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Administrative Guidelines
Coordinating Educational Requirements
For Graduation

ORGANIZATIONAL STRUCTURE
Springfield Public Schools is organized according to three levels: Elementary, grades K-5; Middle, grades 6-8, High, grades 9-12.

REQUIREMENTS FOR GRADUATION
There are two basic requirements for graduation: Credit and Attendance.

Credit

<table>
<thead>
<tr>
<th>The classes of <strong>2004 – 2008</strong> are required to complete 22 units of credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 3.0 Language Arts</td>
</tr>
<tr>
<td>✓ 2.0 Mathematics</td>
</tr>
<tr>
<td>✓ 2.0 Science*</td>
</tr>
<tr>
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<tr>
<td>(* of the above credits, 1.0 must be lab science)</td>
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<tr>
<td>✓ 3.0 Social Studies</td>
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<tr>
<td></td>
</tr>
<tr>
<td>✓ 1.0 Health</td>
</tr>
<tr>
<td>✓ 1.0 Physical Education</td>
</tr>
<tr>
<td>✓ 3.0 Fine Arts, Applied Arts, Second Language</td>
</tr>
<tr>
<td>✓ 7.0 Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning with the class of <strong>2009</strong>, students are required to complete 23 units of credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 3.0 Language Arts</td>
</tr>
<tr>
<td>✓ 2.0 Mathematics</td>
</tr>
<tr>
<td>✓ 2.0 Science*</td>
</tr>
<tr>
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<tr>
<td></td>
</tr>
<tr>
<td>(* of the above credits, 1.0 must be lab science)</td>
</tr>
<tr>
<td>✓ 3.0 Social Studies</td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>✓ 1.0 Health</td>
</tr>
<tr>
<td>✓ 1.0 Physical Education</td>
</tr>
<tr>
<td>✓ 3.0 Fine Arts, Applied Arts, Second Language</td>
</tr>
<tr>
<td>✓ 8.0 Electives (includes 1.0 focused elective)</td>
</tr>
</tbody>
</table>
In addition to the course requirements for earning a diploma, all students graduating in the 2006-2007 school year, and thereafter, must meet the following requirements, as per OAR 581-022-1130. Each student shall:

- Develop an education plan which:
  - Identifies personal and career interests;
  - Identifies tentative educational and career goals and post high school next steps (i.e. college, workforce, military, apprenticeship, other);
  - Sets goals to prepare for transitions to identified next steps with an adult at least once a year.

- Develop an education profile in which the student:
  - Monitors progress and achievement toward:
    - Academic standards;
    - Career-related learning standards;
    - Extended applications; and
    - Other standards where appropriate (e.g. PASS, industry standards);
  - Documents other personal accomplishments determined by the student or school district;
  - Reviews progress and achievement at least annually;

- Build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application;

- Demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development; and

- Participate in career-related learning experiences outlined in the education plan

---

### Beginning with the class of 2010, students are required to complete 24 units of credit:

- **4.0 Language Arts**
  
  (*shall include the equivalent of 1.0 written composition)

- **3.0 Mathematics**

- **2.0 Science-Selective**
  
  - 0.5  Science 9th grade
  - 0.5  11th grade
  - 1.0  Biology

  (*of the above credits, 1.0 must be lab science)

- **3.0 Social Studies**
  
  - 0.5  Government
  - 1.0  U.S. History
  - 1.0  Global Studies
  - 0.5  Economics

- **1.0 Health**

- **1.0 Physical Education**

- **3.0 Fine Arts, Applied Arts, Second Language**

- **7.0 Electives**
The classes of 2012 and 2013 are required to complete 24 units of credit:

- 4.0 Language Arts*  
  (*shall include the equivalent of 1.0 written composition)
- 3.0 Mathematics
- **3.0 Science - Selective***  
  - 1.0 Science 9th grade  
  - 1.0 Biology  
  - 1.0 Selective Science  
  (*of the above credits, 2.0 must be lab science)
- 3.0 Social Studies  
  - 0.5 Government  
  - 1.0 U.S. History  
  - 1.0 Global Studies  
  - 0.5 Economics  
- 1.0 Health  
- 1.0 Physical Education  
- 3.0 Fine Arts, Applied Arts, Second Language  
- 6.0 Electives

The class of 2014 is required to complete 24 units of credit:

