

# I-2: Administrative Procedures

## Credit and Graduation Requirements



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### 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](#)

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### 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 Utah 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. A comparable course does not include a course a student completes through the packet method.

**Course:** For purposes of course grade forgiveness (see, Section III.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- A. who has withdrawn from the district before earning a diploma;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.

**Grade Replacement:** Credit a student earns by retaking a teacher-led course for a letter grade to improve a previous grade, which:

- A. may raise the student’s grade point average if the new grade is higher; and
- B. replaces the lower grade on the student’s transcript.

**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.

**Original Credit:** Credit a student earns through the successful completion of a course for the first time.

**Packet:** A collection of instructional materials and assessments used to receive credit through the packet method.

**Packet Method:** An educational approach where:

- A. a high school student receives a collection of instructional materials from an institution, organization, or school district;
- B. the high school student works through the materials independently with minimal or no direct instruction from a teacher; and
- C. assessment is primarily based on completion of assignments within the instructional materials.

**Parent:**

For purposes of these administrative procedures and the corresponding board policy, “parent” means:

- A. a biological or adoptive parent;
- B. a legal guardian or other individual legally authorized to make educational decisions for the child;
- C. an individual, with whom the child lives, who is acting as a parent in the absence of a natural parent or a guardian;
- D. a foster parent if the authority of the biological or adoptive parents to make educational decisions on the child’s behalf has been terminated or specifically limited by a court order;
- E. in the absence of any individual qualified under parts A-D, a surrogate parent appointed pursuant to the Individuals with Disabilities Education Act; and/or

- F. a stepparent if the stepparent is present on a day-to-day basis with the natural parent and child, and the other parent is absent from the home. A stepparent who is not present on a day-to-day basis in the home of the child does not have rights under Family Educational Rights and Privacy Act ("FERPA") with respect to the child's education records. Stepparents without guardianship of a child do not have the authority to enroll or register a child in school.

"Parent" does not include the state or any political subdivision of government.

**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.

**Replacement Credit:** A pass-fail credit a student earns for a course the student did not pass or complete, which:

- A. does not affect the student's grade point average; and
  - B. allows the student to fulfill high school graduation requirements.
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## PROCEDURES FOR IMPLEMENTATION

### I. Elementary School Education Core Subject Requirements

- A. The following are the Elementary School Education Core Subject Requirements:
  - 1. English Language Arts
  - 2. Mathematics
  - 3. Science
  - 4. Social Studies
  - 5. Arts
    - a. Visual Arts
    - b. Music
    - c. Dance
    - d. Theatre
  - 6. Health Education
  - 7. Physical Education
  - 8. Educational Technology, including keyboarding
  - 9. Library Media skills
  - 10. Civics and character education, integrated into the core subject areas.

### II. Academic Credits – Middle School

- A. The following are the Grades 7-8 General Core Requirements:
  - 1. Grade 7 and Grade 8 Language Arts;
  - 2. Grade 7 and Grade 8 Mathematics;
  - 3. Grade 7 and Grade 8 Integrated Sciences;
  - 4. United States History;
  - 5. Utah History; and
  - 6. At least one course in each of the following in grades 7 or 8:
    - a. Health Education;
    - b. College and Career Awareness;
    - c. Digital Literacy;
    - d. the Arts; and
    - e. Physical Education.
- B. Upon parental or student request, the district may, with parental consent, substitute a course requirement described with a course, extracurricular activity, or experience that is:
  - 1. similar to the course requirement; or
  - 2. consistent with the student's plan for college and career readiness.
- C. Requests to substitute a course requirement must be directed to the executive director of teaching and learning ("E.D. of T&L").
  - 1. Upon receiving such a request, the E.D. of T&L or content area specialist will provide the parent and/or student with the necessary form to complete.
  - 2. After receiving a completed form, the E.D. of T&L will convene the District Credit Committee to review the request.
  - 3. The District Credit Committee will determine whether the requested substitution is approved and will inform the parent in writing of its decision.
  - 4. A student's parent may appeal to the superintendent a decision to deny the requested course substitution. Appeals must be submitted in writing within ten working days after the denial was made.

