

Medford School District 549C

Code: BBG - *new policy*
Adopted: xx/xx/xx

Board Member Concerns About Board Member Behaviors

The existence of this special process does not excuse the Board from following the law and/or other existing policies for certain complaints and only applies to Board Member to Board Member complaints. Any staff, student or community member would use existing procedures for complaints about a Board Member.

Step 1: One-on-One Communication: If a Board Member believes that another Board Member has violated the Board Norms, Board Code of Ethics, Board Operating Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair or legal authorities (for example, if a child is in imminent physical danger at that exact moment). Board members are strongly encouraged to address concerns directly with Board Member in question first, in a one-on-one format. Notably, the Board Member should not first go to other Board Members, social media, or anywhere else other than the Board Member who they believe has committed a violation. The Board Member is, however, strongly encouraged to provide a written follow-up after the one-on-one communication or to document that the other Board Member declined to meet one-on-one (which then allows for immediate escalation). One or both Board Members may record the meeting, provided that a copy of the recording shall be provided to other participating Board Members.

- If the Board Member facing allegation does not participate in a meeting -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If there are concerns regarding the threat of harm or accuracy of what is said, or if the Board Member is unwilling to have a private conversation with the other Board Member, the concerned Board Member may move on to Step 2 and involve the Board Chair or Board Vice Chair.

Step 2: Two-on-One Communication: If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair (arbiter). If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.

- The Board Members involved will conference to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
- If the Board Member facing allegation does not participate in a meeting -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.

Step 3: Full Board Communication: If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a special meeting of the Board to discuss the alleged violation. ~~The Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the special meeting of the Board.~~

- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that the allegations are substantiated, the Board should inform the Board Member in question that the allegations have been substantiated and that the Board Member is to refrain from any further such behavior.
- If the Board Member facing allegation does not participate in a conference -- in person, via phone, or via video -- within 7 days of it being scheduled, the concerned Board Member may proceed to the next step.
- If Board Members have previously completed this step or this is based on an additional infraction, the concerned Board Member may proceed to the next step.
- If, after the special meeting of the Board to discuss the alleged violation, the Board determines that further investigation is necessary, then the Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at the special meeting of the Board.

Step 4: Full Board Action: If, after the Board Member has been informed that their behavior has been substantiated as being a violation **as set forth in Step 3 above**, any Board Member is concerned that the behavior has continued **after the conclusion of Step 3, they** must bring this concern to the Board Chair who will call a special meeting of the Board to consider the allegation. During the special meeting, in order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish, or a motion to censure.

- In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members solely for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
- **Dismissal:** A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**
- **Admonition:** An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact **language wording** of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a majority vote to pass. **If there is not a majority vote in favor of the motion, the motion fails.**

- **Censure:** A censure is an action that is a permanent change in status of Board Member until lifted by the Board via a majority vote of the Board. A censure serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented in writing and must contain the exact wording language of the alleged violation and the proposed censure. A copy of the motion to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to censure requires a 2/3 majority vote to pass. If there is not a 2/3 majority vote in favor of the motion, then the motion fails. If the motion fails, a motion for Admonition may be made. A motion to censure can only be lifted by a motion to dismiss allegations that occurs at least one (1) meeting after the motion to censure was passed, and requires a 2/3 vote to lift. If the censure is imposed by the Board, it carries two key the following enforcement elements:

~~○ **Status:** The social status of the Board Member shall change from "Board Member" to "Censured Board Member". In all official meetings, oral or written records, and communication, this is the only title or status that the district or district officials may use when referring to them. This change in social status remains in effect until the censure is lifted.~~
(Commenting board members both also requested removal of this section)

- **Privileges:** All privileges that have been extended to the Censured Board Member are immediately revoked and must remain revoked until the censure is lifted. This in no way harms or alters the statutory rights of an elected official — to be in meetings, to participate/vote, and to make special public information requests (PIR) as provided by law. Anything that is not a statutorily protected right of elected officials, however, is revoked. This includes, but is not limited to, officer roles, committee roles, access to district staff, access to district facilities, access to district events, access to district athletics, access to district graduation, ~~access to travel reimbursements approval of board member travel~~, and access to any requests not covered by special PIR rights. In effect, they have the same privileges that a member of the general public would have except for the aforementioned rights afforded to school board members by law. ~~The Censured Board Member may meet with district staff, access district facilities, access district events, access district athletics, and access district graduation in the same manner as any other member of the general public, but will not receive any special board member access.~~

If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.

