

GRADUATION REQUIREMENTS

Regular Education

A minimum of twenty-two (22) units of credit are required for graduation. Listed below are the units that must be completed before a student may receive a high school diploma. Each student shall demonstrate accomplishment of the standards in reading, writing, science, social studies, and mathematics adopted by the State Board of Education and pass each of the sections of the required competency test. A student not successfully passing the competency test shall graduate with a recognized diploma if the student meets the alternative graduation requirements established by A.R.S. 15-701.02. The Superintendent shall prepare regulations to implement the alternative graduation requirements and appoint a hearing officer for appeals.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards adopted by the State Board of Education and other competency requirements for the subject as determined by the Governing Board in accord with A.A.C. R7-2-302.04 and rules established by the Superintendent.
- By earning credits through correspondence courses (limited to one [1] in each of the four [4] major subject areas) and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01.
- By the transfer of credits as described in Policy JFABC.
- An out-of-state transfer student is not required to pass ~~the~~ any competency test to graduate if the student has successfully passed a statewide assessment test on state adopted standards that are substantially equivalent to ~~the State Board Adopted~~ Arizona's Academic Standards.

Graduation requirements are:

English	4.0 units
Math	4.0 units*
Science	3.0 units**
Social Studies	3.0 units***
American Government and Arizona Government	0.5 unit
American History - including Arizona History	1.0 unit
World History and Geography	1.0 unit
Economics	0.5 unit
Fine Arts or Career, Technical and	

Vocational Education	1.0 unit
Physical Education	1.5 units
Electives	5.5 units
Total	22.0 units

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board. In lieu of one (1) credit of Algebra II or its equivalent course content a student may request a personal curriculum in mathematics following R7-2-302.03.

* Math courses shall consist of Algebra I, Geometry, Algebra II, (or its equivalent) and an additional course with significant math content as determined by the Governing Board.

Pursuant to the prescribed graduation requirements adopted by the State Board of Education, the Governing Board may approve a rigorous computer science course that would fulfill a mathematics course required for graduation from high school. The Governing Board may only approve a rigorous computer science course if the rigorous computer science course includes significant mathematics content and the Governing Board determines the high school where the rigorous computer science course is offered has sufficient capacity, infrastructure and qualified staff, including competent teachers of computer science.

** Three (3) credits of science in preparation for proficiency at the high school level on the Arizona Instrument to Measure Standards “the (AIMS) test” ~~test~~ or successor test.

*** Beginning in the 2016-2017 school year, the competency requirements for social studies shall include a requirement that, in order to graduate from high school or obtain a high school equivalency diploma, a student must correctly answer at least sixty of the one hundred questions listed on a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services (“the civics test”). The Governing Board may determine the method and manner in which to administer the civics test. The District school shall document on the student’s transcript that the student has passed ~~a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services~~ the civics test. A student who does not obtain a passing score on the civics test may retake the civics test until the student obtains a passing score.

~~The Governing Board may determine the method and manner in which to administer a test that is identical to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. A student who does not obtain a passing score on the test that is identical to the civics portion of the naturalization test may retake the test until the students obtains a passing score.~~

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student. Graduation requirements established by the Governing Board may be met by a student as defined in A.R.S. 15-701.01 and A.A.C. R7-2-302.

Students who receive special education shall not be required to achieve passing scores on the ~~Arizona Instrument to Measure Standards~~ [AIMS](#) test, [the successor test](#) or the [civics](#) test ~~that is identical to the civics portion of the naturalization test under A.R.S. 15-701.01~~ in order to graduate from high school unless the student is learning at a level appropriate for the student's grade level in a specific academic area and unless a passing score on the ~~Arizona Instrument to Measure Standards~~ [AIMS](#) test, [the successor test](#) or the [civics](#) test ~~that is identical to the civics portion of the naturalization test under A.R.S. 15-701.01~~ is specifically required in a specific academic area by the student's individualized education program as mutually agreed on by the student's parents and the student's individualized education program team or the student, if the student is at least eighteen years of age.

Competency requirements. Any student who is placed in special education classes, grades nine (9) through twelve (12), is eligible to receive a high school diploma without meeting state competency requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

Waiver of Graduation Requirements

The parents or legal guardian of a high school student, or the student if at least eighteen (18) years of age and/or emancipated, may petition, in writing, to waive a high school class required for graduation if the class is required by District policy but not by state law.

