



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

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**TITLE:** Development of the Final Individualized Education Program (IEP) for Students with Disabilities Expected to Meet Requirements for a Diploma

**NUMBER:** REF-4603.0

**ISSUER:** Donnalyn Jaque-Antón, Associate Superintendent  
 Division of Special Education

**DATE:** January 12, 2009

**ROUTING**

- All Senior High Schools
- Local District Superintendents
- Administrators of Instruction
- Local District Directors
- School Administrators
- Support Unit Administrators
- Bridge Coordinators
- Special Education Teachers

**PURPOSE:** The purpose of this Reference Guide is to provide guidelines to the Individualized Education Program (IEP) team on the development of the final IEP for students with disabilities in grade 12 expected to meet graduation requirements for a diploma or to culminate with a Certificate of Completion.

**MAJOR CHANGES:** These guidelines alter some of the information identified in the Special Education Policies and Procedures Manual, pages 260-264, and information found in REF-4202.1 (only the section pertaining to students with disabilities).

**BACKGROUND:** As mandated by the Valenzuela settlement, AB347 requires school districts participating in the intensive supplemental instruction and services program to offer all students who have not passed one or both parts of the California High School Exit Exam (CAHSEE) by the time they have completed all course requirements for a diploma, intensive instruction and opportunities to continue to pass the CAHSEE for up to two additional years. Reference Guide REF-4202.1 outlines the procedures for meeting these requirements.

This Reference Guide outlines the IEP procedures to follow for students with disabilities in the general curriculum, who have completed all District course requirements for a diploma, but have not passed one or both parts of the CAHSEE. Students with disabilities meeting these criteria can continue to attempt to pass the CAHSEE for an additional two years. This requires IEP teams to clearly articulate the accommodations and/or modifications the student may continue to need in subsequent administrations of the CAHSEE.

Students who are on the District Alternate Curriculum do not take the CAHSEE. Please see the Special Education Policies and Procedures Manual for direction on the development of the final IEP for these students.



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### **GUIDELINES:** Requirements for Graduation

#### I. Requirements for Diploma

A grade 12 student with disabilities is entitled to a diploma upon:

- A. Completing the District required course of study; and
- B. Passing the CAHSEE or meeting the CAHSEE waiver requirements.

#### II. Requirements for Certificate of Completion

A student with disabilities who has not satisfied the requirements for a diploma, may be awarded a Certificate of Completion by satisfying any one of the following three requirements:

- Satisfactory completion of 230 credits of a prescribed alternative course of study (this could include students on general curriculum who have not passed one or both parts of the CAHSEE or students on alternate curriculum) as identified on the student's IEP; or
- Satisfactory achievement of his/her IEP goals and objectives during high school as determined by the IEP team; or
- Satisfactory attendance in high school, participation in the instruction prescribed in his/her IEP, and achievement of the objectives of the statement of transition services.

### **PROCEDURES:** Developing the Individualized Education Program (IEP)

#### I. Graduating with a Diploma

If the IEP team determines that the student is eligible to graduate with a diploma based on the school's graduation checklist, an IEP meeting will be convened within 150 days of the student's expected graduation date. The IEP will document the following:

- A. Select the type of meeting as either "Annual Review" or "Three Year Review."
- B. Page 1: Check "Does Not Meet Eligibility Criteria."
- C. Page 3, Section E: Complete the Present Level of Performance.
- D. Page 4, Section F:
  - 1. Check "Not eligible for the following disabilities" and indicate the eligibility code(s).
  - 2. Select Final IEP reason: "Final IEP-Graduate with a Diploma."



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### PROCEDURES:

3. Select the Final IEP Effective Date.
  4. In the Reason text box, document the reason as “Graduating with a Diploma.”
- E. Page 9, Section P: Check “Yes” for “Student will participate in High School graduation/culmination exercises” and check the appropriate reason from the list.
- F. Page 12: Write the following statement, “The prior goals and objectives and Individual Transition Plan (ITP) remain in effect until the student is no longer eligible for services per this IEP.” (The IEP team shall not develop new goals and objectives or an Individual Transition Plan.)
- G. The IEP team must complete the Summary of Performance (SOP).

#### On the Welligent Management Screen:

1. Document, “Final IEP-Graduating with a Diploma.”
2. Identify the Final IEP Effective Date (this should be the last day of school for most students.) The previous IEP will subsequently become inactive on this date.

## II. Voluntary Election to Exit From School

Grade 12 students with disabilities who are not eligible to graduate with a diploma may be eligible to graduate with a Certificate of Completion if one of the three requirements described above in Guidelines, Section II. The parent of a student with a disability or a student who has reached age 18, may elect to terminate special education services because the student is eligible to receive a Certificate of Completion and participate in culmination activities. This student remains eligible for re-enrollment in special education services until age 22 (see Policies and Procedures Manual).

