

**CTE EQUIVALENCY CREDIT AND TWO-FOR-ONE  
GRADUATION REQUIREMENT COURSES**

**POLICY:**

The Lake Stevens School District recognizes that some courses may meet the standards of more than one course or subject area. An individual CTE course that meets all the specific core academic standards and requirements of a specific core subject course may be determined to be equivalent to the core subject course.

Any single course that satisfies the academic standards of two content areas will be allowed to satisfy the graduation requirement for both content areas while earning a single credit.

The high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the Superintendent or his/her designee. Likewise, the high school will identify and approve courses that satisfy two graduation requirements at the same time as long as they have been reviewed and approved by a district-appointed Equivalency Committee appointed by the Superintendent or his/her designee.

Career and technical courses approved for equivalency will be:

- A. Aligned with the State's adopted grade level academic content standards;  
and
- B. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local Career and Technical Advisory Committee will certify that courses meet industry standards.

The Board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. Board approval of AP computer sciences as equivalent to high school mathematics requires that a student has successfully completed or is currently enrolled in Algebra II. The Superintendent will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Cross References:

Policy No. 6200: Graduation Requirements

Legal References:

RCW 28A.230.097 Career and technical high school course equivalencies

RCW 28A.230.120 High School Diplomas – Issuance – Option to receive final transcripts – Notice

WAC 180-51 High school graduation requirements

WAC 392-410 Courses of study and equivalencies

Management Resources

2013 – September Issue

Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

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**PROCEDURES:**

**A. The Equivalency Committee**

1. The Equivalency Committee shall consist of the Executive Director of Secondary Teaching and Learning, the Executive Director of CTE, the high school principal and/or associate principal responsible for a particular content area, a school counselor, an instructor from the core academic subject area, and an instructor from the appropriate career and technical course.
2. The Equivalency Committee shall be responsible for evaluating and determining CTE course equivalencies as well as courses qualifying to satisfy two-for-one graduation requirements.
3. The Equivalency Committee will also be responsible for annually reviewing and publishing a list of CTE equivalency courses and courses satisfying two for one graduation requirements.

**B. District-Approved Equivalency List**

1. The Equivalency Committee will annually review and publish a district list of approved Career and Technical Education and core academic equivalencies as well as a list of approved “two-for-one” equivalencies, which may be used to satisfy the Lake Stevens School District’s graduation requirements. This list will be published and made available to the high school for inclusion in its course catalog no later than December 10 of each school year.
2. Updates to the District-Approved Equivalency/Two-for-One list will be made in accordance with the criteria and procedures outlined below.
3. Deletions of course equivalencies from the equivalency list will apply only to the following year's freshman and sophomore students. Students who will be juniors and seniors the year following publishing of the deletions will be allowed to finish high school under previously published equivalencies.
4. Additions of course equivalencies from the equivalency list will apply to all students for the following school year.

**C. Criteria for Determining CTE Course Equivalencies**

1. Equivalency within a core academic area.

In order for a particular CTE course to be deemed equivalent to an individual academic core course, the following criteria must be met:

- i. The CTE course must be fully aligned with the State's adopted core academic standards, grade level expectations, classroom performance standards, national standards, and/or college readiness standards for the core academic course as determined by the District.
- ii. Alignment must be demonstrated through the course curriculum frameworks and assessments of the CTE course seeking equivalency.

2. Equivalency within Career and Technical Education.

A (CTE) course seeking equivalency with an approved Career and Technical Education course\* must demonstrate alignment with the following:

- i. Contextual application of the adopted Washington State Learning Standards and Grade Level Expectations within the approved Career and Technical Education course for which the equivalency is being sought.
- ii. Foundational and occupational industry skills taught and assessed within the approved Career and Technical Education course for which the equivalency is being sought.
- iii. CTE Core Leadership and Employability skills taught and assessed within the approved Career and Technical Education course for which the equivalency is being sought.
- iv. Depth of Career Exploration and Exposure within the approved Career and Technical Education course for which the equivalency is being sought.
- v. Alignment must be demonstrated through the curriculum frameworks and assessments of the course seeking the equivalency.

\*An approved Career and Technical Education course is one for which there is an existing CIP Code registered and approved with the Office of Superintendent for Public Instruction Career and Technical Education Office.

#### **D. Procedures and Timelines for Submitting a CTE Course Equivalency Proposals**

1. The CTE Director will work with the CTE instructional staff and school administrators to prepare course equivalency proposals using Form 6201F as a guideline.

2. Proposals will be submitted to the Executive Director of Secondary Teaching and Learning by October 15.
3. The Equivalency Committee will be convened by the end of October to review and evaluate all proposals. Proposals recommended by the Committee will be forwarded on to the Curriculum Commission for approval. Courses denied equivalency will be returned to the CTE staff and may be resubmitted.
4. CTE courses recommended for equivalency with a core course will be presented to the Curriculum Commission for review and approval. The Curriculum Commission will meet in November to consider these proposals.
5. Approved CTE equivalency courses will be shared with the Board of Directors as an information item.
6. Approved CTE equivalency courses will appear in the Course Handbook and available to students the following year.
7. Upon satisfactorily completing a CTE course equivalent to a core academic course, the student will have the choice of posted on the official transcript either the CTE course code and title or the equivalent academic course code and title.

#### **E. Criteria for Determining “Two-for-One” Graduation Requirements**

Any single course that satisfies the academic standards of two content areas may be allowed to satisfy the graduation requirement for both content areas while earning a single credit. The actual course completed will be posted to the transcript, but the equivalent graduation requirement for another content area will be “checked off” as a “met requirement” by the Counseling Department. Examples of this might be such things as a CTE photography course that is deemed to satisfy a fine arts requirement, a physical education dance course may satisfy a fine arts requirement, or a CTE course in finance may satisfy a third year math requirement.

In order for a course to demonstrate the “two-for-one” graduation requirement equivalency, the following criteria must be met:

- i. The course must demonstrate that the academic standards of both courses/content areas are met at a satisfactory/sufficient level
- ii. Align with a student’s identified PPR.

#### **F. Procedures and Timelines for Submitting a Two-for-One Graduation Requirement Proposal**

1. Any teacher/department may develop a two-for-one proposal using Form 6201F as a guideline.
2. Completed proposals will be submitted to the building principal who will convene a building-level team of the principal, counselor,

representative, department heads from the impacted content areas, content teachers, and others as appropriate. The team will meet to review proposals and determine whether the two-for-one proposal should be accepted.

3. Approved two-for-one courses will be submitted to the Executive Director of Secondary Teaching and Learning. Proposals not approved will be returned and may be resubmitted.
4. The Executive Director of Secondary Teaching and Learning will convene the Equivalency Committee to review submitted proposals.
5. Two-for-One recommended courses will be presented to the Curriculum Commission for review and approval. The Curriculum Commission will meet in November to consider these proposals.
6. Approved Two-for-One courses will appear in the Course Handbook and available to students the following year.
7. The approved Two-for-One courses will be shared with the Board of Directors as an information item.