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ABSTRACT

This bulletin answers questions concerning grading, graduation requirements, and awarding of diplomas to students with disabilities in Montana. Presented in a question-and-answer format, the guide is based upon letters from the Office of Special Education Programs and Office for Civil Rights concerning the interpretation of federal statutes. First, concerning grades, the guide addresses use of modified grades, exclusion of a student from grading in a general education class, collaboration of general and special education teachers in grading, and disclosure of the student's special education status. Second, concerning grades in class rankings and honor rolls, the guide considers inclusion of grades in special education classes in schoolwide standings and weighted grading systems. Third, concerning graduation, questions are answered about the placement committee, procedural safeguards, and eligibility for services until the age of 21. Fourth, concerning diplomas, questions address diploma eligibility and wording on diplomas received by a special education students. References to relevant legislation and regulations are included. Appended are sample diplomas and report cards for special education students. (DB)

Grades, Graduation, and Diplomas Special Education Bulletin.

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SPECIAL EDUCATION BULLETIN

GRADES, GRADUATION, AND DIPLOMAS

JULY, 1995

Many questions regarding graduation of students receiving special education have been raised by administrators and other school staff. The Individuals with Disabilities Education Act (IDEA) is silent with respect to these issues. Section 504 of the 1973 Rehabilitation Act prohibits discrimination in the implementation of grading policies, setting of graduation requirements, and awarding of diplomas.

The Board of Public Education and local school districts have the authority to set graduation standards, grading policies and conditions for awarding diplomas as long as those policies do not violate civil rights. This bulletin, which is designed in a question/answer format, is based upon several letters from the Office of Special Education Programs and Office of Civil Rights. For specific cites, please call 444-4402.

GRADES

1. May a student with a disability who receives special education accommodations in a general education classroom be given modified grades?

YES. Students with disabilities enrolled in general education classes for the purpose of learning that subject matter or working on the objectives identified in the IEP should receive grades as outlined in the IEP.

If grades are the standard used for granting credit in a general education class, then students with disabilities enrolled in that class for credit shall receive grades.

GRADES

Alternate grading systems are appropriate only if they are offered to all students, not just students with disabilities.

Grades provide a measure that a student has or has not successfully mastered the subject matter in a particular subject area and provide the IEP team with information that will help make appropriate educational decisions.

Alternative grading systems are appropriate as long as the school district ensures that the grading policies and practices of the district are not discriminatory. For example, a school district may offer a pass/fail grading system for students receiving special education in general education classes only if the pass/fail grading system is available to all students regardless of disability. If an asterisk (*) indicates "individualized learner objectives," then the use of the asterisk would have to be applied to all students, not just those receiving special education.

2. May a student with a disability enrolled in a general education class for reasons other than mastery of the course content (example, learning social skills), be excluded from the class grading and evaluated on specific objectives on the IEP?

YES. Students with disabilities enrolled in a general education class for no credit as part of the IEP would not be graded in the content area, but receive grading or evaluation based upon criteria outlined in the IEP.

3. Can a general education teacher and a special education teacher assign the grade for a student with a disability in a general education classroom?

YES. Grading special education students should be a collaborative effort between the general and special educator. The actual standards for grading should be addressed in the IEP. Local school district policy and administrative practices determine which teacher actually is responsible for compiling the grade.

GRADING

Grading students within an inclusive environment should be a collaborative effort between the general and special educator.

4. Can classes be identified as special education classes on the high school student's transcript to indicate that the student has had a modified curriculum in general class?

NO. Words such as "English Essentials," or "Practical Math Applications" or other descriptive phrases must be used. Words such as "Special Education English" or "Resource math" should not appear on the transcript.

5. Can asterisks or other symbols or codes be written on a high school student transcript to indicate that the student has had a modified curriculum in a general education class?

