
Procedures-High School Graduation Requirements

The board will establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education.

1. Establish the process for completion of the High School and Beyond Plan.
2. Recommend course and credit requirements which satisfy the state board of education requirements and recognize the expectations of the citizens of the district.
3. Approve additional graduation requirements as recommended by the superintendent.
4. Determine which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought.
5. Make graduation requirements available in writing to students, parents, and members of the public.
6. Provide a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law.
7. Grant credit for correspondence, vocational-technical institutes, and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five-quarter hour credit or three semester hour credit for college level courses numbered 100 level or higher successfully earned through Running Start at a college or university.
8. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program. College in the Classroom courses will earn 0.5 credits per semester through Nooksack Valley High School with the corresponding college credit awarded by the partner college on their transcript.
9. Grant credit for work experience.
10. Give specific consideration to the granting of high school transcript credit for Grade 8.
11. Counsel students to know what is expected of them for completion of their schooling.
12. Prepare a list of all graduating students for the information of the board and to be released to the public.

Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates.

Awarding of High School Credit

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

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

Subject and Credit Requirements for Graduation

Students will be expected to earn a total of 24 credits, in the appropriate required categories, in order to complete graduation requirements.

The board will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction, which may have been pursued.

Class of:	2018-2020	2021+
Entering 9th grade after July 1:	2014-2016	2017+
CREDIT REQUIREMENTS		
¹ English	4.0	4.0
² Mathematics (Algebra 1 or higher)	3.0	3.0
³ Science (2.0 Lab)	2.0	3.0
⁴ Social Studies	3.0	3.0
⁵ World Language	0	2.0
⁶ Fine Arts	1.0	2.0
⁷ Physical Education (Fitness)	2.0	1.5
⁸ Health	0.5	0.5
⁹ Career & Technical Education	1.0	1.0
¹⁰ Electives	5.5	4.0
<i>Total Credits</i>	22	24
ASSESSMENTS		
Students need to pass either the appropriate content area test or, in lieu of that, meet one of the other WA State Graduation Alternatives Pathways as outlined by OSPI.		

ELA	ELA SBAC	ELA SBAC
Math	Math SBAC	Math SBAC
Science	Biology EOC	WCAS

Additional assessment information

SBAC refers to the Common Core State Standard assessments developed by the multistate consortium, the Smarter Balanced Assessment Consortium. ELA SBAC refers to the English Language Arts assessment that will be administered to students in the 10th grade.

Next Generation Science Standards (NGSS) implementation and assessment development are underway as of December, 2014 and may be required for graduation for students graduating after 2024.

Additional credit information for Class of 2019 and beyond

Credit requirements conform to Career & College-Ready Graduation requirements.

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. (Algebra 2, AP Computer Science or Personal Finance)

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 (3 credits required)

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

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.

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.

Career and Technical Education (1 credit required)

This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the [CTE program standards](#).

NON-CREDIT REQUIREMENTS

Class of:	2012	2013	2014	2015	2016	2017	2018	2019
<i>Entering 9th grade after July 1 of:</i>	2008	2009	2010	2011	2012	2013	2014	2015
	Culminating Project			As of the Class of 2015, the Culminating Project is no longer a state requirement. NVHS Retains Capstone project				Capstone
	High School and Beyond Plan							
	Certificate of Academic Achievement or Individual Achievement awarded to student who pass the required assessments							
				Washington State history and government				

Certificate of Academic Achievement

A student will receive a certificate of academic achievement (CAA) if they earn the appropriate number of credits required by the district, complete the High School and Beyond plan, complete the Culminating Project (not required for the Class of 2015 and beyond) and meet the reading, writing and math standards on the high school statewide assessment or an appropriate state-approved alternative (“CAA option”).

Certificate of Individual Achievement

A student qualifying for special education services may earn a Certificate of Individual Achievement after passing assessments determined by the student’s Individualized Education Plan (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals and previous testing history.

International Baccalaureate Program Diploma

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

Awarding of High School Credit

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
4. The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.

Implementation

1. Determination of the education plan process for identifying competencies;
2. Establishing the process for completion of the High School and Beyond Plan;
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;
5. Making graduation requirements available in writing to students, parents and members of the public;
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;

7. Granting credit for learning experiences conducted away from school.
8. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma.
9. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;
10. Granting credit for work experience.
11. Granting credit based upon competence testing, in lieu of enrollment;
12. Preparing suitable diplomas and final transcripts for graduating seniors;
13. Planning and executing graduation ceremonies; and
14. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

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 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 are or 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 by 8th grade deadline.
 - 10. Completion of Capstone Project by the end of the twelfth grade, a current resume, research product, any work experience, any community service, and a public presentation

Running Start

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

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

1. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS, or college approved 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.
2. Make an appointment with their counselor to assess credits needed for graduation, complete the Nooksack Valley High School Running Start Eligibility information form, 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.
3. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes his or her portion. A parent signature is required if the student is under 18 years old.
4. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

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

1. The school will supervise the work program.
2. The work experience will specifically relate to the student's school program.
3. The work experience will represent growth in the student, and the type of work will have definite educational value.
4. The work experience will provide a varied job experience.
5. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
6. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
7. The district may grant one credit for not less than one hundred eighty (180) hours for instructional work-based learning experience and not less than three hundred sixty (360) hours of cooperative work-based learning experience related to a student's school program. In addition, for each one hundred eighty (180) hours of documented cooperative work experience, a student can earn 0.5 credits. Credit is only available in 0.5 credit increments. No partial credit is awarded for less than one hundred eighty (180) hours. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).

