

## ***A Comparison of Diploma Options in Oregon, 2009-2010***

### **Oregon Diploma**

To earn an Oregon diploma, students will need to complete the Minimal Requirements for the Oregon Regular Diploma:

1. **CREDIT**

Successfully complete the credit requirements listed in the table below.

2. **ESSENTIAL SKILLS**

Demonstrate proficiency in the essential skills needed for success in college, the workplace, and civic life. These process skills enable students to learn content and apply their knowledge across disciplines. These are not new or additional skills; they are embedded in existing content standards, already being taught in Oregon schools.

- read,
- write,
- speak/listen,
- use technology,
- personal management & teamwork,
- think critically and analytically,
- apply math,
- civic & community engagement,
- global literacy

3. Meet the **PERSONALIZED LEARNING REQUIREMENTS**

- **Education Plan and Profile**--Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences**--Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application**--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.
- **\*Career-Related Learning Standards**--Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development. (CRLS will merge with the Essential Skills beginning in 2012)

### **Modified Diploma**

To earn a modified diploma, students will need to complete the Minimal Requirements for the Oregon Modified Diploma

1. **CREDIT**

Successfully complete 24 credit requirements as listed in the table below.

2. **ELIGIBILITY**

Demonstrate the inability to meet the full set of academic content standards even with reasonable accommodations 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.

3. **ESSENTIAL SKILLS**

Demonstrate proficiency in the essential skills needed for success in college, the workplace, and civic life. These process skills enable students to learn content and apply their knowledge across disciplines. These are not new or additional skills; they are embedded in existing content standards, already being taught in Oregon schools.

- read,
- write,
- speak/listen,
- use technology,
- personal management & teamwork,
- think critically and analytically,
- apply math,
- civic & community engagement,
- global literacy

4. Meet the **PERSONALIZED LEARNING REQUIREMENTS**

- **Education Plan and Profile**--Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences**--Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application**--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.
- **Career-Related Learning Standards**--Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations and career development. (CRLS will merge with the Essential Skills beginning in 2012).

### **Extended Diploma**

To earn an extended diploma, students will need to complete the Minimal Requirements for the Oregon Extended Diploma:

1. **CREDIT**

Successfully complete 12 credit requirements as listed in the table below.

2. **ELIGIBILITY**

Demonstrate the inability to meet the full set of academic content standards even with reasonable accommodations 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.
- c. Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
- d. 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

### Credit Requirements Diplomas in Oregon

Credits by Subject	Graduating Class of 2009	Graduating Class of 2010 (11 <sup>th</sup> Graders in 2008-09)	Graduating Class of 2012 (9 <sup>th</sup> Graders in 2008-09)	Graduating Class of 2014 (7 <sup>th</sup> Graders in 2008-09)	Modified Diploma	Extended Diploma
English/Language Arts	3	4	4	4	3	2
Mathematics	2	3	3	3 – Algebra I & above*	2	2
Science	2	2	3 – Scientific Inquiry & Lab Experiences*^	3	2	2
Social Sciences	3	3	3	3	2	3
Physical Education	1	1	1	1		
Health	1	1	1	1	1	1
Second Languages						
The Arts						
Career and Technical Ed	1	1	3	3	1	1
Electives	9	9	6	6	12	0
<b>TOTAL CREDITS</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>12</b>

\* Applied and integrated courses aligned to standards can meet credit requirements

^ Lab experiences (2 credits) can take place outside of the school in field-based experiences

### Limitations and Opportunities

- Four-year colleges and universities
  - **Oregon Diploma:** Students who receive an Oregon diploma are qualified to apply to four-year colleges and universities. They must also complete all entrance criteria required by the particular college or university.
  - **Modified Diploma:** Most four-year universities do not accept a modified diploma; however, an appeal may be considered by some universities.
  - **Extended Diploma:** Four-year colleges or universities do not accept an extended diploma. Students who receive an extended diploma would not meet the credit

requirements; find it extremely difficult to meet the entrance criteria required by a four-year college or university.

