

Newberg School District 29J

Code: **IKF**
Adopted: 5/8/00
Readopted: 9/24/07, 3/09/09; 5/09/11

Graduation Requirements

The Board shall establish graduation requirements for the awarding of a high school diploma, modified diploma, extended diploma, honors diploma and alternative certificate that meet or exceed state requirements.

Graduation requirements are determined by the year a student enters grade 9. Students who take longer than four years to complete graduation requirements shall be held to the requirements that were in place when the student entered 9th grade.

Students who leave school and return at a later date shall be held to the graduation requirements that were in place when the student entered the ninth grade.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-1131.

A Newberg High School diploma will be awarded to a student who has completed the following requirements:

1. 12 school years beginning with grade one, except when the district's policies provide for early or delayed completion of all district and state graduation requirements.

The district shall award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian or by the student if the student is eighteen (18) years of age or older or emancipated.

2. Successful completion of individual course requirements.

3. Completion of 26 units of credit in the following areas:

Area of Study	Students first enrolled in grade nine during the 2008-09 school year. Graduates of 2012	Students first enrolled in grade nine during the 2009-10 school year. Graduates of 2013	Students first enrolled in grade nine during the 2010-11 school year or first enrolled in grade nine in any subsequent years. Graduates of 2014 and beyond
English/Language Arts	4.0 Credits Includes reading, writing, speaking, listening, literature with emphasis on expository writing each year for four years. (Shall include the equivalent of one credit in written composition).	4.0 Credits Includes reading, writing, speaking, listening, literature with emphasis on expository writing each year for four years. (Shall include the equivalent of one credit in written composition).	4.0 Credits Includes reading, writing, speaking, listening, literature with emphasis on expository writing each year for four years. (Shall include the equivalent of one credit in written composition).
Mathematics	3.0 Credits Includes 1.0 credit in Algebra 1 and a minimum of geometry with statistics	3.0 Credits All at Algebra 1 and above and any other advanced mathematics courses accepted for admission to the Oregon University System.	3.0 Credits All at Algebra 1 and above and any other advanced mathematics courses accepted for admission to the Oregon University System
Science	3.0 Credits Includes physical science and life science and scientific inquiry (two with lab experiences). Lab experiences may take place outside of the classroom, such as field-based investigations.	3.0 Credits Includes physical science and life science and scientific inquiry (two with lab experiences). Lab experiences may take place outside of the classroom, such as field-based investigations.	3.0 Credits Includes physical science and life science and scientific inquiry (two with lab experiences). Lab experiences may take place outside of the classroom, such as field-based investigations.
Social Science	3.0 Credits	3.0 Credits	3.0 Credits
Physical Education	1.0 Credit	1.0 Credit	1.0 Credit
Health Education	1.0 Credit	1.0 Credit	1.0 Credit
Second Language The Arts Career Technical Education	3.0 Credits Includes minimum of 1.0 credit in Second Language and 1.0 credit in The Arts or Career Technical Education. The third credit may be in Second Language, The Arts or Career Technical Education or any combination thereof. American Sign Language shall qualify as a second language requirement). Proficiency in the student's primary language and English shall qualify for the second language requirement.	3.0 Credits Includes 2.0 credits in Second Language with proficiency in a Second Language at the level of second-year high school language course in the same language and 1.0 credit in The Arts or Career Technical Education. Proficiency in American Sign Language (two years) shall qualify as a second language requirement). Proficiency in the student's primary language and English shall qualify for the second language requirement.	3.0 Credits Includes 2.0 credits in Second Language with proficiency in a Second Language at the level of second-year high school language course in the same language and 1.0 credit in The Arts or Career Technical Education. Proficiency in American Sign Language (two years) shall qualify as a second language requirement). Proficiency in the student's primary language and English shall qualify for the second language requirement.
Electives	8.0 Credits	8.0 Credits	8.0 Credits
Total	26.0 Credits	26.0 Credits	26.0 Credits

