

I-2: Administrative Procedures

Graduation Requirements



REFERENCES

[Board Policy I-2](#)

[Board Policy I-14, Student Planning, Comprehensive Counseling and Guidance, and Work-Based Learning](#)

[Board Policy S-4, Student Attendance and Exemption from School](#)

DEFINITIONS

Attainment Goal: An attainment goal means earning: a high school diploma; a Utah High School Completion Diploma; an Adult Education Secondary Diploma; or an employer-recognized, industry-based certificate that is likely to result in job placement and included in the State Board of Education’s approved career and technical education industry certification list.

Cohort: A cohort is a group of students, defined by the year in which the group enters grade 9.

Comparable Course: A course that fulfills the same graduation credit requirements as a course for which a student seeks to improve a grade.

Course: For purposes of course grade forgiveness (see, Section II(E)), “course” means a course that a student:

- A. is enrolled in; and
- B. completes, or withdraws from but still receives a grade.

Designated Student: A student:

- A. who has withdrawn from the district before earning a diploma;
- B. who has been dropped from average daily membership; and
- C. whose cohort has not yet graduated.

Additionally, if the district, using state-approved risk factors, determines that a student is at risk of meeting the above criteria, the student will be considered a designated student.

District Credit Committee: Ad hoc committee comprised of the executive director of teaching and learning, a representative from the student services department, appropriate curriculum coordinators, and school representatives, when necessary.

Nontraditional Program: A state-approved program in which a student receives instruction through:

- A. distance learning;
- B. online learning;
- C. blended learning; or
- D. competency-based learning.

Parent: For the purposes of these procedures, parent means a custodial parent or legal guardian of a student.

Recurring Course: A course that a student takes more than once to:

- A. further the student’s understanding and skills in the course subject, such as journalism or band; or
 - B. satisfy a different requirement that the course may fulfill, such as an art class that fulfills an elective requirement and an art requirement.
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PROCEDURES FOR IMPLEMENTATION

I. Guidelines and Procedures Required to Graduate

- A. In order to graduate and earn a diploma from a district high school:
 - 1. Students must have a plan for College and Career Readiness (CCR), have earned 24 academic credits, and have met all Utah State Board of Education requirements (USBE). Graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:
 - a. are consistent with the student’s Individual Education Plan (IEP), CCR, or both;
 - b. are maintained in the student’s cumulative file and include the parent’s signature; and
 - c. maintain the integrity and rigor expected for high school graduation, as determined by the USBE and the district.
 - 2. Students must have attended four years of high school, unless their CCR includes plans for the early graduation option, or their IEP includes different requirements.
 - 3. Students must be registered and attend the high school from which they are seeking a diploma for the entire last semester of the school year in which they complete their graduation requirements. This requirement does not apply to new students who transfer into the district or students enrolled in online courses offered through the Statewide Online Education Program.

4. Students will complete the graduation requirements established by the USBE and district for the year in which the student expects to graduate.
5. A student with a disability, served by special education programs, will satisfy high school completion or graduation requirements consistent with state and federal law, and the student's IEP.

II. Academic Credits

Credits required for graduation may not be waived.

A. Methods to earn credit

1. Students may earn credits in any of the following ways:
 - a. Successful completion of a district high school course.
 - b. Transference of credits and grades for courses taken at a school accredited or recognized by the AdvancED Accredited Schools, or a USBE approved school, including accredited supplemental education schools, and the state's Electronic High School.
 - c. Successful completion of a concurrent enrollment course from an accredited post-secondary school, educational program, or institution.
 - d. Successful completion of a course from an accredited or state approved institution, private school, or institution of higher education.
 - e. Upon application and prior approval from the District Credit Committee, successful completion of a course from a non-accredited or non-approved supplemental education or electronic course provider.
 - f. Demonstrated course proficiency via state or district approved competency assessments or performance appraisal measures, when available. Coursework submitted through demonstrated proficiency for credit will be evaluated by the District Credit Committee.
 - g. Qualified participation in individualized lifetime activities or two seasons of Utah High School Activities Association recognized sports may earn a one-time credit in physical education. Credit for such participation is subject to district approval.
2. Credit earned for the successful completion of high school courses taken during the summer immediately following eighth grade will be posted on the high school transcript. In addition, credit will be awarded to students who transfer into any district high school, who took high school courses in middle school which were posted to the original high school transcript. However, credits earned in district middle schools cannot count toward the 24 required high school credits.