- 4.0 Language Arts*  
  (*shall include the equivalent of 1.0 written composition)
- 3.0 Mathematics  
  (Must be Algebra I or above)
- **3.0 Science – Selective***  
  - 1.0 Science 9th grade  
  - 1.0 Biology  
  - 1.0 Selective Science  
  (of the above credits, 2.0 must be lab science)
- 3.0 Social Studies  
  - 0.5 Government  
  - 1.0 U.S. History  
  - 1.0 Global Studies  
  - 0.5 Economics/PF  
- 1.0 Health  
- 1.0 Physical Education  
- 3.0 Fine Arts, Applied Arts, Second Language  
- 6.0 Electives
# HIGH SCHOOL GRADUATION REQUIREMENTS
## SEPTEMBER 5, 2007

<table>
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<td>4.0</td>
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<td>Math</td>
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<td>Science</td>
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<td>2.0</td>
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<td>3.0</td>
</tr>
<tr>
<td>• 1.0 Science 9&lt;sup&gt;th&lt;/sup&gt; grade</td>
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<td></td>
</tr>
<tr>
<td>• 1.0 Biology</td>
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<td>• 1.0 Selective Science</td>
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<td>• 1.0 U.S. History</td>
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<tr>
<td>• 1.0 Global Studies</td>
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<tr>
<td>• 0.5 Economics</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Health</td>
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<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Physical Education</td>
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<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Fine Arts, Applied Arts &amp; Second Language</td>
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<tr>
<td>Electives</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>24.0</strong></td>
<td><strong>24.0</strong></td>
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**NOTES:**

- **Beginning with the graduation class of 2009:**
  - 1.0 credit of science must be lab science.
  - 1.0 credit of electives must be a focused elective.

- **Beginning with the graduation class of 2010:**
  - Language Arts requirement increases to 4.0 credits; shall include the equivalent of 1.0 in written composition
  - Mathematics requirement increases to 3.0 credits.

- **Beginning with the graduation class of 2012:**
  - Science requirement increases to 3.0 credits; 2.0 of these credits must be lab science.

- **Beginning with the graduation class of 2014:**
  - All math credits must be algebra 1 or above.
Credit Options (OAR 581-022-1131) - See appendix for full language
There are several ways a student may be granted credit:

1. Successfully completing classroom or equivalent work in a course of study for at least 130 clock hours in accordance with OAR 581-022-0102
2. Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified.
3. Demonstrates competency or mastery of subject by any one or more of the following approved by the district:
   - Passes an appropriate exam.
   - Provides sample of work or other evidence, which demonstrates equivalent knowledge or skill.
   - Provides documentation of prior learning activities or experiences.
4. Credit may be granted for work satisfactorily completed in GED preparation course study, however, a school may not use the GED Tests or sub Tests for the purposes of grade placement or promotion, as measures of student progress in instructional programs, as means of awarding academic credit (e.g., Carnegie units), or as a means of awarding alternative credentials to currently enrolled high school students.

Students must complete units of credit for graduation from high school in grades nine through twelve. Course instruction taken during the summer preceding the ninth grade year may be applied toward fulfillment of elective requirements. Selected courses successfully completed in grade eight may serve as prerequisites for enrollment in advanced courses in senior high school but not for the award of high school credit.

High School Credit for College Level Courses:

<table>
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<th>College Credits</th>
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<tr>
<td>2</td>
<td>.34</td>
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<td>.50</td>
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<td>5</td>
<td>.84</td>
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<td>6</td>
<td>1.00</td>
</tr>
<tr>
<td>7</td>
<td>1.17</td>
</tr>
</tbody>
</table>

Springfield Public Schools does not have a cap on how many credits a student can earn from college courses. All credits must be earned from an accredited institution and will be granted only with administrative approval.

Independent Study: Credit will be negotiated for each situation.

Proficiency Based Credit: Credits may be earned in subject areas based on proficiency.

Cooperative Work Experience (CWE) Alternative Work Experience (AWE) Credit: 120 clock hours = .50 high school credit. The district will continue the cap of 2 credits earned in this subject area. These credits may include service-learning projects; job shadows and other career related experiences provided it is documented on the student’s educational plan.