8. The employer will legally employ the student, who must have passed his or her sixteenth birthday.
9. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
10. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation-requirement standards.
11. The program standards and procedures align with the state career and technical work-based learning standards.
12. In most cases, the Work Experience hours are to be earned during non-school hours. For students in the graduating classes of 2021 and beyond, those students who have earned 18.0 credits or more may be eligible to be released for a maximum of 2 periods per year. Principal approval is required for students wishing to be released from school to work.

CREDIT RETRIEVAL, RECOVERY, AND WAIVERS

Credit Retrieval Based on State Exam Proficiencies

Students who meet standard on the high school state exams identified below will be allowed to retrieve credit in certain English, math or science courses based on the standards below. Either the student, parent/guardian, or counselor can request to retrieve credit by filling out the appropriate form.

State Assessment	Proficiency Level	Previously Failed Course Eligible for Credit Retrieval	Amount of Potential Credit Retrieved
ELA SBAC Test	College and career readiness level 3 or level 4	English 9 English 10 English 11	1.0
ELA SBAC Test	Pass at high school exit exam score	English 9 English 10	1.0
Math SBAC Test	College and career readiness level 3 or level 4	Algebra 1 Geometry Algebra 2	1.0
Math SBAC Test	Pass at high school exit exam score	Algebra 1 Geometry	1.0
Science WCAS	College and career readiness level 3	Biology Chemistry	1.0

	or level 4	Physical Science Physics	
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Additional Considerations

- Meeting standard at Level 2 (Basic) may apply for students with an IEP where proficiency is designated at the basic level, in which case the credits at the exit exam score shown above apply.
- Previously failed courses remain on the transcripts and retain the grade of “NC”
- Retrieved credit receives a “P” or “D” on transcript and meets appropriate graduation requirement.
- Teachers retain the option to change the student grades (WAC 180-44-010). However, the combination of grade changes and credits retrieved due to passing state exams may not result in students earning more than 1.0 total credits for that course requirement.

In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

Credit Recovery

Students who have failed a class are eligible to recover credit for that class via Edgenuity (online), or Summer School.

For both Credit Recovery and Summer School, the following guidelines are in place:

- A. For the Credit Recovery program, students can make up a class they failed during the current school year immediately following the semester they failed the course
- B. Online Credit Recovery is an independent, self-paced program, so no direct instruction will be provided. Students can contact the instructor for assistance as needed.
- C. For all Credit Recovery the student has until the end of the semester he/she enrolled in the class to complete all work. For Summer School, the student has until the end of the first week of the fall semester after enrollment in Summer School to complete the required work. Failure to complete all specified units at that time will mean no credit will be awarded, the student won't be allowed to continue in the class, and the student will need to start the course over.

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 documented physical disability/impairment; employment or religious belief; because of participation in directed athletics or military science and tactics; or are enrolled in four years of Fine Arts or AVID and can't fit PE into their schedule because the student in taking a college prep class (students who enroll at least half time in Running Start their junior or senior year will not have the PE requirement waived). This will not alter the credit requirements established by the board. Beginning with the Class of 2021, a student may request waiver of up to two (2) elective credits based on a student's circumstances, as outlined in Policy 2418 Waiver of High School Graduation Credits, provided that all core credit requirements have been met.

V. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the state pathway options offered by Nooksack Valley School District and described below (as of 2021) 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.

All students must attempt the State Assessment in the 10th grade year, or in the year in which they enter the district.

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.

“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 starts, college in the high school courses, and career and technical education dual credit courses.

AP Courses

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 courses mathematics.
 1. AP Mathematics courses: AP computer science
- B. Achieving a score of three or higher on AP exams in 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.

Home School Credit

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

A. To gain credit for a course of study, a student will provide:

1. A journal 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. Other schools or institutions which are approved by the district after evaluation for a particular course offering.

STUDENTS 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 the following:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements; or
 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 the following:
 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.

In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

Seal of Biliteracy

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in [WAC 392-410350](#) will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

Awarding of a Diploma

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.

Withholding of a Diploma

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

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

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 to participate in the graduation ceremonies.

Cross References:

2418 - Waiver of High School Graduation

Credits

3412 - Automated External Defibrillators

3520 - Student Fees, Fines, or Charges

3241 - Classroom Management, Discipline and Corrective Action

3110 - Qualification of Attendance and Placement

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
RCW 28A.230.093 Social studies course credits – Civics coursework
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.122 International baccalaureate diplomas
RCW 28A.600.300-400 Running start program - Definition
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
WAC 180-51 High school graduation requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169 Special service programs - Running start program
WAC 392-348 Secondary education WAC 392-410 Courses of study and equivalencies
WAC 392-410-350 Seal of Biliteracy
WAC 392-415-070 Mandatory high school transcript contents

Management Resources:

2015 - October Issue

2014 - December Issue
2013 - September Issue
2012 - April Issue
2011 - October Issue
2010 - June Issue
2009 - April Issue
2009 - February Issue
Policy News, August 2007 Graduation
Requirements Modified by Legislature
Policy News, October 2004 Graduation
Requirements: High School and Beyond Plans
Policy News, February 2004 High School
Graduation Requirements
Policy News, December 2000 2004 High
School Graduation Requirements Adopted
Policy News, April 1999 Variations
Complicate College Credit Equivalencies

Adoption Date: August 18, 2016
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