

4370 SECONDARY CREDITS AND GRADUATION REQUIREMENTS

I. PHILOSOPHY AND PURPOSE

Weber School District seeks to ensure all students have the opportunity to progress academically toward graduation. The purpose of this policy is to specify standards and credit requirements for graduation from Weber School District.

II. POLICY

In order to graduate from a Weber School District high school, each student must successfully complete the graduation requirements. Current requirements for the State of Utah and Weber School District are updated and posted on the Weber School District website under the Student Services Department.

III. DEFINITIONS

- A. "Credit recovery" means the same as replacement credit.
- B. "Comparable Courses" means a course a student may take to replace a grade in a course previously taken, as part of the course grade forgiveness provision of this Policy. The course must be similar in standards, workload and rigor, and must meet all other requirements of this Policy. "Comparable course" does not include a course a student completes through the packet method.¹
- C. "Concurrent enrollment" means enrollment in a course offered through the concurrent enrollment program that:²
 - 1. provides an eligible student the opportunity to enroll in a course that allows the eligible student to earn credit concurrently:
 - i. toward high school graduation; and
 - ii. at an eligible institution;
 - 2. includes only a course that:
 - i. leads to a degree or certificate offered by an eligible institution; and
 - ii. is one of the following:
 - a. a general education course;
 - b. a career and technical education course;
 - c. a pre-major college level course;
 - d. a foreign language concurrent enrollment course described in Utah Code §53E-10-307; or

¹ Utah Code §53E-3-501

² Utah Code §53E-10-302

- e. an upper divisions course that the Utah Board of Higher Education approves;
- 3. requires that the instructor of a concurrent enrollment course is an eligible instructor; and
- 4. is designed and implemented to take full advantage of the most current available education technology.
- D. “Early College” means courses taken at Utah System of Higher Education (USHE) institutions that are not part of the high school concurrent enrollment programs, where students pay regular tuition and fees to the institution they attend.
- E. “Essential Elements” means specific statements and skills linked to grade-level expectations identified in college-and-career readiness standards, each with a respective learning map with linkage levels that identify based skills within the standard to set an appropriate challenge for students with significant cognitive disabilities, no matter their ability level.
- F. “Grade replacement” means credit a student earns by retaking a teacher-led course for a letter grade to improve a previous grade, which:
 - 1. may raise the student’s grade point average if the new grade is higher; and
 - 2. replaces the lower grade on the student’s transcript.
- G. “Individual Education Plan (IEP)” means an individualized student plan for achieving appropriately ambitious goals for students receiving special education services under the Individuals with Disabilities in Education Act (IDEA).
- H. “Packet” means a collection of instructional materials and assessments used to receive credit through the packet method.³
- I. “Packet method” means an educational approach where:
 - 1. a high school student receives a collection of instructional materials from an institution, organization, or the District;
 - 2. the high school student works through the materials independently with minimal or no direct instruction from a teacher; and
 - 3. assessment is primarily based on completion of assignments within the instructional materials.⁴
- J. “Plan for College and Career Readiness (PCCR)” means a four-year plan towards graduating and preparing for college and/or a career, to which a student’s course registration and class schedule throughout high school should conform.

³ Utah Code §53E-3-501(7)(iv)

⁴ Utah Code §53E-3-501(7)(v)

K. "Replacement credit" means a pass-fail credit a student earns for a course the student did not pass or complete, which:

1. does not affect the student's grade point average; and
2. allows the student to fulfill high school graduation requirements.⁵

IV. PROCEDURES

A. Required Courses, Elective Courses, and Career Goal:

1. The Utah State Board of Education (USBE) has established minimum academic credit requirements for high school completion in courses approved by the State Board.
2. Each student should make plans and take courses leading toward an educational and/or career goal to assure that entrance requirements for any post-secondary programs will be met.
3. Upon parental or student request, graduation requirements may be modified for individual students to achieve an appropriate route to student success when such modifications:
 - i. are consistent with an IEP or Plan for College and Career Readiness or both;
 - ii. are maintained in the student's file and include the school principal and parent/guardian signatures; and
 - iii. maintain the integrity and rigor expected for high school graduation, as determined by the Utah State Board of Education.