- Community colleges

- **Oregon Diploma:** Students who receive a regular diploma are qualified to apply to community colleges. They must also complete all entrance criteria required by the particular college or university.
- **Modified Diploma:** Community college courses are available to students who have a modified diploma. At the community college level, all new, non-transfer freshman are required to take a placement exam that indicates course levels required in reading, language arts (comprehension and writing) and mathematics. Community colleges offer remedial courses that do not count toward college credit.
- **Extended Diploma:** Most community colleges would not accept an extended diploma. Students who receive an extended diploma would find it extremely difficult to meet the entrance criteria and placement exam required by the community college

- Military

- **Oregon Diploma:** Students who receive an Oregon Diploma are qualified to enlist in any branch of the armed services. All branches of the service have minimum scores required for entry on a placement test called the Armed Services Vocational Aptitude Battery (ASVAB).
- **Modified Diploma:** Some branches of the military may accept a modified diploma. Acceptance depends on the current needs of the military and criteria may change quickly. Students and their parents should check with recruiters to determine if a modified diploma is currently being accepted. All branches of the service have minimum scores required for entry on a placement test called the Armed Services Vocational Aptitude Battery (ASVAB).
- **Extended Diploma:** No information is available as to whether students who receive an extended diploma will be accepted into the military. However, these students may have a difficult time achieving the minimum score required for entry on the Armed Services Vocational Aptitude Battery (ASVAB) placement test.

## Oregon Modified Diploma and Federal Student Financial Aid

The USDE cited 34 CFR 668.32:

*“a student must have a certificate of graduation from a school providing secondary education, or the recognized equivalent of such certificate, or that a student meet certain specified alternative standards” to be eligible for Federal financial aid.*

In July, 2009 the United States Department of Education (USDE), responded to a written request from the Oregon Department of Education regarding whether the Oregon Modified Diploma meets the high school diploma requirement for Federal student aid eligibility

The USDE stated that the Oregon Modified Diploma does not meet this eligibility requirement. However, as an alternative to having a high school diploma or its recognized equivalent, a student may establish eligibility for Federal student financial aid by passing an independently administered ability-to-benefit test approved by the Department of Education. Examples of USDE approved ability-to-benefit tests are listed in the table below.

<p><b>ASSET Program: Basic Skills Tests</b> (Reading, Writing, and Numerical)—Forms B2, C2, D2, and E2 <i>Passing Score:</i> Reading (35), Writing (35), and Numerical (33)</p>	<p><b>Career Programs Assessment (CPAT)</b> Basic Skills Subtests (Language Usage, Reading and Numerical)—Forms B and C <i>Passing Score:</i> Language Usage (42), Reading (43), and Numerical (41)</p>	<p><b>Combined English Language Skills Assessment (CELSA):</b> Forms 1 and 2 <i>Passing Score:</i> CELSA Form 1 (90) and CELSA Form 2 (90)</p>
<p><b>COMPASS Subtests:</b> Prealgebra/Numerical Skills Placement, Reading Placement, and Writing Placement <i>Passing Score:</i> Prealgebra/ Numerical (25), Reading (62), and Writing (32)</p>	<p><b>Computerized Placement Tests (CPTs)/</b> Accuplacer (Reading Comprehension, Sentence Skills, and Arithmetic) <i>Passing Score:</i> Reading Comprehension (55), Sentence Skills (60), and Arithmetic (34)</p>	<p><b>Wonderlic Basic Skills Test (WBST)</b>—Verbal Forms VS-1 &amp; VS-2, Quantitative Forms QS-1 &amp; QS-2 <i>Passing Score:</i> Verbal (200) and Quantitative (210)</p>
<p><b>Descriptive Tests of Language Skills (DTLS)</b> (Reading Comprehension, Sentence Structure and Conventions of Written English)—Forms M-K-3KDT and M-K-3LDT;</p>	<p><b>Descriptive Tests of Mathematical Skills (DTMS)</b> (Arithmetic)—Forms MK-3KDT and M-K-3LDT <i>Passing Score:</i> Reading Comprehension (108), Sentence Structure (9), Conventions of Written English (309), and Arithmetic (506)</p>	

