



**DEPARTMENT OF DEFENSE  
EDUCATION ACTIVITY  
4800 MARK CENTER DRIVE  
ALEXANDRIA, VA 22350-1400**

SEP 05 2014

MEMORANDUM FOR DODEA ALL

SUBJECT: Administrative Instruction 2000.1 High School Graduation Requirements and Policy

The purpose of this memorandum is to announce the revision of the Department of Defense Education Activity (DoDEA) policy for high school graduation requirements. This policy will be effective for the 9th grade class beginning school year 2014/15.

The charge to revise DoDEA's high school graduation policy began in the fall of 2011 and has been extensive and deliberate in its methodology. This process began with an extensive literature review of U.S. secondary education best practices and policy trends in U.S. local and state education agencies. This review included highly impacted military communities to ensure consistent policies in support of students transitioning during their secondary education experience. A review of policies provided evidence that more and more states are using College and Career Ready standards and instructional rigor to confer high school diplomas that prepare students for post-secondary training and education.

This revised high school graduation policy parallels the national trend to require additional mathematics courses, embed college and career readiness (knowledge, skills and dispositions) into secondary academic endeavors and provides assurance that students will receive a challenging secondary experience—one that prepares each student to achieve his or her potential academically, socially, emotionally, and physically for college, career, and life. The new policy is designed to place students in a competitive position when seeking entrance into 2 or 4 year colleges (while simultaneously reducing the need for non-credit bearing courses), certificate training programs (e.g., dental technology, computer technology, child care, etc.) or the workforce. In conclusion, the Interstate Compact on Educational Opportunity for Military Children is now formally recognized as part of DoDEA's secondary education policy.

The relevant policy changes include:

- Increase in the number of mathematics credits from 3 to 4 credits: 3 of the 4 required credits must be earned from courses completed in grades 9–12;
- Revision of multiple secondary education policy areas to include;
  - Procedures for students transitioning to a DoDEA school,
  - Documentation of secondary student transcripts,
  - Interpretation of student records from accredited school systems and non-accredited education programs,
  - Awarding course credit,
  - Identification of class rank,
  - Commencement exercises, and
  - Exception to graduation requirements

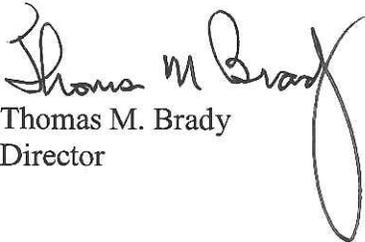
- Beginning with ninth grade class of school year (SY) 2015/16:
  - Receipt of the honors diploma requires completion of 0.5 credit in Economic Literacy in Career Technical Education, social studies, science, or mathematics, and completion of Algebra II;
  - Algebra I, Geometry, Algebra II or equivalent course, and additional higher level mathematics course;
- Senior year student transfer options;
- Inclusive practices for students with an Individual Education Program, Section 504 Accommodation Plan, and English language learners; and
- Parent or sponsor Appellate Rights.

To support our schools and to ensure consistent system-wide implementation of this revised policy, DoDEA Headquarters has developed a comprehensive plan to include:

- Revised DoDEA Webpage that includes the inception of a central location for all secondary education policies and procedures for implementation of this policy.
- Virtual professional development modules for school staff to ensure consistent implementation.
- Ongoing virtual professional development and discussions with middle and high school administration, area and district leaders.
- Implementation review planned for SY2015/16 to assess the fidelity of implementation for the new policy.

Please join me in celebrating the launch of DoDEA's revised high school graduation requirements! This policy will provide our students with a strong foundation for success in life, college, and career readiness.

For additional clarification, please contact Dr. David. J. Cantrell, Chief Student Support Services. He can be reached at [david.cantrell@hq.dodea.edu](mailto:david.cantrell@hq.dodea.edu) or by telephone at (571) 372-5862/DSN (312) 372- 5862.

  
Thomas M. Brady  
Director



# Department of Defense Education Activity ADMINISTRATIVE INSTRUCTION

NUMBER 2000.1

DATE ~~SEP - 5~~ 2014

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EDUCATION DIRECTORATE

SUBJECT: High School Graduation Requirements and Policy

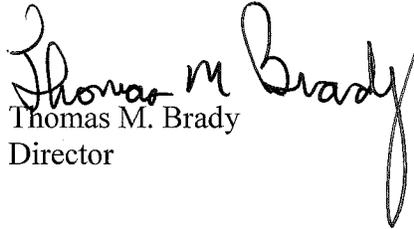
References: See Enclosure 1.

1. PURPOSE. This Administrative Instruction replaces reference (a) to update the policy and responsibilities of the Department of Defense Education Activity (DoDEA) to provide uniform high school graduation requirements for receipt of the DoDEA diploma.
  
2. APPLICABILITY. This Administrative Instruction applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam), (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA Area Deputy Directors and District Superintendents, School Principals, School Counselors, Teachers, Support Staff, Parents, Sponsors, and Students.
  
3. DEFINITIONS. See Glossary.
  
4. POLICY. It is DoDEA policy that:
  - a. DoDEA graduation requirements provide a consistent and rigorous high school program to challenge each student to achieve his or her potential academically, socially, emotionally, and physically for life, college and career readiness.
  
  - b. DoDEA graduation requirements are designed to place students in a competitive position when seeking entrance into college or the workforce. Graduates will be prepared to realize their individual goals and aspirations; possess the attitudes, knowledge, and skills necessary to contribute positively; and compete in a global society.
  
  - c. All students are expected to meet all graduation requirements in order to receive a DoDEA standard diploma or honors diploma.

d. As an ex-officio member of the Interstate Commission in accordance with Article IX (C) and (E) of the Interstate Compact Agreement, DoDEA is committed to ensuring that its policies and procedures are consistent with those in the Interstate Compact on Educational Opportunity for Military Children, as permitted by law.

5. RESPONSIBILITIES. See Enclosure 2.

6. EFFECTIVE DATE. This Administrative Instruction is effective immediately for system-wide implementation the beginning of school year 2015-16.

  
Thomas M. Brady  
Director

Enclosures

1. References
  2. Responsibilities
  3. DoDEA High School Graduation Requirements and Policy
  4. Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2011-12 (Class of 2015)
  5. Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2012-13 (Class of 2016); Students Entering 9<sup>th</sup> Grade During School Year 2013-14 (Class of 2017); and Students Entering 9<sup>th</sup> Grade During School Year 2014-2015 (Class of 2018)
  6. Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2015-2016 (Class of 2019) and Subsequent School Years
  7. Appellate Rights
- Glossary

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ENCLOSURE 1

REFERENCES

- (a) DS Regulation 2000.1, "High School Graduation Requirements," July 29, 2004 (hereby canceled)
- (b) DoD 5400.11-R, "Department of Defense Privacy Program," May 14, 2007
- (c) DoDEA Regulation 2000.03, "Student Grade Level Placement," March 2, 2010
- (d) DoDEA Administrative Instruction 2001.02, "Course Description Approval," June 18, 2009
- (e) DoDEA Regulation 2010.01, "Department of Defense Education Activity Accreditation Program," July 21, 2008
- (f) DoD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents," April 11, 2005
- (g) DoDEA Regulation 2095.01, "School Attendance," August 26, 2011, as administratively revised on, August 12, 2013
- (h) DoDEA "English as a Second Language (ESL) Program Guide," March 2007
- (i) DoDEA Regulation 2440.1, "English as a Second Language Programs," March 16, 2007
- (j) DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-age Dependents in Overseas Areas," February 29, 2008, through change 2, February 29, 2008
- (k) DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools," March 4, 1997
- (l) Military Interstate Commission Agreement, "Model Interstate Compact on Educational Opportunity for Military Children," November 2008
- (m) DoDEA Manual 2500.13-G, "Special Education Procedural Guide," September 28, 2005
- (n) DoDEA Manual 1005, "DoDEA Administrators' Guide," April 2010
- (o) DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 23, 2012
- (p) DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," Incorporating Change 2 on, March 23, 2012

ENCLOSURE 2

RESPONSIBILITIES

1. DIRECTOR, DoDEA. The Director, DoDEA shall:

- a. Ensure fair and equitable administration of this Administrative Instruction.
- b. Ensure all school procedures and policies are in compliance with this Administrative Instruction.
- c. Review the annual DoDEA Student Exit Status Report prepared by each Area Director.
- d. Direct DoDEA Area Directors, District Superintendents, and high school principals to monitor the student graduation rate.
- e. Direct DoDEA Headquarters Instructional Technology staff to develop an appropriate student information system to store and track all student demographic and educational data.
- f. Ensure appropriate support, staffing, and resources to enable schools to comply with and support this Administrative Instruction.

