

INSTRUCTION

High School Graduation Requirements

The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship and is equipped with the skills to be a lifelong learner. High school graduation requirements are designed to prepare all students for postsecondary, career, and life. The requirements are designed to be both rigorous and flexible. High school students must: 1) have a High School and Beyond Plan; 2) meet credit and competence requirements; 3) complete graduation pathway option 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 current graduation requirements. Graduation requirements shall be included in the student handbook.

I. High School and Beyond Plan

Each student must have a High School and Beyond Plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school. The High School and Beyond Plan is a tool for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals.

The High School and Beyond Plan has the following requirements:

- a) Initiation in the 7th or 8th grade.
- b) Identification of career goals aided by a skills and career interest inventory assessment.
- c) Identification of educational goals.
- d) Four-year plan for course-taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals and individualized Personalized Pathway.
- e) Resume or activity log by the end of 12th grade.
- f) For students who have not met standards on a state assessment, interventions and academic support, courses, or both, that enable students to meet the high school graduation requirements *must* be a part of this plan.
- g) The plan must be updated to reflect assessment results, student progress, changing student interest, goals, or needs.

The plan must also contain any certificates of course completion for Career and Technical Education equivalency courses completed by a student.

The High School and Beyond Plan should be used by students when making course-taking decisions for their personalized pathway requirements and their third credits of

math and science. Changes in plans should normally reflect parent consent and should be submitted to the appropriate counselor and/or on file as part of the student's High School and Beyond Plan. Annually, counselors shall provide the student and his/her parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If progress is not normal, the counselors will identify alternative courses that may be taken to correct deficiencies.

II. Credit and Competence Requirements

A. Credit Requirements

Students shall be expected to earn a total of twenty-one (21) credits through the graduating class of 2020, and twenty-four (24) credits beginning with the graduating class of 2021 in order to complete graduation requirements. For 1.0 credit, a student must successfully complete courses taught to the state's learning standards, or a student must demonstrate proficiency/mastery of learning standards as determined by the District.

The following credits (with courses approved for satisfying the subject area requirements) shall be required of each student for graduation:

<u>Subject Area</u>	<u>Credits</u>	<u>Credits</u>
	Class of 2020	Class of 2021 and beyond
English	4.0 Credits	4.0 Credits
Mathematics	3.0 Credits	3.0 Credits
Social Studies	3.0 Credits	3.0 Credits
Science	2.0 Credits (1Lab)	3.0 Credits (2 Lab)
Career & Technical Education	1.0 Credit	1.0 Credit
Health	.5 Credits	.5 Credits
Physical Education	1.5 Credits	1.5 Credits
Arts	1.0 Credit	2.0 Credits*
World Language		2.0 Credits**
Electives	5.0 Credits	4.0 Credits
Computer Competence	NC	NC
High School & Beyond Plan	NC	NC
	21.0 Credits	24.0 Credits

*One Can Be Personalized Pathway Requirement

**Both Can Be Personalized Pathway Requirement

Personalized Pathway Requirement are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan.

B. Computer Competence

All students shall demonstrate basic computer competence as a requirement for graduation. Students may demonstrate competence by passing a computer competency assessment or by successfully completing classes as designated in the course of study handbook that meet this requirement. Students who have not met this requirement by the end of their junior year will be enrolled in a designated course for their senior year.

C. Credit for Challenges and Demonstrated Proficiency/Mastery

As more emphasis is placed on proficiency/mastery and less emphasis is placed on seat time, students may demonstrate proficiency or challenge particular district-approved courses for credit. Students may demonstrate proficiency/mastery through a variety of methods including, but not limited to; 1) successfully completing all course requirements through projects to the satisfaction of the district instructor or 2) mastering specific subject area content standards as determined by their performance on classroom-based and/or district assessments.

D. Credit for High Courses Completed Through Home-Based Instruction or Non-Approved Private Schools

The academic records of students seeking to transfer credit from home-based instruction or non-approved private schools shall be reviewed, and the student shall complete district-determined end-of-course assessments. Academic records and assessment results will inform decisions regarding course placement and the granting of credit for high school courses completed through home-based instruction or non-approved private schools.