According to David A. Bergeron, Acting Deputy Assistant Secretary for Policy, Planning and Innovation, Office of Postsecondary Education, USDE, “Oregon students who obtain a Modified Diploma may still be eligible for Federal student financial aid if they pass an independently administered test proving their ability to benefit from the training or instruction offered.”

Most Oregon Community Colleges and Private Career Schools administer an approved Ability-to-Benefit Test as an entrance requirement. If students who receive a modified diploma achieve a passing score on these approved tests, they may be eligible for Federal student financial aid.

Recommendation: Contact the school you anticipate attending and ask about entrance requirements, including diploma requirements and ability-to-benefit testing before you make final decisions.

**Draft**

**Created by CH on 9/11/09**

**581-022-1130**

**Diploma Requirements**

(1) Each district school board and public charter school with jurisdiction over high school programs shall award diplomas to all students who fulfill all state requirements as described in sections (2) to ~~(10)~~(11) of this rule and all local school district requirements as described in district school board policies or all public charter school requirements as described in the policies or charter of the public charter school.

(2) Unit of Credit Requirements for students graduating before July 1, 2009:

(a) Each student shall earn a minimum of 22 units of credit to include at least:

(A) English Language Arts -- 3 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 2;

(C) Science -- 2;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance));

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 22;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(3) Except as provided in section (4) of this rule. Unit of Credit Requirements for students graduating on or after July 1, 2009 and before July 1, 2012:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3;

(C) Science -- 2;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance));

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 1 (one unit shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

(4) Notwithstanding sections (2) and (3) of this rule, for students who began grade 9 during the 2005-2006 school year and who attended school during the 2006-2007, 2007-2008 and 2008-2009 school years, the unit of credits required for graduating is as described in section (2) of this rule if the student graduates prior to July 1, 2010.

~~(4)~~<sup>(5)</sup> Unit of Credit Requirements for students graduating on or after July 1, 2012:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3;

(C) Science -- 3;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance));

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

~~(5)~~(6) Unit of Credit Requirements for students graduating on or after July 1, 2014:

(a) Each student shall earn a minimum of 24 units of credit to include at least:

(A) English Language Arts -- 4 (shall include the equivalent of one unit in Written Composition);

(B) Mathematics -- 3 (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

(C) Science -- 3;

(D) Social Sciences 3 -- (including history, civics, geography and economics (including personal finance));

(E) Health Education -- 1;

(F) Physical Education -- 1;

(G) Career and Technical Education, The Arts or Second Language -- 3 (units shall be earned in any one or a combination).

(b) A district school board or public charter school with a three-year high school may submit through the waiver process alternative plans to meet unit requirements;

(c) A district school board or public charter school may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 24;

(d) A school district or public charter school may grant high school credit for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to the performance criteria for students taking the same high school courses;

(e) Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the district school board and other interested individuals.

~~(6)(7)~~ Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615 ;

~~(7)(8)~~ School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

~~(8)(9)~~ Each student shall develop an education plan and build an education profile.

(a) Each student shall develop an education plan that:

(A) Identifies personal and career interests;

(B) Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);

(C) Sets goals to prepare for transitions to next steps identified in section ~~(6)(7)~~(b);

(D) Designs, monitors and adjusts a course of study that meets the interest and goals of the student as described in subsection (a) (A), (B) and (C) of this rule that includes but is not limited to:

(i) Appropriate coursework and learning experiences;

(ii) Identified career-related learning experiences; and

(iii) Identified extended application opportunities.