2. DoDEA AREA DIRECTORS. The DoDEA Area Directors shall:

- a. Ensure compliance with the provisions of this Administrative Instruction.
- b. Brief major commands through Area Advisory Councils on the DoDEA graduation requirements to ensure that senior military commanders and community leaders are informed and understand the educational benefits of the policies and procedures of this Administrative Instruction.
- c. Hold District Superintendents accountable for adherence to the standards, policies, and procedures in this Administrative Instruction and References (a) and (b).
- d. Monitor the area student graduation rate and approval for all exceptions to minimum graduation requirements.
- e. Provide to the Director, DoDEA, by July 10 of each year, a summary and analysis of the Area Student Exit Status Report.

3. DoDEA AREA DEPUTY DIRECTORS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT. The DoDEA Area Deputy Directors for Curriculum, Instruction, and Assessment (CIA) shall:

- a. Ensure compliance with the provisions of this Administrative Instruction.
- b. Coordinate with District Superintendents to ensure that garrison and installation commanders and DoDEA community stakeholders are informed and understand the educational benefits of the policies and procedures of this Administrative Instruction.
- c. In coordination with and under the guidance of the Area Director, exercise general supervisory control over the administration of graduation requirements within their area.
- d. Ensure procedures and timelines are administered consistently with this Administrative Instruction.
- e. Ensure student records, transcripts and other documentation are maintained in compliance with Department of Defense (DoD) Regulation 5400.11-R. (Reference (b))
- f. Monitor the student graduation rate and approval for all exceptions to minimum graduation requirements.
- g. Provide to the Area Director, DoDEA, by June 30 of each year, the Area Student Exit Status Report identifying the number of students, who:
  - (1) Graduated with a DoDEA standard diploma;
  - (2) Graduated with an honors diploma;
  - (3) Graduated with International Baccalaureate diploma;
  - (4) Graduated under the senior year transfer options;
  - (5) Graduated with a standard diploma based upon an Individual Education Program (IEP) graduation plan course of study;
  - (6) Received approved exception to minimum graduation requirements (as designated in Appendix 2 of Enclosure 3); and
  - (7) Did not graduate as expected during the requisite school year.
- h. Coordinate with the District Superintendent and the Area Student Information System Instructional Systems Specialist (ISS) to ensure the student information system is appropriately utilized and all student transcript data accurately reflects students' educational experiences.

4. DoDEA DISTRICT SUPERINTENDENTS. The DoDEA District Superintendents shall:

- a. Ensure each principal establishes policies and procedures for meeting graduation requirements in compliance with the provisions of this Administrative Instruction.
- b. Exercise general supervisory control over the administration of graduation requirement policies within their district, as described in this Administrative Instruction.
- c. Approve or disapprove petitions for exception to graduation requirements submitted by the high school principal (as designated in Appendix 2 of Enclosure 3).
- d. Work with commanders and the DoDEA community stakeholders to inform them of the educational benefits of DoDEA's policies and procedures.
- e. Coordinate with high school principals and the District Student Information System ISS to ensure the student information system is appropriately utilized and all student transcript data accurately reflects the students' educational experience and is reviewed for accuracy in accordance with this Administrative Instruction. Additionally, ensure that the appropriate school staff members (e.g., school counselor, registrar, etc.) have received the necessary training in utilization of the student information system.
- f. Provide to the Area Deputy Director, CIA, by June 25 of each year, the District Student Exit Status Report identifying the number of students who:
  - (1) Graduated with a DoDEA standard diploma;
  - (2) Graduated with an honors diploma;
  - (3) Graduated with International Baccalaureate diploma;
  - (4) Graduated under the senior year transfer options;
  - (5) Graduated with a standard diploma based upon an Individual Education Program (IEP) graduation plan course of study;
  - (6) Received approved exception to minimum graduation requirements (as designated in Appendix 2 of Enclosure 3); and
  - (7) Did not graduate as expected during the requisite school year.

5. DoDEA MIDDLE AND HIGH SCHOOL PRINCIPALS. The DoDEA Middle and High School Principal shall ensure that:

- a. All parents or sponsors and students are advised annually of the requirements of this Administrative Instruction.

b. Supervisory controls are exercised to assure school-level compliance with the policies and procedures identified in this Administrative Instruction and References (b) and (c).

c. All student educational records (e.g., courses taken, grades earned, and credit received) are maintained and accurately reflect the students educational experience in accordance with this Administrative Instruction and the requirements of DoD 5400.11-R (Reference (b)).

d. The District or Area Student Information System ISS assists in the utilization of the student information system and ensures that appropriate school staff members (e.g., school counselor, registrar, etc.) have received the necessary training in utilization of the student information system.

e. All middle and high school counselors will ensure that all students have a completed 4-6 Year Academic/Postsecondary plan. (See Section 6 of this Enclosure.)

(1) For high school students who are identified as not being on-track for an on-time graduation (within the typical four school years), take the appropriate steps to develop educational supports/interventions, etc., to assist the student which may include referral to the Student Support Team or Special Education Case Study Committee (CSC), etc. Appropriate documentation should be maintained (either in the student's cumulative folder and/or confidential folder) and communicated with the parent or sponsor and student throughout this process.

f. Staff adhere to the process for requesting and granting exception(s) to minimum graduation requirements, as designated in Appendix 2 of Enclosure 3 of this Administrative Instruction. Exception requests for the diploma are not applicable to middle schools.

g. All requests for student educational records from other school systems are completed in accordance with this Administrative Instruction. (See Enclosure 3, Section 10. d.)

h. By June 20 of each year, the District Superintendent receives the School Student Exit Status Report identifying the number of students, who:

- (1) Graduated with a DoDEA standard diploma;
- (2) Graduated with an honors diploma;
- (3) Graduated with International Baccalaureate diploma;
- (4) Graduated under the senior year transfer options;
- (5) Graduated with a standard diploma based upon an IEP graduation plan course of study;
- (6) Received approved exception to minimum graduation requirements (as designated in Appendix 2 of Enclosure 3); and

(7) Did not graduate as expected during the requisite school year.

6. DoDEA MIDDLE AND HIGH SCHOOL COUNSELORS. The DoDEA Middle and High School Counselors shall ensure that:

a. Students in grades 7-12 have an individual 4-6 Year Academic/Post-Secondary plan developed and reviewed on an annual basis.

b. Students in grades 9-12 are provided an Academic Counseling Review (ACR) to identify the students' progress toward meeting the minimum graduation requirements.

c. Upon identifying that a high school student is not on track to meet all graduation requirements (e.g., 26.0 credits, completion of specific coursework, and 2.0 Grade Point Average [GPA]) within the traditional four-year experience to receive the DoDEA standard diploma, the school counselor will bring this to the attention of the school principal by providing a copy of the student's 4-6 Year Academic/Post-Secondary plan, for appropriate action.

d. Students, parents or sponsors are aware of courses and programs offered that allow students to pursue their academic and career objectives through completion of a Career Technical Education (CTE) endorsement. (See Enclosure 3, Section 4.)

e. Students, parents or sponsors are made aware of all course opportunities, including those courses offered through the DoDEA Virtual School.

f. All secondary student records accurately reflect the student's educational experiences (e.g., courses taken, grades earned, credit awarded, etc.) and are annotated in the student information system.

g. All transfer courses and credits from non-DoDEA accredited systems are evaluated and documented on the DoDEA transcript within 10 days of receipt of an official school transcript(s) to determine the number of credits and specific courses previously taken and the additional requirements (e.g., specific course, credit, GPA) necessary for the student to graduate from a DoDEA high school.

h. An Exception Request Packet is prepared in accordance with Appendix 2, Enclosure 3.