Proficiency of Essential Skills			
Read and comprehend a variety of texts	Meet or exceed OSA score of 236 or meet through alternate pathway.	Meet or exceed OSA score of 236 or meet through alternate pathway.	Meet or exceed OSA score of 236 or meet through alternate pathway.
Write clearly and accurately	Not Required	Meet or exceed OSA composite score of 40 or meet through alternate pathway.	Meet or exceed OSA composite score of 40 or meet through alternate pathway.
Apply mathematics in a variety of settings	Not Required	Not Required	Meet or exceed OSA score of 236 or meet through alternate pathway.
Career Related Learning Experiences	Structured learning experiences in the community, workplace, or in school that connect academic content and essential skills to real life applications. Career-related learning experiences include, but are not limited to: workplace mentoring, workplace simulations, school-based enterprises, structured work experiences, cooperative work and study programs, on-the-job training, apprenticeship programs, service learning, and field based investigations.		
Career Related Learning Standards	Students shall demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations and career development. Note: The Career Related Learning Standards merge with the Essential Skills in 2012.		
Extended Application	Students shall build a collection of evidence, or include evidence from existing collections to demonstrate extended application, e.g., Senior Project, Capstone Project, Internship etc.)		
Education Plan and Profile	<p>Required components of the Education Plan: Students will (a) Identify personal and career interests; (b) Identify tentative educational and career goals and post-high school next steps (i.e., college, work, military, apprenticeship, other); (c) Set goals to prepare for transitions to post-high school next steps; and, (d) Design, monitor and adjust a course of study that meets the interests and goals of the student.</p> <p>Required components of the Education Profile: Students will (a) Monitor progress and achievement toward standards including: content standards, career related learning standards/essential skills, extended application, other as appropriate such as industry-based standards; (b) Document personal accomplishments as determined by the student; and, (c) Review progress and achievement at least annually.</p>		

Demonstration of Essential Skills in Mathematics for English Language Learners

The district shall allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Apply Mathematics in a variety of settings, in the student's language of origin for those students who by the end of their eleventh grade year are:

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

Demonstration of Essential Skills in English/Language Arts and Writing for English Language Learners

The district shall allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills of Read and Comprehend a Variety of Texts and Write Clearly and Accurately in the student's language of origin for those students who by the end of the student's eleventh grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;

3. Have been enrolled in a U.S. school for five (5) years or less;
4. Receives at least a Level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

The district shall develop procedures to provide assessment options as described in the Test Administration Manual, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district shall establish follow Board Policy KL/JFH and Administrative Regulations KL/JFH-AR - Complaint Procedure in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement.

The district recognizes that education goals and experiences may be obtained through diverse instructional approaches. Students may petition for credit from optional programs and experiences as determined in procedures.

The Board directs the superintendent to develop administrative regulations as needed necessary to implement this policy.

Other District Responsibilities

The district shall ensure that students have onsite access to the appropriate resources to achieve a diploma, modified diploma, extended diploma or alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma if the sole reason for denial is:

1. A documented history of inability to maintain grade level achievement due to significant learning and instructional barriers;
2. A medical condition that creates a barrier to achievements; or
3. One or more criteria that are described in ORS 329.451.

The district may award a modified diploma or extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma or alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, extended diploma or alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, extended diploma or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent shall be forwarded to the district superintendent, who shall annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five, the district shall annually provide information on the availability of a modified diploma, an extended diploma, and an alternative certificate and the requirement for the diplomas and certificate to the parents or guardians of a student taking an alternate assessment.

A student who receives a modified diploma, extended diploma or alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, extended diploma or alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

The district shall award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program ("IEP") completes high school, the district shall give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education ("FAPE") until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents shall be notified of graduation and diploma requirements.

The district shall review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district shall issue a high school diploma, upon request, to a person who served in the Armed Forces¹, as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

END OF POLICY

Legal Reference(s):

[ORS 329.035](#)
[ORS 329.095](#)
[ORS 329.451](#)
[ORS 332.107](#)

[ORS 332.114](#)
[ORS 343.295](#)

[OAR 581-021-0071](#)

[OAR 581-022-1110](#)
[OAR 581-022-1130](#)
[OAR 581-022-1210](#)
[OAR 581-022-1350](#)

Cross Reference(s):

IKFA - Early Graduation

¹ The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.