E. Credit for High School Courses Completed Prior to High School Attendance

Unless requested otherwise by the student and the student's family using form F-5B 2410, a student who successfully completes a high school course taken prior to attending high school will receive credit if the academic level of the course exceeds the requirements for seventh and eighth-grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class. The student and the student's family have a time limit of the last day of school of their 11th-grade year for requesting the credit be removed from the transcript. Following the 11th grade year, a course entered onto the student's transcript cannot be changed or removed. Courses must be offered through a state public school or state-approved private school and meet the standards as identified by the District for meeting graduation requirements. Students/parents may request graduation credit by completing form F-5 2410 for students in the Class of 2023 or before. Once the course grade has been entered onto the student's transcript, it cannot be changed or removed.

Subject Area Requirements

The content of courses for which credit is granted must meet the learning standards as identified by the State Board of Education ([WAC 180-51-068](#)).

<u>Subject Area</u>	<u>*Approved Courses</u>
English Language Arts	
Mathematics	
Science	
Social Studies	
Health	
Physical Education	
Arts	
Career & Technical Education	
World Languages	
Electives	

*The list of approved courses that meet the subject area requirements shall reside with the Assistant Superintendent of Secondary Education and shall be made available to students, parents, and the community through the high school course of study handbooks, published annually.

F. Equivalency Credit

Equivalency Credit refers to interdisciplinary credit. These are credits in one discipline which fulfill State Academic Learning Standards and/or competencies or state standards in another discipline. The intent of this interdisciplinary approach is to meet student needs with an appropriate broad-based curriculum while fulfilling graduation requirements. Approved courses shall be reviewed by the Assistant Superintendent of Secondary Education periodically to assure compliance with the procedures and standards as outlined. State-approved equivalencies shall be accepted without going through the district procedures outlined below.

The procedure for Equivalency Credit is as follows:

1. The building administrator or program instructor shall complete Form F-1A 2410, Course Proposal for Credit Revision or Equivalency Credit (for equivalency credit for Occupation Education, see below).
2. Generic courses shall be identified, such as Math; English; Science; Technical English, etc. These generic course titles may be used when there is a match of the learning standards but not a match to specific course titles.
3. The curriculum committee responsible for the program requesting equivalency credit shall review the application packet and make a recommendation regarding the proposed equivalency credit request. Minutes of the meeting shall be submitted.
4. Submit form F-1A 2410 and the supporting documentation to the Assistant Superintendent of Secondary Education.
5. Requests shall be reviewed by the Assistant Superintendent of Secondary Education and an Equivalency Credit Review Committee. Membership of this committee may include teachers representative of curricular areas (dependent upon the request being made), program administrator(s), building administrator(s), and district level administrator(s).

6. The Equivalency Credit Review Committee recommendations shall be submitted to the Assistant Superintendent of Secondary Education for final approval.
7. A list of approved equivalencies shall reside with the Assistant Superintendent of Secondary Education.
8. Course equivalencies shall be reviewed every five years following the process listed in number 1 above. Submit all supporting documentation to the Assistant Superintendent of Secondary Education.

Credit granted for Occupational Education: occupational education credit may be granted for courses approved under the state guidelines for Career and Technical Education. Courses that are not state approved under Career and Technical Education may seek occupational credit by following the process identified below:

1. The building administrator or program instructor shall complete form F-1B 2410, Course Proposal for Credit Revision and/or Equivalency Credit.
2. The curriculum committee responsible for the program requesting the equivalency credit shall review the application packet and make a recommendation regarding the proposed equivalency credit request. Minutes of the meeting shall be submitted.
3. The completed form (F-1B 2410) and supporting documentation shall be submitted to the Assistant Superintendent of Secondary Education.
4. Requests shall be reviewed by the Assistant Superintendent of Secondary Education and the Equivalency Credit Review Committee. Membership of this committee may include teacher representatives of curricular areas (dependent upon the request being made), program advisory committee member(s), program administrator(s), building administrator(s), and district level administrator(s).
5. The Equivalency Credit Review Committee recommendation shall be submitted to the Assistant Superintendent of Secondary Education for final approval.
6. A list of approved equivalencies shall reside with the Assistant Superintendent of Secondary Education.
7. Course equivalencies shall be reviewed every five years following the process listed in number 1 above. Submit all supporting documentation to the Assistant Superintendent of Secondary Education.

G. Waivers

Students may apply for waivers of courses and/or graduation requirements to increase the rigor and/or the appropriateness of their course work and High School and Beyond Plan. Students whose waivers are approved must be enrolled in at least five classes both semesters during their senior year.