7. DoDEA MIDDLE AND HIGH SCHOOL STUDENTS AND PARENTS/SPONSORS. Students and parents or sponsors are encouraged to:

a. Develop and revise the student's 4-6 Year Academic/Postsecondary plan on an annual basis.

b. Recognize the minimum requirements for both the standard and honors diplomas. (See Enclosure 3, Section 3.)

c. Recognize that regular school attendance correlates directly with student academic achievement and provides a cumulative effect of establishing life-long positive habits that are critical for developing career readiness skills and success in college. The school year is defined as a minimum of 180 school days in accordance with DoDEA Regulation 2095.01, School Attendance. (Reference (g))

ENCLOSURE 3

DoDEA HIGH SCHOOL GRADUATION REQUIREMENTS AND POLICY

1. Implementation Guidance

a. Clarification of this Administrative Instruction is provided in the form of written Standard Operating Procedures (SOP's). The SOP's are available on the DoDEA webpage [www.DoDEA.edu](http://www.DoDEA.edu)

2. High School Graduation Requirements

a. The student transcript records individual student performance (e.g., courses completed, credits earned, and GPA).

b. Students must meet the established minimum requirements to receive either the standard or honors diploma in order to graduate from a DoDEA high school. The honors diploma is distinguished by designation on the diploma.

c. Students with an IEP or Section 504 Accommodation Plan may qualify for graduation by either satisfying the requirements of the standard or honors diploma. (See Section 5 of this Enclosure.)

d. Graduation requirements are determined by the year in which a student enters ninth grade. (See Enclosures 4, 5, and 6.)

e. Students who receive a high school diploma from a non-DoDEA school are not eligible to also receive a DoDEA diploma.

(1) Students may petition for enrollment in a DoDEA high school and earn a DoDEA diploma. This process includes a comprehensive review of the petitioning student's academic records and supporting recommendations from the School Principal and District Superintendent. Final review of the petition and approval are conducted by the DoDEA Area Director.

f. This Administrative Instruction is applicable to students who are less than 21 years of age on September 1 of the school year in which the student is seeking enrollment. (References (j) and (k))

3. Diploma Requirements

a. A standard diploma is awarded upon completion of the following requirements:

(1) Minimum 2.0 GPA;

- (2) Completion of 26.0 units of credit; and
  - (3) Completion of specific course requirements. (See Enclosures 4, 5, and 6.)
- b. An honors diploma is awarded upon completion of the following additional requirements:
- (1) Completion of all requirements for a standard diploma and additional course requirements (See Enclosures 4, 5, and 6);
  - (2) Minimum 3.8 GPA at the end of the second semester of the graduating year; and
  - (3) Earning a passing grade and take the requisite exams in a minimum of four (4) Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced level courses (See Glossary, Part II: Definitions).
- c. An IB diploma is awarded upon completion of the established requirements for the IB diploma.
- (1) Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

#### 4. Career Technical Education Endorsement

- a. Students are afforded the opportunity to earn a Career Technical Education (CTE) endorsement in addition to a diploma. A CTE endorsement is an acknowledgement of a student's successful completion of the required coursework in a specific CTE Pathway. The CTE endorsement is an indicator of career readiness and includes a variety of career areas referred to as Career Pathways. See the current listing of DoDEA CTE courses, accessible at [www.DoDEA.edu/curriculum](http://www.DoDEA.edu/curriculum).
- b. A CTE endorsement may be earned through the completion of four credits of required courses for a specific pathway.
- c. Official recognition of successful achievement of an endorsement will include:
  - (1) Specific notation on student's official transcript, and
  - (2) Acknowledgment during the commencement ceremony.
- d. An endorsement designation may be earned with either the standard or honors diploma.
- e. The principal and faculty must publicize, promote, and encourage students to pursue an endorsement pathway as they prepare for college and/or postsecondary careers. (See Glossary, Part II: Definitions.)

5. Procedures for Students with Disabilities and English Language Learners

a. All DoDEA students, including students with an IEP (Reference (m)), students with a Section 504 Accommodation Plan (Reference (o)), and students with English as a second language services (Reference (i)) are afforded equal access to, and participation in, the general education secondary school program.

(1) Students with an Individual Education Program

(a) All students with an IEP (See Glossary, Part II: Definitions) are afforded the opportunity to participate in general education courses and services. Students with any type of disability will be scheduled and expected to participate in the general education curriculum and classroom to the maximum extent possible. The Special Education CSC may prescribe alternative or pull-out educational services and/or programs as appropriate and must take into consideration each student's unique educational needs. Students with an IEP may qualify for graduation by meeting the requirements of the standard or honors diploma. Additionally:

1. The Special Education CSC may identify, on a case-by-case basis, those students with disabilities (e.g., mild to moderate, moderate/severe, severe/profound) who necessitate a specific course requirement be satisfied through enrollment in a regular course and/or modified course which may be taught/co-taught by a regular education and/or special education teacher. Modified course must align with and follow the course content and curriculum standards of the regular course and be educationally appropriate. (See Reference (m))

2. Students with significant disabilities who have an IEP (e.g., moderate/severe and severe/profound) and receive the majority of their educational experience focusing on functional/community/life skills development may earn the standard diploma based upon an IEP graduation plan course of study prescribed by the Special Education CSC rather than the general education graduation requirements for the standard or honors diploma. In this instance, the CSC develops and documents an IEP graduation plan that must include:

- a. Identification of annual goals;
- b. Identification of specific courses to be taken throughout the student's secondary experience;
- c. Credit and GPA requirements; and
- d. Required progress toward mastery of specific goals. These students are not required to seek an exception of the requirements for the standard diploma.

(b) Students with an IEP are eligible for educational services through the age of 21, inclusive; terminating at 21 years and 12 months or at the conclusion of the school year in which

the student is enrolled, whichever comes first. Refer to current DoDEA policy for annotating student grade level in the student information system.

(2) Students with a Section 504 Accommodation Plan

(a) Students with a Section 504 Accommodation Plan (See Glossary, Part II: Definitions) will receive the educational accommodations prescribed in DoDEA Administrative Instruction 2500.14 and as prepared by the DoDEA school Section 504 Accommodation Team. (Reference (o))

(b) The Section 504 Accommodation Plan is designed to permit the student access to educational programs and activities to the same extent as a student without a disability, and therefore, students with a Section 504 Accommodation Plan will have accommodations that assist the student to meet the same requirements of all DoDEA students.

(3) English Language Learners

(a) English language learners (ELLs) (See Glossary, Part II: Definitions) may apply up to two (2.0) English as a second language (ESL) course credits taken in grades 9-12 toward the four (4.0) English language arts credits required for graduation with prior approval of the school principal. Additional ESL course credits may be applied toward elective credits. Refer to the DoDEA Standard Operating Procedure for Awarding Course Credit for ELLs.

6. Granting an Exception to Graduation Requirements

a. In limited and compelling circumstances, the school principal may petition to the District Superintendent to grant an exception to a minimum graduation requirement (e.g., specific course, course credit, or minimum 2.0 GPA), provided that all reasonable alternatives have been considered and determined not feasible without requiring a substantially heavier-than-normal course load and/or creating an undue hardship (See Glossary, Part II: Definitions). The exceptions process is detailed in Appendix 2 of Enclosure 3. This provision does not apply to students identified with moderate/severe and severe/profound disabilities with an IEP graduation plan. (See Section 5.a.1, of this Enclosure.)

7. Course Credit Earned in DoDEA

a. Units of credit shall be awarded when a student successfully completes courses of study based on the DoDEA adopted curriculum standards. The student must receive at least a course grade of 60 (a grade of D) or a grade of passing (P) for courses so designated in this Administrative Instruction, to be eligible to receive a course unit of credit (See Glossary, Part II: Definitions). Refer to the DoDEA Standard Operating Procedure for Awarding Course Credit.

b. Grades and Course Credits

(1) Grades (e.g., A, B, C, D, or F) earned in a DoDEA course are considered to constitute the grades that count toward earning course credit for graduation and the determination of graduation honors. Credit earned as pass/fail will not be used in determining the grade point average.