B. Acceptance or denial of transfer credits

1. A full or partial unit of credit may be awarded upon the satisfactory completion of a non-district high school course.
2. Credit and grades earned at a school accredited by the AdvancED Accredited Schools or a school approved by the USBE will be accepted at face value in district schools.
3. Credit earned at non-accredited schools must be reviewed by the District Credit Committee, and may not be approved. If a student wishes to earn academic credit at a non-accredited school, prior to registering for the course the student should obtain the approval from the District's Credit Committee.
4. Credits and grades awarded to students from an accredited school, approved supplemental provider, or an approved non-accredited school, must be submitted to the student's counselor at least 30 days prior to graduation in order to allow time for the credits and grades to be properly authenticated.
5. Middle school students who complete high school courses in grades seven and/or eight will not be given high school credit for courses completed before the summer following completion of grade eight.
6. A student's parent may appeal to the superintendent a decision to deny credit. Appeals must be submitted in writing within ten working days after the decision to deny credit was made.

C. Credit exceptions

1. Unless approved otherwise by the principal, if a student has already received credit for a required course, the student may not subsequently take and receive credit for a course with lower proficiency requirements in the same content area.

D. Credit recovery

1. Students who have failed a content class, or are at risk of failing a content area course, will be enrolled in an intervention class, work through online courses, or use computer assisted software. They may also participate in credit recovery opportunities provided through the Community Education Department, outside the regular school day or during the summer.
2. School personnel will monitor students who have failed content area courses, provide reports to the principal and the district at the end of each semester, and will arrange opportunities for students to make up the credit as soon as possible.
3. Student progress toward graduation will be monitored by school counselors.

- E. Course grade forgiveness
1. In order to improve a course grade, a 9th, 10th, 11th or 12th grade student may:
 - a. repeat the course one or more times; or
 - b. enroll in and complete a comparable course.
 2. A grade for an additional unit of a recurring course does not change a student's original course grade for purposes of this section.
 3. Only courses taken from a Utah public education institution are eligible for course grade forgiveness.
 4. School-based paper packets cannot be used to improve a course grade.
- F. Concurrent Enrollment ("CE") courses can only be replaced by retaking the exact CE course based on the stipulation from the CE agreement that the high school transcript must match the college transcript for all CE courses.
- G. For purposes of improving a grade, students who wish to retake the same course or enroll in a comparable course must complete the I:2 Improving a Course Grade form, including obtaining all the necessary signatures, and submit the form to their counselor. This form must be completed prior to enrolling in any course.
1. If the student is repeating the same course, the counselor will sign the form and obtain a school administrator's signature.
 2. For student requests for enrollment in a comparable course:
 - a. The counselor will forward the signed form, together with any necessary documents, to the executive director of teaching and learning.
 - b. The executive director of teaching and learning will convene a District Credit Committee to review the student's request to enroll in a comparable course.
 - c. The District Credit Committee will determine whether the suggested comparable course is approved for grade replacement, and will return the form to the counselor.
 - d. The counselor will communicate the decision of the District Credit Committee to the student, and when appropriate, enroll the student in the approved course.
 3. Upon completion of the course:
 - a. The student must provide his/her counselor with all necessary documentation required to add a course to or improve a grade on the student's current transcript within three weeks of completing the course.
 - b. The counselor will submit the information to the executive director of teaching and learning, who will then approve or deny the adjustment of the student's transcript and return the form to the counselor.
 - c. If approved, the registrar will adjust the transcript as follows:
 - i. The transcript will be adjusted to reflect the student's highest grade and exclude the lower grade, as necessary.
 - ii. If a student retakes a "comparable course" that has a different course title or course number but counts for the same graduation credit, the comparable course title and/or course number will be added to the transcript.
 - iii. The transcript shall exclude from the student's permanent record the course or comparable course that is not the highest grade upon the request of the student.
 - iv. The transcript may not otherwise indicate the course or comparable course for which the student did not receive the highest grade on the student's record.
- H. Credit for work-based learning, Career and Technical Education (CTE) internships, apprenticeships, etc.
1. Students who wish to earn credit through work-based learning, CTE internships, work release, or apprenticeships must:
 - a. be enrolled in a related CTE career pathway course; and
 - b. have a CCR with a career goal on file.
 2. The amount of credit to be allowed will be determined by the CCR, but may not exceed a total of two credits.
 - a. Credit is limited to students in grade 11 or 12 for individual internships and apprenticeships. Credit is limited to students in grades 10-12 for group internships.
 3. Credit for work release will be awarded if the following requirements are met:
 - a. students must be enrolled in a CTE class;
 - b. students' enrollment in their chosen CTE class must be pre-approved by a CTE coordinator; and
 - c. students must maintain a passing grade in the CTE class.
 4. No more than 2.0 total credits in work release will be earned in grades 11-12.

