

Instruction

High School Graduation Requirements Procedures

Publication of High School Requirements

Prior to registering in high school and each year thereafter, each student and the student's parent/guardian will be provided access to a copy of the current graduation requirements in effect for that student (those in effect when the student enrolled in ninth (9th) grade).

Period of Eligibility to Earn Credits

Generally, credit toward high school graduation will be earned in grades nine (9) through twelve (12). However, unless requested otherwise by the student and the student's parent or guardian, the district will award high school credit toward fulfilling graduation requirement to a student who has completed high school courses while in grades seven (7) and eight (8) 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 will not be required to take an additional 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 (11th) 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.

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 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; 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

The following are the subject and credit requirements that a student must meet to graduate:

A. Four (4) credits in English.

B. Three (3) credits in mathematics.

1. The three (3) mathematic credits must include Algebra I or integrated mathematics, Geometry or integrated mathematics II, and a third credit of high school mathematics that aligns with the student's interests and high school and beyond plan, with the agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.
2. A student who prior to ninth (9th) grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them use those credits to meet his or her graduation requirement.
3. A student who prior to ninth (9th) grade successfully completes one or more high school math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subjects but did not receive high school credits may do one of the following:
 - a. Repeat the course or courses for credit in high school; or
 - b. Earn three (3) credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

C. Three (3) credits in science.

1. Two (2) science credits must be in laboratory science.

2. A student may choose the content of the third (3rd) science credit based on their interest and the student's high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

D. Three (3) credits in social studies.

1. One (1) social studies credit must be in United States history.
2. One-half (.5) social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
3. One-half (.5) social studies credit must be in civics.
4. One (1) social studies credit must be in elective course or courses.
5. Although a student does not receive credit for such a course, a student must complete a Washington State history and government course. The Washington state history requirement may be waived by the principal for students who have either successfully completed a state history course of study in another state, or are in eleventh (11th) or twelfth (12th) grade and who have not completed a course of study in Washington's history because of previous residence outside the state.

E. Two (2) credits in world languages or personalized pathway requirements.

1. "Personalized pathway requirement" means up to three (3) credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.

F. Two (2) credits in the arts. One (1) of the two (2) art credits may be replaced with a Personalized pathway requirement.

G. One-half (.5) credit in health.

H. One and one-half (1.5) credits in physical education.

I. One (1) credit in career and technical education.

1. A career and technical education credit is a credit resulting from a course in a career and technical education program or an occupational education credit.
2. A student who earns credit through a career and technical education course determined by the district or by the Office of the Superintendent of Public Instruction (OSPI) to be equivalent to a non-career and technical education core course will not be required to pass a course in the non-career and technical education subject to earn a credit in that subject. The student earns one (1) credit while meeting two (2) graduation requirements, a career and technical education requirement and the non-career and technical education subject requirement. The total number of credits required for graduation remain unchanged and the student will need to earn an additional elective credit.

J. Four (4) elective credits.

A total of Twenty-Four (24) credits are required to graduate.

High School and Beyond Plans

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 (7th) or eighth (8th) 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 (9th) 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:

1. High school assessment results and junior year course-taking;
2. A student's changing interest, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet the student's education and career goals.
3. 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:

1. Identification of career goals, aided by a skills and interest assessment;
2. Identification of educational goals;
3. 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;
4. Information about the college bound scholarship programs established in chapter 28B.118 RCW;
5. A four-year plan for taking courses that does the following:
 - a. Includes information about options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary and postsecondary goals, which can include education, training and career;
 - d. Identifies course sequences to inform academic acceleration, as defined in RCW 28A.320.195, that includes dual credit courses or programs and are aligned with the student's goals; and
 - e. Includes information about the college bound program.
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:
 - a. 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);
 - b. Application timelines and submission deadlines;
 - c. The importance of submitting applications early;

- d. Information specific to students who have been in foster care or who are at risk of being homeless;
 - e. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
 - f. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardian fill out financial aid applications; and
 - g. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection.
7. By the end of 12th 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 (3) or four (4) on the middle school math state assessment must include in their plan taking math courses in ninth (9th) and tenth (10th) grade.

For students who have not earned a level three (3) or four (4) 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 actions.

For students meeting graduation requirement, 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.

Additional Non-Credit Requirements:

- Complete eight (8) hours of Community Service (Senior year)

Waiver of Graduation Requirements

Please refer to District Policy 2418 and 2418P for graduation waiver requirements.

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, private school, online, or home school) or from an out-of-state or out-of-country program. 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 credits. The district will evaluate credits from unaccredited programs or home schools with preapproval of the

curriculum and courses by the principal or designee. Decisions of the principal or designee may be appealed to the Superintendent within fifteen (15) days of the initial decision.