(2) Course grades or credit earned will not be granted for the same course(s) taken by a student enrolled in another school system who is concurrently enrolled in a DoDEA school or Virtual School.

(3) Pass/Fail grades are allowed only as identified in this Administrative Instruction, the DoDEA Curriculum Course Catalog, or the DoDEA Standard Operating Procedure for Awarding Course Credit.

c. Credit Value for High School Courses

(1) High school courses taken for a one semester or equivalent (minimum of 60.0 instructional hours) shall carry one-half (0.5) unit of credit.

(2) High school courses taken for a full school year or equivalent (two semesters or minimum 120.0 instructional hours) shall carry one (1.0) unit of credit.

d. Withdrawing and Adding Courses

(1) If a student withdraws from a course on or before the 10<sup>th</sup> school day (or its equivalent), no notation is made on the transcript. The following notations on the transcript will be made for withdrawals made between the 11<sup>th</sup> – 19<sup>th</sup> school day of the semester: Grade of “WP” (Withdrew Passing) or “WF” (Withdrew Failing), respective to the grade earned at the time of withdrawal. Courses may not be dropped after 20 days into the school quarter. Grades of “WP” or “WF” are not used in GPA calculation, and credit is not awarded.

e. Repeating a Course

(1) Students may repeat courses for various reasons, to include strengthening of knowledge through content and skill mastery or to earn credit for a failed course. Refer to the DoDEA Standard Operating Procedure for Repeating Courses.

(a) Credit-by-examination may not be used as a method of replacing a failed course or to replace a grade or credit that has already been awarded to the student. (See Section 7.i.5. of this Enclosure.)

(b) All courses attempted and all grades earned will appear on the student’s transcript. Credit will be granted only once.

(c) The GPA will be calculated using the letter grade of the most recent course taken.

(d) A “#” sign before the course name designates the course was repeated and the grade was replaced.

(e) When a student elects to repeat a course that he/she previously passed and then fails the course, course credit previously earned is counted. However, the grade of the most recent course taken (“F”) is calculated in the GPA.

f. Auditing a Course

(1) Students may request to audit a course, with the principal’s approval and input from the teacher of the course, in an area of interest or skill improvement. Requests must be submitted within the established course drop/add window (See Section 7.d. of this Enclosure). Course grade and credit will not be awarded for courses audited, and a designation of “AU” on the student’s transcript denotes the course(s) was audited and not counted in calculation of the GPA.

g. High School Courses Taken in Middle School (Grades 7 or 8)

(1) Students in grades 7 or 8 may be authorized enrollment in a middle school course that qualifies as a high school course (e.g., world language, Algebra I, or higher level mathematics course) and earn the appropriate unit of credit for successful course completion.

(a) All high school courses taken for credit in grades 7 and 8 will appear on the student’s high school transcript.

(b) Course credits earned by grades 7 and 8 students will fulfill DoDEA’s graduation requirements.

(c) High school course credits and grades received for courses taken in grades 7 and 8 will not be used to calculate the student’s high school GPA.

(2) Teachers must hold high school certification for the course(s) being taught in middle school.

(3) Students transferring to DoDEA from accredited non-DoDEA systems that allowed enrollment and the awarding of high school units of credit in subject areas different from those authorized by DoDEA to students in grades 7 and 8 may transfer those courses, grades, and units of credit to DoDEA, and may be used toward DoDEA graduation. Upon verification, after validation of the high school course, grade, and credit through receipt of an official transcript from the accredited non-DoDEA system, the approved course credit(s) and grade(s) earned are documented on the DoDEA transcript, but are not used to calculate the student’s high school GPA.

h. High School Credits Required for Grade-Level Placement

(1) Grade-level placement (grades 9, 10, 11, and 12) is determined by the number of units of course credit earned at each grade level. (Reference (c))

(2) The placement of students in grade level is determined by the following policy:

(a) Freshman Class (Grade 9): The student must have successfully completed grade 8 and/or has been previously enrolled in grade 9 and earned less than 6.0 credits.

(b) Sophomore Class (Grade 10): The student must have successfully completed grade 9 and earned a minimum of 6.0 credits.

(c) Junior Class (Grade 11): The student must have successfully completed grade 10 and earned a minimum of 12.0 credits.

(d) Senior Class (Grade 12): The student must have successfully completed at least 19.0 credits. Request for approval of exception to the minimum number of course credits for grade placement may be made by the principal if it is possible for the student to comply with all other graduation requirements by the conclusion of the senior year. A memorandum for the record must be maintained in the student's cumulative folder.

i. Alternate Options to Earn Credit for Students in Grades 9-12

(1) All costs associated with alternate methods of obtaining high school credit shall be borne by the student, parent, or sponsor, with exceptions noted in the DoDEA Disciplinary Rules and Procedures Regulation. (Reference (p))

(2) With prior approval of the high school principal, course credit may be granted to meet minimum graduation requirements. All approved courses must be documented on the DoDEA transcript and on the student's 4-6 Year Academic/Post-Secondary plan.

(3) Course(s) from an accredited education system, including correspondence and online courses.

(4) DoDEA allows dual enrollment course credit (See Glossary, Part II: Definitions).

(5) The opportunity for credit by examination exists in limited circumstances and may not be used as a method of repeating a failed course (See Section 7.e.1.a. of this Enclosure). Refer to the DoDEA Standard Operating Procedure for Awarding Credit by Examination.

8. Calculation of High School Grade Point Average

a. The GPA (See Glossary, Part II: Definitions) for all students is calculated on an equitable basis using the same DoDEA quality point value system within the student information system as the basis of calculation.

b. All high school courses taken in grades 9-12, except where noted in this Administrative Instruction, are used in computing GPAs. (See Section 7.e., Repeat Course Procedures, of this Enclosure.) High school course credits received for courses taken in grades 7 and 8 will not be used to calculate the student's high school GPA. (See Section 7.g., of this Enclosure.)

c. The GPA is calculated as the following:

$$\frac{\text{Total Quality Points Awarded}}{\text{Total Credits Attempted}} = \text{GPA}$$

d. DoDEA grade/quality point system: DoDEA utilizes standard un-weighted quality point values (4-point scale) and weighted + quality point values (5-point scale) for computing GPAs. Weighted grades (See Glossary, Part II: Definitions) will be indicated by a "+" sign following the course title on the transcript. These scales include:

Table 8.d. DoDEA Grade/Quality Point System

Grade	Numerical Range	Un-weighted Quality Points	Weighted Quality Points
A	90 – 100	4.0	5.0
B	80 – 89	3.0	4.0
C	70 – 79	2.0	3.0
D	60 – 69	1.0	2.0
F	0 – 59	0.0	0.0

e. DoDEA will award a weighted grade (quality point value) for students who complete the course(s) and take the requisite exam(s) for each AP and/or IB (second year, higher level course) course credit.

f. DoDEA honors courses will not carry a weighted grade.

g. Incoming students with weighted grades that are not in an AP or IB course (e.g., honors course, pre-AP course, etc.) will be assigned the point-value of the letter grade based on DoDEA's un-weighted scale used in calculating the GPA.

9. Enrollment in DoDEA Schools

a. All students are expected to be fully enrolled and attend school on a full-time, school-day basis.

(1) In certain and compelling circumstances, upon application in writing and with the approval of the principal, an exception to full-time, school-day attendance may be granted on the basis of family, personal, and/or financial obligations. The conditions upon which an abbreviated schedule may be approved in the student's best interests include:

(a) Clearly demonstrated scholastic aptitude and academic/vocational readiness and admittance and enrollment to pursue an advanced educational program,

(b) A financial need for early entry into the labor market, or

(c) Health or other mitigating circumstances as applicable (see Reference (o), Nondiscrimination and 504 Accommodations on the Basis of Disability).

b. All students are expected to satisfactorily complete four years of study (eight semesters) at the high school level to graduate with a DoDEA standard or honors diploma.