Attendance

Twelve school years, beginning with grade one, of planned educational experiences are required except for special provisions adopted by the school board. (ORS 339.010)

Special provisions are found in state regulations providing exception to compulsory attendance, local board policies granting credit for off-campus experiences, early graduation and challenge test options. (ORS 339.030), (OAR 581-021-0076)

The minimum instructional hours is based on the state minimum requirement of 990 hours. The minimum number of hours may be increased by local school board action. (OAR 581-022-1620 (1)(a)). Instructional time for seniors may be reduced by action of the local school board for an amount of time not to exceed 30 hours of instructional time. (OAR 581-022-1620 (8)).
PROFICIENCY CREDIT OPTIONS

Program requirements are divided into several program areas. The recommended minimum units are specified for those students interested in pursuing a college or occupational career while in high school. Students are expected to explore career options when beginning their education plan in 7th grade.

Required Courses
Each school may designate required courses within program areas that would best meet the needs of an individual student or groups of students. Example: For most students, writing and literature courses may satisfy the requirements in communicative skills. However, a school may designate specific courses, which a student would be required to take where deficiency in writing and/or reading skills are apparent. The same principle would apply to other curricular areas including math, physical education, etc. Prescribed courses of remediation may be assigned in place of elective units of credit.

Minimum Enrollment
Students need to be enrolled in at least a half-day high school schedule. Their educational plan should reflect their enrolled courses. The district highly recommends that students be enrolled in a full schedule of classes to obtain maximum benefit from the high school experience.

Expanded Options
Based upon OAR 581-022-1131, Springfield Public Schools will provide three additional options for students to earn proficiency credits.

Assessment Credit
Students may earn up to .5 credits in the core areas of Language Arts, Math, and Science through a combination of proficiency on state scores and work samples.
- .5 Language Arts Credit: a student must show proficient on State reading and writing tests. A writing sample with 4’s on all dimensions may be substituted for the state writing test.
- .5 Math Credit: A student must pass the 10th grade math test and have a passing work sample (4’s on all dimensions).
- .5 Science Credit: A student must pass the 10th grade science test and have a passing work sample (4’s on all dimensions).

Collaborative Projects
Students may earn variable credits for identified collaborative projects between departments and/or curriculum areas. Each school must have on file their collaborative project documents.

Standards-Based Projects
Students may earn variable credits through performance-based projects that are attached to state standards. Students earning these credits must have an individualized plan for their project and be sponsored by a licensed staff member, and be on file in the student’s education plan.
Other Planned Educational Programs

Alternative Education Program
Springfield Public Schools recognizes its responsibility to provide each student with a comprehensive educational program. However, the district is aware of its inability to offer educational experiences, which meet every student's needs and learning style. Therefore, when a student's educational needs are not met within the traditional school structure, alternative educational experiences may be arranged.

Early or Delayed Graduation
Early or delayed graduation is available to students according to identified need. Early graduation means the completion of all requirements for graduation in less than twelve years while delayed graduation is completion of requirements in more than twelve years. Early graduation guidelines are described in the Springfield Public School's “Early Graduation Guidelines.”

Night School
The purpose of the night school is to provide currently enrolled students the opportunity to complete course work beyond a full day schedule.

Work Experience
Work experience is available to students sixteen years and older. A student may earn .50 credit for each 120 hours in a planned work experience program supervised by the school supervisor of cooperative work experience. The district will continue the cap of 2 credits earned in the subject area.

Challenge Test
A challenge test is available for selected courses. Successful completion of a challenge test is recorded on the transcript as credit earned by examination. Credit is awarded in the same manner had the student successfully completed the course.

University and/or College Transfer Courses -- Dual Credit
It sometimes occurs that there is not enough time to enroll in all of the desired courses during the four-year high school experience, or a student has needs and interests that cannot be met at their high school. Therefore, students may apply to their home high school administration/counselor for approval to receive high school credit for required or elective courses taken at the university or college level through the SB 300 law. The procedure involves an evaluation of the high school transcript and proposed university courses for which graduation credit is to be awarded. Program planning with the student, parent, and school officials is an important prerequisite and must be on file in the student’s education plan.