(b) Through the education profile each student shall:

(A) Monitor progress and achievement toward standards including:

(i) Content standards;

(ii) Essential skills;

(iii) Extended application standard; and

(iv) Other standards where appropriate (e.g. industry standards).

(B) Document other personal accomplishments determined by the student or school district.

(C) Review progress and achievement in subsection (b)(A) and (B) of this subsection at least annually.

~~(9)(10)~~ Each student shall build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application (as defined in OAR 581-022-0102);

~~(40)~~(11) Each student shall participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-0102);

~~(44)~~(12) Notwithstanding sections (1) to ~~(40)~~(11) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1134.

(13) Notwithstanding sections (1) to (11) of this rule, each district school board or public charter school governing board with jurisdiction over high school programs shall award an extended diploma to those students who have demonstrated the inability to meet the full set of academic content standards even with reasonable modifications and accommodations and who fulfill all requirements as described in OAR 581-022-1133.

~~(42)~~(14) Notwithstanding sections (1) to ~~(40)~~(11) of this rule and as provided in OAR 581-022-1135, schools districts and public charter schools shall make an alternative certificate available to students as an alternative for students who do not obtain the regular diploma, ~~or~~ modified diploma or extended diploma.

~~(43)~~(15) Attendance Requirements:

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements;

(b) Notwithstanding subsection (a) of this section, a student may satisfy the requirements of section (2) or (3) of this rule in less than four years. If the school district or public charter school has the consent of the student's parent or guardian, a school district or public charter school shall award a diploma to a student upon request from the student, if the diploma is awarded:

(A) Prior to July 1, 2009 and the student satisfies the requirements of section (2) of this rule.

(B) On or after July 1, 2009 and before July 1, 2012 and the student satisfies the requirements of section (3) or (4) of this rule.

(C) On or after July 1, 2012 and before July 1, 2014 and the student satisfies the requirements of section ~~(4)~~(5) of this rule.

(D) On or after July 1, 2014 and the student satisfies the requirements of section ~~(5)~~(6) of this rule.

(c) If a school district or public charter school has the consent of a student's parent or guardian, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(d) The requirement for obtaining the consent of a student's parent or guardian under subsections (b) and (c) of this section does not apply to a student who is:

(A) Emancipated pursuant to ORS 419B.550 to 419B.558; or

(B) 18 years of age or older.

(e) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences;

(f) With any modification of the attendance requirements for graduation, school district and public charter school staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district or public charter school guidelines and the wishes of parents and guardians.

(16) A school district or public charter school shall ensure that students have access to the appropriate resources to achieve a diploma at each high school in the school district or at the public charter school.

Stat. Auth.: ORS 326.051 & 329.451

Stats. Implemented: ORS 326.051, 329.451 & 339.280

Hist.: EB 2-1997, f. 3-27-97, cert. ef. 9-1-97; ODE 12-2002, f. & cert. ef. 4-15-02; ODE 18-2006, f. 12-11-06, cert. ef. 12-12-06; ODE 18-2007, f. & cert. ef. 9-10-07; ODE 18-2008, f. & cert. ef. 6-27-08

**Draft**

**Created by CH on 9/14/09**

**581-022-1134**

**Modified Diploma**

(1) Definitions. As used in this rule:

(a) “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

(b) “Instructional barrier” means a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

(c) “Modified course” means a course that has been systematically changed or altered for a student only after reasonable alternative instructional strategies (e.g. accommodations, remediation) are exhausted.

(2) Each district school board or public charter school governing board with jurisdiction over high school programs shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma even with reasonable modifications and accommodations but who fulfill all state requirements as described in this rule and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies.

(3)(a) Except as provided in paragraph (bc) or (ed) of this section, a school district or public charter school shall grant eligibility for a modified diploma to a student who has:

(A) A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student; or

(B) A documented history of a medical condition that creates a barrier to achievement.

(b) A school district or public charter school may not deny a student who has the documented history described in ~~(3)~~ paragraph (a) of this subsection the opportunity to pursue a diploma with more stringent requirements than a modified diploma for the sole reason that the student has the documented history.

