

Iowa School for the Deaf Pathways to Regular Diploma

Starting with the current 2018, 9th grade cohort, a regular high school diploma **may not be** awarded based on IEP goal attainment alone. Awarding a Regular High School Diploma at graduation to students with special education services must be based on either:

Standard 4-3-3-3 Special Education with Accommodations to Regular Diploma	Multiple Pathway Modifications of 4-3-3-3 to Regular Diploma	Certificate of Completion
<p>4 Years of English 3 Years of Math 3 Years of Science 3 Years of Social Studies <u>In addition:</u> 2 Credit Fine Arts 4 Credits PE 1 Credits Health 2 Credits Life Skills (personal finance, net etiquette) 4 Credits ASL 5 Credits Vocational Ed</p> <p>it is the expectation that the majority of special education students will be able to meet the 4-3-3-3 requirements when: (1) Taught by a licensed teacher (2) Specially designed instruction is provided (3) Accommodations are appropriate and implement consistently.</p> <p>It is the IEP team’s responsibility, beginning in 8th grade, to develop a pathway to 4-3-3-3 that meets each students unique needs and results in a regular high school diploma.</p>	<p>Multiple Pathways may allow changes to the 4-3-3-3 core area courses</p> <p><i>Changes to Course Requirements:</i> Allow alterations to the requirements such as proficiency levels, genre, and demonstration of knowledge</p> <p><i>Changes to Course Standards:</i> Allow the identification of foundational standards or standards relevant to a student’s post-secondary expectations</p> <p><i>Change the Number of Standards:</i> Allow a reduction in the number of standards in one or more courses</p> <p><i>Changes for Students identified for Alternate Assessment:</i> Allow access to standards through the Essential Elements or aligned standards that help the students focus on meaningful, personally relevant, functional skills but still meet 4-3-3-3</p>	<p>Certificates will be offered to students who do not meet 4-3-3-3</p> <p>Official Certificate of Attendance/Completion</p> <p>Alternative Documents</p> <p>Students not receiving a Regular Diploma remain eligible for FAPE until age 21</p> <p>Awarded to: Students with Disabilities</p>

Meeting the Regent University required Admission Index score – core courses that have been **modified** do not count as eligible for the RAI score.

Specific Questions for IEP Teams

1. Are the required standards and criteria for each course in ISD's course pathways (English, math, social studies, and science), a reasonable expectation without alterations?
2. If the answer is no, what type of alteration is needed?
3. If modifications are needed, what modifications support the student's Post-Secondary Plan & align to required courses, standards and criteria?
4. If modifications are needed, how will progress be reported?
5. Does ISD support a regular diploma with the alterations identified by the IEP Team?
6. If ISD does not support a regular diploma, is the student continuing to receive services?

Multiple Pathway Modifications of 4-3-3-3 to Regular Diploma

Changes to the 4-3-3-3 core area courses:

Example for math, Iowa State requires for core to start with Algebra 1, Geometry and then Algebra 2. If these core courses are not on a student's transcript or if a student can't independently demonstrate these skills on placement tests or workplace tests then the IEP team may decide to back up and do pre-algebra to target SDI to gain math computation and comprehension skills.

Changes to Course Requirements:

All alterations to the requirements such as proficiency levels, genre, and demonstration of knowledge (i.e. highly modified curriculum and/or Transition Algebra instead of Algebra 1)

Changes to Course Standards:

Allow the identification of foundational standards or standards relevant to a student's post-secondary expectations (i.e. selecting standards that are work bound related)

Change the Number of Standards:

Allow a reduction in the number of standards in one or more courses

Changes for Students Identified for Alternative Assessment:

Allow access to standards through the Essential Elements or aligned standards that help the students focus on meaningful, personally relevant, functional skills (i.e. students required to take core 4-3-3-3 classes with the core teacher or with special education teacher but must be in collaboration with the core teacher)