B. Unit of Credit:

1. A unit of credit or portion thereof shall be given upon satisfactory completion of a course or learning experience in compliance with State course standards.
2. Students who fail classes are able to make up credit through any accredited provider.

C. Residency Requirement

1. Weber School District shall award a diploma to a student moving in from outside of the District who attends school during the semester immediately preceding graduation and who also meets the District graduation requirements.
2. A principal may not require that a student attend school for more than one semester prior to graduation.
3. The school principal has final decision-making authority regarding graduation requirements within the guidelines of this policy.

⁵ Utah Code §53E-3-501(7)(vi)

D. Plan for College and Career Readiness

1. Educators collaborate with individual students and their parents to form a plan of action which serves the needs and goals of the student through the instructional process in accordance with WSD Policy 4700. The Plan for College and Career Readiness is essential as a planning process which guides students through their education and ensures that their education goals are achieved, culminating in graduation.

E. Course Standards

1. The State Board of Education establishes minimum course description standards and objectives for each required course. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Board of Education.
2. The description shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects.
3. Implementation and assessment procedures are the responsibility of local school districts.

V. CREDIT OPTIONS

A. Credit may be granted in the Weber School District from among the following:

1. Courses
 - i. Approved course offered by the District (including summer and early morning or after school classes).
 - ii. Approved course offered by an accredited institution.
2. College courses (not remedial) from fully accredited institutions
 - i. Concurrent Enrollment courses do not dictate how many high school units equate to a college/university semester credit hour or whether different numbers of high school credits are awarded when the CE course is taught for one semester or for the full school year. These determinations, based on how best to cover learning outcomes for the secondary curriculum, are made and approved by the District before offering a CE course. Conversely, USHE institutions should not rely on the high school transcript to award college/university credit hours.
 - ii. The grade or grades posted on the high school transcript must align with the single course grade posted on the college transcript.
 - iii. Early college credit, that is not CE, will be transcribed to a high school transcript only in circumstances when the credit is equivalent to high school credit as designated by Utah Board Rule R277-700. Students must request

that Early College credit be evaluated by the high school and, if approved for secondary credit, posted to their high school transcript.

3. Ogden-Weber Technical College credit:
 - i. 1.0 credit hour earned at Ogden-Weber Technical College = .25 high school elective credit.
 - ii. "Pass" or "No Credit" grades issued by Ogden-Weber Technical College.
4. Approved high school or college level online or correspondence courses.
5. Other approved special programs.
6. Approved credits as determined by the District's Credit Evaluation Committee as outlined in **section X** of this policy.
7. Successful completion or demonstrated proficiency in an experimental program approved by the District in cooperation with school administration.
8. Successful completion of a predetermined course or experience developed by an IEP or 504 team to meet an identified need.
9. Through recording of credits in a student's transcripts for grades 9-12, for purposes of high school graduation, the District shall recognize high school credits earned before grade 9 in accordance with a student's PCCR.⁶
10. High school courses may not be used to replace middle school educational requirements. The following are the Grades 7-8 General Core Requirements:
 - i. Grade 7 Language Arts;
 - ii. Grade 8 Language Arts;
 - iii. Grade 7 Mathematics;
 - iv. Grade 8 Mathematics;
 - v. Grade 7 Integrated Science;
 - vi. Grade 8 Integrated Science;
 - vii. United States History;
 - viii. Utah History; and
 - ix. at least one course in each of the following in grades 7 or 8:

⁶ Utah Admin. Code R277-700-5

- a. Health Education;
- b. College and Career Awareness;
- c. Digital Literacy;
- d. the Arts; and
- e. Physical Education.⁷

11. The Credit Evaluation Committee has final decision-making authority for the awarding of credit from non-accredited sources consistent with state law, including credit for home-school instruction.