(1) Upon receipt of the written application and approval of the principal, students may graduate early after completing all graduation requirements. The conditions upon which early graduation may be approved in the student's best interests include:

(a) Clearly demonstrated scholastic aptitude and academic/vocational readiness and admittance and enrollment to pursue an advanced postsecondary education program,

(b) A financial need for early entry into the labor market, or

(c) Health or other mitigating circumstances that are in the student's best interest.

c. A petition for early graduation must be submitted in writing to the school principal for approval and must include a plan describing how the student will meet all required coursework to receive a DoDEA diploma. All petitions must include written parent or sponsor approval. Students who have received approval to graduate early will be officially classified in the student information system as a 12<sup>th</sup> grader when 19.0 units of credit have been earned.

d. Accelerated Withdrawal for Military-Sponsored Permanent Change of Station (PCS): The principal may authorize an accelerated withdrawal and earning of semester credit for a student who must withdraw from school 20 or fewer instructional days prior to the end of a semester due to a PCS. (Reference (g))

(1) The parent or sponsor must present verification of the date required for the student to depart from the school (e.g., PCS orders).

(2) All of the conditions of an accelerated study program outlined by the student's teachers and approved by the school principal must be met prior to withdrawal in order for grades to be assigned and semester credit to be granted.

e. This policy is not intended to apply to, or be extended for, the convenience of family travel, visits, or other discretionary reasons. It is only permissible for permanent change of station (PCS) moves. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive "withdrawal" grades rather than final grades and not be eligible to earn semester credit. All course withdrawal grades shall be entered in the student information system.

#### 10. Transferring to a DoDEA School

a. DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn credits in a non-DoD system (public or private), correspondence, online, and/or homeschool program that are accredited (See Glossary, Part II: Definitions) by one of the six regional accrediting associations or one of the U.S. state education agencies.

b. Courses interrupted by transfer may be continued to completion upon entering a DoDEA high school. The principal may exercise judgment in scheduling students into such courses, taking into account any loss of time so that the transfer does not impact negatively on the student's chances for successful course completion. Students who continue a course to completion will be given a grade and credit based on the grade earned at the time of withdrawal from the previous class and work completed in the parallel DoDEA course.

c. The principal has the final authority for acceptance of coursework, grades, and credits for students transferring to a DoDEA school.

#### d. Obtaining and Disseminating Student Records

(1) Requests for student educational records of newly enrolled students to a DoDEA school are sent to all previous secondary schools attended within one week of registration.

(2) Each school maintains a log of all requests to include the date the request was sent to the non-DoDEA school, manner in which the request was sent (e.g., fax, e-mail, etc.), and disposition of the request.

(3) Educational records that are not received within 30 days of the initial request are re-requested until received.

(4) All requests for DoDEA student records and transcripts are to be fulfilled within three business days of receiving the request, or within three days of a student's withdrawal. A log is maintained that indicates the action taken. An official transcript of all high school credits

will also be sent to the next receiving school (or authorized organization) upon written consent from the student (aged 18 or older), parent, or sponsor.

e. Evaluating Student Records from Accredited Systems

(1) DoDEA accepts the courses, credits, and grades awarded by other accredited systems as indicated on official school transcripts. (See Glossary, Part II: Definitions.)

(a) DoDEA will not change the course title and/or letter grade on a transcript coming from a non-DoDEA school.

(b) If a school system uses numerical grades, DoDEA will use that school system's grading scale to convert the numerical grades to letter grades.

(2) Transfer courses and credits from accredited non-DoDEA systems shall be evaluated and documented on the DoDEA transcript, by the school counselor within 10 days of receipt of an official transcript(s) to determine the number of credits and specific courses still required for graduation.

(a) Specific courses required for graduation will be accepted if equivalent coursework has been satisfactorily completed in another accredited system.

(3) The principal has final authority for acceptance and approval of coursework, grades, and credits of students transferring to a DoDEA school.

(4) Coursework, grades, and credits are entered into the student information system within 10 days of the receipt of the official transcript from the non-DoDEA school.

(5) The parent or sponsor or student (aged 18 or older) is notified in writing regarding the courses, credits, and GPA information transferred to the DoDEA high school by providing a copy of the new DoDEA transcript. A cover letter will inform the parent or sponsor or student (aged 18 or older) if they have any questions or concerns regarding the transcript they must contact the school principal within 30 days of receipt.

(6) Calculation of GPA for Students Transferring to DoDEA from Accredited Systems. (See Section 8, GPA Calculation, of this Enclosure.)

f. Evaluating Student Records from Non-Accredited Education Programs

(1) The principal has final authority and approval to validate the previous courses and credits the student has earned while enrolled in a non-accredited education program.

(2) Once the validation process has been completed, the parent or sponsor will be notified in writing of the courses that will be awarded DoDEA credit and annotated on the student's transcript.

(3) High school credits granted will be recorded on the DoDEA transcript as pass/fail.

(4) Students who enroll from a non-accredited education program may receive course credit with one or more of the following options:

(a) Option 1: Course credit may be earned through credit by examination. Refer to the DoDEA Standard Operating Procedure for Awarding Credit by Examination.

(b) Option 2: Course credit may be earned through successful performance in a higher level course that is sequential in nature (e.g., mathematics, world language).

(c) Option 3: Course credit may be earned through a review of the student's portfolio for fine arts courses (e.g., theater arts, music arts, and visual arts).

#### 11. Senior Year Student Transfer Options

a. Students transferring into DoDEA schools at the beginning of or/during their senior year are expected to meet ALL established graduation requirements, for either the standard or honors diploma, in accordance with this Administrative Instruction. However, DoDEA acknowledges that some incoming seniors may be unable to meet all minimum requirements due to a variance in requirements between school systems. In such cases, the principal may exercise one of two options to facilitate an on-time graduation, as described below. A notation in the student information system indicates the student is graduating under the senior year transfer option (i.e., Reciprocity, Provision of the Interstate Compact) and documents any requirement being adjusted.

(1) Option 1: Reciprocity — All students are expected to be fully enrolled, attend school on a full-time basis, and to the greatest extent possible, meet ALL DoDEA graduation requirements, to include course, credit, and GPA requirements, to earn a DoDEA diploma. However, due to the variance of graduation requirements between DoDEA and non-DoDEA school systems, the high school principal may authorize the receipt of a DoDEA standard diploma if the student can meet a range of adjusted requirements prescribed below.

(a) The minimum number of credits for receipt of the standard diploma is no less than 24.0 credits.

(b) A notation in the student information system documents that the student is graduating under the Reciprocity Option.

(c) The range of adjusted requirements for the standard diploma is described by the “ \* ” in Table 11.a.(1)(c), Reciprocity Requirements for Senior Students Transferring to DoDEA. (Note: An exception to this reciprocity of graduation requirements may NOT be granted and as such, Appendix 2 of Enclosure 3, Requesting Exception to Graduation Requirements, is NOT APPLICABLE.)

Table 11.a.(1)(c) Reciprocity Requirements for Senior Students Transferring to DoDEA

Reciprocity Requirements for Senior Students Transferring to DoDEA		
Minimum Requirements		
Content Area*	Course Requirements	Standard Diploma
English Language Arts	<ul style="list-style-type: none"> <li>1.0 credit (ELA 9)</li> <li>1.0 credit (ELA 10)</li> <li>1.0 credit (ELA 11)</li> <li>1.0 credit (ELA 12)</li> </ul>	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>1.0 credit (World History)</li> <li>1.0 credit (U. S. History)</li> <li>0.5 credit (U. S. Government)</li> </ul>	2.5 - 3.0 credits*
Mathematics	<ul style="list-style-type: none"> <li>1.0 credit (Algebra I)</li> <li>1.0 credit (Geometry)</li> <li>1.0 credit (Math course code 400 or above)</li> </ul> <p>Note: Minimum of 3.0 credits must be taken during high school (grades 9-12)</p>	3.0 – 4.0 credits*
Science	<ul style="list-style-type: none"> <li>1.0 credit (Biology)</li> <li>1.0 credit (Chemistry or Physics)</li> <li>1.0 credit (Science elective)</li> </ul> <p>Note: All courses must include a laboratory component. Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits
World Language	<ul style="list-style-type: none"> <li>World Language course</li> </ul>	1.0 - 2.0 credits*
Career Technical Education	<ul style="list-style-type: none"> <li>1.5 credits (CTE course offering)</li> <li>0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>0.5 credit (Lifetime Sports)</li> <li>0.5 credit (Personal Fitness)</li> <li>0.5 credit (Activity and Nutrition or equivalent P.E. course)</li> </ul>	1.0 - 1.5 credits*
Fine Arts	<ul style="list-style-type: none"> <li>1.0 credit (Course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>0.5 credit (Health education course offering)</li> </ul>	0.5 credit
<b>Summary</b>		<b>Standard Diploma</b>
Minimum Total Credits		24.0 - 26.0 credits*
- Required Courses		20.0 credits
- Elective Courses		4.0 - 6.0 credits*
Minimum cumulative GPA required for only courses taken during the period of enrollment in a DoDEA school		2.0 GPA