(bc) Students currently engaged in the use of illegal drugs are not eligible for a modified diploma if the significant learning and instructional barriers are due to the use of illegal drugs.

(ed) Students currently engaged in the illegal use of alcohol are not eligible for a modified diploma if the significant learning and instructional barriers are due to the alcohol abuse, regardless of whether that student is disabled under Section 504 on the basis of alcoholism.

(~~de~~) Notwithstanding paragraph (~~bc~~) and (~~ed~~) of this section, a school district or public charter school may grant eligibility for a modified diploma to a student who is no longer engaging in illegal use of drugs or alcohol if the student:

(A) Has successfully completed a supervised drug or alcohol rehabilitation program and are no longer engaged in the illegal use of drugs or alcohol; or

(B) Has been rehabilitated successfully and is no longer engaged in the illegal use of drugs or alcohol; or

(C) Is participating in a supervised rehabilitation program and is no longer engaging in the illegal use of drugs or alcohol.

(4)(a) A school district or public charter school shall determine which school teams shall decide if a student will work toward obtaining a regular diploma, modified diploma or alternative certificate. A student's school team must include a parent or guardian of the student. In the case of a student receiving special education and related services the resident school district of a public charter school student shall determine the school team for that student.

(b) A school district or public charter school may award a modified diploma to a student only upon the consent of the parent or guardian of the student. The requirement for obtaining the consent of a student's parent 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.

(~~bc~~) Except as provided in subsection (e) of this section, a student's school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than 2 years before the student's anticipated exit from high school.

~~(cd) School district and public charter schools shall notify students and their parents or guardians of the availability of the modified diploma in the fifth grade and shall ensure that parents or guardians are involved in the decision to pursue a modified diploma for a student. After students working toward a modified diploma complete the 8th grade modified diploma information shall be reviewed annually with the parent or guardian of a student.~~

(ed) Beginning in grade five, school district and public charter schools shall annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of a modified diploma and the requirements for the modified diploma.

(~~dfe~~) A student's school team may formally decide to revise a modified diploma decision.

(~~eg~~) A student's school team may decide that a student who was not previously working towards a modified diploma should work toward a modified diploma when a student is less than 2 years from anticipated exit from high school if the documented history of the student described in section (3) of this rule has changed.

(5) Unit of credit requirements for students graduating with a modified diploma:

(a) To receive a modified diploma a student must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

(A) English Language Arts -- 3;

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(B) Mathematics -- 2;

(C) Science -- 2;

(D) Social Sciences (which may include history, civics, geography and economics (including personal finance)) -- 2;

(E) Health Education -- 1;

(F) Physical Education -- 1; and

(G) Career Technical Education, The Arts or Second Languages (units may be earned in any one or a combination) -- 1.

(b) School districts and public charter schools shall be flexible in awarding the remaining 12 units of credit. These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to the appropriate grade level academic content standards. These credits may include:

(A) Additional core credits described in paragraph (a) of this section;

(B) Professional technical education;

(C) Electives; and

(D) Career development.

(c) Students may earn units of credit through regular education with or without accommodations or modifications and through modified courses.

(d) Students shall have the option to earn credit for demonstrating proficiency. A student may be given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means.

(e) School districts and public charter schools shall ensure that students have access to the appropriate resources to achieve a modified diploma at each high school in the school district or at the public charter school.

~~(e) Students shall have access to literacy instruction until the completion of school.~~

(f) School districts and public charter schools shall ensure that students have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

(g) A school district or public charter school may not require a student to earn more than 24 units of credit to receive a modified diploma.

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(6) A school district or public charter school shall grant credit toward a modified diploma only for courses that contain substantial academic content. A school district or public charter school shall grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills.

(7) A school district or public charter school shall award a regular diploma under OAR 581-022-1130 if all requirements for a regular diploma are met. Completion of one or more modified courses shall not prohibit a student from earning a regular diploma.