YES. Modifications or exceptions to the grading scale may be identified as long as the denotation of modifications or exceptions does not identify the student as having a disability or being in special education. An asterisk after the grade may denote that the student received modified grades or completed work at a lower grade level. However, the explanation of the asterisk on the transcript must not indicate the student's participation in special education. The school district must be careful in providing any information on the transcript which may later have a discriminatory impact on the student's admission to post-secondary educational institutions or future employment.

TRANSCRIPTS

*Avoid- "Special Education Reading"
"Resource English"
"Special Education Math"*

*Use- "Level 1 English"
"Practical Math Applications"
"Basic Social Studies"
"General Science"
"Collaborative Algebra"
"Life Skills"*

An asterisk () can be used on the transcripts to indicate a modified program. The statement should not make reference to participation in special education.*

6. May a student with a disability or parent, when appropriate, disclose the student's participation in special education services to a post-secondary educational institution?

YES. Disclosure of information regarding a disability to post-secondary educational institutions and/or employers could be very beneficial to the student. Information used properly may lead to better programming and appropriate accommodations for the student.

It is up to the candidate for admission or applicant for employment to disclose relevant information regarding a disability. Information regarding a disability may be contained on the transcript if the parent or student with disabilities gives written consent for the information to be released to the post-secondary institution or employer. The parent or student with disabilities must know what is on the transcript and give consent specific to the information sent.

GRADES, CLASS RANKING AND HONOR ROLL

1. Must grades earned in special education classes or in general education classes with the support of special education services be included in schoolwide GPA standings? (This leads to a ranking of students by GPA for honor roll and college scholarship purposes).

YES. In determining GPA or class ranking, a school district may not arbitrarily exclude students receiving special education or assign the students a lower class ranking. A high school or junior high school honor roll policy may not use participation in special education as a basis for exclusion from the honor roll. Any policy and practice with regard to assigning students honor roll status must be developed and implemented district-wide so that a disparate application of the standard does not exist.

A school district policy may not use participation in special education and related services as a criteria to eliminate students from competition for valedictorian, salutatorian or class ranking for scholarships. Section 504 does not prohibit school districts from utilizing uniform standards for measuring academic achievement for educationally sound purposes, even though some students with disabilities may not be able to perform at higher levels. The selection procedures, however, must be based on objective criteria commensurate with the purpose of the ranking.

2. Can a school district implement a weighted grading system that arbitrarily assigns lower grade weights to all special education courses?

NO. A school district may not arbitrarily assign the lowest weight in a weighted grading scale formula to all special education classes. The school district may use a weighted grading system which assigns lower grade weights to special education courses as long as the lower weighting results from an assessment of actual differences in the difficulty of all courses including special education and general education

A school district may not arbitrarily assign the lowest weight in a weighted grading scale formula to all special education classes.

es. The academic distinctions must be based upon objective criteria closely related to the purpose of the

program and applied to all students equally without regard to disability. For purposes of determining grades, categorization of courses based solely on the status of the class as a special education class or the classification of the student as having a disability would violate Section 504 of the 1973 Rehabilitation Act (Section 504).

When a school district's weighting system effectively precludes special education students from being placed on the honor roll, the school district shall provide students with disabilities the opportunity to earn awards and honors reflecting their efforts and achievement. The OPI technical assistance manual *Least Restrictive Environment* states that participation of a student with disabilities in a separate service or activity is permitted only when the nature or severity of the student's disability is such that the student is unable to enjoy or otherwise benefit from participation in the service or activity in which students without disabilities participate. Before providing separate services or activities, the district must consider reasonable modifications to the design of such services or activities in an effort to accommodate all students.

GRADUATION

1. Is an Individualized Education Program meeting required before a student with disabilities graduates from high school?

YES. An IEP meeting must be held to conduct a review of the student's IEP at an appropriate time before graduation to evaluate the student's progress toward graduation. The IEP team determines whether graduation requirements will be met and whether the goals and objectives in the IEP will be completed.

Rule 10.16.2703 ARM requires school districts to have procedures to ensure continuation of a free appropriate public education for students with disabilities when promoting or retaining students. Students shall be promoted or retained according to local educational criteria unless specific learner outcomes are waived in the student's IEP. The student shall be eligible for graduation from high school if the student has completed a prescribed course of study. A prescribed course of study shall have been completed when a student completes the goals on the IEP.