- I. Earning credit through competency assessments and other performance appraisal measures
 1. State and district competency assessments and other performance appraisal measures, where available, will be accessible to all district high school students.
 2. These assessments may be used by students to accelerate their education, for a course previously failed, or for a course in which a student received an "NG" (no grade).
 3. A competency assessment may only be taken one time each year for an individual course.
 4. A fee, commensurate with the cost of administering the assessment, will be charged each time a test is taken.
 5. Standard fees will be determined but may vary with the test or type of assessment given.
 6. The fee cannot be refunded or waived.
 7. Competency assessments will be coordinated at the school level by the counselor and administration.
 8. Credit for demonstrated competency will be issued with a "P" (passing) grade on the student's transcript. The credit will not count toward the student's GPA.
 9. Performance appraisal requests must be submitted in writing to the executive director of teaching and learning. Students must work with their school counselors when submitting a request. Students may be asked to submit work samples, portfolios, or other scholarship examples as part of a performance appraisal measure. Students may request only one performance appraisal per subject.

III. Dropout Prevention and Recovery Services

- A. The district will provide dropout prevention and recovery services to a designated student, including:
 1. engaging with or attempting to recover a designated student;
 2. developing a learning plan, in consultation with a designated student, to identify:
 - a. barriers to regular school attendance and achievement;
 - b. an attainment goal; and
 - c. a means for achieving the attainment goal through enrollment in one or more of the programs described in subsections C and/or D below;
 3. monitoring a designated student's progress toward reaching his or her attainment goal; and
 4. providing tiered interventions for a designated student who is not making progress toward reaching his or her attainment goal.
- B. The district will provide dropout prevention and recovery services throughout the calendar year for each designated student enrolled in a district school. The district will also provide dropout prevention and recovery services to charter school students in accordance with state law.
- C. The district will provide flexible enrollment options for a designated student that:
 1. are tailored to the designated student's learning plan; and
 2. include two or more of the following:
 - a. enrollment in one of the district's traditional programs;
 - b. enrollment in one of the district's non-traditional programs;
 - c. enrollment in a program offered by a private provider who is under contract with the district; or
 - d. enrollment in a program offered by another school district.
- D. A designated student may enroll in any of the programs listed above, the Electronic High School or the Statewide Online Education Program. The district will make its best effort to accommodate a designated student's choice of enrollment.

IV. Concurrent Enrollment Provisions

- A. Concurrent enrollment means enrollment by a high school student in one or more college courses for both high school and college credit. Eligibility for concurrent enrollment is established jointly with an institution of higher education.
- B. Concurrent enrollment course credits count toward completion of high school graduation requirements.
 1. Three semester hours of college credit equal 0.5 high school credit.
- C. College grades for concurrent enrollment courses will be included as part of the high school GPA.

V. Early Graduation Guidelines

- A. The district allows interested students the option to graduate early. In order for students to utilize this option, all early graduation requirements must be met prior to graduation, including the successful completion of the required courses, earning of 24 credits, and satisfaction of all competency requirements.
- B. Working with a counselor, a CCR must be completed that indicates the student's intention to graduate early.
- C. The CCR stating this intention should be developed as early as possible, preferably at the beginning of the ninth grade school year.

VI. Extending Time for Graduation, Based on Extenuating Circumstances

- A. Students 18 years of age or over, who have not graduated from high school with their graduating class, generally will not be enrolled as continuing education students.

1. If extenuating circumstances exist which were beyond the student's control, he or she may be granted additional time to graduate. Examples of extenuating circumstances include, but are not limited to, sickness, hospitalization, or pending court investigation or action.
2. In order to qualify for additional time beyond the student's regularly anticipated graduation year, a student must meet the specified criteria, make application through their school counselor, and be granted approval by the principal to continue.
3. Students who need additional time beyond what was granted may choose to complete the requirements for earning a diploma by attending the district's adult education program.

VII. Honors or Enriched Diplomas

If offered by the particular district high school, students may be awarded honors or enriched diplomas if they meet the applicable requirements prior to graduation.

VIII. Graduation Ceremonies

- A. Schools establish standards for student participation in graduation ceremonies.
- B. Participation in the graduation ceremony is not required.

IX. Honorary Diplomas

- A. The board may award an honorary high school diploma to a veteran, if the veteran:
 1. left high school before graduating in order to serve in the armed forces of the United States;
 2. served in the armed forces of the United States during the period of World War II, the Korean War, or the Vietnam War;
 3. was honorably discharged or released from active duty because of a service-related disability; and
 4. resides within the district or resided within district boundaries at the time of leaving high school to serve in the armed forces of the United States.
- B. To receive an honorary high school diploma, a veteran or immediate family member or guardian of the veteran must submit a written request to the board that includes the information outlined in section (A) above that verifies the veteran's eligibility for an honorary high school diploma.
 1. At the request of a veteran, a veteran's immediate family member or guardian, or the board, the Department of Veterans' and Military Affairs shall certify whether the veteran meets the requirements of Sections (A)(2) and (3).

X. Adult High School Completion Programs

For information on obtaining a high school education diploma or an adult education secondary diploma, please refer to Board Policy I-24 and its accompanying administrative procedures.