

SENIOR PROJECT

ACCOMMODATIONS
&
MODIFICATIONS

Table of Contents

Tab 23 Senior Project Accommodations / Modifications

- Senior Project Accommodation Report.....23-1

SENIOR PROJECT ACCOMMODATION REPORT

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I. DESERT WINDS/PHOENIX HIGH SCHOOLS

Desert Winds High School and Phoenix High School will follow the guidelines for the Senior Project allowing for continuity between the comprehensive high schools and the Alternative Education Program.

Specific Accommodations:

1. Senior Boards will be held quarterly – September, December, March, May/June.
2. Enroll in Senior Seminar Class and begin project when a student earns 170 credits or becomes a 4th year student. (A senior transferring to an alternative program from a comprehensive high school, having already been enrolled in a senior project class, will continue that class in the alternative program)
3. Senior Seminar class will be a single subject class at each Desert Winds site and Phoenix High Schools.

1 st Semester	1 class – a.m. 1 class – p.m.
2 nd Semester	2 classes – a.m. 2 classes – p.m.
4. By the time a student completes 200 credits, the student will meet with the Senior Project Coordinator to finalize his/her time line and set a senior oral boards appointment for the following quarter.
5. When a student transfers to an alternative program from a comprehensive high school, he/she will also meet with the Senior Project Coordinator, to review the student's progress towards meeting the Senior Seminar class requirements.

II. INTERNATIONAL BACCALAUREATE

Students in International Baccalaureate will follow the International Baccalaureate guides for the written document. Senior Boards will include International Baccalaureate teachers and community representatives. The CAS Program (Creative Action Service) is the project, extended essay is the paper, oral presentation is on the paper.

For IB students who are enrolled in the Theory of Knowledge class, the TOK class will substitute for the Senior Seminar class.

III. ALTERNATIVE LEARNING CENTERS – INDEPENDENT STUDY

Independent Study/Alternative Learning Centers will follow the same comprehensive guidelines for the Senior Project ensuring continuity between the comprehensive high schools and the Independent Study Program except for the following specific accommodations:

1. Senior Boards will be held quarterly – September, December, March, May/June. I.S. students will be given Senior Boards in the Independent Study Centers. Seniors will also have the option of taking their Senior Boards on the comprehensive campus if they so choose.
2. The student will enroll in Senior Seminar Class and begin the class/project when s/he has earned 170 credits or becomes a 4th year student. (A senior transferring to an alternative program from a comprehensive high school, having already been enrolled in a senior project class, will continue that class in the alternative program)
3. The Senior Project Coordinator at each site will also assist the I.S. Senior Seminar teachers in the facilitation of the Senior Seminar curriculum.

IV. IDEA (Individuals with Disabilities Education Act)

Each individual special education team (RSP, SDC, ED, TMH, TMR, SDD) will determine whether the student is required to complete the senior project or will decide what modifications and accommodations will be used so the student can complete the project and earn a diploma. If the IEP team decides not to require the senior project, the student will only be eligible to receive the Certificate of Completion providing all the other requirements are met for that certificate. A special education teacher will be asked to sit on the boards of special education students.

A Senior Seminar class may be taught within the SDC program. RSP students may be mainstreamed into regular sections of the Senior Seminar class unless otherwise stated in the IEP. All special education students will be accommodated through the IEP process. Students qualifying under 504 will receive appropriate accommodations and modification.

The following are examples of special education accommodations/modifications:

1. RSP (Resource)
 - a. 3-6 pages with 3-5 sources
 - b. 10-15 hours of working on the project
 - c. 5-9 minute oral presentation with questions from the panel
2. SDC (Special Day) or ED
 - a. 2-4 pages with 2-4 sources
 - b. 8-12 hours working on the project
 - c. 4-7 minutes oral presentation with questions from the panel

Due to the numerous types of special education and 504 accommodations/modifications, exceptions to these guidelines may be made according to the student's IEP or 504 plan. Every senior is required to complete all four components of the senior project to receive a diploma.

3. IS Special Education Students

170 credits are required before entering the senior seminar class. All accommodations/modifications for I.S. Special Education students apply. (A senior transferring to an alternative program from a comprehensive high school, having already been enrolled in a senior project class will continue that class in the alternative program)

V. ELL

The following are some of the considerations that should be made for students designated as English Language Learners (ELL). The Antelope Valley Union High School District (AVUHSD) offers three English Language Learner (ELL) levels: Beginning, Intermediate, and Advanced. Accommodations will be suggested for students enrolled in ELL classes based on approved board policy.

SENIOR SEMINAR: Students should be provided with a Senior Seminar class designated Specially Designed Academic Instruction in English (SDAIE) whenever possible, otherwise, clustering students in various sections of senior seminar with ELL aide support is also an option.

PAPER: Students in ELD should be able to type 4-5 pages on a topic of their choice. It should be understood that the paper might not be equivalent to that of a native English speaker. It is recommended that an EL teacher serve on the reading committee.

PROJECT: English Learners should be able to meet this requirement with appropriate support.

PRESENTATION: English Learners should be able to meet this requirement with the following modifications:

Oral presentation: 5-10 minutes

Question/Answer: 3-5 minutes