



REVIEW CHECKLIST

The purpose of the Graduation Policy Review Checklist is to be a tool to help school districts determine if they have policies in place related to the graduation of students with disabilities. By completing the checklist and documenting the source and location of related documents, the district is in a position to address any areas not covered that may be negatively impacting the graduation rate of their students with disabilities.

		SOURCE/LOCATION/COMMENTS	
GR-1	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The list of specific criteria for granting a high school diploma includes options like the student's academic performance and the recommendations of teachers. Wis. Stats. § 118.33 (1)(f)</p>	
GR-2	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The local school district has a policy to waive graduation requirements in exceptional cases to suit the needs of a student. Wis. Admin Code, §§ PI 18.03, PI 18.04.</p> <p>Note: A district may decide to waive all but the core requirements.</p>	
GR-3	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>An alternative education program may be used as an option to meet credit requirements within the high school graduation policy. Wis. Stats. § 118.33 (1)(d).</p> <p>Note: Through an alternative education program, a student may demonstrate a level of proficiency in the designated subjects equivalent to that which would have been attained if he or she had satisfied the standard 13 credit requirements. An alternative education program could be used as an option under a local school board graduation policy to meet credit requirements for all students including students with disabilities. The student would still need to complete other board requirements as specified in policy.</p>	
GR-4	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>A student with a disability may meet the academic performance criterion in the district policy by meeting IEP goals. Wis. Stats. § 118.33 (2)(m).</p> <p>Note: A student with a disability may meet the academic performance criterion in district policy by meeting IEP goals based on model academic standards through the IEP process. For students with more severe impairments, alternate achievement standards may be used as extensions of the academic content standards for all students. The IEP process may identify goals and objectives or benchmarks for the student to complete content standard goals and meet criteria within the school board's graduation policy. Student performance on IEP goals and objectives may be used to meet the academic performance criteria in a school board's graduation policy. The IEP team and any other staff making decisions about academic performance must do so in the context of the district's graduation policy.</p>	
GR-5	<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The policy includes a statement of non-discrimination. <i>If not in policy, is there a non-discrimination policy that applies to all school policies?</i> Wis. Stats. § 118.13, Wis. Admin Code., § PI 9.03, Title IV of the Civil Rights Act (1964), Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973.</p> <p>Note: No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.</p>	