

# Oregon Graduation Options

**Each student demonstrates the knowledge and skills necessary to transition successfully to his or her next steps: advanced learning, work and citizenship. The Oregon Department of Education has high expectations for all kids, including students with disabilities, to reach their greatest potential. Every student who can possibly meet the requirements will be encouraged to graduate with an Oregon diploma.**

	<b>Oregon Diploma</b>	<b>Modified Diploma</b>	<b>Extended Diploma</b>	<b>Alternative Certificate</b>
<b>Effective Date</b>	Class of 2012	July 1, 2009	July 1, 2009	July 1, 2009
<b>Criteria</b>	All Students who have demonstrated the ability to meet the full set of academic content standards.	Students who have demonstrated the <u>inability</u> to meet the full set of academic content standards even with reasonable accommodations but who fulfill all state requirements and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies: <ul style="list-style-type: none"> <li>▪ Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student; or</li> <li>▪ A documented history of a medical condition that creates a barrier to achievement.</li> </ul>	Students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations: <ul style="list-style-type: none"> <li>▪ Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; <u>or</u></li> <li>▪ Have a documented history of a medical condition that creates a barrier to achievement; <u>and</u></li> <li>▪ Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; <u>or</u></li> <li>▪ Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.</li> </ul>	A student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma. <ul style="list-style-type: none"> <li>▪ Student must meet requirements established by the board of the school district;</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>▪ Student must meet requirements established by the board of the public charter school and approved by the sponsor of the charter school.</li> </ul>
<b>Eligible Populations</b>	<b>All Kids:</b> Regular Education Students Special Education Students Students on a Section 504	<b>All Kids:</b> Regular Education Students Special Education Students Students on a Section 504	<b>Only</b> Special Education Students	<b>All Kids:</b> Regular Education Students Special Education Students Students on a Section 504
<b>Credits</b>	24 credits— <ul style="list-style-type: none"> <li>▪ Under regular conditions with or without accommodations</li> <li>▪ Credit by proficiency</li> </ul>	24 credits <ul style="list-style-type: none"> <li>▪ Under regular conditions with or without accommodations</li> <li>▪ Under modified conditions</li> <li>▪ Credit by proficiency</li> </ul>	12 credits <ul style="list-style-type: none"> <li>▪ No more than 6 credits earned in a self-contained special education classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Credits determined by School District;</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>▪ Credits determined by the Public Charter School and approved by the sponsor of the charter school.</li> </ul>
<b>Essential Skills</b>	Beginning in 2012, students must demonstrate proficiency in the following Essential Skills with or without accommodations: <ul style="list-style-type: none"> <li>▪ Read and comprehend a variety of text (beginning 2012);</li> <li>▪ Write clearly and accurately; (beginning 2013); and,</li> <li>▪ Apply mathematics in a variety of settings (beginning 2014).</li> </ul>	Beginning in 2012, students must demonstrate proficiency in the following Essential Skills with or without accommodations: <ul style="list-style-type: none"> <li>▪ Read and comprehend a variety of text (beginning 2012);</li> <li>▪ Write clearly and accurately; (beginning 2013); and,</li> <li>▪ Apply mathematics in a variety of settings (beginning 2014).</li> </ul>	Exempt	Exempt

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	Oregon Diploma	Modified Diploma	Extended Diploma	Alternative Certificate
		<p>Districts may make modifications to the assessments for students who seek a modified diploma when the following conditions are met:</p> <p>A. <u>For students on IEPs</u>, any modifications to Work samples must be consistent with the requirements established in the IEP and any modifications to statewide assessments must be consistent with OAR 581-022-0610 section 4(d).</p> <p>B. <u>For students not on IEPs</u>, any modifications to Work samples must have been provided to the students during their instruction in the content area to be assessed; and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.</p>		
<b>Personalized Learning Requirements</b>	<p><u>Education Plan and Profile</u></p> <ul style="list-style-type: none"> <li>▪ Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.</li> </ul> <p><u>Career-Related Learning Experiences</u></p> <ul style="list-style-type: none"> <li>▪ Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.</li> </ul> <p><u>Extended Application</u></p> <ul style="list-style-type: none"> <li>▪ Students apply and extend their knowledge in new and complex situations related to the student's personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.</li> </ul> <p><u>Career-Related Learning Standards</u></p> <ul style="list-style-type: none"> <li>▪ Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development.</li> </ul> <p>*CRLS will merge with the Essential Skills beginning in 2012</p>	<p><u>Education Plan and Profile</u></p> <ul style="list-style-type: none"> <li>▪ Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.</li> </ul> <p><u>Career-Related Learning Experiences</u></p> <ul style="list-style-type: none"> <li>▪ Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.</li> </ul> <p><u>Extended Application</u></p> <ul style="list-style-type: none"> <li>▪ Students apply and extend their knowledge in new and complex situations related to the student's personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.</li> </ul> <p><u>Career-Related Learning Standards</u></p> <ul style="list-style-type: none"> <li>▪ Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development.</li> </ul> <p>*CRLS will merge with the Essential Skills beginning in 2012</p>	Exempt	Exempt