Other Transfer Courses and Credit, e.g., Correspondence Courses
Prior discussion and approval of the local high school administration serves to ensure that appropriate courses are taken which are compatible with district graduation requirements. New students applying for high school registration and seeking credit for correspondence courses or courses taken in private, alternative, home schooling or nonstandard public schools require an evaluation of transcript of record. The evaluation prescribes credit, and attendance requirements necessary for high school graduation. (OAR 581-021-0210)

Equivalent Credit
Students earn units of credit by successfully completing courses required for graduation from high school. However, other courses not normally required for graduation may be identified as being equivalent to a required course. Credit may be earned in these courses and applied to graduation requirements. (OAR 581-021-0210)
MANAGEMENT OF STUDENT PROGRAMMING

The Oregon Administrative Rules and local guidelines have designated program requirements for graduation. Every student will develop an Educational Plan. The plan records the selection of courses that the student plans to complete during four years of high school. Students should formally begin thinking/planning for their education plan in grade seven, and the plan is usually completed during grade nine and is a cooperative effort between student, parents and counselor. The plan is on file at the school, and is reviewed by the student and their counselor on an annual basis and modified according to student needs/interest.

Although schools may prescribe the courses which would meet student needs, building administrators do not have the authority to excuse a student from subject area requirements as adopted by the state and local board.

Course Credit Specified by Program Area
Credit may be awarded within the specific program area requirement to which a course is assigned. The high school course catalog will indicate which courses may be applied to the various program areas. Courses may only be applied to the specific program area unless an exception is noted.

Elective Course Offering Needs Assessment
An elective course offering needs assessment is completed at the school level. The graduation requirements call for the development of some form of assessment of the needs of students as a prerequisite to identifying the necessary changes, if any, needed in the elective offerings of the district. Although a school may decide to develop a very thorough and complete assessment system, all schools will not be in a position to do so. Consequently, the following three approaches, separately or in combination, are suggested as appropriate methods.

Option A
A school would continue to use their forecasting as one means of collecting information regarding elective offerings. In addition, a school would obtain information through group meetings involving other sections of the educational community. For example, group meetings would be held for students, parents, and staff. These meetings could be separate or joint. Their purpose would be to share the current elective offerings and to ask for additional input regarding possible changes. The information gathered would be used as an aid in determining elective offerings.

Option B
A school could gain a picture of student, staff, and community option through the use of questionnaires distributed to a sample of the community and school population. Results would be analyzed; and from this information, a school would be able to determine the appropriate elective offerings applicable to their local situation.

Option C
A school could gather opinions on elective offerings through in-depth interviews with a limited number of staff, student body, and community.

It should be noted that data generated should guide but not control school decisions regarding elective offerings. A school should offer appropriate numbers of electives based on student needs, resources and balance of the total school experience.
DETERMINATION OF STUDENT PROGRAM

Evaluating Student Transcripts
An evaluation of transcripts facilitates program planning. Adjustments affecting the student's graduation class “year” designation may be necessary from time to time. Use the following to determine class designation:

- Less than 4 credits = Freshman
- 8 plus credits = Sophomore
- 12 plus credits = Junior
- 16 plus credits = Senior

In accordance with OAR 581-021-0210, an evaluation of a student's transcript will occur after enrollment at a high school from another school district or with interrupted years of school attendance.
DIPLOMAS/CERTIFICATES

All students are scheduled in regular high school subjects that move them toward the graduation requirements for a traditional diploma. All students develop a 4-year education plan and build an education profile. In addition to the OSAT for grade ten testing, every student will develop an Educational Plan as defined by the State Board of Education.

Currently, Springfield Public Schools has 6 diploma/certificate options in effect, which relate to a student's anticipated date of graduation and educational needs. The options include:

- **Traditional Diploma**
  - For students meeting the credit requirements of their graduating class.

- **Individualized Diploma**
  - This is an option for students whose educational and career preparation needs would be best served by individualizing the traditional graduation requirements according to a student’s unique abilities. See your counselor for more information.

  *All Individualized Diploma* proposals are submitted to the Superintendent or designee for approval on or before January 1 of each school year. Incomplete or inappropriate plans will be returned for modifications. Each year, a list of students requesting Individualized Diplomas is submitted to the School Board for approval. Modifications to an approved plan must be signed by the student, parent and counselor and submitted to the principal for approval.

- **Certificate of Initial Mastery**
  - In addition to a diploma, each student will receive a Certificate of Initial Mastery (CIM) or a Certificate of Achievement, which documents their progress towards the CIM as stated in OAR 581-022-1110 and OAR 581-022-1115.

  Students transferring to an Oregon public school from a public school in another state or country, from a private school in Oregon, or from home schooling may receive a Certificate of Initial Mastery from the student's resident Oregon public school district if the student meets all of the state and local requirements for the CIM applicable to them. Students who meet the requirements for Migrant Education under IASA Title 1C are included.

