# High School Completion Program

# FY20 Request to Graduate Form

All students must show readiness through assessments that demonstrate at least NRS 5 scores (secondary-level skills) in order to access this flexible pathway per HSCP policy. This prior approval request form must be submitted for students assessing below NRS 5 who have the goal to earn a High School diploma and have a Personalized Learning Plan (GEP) within the deadlines listed below. Note that if the student academically progresses to at least NRS 5 with instruction and services, a prior approval request is not required.

Deadlines:

* If it is anticipated that the student may require a special request in order to graduate at the end of the academic year (ending June 30th), all prior approval requests for graduation need to be submitted to the AOE before March 1st. Any requests received after March 1st will not be considered for the academic year. All students and schools will need to be informed. The AOE will respond to requests by March 31st.
* For all requests seeking graduation approval prior to the end of the academic year (i.e., not with a cohort), submit request at least 60 days prior to anticipated graduation date.

DataWorks ID #:

Student is (check one): [ ]  Enrolled in high school [ ]  Unenrolled in high school

Partnering high school:

Target graduation date:

Basic Skills Assessments:

| **Content area** | **Date of assessment** | **NRS level** | **Scale score** | **Assessment used (i.e., TABE D)** |
| --- | --- | --- | --- | --- |
| **Reading** |       |   |     |   |
| **Writing** |       |   |     |   |
| **Math** |       |   |     |   |

1. Did the student receive direct instructional services from qualified AEL staff?

[ ] Yes [ ] No

*If yes:*

* 1. How were those services designed to meet the student’s individual academic needs?
	2. What were the direct instructional services?
1. Were other needed services leveraged through one-stop and other partners, such as assistive technology, disability evaluations, (e.g., KBIT test) and employment services through VR?

[ ] Yes [ ] No

*If yes:*

What were they?

1. Is the amount of time that has elapsed, and the number of hours of instruction the student has received, reflective of their pace of learning in accordance with baseline assessments? (For further guidance regarding student pacing and recommended practice, please refer to the assessment policy.)

1. Has the student demonstrated academic progress through increases in NRS scores?

[ ] Yes [ ] No

1. Has the AEL provider conducted formative assessments and adjusted instruction to meet the student’s needs?

[ ] Yes [ ] No

*If yes:*

How many adjustments were made and what impact did they have? Provide specifics.

1. Can the AEL provider demonstrate that the student, family, and school understand the final assessment scores and their grade equivalency/proficiency?

[ ] Yes [ ] No

 *If yes,* ***please attach evidence.***

1. Has the school agreed and documented that the student has met the school’s published graduation requirements? (Please see Education Quality Standards 2120.8 Local Graduation Requirements.)

 [ ] Yes [ ] No

*If yes,* ***please attach documentation.***

1. Does the student understand they will lose access to a publicly-funded secondary school education once they receive a diploma? (Per 16 V.S.A. § 11 (a)(17)

[ ] Yes [ ] No

1. Have services been provided (by the school, AEL provider, VR or other qualified entity) to transition the student to employment and/or postsecondary after graduation?

[ ] Yes [ ] No

*If yes,* ***please attach documentation of transition services and plans.***

1. Was the PLP developed for this student appropriate based on the PBGRs and the goals of the student (e.g., sufficient supports and accommodations)?

[ ] Yes [ ] No

*If yes,* ***please attach PLP (GEP).***

1. Has the provider included extenuating documentation of significant/extreme circumstances or a current documentation of a disability?

[ ] Yes [ ] No

# Enrolled students - additional considerations for request to graduate students assessing with skills below NRS 5 (for full text and references see HSCP Policy Manual FY20):

Schools are required by law to provide a free and appropriate public education (FAPE) to all students. Vermont public schools are required to follow the Education Quality Standards “In order to carry out Vermont’s policy that all Vermont children will be afforded educational opportunities that are substantially equal in quality. . . ” 16 V.S.A. § 165 (a).

1. HSCP is a flexible pathway for students at risk of disengaging from their education. What is the circumstance causing this “disengagement”?
	1. Has reasonable accommodation been provided to the student by the school?

[ ] Yes [ ] No

1. Has the student and family been informed by the school of their rights under FAPE and if appropriate, under the IDEA?

[ ] Yes [ ] No

1. Did the AEL provider participate in IEP team meetings to determine appropriateness of HSCP, and to provide updates on student progress toward proficiency and ensure continuation of services, including transition services?

| Name of staff making request:       | Date:       |
| --- | --- |
| Contact email:       | Phone:       |

[ ] Yes [ ] No [ ] N/A

Please submit the completed form to Miranda Scott and Sharon Parker..