### III. Academic Credits – High School

Credits 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 Cognia Accredited Schools, or a USBE-approved school, including accredited supplemental education schools.
  - 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 maximum of 0.5 credit in physical education.
    - a. Credit for such participation is subject to district approval and may be earned in one of two ways:
      - 1) Credit may be granted at up to 0.5 for approved individual activities; or
      - 2) Credit in recognized UHSAA activities may be earned at the rate of 0.25 per season.
2. Credit earned for the successful completion of high school courses taken during seventh and eighth grades must comply with the following:
  - a. Credits earned by district middle school students through participation in the Statewide Online Education Program will be posted on the student's high school transcript and can count toward the 24 required high school credits.
  - b. Credit will be awarded to students who transfer into any district high school who took high school courses in a non-district middle school which were posted to the original high school transcript.
  - c. District middle school students who complete high school or university courses or university independent study from accredited providers in grades seven and/or eight will not be given high school credit for courses completed before the summer following completion of grade eight unless the course has been pre-approved by the District Curriculum Committee.
  - d. Credit earned for mathematics courses in middle school will not reduce the number of mathematics credits needed for high school graduation.
    - i. Middle school students who take high school mathematics courses in middle school may have a limited progression of mathematics courses to take in high school to meet graduation requirements.
  - e. Courses must be consistent with the student's Plan for College and Career Readiness ("CCR").

#### B. Acceptance or denial of transfer credits for high school students

1. Credit and grades earned at a school accredited by the Cognia accredited schools or a school approved by the USBE will be accepted at face value in district schools.
2. A full or partial unit of credit may be awarded upon the satisfactory completion of a non-district high school course.
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, the student should obtain the approval from the District's Credit Committee before registering for the course.
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 before the student's graduation ceremony in order to allow time for the credits and grades to be properly authenticated.
5. A student's parent may appeal a decision to deny credit to the superintendent. Appeals must be submitted in writing within ten working days after the decision to deny credit was made.
6. A student who successfully completes a Calculus course with a "C" grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned. This must be on the first attempt of the course for original credit.

7. Students who complete university classes while in high school may apply to the District's Credit Committee before registering for the course to determine if it can be used for high school credit.
- C. Credit exceptions  
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 obtained through the packet method
  1. Student transcript will reflect, in an easily identifiable manner, that a packet/the packet method was used to obtain the credit in a course.
- E. 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 learning software. They may also participate in credit recovery opportunities provided through:
    - a. the district or community education department outside the regular school day or during the summer; or
    - b. other accredited sources coordinated through the counselor.
  2. High school counselors will monitor students who have failed content area courses and provide reports to the principal at the end of each semester. After reviewing the report, the principal will direct the appropriate school personnel to arrange opportunities for students to make up the credit as soon as possible.
  3. Student progress toward graduation will be monitored by school counselors.
- F. Grade Replacement
  1. In order to improve a course grade, a 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> 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 grade replacement.
  4. Packets and/or other credit recovery options that are independent study or not teacher-led cannot be used to improve a course grade. This includes packets that are classified as "original credit."
  5. Concurrent Enrollment ("CE") courses are college classes, and approval to change CE grades lies with the USHE institution that awarded credit. High school students may not repeat a college course through CE. The course can only be repeated after applying to an institution and paying tuition.
  6. The NCAA may request that the student or district provide the student's original class grade. Therefore, retaking a course may put a student's NCAA eligibility at risk.
- G. For purposes of improving a grade/grade replacement, 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.
  2. For student requests for enrollment in a different but comparable course:
    - a. The counselor will forward the signed form, together with any necessary documents, to the E.D. of T&L.
    - b. The E.D. of T&L will convene a District Credit Committee to review the student's request to enroll in a different but comparable course.
    - c. The District Credit Committee will determine whether the suggested comparable course is approved or denied 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 if approved, enroll the student in the approved course.
  3. Upon completion of the course:
    - a. The student must provide the student's 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. 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 demonstrated competency assessments
  - 1. State and district competency assessments will be accessible to all district high school students. Courses must be taught at district schools to be considered for demonstrated competency. Assessments may not be available for every course or credit type.
  - 2. These assessments may be used by students to accelerate their education.
  - 3. A competency assessment may only be taken one time each year for an individual course.
  - 4. The student must schedule and complete the competency assessment before the first scheduled day of the class.
  - 5. A fee, commensurate with the cost of administering the assessment, will be charged each time a test is taken.
    - a. Standard fees will be determined but may vary with the test or type of assessment given.
    - b. The fee cannot be refunded.
  - 6. Competency assessments will be coordinated at the school level by the counselor and administration, and administered and evaluated at the district.
  - 7. Credit earned through demonstrated competence assessments will be issued with a “P” (passing) grade on the student’s transcript. The credit will not count toward the student’s GPA.
  - 8. No partial credit will be issued; the demonstrated competency assessment will encompass the full credit for the course (1.0 for year-long courses; 0.5 for semester-length courses).
- J. Other performance appraisal measures
  - 1. Performance appraisal requests must be submitted in writing to the E.D. of T&L or designee in the T&L department. 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.
  - 2. Students may request only one performance appraisal per subject. The student may resubmit one time after receiving feedback.
  - 3. Credit for performance appraisal measures will be issued with a “P” (passing) grade on the student’s transcript. The credit will not count toward the student’s GPA.