If a student's IEP has identified graduation on a specified date and the IEP team decides that the student has not met graduation requirements, written prior notice that the student will not meet graduation requirements must be given to the parent and student early enough so that parents may exercise their procedural safeguards including requesting a due process hearing. If the student or parents of the student requests a due process hearing, the impartial hearing officer would determine whether it is appropriate to graduate the student.

2. Are procedural safeguards required when a student with disabilities graduates from high school?

YES. High school graduation is considered a change in placement for a student who has a disability in that eligibility for special education and related services ceases upon granting a diploma. Since graduation ceases a student's access to special education programs, all of the procedural safeguards required under IDEA are in

INDIVIDUALIZED EDUCATION PROGRAM MEETING BEFORE GRADUATION

An IEP meeting is required to conduct a review of the IEP in an appropriate time before graduation to ensure requirements will be met and the goals and objectives in the IEP completed.

effect including written notice and due process hearing procedures and must be given at the IEP meeting that evaluates whether the student has met graduation requirements.

Under Section 504 of the 1973 Rehabilitation Act (Section 504), the school district must conduct an evaluation in accordance with 34 CFR 104.35(b) before any significant change in placement. For students with disabilities receiving services under Section 504, the evaluation team which designed the student's program must determine whether the student is eligible for graduation. Since graduation is a significant change in placement, written notice of procedural safeguards is required.

3. Can a student who has graduated from public high school receive special education services under IDEA until the age of 21?

NO. High school graduation and granting a high school diploma signal the completion of the student's secondary education program. IDEA does not cover post-secondary school education. A student's eligibility for special education services may also end if the student no longer meets school district age qualifications.

All of the procedural safeguards required under IDEA are in effect including written notice and due process hearing procedures.

Students who graduate and go on to post-secondary programs could qualify for Section 504 accommodations.

4. May an IEP team plan a special education program for a student with disabilities to graduate when the student is age 21?

YES. Commensurate with a district's IDEA Part B application and local district practice, a district may provide special education and related services through age 21. A school district must provide a free appropriate public education (FAPE) to students with disabilities aged 3-18. Students with disabilities age 19-21 do not have to be provided FAPE if the provision of such services is contrary to the school district's IDEA Part B application.

When the student enters high school, the IEP team should identify graduation requirements and length of the program.

DIPLOMAS

1. Are all special education students who are enrolled in public school eligible to receive a diploma?

YES. The IDEA does not require a school district to award a diploma to students identified as having a disability under 101-476. However, Montana school accreditation standard 10.55.805 Administrative Rules of Montana (ARM) states

GRADUATION AGE REQUIREMENTS

IDEA FAPE = AGES 3-18

UNLESS

The school district's policy and narrative specify services through age 21.

that a student who has successfully completed the goals identified on an individualized education program (IEP) shall be awarded a diploma.

The completion of a course of study prescribed under state and local rules should result in a formal recognition of the completion of that study. Diplomas for special education students shall be awarded in the same manner as diplomas are awarded to students without disabilities.

2. May a school district use different wording on the diploma received by a student with a disability?

YES. The language on the diploma may differentiate between the student who "has completed the course of study prescribed by the board of trustees" or who "has completed a prescribed course of study in accord with requirements established by the board of trustees." The diploma awarded to each student must be similar in all significant respects. The student's transcript shall reflect the individual nature of the course of study.

School districts are encouraged to use the same language on all diplomas for all students in the school district. The transcript is the communication mechanism between the school and other agencies.

If a school district offers different types of diplomas based upon a specific course of study, then all diploma options must be available to all students regardless of whether the student has a disability. The requirements for earning a particular type of diploma must be based upon objective criteria specific to the purpose for awarding different diplomas.