VI. COURSE GRADING AND PARENT NOTIFICATION

- A. At the beginning of each course of study, the teacher shall notify the students of current grading practices. It is the responsibility of each individual teacher to notify the student and the parent or guardian of any impending failure or credit loss in sufficient time for corrective action to take place.
- B. Administrators shall be knowledgeable of grading procedures in their school and be able to support the process.
- C. Concurrent enrollment grading must align and adhere to requirements outlined by the Revised Utah Concurrent Enrollment Handbook. CE credits and grades are posted on a student's high school (HS) transcript and counted toward the high school GPA. A final course grade is also posted on a permanent college transcript and counts toward a college GPA. The grade or grades posted on the high school transcript must align with the single course grade posted on the college transcript
- D. College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework. It is the responsibility of the student-athlete and parents to know the requirements for NCAA Eligibility and ensure course participation aligns with NCAA requirements.
- E. University program requirements should be researched by the student and the parent with the appropriate university guidance and admissions departments.

VII. GRADE CHANGE

A. Process

- 1. If a parent or student believes a clerical error has occurred, or that a grade does not accurately reflect academic mastery, the resolution path follows a specific chain of command:

⁷ Utah Admin. Code R277-700-6

- i. **Direct Teacher Intervention:** The overwhelming majority of grade changes are treated as clerical corrections. Parents or students must first contact the classroom teacher. If an error is verified or late work is accepted, the teacher initiates a digital grade change within their classroom gradebook.
 - ii. **Administrative Approval:** For finalized term or semester grades, a teacher cannot change a mark unilaterally. They must fill out an official Grade Change Form, which requires the explicit signature and authorization of a school Administrator (Principal or Assistant Principal) before the Registrar can update the student's official transcript.
- 2. If a parent and a teacher fundamentally disagree on a final grade and cannot reach a compromise, the issue shifts from a standard classroom update to an official record challenge under federal FERPA (Family Educational Rights and Privacy Act) guidelines:
 - i. The parent or student must submit a formal written request to the school principal stating that they believe the educational record is inaccurate or misleading, including evidence of student work and grading rubrics. School administration will audit the teacher's gradebook. If the administrator finds the appeal valid, they will authorize a Grade Change Form.
 - ii. If the principal upholds the teacher's grade and the parent still objects, the parent files a formal statement stating the record is misleading or inaccurate. The District will convene an administrative committee to review the student's work, the teacher's syllabus/grading rubric, and gradebook entry logs.
 - a. The committee will determine if an official amendment to the transcript is appropriate. If they rule in favor of the student, the registrar updates the record. If they deny the appeal, the parent retains the right to place a formal statement in the student's permanent file outlining their objection to the grade.
- 3. Requests for grade changes will not be considered beyond one semester following the grade posting to the transcript.

VIII. COURSE GRADE FORGIVENESS

A. General information

- 1. In accordance with Utah Administrative Code R277-717 and District Course Grade Forgiveness Guidelines, a student in 9th, 10th, 11th, or 12th grade who desires to improve a course grade received by the student may:
 - i. repeat the course one or more times; or
 - ii. enroll in and complete a comparable course.

2. A grade for an additional credit of a recurring course does not change a student's original course grade.
3. A student may not earn graduation credit for a replacement course if the student has already earned graduation credit for the original grade.
4. Only courses taken from a Utah public education institution are eligible for course grade forgiveness.
5. Concurrent Enrollment courses are college courses and 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. If a student receives a "W" grade on a college transcript, which is neither earned credit nor a failing grade, the student may request approval to re-enroll in the CE class. Such requests are subject to institution and District approval.
6. Athletic scholarships, state scholarships, and other private scholarships are not governed by Weber School District. Students shall work with their counselor to determine any possible impact of retaking a course or a comparable course for a course grade forgiveness.
7. Grade replacement may not be obtained through a packet.