- **General Educational Development - (GED)**
  - Awarded to students who have met the requirements of the General Education Development Corporation. Certain conditions may apply. Students must demonstrate competency in all tested areas.

- **Modified Traditional Diploma**
  - This diploma is facilitated through Special Programs and is a team decision done in cooperation with student, parent, school and district staff.

1 A student may file an application for an Individualized Diploma following one or more planning sessions with their counselor, parent(s) and administrator. This generally occurs in the middle of their junior year (11th grade). A preliminary plan may be developed near the beginning of the student’s sophomore year (10th grade) with the counselor, parent(s) and administrator.

2 Procedures to make the Certificate of Initial Mastery available to transfer students, private and home schooled students and migrant students: (OAR 581-021-0211 - visit the ODE website at [http://arcweb.sos.state.or.us/rules/](http://arcweb.sos.state.or.us/rules/) for full language.) The CIM will be phased out by the State of Oregon in 2008.
PROGRESS REPORTING – Pass/No Pass Option

The high schools progress report option of pass/no pass will be available to students according to the following conditions:

☐ A completed application form is submitted
☐ A parent/counselor conference is held
☐ The pass/no pass request must be approved before the end of the first five weeks of a course and is restricted to one class per semester.
☐ Pass/no pass will not be part of grade point calculation.

PARENT NOTIFICATION – GRADUATION REQUIREMENTS

Written notification is sent to parents on an annual basis for students who have fallen short of the normal number of credits. Parents of seniors will be notified each quarter of a change in status.

PARTICIPATION IN GRADUATION CEREMONIES

Traditional, Individualized and Modified Diploma – The graduating classes of 2006-2008 require 22 credits. Students will be required to complete 23 credits in 2009. Beginning with the graduation class of 2010, 24 credits will be required. Students who fulfill all state and district credit and attendance requirements for the Traditional, Individualized and Modified Diplomas will participate in the appropriate attendance area high school in the District.

General Education Development Credential (GED): Students successfully completing all requirements of the GED Option program may elect to participate in the graduation ceremony hosted by Springfield Public Schools', Learning Services Center.

Students must meet the walking requirements of the respective school.
Appendix
GENERAL EDUCATION DEVELOPMENT (GED) OPTION PROGRAM WORKSHEET

The Oregon Department of Education and the Springfield Public Schools has adopted the following criteria for students who wish to participate in the GED Option Program.

☐ Student must be enrolled in a district approved alternative education program.

☐ Student must be at least 16 years of age.

☐ Student is at least one year behind his/her academic cohort group or is unable to complete their diploma with their cohort group.

☐ A student/parent/counselor meeting is required before the GED Option is chosen. Administrator approval is necessary.

☐ Placement confirms that, based on the team decision, the student has the ability, commitment, attendance, and behavior practices that will lead to successful completion of the GED Option Program.

☐ Students are required to follow all attendance and discipline procedures of the district.

☐ Upon completion of the required classes, students will be issued a Springfield District GED Certificate.

☐ Students will have a separate graduation ceremony and will not participate in commencement programs at Springfield or Thurston High Schools.

☐ High school credit toward a traditional diploma may be awarded for work students complete to prepare for the GED tests.

Student Signature: ___________________________
Signature acknowledges the student’s understanding of the above criteria.

High School Counselor Signature: ___________________________
Signature acknowledges counselor’s explanation of criteria to the student.

Please call the Learning Services Center if you have questions.
CREDIT OPTIONS

(1) In Accordance with OAR 581-022-1131, school district's shall grant credit for work satisfactorily completed in any district school, including an alternative education program as defined in ORS 336.615 and 336.625, provided the method for accruing credit is described in the student's personal education plan and the student either:

(a) Successfully completes classroom or equivalent work, (e.g., supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-0-22-0102

(b) Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified.

(c) Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following as approved by the district:
   (A) Successfully passes an appropriate exam;
   (B) Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and
   (C) Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.); or

(d) Successfully completes a combination of the requirements set out in subsection (1) (a).

