

## How to Fill Out the Graduation Supplement

- The Graduation Supplement must be filled out starting in 8<sup>th</sup> grade and reviewed at every annual for any needed revisions.
- **Screen 89. Graduation Supplement 2008**
  - Input the anticipated date of graduation
  - Input the graduation code
    - 04 full time employment
    - 05 mastered specific employment skills
    - 06 access to services
    - 07 age out
    - Certificate of Attendance
    - Distinguished
    - Recommended
  - See table below to determine what sections of the supplement need to be filled out.

Graduation Codes	Graduation Options
04	C 2.a
05	C 2.b
06	C 2.c
07	A and D
18, 19, 20	A and B 2
24, 25, 26, 27, 28, 29	A and B 1

- The year the student entered ninth grade determines the graduation code for students receiving non-modified curriculum. See table below.

Graduation Options/Codes	Year Entering 9 <sup>th</sup> Grade
24 - Minimum	2004-2005, 2005-2006, 2006-2007
25 - Recommended	2004-2005, 2005-2006, 2006-2007
26 - Distinguished	2004-2005, 2005-2006, 2006-2007
27 - Minimum	2007-2008, 2008-2009, 2009-2010
28 - Recommended	2007-2008, 2008-2009, 2009-2010
29 - Distinguished	2007-2008, 2008-2009, 2009-2010

- **Screen 97. RII Summary of Performance 2008**
  - If section B2 is checked, click on the notepad and input performance requirements.
  - If section D is checked. Click on the arrow.
  - **EXPECTED GRADUATION/TERMINATION OF SERVICES**
    - Click “Yes” or “No” if the student’s eligibility terminates due to graduation with a regular high school diploma.
      - If “Yes”, input year and complete summaries.
    - Click “Yes” or “No” if the student’s eligibility terminates due to exceeding age eligibility.
      - If “Yes”, input year and complete summaries.

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- **ACADEMIC ACHIEVEMENT**
  - Click on the **Reading** notepad and summarize the student's basic reading, comprehension and reading speed—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Math** notepad and summarize the student's calculation skills, algebraic problem solving, quantitative reasoning—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Language** notepad and summarize the student's written expression, speaking and spelling—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Learning Skills** notepad and summarize the student's organization, class participation, time management, etc. —include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
- **COGNITIVE AREAS**
  - Click on the **General Ability and Problem solving** notepad and summarize the student's reasoning/processing—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Communication** notepad and summarize the student's speech/language, assisted communication—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
- **FUNCTIONAL PERFORMANCE**
  - Click on the **Social Skills and Behavior** notepad and summarizes the student's functional performance in interactions with adults/peers, responsiveness to services and accommodation, degree of involvement in extra-curricular activities, confidence, persistence as a learner—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Independent Living Skills** notepad and summarizes the student's functional performance in self-care, leisure skills, personal safety, transportation, banking, budgeting—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
  - Click on the **Environmental Access/Mobility** notepad and summarizes the student's functional performance in assistive technology, mobility, transportation—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.

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- Click on the **Self-Determination/Self-Advocacy Skills** notepad and summarizes the student's functional performance in ability to identify and articulate postsecondary goals, learning strengths and needs—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
- Click on the **Career-Vocational/Transition/Employment** notepad and summarizes the student's functional performance in career interests, career exploration, job training, employment experiences, supports—include any essential accommodations, assistive technology or modifications utilized in high school and why needed.
- Click on the **Other** notepad and summarizes the student's functional performance in an area that is not listed if needed.
- **POSTSECONDARY GOALS**
  - Click on the **Recommendations** notepad and list those needed to assist the student in meeting goals.
  - Click on the **Recommendations from Adult Service Agencies** notepad and list those needed to assist the student in meeting goals.
- **STUDENT or PARENT INPUT**
  - Click on each of the three notepads in this area and summarize/include responses to each question.
- Click on “**Save**”.
- Click on “**Return**”
- **PARTICIPATION IN GRADUATION CEREMONY (TO BE COMPLETED IN 4<sup>th</sup> YEAR OF HIGH SCHOOL)**
  - If the student is eligible to participate in the graduation ceremony after completing 4 years of High School with his/her cohort class and has **NOT** completed his/her IEP Goals and Objectives, then click on the box to the left of the statement.
  - Click on arrow for Student Progress; takes you to Screen 65. IEP Progress (Objectives)
    - Update all the goals and objectives
    - Click on “**Save**”
    - Click on “**Return**”
  - Input the date of completion of four years of High School
  - Input the anticipated completion of IEP Goals and Objectives and High School Diploma
  - Click on the box to the left of the statement “The Parent/Adult Student has been informed of the following: Given the opportunity to participate in the graduation ceremony; **the student will receive a certificate of attendance (not a diploma)** at the graduation ceremony.”
    - Click “**Yes**” or “**No**” as to whether the student will or will not participate in the graduation ceremony.
- Click on “**Save**”