(2) Option 2: Provisions of the Interstate Compact on Educational Opportunity for Military Children — As an ex-officio member of the Interstate Commission in accordance with

Article IX (C) and (E) of the Interstate Compact Agreement (See Appendix 1 to this Enclosure), DoDEA is committed to ensuring that school policies and procedures mirror those in the Compact guidelines and related rules for military dependents in a U.S. local education agency (LEA). (See Glossary, Part II: Definitions). Schools will designate students graduating with a non-DoDEA diploma under this option in the DoDEA student information system and on the student transcript as “graduating from (*insert name, address of the sending school*).” Refer to the DoDEA Standard Operating Procedure for the Interstate Compact on Educational Opportunity for Military Children.

## 12. Identification of Class Rank

a. All letter grades for high school courses taken during grades 9-12 will be averaged to determine class rankings for graduation honors.

b. The determination of GPA for class valedictorian and salutatorian will be based on student grades attained by full-time enrollment at the end of the second semester of the graduating year. (See Section 9 of this Enclosure.)

(1) Students must have been enrolled full-time in a DoDEA school during the first semester of the graduating year to be eligible for the academic honors of valedictorian and salutatorian.

## 13. Commencement Exercises

a. All students in good standing shall be eligible to participate in commencement exercises if they have met the requirements for either the DoDEA standard or honors diploma and commencement ceremony requirements established by the principal.

b. Any student who has not completed all requirements for the standard, honors, or IB diploma or met the goals of the IEP cannot ‘walk’ or participate in any portion of commencement exercises. Students who have received an approval for an exception to graduation requirements are considered in good standing and may participate.

c. Students with an IEP who are participating in an extended course of study longer than the traditional four-year secondary experience can only participate in the commencement exercises when one of the following two conditions occur:

(1) The school year that the student masters the IEP goals, or

(2) The school year that the student no longer meets age eligibility requirements (ages out) by turning 21 years and 11 months or at the conclusion of the school year in which the student is enrolled, whichever comes first. At this time, the student is no longer entitled to educational services and is exited from DoDEA.

Appendix 1 to Enclosure 3

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

1. Interstate Compact on Educational Opportunity for Military Children

a. DoDEA will promote flexibility and cooperation with U.S. local education agencies (LEA) to remove barriers to educational success imposed on children of military families as a result of frequent relocation and deployment. This applies to:

- (1) Students transferring during their junior or senior year to and/or from a DoDEA school, or
- (2) Children of active duty members of uniformed services, or
- (3) Children of members or veterans of the uniformed services who are severely injured or medically discharged for a period of one year, or
- (4) Children of members of uniformed services who die on active duty (for a period of one year after death). (Reference (1))

b. In order to facilitate on-time graduation for students who fall within the provisions of the Interstate Compact, DoDEA shall incorporate the following procedures:

- (1) In the event that Exit Exams and/or End-of-Course Exam are a graduation requirement by the LEA — Compact member states shall accept for receipt of a standard diploma the following exam types administered by DoDEA:
  - (a) nationally norm-referenced achievement tests, or
  - (b) alternative testing acceptable to the receiving LEA in lieu of testing requirements.
- (2) Transfer to DoDEA from a LEA

1. If a student transfers during his or her senior year to a DoDEA school and is unable to meet DoDEA graduation requirements after all alternatives have been explored, the sending LEA and DoDEA will cooperate for the receipt of the standard diploma from the sending LEA. In the event that a senior student is unable to receive a standard diploma from the LEA (See Section 2, Diploma Requirements, of this Enclosure) one of two options may be employed to receive a DoDEA standard diploma:

a. Reciprocity option. Adjusted DoDEA graduation requirements (See Section 11, Senior Year Student Transfer Options, of this Enclosure).

b. Exception provision. Exception provision to DoDEA graduation requirements (See Appendix 2, of this Enclosure). If the exception provision is employed, the principal must complete the DoDEA exception documentation and annotate the following statement: "The DoDEA standard diploma is issued in support of the Interstate Compact for Military Dependents and is issued per DoDEA policy for granting an exception to minimum requirements for receipt of the diploma."

(3) Transfer from DoDEA to a LEA

1. DoDEA, with the cooperation of the receiving LEA, will ensure the receipt of a DoDEA standard diploma if the student is unable to meet the graduation requirements of the receiving LEA.

c. In the event that the LEA is not a member of the Interstate Compact, DoDEA will use best efforts to facilitate an on-time graduation in accordance with the procedures prescribed in Section 14 of this Enclosure as derived from the Military Compact. (Reference (1))

Appendix 2 to Enclosure 3

REQUESTING EXCEPTION TO GRADUATION REQUIREMENTS

1. Exception Provision

a. Graduation requirements provide a consistent and rigorous high school program for all DoDEA students. It is important that all students complete the DoDEA minimum graduation requirements to receive either the standard or honors diploma. However, because students move frequently between school systems, it is not always possible for students to meet all minimum requirements within the anticipated four-year secondary experience.

b. In limited and compelling circumstances, the principal may forward a request for a graduation exception recommending that the District Superintendent grant an exception to a specific course, course credit, or minimum GPA requirement. Before recommending an exception, the principal must consider the student's ability to satisfy the minimum graduation requirements in one of the following ways:

- (1) Courses taken virtually
- (2) Courses taken during the summer months

c. The school principal must consider the availability and accessibility of one of the previously indicated two options, the advantage a proposed exception offers a student, the student's academic performance, and the compelling circumstances presented by the student and parent or sponsor prior to endorsing a request to the superintendent for an exception. The principal must fully explain his/her analysis of these factors in his/her consideration of the written request for an exception to a graduation requirement. At all times, principals and superintendents must exercise this authority judiciously to ensure that the granting of an exception does not diminish the integrity of the DoDEA diploma and accreditation standards. Circumstances may be compelling when:

- (1) The student has explored all reasonably available course options to support their learning without success, or
- (2) The school has provided the student with all reasonable environment and educational supports without success, or
- (3) There is insufficient time to continue to offer course options to the student or no course options are likely to produce a favorable result if the student is to graduate on schedule, or
- (4) Delayed graduation is not reasonably in the child's best interest because:
  - (a) the child's parent's will leave their post and create a school transition for the child that will likely result in the child's unsuccessful completion of either DoDEA's or the potential receiving school's graduation requirements; or

(b) delayed graduation would unreasonably delay or interfere with the child's planned postgraduate plans; or

(c) the child will age out of eligibility for school or be placed in school with students where the age disparity is likely to create unnecessary social difficulties.

d. A formal written exception IS REQUIRED to be completed for students who are scheduled to graduate within the usual four-year timeframe and who, it is anticipated, cannot meet one or more of the minimum graduation requirements (e.g., course, credit, or GPA).

(1) Written requests shall be submitted at the time that the parent or student (aged 18 or older) wishes to petition for an exception.

e. A formal exception request is NOT REQUIRED for:

(1) All students who enter with and/or transfer courses that are equivalent to a DoDEA course from a non-DoDEA school. (See Enclosure 3, Section 10, Transferring to a DoDEA School.)

(2) Students graduating under the senior transfer provisions. (See Enclosure 3, Section 12, Senior Year Student Transfer Options.)