(8) A school district or public charter school 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.

(9) Each student shall develop an education plan and build an education profile as provided under OAR 581-022-1130.

(10) A school district or public charter school shall inform the student and parent or guardian of the student if the courses in grades 9-12 have been modified for an individual student.

(11) A school district or public charter school shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma but that do count toward a modified diploma.

(12) Each student shall build a collection of evidence, or include evidence in existing collections, to demonstrate extended application of the standards as defined in OAR 581-022-0102;

(13) Each student receiving a modified diploma shall have the option of participating in the high school graduation ceremony with the members of their class receiving a ~~regular~~ high school diploma.

~~(14)(a) If a student enters 9<sup>th</sup> grade on or after July 1, 2009, school districts and public charter schools may not award a modified diploma that does not comply with the provisions of this rule. The requirements of this rule for a modified diploma apply to all students who enter 9th grade on or after July 1, 2009.~~

~~(b) If a student enters 9th grade prior to July 1, 2009, the student's team shall decide whether the student must meet the requirements of this rule to receive a modified diploma. A school district or public charter school may award a student who enters 9th grade prior to July 1, 2009 a modified diploma if the student meets the requirements for a modified diploma specified by the district or school and the student's team.~~

~~(14) On or after July 1, 2009, school district and public charter schools may not award a modified diploma that does not comply with the provisions of ORS 329.451 and this rule.~~

Stat. Auth.: ORS 329.451

Stats. Implemented: ORS 329.451

Hist.: ODE 15-2008, f. & cert. ef. 5-23-08

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**581-022-1133**

**Extended Diploma**

(1) A school district or public charter school shall award an extended diploma to a student who satisfies the requirements of this rule.

(2) A school district or public charter school shall award an extended diploma only to 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.

(3) A school district or public charter school may award an extended diploma to a student only upon the consent of the parent or guardian of the student. This requirement for obtaining the consent of a student's parent 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.

(4) To be eligible for an extended diploma, a student must:

(a) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; and

(b)(A) Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

(B) 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.

(c) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(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 second language;

(3) A school district or public charter school shall:

(a) Ensure that students have access to the appropriate resources to achieve an extended diploma at each high school in the school district or at the public charter school.

(b) Beginning in grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an extended diploma and the requirements for the extended diploma.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection (1)(a) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(5) A student who receives an extended diploma shall have the option of participating in a high school graduation ceremony with the class of the student.

(6) School districts and public charter schools shall make extended diplomas as required by ORS 329.451 and this rule first available to students during the 2009-2010 school year.

Stat. Auth.: ORS 326.051

Stat. Implemented: ORS 329.451

**Draft**  
**Created by CH on 9/14/09**

**OAR 581-022-1135**

**Alternative Certificate**

(1) ~~A School districts and or public charter schools shall award make an alternative certificate available to a students who does not satisfy the requirements for as an alternative for students who do not obtain the regular a high school diploma, or a modified diploma or an extended diploma.~~

(2) Each district school board or public charter school governing board with jurisdiction over high school programs shall define criteria for an alternative certificate and shall award an alternative certificate to those students who have met the criteria requirements as described in district school board policies.

(3) A school district or public charter school shall:

(a) Ensure that students have access to the appropriate resources to achieve an alternative certificate at each high school in the school district or at the public charter school.

(b) Beginning grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of an alternative certificate and the requirements for the certificate.

~~(3)~~(4) Each student receiving an alternative certificate shall have the option of participating in the high school graduation ceremony with the members of their class receiving a ~~regular~~ high school diploma.

Stat. Authority: ORS 329.451  
Stats. Implemented: ORS 329.451

**Draft**

**Created by CH on 9/11/09**

**581-022-1215**

**Literacy Instruction**

School districts and public charter schools shall provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

Stat.Auth: ORS 326.051

Stat. Implemented: ORS 329.451