

## **SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES**

The District will provide students with disabilities appropriate opportunities to earn a diploma or other exiting commencement credential in accordance with the Commissioner's Regulations. During the student's annual review, the District will evaluate graduation opportunities and identify the means to achieve them. As part of this process, the District:

- A. Will coordinate activities with school counselors, case manager and BOCES staff to ensure that students meet credit and sequence requirements and to consider them for vocational opportunities.
- B. May adapt and modify instructional techniques and materials. Any adaptations/modifications will be included on a student's Individual Education Plan (IEP) so that they can be implemented consistently throughout the student's program.
- C. Will review special education instructional programs to ensure equivalency with the same courses taught in the general education program.
- D. Will coordinate communications between special and general education staff so that all staff members understand required skills and competencies, and to establish equivalency of instruction in special education classes.

Graduation and transition plans will take into account the various pathways available to these students. For students with IEPs, the District will plan transition services for post-secondary life as early as possible, but no later than the school year in which the student turns age 15. The transition activities will be focused on improving both the student's academic and functional achievement. The transition plan will promote exploration of post-secondary opportunities and employment options and if applicable, connection with adult service agencies that may provide the student with services after exiting school.

The District may award these diplomas or credentials, or both:

- a) Local Diploma: available to students with an IEP or a Section 504 accommodation plan that specifies eligibility for a local diploma. Students must comply with credit requirements. The available assessment to earn a local diploma include:
  1. Low-Pass Safety Net Option: students must achieve a score of 55 or higher on five required Regents exams.
  2. Low-pass safety net and appeal: available to students who score 52-54 on up to two Regents exams, successfully appeal those scores, and meet other applicable conditions.
  3. Regents Competency Test (RCT) safety net option: a student who enters grade 9 before September 2011 must pass a corresponding RCT if he or she does not attain a score of 55 or higher on the Regents examination.

(Continued)

**SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES**

4. Compensatory safety net option: except for scores on ELA and math exams, students may use one Regents exam score of 65 or above to compensate for a Regents exam score of 45-54. Students must score at least 55 (or successfully appeal a score of 52-54) on both the ELA and a math exam.
  5. Superintendent's determination: students who are unable to demonstrate their proficiency on standard state assessments because of one or more disabilities may be able to graduate upon the Superintendent's review and written certification of their eligibility. The Superintendent will make a determination after receiving a written request from an eligible student's parent or guardian. (Students with a Section 504 accommodation plan may not use this option.)
- b) Career Development and Occupational Studies commencement credential (CDOS): any student who is not assessed using the New York State Alternate Assessment (NYSAA) may earn the CDOS commencement credential as a supplement to a Regents or local diploma or as his or her only exiting credential if the student attended school for at least 12 years, excluding kindergarten. The student must meet criteria specified by the State Education Department confirming that he or she has attained the standards-based knowledge, skills, and abilities necessary for entry-level employment.
- c) Skills and Achievement commencement credential (SACC): students with severe disabilities who are assessed using the NYSAA may earn the SACC. They must attend school for at least 12 years, excluding kindergarten. The District must document the student's skills, strengths, and levels of independence in academic, career development, and foundation skills needed for post-secondary life.

**Participation in Graduation Ceremonies and Activities**

The District permits any student to participate in the graduation ceremony and all related graduation activities of his or her high school graduating class, if the student has been awarded a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Commencement Credential, but has not otherwise qualified to receive a Regents or local diploma. While permitted to participate, these students are not required to participate in the graduation ceremony or related graduations activities of his or her graduating class. For purposes of this policy, a student's high school graduating class is the twelfth grade class with which he or she entered into ninth grade.

(Continued)

# POLICY

**Churchville-Chili Central School District**

2020

7222  
Page 3 of 3

Students

**SUBJECT: DIPLOMA AND/OR CREDENTIAL OPTIONS FOR STUDENTS WITH  
DISABILITIES**

Education Law §§ 3202 and 4402  
8 NYCRR §§ 100.1, 100.2, 100.5, 100.6, 200.4 and 200.5

NOTE: Refer also to: Policy 7220, Graduation Requirements  
Policy 7221, Early Graduation Requirements

Adopted: 7/10/2001

Revised: 6/28/2011, 10/11/ 2011, 3/26/2013, 04/22/2014, 11/22/2016, 4/10/2018, 3/24/2020