(3) Students with disabilities who are classified as moderate/severe or severe/profound and are graduating by completion of the IEP graduation plan course of study provision. (See Enclosure 3, Section 5.a.1.2, Procedures for Students with an Individual Education Program.)

## 2. Exception Categories

a. The category of exceptions is limited to the following:

(1) Course Deficiency: Insufficient time to complete the course(s) deficiency prior to the anticipated graduation date as a result of the student's transferring during their junior year (semester two) or at any time during their senior year.

(2) Credit Deficiency: Insufficient time to complete the credit deficiency prior to the anticipated graduation date due to the student transferring to a DoDEA school during the junior (semester two) or senior year.

(3) GPA Deficiency: Insufficient time to meet the 2.0 GPA requirement prior to the anticipated graduation date.

## 3. Exception Procedures

a. Refer to DoDEA Standard Operating Procedure for Exception to Graduation Requirements.

4. Instructions Pertaining to Students with an Individual Education Program

a. In limited and compelling circumstances, the Special Education CSC and the principal may grant an exception to a specific course, course credit, or minimum GPA requirement (without District Superintendent approval), provided that all reasonable alternatives have been considered.

b. Exception requests for students with an IEP are managed through the CSC process, documented by the case manager in the student information system, and coordinated with the school counselor.

c. The process of developing a comprehensive 4-6 Year Academic/Post-Secondary plan for students with an IEP begins by convening the CSC within 15 school days of receipt of any special education documentation. The CSC (including student, parent, school counselor, general educators, and administrators) must collaboratively develop and review the student's educational strengths and areas for improvement, accommodations, and interventions needed in the educational setting and the documented impact of the student's disability on their capacity to successfully participate in the general education program. Students with disabilities must participate to the greatest extent possible in the general education program.

d. A 4-6 Year Academic/Post-Secondary plan must be developed collaboratively between the CSC and the school counselor to ensure that students participate to the greatest extent possible in the general education program. The 4-6 Year Academic/Post-Secondary plan must be created in compliance with DoDEA Manual 2500.12-G (Reference (m), Special Education Procedural Guide).

e. A course substitution must afford students with disabilities the opportunity to participate in comparable and commensurate academic courses that are an acceptable substitution for the required courses necessary to earn the standard diploma. Course substitutions can only be considered after the CSC has provided the student with every opportunity to participate in general education courses.

ENCLOSURE 4

Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2011-12 (Class of 2015)

Minimum Requirements			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (ELA 9)</li> <li>• 1.0 credit (ELA 10)</li> <li>• 1.0 credit (ELA 11)</li> <li>• 1.0 credit (ELA 12)</li> </ul>	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>• 1.0 credit (World History 9 or 10; or Honors Integrated World History 9 or 10)</li> <li>• 1.0 credit (U. S. History)</li> <li>• 0.5 credit (U. S. Government)</li> <li>• 0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> <li>• 1.0 credit (Algebra I)</li> <li>• 1.0 credit (Geometry)</li> <li>• 1.0 credit (Math course code 400 or above)</li> </ul>	3.0 credits	3.0 credits
Science	<ul style="list-style-type: none"> <li>• 1.0 credit (Biology)</li> <li>• 1.0 credit (Chemistry or Physics)</li> <li>• 1.0 credit (Science elective)</li> </ul> <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> <li>• 2.0 credits (WL course)</li> </ul> <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education	<ul style="list-style-type: none"> <li>• 1.5 credits (CTE course offering)</li> <li>• 0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Lifetime Sports)</li> <li>• 0.5 credit (Personal Fitness)</li> <li>• 0.5 credit (Activity and Nutrition or equivalent P.E. course)</li> </ul> <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (Course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Health education course offering)</li> </ul>	0.5 credit	0.5 credit
Summary		Standard	Honors

	Diploma	Diploma
Minimum Total Credits	26.0 credits	26.0 credits
- Required Courses	20.0 credits	20.0 credits
- Elective Courses	6.0 credits	6.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
* AP and/or IB courses may be used to meet DoDEA requirements.		

ENCLOSURE 5

Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2012-13 (Class of 2016); Students Entering 9<sup>th</sup> Grade During School Year 2013-14 (Class of 2017); and Students Entering 9<sup>th</sup> Grade During School Year 2014-2015 (Class of 2018)

Minimum Requirements			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (ELA 9)</li> <li>• 1.0 credit (ELA 10)</li> <li>• 1.0 credit (ELA 11)</li> <li>• 1.0 credit (ELA 12)</li> </ul>	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>• 1.0 credit (World History 9 or 10; or Honors Integrated World History 9 or 10)</li> <li>• 1.0 credit (U. S. History)</li> <li>• 0.5 credit (U. S. Government)</li> <li>• 0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> <li>• 1.0 credit (Algebra I)</li> <li>• 1.0 credit (Geometry)</li> <li>• 2.0 credits (Math course code 400 or above)</li> </ul> <p>Note: Three credits must be earned during grades 9-12.</p>	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> <li>• 1.0 credit (Biology)</li> <li>• 1.0 credit (Chemistry or Physics)</li> <li>• 1.0 credit (Science elective)</li> </ul> <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> <li>• 2.0 credits (WL course)</li> </ul> <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education	<ul style="list-style-type: none"> <li>• 1.5 credits (CTE course offering)</li> <li>• 0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Lifetime Sports)</li> <li>• 0.5 credit (Personal Fitness)</li> <li>• 0.5 credit (Activity and Nutrition or equivalent P.E. course)</li> </ul> <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (Course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Health education course offering)</li> </ul>	0.5 credit	0.5 credit

Summary	Standard Diploma	Honors Diploma
Minimum Total Credits	26.0 credits	26.0 credits
- Required Courses	21.0 credits	21.0 credits
- Elective Courses	5.0 credits	5.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
* AP and/or IB courses may be used to meet DoDEA requirements.		

ENCLOSURE 6

Requirements to Earn a DoDEA Diploma for Students Entering 9<sup>th</sup> Grade During School Year 2015-2016 (Class of 2019) and Subsequent School Years

Minimum Requirements			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
English Language Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (ELA 9)</li> <li>• 1.0 credit (ELA 10)</li> <li>• 1.0 credit (ELA 11)</li> <li>• 1.0 credit (ELA 12)</li> </ul>	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>• 1.0 credit (World History 9 or 10; or Honors Integrated World History 9 or 10)</li> <li>• 1.0 credit (U. S. History)</li> <li>• 0.5 credit (U. S. Government)</li> <li>• 0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> <li>• 1.0 credit (Algebra I)</li> <li>• 1.0 credit (Geometry)</li> <li>• 1.0 credit (Math course code 400 or above)</li> <li>• 1.0 credit (Algebra II or identified equivalent course)</li> </ul> <p>Note: Three credits must be earned during grades 9-12.</p>	4.0 credits	4.0 credits**
Science	<ul style="list-style-type: none"> <li>• 1.0 credit (Biology)</li> <li>• 1.0 credit (Chemistry or Physics)</li> <li>• 1.0 credit (Science elective)</li> </ul> <p>Note: Physics Applications and Chemistry Applications in the Community meet requirements.</p>	3.0 credits	3.0 credits
World Language	<ul style="list-style-type: none"> <li>• 2.0 credits (WL course)</li> </ul> <p>Note: Credits must be in the same WL course.</p>	2.0 credits	2.0 credits
Career Technical Education	<ul style="list-style-type: none"> <li>• 1.5 credits (CTE course offering)</li> <li>• 0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Lifetime Sports)</li> <li>• 0.5 credit (Personal Fitness)</li> <li>• 0.5 credit (Activity and Nutrition or equivalent P.E. course)</li> </ul> <p>Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	<ul style="list-style-type: none"> <li>• 1.0 credit (Course in visual arts, music, theater, and/or humanities)</li> </ul>	1.0 credit	1.0 credit
Health Education	<ul style="list-style-type: none"> <li>• 0.5 credit (Health education course offering)</li> </ul>	0.5 credit	0.5 credit

Honors Diploma	<ul style="list-style-type: none"> <li>0.5 credit (Economic literacy in CTE, Social Studies, Science, and Mathematics. The following courses meet this requirement: Economics, AP Human Geography, Financial Literacy, Environmental Science, AP Macro or AP Micro Economics, AP Environmental Science, Business Personal Finance, Management &amp; International Business, and Marketing and Entrepreneurship).</li> </ul>	-	0.5 credit
<b>Summary</b>		<b>Standard Diploma</b>	<b>Honors Diploma</b>
Minimum Total Credits		26.0 credits	26.0 credits
- Required Courses		21.0 credits	21.5 credits
- Elective Courses		5.0 credits	4.5 credits
AP and/or IB Courses and requisite exams		-	4 courses
Minimum GPA		2.0 GPA	3.8 GPA
* AP and/or IB courses may be used to meet DoDEA requirements.			
** Honors diploma requires completion of mathematics course code 600 or above (1.0 credit).			