B. Comparable Courses

1. Comparable courses must fill the same graduation course requirements as the original course. The course must be similar in standards, workload, and rigor.
2. School-based paper packets and other credit recovery options cannot be used to improve or replace a course grade
3. The principal of the school, in consultation with the District Director of Curriculum, shall determine if a course is comparable based on standards, commensurate workload, comparable rigor, and if competency in the subject matter can be demonstrated.

C. Procedure

1. A student seeking to replace a course grade with one from a comparable course must, prior to repeating the course or enrolling in a comparable course, first complete and submit the Course Grade Forgiveness/Replacement Form & Contract to the student's counselor.
 - i. If a student is repeating the same course, the counselor will sign the form and forward it to the school principal for signature.
 - ii. If a student requests enrollment in a different but comparable course;
 - a. The counselor will review the form and forward it to the principal, who, in consultation with the Director of Curriculum, will determine if the course is comparable and approved for grade replacement.

- b. The principal will return the form to the counselor with the principal's decision.
 - c. The counselor will communicate the decision to the student, and if approved, enroll the student in the approved course.
- 2. Upon completion of the comparable course:
 - i. the student will provide their counselor all necessary documentation required to add a course to or improve a grade on the student's current transcript within thirty (30) days of completing the course.
 - ii. The counselor will submit the information to the principal, who will then approve the adjustment of the student's transcript and return the form to the counselor.
 - iii. If approved, the registrar will adjust the transcript as follows:
 - a. The transcript will be adjusted to reflect the student's highest grade and exclude the lower grade, as necessary, and adjust the student's grade point average accordingly.
 - b. If a student retakes a "comparable course" that has a different course title or course number, the comparable course, title and/or course number will be added to the transcript in the reporting period in which the course was taken, and the school and entity from which the course was taken.
 - c. The transcript shall exclude from the student's permanent record the course or comparable course that is not the highest grade.
 - iv. The student's transcript may not indicate the course or comparable course for which the student did not receive the highest grade on the student's record.

IX. CREDIT RECOVERY

A. General information

- 1. In accordance with R277-705, the credit recovery process is designed for students who have failed a required graduation course and need to recover the credits.
 - i. Credit recovery grants the graduation credit, but the original "F" remains on the transcript.
 - ii. Issued as pass-fail credit which:
 - a. Does not affect the student's grade point average; and
 - b. Allows the student to fulfill high school graduation requirements.
 - iii. Associated fees apply

B. Process

1. Before starting any program, students must meet with their school counselor. The counselor evaluates the student's graduation summary, identifies exactly which quarter-credits are needed to meet graduation requirements, and assists the student in determining the appropriate recovery option.
 - i. Credit Recovery Program with a teacher.
 - a. Failing percentage is within 10% or less as designated by the teacher's grading scale.
 - b. Work to be completed is determined by the individual teacher to reach a passing grade.
 - c. One-time opportunity to earn lost credit by making up only the points needed to reach a passing level, as determined by the teacher involved.
 - d. Students will have a maximum of 30 school days from sign-up to complete Credit Recovery.
 - ii. Edgenuity Credit Recovery Courses are for make-up credit only. These online courses are designed to allow students to demonstrate knowledge of the course standards at their own pace in order to obtain credit necessary for graduation.
 - a. Courses must be completed in their entirety to earn credit, i.e. obtaining a designated percentage on a prescriptive tests does not equate to credit
 - b. Course quizzes and tests must be proctored by school personnel
 - c. Courses must be completed outside of the regular school day
 - iii. Summer School options and availability are determined annually by each junior high and high school. See your counselor for more information.
 - iv. Statewide Online Education Program (SOEP or SEATS) is for original credit or grade replacement only.
 - v. Credit obtained from non-accredited entities will not be considered for credit recovery.

X. TRANSFER STUDENTS & TRANSFER CREDITS

A. Schools within Weber School District will accept:

1. Credits and grades awarded to a student by a school accredited or approved by the Utah State Board of Education without alterations.