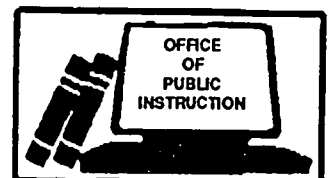
3. Can requirements for granting a diploma be waived for students with disabilities?

YES. Each school district shall provide for a waiver of the district established learner outcomes in order to accommodate the needs of special education students. Learner outcomes that are waived must be identified on the student's IEP.

A credit waiver is available under 10.55.906(3)(a) ARM which permits the board of trustees to waive specific course requirements based on individual student needs and performance levels. Waiver requests shall be considered with respect to age, maturity, interest, and aspirations of the student and shall be in consultation with the student's parents or guardians. The IEP team must follow local district board of trustees policy when considering credit waivers for students with disabilities.

DIPLOMAS

A student with a disability who has successfully completed the goals identified on an individualized education program (IEP) shall be awarded a diploma and attend the same graduation ceremony.



APPENDIX



The next pages gives appropriate and inappropriate examples of the following documents:

≈ REPORT CARDS

≈ TRANSCRIPTS

≈ CERTIFICATES

≈ DIPLOMAS

The gray area of each document highlights appropriate or inappropriate language for school districts to consider when modifying or developing their own documents.

ACKNOWLEDGMENTS

The Office of Public Instruction acknowledges the contributions of the Task Force for Guidelines on Grades, Graduation, and Diplomas for Students with Disabilities. Further acknowledgment is extended to the Mountain Plains Regional Resource Center for the technical support and resources to prepare this document.

TASK FORCE MEMBERS

MOUNTAIN PLAINS REGIONAL RESOURCE CENTER
John Copenhaver, Utah State University, Logan, UT

INCLUSION SPECIALISTS
Jo Jakupcak, Missoula
Monica Witten, Billings Public Schools

MONTANA ASSOCIATION OF ELEMENTARY & MIDDLE SCHOOL PRINCIPALS
Marilyn Clark, Sacajawea School, Great Falls

MONTANA COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION
Brad Nimmick, Largent Center, Great Falls

MONTANA SCHOOL COUNSELORS ASSOCIATION
Linda Carey, Helena High School
Jim Lodge, Missoula Big Sky High School

PARENTS, LET'S UNITE FOR KIDS (PLUK)
Kathy Kelker, Montana State University—Billings

SCHOOL ADMINISTRATORS OF MONTANA
Penny Koke, Montana City Elementary

SPECIAL EDUCATION ADVISORY PANEL
Merry Fahrman, Central School, Helena

MONTANA VOCATIONAL ASSOCIATION
Penny Jakes, College of Technology of U of M, Missoula

OFFICE OF PUBLIC INSTRUCTION
Sue Paulson
Gail Gray
Bob Runkel

Inappropriate Certificate

Deer Creek County Schools

Deer Creek



Montana

This Certificate is hereby granted to

for completion of a special education individualized educational program in the Logan County Schools.

Given this _____ day of _____ 19 _____

Chairman, Board of Education

Principal

Superintendent

Teacher

Appropriate Certificate

Deer Creek County Schools



Deer Creek

Montana

This Certificate is hereby granted to

who has completed a course of study prescribed by the board
of trustees in the Logan County Schools.

Given this _____ day of _____ 19 _____

Chairman, Board of Education

Principal

Superintendent

Teacher

Appropriate Transcript

Mirror Lake High School
 3800 South Logan, Englewood, Montana 59011
 (303) 761-0894