Enclosure 7

APPELLATE RIGHTS

1. Provision

a. A parent, sponsor, or student (aged 18 or older) may appeal a decision made regarding this Administrative Instruction to the next higher level official (e.g., District Superintendent, Area Director) of the individual who made the decision. Refer to the DoDEA Standard Operating Procedure for Appellate Rights.

b. The appeal must be submitted in writing, include relevant details, and a statement why the appeal is requested. Supplemental documentation that supports the basis of the appeal may also be submitted.

c. Appeals must be submitted no later than 10 days after the written notice that was provided by the local school official (e.g., School Principal, District Superintendent).

d. The next higher level reviewing official (e.g., District Superintendent, Area Director) shall review the appeal and provide a written response back to the parent, sponsor, or student (if aged 18 or older) within 10 business days.

(1) If the appeal is granted, the reviewing official will notify the DoDEA school (attended by the student) of the final decision and the next appropriate steps to be taken by the school.

(2) All documentation is maintained in the student's DoDEA cumulative school file.

GLOSSARY

Part I. ACRONYMS

AP©	Advanced Placement
ACR	Academic Counseling Review
CSC	Case Study Committee; Special Education
ELA	English Language Arts
ELL	English Language Learner
ESL	English as a Second Language (Program)
GPA	Grade Point Average
IB	International Baccalaureate
IEP	Individual Educational Program
JROTC	Junior Reserve Officer Training Corp
LEAs	Local Education Agencies
PCS	Permanent Change of Station
WL	World Language

Part II. DEFINITIONS

academic counseling review. An academic counseling review (ACR) includes, but is not limited to, review of the student's transcript, grades, graduation status, scheduled coursework, and 4-6 Year Academic/Post-Secondary plan. The ACR is conducted by the school counselor with the student to ascertain the student's progress toward meeting DoDEA's minimum graduation requirements, the actions the student may take to achieve graduation requirements, and postsecondary/career goals.

accredited institution (system). An institution (system) that is accredited by one of the six U. S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-supported system of accreditation for public or private education programs in a foreign nation.

advanced level courses. High school courses based upon high level achievement in a sequence of study verified by examining boards. Advanced level courses are designated as such and include AP® and IB courses. There are no corresponding honors courses which are considered to be verified advanced level courses for the purpose of weighted grades and calculation of GPA.

annual senior graduation report. A report identifying the number of students who graduated with the DoDEA standard or honors diploma, number of students approved with exceptions to minimum graduation requirements (e.g., course, credit, GPA deficiencies), number of students graduating under the senior transfer provision options from a sending school or reciprocity with adjusted DoDEA requirements, and the number of students not graduating and their graduation plan.

career technical education endorsement. An official acknowledgement of a student's successful completion of the required coursework in a specific Career Technical Education Pathway. It is an indicator of career readiness and requires a student's demonstrated mastery of specific rigorous coursework.

cumulative grade point average. Cumulative grade point average (GPA) for earned course credits is based on a 4-point scale and represents the average of all earned course credits.

dual enrollment. Dual enrollment is defined as any opportunity for secondary students to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across U.S. systems.

elective course. An elective course is a credited course, chosen by the student, to meet academic and/or postsecondary goals.

English language learner. Students who are designated as an English as a second language learner and receive services to support their understanding of the English language while maintaining respect for and pride in their cultural and linguistic heritage.

four- to six-year academic/postsecondary plan. A blueprint for a high school academic and postsecondary planning for students attending grades 7-12. The plan guides the decision-making for selecting appropriate classes to fulfill high school graduation requirements to earn a diploma and pursue identified postsecondary and career goals. The plan is developed during middle school (grade 7) or when a student enters a DoDEA high school and updated regularly. It is developed collaboratively by the school counselor, student, and parent/sponsor and updated annually to organize and reflect the student's educational coursework, program of studies, and postsecondary aspirations.

grade point average. Grade point average (GPA) is determined by totaling all the quality points earned and dividing the sum by the total number of credits attempted.

graduation rate. The graduation rate is the number of 12th grade students enrolled in April who graduate the same school year.

high school course. A course bearing the standardized course description in accordance with the DoDEA Master Course List that identifies high school level content and awards high school credit.

honors courses. Include the same content as corresponding non-honors high school level courses. Honors courses require greater use of abstract and higher level thinking skills and require research and the completion of projects of a more rigorous and challenging nature. Honors courses do not receive a weighted course grade.

individual education program. Special education Individual Education Program (IEP) is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of an IEP is to enable students to successfully develop to their fullest potential by providing a free appropriate public education in compliance with the Individuals with Disabilities Education Act as implemented by Department of Defense (DoD) Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents." (Reference (f); Reference (m), DoDEA Manual 2500.13-G, Special Education Procedural Guide.)

IEP graduation plan course of study. A unique IEP graduation plan for students with moderate/severe or severe/profound disabilities who receive the majority of their educational experience focusing on functional/community/life skills development rather than completion of the requisite coursework to earn the standard diploma.

International Baccalaureate Diploma. The International Baccalaureate (IB) Diploma is offered in select DoDEA schools and is awarded upon successful completion of all requirements that are prescribed by the IB program.

Interstate Compact on Educational Opportunity for Military Children. Uniform agreement adopted by member states and DoDEA, as an ex-officio member, to implement educational policies which address key transition issues encountered by military families including enrollment, placement, attendance, eligibility, and graduation. Provisions in the Compact provide for a consistent policy for transitioning military students in member states.

laboratory course. A science course that includes a minimum of 40 of the 120 course hours and focuses on educational activities of an inquisitive nature that requires students to design and conduct scientific inquiry.

local education agency. A U.S. public authority legally constituted by a U.S. state as an administrative agency to provide control of and direction for kindergarten through twelfth (12<sup>th</sup>) grade public educational institutions.

official transcript. DoDEA considers an official transcript (received at the local DoDEA school from the releasing school system) as one that is presented in a sealed envelope, with a stamp from the releasing school, certifying that this is an official student transcript.

quality point system. The system used by DoDEA to award course credit based upon the quality point system commonly accepted in U.S. education systems. The standard un-weighted quality point values are based on a 4-point scale, and the weighted quality point values are based on a 5-point scale for computing GPAs.

required course. A high school level course in a designated subject area that must be taken to fulfill the minimum requirements to earn a DoDEA diploma.

secondary student. A student enrolled in grades 7, 8, 9, 10, 11, and 12.

Section 504 Accommodation Plan. Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination against individuals with disabilities. The law requires school districts with students with disabilities to provide accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities. A student is considered disabled and may be eligible to be considered for an accommodation if he/she has a physical or mental impairment and the impairment substantially limits one or more major life activities.

substantially heavier-than-normal course load. A full schedule with normal course load that ranges between seven (7.0) to eight (8.0) units of credit per year; a student may enroll in an additional 2.0 credits to meet graduation requirements. Credits beyond the additional 2.0 would be considered a substantially heavier-than-normal course load.

unit of credit. Units of high school course credit are awarded based upon completion of 120 instructional hours (1.0 unit or credit) or 60 instructional hours (0.5 unit or credit). DoDEA does not issue one-fourth course credit (0.25 credit).

virtual courses. Refers to courses offered by the DoDEA Virtual School.

weighted grade point average. Weighted grade point average is calculated using a quality point value based on a 5-point scale.