

P6334 GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

BOARD POLICY:

Students with disabilities may be graduated from high school and issued a diploma whenever they have completed established requirements.

Administrative Implemental Procedures:

1. Most students with disabilities must meet the basic requirements of Board Policy 6333 - Graduation Rule.
2. Students with more severe disabilities, unable to meet the basic requirements of 1 above, may be graduated and receive a diploma from the base high school, based upon an alternate graduation plan developed by the IEP team and in accordance with due process procedures. Development of an alternate graduation plan does not exclude students with more severe disabilities from participating in and earning appropriate credits for courses in the general education curriculum with appropriate modifications and adaptations. A pupil may receive a "Wichita High School" diploma if he/she is attending a program in a facility other than the base high school. Verification of the completion of the alternative graduation plan will be provided to the principal.
3. The Alternate Graduation Plan will address a minimum of fifteen and one half (15.5) credits in the following required curriculum areas. These requirements are for 4 year cohort graduates of 2013 and beyond.
 - a. Language Arts (4 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Reading and Writing. These standards, benchmarks and indicators include, but are not limited to, expressive communication skills, receptive communication skills, functional reading, and functional writing.
 - b. Mathematics (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standard for Mathematics. These standards, benchmarks, and indicators include, but are not limited to, computation skills, money skills, calendar and time-telling skills, and problem solving skills.
 - c. Social Studies (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Government, Economics, Geography and History. These standards, benchmarks and indicators include, but are not limited to, social skills, community living skills, and citizenship skills.
 - d. Science (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Science. These standard benchmarks and indicators include, but are not limited to, self-help and food preparation skills.
 - e. Adapted Physical Education (1 credit) – Annual IEP goals and objectives and/or the instructional program will address the development of recreation and leisure skills, motor skills, sensory-motor skills and/or mobility needs of the student.
 - f. Fine Arts (1 credit) – Annual IEP goals and objectives and/or the instructional program will address functional elements of music, music appreciation, art, art appreciation, drama, and drama appreciation.

- g. Financial Literacy (.5 credit) – Completed in Junior and Senior years. Annual IEP goals and objectives will address functional math skills related to money management, debt, credit and investments; long-term care insurance (health) and government aid supports may also be included.
4. The Alternate Graduation Plan will address at least seven and one half (7.5) credits in the following elective curriculum areas.
 - a. Recreation and Leisure – Annual IEP goals and objectives and/or the instructional program will address the development of recreation and leisure skills, motor skills, sensory-motor skills and/or mobility needs of the student.
 - b. Vocational Education – Annual IEP goals and objectives and/or the instructional program will address the development of basic job skills, which may include but are not limited to, time on task, following directions, ability to work independently or as a team, assembly, skill sequence, job exploration, and job sampling.
 - c. General Community Functioning – Annual IEP goals and objectives and/or the instructional program will address the development of community functioning skills, which may include but are not limited to, transportation, access to and utilization of community services, appropriate behavior, and social skills.
 - d. Self Management and Home Living Skills – Annual IEP goals and objectives and/or the instructional program will address the development of self-management and home living skills which may include but are not limited to personal hygiene, clothing selection, cleaning, laundry, grocery shopping, and schedule planning.
 - e. One-half (.5) units of elective credit coming from approved CTE courses wherein annual goals and objectives or instructional program will address college and career-ready skills including an emphasis on integrated, competitive employment skills and acquisition.
 5. The disabled pupil must meet the total credit requirements in the minimum seven fields of study as established by the BOE Policy 6333 - Graduation Rule, unless otherwise approved.

Administrative Responsibility: Student Support Services

Latest Revision Date: November 2012

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