



**Minimum High School Graduation Requirements for  
Alternative Schools FAQ 2020**

Graduation Requirements: Frequently Asked Questions

[This document references 704 KAR 3:305: Minimum requirements for high school graduation.](#)

**Below are some questions, comments, and concerns from both A5 and A6 alternative education programs compiled by the Kentucky Department of Education. This document is iterative and may grow over time. If you see a question that would serve this population, please reach out to us at KDE so we can add a Q & A:**

**Q: What can be done about the completion of career pathways when entering a different facility?**

A: Alternative Schools should consider working with the student's A1 school in order to offer access to CTE pathways as long as this is safe and logistically feasible. We also suggest that alternative school consider virtual CTE classes. There are several programs that may work including [Edgenuity](#) and [Florida Virtual School](#).

**Q: Lab-based science classes are difficult for our YDC and detention centers. What can be done in this area?**

A: Alternative schools should work to offer lab-based science classes to the best of their abilities. It is certainly understandable if an alternative school cannot do this based on limitations of space. You may also consider offering virtual courses for this option. Check out [KET's option here](#).

**Q: Could the list of industry certification be re-visited to include additional options (ex. Copper/Fiber)?**

A: Yes. KRS 158.6455 establishes the process used to determine which industry certifications are recommended for the list and the level of demand for certifications on the list. In order to be considered "industry-recognized," certification must go through a verification process. Based on data from the Kentucky Center for Education and Workforce Statistics, each local workforce investment board, in conjunction with local economic development organizations from its state regional sector, shall annually compile a list of industry-recognized certifications, licensures, and credentials specific to the state and regional workforce area, rank them by demand for the state and regional area, and provide the list to the Kentucky Workforce Innovation Board. The Kentucky Workforce Innovation Board, in conjunction with the Kentucky Department of Education, may revise the lists before the Kentucky Department of Education disseminates the lists to all school districts to be used as postsecondary readiness indicators. If you'd like us to consider a new industry certification, please work with your local workforce investment board and local economic development organization from your regional sector that are considered high demand.

**Q: Can you explain what is intended by the ending clause about work hours (or alternative requirements as outlined in a student's IEP)?**

A: The ARC Committee ultimately makes decisions based on the individual needs of a student and can determine the number of hours it should take for the individual student to meet this requirement.

**Q: In the "collection of evidence" to be submitted to the superintendent for review, when students have been transient, the possible graduating school may not have items from previous schools such as "evidence that the student has received specially designed instruction and related services in reading and mathematics" or "appropriate interventions, targeted to the student's needs, to ensure support was provided to the student" etc. How can a solid collection of evidence be compiled from multiple schools each year of a student's career?**

A: The law does not say that there must be a compilation of evidence from each year. It says the following:

A student collection of evidence submitted by the principal to the superintendent or designee for review and approval, or in the case of a public charter school submitted by the principal to the Commissioner of Education or designee. The collection of evidence shall include the following: a. The student's ILP that includes student transcript; b. If applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee; c. Performance on the tenth grade state-required assessments in reading or mathematics; d. Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation; e. Student work demonstrating the students' competency in reading or mathematics; and f. The student's post-graduation plans.

**Q: Is there criteria for pre-apprenticeship and apprenticeships? Does it require consistency in placement, or can different "jobs" be "pieced together" to complete the 2 year requirement? What is required for approval for this process?**

A: This refers to a nationally recognized apprentice program that trains students to become journeymen. [For more information, go here.](#)

**Q: Precollege Curriculum - most of our students are struggling with regular curriculum due to disabilities, emotional trauma, abuse, etc. How can they accomplish a precollege curriculum?**

A: This is the addition of a demonstration of world language proficiency or earning 2 credits of a world language to the minimum high school graduation requirements identified by KDE and your district. It is possible for students to take an online course for this but may be even more ideal if you consider requesting funds for a WL teacher at the alternative school. You may also consider partnering with your A1 school and having their WL teacher come to the alternative school part-time if possible.

**Q: Benchmark Score - most of our students simply will not have a qualifying score on a college admissions or placement exam**

A: There are multiple college readiness indicators identify by the Kentucky Council on Postsecondary Education. [For a list, click here.](#)

**Q: Three postsecondary credit hours - many of our students have attendance issues for regular HS courses. College courses at this level simply are not feasible.**

A: We strongly urge you to reconsider. Not only will taking and completing a dual credit course help increase access for your students but it could also potentially show them (and others!) that they can achieve more than they may have previously realized. Please consider virtual dual credit courses or seeing if one of your faculty members has a Master's Degree in his/her subject and if they'd be amenable to teaching a DC course by way of becoming an adjunct professor with a postsecondary partner. You may consider giving

**Q: AP/CAI/IB - most of our students do not qualify**

A: You may consider partnering with the local A1 school (if possible) for students who would thrive in a high rigor course like this.

**Q: Industry Certification - while we work with our students, many of them simply are not able to obtain an industry certification due to drugs, attendance, emotional distress, etc.**

A: The factors mentioned above do not prevent a student from taking an industry certification exam. Again, the opportunity and access is important and when a student has both, they may thrive more than imaginable.

**Q: Career pathway - we have some students who are 18/19 years of age with only 4 credits due to life issues that have prevented them from having any measurable success in a traditional high school.**

A: Career pathways can make school much more relevant for students. If possible, it would be ideal to find ways for students to participate in this option. If not possible, recall that students do not have to fully participate in or complete a pathway to earn an industry certification.

**Q: Pre-apprenticeship/apprenticeship - several factors, mentioned above, prevent many of our students from obtaining this qualifier.**

A: This refers to a nationally recognized apprentice program that trains students to become journeymen. [For more information, go here.](#)

**Q: What is considered "exceptional work experience"?**

A: For more information, check out our [exceptional work experience guidance document.](#)

**Q: 500 hours of exceptional work experience - while we work to assist students in enrolling in college and securing a job, they often lose their job due to issues described above. This prevents this qualifier from being met.**

A: Do students learn essential workplace ethics in your alternative school? Can you tie them to the curriculum? Some of your students work hard to help with bills and more for their families. The idea is that the work experience here is exceptional and again, that it goes beyond what would be traditionally taught in a classroom. For more information, check out our [exceptional work experience guidance document](#).

**Q: What are the specific requirements for meaningful work hours? Specifically, can work within the residential facility count on campus jobs toward the 500 hours?**

A: For more information, check out our [exceptional work experience guidance document](#).

**Q: Is there a plan for how to document the hours of work experience so when students move schools they can have a cumulative record of work hours?**

A: There is no current plan to create a universal way to document exceptional work experience. We continue to strive to give districts the autonomy to create their own students. With this said, for our students with disabilities, these hours may be documented on the IEP.