Transcript printed on 2/3/95

Class of 1995
 Birthdate: 9/24/75
 Cum GPA: 2.539

Total Credits Earned: 182.50
 Class Rank: 151 out of 179

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------------|---------------------|---------|--------|--------|
| 1990-1991 Englewood High | Basic Art & Design | C 5.00 | | |
| | Challenge | B 5.00 | | |
| | ** Eng 9 GC/LC | D 5.00 | | C 5.00 |
| | General Math | B 5.00 | | B 5.00 |
| | HS Science B | C 5.00 | | B 5.00 |
| | Mixed Chorus | A 5.00 | | |
| | SS 9 Econ/Gov | C 5.00 | | B 5.00 |
| 1991-1992 Englewood High | ** Consumer Math | A 5.00 | | A 5.00 |
| | Eng 10 GC | | | C 5.00 |
| | Eng 10 LS | | | C 5.00 |
| | Geo/World History | C 5.00 | | C 5.00 |
| | Human Bio Systems | B 5.00 | | |
| | Work Experience | | | P 5.00 |
| 1992-1993 Englewood High | Algebra 12 | C 10.00 | | |
| | Contemporary Living | C 5.00 | | |
| | English 11 | IC 0.00 | | |
| | Work Experience | P 10.00 | | |
| | Work Experience | | | T |
| | World History | C 10.00 | | |
| 1993-1994 Englewood High | ** Accounting 1 | A 10.00 | | |
| | Earth Science | B 5.00 | | |
| | English 11 | P 10.00 | | |
| | Homebound Geometry | C 5.00 | | |
| | Mixed Chorus | B 2.50 | | |
| 1994-1995 Englewood High | Adult Proficiencies | | | |
| | ** Algebra 3-4 | B- 5.00 | B 5.00 | |
| | Creative Foods 1 | | | |
| | Current Issues | | | |
| | English 4 | B 5.00 | C 5.00 | |
| | Homebound | | | |
| | Homebound | | | |
| | Homebound | | | |
| | Homebound | | | |
| | Personal Survival | | | |

** Grade based on modified curriculum

Inappropriate Transcript

Mirror Lake High School
 3800 South Logan, Englewood, Montana 59011
 (303) 761-0894

Transcript printed on 2/3/95

Class of 1995
 Birthdate: 9/24/75
 Cum GPA: 2.539

Total Credits Earned: 182.50
 Class Rank: 151 out of 179

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------------|---------------------------|--------|--------|--------|
| 1990-1991 Englewood High | Basic Art & Design | C | 5.00 | |
| | Challenge | B | 5.00 | |
| | Special Ed Eng 9 GC/LC | D | 5.00 | C 5.00 |
| | Resource Math | B | 5.00 | B 5.00 |
| | HS Science B | C | 5.00 | B 5.00 |
| | Mixed Chorus | A | 5.00 | |
| | SS 9 Econ/Gov | C | 5.00 | B 5.00 |
| 1991-1992 Englewood High | Resource Math | A | 5.00 | A 5.00 |
| | Eng 10 GC | | | C 5.00 |
| | Eng 10 LS | | | C 5.00 |
| | Geo/World History | C | 5.00 | C 5.00 |
| | Human Bio Systems | B | 5.00 | |
| | Work Experience | | | P 5.00 |
| 1992-1993 Englewood High | Algebra 12 | C | 10.00 | |
| | Contemporary Living | C | 5.00 | |
| | Special Education English | IC | 0.00 | |
| | Work Experience | P | 10.00 | |
| | Work Experience | | | T |
| | World History | C | 10.00 | |
| 1993-1994 Englewood High | Accounting 1 | A | 10.00 | |
| | Earth Science | B | 5.00 | |
| | Special Education English | P | 10.00 | |
| | Homebound Geometry | C | 5.00 | |
| | Mixed Chorus | B | 2.50 | |
| 1994-1995 Englewood High | Adult Proficiencies | | | |
| | Algebra 3-4 | B- | 5.00 | B 5.00 |
| | Creative Foods 1 | | | |
| | Current Issues | | | |
| | English 4 | B | 5.00 | C 5.00 |
| | Section 504 Homebound | | | |
| | Section 504 Homebound | | | |
| | Section 504 Homebound | | | |
| | Section 504 Homebound | | | |
| | Personal Survival | | | |

