



INSTRUCTION

High School Graduation Requirements

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, the district may award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth if one of the following applies:

- A. The course was taken with high school students and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or master for credit bearing courses of study); or
- C. Successfully completing an established number of hours planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools will be evaluated as described below for

home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

GRADUATION REQUIREMENTS

Graduation Requirements:

- Successful completion of a minimum of 24 credits in specified areas.
- Meeting standard on the state assessments
- Successful completion of a High School and Beyond Plan

HIGH SCHOOL	
Subject Area	Number of credits required
2019& Beyond	
ENGLISH	4
MATHEMATICS Algebra 1 (1.0)** Geometry (1.0)** Algebra 2 (1.0)	3
SOCIAL STUDIES World History (1.0) U.S. History (1.0) American Government (1.0)	3
SCIENCE See flow chart based on Graduation year (pages 49 & 50)	3
FINE ARTS	2 or 1 PPR*
OCCUPATIONAL EDUCATION / CTE	1
HEALTH	0.5
FOREIGN LANGUAGE	2 or 2 PPR*
PHYSICAL EDUCATION	1.5
ELECTIVES	4
TOTAL	24
<p>*PPR - Personal Pathway Requirement (An elective class that meets your post high school plan)</p> <p>**High school credit for classes completed in middle school Students who complete Algebra or Geometry while in middle school may apply through the Registrar to have those credits added to their high school transcript. The grade will be computed into their high school grade point average. Once posted, the grade cannot be removed unless the student retakes the course.</p>	

*Per Chapter 28A.231 RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The CPR instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification for successful completion of the instruction.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The objective(s) of the program;
- B. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
- C. A schedule of the duration of the program, including beginning and ending dates within the school year;
- D. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct
- E. supervision of the certificated staff;
- F. A description of intervention techniques and criteria for their use;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel; and
- I. The plans for evaluation of program.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.

- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work based learning standards.

National Guard High School Career Training

The district may grant credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
 - 1. A journal that reflects the actual work completed during a home-study course of study
 - 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
 - 3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
 - 1. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington, and
 - 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. STATE ASSESSMENT REQUIREMENT

Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.

Certificate of Academic Achievement

A student will receive a certificate of academic achievement if he or she passes the necessary statewide assessments or a state-approved alternative assessment.

Certificate of Individual Achievement

A student qualifying for special education services may earn a certificate of individual achievement after passing assessments determined by the student's individualized education program team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020 an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of

academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, 2017 or 2019 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

IV. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. Students must create their plans in cooperation with parents or guardians and school staff. School staff will work to update students' plans as necessary based on their changing interests, goals, and needs.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- D. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

[District note: A district may establish additional, local requirements for high school and beyond plans to serve the needs and interests of its students]

V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

VI. WAIVER OF GRADUATION REQUIREMENTS

[District Note: If the district elects to waive high school graduation credits required for the Classes of 2019 and beyond, it must comply with specific legal requirements addressed in Policy 2418, Waiver of High School Graduation Credits.]

All state requirements must be satisfied except that the district may waive Washington history and government for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, upon written request of a parent or guardian on account of physical disability, employment, or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

The following procedure will be followed in graduation waiver requests:

A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when a student has not met requirements.

An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his or her 12th year of school.

B. The principal determines whether to waive graduation using the following procedure:

1. The request will be initiated by the parent or the eligible student;
2. The principal will investigate the request for waiver of graduation requirements;
3. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
4. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
5. The principal or designee will notify the parent or eligible student that they may appeal to the principal's decision regarding a waiver request in writing to the superintendent no later than 30 days prior to the anticipated graduation date.

VII. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and

B. Demonstrate proficiency in one or more world language. For purposes of this section, “world language” is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by:

1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
2. Passing an International Baccalaureate exam with a score of 4 or higher;
3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

VIII. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student with a disability may fulfill graduation requirements as follows:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student’s course of study;
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student’s individual needs and abilities consistent with their transition plan, appropriate graduation requirements. Modifications to the district’s standard graduation requirements may include:
 1. Attainable alternate classwork and/or individualized activities substituted for standard requirements;
 2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with their parent/guardian and the IEP team, determine:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district’s standard graduation requirements

will be made through the IEP process. Annually or as needed, the IEP will be reviewed/revised to accommodate the student's progress and development.

IX. GRADUATION CEREMONIES

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

X. WITHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion

from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Adoption Date:

Classification:

Revised Dates: 12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.15; 10.17; 04.19;
12.20