1. Physical Education Competency Credit

Students are required to earn 1.5 credits in Physical Education to graduate; however, RCW 28A.230.050 allows individual students to be excused from participating in physical education on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics, or for other good cause. WAC 180-51-068 states that such

excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy, addressing the learning standards as well as alternative means of engaging in physical activities, pursuant to RCW 28A.210.365.

Students requesting to be excused from participating in Physical Education on account of physical disability, employment, religious belief, or other good cause, in accordance with [RCW 28A.230.050](#) and [WAC 180-51-068](#), must demonstrate competency in both the physical fitness and cognitive knowledge portions of the Physical Education standards. Weather and circumstances permitting, students will be required to successfully pass all four activities of the physical portion of the assessment. The test will include sit and reach pacer runs, sit-ups, and pushups. An alternative physical assessment may be available if the physical test cannot be performed safely as determined by the superintendent or designee. Students must also pass the written cognitive knowledge test portion of the Physical Education requirement, demonstrating knowledge of the Washington State Physical Education Learning Standards. Upon successful completion of both the physical and knowledge portion of the assessment, the student will be granted 0.5 credit. Credit earned will be shown on the student's transcript with a code to identify that credit was earned through completion of a local competency test.

Students requesting to be excused from participation in Physical Education because of participation in directed athletics or military science and tactics, in accordance with [RCW 28A.230.050](#) and [WAC 180-51-068](#), must successfully complete a high school sport or acceptable military science and tactics activities in the year in which the excusal is requested and apply for a 0.5 competency credit of fitness per school year. If the only sport the student participated in was a spring sport the previous year, the student is eligible to only be required to attempt the cognitive knowledge portion of the PE exam the following school year during the first semester (S1) in order to earn credit. Upon successful completion of the knowledge portion of the assessment, the student will be granted 0.5 credit. Credit earned will be shown on the student's transcript with a code to identify that credit was earned through completion of a local competency test.

- a) Students participating in directed athletics will not need to attempt the physical test that demonstrates an appropriate level of fitness for the age and gender of the student.
- b) Students participating in directed athletics must pass the written cognitive knowledge portion of the Physical Education requirement, demonstrating knowledge of the Washington State Grade Physical Education Learning Standards.

A student may only earn 0.5 credit of Physical Education through competency per school year. The competency process, including testing, must be repeated each school year (9th -11th grade) that competency credit is requested. To earn credit, a

student must have completed all Physical Education competency assessments prior to the end of the first semester of the senior year. No competency credit will be awarded during the second semester of the senior year. Students must take Physical Education during their senior year if they have not met the Physical Education requirement via competency credit or participation in Physical Education courses. Principals may grant exceptions in unique situations with the approval of the Assistant Superintendent of Secondary Education. Due to the 2020 COVID-19 school closure, students in the classes of 2021 and 2022 are granted exceptions as follows: 1) Students in the class of 2022 will be allowed to earn 1.0 competency credit in their junior year and 0.5 credits the first semester of their senior year by completing required assessments. No competency credit will be awarded in the second semester of the senior year.

The Physical Education competency credit opportunity will be made available multiple times per school year. Students seeking Physical Education competency credit must initiate the request by obtaining Form F-6 2410 from the counseling office or district website. Students may participate in the competency credit opportunity more than one time in a school year. Students must pass the required sections of the test in one session in order to earn 0.5 credit. Physical Education teachers will administer the competency credits assessments when possible.

2. Washington State History Waiver

After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth-grade students who transfer from another state and who have or will have earned three credits in social studies at graduation may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate ([WAC 180-51-075](#)). Students seeking the Washington State History waiver must initiate the request by obtaining Form F-6 2410 from the counseling office or district website.

3. Student Circumstances Waiver

Up to two (2), flexible credits required for graduation for individual students may be waived based on a student's circumstances.

Flexible credits are defined as:

- a) Three (3) personalized pathway requirement credits (world language and one of the art credits)
- b) Four (4) elective credits

Students granted a student circumstances waiver must earn 22 credits inclusive of the 17 subject area credits (English Language Arts, Math, Science, Social Studies, Health, Physical Education, Career & Technical Education, and 1.0 Art credit).

Waivers will only be considered for students in their senior year, and the student must be enrolled in at least five courses.

A qualified Special Education student may also be granted an exemption from a requirement in this policy if a Multidisciplinary Team concludes there is a direct relationship between the failure to meet the requirement and the student's disability.