Red comments – OSBA suggested changes

Green comments – Board Chair Ferguson suggested changes

Blue comments – Board Director Johnsen suggested changes

Purple comments - Board Director Caballero suggested change

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If a motion for Censure is made and fails, then a motion for admonition is made and also fails, the matter shall be dismissed.

Medford School District 549C

Code: IF
Adopted: 4/05/05
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx
Orig. Code(s): IF

Curriculum Development and Adoption

The Board recognizes a need for a systematic ongoing program of curriculum development and improvement. The Board expects the administration and staff to use the adopted curriculum renewal procedures to investigate new instructional materials, and to recommend modification of current written curriculum, changes in curriculum content, and addition of new courses and offerings within each instructional program. The Teaching and Learning Department shall be responsible for coordinating the development of District curricular guidelines for new instructional programs and classes.

Curriculum development will help each student realize their potential and graduate ready for college, career, and post-secondary experiences. The curriculum will establish a system that ensures students have equitable access to learn the same core of significant learnings at a particular instructional level, regardless of the teacher assigned or the school attended.

DEVELOPMENT OF CURRICULUM

Once curriculum needs are identified, the Teaching and Learning Department will establish a timeline for instructional resource review and convene a selection committee as needed.

For cycles of curriculum adoptions, in all subject areas, representation from each building will be sought, with an attempt toward every grade level being represented. The Teaching and Learning Department will work with the Medford Education Association president/designee to include association representation.

The curriculum development cycle will include five phases:

- Phase 1: Identify Curriculum Needs
- Phase 2: Alignment of Standards, Sequence, Assessment and Resources
- Phase 3: Curriculum Implementation
- Phase 4: Curriculum Evaluation
- Phase 5: Curriculum Renewal

CURRICULUM ALIGNMENT

Medford School District will provide aligned Curriculum Guides that promote success for all students. Curriculum alignment principles are reflected in Board policies, Curriculum Guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. The alignment of Curriculum Guides will coordinate what is written, taught, and assessed to create K-12 congruence both horizontally and vertically.

An aligned, high-quality written curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
- Ensure alignment of the written, taught, and assessed curriculum.
- Provide equitable access to the curriculum for every student.

All central office administration, building administration, and teachers will implement the standards-aligned written curriculum to support increased student learning and success.

CURRICULUM IMPLEMENTATION

Subject area written curriculum and Curriculum Guides shall be developed for all grade levels and subjects in the District. The format of Curriculum Guides and expected components are outlined in the Board approved Curriculum Management Plan.

For the purposes of continuously improving student performance, while also maintaining flexibility to reach each student's unique needs, curriculum components will be identified in the Board adopted Curriculum Management Plan as tightly-held or loosely-held. Tightly-held components will require decisions made at the District level. Loosely-held components will be determined and managed at the building level. Tightly-held and loosely-held curricular elements are outlined in the Board approved Curriculum Management Plan.

CURRICULUM EVALUATION

The written curriculum will be evaluated on a periodic cycle as outlined in the Curriculum Management Plan. The purpose of the curriculum evaluation will be to assess the effectiveness of the curriculum in any content area.

Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- Students' current and anticipated needs for knowledge and skills in the particular discipline;
- Emerging trends and current research in content and modes of instruction;
- Opportunities for collaboration within the discipline and across disciplines;
- Opportunities to explore supplementary resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- The role of technology in supporting teaching and learning;
- Appropriate assessment strategies;
- Progress towards District/Board goals.

CURRICULUM ADOPTION

The Board is required by statute to approve and adopt the written curriculum of the school district. The Teaching and Learning Department will review each content area curriculum on a multiyear cycle. Updates to the written curriculum will be presented to the Board for approval as outlined in the Curriculum Management Plan.