A student who receives a Certificate of Completion may elect to terminate services prior to becoming 22. The student’s teacher must confer with the student and/or parent(s) to discuss the student’s right to receive special education services until graduating with a diploma or becoming age 22. If the student and/or parent decide the student will not return, an IEP meeting must be held within 150 days of the student’s expected leave date, including ESY if the student is eligible. (For students who are pending passage of the CAHSEE as the only obstacle to graduating with a diploma, IEP teams are encouraged to hold this IEP at the very latest date possible to allow for the use of the most up-to-date information.)



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### **PROCEDURES:**

The IEP shall include the following documentation:

- A. Select the type of meeting as either “Annual Review” or “Three Year Review.”
- B. Page 1: Check “Does not meet eligibility criteria or voluntary exit, but remains eligible upon re-enrollment.” The term “Voluntary exit, but remains eligible upon re-enrollment” only applies to a student who has reached age 18, who is not eligible to graduate with a diploma, but who has met the criteria for the Certificate of Completion, and voluntarily elects to terminate special education services prior to age 22.
- C. Page 3, Section E: Complete the Present Level of Performance.
- D. Page 4, Section F:
  1. Check “Not eligible for the following disabilities” and indicate the eligibility code(s).
  2. Select Final IEP reason: “Final IEP-Certificate of Completion.”
  3. Select the Final IEP Effective Date. The Reason text box is automatically filled in by the Welligent system.
- E. Page 7, Section K: Identify the accommodations or modifications the student will continue to need in subsequent CAHSEE test administrations.
- F. Page 9, Section P: Check “Yes” for “Student will participate in High School graduation/culmination exercises” and indicate the expected date. Identify the appropriate reason from the list.
- G. Page 12: Write the following statement “If the student elects to re-enroll in school prior to his/her 22<sup>nd</sup> birthday, an IEP team will convene within 30 days to develop an IEP/ITP, including appropriate goals and objectives and an Individual Transition Plan.”
- H. Page 12: For students only needing to pass one or both parts of the CAHSEE, indicate the following in the FAPE statement:
  1. “Student remains eligible for the following accommodations or modifications on all subsequent CAHSEE attempts for two years following voluntary exit from school.” Identify the accommodations or modifications the student has used on prior CAHSEE administrations. (A student may not be given new accommodations or modifications on the final IEP.)
  2. Describe and document the options available for a student to continue to attempt to pass the CAHSEE.



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### PROCEDURES:

- I. The IEP team must complete the Summary of Performance (SOP).

On the Welligent Management Screen:

1. Document, "Final IEP-Culminating with a Certificate of Completion . . . student elects to leave LAUSD."
2. Identify the Final IEP effective date (this should be the last day of school for most students, including ESY, if the student is found eligible). The previous IEP will subsequently become inactive on this date.

### III. Procedures When a Student Successfully Completes the CAHSEE

Upon successful completion of the CAHSEE, the school should award the student a diploma. If the student passed one or both sections of the CAHSEE with modifications as indicated on the IEP, the school will need to apply for a waiver (see REF-4194.0 for this process) prior to awarding the diploma. A new IEP is not necessary.

### IV. Updating SIS/ISIS and Cumulative Records

The following two actions need to occur once a student receives a diploma.

1. The SIS/ISIS system must be updated to reflect "Graduation with a Diploma" (see Bulletin 3621.1 for direction).
2. Documentation must be made on the student's Cumulative Record indicating the student graduated with a diploma and the date. See the *LAUSD Cumulative Record Handbook for Secondary Schools, 2008* for directions.

### RELATED RESOURCES:

- REF-4202.1: "Provision of CAHSEE Intensive Instruction and Services for Post 12<sup>th</sup> Grade Students: Valenzuela Settlement Requirements, Class of 2008 and Beyond, 2008"
- REF-4132.1: "Summary of Performance Requirements, 2008"
- REF-4194.0: "Local Waiver Process for Students with Disabilities, 2008"
- BUL-3621.1: "Secondary SIS/ISIS: Mandatory Use and Maintenance of Data"
- "Welligent Connection," Volume 2, Issue 11, May, 2007
- "Welligent Connection," Volume 3, Issue 3, September, 2007
- "Special Education Policies and Procedures Manual, 2007"
- "Cumulative Record Handbook for Secondary Schools, 2008"

### ASSISTANCE:

For assistance or further information, please contact Susan Tandberg, Administrator, via e-mail at [susan.tandberg@lausd.net](mailto:susan.tandberg@lausd.net), or by telephone at (213) 241-8175, or contact your Special Education Support Unit Administrator.