Students seeking the Student Circumstances Waiver must initiate the request by obtaining Form F-6B 2410 from the counseling office or district website.

A. Credit for Alternative Learning Experiences

Credit toward graduation may be granted for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the District or conducted primarily by individuals not employed by the District. School-planned learning experiences such as Applied Music, Correspondence Courses/ Individualized Academic Program/College Courses, National Guard, Running Start, Travel/Study, and/or Work-Based Learning may be accepted for credit upon compliance with the procedures and rules identified within this section.

1. Alternative Learning

Form F-2 2410, Alternative Learning Experience Application, must be completed for the following identified alternatives and submitted to the building principal for approval prior to the learning experience taking place. Alternatives requiring Form F-2 2410: Applied Music, Travel/Study, Military, other. Upon completion of the learning experience, Form F-3 2410, Alternative Learning Experience Report, shall be completed and submitted for credit to be granted.

A proposal shall be submitted prior to the experience, shall be at no additional cost to the District, and shall include the following information:

- a) Name of program;
- b) Length of time for which approval is desired (beginning and ending dates);
- c) Objectives of the program;
- d) Description of how credits shall be determined (WAC 180-51-050(1));
- e) Content Outline of the program and/or major learning activities and instructional materials to be used;
- f) Identification of the state learning goal(s) and related essential academic learning requirements are a part of the planned learning experience;
- g) Description of how student performance will be assessed;
 - i. Qualifications of instructional personnel;
 - ii. How and to whom the student will be supervised;
 - iii. Plans for evaluation of the program (Completion of Form F-3 2410).

Proposals shall be presented for review and approval or denial to the building principal and forwarded to the Assistant Superintendent of Secondary Education. Reasons for approval or denial shall be communicated to those making the request.

2. Applied Music (WAC 180-51)

Applied music shall be defined as music instruction conducted away from the school under the supervision or with the approval of the school. Applied music credit may be given for instruction in voice, musical instruments including piano, or music theory/composition upon approval of the application. Students must complete Form F-2 2410 and submit it to his/her building principal prior to the start of the music experience for approval.

Reasons for approval or denial may be granted for applied music under the following conditions:

- a) The private instructor for applied music must be certified by the Washington State Music Teachers Association or a certified music teacher and a copy of the instructor's credentials filed with the local District prior to issuing credit for applied music.
- b) The student will complete the "Alternative Learning Experiences Application" (Form F-2 2410) and submit it to the high school principal for approval prior to the start of the applied music experience.
- c) One credit (1.0) may be granted for not less than 207 hours of combined lesson and practice time (.5 credit for 103.5 hours), where the student is committed to a minimum of one 45-minute private lesson per week for 18 weeks. (i.e. 5 credits = 13.5 hour lessons + 90 hours practice)
- d) Upon completion of the learning experience, the student must complete and submit the "Alternative Learning Experience Report" (Form F-3 2410) to the building principal for approval prior to credit being awarded.

3. Correspondence Courses/Online Courses/Individualized Academic Programs/College Courses/Tech Prep Direct Credit/College-in-the-High School (WAC 180-51)

Credit may be granted for students pursuing planned learning experiences through correspondence courses, individualized academic programs, Tech Prep Direct Credit, dual credit, articulation, and college-in-the-high school. Agreements with schools that are members of the National University Continuing Education Association, community colleges, vocational-technical institutes, four-year colleges, and universities and approved private schools in Washington State can be pursued as partners in these planned learning experiences. The school-planned learning experiences may be accepted for credit upon compliance with the procedures and rules identified within this section.

Correspondence Courses (WAC 180-51)

High school correspondence course credits shall be accepted by the Kennewick School District only under the following circumstances:

- Prior approval by the high school principal is required. Students must initiate the procedure to take a correspondence course with his/her counselor and complete the required form F-4 2410. If a transfer student has completed correspondence or college courses or is in the process of completing a course at the time of transfer, the course(s) will be evaluated by the District within the stated criteria.
- No correspondence course will be granted unless a student has a full schedule. A full schedule is defined as enrolled in at least five (5) classes both semesters during the school year.
- Principals, with the approval of the Assistant Superintendent of Secondary Education, may grant exceptions in unique situations.
- The correspondence or college course for which credit is sought must meet the specific standards of the District-approved course. The course(s) must be taken from schools approved by the National University Extension Association or community colleges, vocational-technical institutes, four-year colleges, universities, or state-approved private schools in Washington State.