The letter (petition) should completely set forth the reasons for requesting the waiver and should be sent to the associate superintendent for school operations.

The Associate Superintendent for School Operations will ensure the completeness of the information contained therein and put the matter before the Governing Board in the appropriate manner.

The Governing Board will render its decision in open meeting, while preserving student confidentiality.

Adopted: September 8, 2016

LEGAL REF.: A.R.S. 15-203
15-341
15-701.01

15-701.02
15-763
A.A.C. R7-2-302.02
R7-2-302.03
R7-2-302.09

CROSS REF.:
IGD - Curriculum Adoption
IGE - Curriculum Guides and Course Outlines
IIE - Student Schedules and Course Loads
IKA - Grading/Assessment Systems
JFABC – Admission of Transfer Students

GRADUATION REQUIREMENTS
(Determining Competency for Graduation Credit)

Determination and verification of student accomplishment of subject-area course requirements and/or competencies for graduation credit shall be the responsibility of a subject-area teacher and [shall](#), at a minimum, ~~shall~~ be in accord with the following:

- The student shall have successfully completed the subject-area course requirement incorporating the standards and competencies adopted by the State Board of Education from the course of study as determined by the Governing Board in accord with the District's designated grading system; or
- As an alternative to completing the course requirements, a student may request, upon a showing of familiarity with the subject matter of the course, an examination on the competencies of the course. The student may take an examination on a particular course one (1) time only in an academic year. The examination shall be prepared by a teacher of the subject matter who is designated by the Superintendent. To receive graduation credit, the student must demonstrate accomplishment of the standards and competencies adopted by the State Board of Education and the Governing Board, respectively. Demonstration of accomplishment of the skills and competencies shall be determined in accord with accepted practices in evaluation of students. A copy of the test results, verified by the appointed teacher, shall be filed with the student's records.

GRADUATION REQUIREMENTS

(Alternative Graduation Requirement)

Pursuant to A.R.S. 15-701.02, A.A.C. R7-2-302.06 and R7-2-302.07, a student who fails to achieve a passing score on the State Board required competency test in reading, writing, and mathematics may still graduate if the student meets the alternative graduation requirements. Using the state approved formula, this process allows a student to augment their State Board required competency test scores with additional points derived from classroom performance. The student must meet the eligibility requirements described below to be eligible to receive augmentation points. Points are calculated using grades of *C* or better in the state specified credits of required coursework.

- *Threshold determination:*
 - If a student's augmented assessment scores would not meet or exceed the "Meets the Standard" threshold if augmented by five percent (5%) for school year 2010-2011 and thereafter, no additional credit shall be calculated per A.R.S. 15-701.02(C).
- *Eligibility requirements for augmentation:*
 - The student must have completed, with a passing grades, all coursework and credits prescribed for the graduation of students from high school by the governing board of the student's school district or charter school.
 - The student must have taken the State Board standards assessment at every administration when the student was eligible to take the test.
 - The student must have participated in any academic remediation program available in the student's school in those subject areas where the student failed to achieve a passing score on the State Board competency test.
- *Failure to meet eligibility requirements - Appeal:*
 - If a student is not eligible for the standards assessment score augmentation due to failure to take the State Board competency test at every administration when the student was eligible to take the test, an appeal, following the procedures indicated below, may be requested in which the student or parent shall have the burden of demonstrating what circumstances prevented compliance with this requirement.
 - If a student is not eligible for the standards assessment score augmentation due to failure to participate in any academic remediation program available in the student's

school in those subject areas where the student failed to achieve a passing score on the State Board competency test. An appeal, following the procedures indicated below, may be requested in which the student or parent shall have the burden of demonstrating what circumstances prevented compliance with this requirement.

- *Appeal procedure:*
 - If a senior student fails a subject matter competency test, that student may request an appeal by submitting a petition form prepared by the District to the high school principal within ten (10) days of being notified of failure to achieve "Meets the Standard" on any section of the State Board competency test. The principal shall be the hearing authority for all appeals.
 - School officials shall provide adequate notice to the student and the student's parents or guardians regarding the date, time, and place of the appeal. A student or a student's representative may participate in the appeal either personally, by telephone, or by providing written documentation.
 - The student or parent shall have the burden of demonstrating what circumstances prevented compliance with the requirements.
 - An appeal shall be granted only:
 - Upon presentation of credible evidence that extreme circumstances made the student ineligible for each State Board competency test administration the student did not attend.
 - Upon presentation of credible evidence that the student participated in a least one (1) state or school sanctioned remediation program in those subject areas where that student failed to achieve a passing score on the State Board competency test.
 - The response to the appeal shall be in writing within five (5) days of the appeal hearing.
 - The decision of the principal is final.

