

Selecting the Highest, Most Appropriate Alabama High School Diploma Pathway

Student Name: _____ School Year: _____ Grade _____

This form is to be completed at the end of the eighth-grade school year, and reviewed annually, along with the student's four-year plan, updated transcript, and current transition information. Please check as all pathways are discussed.

___The IEP Team has considered the courses required for graduation on the **General Education pathway** with access to Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary Equivalent Courses leading to the *Alabama High School Diploma. The credits earned through the Alabama Courses of Study are designed to prepare students to be college and/or career ready.

*A "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);

___The IEP Team has considered the courses required for graduation on the **Essentials pathway**. This pathway is limited to a student with an Individualized Education Program (IEP). A student with an IEP who takes four or more Essentials core classes must complete all requirements of the pathway including the work component. This pathway is designed to allow a student to participate in career/competitive employment. Since the content of the Essentials courses is not fully aligned to the Alabama Courses of Study, this diploma will be accepted by most state community colleges, but may not be accepted by most four-year institutions, and will not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes.

___The IEP Team has considered the courses required for graduation on the **Alternate Achievement Standards pathway** for a student with the most significant cognitive disability. Since the content of the AAS courses is not fully aligned to the Alabama Courses of Study, this diploma will prepare a student for supported/competitive employment and postsecondary education for a student with an intellectual disability. (See information on the Alabama Postsecondary Alliance for Intellectual Disabilities - APAID).

Based on the discussion from the IEP meeting, I understand and agree that:

- The course requirements and outcomes for each pathway leading to the Alabama High School Diploma have been explained and discussed by the IEP Team. A credit earning checklist for the student's appropriate pathway has been completed (starting in grade 10).
- The IEP Team has considered all pathways, and aligned the student's postsecondary goals with the appropriate courses of study to determine the appropriate pathway leading to the Alabama High School Diploma.
- A student with a disability who has not earned the Alabama High School Diploma by completing the requirements of the General Education pathway is entitled to a *Free Appropriate Public Education (FAPE) until the age of 21. A student with a disability whose graduation will be *deferred may participate in the graduation activities and ceremony with their non-disabled peers.

The student will follow the _____ pathway as of this date.

Parent's Signature

Date

Student's Signature

Date

Case Manager's Signature

Date

Counselor's Signature

Date

*Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, that meets that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.

*Deferred graduation means a student with a disability who has not earned an Alabama High School Diploma through the general education pathway may participate in the graduation activities and ceremony and then continue to receive a Free Appropriate Public Education (FAPE) until age 21.