

HIGH SCHOOL GRADUATION REQUIREMENTS

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 also be included in the student handbook.

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, a student who has completed high school courses while in seventh or eighth grade will be given high school credit towards fulfilling graduation requirements if:

- 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

Required Subject Areas and Credits (Class of 2021 and beyond for Discovery and Explorer)

The following credits and subject areas of study will be required of each candidate for graduation:

Subject	
English	4
Mathematics	3
Social Studies;	3
Science (including 2 lab credits)	3
Career and Technical	1
Health and Fitness**	2
World Language	2
Fine, Visual, Performing Arts	2
Electives	4
Washington State History (non-credit)	24

Required Subject Areas and Credits (Class of 2021 and beyond for SKHS)

Subject	
English	4
Mathematics	3
Social Studies*,	3
Science (including 2 lab credits)	3
Career and Technical	1
Health and Fitness**	2
World Language	2
Fine, Visual, Performing Arts	2
Electives	10
Washington State History (non-credit)	30

*Social Studies includes the following in compliance with WAC 180-51-075 and WAC 180-51-025:

U.S. History	1 credit	
Washington State History and Government	noncredit re-requirement noted on transcript	
Civics (for graduating Class of 2024 and beyond)	.5 credit	
Contemporary History, Geography, or Problems	.5 credit	
Social Studies elective	1 credit	

****Per Chapter 28A.230, RCW**, beginning with the 2013-14 school year, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart 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 to successfully complete the instruction.

Mastery-Based Credit

Successful completion of next higher-level course: The District may award credit for a course when the student successfully completes the next higher-level course in sequence that includes a natural progression of the state learning standards from the previous course. The District shall use the state or locally determined learning standards as their guide when making decisions regarding what courses should qualify.

Subject Area Requirements and Approved Courses

Refer to the On-Track catalog for complete list of approved courses.

Total Number of Credits Required

Students will be expected to earn 24 (class of 2019 and 2020 and beyond for Explorer and Discovery), and 30 (class of 2021 and beyond for SKHS) credits to complete graduation requirements. For credit purposes, a class must meet for 150 (50-minute) hours of planned instruction.

High School and Beyond Plan

As a non-credit requirement for graduation, each student will create a High School and Beyond Plan in cooperation with their parents/guardians and school staff. The plan will provide the student with an opportunity to explore their own skills and career options and to develop personalized pathway requirements to meet credit requirements for graduation. The plan will also serve as a means of tracking requirements for graduation and entry into postsecondary programs. It must include a plan for the year after high school as required by WAC 180-51-066 and WAC 180-51-067.

Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student, parents/guardians, and district staff. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. The plan will include the following:

- A career goals.
- An educational goal.
- A four-year course plan for high school.
- Identification of required assessments.
- A resume and cover letter.
- Two letters of recommendation.
- Completion of Pathway inventory/career interest.
- Completion of Interest inventory/survey related to career for a deeper investigation into matching career with interests.

Whether the Student Has Met Requirements for the High School and Beyond Plan is Determined by the District.

A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a High School and Beyond Plan.

In Assisting Students with Developing a High School and Beyond Plan, the District Should:

- A. Provide internal and external resources to ensure successful development and implementation of the High School and Beyond Plan.
- B. Provide the opportunity for student choice, voice, and ownership of the High School and Beyond Plan.
- C. Teach students a planning process that provides a capacity to create, review and revise the High School and Beyond Plan.
- D. Prepare all students for post-secondary options.
- E. Align the High School and Beyond Plan with high school graduation requirements as determined by the State Board of Education and district high school graduation requirements.
- F. Collect and analyze data to evaluate and improve the effectiveness of the High School and Beyond Plan; and
- G. Assure parental involvement in the planning process, including the student's development of the High School and Beyond Plan.

