

## **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 will also be included in the student handbook.

## **CREDIT REQUIREMENTS**

### **Period of Eligibility to Earn Credits**

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade 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.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

### **Total Number of Credits Required**

Students will be expected to earn a total of 26 credits for the classes of 2021-2023, and 24 credits for the classes of 2024 and beyond to meet district graduation requirements. Students will have access to a broad variety of academic and exploratory courses to achieve the goals of their Personalized Pathway.

**Subject Area Requirements (Classes of 2018 to 2020)****CREDIT REQUIREMENTS**

<b>Class of:</b>	<b>2021 - 2023</b>	<b>2024 and beyond</b>
<i>Entering 9<sup>th</sup> Grade after July 1</i>	<i>2017</i>	<i>2020</i>
English	4	4
Mathematics	3	3
Science	3	3
Social Studies	3	3
Arts	2*	2*
Health and Fitness	2	2
Career and Tech Ed	1.5	1.5
World Language	2*	2*
Electives	5.5	3.5
<b>Total Required Credits:</b>	<b>26</b>	<b>24</b>

**Math credit information****2021 and Beyond Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Science credit information****2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Social Studies credit information**

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7<sup>th</sup> or 8<sup>th</sup> grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the

requirements for 8<sup>th</sup> grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

### **2021 and Beyond Social Studies (3 credits required)**

The following are required: U.S. History and Government (1.0 credit); Contemporary World History, Geography and Problems (0.5 credits); Civics (content may be embedded in another social studies course, 0.5 credits); Social Studies elective (1.0 credits).

### **Health & Fitness credit information**

#### **2021 and Beyond Health and Fitness (2.0 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

Students may earn up to 1.0 elective physical education credits, 0.5 per sports/activity season, for Directed Athletics. Students may earn 0.5 credits by either participating in one season of a WIAA sport or school board approved activity including cheerleading and marching band.

Students must complete, submit and have approved a Request for Physical Education for Directed Athletics Form within the academic year of involvement in the school sport or board approved activity. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered during each academic year.

### **Arts credit information**

#### **2021 and Beyond Arts (2 credits required)**

Performing or visual arts is required. One (1) credit may be a **Personalized Pathway Requirement\***, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

### **Occupational / Career & Technical Education credit information**

#### **2021 and Beyond Career and Technical Education (1.5 credits required)**

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

### **World Language credit information**

#### **2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement\***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student

will be advised to earn 2 credits in world language.

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 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 to successfully complete the instruction.

Students shall be expected to earn a total of 26 credits (Class of 2021-2023) and 24 credits (Class of 2024 and beyond) in order to complete graduation requirements. WAC 180-51-050 defines a high school credit to mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4): (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

- A. Students who show competency by meeting the standard on the state exams or other assessment options such as the SAT, ACT or AP exams required for graduation may ***recover credit for previously failed courses*** in the following ways:
1. Math:  
Class of 2021 and beyond may recover up to 1.0 math credit for a previously failed math course by meeting the standard on a state approved math assessment or other approved state alternative achievement option in math.
  2. Science:  
Class of 2021 and beyond may recover up to 1.0 science credit for a previously failed science course by meeting the standard on a state approved science assessment or other approved state alternative achievement option in science.
  3. Language Arts:  
Class of 2021 and beyond may recover up to 1.0 Language Arts credit for a previously failed Language Arts course by meeting the standard on a state approved ELA assessment or other approved state alternative achievement option in ELA.
- B. In all of the situations outlined above, a unique course code will be created and will be reflected on the transcript and meet the graduation requirement reflecting the selected credit and course. The ASVAB is not included in the assessment options for this credit recovery. The previously failed course will remain on the transcript.

### **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. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. Credits from non-accredited 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.

### **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.

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.

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.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

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;
5. Includes information about the college bound scholarship program; and
6. 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:
  - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
  - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.

F. 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.

### **Senior Boards**

The district requires that students complete a Senior Board presentation as a requirement for high school graduation. In assisting students with developing the Senior Board presentation the district should:

A. Advise the student and parents of the requirement to complete a Senior Board

- as a graduation requirement;
- B. Provide the student assistance and guidance on completing the presentation;
  - C. The Senior Board may include:
    - 1. A demonstration of the student's ability to communicate in writing by completing a reflection;
    - 2. A demonstration of the student's ability to communicate orally through a presentation to teachers and/or community members;
    - 3. Completion of a self-directed student project that demonstrates the student's academic and management skills; and
    - 4. The opportunity for the student to complete a community service project or a project working with a community member;
  - D. Review each student's progress;
  - E. Provide opportunities within the curriculum for students to work on projects; and
  - F. Ensure projects align with the student's High School and Beyond Plan

## **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 in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

### **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 earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principles, AP calculus, and any of the international baccalaureate mathematics courses.

### **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.

### **Performance-Based Learning Experience**

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

### **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 the minimum criteria identified in RCW 28A.700.030.

### **STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the Class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- 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 the student's transition plan. Modifications to the district's standard graduation requirements may include:
  1. Attainable alternate classwork 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 his or her parent or 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 or revised to accommodate the student's progress and development.

### **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.
- B. Demonstrate proficiency in one or more world languages. 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 one of the following methods:
  - 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

5. 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.

### **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 name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel;
- I. Plans for evaluation of program, and
- J. How and by whom the student will be supervised.

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 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 will be advised to:

- 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. Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
- E. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

### **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 a 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. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- 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 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 that the student has met all program requirements.

#### **Home School / Open Doors (GED) Credit**

Guidelines for granting high school credit for home schooling or Open Doors (GED) are as follows:

- A. To gain credit for a course of study, a student will provide:
  - 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 will 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. Open Doors and other schools or institutions which are approved by the district after evaluation for a particular course offering.

### **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.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

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 be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements will automatically forfeit a student's privilege to participate in the graduation ceremonies.

### **Awarding Diplomas Posthumously**

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in the district at the time of death,
- Was deemed on-track to graduation before the time of death; and
- Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

### **Withholding of a Diploma**

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250 – Student Fees, Fines or Charges.

Any student discipline will be in accordance with Board Policy 3241 – Student Discipline. Student discipline may include denying 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.