(2) A school district may grant credit for work satisfactorily completed in GED preparation course study, however, a school district shall not use the GED Tests or sub Tests for the purposes of grade placement or promotion, as measures of student progress in instructional programs, as means of awarding academic credit (e.g., Carnegie units), or as a means of awarding alternative credentials to currently enrolled high school students.
EARLY GRADUATION
ADMINISTRATIVE GUIDELINES

The following guidelines describe a process allowing graduation from high school prior to the scheduled graduation date for the class in which the student is enrolled. This is considered an important step in the student’s program of educational experiences. Such a change in the regular program requires careful consideration of the total educational program to ensure that all high school opportunities have been explored relative to the age, maturity and aspirations of the student.

GUIDELINES:

Application for Early Graduation
An application must be submitted along with a written statement from the student and parents giving reasons for requesting early graduation plus an educational plan of course work.

The application is filed with the home school prior to the end of their junior year. A parent and student conference must be held with a school administration in order to receive approval of the application for early graduation.

Course Work
Required classes – Classes required by the school district for graduation must be completed in the home school of enrollment.
Elective Classes – Elective classes may be taken at an approved college or university.

Note: Classes taken through an adult evening or night school program are not acceptable for early graduation credit.

Grades/Credit
A minimum Grade Point Average of 2.00 across all academic subjects is required for early graduation.

Seven college quarter transfer credits equal one high school unit of credit. Half units of high school credit may be earned based on acceptable college work.

Grade point average (GPA) is computed for high school courses. College work is not included in the high school GPA.

Attendance
Students remain responsible to the home school of enrollment and Springfield Public Schools for completion of the agreed educational program.

The home school’s attendance requirements apply where a student fails to meet early graduation commitments.
APPLICATION FOR EARLY GRADUATION

To Student:

Complete this application form and arrange a parent-student conference with the school administrator before the end of your junior year.

School: ________________________________  Date: __________________

Student Name: _________________________  Present Year in School: _____________

Address: ________________________________  Telephone: ________________

Graduation Date of Your Class: ____________

I request permission to graduate early after completing six/seven (circle) semesters at my home school. Attached are my written reasons to support this request.

I have read the school district "Early Graduation Administrative Guidelines" and submit the following proposed educational program:

List Courses Below:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Summer</th>
<th>Sophomore</th>
<th>Summer</th>
<th>Junior</th>
<th>Summer</th>
<th>1st Sem</th>
<th>Senior</th>
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List Summer School Location Below:

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</table>
| Date: ___  Signature Parent/Guardian: ________________________  Student Signature: __________________
REQUEST FOR EARLY GRADUATION FOR HIGH SCHOOL STUDENTS

TO: Director of Education

This is to certify that:

................................................................. will have completed all course work
by ........................................ and has petitioned in writing for a waiver of the
(Date)
(   ) seventh semester   (   ) eighth semester   (   ) seventh and eighth semesters.

In support of the request, the following documents are attached.

_____ 1. A formal request from the student and his parents including an educational plan and
written reasons for requesting early graduation.

_____ 2. A transcript of the student’s academic high school record.

_____ 3 School statement regarding counseling activities and assessment of student’s maturity.

School recommendation is to (   ) approve (   ) disapprove the request.

____________________________________________________________________

School Administrator's Signature

-----------------------------------------------------------------------------------------------------------------------------

Director of Education’s Action:

[ ] Approved   [ ] Disapproved

____________________________________________________________________  __________________________________________________________________

Signature                                      Date
Individualized Diploma
Course Plan Proposal

Name: ________________________________

Date Submitted: ____________________  School: ________________________________

<table>
<thead>
<tr>
<th>Career Research (summary of Career Center Research e.g., CIS, ASVAB):</th>
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<tr>
<th>Describe your Short Term Career and Educational Goals:</th>
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<tr>
<th>Describe your Long Term, Post-high School Career and Educational Goals:</th>
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<th>Date of Parent Phone Conference:</th>
<th>Date of Parent Office Conference:</th>
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Comments:

The signatures below indicate approval of the attached graduation plan for this student.

Student: ________________________________  Counselor: ________________________________

Parent: ________________________________  Administrator: ________________________________

In declaring an individualized plan, the student makes a commitment to follow the revised schedule of required classes. Classes listed on the individualized schedule become the student's graduation requirements, replacing the Traditional Graduation Plan requirements.

NOTE: The Individualized Diploma Requirements Option is available in Springfield Public Schools. Students who transfer from another school district could be bound by that district's graduation requirements.

