

## Graduation Requirements

All students who have successfully completed the Willows High School Graduation Requirements (see below) and who have fulfilled all Willows High School obligations shall receive a high school diploma. Only those students who are eligible for the high school diploma or a certificate of completion per an Individual Education Plan (IEP) team decision, have no pending disciplinary actions imposed upon them, and who have attended Willows High School the entire spring semester of their senior year or have transferred from a comprehensive high school during the course of that semester, shall be permitted to participate in the graduation ceremony. A student who has met all the graduation requirements and who has elected to graduate and receive a diploma early would be permitted to participate in the graduation ceremony along with the graduating class in which that student would have normally participated.

Any identified special education student with an approved Individual Education Plan (IEP) that does not qualify for a certificate of completion must meet the same credit/unit graduation requirements for all students. The decision whether or not a student qualifies for a certificate of completion will be determined by the individual student's IEP team. The plan may include differential graduation standards specifically designed for the student.

Since individual students learn and achieve at varying rates, it is understood that all students will not meet the graduation standards within the same time frame. The district will provide a student with the opportunity to receive a diploma at the end of each semester and at the end of a summer session.

## Credit Requirements

Students at Willows High School shall complete 270 units/credits of satisfactory course work that include the specific requirements listed below. Students at Willows Community High School must satisfactorily complete and earn a total of 230 credits.

The maximum course credit rate is determined as follows:

1. 1 unit/credit earned per ~~15~~ 16 hours of attended instruction in a specific course;
- ~~2. 2\* units/credits earned per each quarter course;~~
3. 5 units/credits earned per each semester course;

4. High school credits can be earned at a rate of 3.3 credits per each one unit of college coursework.

### Course Requirements

A course will be qualified to meet the academic requirement when approved by the Board of Education.

Transfer students will be expected to meet the district-approved secondary course of study requirements. When a student enrolls in the district, ~~school personnel~~ the school counselor will evaluate his/her transcripts relative to the district's graduation requirements. Counseling personnel will make credit decisions for the individual student when the student has previously experienced a credit structure different than that used by the district.

### Specific Subject Requirements

In order to receive a high school diploma, while in grades 9-12, each student must complete all of the following:

1. At least the following number of courses in the subjects specified, each course having duration of one year, unless otherwise specified. (150 units/credits)
  - a. Four courses in English from the required English list (40 units/credits). If students complete a transferable Butte College English course during the first semester of 12th grade, they may meet with the principal to discuss an alternate schedule;
  - b. Three courses in mathematics from the required mathematics list (30 units/credits). At least one mathematics course, or a combination of two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Completion of algebra course work in grades 7-8 shall not exempt a student from the requirements to complete three mathematics courses in grades 9-12. This requirement applies to all students, including students in alternative or continuing education, or special education. If students complete a transferable Butte College math course during the first semester of 12th grade, they may meet with the principal to discuss an alternate schedule;
  - c. Two courses in Science, including a Biological and Physical Science from the required Science list (20 units/credits);
  - d. Three courses in Social Studies, including a course in United States History (10 units/credits), a course in World History (10 units/credits), a semester course in American Government and Civics (5 units/credits), and a semester in Economics (5 units/credits) - (a total of 30 units/credits);
  - e. One course in Visual or Performing Arts or Foreign Language (10 units/credits);

f. Two courses in Physical Education, unless the student has been exempted pursuant to Education Code 51240 and 51241 (20 credits).

2. Other course work required for completing the requirements to earn a high school diploma as required by the district Board. (120 credits):

a. ~~One quarter course in United States Geography at the 9th grade (2.5 units/credits);~~

b. ~~One quarter course in World Geography at the 10th grade (2.5 units/credits);~~

c. One ~~quarter~~ semester course in Career Education at the 9th grade level (~~2.5~~ 5 units/credits);

d. ~~One quarter course in Career Education at the 10th grade level (2.5 units/credits);~~

e. One semester course in Health at the 9<sup>th</sup> grade level (5 units/credits);

f. All students must satisfactorily complete a Student Portfolio;

g. Additional elective courses to complete the 270 units/credit graduation requirement.

California High School Exit Exam (CAHSEE) requirement for the Class of 2010 and later

Commencing with the graduating class of 2010, all students, except those with a qualifying IEP or those on track to receive a certificate of completion per their IEP, will be required to take and pass the California High School Exit Examination (CAHSEE) as an additional requirement for graduation. The test will be given throughout the school year, and the Superintendent of Public Instruction shall determine the specific test days.

Supplemental instruction shall be offered to any student in grade 10-12 who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit exam.

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and service for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first.

In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except for passage of one or both parts of the exit exam the following options beyond their regular senior year until they pass the exam:

\* Enrollment in an alternative education program

\* Maintaining continuous enrollment in an independent study program or charter school

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

#### Students Receiving Special Education Services

If the Individualized Education Plan team (IEP) determines that a special education student, due to his/her disability, cannot meet the district's regular graduation standards, then the IEP team may establish accommodations and/or modifications that are appropriate for that student. In addition to the accommodations and/or modifications, the IEP team will also specify the types of assessments that will be used for that student. The IEP team may establish accommodations and /or modifications at any time during grades 9 through 12 that the IEP team determines appropriate. Once the IEP team has established appropriate accommodations and/or modifications for a student, they will be maintained throughout the student's school experience as long as the student remains on an active IEP, or until changed by the IEP team.

Criteria used by the IEP team to establish accommodations and/or modifications are as follows:

1. Student's prior performance in school;
2. Student's performance on interim and/or terminal performance;
3. Student's ability level;
4. Student's current and projected level of achievement
5. Student's historical and current health status;
6. Student's emotional and social behavior;

The IEP team will establish accommodations and/or modifications for the individual students that:

1. Include a minimum of 270 units/credits unless the IEP team scheduled the student for less than a seven period day. In such cases, the number of units/credits required for graduation would be reduced by five units/credits for each course eliminated from the student's seven period schedule.
2. Are consistent with the needs and potential of the students.