ROLES & RESPONSIBILITIES FOR DEVELOPING AND IMPLEMENTING A GUARANTEED & VIABLE CURRICULUM:

All District staff members are responsible for ensuring that all students learn the Oregon State Learning Standards through the District’s curriculum and demonstrate achievement at high levels. As a function of responsibilities, the Curriculum Management Plan provides specifics related to the roles and responsibilities, although responsibilities are not limited solely to those listed. The superintendent, in cooperation with the Teaching and Learning Department and other appropriate staff, shall make curriculum recommendations to the Board for their consideration and adoption.

The superintendent and administration shall make regular reports to the Board on items concerning curriculum

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 332.075\(1\)](#)
[ORS 336.035](#)
[ORS 336.067](#)
[ORS 337.260](#)

[ORS 659.850](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2000](#)
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)
[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

[Senate Bill 1098 \(2025\)](#)

Medford School District 549C

Code: IF
Adopted: 4/05/05
Revised/Readopted: 6/17/19; 11/17/22; xx/xx/xx
Orig. Code(s): IF

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For cycles of curriculum adoptions, in all subject areas, representation from each building will be sought, with an attempt toward every grade level being represented. The Teaching and Learning Department will work with the Medford Education Association president/designee to include association representation.

The curriculum development cycle will include five phases:

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An aligned, high-quality written curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
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[OAR 581-022-2300](#)
[OAR 581-022-2305](#)
[OAR 581-022-2310](#)
[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

Medford School District 549C

Code: IIA
Adopted: 10/10/16
Revised/Readopted: 1/09/20; 2/17/22; 3/16/23; xx/xx/xx
Orig. Code: IIA

~~Instructional Resources~~/Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting ~~basic~~ instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the curriculum review process in the Curriculum Management Plan, which will meet or exceed the State Board of Education adoption cycle. All core instructional materials will be reviewed on a seven year cycle and recommendations for core instructional materials will be made. The district will establish procedures for a periodic review of all resources for alignment to the content of the district curriculum and assessment in all three dimensions: content, context, and cognitive type, prior to adoption for use.

Instructional resources will reflect the strengths, needs, cultures, and backgrounds of students. The district will follow the curriculum review procedures in the Curriculum Management Plan to identify areas where supplementary materials are needed. Recommended instructional resources and supplementary materials will be aligned to state standards and will be free of content that may discriminate on the basis of race, color, national origin, religion, disability, age, marital status, gender identity, sexual orientation, or sexual bias. These materials will contain appropriate readability levels, support the District's adopted curriculum content, provide ease of teacher use, be attractive and durable, be age appropriate, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All instructional materials on the state adoption schedule recommended for adoption will be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[~~ORS 174.100~~](#)
[~~ORS 332.107~~](#)
[~~ORS 336.035~~](#)
[~~ORS 336.082~~](#)
[~~ORS 336.840~~](#)

[ORS 337.120](#)
[ORS 337.141](#)
[ORS 337.150](#)
[ORS 337.260](#)
[ORS 337.511](#)

[ORS 339.155](#)
[~~ORS 659.850~~](#)

[OAR 581-011-0050 - 0117](#)
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)
[OAR 581-022-2310](#)

[OAR 581-022-2340](#)
[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2018~~ 2024).

Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).

Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

~~House Bill 3041 (2021).~~

Senate Bill 1098 (2025).

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The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative regulations governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

The district will review instructional materials in accordance with the curriculum review process in the Curriculum Management Plan, which will meet or exceed the State Board of Education adoption cycle. All core instructional materials will be reviewed on a seven year cycle and recommendations for core instructional materials will be made. The district will establish procedures for a periodic review of all resources for alignment to the content of the district curriculum and assessment in all three dimensions: content, context, and cognitive type, prior to adoption for use.

Instructional resources will reflect the strengths, needs, cultures, and backgrounds of students. The district will follow the curriculum review procedures in the Curriculum Management Plan to identify areas where supplementary materials are needed. Recommended instructional resources and supplementary materials will be aligned to state standards and will be free of content that may discriminate on the basis of race, color, national origin, religion, disability, age, marital status, gender identity, sexual orientation, or sexual bias. These materials will contain appropriate readability levels, support the District's adopted curriculum content, provide ease of teacher use, be attractive and durable, be age appropriate, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All instructional materials on the state adoption schedule recommended for adoption will be approved for use by the Board. Prior to Board approval, parents and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

END OF POLICY

Legal Reference(s):

[ORS 174](#).100
[ORS 332](#).107
[ORS 336](#).035
[ORS 336](#).082
[ORS 336](#).840

[ORS 337](#).120
[ORS 337](#).141
[ORS 337](#).150
[ORS 337](#).260
[ORS 337](#).511

[ORS 339](#).155
[ORS 659](#).850

[OAR 581](#)-011-0050 - 0117
[OAR 581](#)-021-0045

[OAR 581](#)-021-0046
[OAR 581](#)-022-2310

[OAR 581](#)-022-2340
[OAR 581](#)-022-2350

[OAR 581](#)-022-2355

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).