The following guidelines must be met for all correspondence courses:

- Written approval of the parent(s) or guardian(s) must be on file at the student's school.
- The student's counselor shall only serve as the proctor for exams (all exam proctors must be pre-approved by the building principal).
- The cost of ordering a correspondence course is the total responsibility of the student.
- Correspondence grade slips must be on file with the counselor prior to graduation practice.
- Credit for approved correspondence course work shall be issued only upon official notification of credit and grade from the correspondence school or college.

Online Courses

Credit shall only be awarded for online courses that are taken through institutions approved by the OSPI list of approved online course providers. Official transcripts must be provided.

Individualized Academic Programs

Students may earn academic credit through the high schools Learning Centers' Individualized Academic Programs.

Each high school shall develop the procedures and process for program participation and shall publish a list of courses offered. All courses offered for credit shall align with courses currently approved for credit in the District and shall align with the state standards for graduation requirements. Students enrolled in a Learning Center course shall have a High School and Beyond Plan on file, and courses taken shall meet the specific needs of the individual student as identified in their plan. Students shall complete the Individualized Academic

Program application form, obtain required signatures, and complete all required coursework within the required timelines and guidelines. For the purpose of participation in commencement ceremonies, students must be registered for courses that are intended to meet graduation requirements no later than May 1 of the year in which they plan to graduate. All grades must be on file with the counselor prior to graduation practice.

Tech Prep Direct Credit

Tech Prep *Direct Credit* is a planned agreement between local area high schools and a Washington State Community College. Tech Prep *Direct Credit* courses have been identified through a cooperative process whereby the high school course competencies have been aligned to the college course competencies. Upon completion of the high school course, students receive college credit and usually are not required to complete any course work at the college. Course competency equivalencies and career and technical education certification reciprocity allow the college to honor the direct credit agreement.

Students will:

- Enroll in Tech Prep Direct Credit course(s) through their high school Tech Prep Direct Credit designee.
- Maintain a "B" (85%) or a better grade in the class.
- Complete and submit a college application/registration form for Direct Credit.

The high school (Tech Prep designee) will:

- Facilitate the registration process.
- Submit a grade for each qualified student.

The college will:

- Enter the enrollment information for the student(s) in the course(s) that correspond with the class(es) taken in high school.
- Enter the student's grade for the completed course(s).
- Send the student a Certificate of Completion identifying completed Tech Prep Direct Credit course(s).
- Provide a transcript upon request (and payment from student).

College in the High School (RCW 28A.600.290, WAC 392-725-200)

Credit may be granted for courses offered at high school sites which are also offered or concurrently delivered by community colleges, technical colleges, or universities. The high school instructor provides the instruction, and the high school students receive high school and college credit for course work completed. At the college or university level, five quarter or three semester hours equals one high school credit. This conversion rate holds true for all college-in-the-high school classes regardless of whether the student elects to earn the available college credit. The following criteria must be met:

- The instructor of the course must meet qualifications as identified by the institution of higher education.
- The instructor is approved by the Dean of the appropriate division and the coordinating college instructor.
- The high school instructor incorporates the college syllabus into the course and uses the required resources (texts, etc.).
- The students meet the guidelines as identified by the institution of higher education.
- The students register and pay tuition for credit(s) earned.
- A signed partnership agreement between the District and the college specifying course names, numbers, and credits is in place and reviewed annually.

The process for College in High School is as follows:

The high school/District will:

- Provide the instructor and classroom space on the high school campus.
- Assist teachers with the process to become adjunct faculty of the college.
- Recruit students.
- Provide appropriate number of contact hours with students for equivalent college credit(s) and meet high school requirements.
- Coordinate with college staff to identify required testing for students interested in enrolling for college credit.
- Offer eligible students in designated classes the option of enrolling for college credit.
- Teach courses as approved using the college syllabi and required resources.
- Assign course grades to correspond with the college's grading point scale.
- Complete required college paperwork.
- Submit grades to the college.

The college will:

- Schedule the corresponding class to coincide with the mutual needs of the high school and the college.
- Provide documentation of successfully completed course work on student transcripts.

The student will:

- Take any required tests.
- Complete the required competencies.
- Register and pay for college credits. (If Applicable)
- Verify that credits have been transcribed.

