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## **Graduation Requirements\*\***

The board has established graduation requirements for achievement of a standard high school diploma which meet or exceed state standards. The board has also established minimum credit requirements for the achievement of the honors, modified, and extended diplomas. Additionally, an alternative certificate is available. In order to earn a standard high school diploma, students must complete a minimum of 24 credits. In order to earn an honors diploma, students must complete a minimum of 27 credits, maintain a grade point average (GPA) of 3.50 through eight semesters and pass all of the following state assessments: reading, writing, mathematics and science.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school<sup>2</sup>.

### **Honors Diploma**

Students pursuing a high school diploma in the district will have the option to earn an honors diploma. In order to qualify for the honors diploma, in addition to meeting the district's standard diploma requirements, students will be required to:

1. Pass all of the following state assessments: science, mathematics, reading and writing.

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<sup>1</sup>As defined in ORS 30.297.

<sup>2</sup>For a diploma awarded on or after January 1, 2018.

2. Maintain an cumulative, unweighted grade point average of 3.50 for all high school coursework through eight semesters.
3. Complete all graded courses on a letter grade scale (when available).
4. Complete 27 high school credits.
5. Earn four credits in advanced courses (those courses with the opportunity to earn college credit) during the junior and senior years.
6. Two of the World Language, CTE and Arts credits must be sequential.

## **Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of English (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination)<sup>3</sup>.

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 Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence;
4. Participate in career-related learning experiences.

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<sup>3</sup>Two of the World Language, CTE and Arts credits must be sequential.

## **Modified Diploma**

A modified diploma shall be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated an inability to meet the full set of academic standards even with reasonable modifications and accommodations.

To receive a modified diploma, a student must earn 24 units of credit between grade 9 and the end of their high school career. A student shall be eligible for a modified diploma under the following circumstances:

1. They have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student; or
2. They have a documented history of a medical condition that creates a barrier to achievement. (OAR 581-022-2010)

Per OAR 581-022-2010, a student pursuing a modified diploma:

1. May earn units of credit through regular education, with or without accommodations or modifications, and through modified courses.
2. Will have the option to earn credit for demonstrating proficiency.
3. Shall have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

The district shall grant credit toward a modified diploma only for courses that contain substantial academic content. The district will grant credit for a modified diploma through a continuum of instruction beginning at the level of basic skills and progressing through higher level skills. The district shall award a modified diploma under OAR 581-022-2010 if all requirements are met. Completion of one or more modified courses shall not prohibit a student from earning a standard diploma.

The district shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic or knowledge and skill development.

A modified diploma may be awarded to a student only upon the consent of the parent or guardian. The district must receive the consent in writing during the school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's parents or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

## **Additional Requirements for a Modified Diploma**

The district requires every student, including those pursuing a modified diploma, to:

1. Develop an education plan and build an education profile (as provided under OAR 581-022-2000).

2. Be aware of the option to earn credit for proficiency.
3. Build a collection of evidence (or include evidence in an existing collection) to demonstrate extended application of the standards (as defined in OAR 581-022-0102).

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diplomas decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

The district shall inform the student and/or parent or guardian if the courses in grades 9-12 have been modified for an individual student.

The district shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma, but do count toward a modified diploma.

The district shall allow each student receiving a modified diploma to participate in the Reynolds High School graduation ceremony with the members of their class who are receiving a regular high school diploma.

Ineligibility for a modified diploma shall result if the student meets any of the following criteria according to OAR 581-022-2010:

1. The student is currently engaging in the use of illegal drugs, and the significant learning and instructional barriers are a result of this drug use.
2. The student is currently engaging in illegal use of alcohol, and the significant learning and instructional barriers are a result of this alcohol use, regardless of whether the student is disabled under Section 504 on the basis of alcoholism.

The district may choose to grant eligibility for a modified diploma for a student who has engaged in such activities as described in (a) and (b) above, provided the student is no longer engaged in the illegal use of drugs or alcohol and has:

1. Successfully completed a supervised drug or alcohol rehabilitation program; or
2. Has been rehabilitated successfully; or
3. Is participating in a supervised rehabilitation program.

### **Extended Diploma**

An extended diploma shall be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a standard diploma with reasonable modifications and accommodations. An extended diploma may be awarded to a student only upon the consent of the parent or guardian. The district must receive the consent in writing during the

school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's parents or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

The district will provide an extended diploma per OAR 581-022-2015. The following are the minimal requirements for the Oregon Extended Diploma:

1. While in grade nine through completion of high school, complete 12 credit requirements, which may include more than six credits in a self-contained special education classroom, as listed below:
  - a. Two credits of mathematics;
  - b. Two credits of English;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics or civics;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. One credit of the arts or a world language.