Suggested Basis for Appeal

A student who has not satisfied the requisites of A.A.C R7-2-602.6 (C)(2) and/or (3) to qualify for the alternative graduation requirement may appeal the determination to the Governing Board when one (1) or more of the conditions listed below exist:

- The student was precluded from taking all available administrations of the AIMS assessment, or has not fully participated in the school's academic remediation program, due to a bona fide emergency. For the purpose of this policy a bona fide emergency is

defined as a circumstance beyond the student's or the student's family's control. Examples of a bona fide emergency may include, but are not limited to the following:

- The student's sudden serious illness or injury simultaneously with the assessment or remediation program offering as attested as affirmed by a licensed medical practitioner.
- The sudden serious illness, injury, or death of an immediate member of the student's family, as defined in Board Policy GCCA, when such circumstance prevented the student's attendance for an assessment or a remediation program offering, and when affirmed by a licensed medical practitioner.
- Weather or road conditions that interfered with the student's attendance at the assessment or remediation program offering when the condition was declared by or has been verified with appropriate public authorities.
- A religious event of the student's and/or the student's family's faith when the student and/or the student's family have historically and consistently participated in the religious event in lieu of any other event occurring at the same time.

The school principal must have received from the student's parent(s) written, dated, and signed notification within twenty-four (24) hours, or as soon thereafter as is practicable, of any event that prevented the student from participating in the assessment or the remediation program offering. Notification by telephone or other means may temporarily suffice, but must be validated by a written, dated, and signed notification not less than fourteen (14) calendar days from the date of the event.

Other extreme and extraordinary circumstances may be considered for appeal by the Board when credible evidence is provided affirming actual occurrence of the extreme and extraordinary circumstance.

REGULATION

I-7363

AUSD10

REGULATION

IKF-RC

GRADUATION REQUIREMENTS

(~~Credit and Advanced Placement~~ High School Courses Taken During Middle School)

High School Courses Taken in District Middle Schools

A ~~middle-school~~ student who has attended an Amphitheater District middle school who demonstrates achievement—as measured by a cumulative test that is developed by appropriate faculty members representing the high school and respective feeder middle schools—may will receive high school credit for aAlgebra, Geometry and Algebra II courses and high school level ~~and/or advanced~~ Spanish I and Spanish II courses taken during the ~~eighth (8th) grade year~~ student's middle school enrollment provided the courses are taught by a teacher possessing secondary certification and meeting content area qualifications. The grades earned in such courses shall be posted on the student's high school transcript and shall be included in grade point average calculations as if the course were taken during high school.

High School Courses Taken in Non-District Middle Schools

Because instructional content, standards and practices may vary in external instructional programs, and to assure adequate preparation of students for higher level content within the District, a student who attended a non-Amphitheater District middle school and who, during that external middle school enrollment, completed courses equivalent in content and rigor to high school level courses in Algebra, Geometry, Algebra II, Spanish I and Spanish II, will receive high school credit for such courses taken during the student's middle school enrollment, provided the student demonstrates adequate mastery of the course content.

The student will demonstrate adequate mastery through an end-of-course assessment in the content area with a resulting score of 80% or better. The end of course assessment shall be developed and administered by a District teacher(s) who is (are) secondary certificated and is (are) highly qualified in the content area. The District shall not assess a fee for the administration of the end-of-course assessment.

Students who do not demonstrate content mastery by achieving a score of 80% or better on the assessment will not receive credit for the high school course taken in middle school course, nor will the grade in the high school course taken in middle be included in the student's high school grade point average calculation.

The ~~above objective~~ 80% score criteria may be ~~amended~~ modified and high school credit may be given to individual students approaching the ~~objective~~ 80% criteria if consensus is reached among appropriate faculty members representing the high school and the feeder middle school. ~~(This policy is consistent with the~~ requirements of the North Central Association/AdvancED® standards.)