2. Credits and grades awarded to a student by a school recognized by the ~~Cognia Northwest Association of Schools and Colleges~~ as issued by the school without alterations.
 - i. District schools shall accept student credit and grades awarded by ~~Cognia Northwest Association of Schools and Colleges~~ or approved by the Utah State Board of Education without alteration.
 - ii. District schools shall accept student credit at face value from a non-public school if the school was evaluated by ~~Cognia Northwest Association of Schools and Colleges~~ consistent with credit approval criteria as outlined by Utah Administrative Rule R277-410-9.
 - iii. The Northwest Association of Schools and Colleges accreditation standards provided in Utah Administrative Rule R277-410-8 are applicable to public junior high and middle schools in their entirety if the schools include 9th grade. The accreditation of Utah public schools or middle schools without 9th grade is optional.
3. A resident student, as defined in WSD Policy 4160, who transfers to another school within the District prior to the first day of the third quarter of their anticipated graduation date and who has met the District graduation requirements at the time of graduation will be awarded a diploma.

XI. DIPLOMA OPTIONS

A. High School Diploma

1. A high school diploma may be awarded to a student who has:
 - i. completed the academic requirements established by the Utah State Board of Education (State Board) in Utah Administrative Code R277-700; and
 - ii. completed the additional academic credit requirements as determined by Weber School District Board of Education and enumerated in the WSD Graduation Requirements ~~Course Requirements and Criteria for Graduation in this policy.~~
2. A student must complete all requirements prior to September 15 (or on the final business day preceding this date) immediately following their cohort's graduation.
3. A student scheduled to earn a school diploma after their cohort's graduation shall not be allowed to participate in their home high school graduation ceremonies.

B. Alternative High School Diploma

1. An alternative high school diploma may be awarded to a student who has:
 - i. Completed the academic requirements established by the State Board in Utah Administrative Code R277-700, and

- ii. A student must complete all requirements prior to September 15 (or on the final business day preceding this date) immediately following their cohort's graduation.

C. Weber School District Diploma

1. A Weber School District diploma may be awarded to a student who has:
 - i. been enrolled, at least one term prior to graduation, and attended their boundary high school;
 - ii. completed a performance contract, approved by the school's administrative team AND satisfied the requirements in the contract as determined by the school administrative team; and
 - iii. completed the academic requirements established by the State Board in Utah Administrative Code R277-700.
2. A student earning a Weber School District diploma shall not be allowed to participate in their home high school graduation ceremonies.
3. A student must complete all requirements prior to September 15 (or on the final business day preceding this date) immediately following their cohort's graduation.

D. Alternate High School Diploma for Students with Significant Cognitive Disabilities

1. An alternate high school diploma may be awarded to a student who has:
 - i. A significant cognitive disability as defined by R277-705-2(8);
 - ii. Accessed grade-level Core standards through the Essential Elements;
 - iii. Completed all the academic requirements established by the Utah State Board of Education in Utah Administrative Code R277-705-5 or substitutions for graduation in the same content area from a list of alternative courses approved by Utah State Board of Education in R277- 705(1)(b) (these substitutions must be made by the student's IEP team); and
 - iv. Met all graduation requirements prior to exiting school at or before age 22.

E. Career Development Credential

1. A career development credential may be awarded to a student with an IEP or Section 504 plan who:
 - i. Meets the requirements of a career-focused work experience prior to leaving school; and consistent with:
 - a. state and federal law; and
 - b. the student's IEP or Section 504 plan.

- ii. Prior to receiving a career development credential, a student shall:
 - a. Earn the following credits in core content:
 - 1. English Language Arts (3.0);
 - 2. Mathematics (2.0)
 - 3. Science (1.0); and
 - 4. Social Studies (1.0)
 - b. Complete 120 hours of community-based work experience, to include:
 - 1. 40 hours of paid employment; or
 - 2. documentation of completion of intake with a vocal rehabilitation counselor or the Department of Workforce Services;
 - c. Complete a District-approved transition curriculum class or coursework that includes:
 - 1. Disability awareness;
 - 2. Accommodations;
 - 3. Self-advocacy training;
 - 4. Career exploration; and
 - 5. Workplace soft skills;
 - d. Receive .50 credits in a CTE Work-Based Learning internship, including accommodations or modifications as appropriate and allowed by industry standards; and
 - e. Verify concentration in a CTE pathway in the student's area of interest.

