

Article X.A.4. Senior High School Graduation Standards and Requirements

A. Statement of Purpose

It is the responsibility of the Granite School District Board of Education (Board) to prepare students for college, career, and life as an adult. A large part of this responsibility is to assist students in earning a high school diploma. State law, Utah State Board of Education (USBE) rules, and USBE's Portrait of a Graduate all establish a framework for high school completion in Granite School District (District). As such, to receive a diploma, each student shall meet the District graduation academic standards and requirements and demonstrate proficiency in social skills and dispositions identified as the ideal characteristics of a graduate of Granite School District.

B. Graduation Requirements

Schools may offer a Granite District Diploma or a School Diploma for students enrolled in the school during the student's final year.

1. Granite District Diploma (24 credits)
  - a. The requirements for a Granite District Diploma are those established by USBE and enumerated in R277-700.
  - b. Participation in school commencement for Granite District Diploma recipients is contingent upon a 3.0 Characteristics Point Average (CPA) on the identified ideal characteristics of a graduate of Granite School District.
  - c. A student with significant cognitive disabilities who accesses core standards through the Special Education Essential Elements and completes credits subject to the IEP may be awarded an Alternate Diploma.
  - d. Special schools/programs may establish their own CPA criteria for participation in commencement exercises.
2. School Diplomas (27 credits)
  - a. The requirements for a Granite District Diploma are those established by USBE and enumerated in R277-700 including additional credit requirements as determined by the Board and enumerated in the Student Planning Guide.
  - b. Participation in school commencement for Granite District Diploma recipients is contingent upon a 3.0 Characteristics Point Average (CPA) on the identified ideal characteristics of a graduate of Granite School District
  - c. A student with significant cognitive disabilities who accesses core standards through the Special Education Essential Elements and completes credits subject to the IEP may be awarded an Alternate Diploma.
  - d. Schools may establish requirements in addition to the foregoing for a School Diploma of Merit.

A. Graduation Requirements

~~Schools may offer a Granite District Diploma, School Diploma, (i.e., Kearns High School Diploma and a School Diploma of Merit) or Alternate Diploma.~~

1. ~~Granite District Diploma (24 credits)~~

a. ~~The requirements for a Granite District Diploma are those established by USBE and enumerated in R277-700.~~

b. ~~Participation in school commencement for Granite District Diploma recipients is contingent up on a 3.0 Characteristics Point Average (CPA) on the identified ideal characteristics of a graduate of Granite School District.~~

2. ~~School Diplomas (27 credits)~~

a. ~~In addition to the requirements for a Granite District Diploma, receipt of a School Diploma and participation in school commencement is contingent upon the following:~~

i. ~~additional credit requirements as determined by the Board of Education of Granite School District and enumerated in the High School Manual Student Planning Guide,~~

ii. ~~Citizenship Point Average of 2.00 CPA of 3.00 on the identified ideal characteristics of a graduate of Granite School District.~~

iii. ~~enrollment in the school during the student's final year.~~

b. ~~Schools may establish requirements in addition to the foregoing for a School Diploma of Merit.~~

3. ~~Alternate Diploma~~

~~A student with significant cognitive disabilities who accesses core standards through the special education essential elements and completes credits subject to the IEP may be awarded an alternate diploma.~~

C. Certificate of Completion

A certificate of completion may be awarded to a student who meets either of the following criteria as established by R277-705-4.

1. A student who has completed their senior year and is exiting or aging out of the school system without meeting all state or LEA requirements for a diploma may receive a Certificate of Completion.

2. A student with significant cognitive disabilities who has not met requirements for an Alternate Diploma, subject to the student's IEP, may receive a Certificate of Completion.

D. Earning Credit

1. Students of any age may earn credit toward graduation by any of the following methods:
  - a. Successful completion of credit-bearing courses (in-person or online courses) offered by secondary schools accredited by AdvanceEd or approved by the USBE.
  - b. Successful completion of concurrent enrollment classes.
  - c. Passing score through a demonstrated competency pathway.
2. School counselors shall make information regarding approved options for earning credit toward high school graduation readily available to students and parents.

E. Credit Recovery

1. Credit recovery programs are District or school programs outside of the regular school program that provide students with an option for recovering credit for a previously failed course. Credit is awarded upon successful course completion or demonstration of competency through a District approved assessment.
2. If a student's CPA falls below 3.0 (not proficient), schools shall provide opportunities for remediation to improve scores.

F. Non-Accredited Providers

Students seeking credit for work done in non-accredited settings (e.g., home school, non-accredited private schools, etc.) must be referred to the District Credit Review Committee (Review Committee) for evaluation of the work. Credit awarded by the Committee shall be reflected on the student's transcript. The Committee is authorized to review and award credit based on criteria summarized below.

1. Alignment of the syllabus or course outline with the State Core Standards.
2. Course content that matches State Core Standards course requirements as demonstrated through submission of coursework, test scores, etc.
3. Passing scores through a demonstrated competency pathway.

G. Transfer Grade Conversion

Transfer credits will be evaluated from authenticated transcripts or comparable original documents from a transferring institution by a Review Committee. The transcript or other original document from a transferring institution must reflect the total educational experience of the student. Review Committees will use the generally accepted 4.0 scale to evaluate transfer credits from other schools in the United States. Based on the information provided in the transcript, a review committee may elect to use the NCAA Guide to International Academic Standards for Athletics Eligibility to evaluate transfer credits from foreign schools. If direct grade conversion is not possible, transfer credits

will be issued on a pass/fail basis. If further clarification or arbitration of grade evaluation is desired, parents/guardians may submit the transcript to the International Education Research Foundation (IERF) at the parents'/guardians' own expense.

### **REFERENCES**

Utah Code Ann., §53E-3-505  
Utah Code Ann., §53G-9-803  
Utah Code Ann., §53G-10-204  
Utah Code Ann., §53G-10-402  
Utah Administrative Code R277-700  
Utah Administrative Code R277-702  
Utah Administrative Code R277-705

### **RESOURCES**

USBE Portrait of a Graduate  
Student Planning Guide  
Guidelines for Alternate Diplomas and Certificates of Completion