Senate Bill 1098 (2025).

Medford School District 549C

Code: IIA-AR~~(2)~~(1)
Revised/Reviewed: 2/20/25; xx/xx/xx

Instructional Materials

Core Instructional Materials¹

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Materials must be in line with state standards. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

¹ "Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials³

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

Classroom Library Materials⁴

1. When selecting materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students.
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

³ “School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

⁴ “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Medford School District 549C

Code: IIA-AR(1)
Revised/Reviewed: 2/20/25; xx/xx/xx

Instructional Materials

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Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use.

If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply.

Supplemental Instructional Materials²

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Materials must be in line with state standards. Other authoritative matter experts may be included when practicable, as determined by the district.

1. Materials will contain suitable readability levels and support the district's adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district's selection criteria and will be accepted or rejected based on those criteria.

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² "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

School Library Materials³

1. In selecting materials for the school library or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels.
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3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

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⁴ “Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

Medford School District 549C

Code: IIA-AR(+) (2)
Revised/Reviewed: 12/03/18; 1/9/20; xx/xx/xx
Orig. Code: KLB-AR; IIA-AR

Public Complaints Procedure About Curriculum/Instructional/Library Materials

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Request for Reconsideration of Instructional Materials

Name _____ Date _____
Address _____ City _____ Zip _____
Email _____
School _____ Grade _____

Fill in information as appropriate:

Title _____ Author _____
Publisher _____ Publication Date _____

~~How is the material used in the school?~~ ~~Is its use:~~

Basic Text _____	Required _____
Supplementary _____	Recommended _____
AV/Computer Presentation _____	Suggested _____
Library Material/Book _____	Free Choice _____

Type of material: ☐ Article ☐ Audio recording ☐ Book ☐ Textbook ☐ Video ☐ Website

☐ Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. What brought this material to your attention?
2. To what in the material do you object? Please comment on the resource as a whole as well as being specific on matters which concern you. (Use the other side if needed.)
3. What do you believe is the problem with using this material?
4. Did you review the material in its entirety? ☐ Yes ☐ No; Did you read all the book or see the film and hear the discussions preceding and following the showing? ☐ Yes ☐ No; If not, what part did you review? _____

- ~~5. What would you like your school to do about this material?~~
~~_____ Do not use it with my child~~
~~_____ Withdraw it from use with all students as well as from my child.~~
~~_____ Re-evaluate its use and explain to me its value in the educational setting.~~
~~_____ Other: _____~~
5. Did you discuss your concerns with the teacher or other involved staff? ☐ Yes ☐ No
If no, you must first discuss your concerns with the teacher or administrator before filing a request for reconsideration.
If yes, on what date? _____

Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____

6. What action are you requesting the reconsideration committee consider? _____

7. Do you wish to provide oral or written testimony to the reconsideration committee?

☐ Yes, oral testimony ☐ Yes, written testimony ☐ No

If yes, you will be contacted with details on how to provide your testimony.

Signature of Complainant
(Please return this form to the building principal.)

Date

Medford School District 549C

Code: IIA-AR(2)
Revised/Reviewed: 12/03/18; 1/9/20; xx/xx/xx
Orig. Code: KLB-AR; IIA-AR

Public Complaints Procedure About Curriculum/Instructional/Library Materials

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Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Request for Reconsideration of Instructional Materials

Name _____ Date _____
Address _____ City _____ Zip _____
Email _____
School _____ Grade _____

Fill in information as appropriate:

Title _____ Author _____
Publisher _____ Publication Date _____

Type of material: ☐ Article ☐ Audio recording ☐ Book ☐ Textbook ☐ Video ☐ Website

☐ Other: _____

Producer/Source (if known): _____

Please respond to the following questions.