4. National Guard ([RCW 28A.150.310](#), [28A.300.165](#), [WAC 392-410](#))

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits (S/U). Approval by the District shall be obtained prior to a student's participation in a National Guard training program as follows:

- a) The student shall obtain an appropriate form, now and hereafter provided by the National Guard.
- b) The student shall complete the form with appropriate signatures and submit it for prior approval to the counselor and building principal.
- c) The number of credits to be granted toward high school graduation shall be calculated agreed upon by the student and an authorized representative of the District, and such agreement shall be noted on the form.
- d) Credits may be earned in the following content areas: health and fitness and electives.
- e) Credit toward high school graduation shall be granted by the District upon verification by a National Guard training unit commander and completion of the component of the form as submitted to the school counselor and building principal for approval and certification that the student has met all program requirements.

5. Running Start ([RCW 28A.600](#), [WAC 392-169](#))

Eligible students enrolled in the Running Start program may earn credit through an institution of higher education for the purpose of earning at least high school credit to be awarded by the District, and such additional college level or university level credit as may be awarded by the institution of higher education ([WAC 392-169-015](#)).

A. An eligible student is identified as:

1. Under the age of twenty-one as of September 1 of the school year;
2. A resident of the District and currently enrolled;
3. Enrolled as an eleventh or twelfth-grade student; and has not, at the beginning of the school year, earned the credits required for the award of a high school diploma.

B. The student shall:

1. Be responsible for applying and pursuing admission to the institution of higher education on or before the deadline for enrollment established by the institution;
2. Complete Form F-8 2410 and submit it to their school counselor within the building timelines for Running Start participation;

3. Notify the District of the specific college or university courses intended to take and shall request confirmation of the amount of high school credit that will be awarded upon completion of the courses;
 4. Enroll for no more than the equivalent of one academic year of enrollment as an annual average full-time equivalent running start student; and
 5. Be responsible for transportation and the purchase of required consumable supplies, textbooks, and other materials to be retained by the student.
- C. Five quarter or three semester hours shall equal 1.0 high school credit, and 3 quarter hours is equal to .5 high school credit ([WAC 180-51-050](#)). Students must apply through the institution of higher education and are subject to applicable admission requirements as set forth by that institution. Enrollment in an institution of higher education shall be limited to the fall, winter, and spring quarters, or the fall and spring semesters and for a total of six quarters or four semesters. A grade equivalent of less than 1.0 in a Running Start course will not be accepted for high school credit.
- D. In order to participate in Commencement ceremonies, Running Start classes taken as credit for high school graduation requirements must be completed by the end of the winter quarter prior to graduation. If spring quarter grades are to be used for high school graduation requirements, participation in Commencement ceremonies will NOT be allowed, and the diploma will be awarded after receipt of final grades from the college or university.
6. Travel/Study ([WAC 392-410-300](#))

Travel/Study shall be defined as an educational travel experience conducted away from the school under the supervision or with the approval of the school. Students seeking credit for travel/study in the United States or other countries must complete the appropriate paperwork and receive approval prior to the experience taking place to be eligible for credit.

Reasons for approval or disapproval may be granted for travel/study under the following conditions:

- a) The student must complete the Alternative Learning Experiences Application (Form F-2410) prior to departure and submit the proposal to his/her building principal for approval.
- b) The building principal shall review the request and notify the student, in writing, of his/her approval or disapproval. Denial of request shall include the reasons for disapproval.
- c) Upon completion of the travel experience, the student must complete and submit the "Alternative Learning Experience Report" (Form F-3 2410) to the building principal for approval prior to credit being awarded.

7. Instructional and Cooperative Worksite Learning Experiences ([WAC 392-121-124](#), [WAC 392-410-315](#))

Credit may be granted for cooperative learning experiences which integrate classroom instruction with productive, structured worksite learning experiences that are directly related to a sequence of courses and are aligned with the student's High School and Beyond Plan and graduation pathway. On-the-job practical field experience is integrated with academic studies and offers students a chance to extend the classroom into a workplace setting. Course objectives and worksite learning experience objectives are to be clearly identified and aligned. Cooperative worksite learning shall not be defined as a job undertaken primarily for the purpose of earning money for current and/or personal expenses.