2. Eligibility:

Demonstrate the inability to meet the full set of academic content standards of a regular or modified diploma even with reasonable accommodations and modifications and:

- a. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- b. Have a documented history of a medical condition that creates a barrier to achievement; and
- c. Participate in an alternate assessment (Extended Assessment or Scaffolded Administration of the Extended Assessment) no later than grade six and lasting for two or more assessment cycles (years); or
- d. Have a serious illness or injury that occurs after grade eight, which changes the student's ability to participate in grade level activities that results in the student participating in alternate assessments.

Beginning in grade five when in a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

**Essential Skills Assessments for English Language Learner (ELL) Students as per OAR 581-022-2120**

**Apply Mathematics**

Consistent with OAR 581-022-2115, the district will allow, to the extent that the district can reasonably access Essential Skills assessments and provide qualified raters and translators in the student's native language, ELL students to demonstrate proficiency in the Essential Skill of "Apply mathematics in a variety of settings" in the students' language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and

2. Are unable to demonstrate proficiency in the Essential Skills in English.

### **Essential Skills other than Apply Mathematics**

Consistent with OAR 581-022-2115, the district will allow, to the extent that the district can reasonably access Essential Skills assessments and provide qualified raters and translators in the student's native language, ELL students to demonstrate proficiency in Essential Skills other than "Apply Mathematics in a variety of settings" in the students' language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English; and
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using an English language proficiency assessment option that is approved by the State Board of Education. The Oregon Department of Education (ODE) will issue final notice of the State Board of Education's adoption of English language proficiency assessment options by March 1 of each year as an addendum to the *Essential Skills and Local Performance Assessment Manual*.

The district will develop procedures to provide assessment options as required in OAR 581-022-2120, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures and materials to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills work samples will need to be kept on file if the work sample did not meet the standard in case of an appeal. Papers that did not meet the standard should be stored until the student reaches the age of 25. Papers that meet the standard should be kept for one year.

### **Alternative Certificate**

The district shall award an alternative certificate to students who have not met the requirements for a standard diploma, a modified diploma or an extended diploma, but have met district requirements. Alternative certificates will be awarded based on individual student's needs and achievement. Students who fulfill these requirements shall be awarded an alternative certificate and be allowed to participate in graduation ceremonies with their graduating class (OAR 581-022-2020).

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to parents or guardians of the student, information about the availability and requirements of an alternative certificate.

### **Assessments**

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out

of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form<sup>4</sup> and submitting the form to the district.

### **Work Samples**

The district shall be in compliance with all Oregon Department of Education Local Performance Assessments.

Required Local Performance Assessments constitute at least one classroom work sample in each of the following areas: writing, speaking, math and science inquiry.

Work samples may also be applied toward Essential Skills requirements for the high school diploma in the areas of writing, speaking, math and reading. The high school will determine the schedule of opportunities and type of classroom work samples to be applied toward essential skill graduation requirements, and maintain accurate records of accomplishment.

### **Valedictorian**

The district shall award the title of valedictorian to the graduating senior with the highest accumulative, weighted, grade point average and the title of salutatorian to the student who has earned the second highest accumulative, weighted GPA of their graduating class.

In addition to weighted GPA, the student who is eligible for valedictorian or salutatorian must meet the following requirements:

1. Earn an Reynolds High School Honors Diploma;
2. Earn at least a 4.0 accumulative, weighted grade point average;
3. Earn at least six credits each semester his or her senior year;
4. Actively participate in at least one cocurricular activity each year of high school (e.g., activities/clubs, community/leadership, athletics, fine/performing arts); and
5. Demonstrate exemplary behavior and school/community citizenship.

### **Student-Initiated Test Impropriety**

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

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<sup>4</sup>[www.ode.state.or.us](http://www.ode.state.or.us); or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

## **Diploma for U.S. Armed Forces**

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces<sup>5</sup> and was discharged or released under honorable conditions.

## **Other District Responsibilities**

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an 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 will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives an extended diploma or an 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 are required to be provided to students who are attending a public high school, as determined by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.<sup>6</sup>

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<sup>5</sup>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.

<sup>6</sup>A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

The district will 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 IEP completes high school, the district will 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 will be notified by grade five of graduation and diploma requirements.

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

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 329.045</a>	<a href="#">ORS 343.295</a>	<a href="#">OAR 581-022-2020</a>
<a href="#">ORS 329.451</a>		<a href="#">OAR 581-022-2025</a>
<a href="#">ORS 329.479</a>	<a href="#">OAR 581-022-1910</a>	<a href="#">OAR 581-022-2030</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 581-022-2000</a>	<a href="#">OAR 581-022-2115</a>
<a href="#">ORS 332.114</a>	<a href="#">OAR 581-022-2010</a>	<a href="#">OAR 581-022-2120</a>
<a href="#">ORS 339.115</a>	<a href="#">OAR 581-022-2015</a>	<a href="#">OAR 581-022-2505</a>
<a href="#">ORS 339.505</a>		

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION (2017-18).

*Essential Skills and Local Performance Assessment Manual*, published by the OREGON DEPARTMENT OF EDUCATION (JANUARY 22, 2018).

**Cross Reference(s):**

IKFA - Early Graduation