1. What brought this material to your attention?

2. To what in the material do you object? Please comment on the resource as a whole as well as being specific on matters which concern you. (Use the other side if needed.)
3. What do you believe is the problem with using this material?
4. Did you review the material in its entirety? ☐ Yes ☐ No; Did you read all the book or see the film and hear the discussions preceding and following the showing? ☐ Yes ☐ No; If not, what part did you review?
5. Did you discuss your concerns with the teacher or other involved staff? ☐ Yes ☐ No
If no, you must first discuss your concerns with the teacher or administrator before filing a request for reconsideration.
If yes, on what date? _____
Please provide a summary of the conversation: _____

What is the name of the staff member(s)? _____
5. What action are you requesting the reconsideration committee consider? _____

6. Do you wish to provide oral or written testimony to the reconsideration committee?
☐ Yes, oral testimony ☐ Yes, written testimony ☐ No
If yes, you will be contacted with details on how to provide your testimony.

Signature of Complainant
(Please return this form to the building principal.)

Date

Medford School District 549C

Code: IKF
Adopted: 4/21/81
Revised/Readopted: 3/02/15; 4/24/17; 2/12/15;
5/21/20; 2/17/22; 10/20/22;
2/20/25; xx/xx/xx
Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680³.

¹ As defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy⁷);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student's personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student's graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

¹⁰ "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance);
5. One-half credit in personal financial education¹¹;
6. One-half credit in higher education and career path skills¹²;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings¹³;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

¹¹¹¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student 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.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in English/language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁴ will be awarded to students who:

¹⁴ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance¹⁵ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁶.

For students with a documented history¹⁷, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

¹⁵ "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

¹⁶ "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.

¹⁷ "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.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁸ and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

The district shall establish conduct and discipline consequences for student-initiated test impropriety. The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

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[OAR 581-021-0009](#)
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[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

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Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

Medford School District 549C

Code: IKF
Adopted: 4/21/81
Revised/Readopted: 3/02/15; 4/24/17; 2/12/15;
5/21/20; 2/17/22; 10/20/22;
2/20/25; xx/xx/xx
Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. Enrolled in an approved recovery school under ORS 336.680³.

¹ As defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in English/language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics, and financial literacy⁷);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);

⁴ “Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

⁵ “Language arts” includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits as described in the student's personal education plan (including the ability to earn dual credit, credit through internships and externships) as long as the credit earned meets requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

A diploma with honors is available to those students who are seeking to challenge themselves academically. This program will prepare students for their post-secondary education by providing rigorous coursework along with the opportunity to earn college credit. Students who wish to pursue a diploma with honors are strongly encouraged to begin taking Advanced Placement or honors courses their freshman year and must confirm their intentions with their counselor at the start of their junior year. To earn this designation on a diploma, a student must earn a cumulative grade point average of 3.5 or higher, complete the statewide assessments, and earn nine or more credits in advanced placement or honors courses, or in other courses designated in the course guide as qualifying for the honors designation. Requirements must be met by the end of the 4th quarter of a student's graduation year. The student must also meet the district guidelines for a high school diploma.

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

¹⁰ "World language" includes sign language, heritage language and languages other than a student's primary language.

1. Three credits in English/language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (including history, civics, geography, economics, or personal finance;
5. One-half credit in personal financial education¹¹;
6. One-half credit in higher education and career path skills¹²;
7. One credit in health education;
8. One credit in physical education (credit may also be earned through athletic participation or equivalent activities that are approved by a school administrator in advance);
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010. In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings¹³;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may

¹¹¹¹ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹³ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student 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.

Students not on an IEP or a Section 504 Plan may not receive a modified Oregon State assessment. A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide assessment options as described in the Local Performance Assessment Manual, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in English/language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education and (credit may also be earned through athletic participation or equivalent activities that are approved by school administrator in advance);
 - g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁴ will be awarded to students who:

¹⁴ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

1. Have maintained regular full-time attendance¹⁵ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁶.

For students with a documented history¹⁷, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in either the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

¹⁵ "Regular full-time attendance" means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose.

¹⁶ "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.

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¹⁸ Oregon Department of Education page for: [30-day notice and opt-out form](#)

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