Alternative Programs

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

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

1. The name of the program or planned learning experience;
2. The length of time for which approval is desired ;
3. The objective(s) of the program or planned learning experience;
4. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
5. A description of how credits will be determined in accordance with WAC 180-51-050(1);
6. An outline of the program content and/or major learning activities and instructional materials to be used;
7. A description of how student performance will be assessed;
8. The qualifications of instructional personnel;
9. The plans for evaluation of programs; and
10. How and by whom the student will be supervised.

The Superintendent or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and senior 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.

Students must first notify the district of the specific college or university courses they intend to take and request confirmation of the amount of high school credit that will be awarded upon successful completion of the courses. The district will establish on a course by course basis the amount of high school required or elective credit, or combination thereof, that will be awarded for each college or university course successfully completed by the student based upon the conversion rate set forth in WAC 180-51-050.

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 placement test. Minimum scores in reading and writing are required;
2. Speak with their counselor to assess credits needed for graduation, and the 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 their portion. A parent or guardian signature is required if the student is under eighteen (18) years old; and
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 base on the following factors:

1. The school will supervise the work program;
2. The student will be placed in a worksite that is appropriate to their previous learning experience and educational goals which must be formalized through a worksite learning agreement and worksite learning plan;
3. The worksite experience will specifically relate to the student's school program and will be connected to the student's High School and Beyond plan;
4. The work experience will represent growth in the student, and the type of work will have definite educational value;
5. The work experience will provide a varied experience;

6. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school;
7. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class);
8. The district may grant one (1) credit for not less than one hundred eighty hours (180) for instructional work-based learning experience, and not less than three hundred sixty hours (360) of cooperative work-based learning experience related to a student's school program;
9. The employer will legally employ the student who must have passed their sixteenth (16th) birthday;
10. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job ;
11. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirement standards;
12. The program standards and procedures that align with the state career and technical work-based learning standards; and
13. All additional requirements in WAC 392-410-315 will be satisfied.

National Guard High School Career Training

The district may grant credit 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:

1. MIL Form 115 or an equivalent form provided by the National Guard must be completed and filed with the district;
2. The number of credits toward high school graduation to be granted must be calculated and agreed upon by the student and an authorized representative of the district and noted on MIL Form 115 or an equivalent form; or
3. The district may grant credit toward high school graduation upon written certification by a National Guard training unit commander that the student met all program requirements.

Graduation and 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.

1. 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 assessment in English language arts and mathematics.

2. 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.

3. 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 an English language arts or mathematics 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 by RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

4. AP Courses, International Baccalaureate or Cambridge International Programs

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

A. Meeting either (1) or (2) below for advanced placement courses and test:

1. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement in English language arts and mathematics:
 - a. English language art courses: English language and composition, English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - b. Mathematic courses: statistics, computer science A, computer science principles, or calculus; or
2. Score a three (3) or higher on AP exams on AP exams in one (1) of the English language arts and one (1) of the mathematics courses identified above.

B. Meeting the requirements in WAC 180-51-107(5)(d) for international baccalaureate or Cambridge international courses and exams, as may be available.

5. 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.

6. Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one (1) English language arts option and at least one (1) mathematics option described above.

7. 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.

8. 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.

International Baccalaureate Programme Diploma

A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and 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.

Seal of Biliteracy

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

- A. Demonstrated proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world 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. Proficiency may be demonstrated by one of the following methods:
 - 1. Passing a foreign language Advanced Placement exam with a score of three (3) or higher;
 - 2. Passing an international Baccalaureate exam with a score of four (4) or higher;
 - 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI;
 - 4. Qualifying for four (4) 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 or Competency-Proficiency; or
 - 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

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. 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 fourteen (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;
 2. A statement of waiver for any waived standard graduation pathway requirements determined by the IEP Team decisions; or
 3. An extension of time for the student to remain in school to complete graduation pathway requirements determined by the IEP team decisions. The student may remain in school up to and including the school year in which the student reaches twenty-one (21) years of age.
- C. The student will, in cooperation with the student's 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.

Graduation Ceremonies

If students fulfill graduation requirements by the end of the second semester of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements (see Procedures 2255P1, 2255P2, and 2255P3 for exceptions). 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 eighteen (18) and twenty-one (21) will be allowed to participate in the graduation ceremonies and activities after four (4) years of high school attendance with their age-appropriate peers and receive a certificate of attendance.

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;

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 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. Students who engage in conduct resulting in discipline may be excluded from graduation Ceremonies; and
6. 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 or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript.

When the damages or fines do not exceed \$100, the student or the student's parent/guardian will have the right to appeal using the same process as used for short-term suspension as defined in Policy 3241 and Procedure 3241P, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241 Procedure 3241P, will apply.

If outstanding fees are owed upon graduation, the student's diploma, grades and transcript will be withheld until the outstanding fee or fine, not limited to lunch balances, class fees and field trip fees are discharged.

If the district has denied a student's participation in graduation ceremonies, the district will grant the diploma.

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