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 meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education.
- 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. 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 competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed).
 4. Qualifying for four 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

5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

Credits From other Programs

- The principal or designee will determine which elective 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 program.
- 1 credit for core academic areas such as English, math and science(non-lab science) may be granted and will be determined by the student's ability to score at a proficient level (level 3 or level 4) on the Washington State Assessment of, English, math and/or science exam.
- 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 the credits may be counted as elective credit(s).
- The district will evaluate credits from unaccredited programs or home schools as described below. If credits are deemed acceptable by principal or designee, grades for those credits will reflect as a "Pass" grade in the student grading records.

Waiver of Graduation Requirements

All state requirements must be satisfied except that Washington history and government may be waived 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, physical education, pursuant to RCW 28A.230.050, may be waived 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 requirements have been met.

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/her 12th year of school.

- B. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver will be as follows:
 1. 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.
5. The parent or eligible student will be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than 30 days prior to the anticipated graduation date.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by a 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 supervision of the certificated staff;
- E. A description of intervention techniques and criteria for their use;
- F. Description of how student performance will be assessed;
- G. Qualifications of instructional personnel; and
- H. Plans for evaluation of program.

A list of approved programs will be kept on file in the superintendent's office. Reasons for approval or disapproval will be communicated 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 their entire 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 will be advised to:

A. Contact the college they are interested in attending and arrange to take the ACCUPLACER 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 use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience.

- A. The work program will be supervised by the school.
- B. The work experience will be specifically related to the school program of the student.
- C. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained will provide varied experience.
- E. A work experience program will be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor.
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
- G. One credit may be granted 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.
- H. A student participating will be legally employed and must have passed his/her sixteenth birthday.
- I. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.
- K. Program standards and procedures will be followed and aligned with the state career and technical work based learning standards

National Guard High School Career Training

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 now or hereafter 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. Credit toward high school graduation may be granted by the school district upon certification by a national guard training unit commander on the completion component of MIL Form 115 or such equivalent form 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, the principal or designee will determine which credits will be recognized by the district for students enrolling from a home school program. Credits for core academic areas such as math, English, Science will be determined by the student's ability to score at a proficient level (level 3 or level 4) on the Washington State Assessment of math, English and/or science exam. If credits are deemed acceptable by principal or designee, grades for those credits will reflect as a "Pass" grade in the student grading records. If the principal or designee needs further evidence in evaluating an elective course to assure it meets similar content criteria offered through an equivalent district course offered, they may use one of the examples described below:
 - 1. A journal which 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% 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 which are approved by the district after evaluation for a particular course offering.

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

High School and Beyond Plan Requirement

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.

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. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking.
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

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. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW.
- E. A four-year plan for course taking that does the following:
 1. Includes information about options for satisfying state and local graduation requirements.
 2. Satisfies state and local graduation requirements.
 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career.
 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 5. Includes information about the college bound scholarship program.
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA).
 2. Application timelines and submission deadlines.
 3. The importance of submitting applications early.
 4. Information specific to students who have been in foster care.
 5. Information specific to students who are, or are at risk of being, homeless.
 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application.
 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications.
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and

9. Information on college bound scholarship application and eligibility; and
- G. 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.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

The district may establish additional local requirements for high school and beyond plans to serve the needs and interests of its students.

Graduation Pathway Options

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include Running Start, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.
- B. Achieving the following scores on the following exams:

1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 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 Office of the Superintendent of Public Instruction for review and approval.

This expedited appeal process will no longer be available after August 31, 2022.

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. A statement of waiver for any waived standard graduation requirements; or
3. 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 decisions that modify 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.

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.

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 and class advisor.
3. Students who participate will be expected to use good taste in their choice of accessories for their attire.
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. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.

Withholding of a Diploma

The district may withhold a student's diploma until the student has made restitution for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through community service, the district will release the diploma. When the damages or fines do not exceed \$100, the student or his or her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances. If the district has imposed other forms of corrective action 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.

Management Resources: 2015 October Issue

Revised: June 15, 2007; October 7, 2015, May 23, 2022, January 10, 2023