For Curriculum Department Use Only

Date Received: ____________________  Date of School Board Action: ____________________

Approved ☐  Denied ☐  Comments: ___________________________________________________

__________________________________________________________________________
Individualized Diploma
Revised Course Plan Proposal

Name:__________________________________________

Date Submitted:______________________________ School:_____________________________________

Revision I: ______________________________________

____________________________________________

Revision II: ____________________________________

____________________________________________

Revision III: ___________________________________

____________________________________________

Date of Parent Phone Date of Parent Office
Conference: ___________________ Conference: ___________________
Comments: ____________________

The signatures below indicate approval of the attached modified plan for this student.

Student:_______________________________________ Counselor:______________________________

Parent:_______________________________________ Administrator:___________________________

In declaring a revision to the individualized plan, the student makes a commitment to follow the revised
schedule of required classes. Classes listed on the revised individualized schedule become the student's
graduation requirements, replacing the original Individualized Diploma requirements.

--------------------------------------------------------------------------------------------------

For Curriculum Department Use Only

Date Received:__________________ Date of School Board Action:_________________

Approved ☐ Denied ☐ Comments:________________________________________________________

--------------------------------------------------------------------------------------------------
MODIFIED TRADITIONAL DIPLOMA

The goal of the Springfield Public Schools is to have all students earn a traditional diploma. However, Springfield recognizes that some students are not capable of achieving minimum graduation requirements, even with curricular modifications and accommodations. Thus, when students are at-risk of academic failure and a variety of curricular accommodations and modifications have been attempted; it may be appropriate to consider a modified diploma.

The decision to pursue a modified diploma should be made only after careful consideration of the benefits and disadvantages it may offer. The potential effects of attaining a modified diploma on college admission, military enlistment, or employment must be explored at the time diploma options are considered.

The diploma is facilitated through Special Programs and is a team decision done in cooperation with student, parent, school and district staff. Requires 22 credits (23 credits in 2009, and 24 credits beginning in 2010) for graduation. (OAR 581-022-1140).
Modified Diploma Determination

To better understand the need for a Modified Diploma for STUDENT NAME, please complete the following:

How many units has student successfully completed in the following areas?

- [ ] Language Arts
- [ ] Arts, Applied Arts, or Foreign Language
- [ ] Math
- [ ] Other: (please list)
- [ ] Social Science
- [ ] Science
- [ ] Health
- [ ] Physical Education

At a minimum, the decision to consider a student for a Modified Diploma is made by the District using the following team process.

1. For students in general education, the team will be composed of the following: (a) school administrator, (b) general education teacher, (c) counselor, (d) student, (e) parent, and (f) a district-level representative from alternative education / special programs.
2. For students eligible under the Individuals with disabilities Education Act (IDEA), an IEP team must make the decision.
3. For students eligible under Section 504, the 504 team must make the decision.

The recommendation for a Modified Diploma is being made by:

- [ ] a general education team
- [ ] an IEP team
- [ ] a 504 team

Information used for this consideration:

- [ ] Transcript (grades / attendance) reviewed.
- [ ] The student’s current IEP goals and objectives do not meet minimum graduation requirements/expectancies.
- [ ] A majority of the student’s course requirements have been substantially revised/modified resulting in modified grades for the coursework completed.
- [ ] The student needs learning experiences designed to teach functional living and employment skills.
- [ ] Other: ____________________________

Team Decision

- [ ] Pursue a Modified Diploma
- [ ] Pursue a Traditional Diploma
- [ ] Defer to a later date (specify):

Signatures

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<tr>
<th>Name</th>
<th>Parent</th>
<th>Date</th>
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<tr>
<td>Name</td>
<td>Student</td>
<td>Date</td>
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<tr>
<td>Name</td>
<td>School Administrator</td>
<td>Date</td>
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<tr>
<td>Name</td>
<td>Counselor</td>
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Modified Diploma Agreement

The team has reviewed and discussed Springfield Public School’s graduation options and agrees that a Modified Diploma plan best meets STUDENT NAME needs. Our team understands that a Modified Diploma does not meet traditional diploma requirements and STUDENT NAME will not be eligible for a traditional diploma under this plan.

Our team understands that STUDENT NAME must successfully complete the required units of credit, as specified on the plan on the opposite side of this agreement to obtain a Modified Diploma. Also, the parent and/or student may, at any time, initiate a return to a traditional diploma program.

