

Preamble

[Graduation Pathways 2020 guidance](#) is designed to mitigate negative consequences from any lost learning time due to COVID-19. All of our seniors, regardless of credit status, deserve our personal attention, encouragement, and consistent emotional support. We share in the responsibility to set a clear path toward graduation for every senior.

This summary resource is provided to help distill the important and technical details in the [full guidance document](#).

Section 4A: Naming the Inequities and Centering Guiding Principles

Our public education system creates a problematic paradox around who the system is designed to serve. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. ODE's guidance for seniors during this time of school closure centers on **Care, Connection, and Continuity of Learning which requires an equity stance**.

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices.

As we lead this effort across Oregon, the **Distance Learning for All Guiding Principles** will anchor our state in common values and help generate collective action during this time:

- Ensure safety and wellness.
- Cultivate connection and relationship.
- Center in equity and efficacy.
- Innovate.

Section 4B. Graduation Requirements for Seniors

We will honor and recognize that seniors dedicated more than 12 years of learning and progress during their K-12 careers. Our goal is to hold students harmless, recognize their accomplishments and protect their future plans. Less than 2% of seniors' total K-12 learning time has been impacted by COVID-19.

Graduation Pathways 2020 Guidance

- Maintain current Oregon Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements.
- Award subject-area credit based on a senior's progress or demonstrated proficiency as of school closure.
- Award a diploma if a senior was on track to graduate prior to the closure.
- Ensure opportunity for seniors to earn credit for course work or learning they have engaged with since the school closure.
- Assign seniors Pass/Incomplete for all courses impacted by school closure. (See Reconciling Credit section below.)
- Suspend all Essential Skills and Personalized Learning requirements for seniors (Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile).

Reconciling Credit

For the final spring term(s), seniors shall be awarded credit based on a Pass / Incomplete determination. Generally:

- If a senior was on track for a passing grade or had a passing grade in the current term, they shall be awarded a "Pass" status for the course.
- If a senior was not on track for a passing grade or had a failing grade in the current term, they shall be awarded an "Incomplete" status for the course.

Districts should hold seniors harmless when considering whether credit should be awarded.

Section 4B. Graduation Requirements for Seniors, continued

Requirements and Recognition

Districts may not change graduation requirements for the Class of 2020.

Implement any honoring of accomplishments with an equity lens.

Provide additional support and credit-earning opportunities to seniors needing credits to graduate.

Section 4C. Personalized Student Graduation and Transition Plans

Steps for Identifying Credit Status

1. Review and update teacher gradebooks to determine course completion status.
2. Use course completion data to determine credit status for graduation.
3. Identify and determine support for students in specific student groups.
4. Develop a personalized student graduation and transition plan for each student, prioritizing those who need credit to graduate and historically underserved students who may benefit from additional support navigating transition to college and/or career.
5. Communicate with seniors and families.

Communication Timeline

See [Communications Toolkit](#)

As soon as possible: Provide initial communication to families on the process and timeline for determining status for graduation.

By April 30: Notify each senior's family on their student's graduation status and next steps.

August 31: Deadline for students to meet Oregon Diploma 2020 requirements.

Section 4D. Special Education Services for Seniors

Students protected under the IDEA ADA require further consideration under the law. In determining progress towards graduation, districts must consider additional guidance to ensure equity and access for students with IEPs.

Seniors with IEPs On-Track to Graduate

Communicate with the family regarding the Termination of Services or Transition Services as appropriate based on diploma option. If the student earns an Oregon Diploma, the district's FAPE obligation to that student will end.

If the parent/guardian wants the student to continue to receive special education services through the originally planned graduation date, the IEP team will need to meet to discuss the continued need for special education services pending graduation.

Section 4D. Special Education Services for Seniors, continued

Additional Considerations for Seniors with IEPs who may Need Credits to Graduate

Documentation of appropriate services and supports must be provided. At a minimum, this includes:

- Reviewing IEP records to ensure that district provided FAPE
- Evidence that an appropriately developed IEP was fully implemented
- Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process

If such documentation cannot be provided, the district shall hold that student harmless during the closure.

Section 4E. Specific Student Scenarios for the Class of 2020

This section provides an if/then chart applying the guidance from the document to certain specific scenarios that ODE has received from districts.

Section 4F. Celebrations, Traditions, and Ways to Honor Seniors

The end of the senior year of high school comes with varying traditions designed to recognize, honor, and celebrate the accomplishments of each student's K-12 experience and learning. This spring represents the culmination of over 12 years of dedication. We should all strive to find ways to individually and publicly honor the Class of 2020's efforts and academic achievements.

Section 4G. Appendix

The appendix contains specific tools to support seniors as districts set a clear path toward graduation for every senior.

These tools include:

- **Tool #8:** [Comprehensive School Counseling Plan for Seniors](#)
- **Tool #9:** [Personalized Student Graduation Plan Template](#)
- **Tool #10:** [Graduation Pathways 2020 Timeline](#)
- **Tool #11:** This Document

The appendix also contains FAQs with ODE's response to each.

Summary of 2020 Oregon Diploma Requirements

Subject Area	2020 Oregon Diploma Requirement	2020 Oregon Modified Diploma Requirement*	2020 Oregon Extended Diploma Requirement
English Language Arts	4.0 credits	3.0 credits	2.0 credits
Mathematics	3.0 credits	2.0 credits	2.0 credits
Science	3.0 credits	2.0 credits	2.0 credits
Social Sciences	3.0 credits	2.0 credits	3.0 credits
Second Language/The Arts/CTE	3.0 credits	1.0 credits	1.0 credits
Health	1.0 credits	1.0 credits	1.0 credits
Physical Education	1.0 credits	1.0 credits	1.0 credits
Electives	6.0 credits	12.0 credits	0 credits
Essential Skills and Personalized Learning Requirements	Suspended	Suspended	Not Required
Total	24.0 credits	24.0 credits	12.0 credits

* Credit for a modified diploma shall be granted through a continuum of instruction beginning at basic skills and progressing through high level skills, according to individual student needs across academic content areas. Courses granting credit towards a modified diploma must contain substantial academic content.