**Appropriate Report Card
STUDENT PROGRESS REPORT**

NAME _____ TEACHER _____ SCHOOL _____ GRADE _____ YEAR _____

| QUARTER | QUARTER | | | | PROMOTED TO GRADE |
|---------------------|---------|---|---|---|-----------------------|
| | 1 | 2 | 3 | 4 | |
| READING | | | | | 1ST QUARTER COMMENTS: |
| Effort | | | | | |
| Written Assignments | | | | | |
| Class Participation | | | | | |
| ENGLISH | | | | | |
| Effort | | | | | |
| Mechanics/Usage | | | | | |
| Written Expression | | | | | |
| Oral Language | | | | | 2ND QUARTER COMMENTS: |
| Assignments | | | | | |
| SPELLING | | | | | |
| Effort | | | | | |
| Weekly List | | | | | |
| Written Assignments | | | | | |
| PENMANSHIP | | | | | |
| MATHEMATICS | | | | | 3RD QUARTER COMMENTS: |
| Effort | | | | | |
| Problem Solving | | | | | |
| Computation | | | | | |
| Basic Facts | | | | | |
| Tests | | | | | |
| Assignments | | | | | |
| SOCIAL STUDIES | | | | | 4TH QUARTER COMMENTS |
| Effort | | | | | |
| Assignments | | | | | |
| Tests | | | | | |
| SCIENCE | | | | | |
| Effort | | | | | |
| Assignments | | | | | CONFERENCE TOPICS: |
| Tests | | | | | |

| | ✓ | — | Needs Improvement | ATTENDANCE | PARENT/GUARDIAN SIGNATURE: |
|-------------------|-----|---|---------------------|--------------|----------------------------|
| A — Excellent | | | | DAYS PRESENT | |
| B — Above Average | S | — | Satisfactory | DAYS ABSENT | |
| C — Average | + | — | Area of Strength | TIMES TARDY | |
| D — Below Average | * | — | Modified Assignment | | |
| F — Failing | x | — | Participation | | |
| I — Incomplete | N/A | — | Not Applicable | | |

STUDENT PROGRESS REPORT

NAME _____ TEACHER _____ SCHOOL _____ GRADE _____ YEAR _____

| QUARTER | 1 | 2 | 3 | 4 | QUARTER | 1 | 2 | 3 | 4 | PROMOTED TO GRADE |
|---------------------|---|---|---|---|--|---|---|---|---|-----------------------|
| READING | | | | | ART | | | | | 1ST QUARTER COMMENTS: |
| Effort | | | | | MUSIC | | | | | |
| Written Assignments | | | | | Conduct | | | | | |
| Class Participation | | | | | Rhythmic Competency | | | | | |
| ENGLISH | | | | | Pitch accuracy | | | | | |
| Effort | | | | | PHYSICAL EDUCATION | | | | | |
| Mechanics/Usage | | | | | Effort/Attitude | | | | | |
| Written Expression | | | | | Participation | | | | | 2ND QUARTER COMMENTS: |
| Oral Language | | | | | KEYBOARDING | | | | | |
| Assignments | | | | | SPECIAL EDUCATION | | | | | |
| SPELLING | | | | | Resource Room Reading | | | | | |
| Effort | | | | | Resource Room Language | | | | | |
| Weekly List | | | | | Resource Room Mathematics | | | | | |
| Written Assignments | | | | | Resource Room Social Studies | | | | | |
| PENMANSHIP | | | | | Resource Room Spelling | | | | | 3RD QUARTER COMMENTS: |
| MATHEMATICS | | | | | COOPERATION | | | | | |
| Effort | | | | | Works well with others | | | | | |
| Problem Solving | | | | | Participates in class activities | | | | | |
| Computation | | | | | Assumes responsibility for own actions | | | | | |
| Basic Facts | | | | | Follows school rules | | | | | |
| Tests | | | | | COURTESY | | | | | |
| Assignments | | | | | Shows self control | | | | | 4TH QUARTER COMMENTS |
| SOCIAL STUDIES | | | | | Respects others | | | | | |
| Effort | | | | | Polite and considerate | | | | | |
| Assignments | | | | | WORK HABITS | | | | | |
| Tests | | | | | Follows directions | | | | | |
| SCIENCE | | | | | Works independently | | | | | |
| Effort | | | | | Uses time wisely | | | | | CONFERENCE TOPICS: |
| Assignments | | | | | Organizational skills | | | | | |
| Tests | | | | | Completes assignments on time | | | | | |

