

Greater Albany SD 8J
Administrative Regulation

Code: **IKF-AR(5)**
Adopted: 2/22/10

Modified Diploma

Declaration of Intent

(For students entering 9th grade after July 1, 2007)

We have reviewed and understand the graduation requirements for the class of 20_____. After discussing all options, we agree that _____ meets the requirements for a Modified Diploma as described in Administrative Regulation IKF-AR(1). We understand the potential post high school restrictions connected to a Modified Diploma and we understand that a modified program will not meet all graduation requirements. In order to receive a standard high school diploma the student will need to complete all the classes required for a standard diploma as outlined in Administrative Regulation IKF-AR(1). Courses previously completed with modifications will need to be retaken in a standard format. If the decision to pursue a Modified Diploma is made less than two years before the student's anticipated exit from high school there must be a documented change in the student's history which makes a Modified Diploma an appropriate choice. A Modified Diploma will be awarded after completion of 24 units in the following areas:

English/Language Arts: 3.0

Mathematics: 2.0

Science: 2.0

Social Science: 2.0

Physical Education: 1.0

Health: 1.0

Second Languages/ The Arts/ Career and Technical Education: 1.0

Electives: 12.0

In addition to the above credits the student will complete an education plan and education profile and build a collection of evidence to demonstrate extended application of the standard and demonstrate proficiency in required Essential Skills¹.

¹For students on IEP or 504 Plans:

School districts and public charter schools may administer modified work samples or OAKS assessments consistent with the requirements of the student's IEP or 504 Plan. When modifying an OAKS assessment, the school district or public charter school must also ensure that the modifications are in compliance with section 4(d) of OAR 581-022-0610: Administration of State Tests. Modified OAKS assessments will remain invalid for purposes of school and district accountability.

For students who are not on an IEP or a 504 Plan:

School districts and public charter schools may only administer modifications to work samples that are consistent with the modifications the student has received during instruction. Students must have received those same modifications during instruction in the content area to be assessed and in the year in which the work sample is administered. These modifications must be approved in advance by the student's school team responsible for monitoring the student's progress. Students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.

Modifications, as described in OAR 581-022-0610, are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust

The student has been made aware of the option to earn credit for proficiency, and will be provided access to literacy instruction and substantial academic content until exiting from school.

This decision will be reviewed at least annually and the student and parent² or guardian may, at any time, request a meeting to determine whether the student is able to successfully return to a regular 24-credit diploma program. Such a change may require that the student attend high school beyond the usual four years (grades 9 through 12).

*Parent or Guardian/Date

*District Representative/Date

Student/Date

*Counselor/Date

*Building Administrator/Date

*Regular Education Teacher/Date

*Required Team Member

the administration of the assessment and / or the assessment's achievement standard.

²As used in this document, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005 (18).