Signatures

________________________________________  ________________  ____________________________
Name                                           Parent                                      Date

________________________________________  ________________  ____________________________
Name                                           Student                                     Date

________________________________________  ________________  ____________________________
Name                                           School Administrator                          Date

________________________________________  ________________  ____________________________
Name                                           Counselor                                   Date

________________________________________  ________________  ____________________________
Name                                           Title                                       Date

________________________________________  ________________  ____________________________
Name                                           Title                                       Date

________________________________________  ________________  ____________________________
Name                                           Title                                       Date

________________________________________  ________________  ____________________________
Name                                           Title                                       Date

________________________________________  ________________  ____________________________
Name                                           Title                                       Date
Modified Diploma Class Plan

Student: _______________________________ DOB: __________

Anticipated Graduation Year: __________ Counselor / Case Manager: _________________

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits Required</th>
<th>Class</th>
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<tr>
<td>Language Arts</td>
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<td>Math</td>
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<td>Physical Education</td>
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<td>Arts, Applied Arts, or Foreign Language</td>
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<td>Electives</td>
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Total Units: _______________________

Total units must be at least 24.
EVALUATING STUDENT TRANSCRIPTS

According to OAR 581-021-0210, when evaluating student transcripts, the school district shall:

1. Accept credits and attendance completed in standard Oregon schools as if they had been earned in the enrolling district.

2. For out-of-state transfer students:
   - Accept credits and attendance completed in standard secondary schools as if the requirements had been completed in this state.

3. For students from private, alternative, or nonstandard public secondary schools:
   - Determine the value of prior credits.
   - Determine the number of years of school attendance or equivalent.

5. Determine the value of credits obtained through correspondence courses in meeting the graduation requirements.

6. Determine the value of credits obtained in approved community college programs in meeting graduation requirements.

7. Create an education plan for students upon enrollment in school.

8. Credit may be given for courses taken prior to grade 9 if students taking pre-grade 9 courses are required to meet performance criteria that are equivalent to performance criteria for students taking same high school courses.

NON-ACCREDITED SCHOOL OPTION

Home School Students and High School—Credit and Graduation

According to Administrative Procedure IBDJA-AR, when a home school student enrolls in Springfield School District, the school principal or designee will review the student’s home school, correspondence school or non-accredited private school work and determine both student grade placement and remaining credits required for graduation. The student’s final transcript will note the amount of credits earned by in Springfield School District. Home school students are not awarded credit for work completed in a home schooling or correspondence course. Springfield School District awards credit for classes satisfactorily completed at accredited high school programs. In order for a home school student to receive a Springfield School District diploma the following requirements must be met:

1. A written agreement that outlines a program of study for obtaining a diploma.
2. The student must have a minimum of 12 credits earned in an accredited high school program.
3. Six of the 12 credits earned at an accredited high school program must be in 11th or 12 grade level courses.
4. The student must earn a minimum of 6 credit hours during the last three semesters of school in attendance at either Springfield or Thurston High Schools.
See Separate File
STUDENT-PARENT REQUEST
FOR PASS/NO PASS GRADE OPTION

STUDENT NAME

requests to take ____________________________ for a grade of pass / no pass.

GRADE LEVEL

SUBJECT

1. A parent/counselor conference is necessary before approval.

2. The pass / no pass request must be approved before the end of the first five weeks of the course and is restricted to one class per semester.

3. A pass grade covers all report card grades above failing. A pass or no pass will be recorded on the high school transcript. Credit will be awarded for a pass grade only.

4. A pass / no pass grade may have an effect on college entrance and course placement.

5. This option will not be a part of grade point calculation for school honors such as valedictorian and salutatorian, etc.

MY REASONS FOR MAKING THIS REQUEST:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Teacher Signature  

Date

Administrator Signature  

Date

Student Signature  

Date

Parent Signature  

Date
STUDENT REQUEST
FOR INDEPENDENT STUDY

requests to take ____________________________ for an independent study.

SUBJECT

In rare cases a student may request independent study. Before this request will be granted, a student must have a compelling reason and have examined all other methods of obtaining credit. Options may include a regularly scheduled class, night school and/or summer school. If a course is not available as a scheduled class, the student has a conflict with a regularly scheduled class, or the class is unavailable through another means, the student may arrange for independent study. (A copy of a study contract must accompany this request).

MY REASONS FOR MAKING THIS REQUEST:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher Signature ____________________________ Date ______________

Parent Signature ____________________________ Date ______________

Student Signature ____________________________ Date ______________

Administrator Signature ____________________________ Date ______________