#### **IV. 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 CCR, have earned a minimum of 24 academic credits, and have met all Utah State Board of Education requirements (“USBE”) for specific course types. 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 Program (“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.
  - a. Graduation requirements for transferring students who are children of U.S. Department of Defense Employees, shall be imposed in accordance with Section IV of the S-1.C: Administrative Procedures, Admission and Educational Opportunities for Children of U.S. Department of Defense Employees.
5. A student with a disability, served in the district's special education program, will satisfy high school completion or graduation requirements consistent with state and federal law, and the student's IEP.

**V. 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 or in the Statewide Online Education Program. The district will make its best effort to accommodate a designated student's choice of enrollment.
- E. To provide the dropout and recovery services described in this section, the district will either contract with a qualified third party or create a dropout prevention and recovery services plan.
  1. Any dropout prevention and recovery plan created by the district shall be submitted by October 30<sup>th</sup> annually to USBE.

**VI. 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.

**VII. 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.

**VIII. Extending Time for Graduation**

For more information on this topic, please refer to the I-8: Administrative Procedures, Student Progress and Academic Achievement, specifically Section VI, Grade Level Retention in Grades 9-11.

**IX. 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.

**X. Graduation Ceremonies**

- A. The district will communicate standards and requirements for student participation in graduation ceremonies, including academic requirements and behaviors mandated by the venue. Schools may establish additional behavior standards for student participation in graduation ceremonies.
- B. Participation in the graduation ceremony is not required.
- C. Students graduating from Horizonte Training and Instruction Center ("Horizonte") may choose to walk in the graduation ceremonies held by their boundary/home high school as follows:
  - 1. The student must notify both principals of the student's intention to walk in the home high school's graduation ceremony before May 1 of the graduation year.
  - 2. The student will not be allowed to walk in the home high school's graduation ceremony if the student was transferred to Horizonte for a safe school violation or any other behavioral issue that created a health and safety concern for an individual at the home school.
  - 3. Students walking in the home school's graduation ceremony will still receive a diploma issued by Horizonte.
- D. In accordance with state law, a qualifying student may wear tribal regalia, which includes decorating their graduation attire with tribal regalia, during a graduation ceremony.
  - 1. A student may also wear recognized items of cultural or religious significance as an adornment at a graduation ceremony.
    - a. Notwithstanding the above, the district may prohibit a student from wearing an item of adornment that is likely to cause a substantial disruption of, or material interference with, the graduation ceremony.
      - i. Any prohibition imposed by the district on a student's item of cultural or religious significance worn as an adornment shall be by the least restrictive means necessary to accomplish a specifically identified compelling governmental interest. Before implementing any such prohibition, the prohibition must be approved by the executive director of policy and legal services.

**XI. 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 XI.A.2 and 3.

**XII. 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.