Credit toward graduation may be granted for worksite learning pursuant to [WAC 392-410-315](#), under the following conditions:

- a) The student shall be placed in a worksite that is appropriate to the previous learning experience and educational goals of the student and shall be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience shall be connected to the student's High School and Beyond Plan. The student must have taken or be concurrently enrolled in a qualifying class.
 - i. The worksite learning plan shall articulate the connection between the education plan of the student and the worksite learning experience.
 - ii. The worksite learning plan shall articulate clear, measurable learning objectives.
 - iii. Evaluation of learning progress related to the worksite learning plan shall occur during the worksite learning experience.
 - a) Learning objectives shall be evaluated and updated on a regular basis as outlined in the worksite learning agreement.
 - b) Documentation of progress shall be on file in the District as outlined in the worksite learning agreement.
- b) The worksite learning experience shall be supervised by the school. A worksite learning coordinator shall be identified in accordance with [WAC 181-79A](#) or [181-77](#) and shall be responsible for:
 - i. Aligning the worksite learning experience to the education plan of the student;
 - ii. Identifying and developing worksite learning sites, establishing worksite learning agreements and worksite learning plans, orienting and coordinating with a worksite supervisor at the worksite learning site, and assessing and reporting student progress;
 - iii. Ensuring that a worksite supervisor:
 - a) Has received an orientation on the worksite learning program of the school prior to placement of the student on the worksite; and

- b) Has provided the student with a new-employee orientation upon placement; and
 - c) Is applying legal requirements of the employment of minors in accordance with [WAC 296-125](#) and [WAC 296-131](#), particularly on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors.
- c) One credit may be granted for no less than one hundred eighty hours of instructional worksite learning, and one credit may be granted for not less than three hundred sixty hours of cooperative worksite learning, or one credit may be granted on a competency basis as provided under [WAC 180-51-050 \(1\)\(b\)](#).
- i. A student participating in an instructional worksite learning experience shall receive instruction supervised by the school.
 - ii. A student participating in a cooperative worksite learning experience shall be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization.
 - iii. The cooperative worksite learning experience shall be supervised either by a worksite learning coordinator or an instructor with a teaching certificate related to the subject area credit awarded the student for the worksite learning experience who has demonstrated competencies related to coordination techniques, as verified by a professional educators' standards board-approved program.
 - iv. The cooperative worksite learning experience shall be a direct extension of a qualifying course.

Students may count cooperative worksite learning hours for the coming school year commencing August 1 as long as all conditions for placement and supervision are met.

Students who withdraw from cooperative worksite learning after the building course withdrawal deadline and prior to the completion of the semester shall receive a failing grade for worksite learning and may receive a failing grade for the concurrent class.

For specific definitions of worksite learning terms, please see the OSPI Worksite Learning Manual posted on the OSPI website.

III. Graduation Pathway Options

Eight (8) graduation pathways specified below are available to students. Beginning with the Class of 2020, students must meet at least one of these pathway options to graduate. The graduation pathway option used by a student must be in alignment with the student's High School and Beyond Plan.

A. Smarter Balanced Assessments

Meet or exceed the graduation standard established by the state board of education under RCW 28A.305.130 on the statewide high school assessments in English language arts and mathematics. The state board of education will post the standard it establishes on its website.

B. Dual Credit

Earn at least one high school credit in English language arts and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and Career and Technical Education dual credit courses). Students do not have to pay fees or claim college credit to meet this pathway, but they must be eligible for college credit at the level of 100 or higher by meeting the program criteria established by the local District and applicable higher education entity.

C. Advanced Placement/International Baccalaureate

1. For both English language arts and math, earn a three (3) or higher on certain Advanced Placement (AP) exams or a four (4) or higher on certain International Baccalaureate (IB) exams or pass the course with at least a C+ grade.
2. For English language arts, successfully completing any of the following courses with a grade of C+ or higher meets the standard: AP English language and composition literature, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics; or any of the IB individuals and societies courses.
3. For mathematics, successfully completing any of the following courses with a grade of C+ or higher meets the standard: AP statistics, computer science, computer science principals, or calculus; or any of the IB mathematics courses.
4. Score a three (3) or higher on AP exams in English language arts or humanities and mathematics or score a four (4) or higher on IB exams in English language arts and mathematics.

D. SAT or ACT

Meet or exceed the scores established by the state board of education and posted on its website for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

E. Transition Courses

Pass a transition course in English language arts and math (for example, a Bridge to College course, which is a senior course for students who earned a Level 2 on the Smarter Balance Assessment), which allows a student to place directly into a credit-bearing college-level course. This pathway includes transition courses identified through local agreements between colleges and school districts. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

F. Combination

Meet any combination of at least one English language arts option and at least one mathematics option established in pathway options 1-5 of this section.

