

GRADUATION REVIEW CHECKLIST

SPECIAL EDUCATION - GUIDANCE BRIEF



As students approach graduation, the IEP team should consider the following checklist of information, taken from a variety of sources, in final planning for graduation and successful transition to the post-school environment. This checklist is used as a guide for consideration and may include but is not limited to the following.

Student _____ Grade _____ Birthdate _____

Current Age _____ Projected Graduation Date _____ Date of this Review _____

Course of Study College Prep/Work Ready Core Curriculum

Confidential File Cumulative Records Transcripts IEP Transition Plans

OSTP/OAAP/ACT/SAT Scores Other _____

1. The student has received twelve years of education with no significant interruptions due to physical disability, acute/chronic illness, or other reason.

Number of years of public school education: _____

2. The student has made progress appropriate in light of their unique circumstances on their IEP.
3. The parent has been regularly informed of the child's progress.
4. The student is recognized on permanent records (transcript and IEP) as a twelfth-grade student during the graduation year.

For questions 5-8, the IEP Team may find it helpful to utilize the appropriate OSDE Graduation Checklist. [OSDE Graduation Checklist](#)

5. The student has earned a minimum of 23 credits.
Number of credits: _____
6. The student has met the Oklahoma State Testing Program requirements.
7. The student has participated in the Individual Career and Academic Planning (ICAP) process (for the Class of 2023 and later).
8. The student has met all other State and District requirements to be eligible to graduate from high school.
 - a. The student completed Personal Financial Literacy requirements.
 - b. The student completed CPR/AED requirements, if required.
 - c. The student took the US Naturalization test, if required.



9. The IEP Transition Plan meets the following Indicator 13 Checklist requirements.
- a. There are appropriate, measurable postsecondary goals in the areas of education/training, employment, and, where appropriate, independent living.
 - b. The student's postsecondary goals are updated annually.
 - c. The student has participated in age appropriate transition assessments annually and there is evidence that the measurable postsecondary goals are based on the results from the assessments.
 - d. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals.
 - e. The transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals.
 - f. There are annual IEP transition goals related to the student's transition services needs.
 - g. There is evidence that the student was invited to the IEP team meeting where transition services were discussed.
 - h. There is evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student if appropriate to the end of this sentence: There is evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student, if appropriate.

Notes and additional information:

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Oklahoma State Department of Education, Special Education Services (405) 521-3351 | <http://sde.ok.gov/sde/special-education>

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References

Oklahoma statute 70 O.S. § 1-114(A)

Under Oklahoma statute 70 O.S. § 1-114(A), “All children between the ages of five (5) years on or before September 1, and twenty-one (21) years on or before September 1, shall be entitled to attend school free of charge in the district in which they reside.”

This statutory language means that a student who has not graduated yet has the right to attend public school in their district of residence for free as long as they have not turned 22 on or before September 1 of the school year in question. The Oklahoma State Department of Education (OSDE) has consistently interpreted the statute establishing the right of all students to a free public education in Oklahoma to mean that if a student turns 22 after September 1, they may complete the full school year.

So under state law, Oklahoma students are entitled to a free public education until one of three conditions occurs:

1. The student completes graduation requirements and earns a standard diploma; or
2. The student turns 22 on or before September 1; or
3. The student turns 22 after September 1, and completes the school year during which they turned 22.

Oklahoma school-age residents who begin a school year at age 21 and turn 22 after September 1 are entitled to continue receiving education services for the rest of the school year. This applies to all students, both regular education and special education. Since no change is triggered to the instructional program and services received by a regular education student in Oklahoma who turns 22 after September 1, it would constitute disparate treatment to make changes to the instructional program and services received by a special education student who turns 22 after September 1.

In Oklahoma, state law governing the right to a free public education has the effect of extending IDEA obligations until the end of the school year for a student with disabilities who turns 22 after September 1.

Code of Federal Regulations

§300.101 Free appropriate public education (FAPE).

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

(3)(i) Children with disabilities who have graduated from high school with a regular high school diploma.

§300.102 Limitation—exception to FAPE for certain ages.

(ii) The exception in paragraph (a)(3)(i) of this section does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.

(iii) Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.



(iv) As used in paragraphs (a)(3)(i) through (iii) of this section, the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

§300.305 Additional requirements for evaluations and reevaluations.

(2) The evaluation described in paragraph (e)(1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

§300.43 Transition services.

(a) Transition services means a coordinated set of activities for a child with a disability that—

(1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.