| | ✓ | — | Needs Improvement | ATTENDANCE | PARENT/GUARDIAN SIGNATURE: |
|-------------------|-----|---|---------------------|--------------|----------------------------|
| A — Excellent | | | | DAYS PRESENT | |
| B — Above Average | S | — | Satisfactory | DAYS ABSENT | |
| C — Average | + | — | Area of Strength | TIMES TARDY | |
| D — Below Average | * | — | Modified Assignment | | |
| F — Failing | x | — | Participation | | |
| I — Incomplete | N/A | — | Not Applicable | | |

EAGLE HIGH SCHOOL
REPORT CARD

January 24, 1995 - March 22, 1995

STUDENT: John Doe

TERM 3 CREDITS EARNED : 20.0

GRADE:10

DOB: March 5, 1981

TERM 3 GPA 2.500

COUNSELOR: ANN HUTCHINSON

| Course | Teacher | Academic Grade-Credits Earned | Attendance** Grade-Times Absent |
|-------------------------|----------|-------------------------------------|------------------------------------|
| US Hist 11 | Anderson | 5.0 | S 0 |
| Work Exp | Covey | NC | |
| PE 3 | Howard | A 2.5 | S 0 |
| Weight Training | Penn | A 2.5 | S 0 |
| Biology | Ronco | D- 5.0 | S 3 |
| Creative Foods 1 | Wirth | B 5.0 | S 0 |
| Special Ed Math | Jones | A- 5.0 | S 0 |
| Resource English | Lee | B+ 5.0 | S 0 |

Grade based upon Individual Education Program

** ATTENDANCE GRADE:

S: Satisfactory compliance

U: Unsatisfactory compliance

Appropriate Report Card

EAGLE HIGH SCHOOL
REPORT CARD

STUDENT: John Doe TERM 3 CREDITS EARNED : 20.0 GRADE:10
 DOB: March 5, 1981 TERM 3 GPA 2.500 COUNSELOR: ANN HUTCHINSON

| Course | Teacher | Academic Grade-Credits Earned | Attendance** Grade-Times Absent |
|------------------------|----------|-------------------------------------|------------------------------------|
| *US Hist 11 | Anderson | 5.0 | S 0 |
| Work Exp | Covey | NC | |
| PE 3 | Howard | 2.5 | S 0 |
| Weight Training | Penn | 2.5 | S 0 |
| *Biology | Ronco | 5.0 | S 3 |
| Creative Foods 1 | Wirth | 5.0 | S 0 |
| *Basic Math | Jones | 5.0 | S 0 |
| *Collaborative English | Lee | 5.0 | S 0 |

Grade reflects teacher collaboration

**ATTENDANCE GRADE: S: Satisfactory compliance
 U: Unsatisfactory compliance
 * Grade based on modified curriculum

Appropriate Diploma

Big River County High School

Blue Lake, Montana

This Certifies That

has completed a **Course of Study** prescribed by the board of trustees from this High School and is hereby awarded this

Diploma

In Witness Whereof, the seal of Big River County High School and the signatures of the school officials are hereunto affixed. Given this month of May, nineteen hundred and ninty-five.

CHAIRMAN OF BOARD

SUPERINTENDENT

PRINCIPAL

Inappropriate Diploma

Big River High School

County High School

Blue Lake, Montana

This Certifies That

has completed a Course of Study prescribed by the special education program from this High School and is hereby awarded this

Diploma

In Witness Whereof, the seal of Big River County High School and the signatures of the school officials are hereunto affixed. Given this month of May, nineteen hundred and ninety-five.

CHAIRMAN OF BOARD

SUPERINTENDENT

PRINCIPAL



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
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