G. Armed Services Vocational Aptitude Battery (ASVAB)

Meet standard on the ASVAB by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services. The student's high school and beyond plan must include verification that the student was informed about the minimum eligibility score required by each branch of the military, as well as information about eligibility requirements for specific military occupations aligned to the student's high school and beyond plan. The State Board of Education will maintain a webpage with this and additional information about this pathway. Schools will inform students how their scores and personal information are being shared. This pathway does not require students to meet the physical or other requirements for military enlistment, require enlistment, or require students to release their scores to the military for purposes of recruitment. Students who pursue this pathway option do not need to meet English and mathematics requirements separately.

H. Career & Technical Education (CTE) Course Sequence

Complete a sequence of Career and Technical Education (CTE) courses.

1. Two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's High School and Beyond Plan.
2. The sequence may be comprised of courses within the same CTE program area or courses within more than one CTE program area that align with the postsecondary plans outlined in the student's high school and beyond plan.
3. Each sequence of career and technical education courses must include at least one course that meets the requirements in subsection (A) or (B):
4. The minimum criteria identified in RCW 27A.700.030
Either:
 - a) Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field; OR
 - b) Allow students to earn dual credit for high school and college through tech prep, advanced placement, or other agreements or programs;
 - c) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and
 - d) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.
 - e) The curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing.
 - i. Students who pursue this pathway option do not need to meet English and mathematics requirements separately.
 - ii. A course used to meet graduation pathway requirements may also be used to meet credit subject area requirements, including career and technical education course equivalencies per RCW 28A.700.070.

IV. Valedictorian and Salutatorian Selection Process

The process for selection and identification of the Valedictorian and Salutatorian shall be:

1. The Valedictorian* shall be selected based on the highest GPA, including Regular, Advanced, Honors, AP/IB, and/or College in the High School classes. The student must earn a minimum of five (5) credits in the Advanced Honors, AP/IB categories, or identified Running Start classes. Opting for a pass/fail, audit, or NC grade in Advanced, Honors, AP/IB, and/or College in the High School classes will automatically disqualify the student from Valedictorian or Salutatorian consideration. *The Salutatorian shall be selected following the same guidelines but is identified as the student with the second-highest GPA.
2. A student must earn a minimum of 2.5 credits in attendance at Kennewick School District high schools.
3. The student must be in attendance during the senior year at the school s/he is being selected as Valedictorian/Salutatorian. A full-time Running Start student is not considered to be in attendance at the home high school for these purposes.
4. The student must complete all graduation requirements in compliance with their High School and Beyond Plan and the Kennewick School District Board Policy #2410.
5. Determination of the Valedictorian will be made in April of the graduation year. (This timeline will allow for winter grades from Running Start to be posted.)

V. Graduation Ceremonies

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

A student shall participate in the graduation ceremonies of the school where he/she spends the majority of his/her FTE day during the last semester prior to graduation. That will also be the school from which the student receives his/her diploma and the school to which the graduation rate data applies.

Graduation Ceremonies will be conducted in the following manner:

1. 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.
2. Caps and gowns will be worn in the proper manner, as designated by the school administration. No additions, deletions, or alterations of the cap and gown will be allowed. Students who are members of federally recognized tribes will be allowed to wear traditional tribal regalia and objects of Native American cultural significance at graduation ceremonies and related events. Such students shall not be required to wear a cap if it is incompatible with the regalia or significant

- object. Students are asked to communicate their intent to wear tribal regalia to the building principal at least one week prior to the graduation ceremony.
3. Students who participate will be expected to use good taste in their choice of accessories for their attire as outlined by the High School Principal.
 4. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
 5. Seniors must have all of their work completed, bills paid, materials turned in, etc., by the date established by the High School Principal in order to participate in the graduation ceremonies.
 6. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.
 7. Students who willfully create a disturbance at graduation will have their diploma held until appropriate disciplinary consequences are fulfilled.
 8. Failure to comply with school rules and expectations during the final weeks of school could forfeit a student's right of participation in graduation ceremonies.
 9. In accordance with the Basic Education Act and the Attorney General's Office, graduating seniors may be released from their regular classroom responsibilities for up to five days before the last day of school.
 10. The Ministerial Association or parents may organize Baccalaureate Services for the graduation class during the week prior to commencement.

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