XII. CREDIT EVALUATION COMMITTEE

- A. The Credit Evaluation Committee (Committee) will evaluate credit earned at institutions not falling under the direct supervision of Weber School District.
- B. The Credit Evaluation Committee findings will be based on the following forms of evidence:
 - 1. Course title and description;
 - 2. List of instructional materials used;
 - 3. Student achievement (progress);
 - i. formative evaluations (sample)

- ii. summative evaluation (sample)
- 4. Correlation of course objectives with the core standards for Utah public schools;
- 5. Course length and student attendance;
 - i. number of days the class met,
 - ii. normal class length, and
 - iii. number of classes attended by the student.
- 6. Grading criteria used;
- 7. Teacher name, qualifications, certifications, endorsements, etc.;
- 8. Course requirements for credit (representative sample of student work); and
- 9. Copy of student records.
- C. In addition to the forms of evidence listed in **section X. B. 3.** of this policy, students seeking credit may be required to demonstrate competency through end-of-level testing or a District designed assessment based on standards.
- D. Costs associated with the determination of credit, including competency level testing, will be borne by the parent/guardian of the student requesting credit considerations.
- E. The Committee will provide the Core standards for the course credit that is being requested.
- F. Original credit or replacement credit will not be awarded for paper packets.
- G. The submission deadline for graduation credits must be submitted prior to the first day of the third quarter of the student's anticipated graduation date.
- H. The Committee will schedule four meetings per year for credit consideration. Requests for interim meetings may be made to the Committee and held at the discretion of the Chairperson.
 - 1. The school and student requesting credit consideration will be notified of the Committee's decision in writing no later than seven (7) working days following the Committee meeting.
 - 2. **Credit approved through the District Credit Committee** ~~Approved credit from non-accredited institutions~~ will be recorded on the student transcript.
- I. The decision to deny credit may be appealed by the parent/guardian of the student to the District Superintendent of Schools or their designee. Requests for appeal must be written and submitted within ten (10) working days following the Committee's decision. This is the final administrative appeal.

XIII. EARLY GRADUATION REQUIREMENTS

- A. Early graduation is available to all students interested in graduating prior to the completion of the 12th-grade year. Students must complete the following requirements:
 - 1. A student intending to graduate early must satisfy existing graduation requirements of Weber School District, outlined in section IV of this policy.
 - 2. The student, a parent/guardian, administrator, and counselor will develop a Plan for College and Career Readiness (PCCR). The PCCR will outline the coursework needed to satisfy the early graduation goal.
- B. Graduation Ceremony Participation
 - 1. Students who complete the graduation requirements early may participate in the graduation ceremony of the year in which requirements are completed.

XIV. GRADUATION POLICY FOR FOREIGN STUDENTS ON EDUCATIONAL VISAS (J-1 ONLY)

- A. The following are District standards to be implemented by each high school concerning participation in graduation ceremonies and the receipt of high school diplomas, including foreign students on J-1 Visas in the Weber School District.
 - 1. Students on J-1 Visas may study for one school year only.
 - 2. Students will be placed based on available room at a given school.
 - 3. No J-1 Foreign Exchange student will receive a Weber School District/High School Diploma as they are only here for one school year. This year is meant to be a cultural opportunity, not a graduation opportunity.
 - 4. J-1 Foreign Exchange students may receive a Certificate of Completion for credits earned. They may be allowed to participate in special graduation activities with permission from school administration. This does not include graduation ceremonies.
 - 5. Agency and school District policies require foreign students on J-1 to provide transcripts or materials in English. Transcripts must include course titles, course descriptions, grades and credit issued, course length or duration, date credits were issued, grade levels completed, and credit equivalences. The Utah State Board of Education staff may act as a resource to District personnel in monitoring the adequacy of evaluations.

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