take the CAHSEE

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→ ~~with any accommodations and modifications that are specified in their Individualized Education Program or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and~~
→ ~~assessment. The Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments is posted on the CDE CAHSEE website. If a student wishes to use a test variation that is not specified in the regulations, the school district may file a request for review of proposed examination variations.~~

Legal Reference:

EDUCATION CODE

→ ~~60850-608856 High school exit exam~~

56341 Individualized education program team

56345 Elements of the IEP

56390-56392 Certificate of completion, special education

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/index.html?src=mr>

ADOPTED: August 28, 1989

REVISED: January 14, 2002

May 12, 2003

October 6, 2003

May 17, 2004

May 22, 2006

December 15, 2008