

High School Graduation Requirements

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

Prior to registering in high school and each year thereafter, students and their parents or guardians will be provided with a copy of the current graduation requirements. Graduation requirements will be included in the student handbook.

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### High School and Beyond Plan

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

The High School and Beyond Plan has the following requirements:

- A. Initiation in the 7th grade.
- B. Identification of career goals aided by a skills and career interest inventory assessment.
- C. Identification of educational goals.
- D. Four-year plan for course-taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals and individualized Personalized Pathway.
- E. Resume or activity log by the end of 12th grade.

- F. For students who have not met standards on a state assessment, interventions and academic support, courses, or both, that enable students to meet the high school graduation requirements must be a part of this plan.
- G. The plan must be updated to reflect assessment results, student progress, changing student interest, goals, or needs.

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

The High School and Beyond Plan should be used by students when making course-taking decisions for their personalized pathway requirements and their third credits of math and science. Changes in plans should reflect parent consent and should be documented as part of the student's High School and Beyond Plan. Annually, counselors will provide students and their parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If adequate progress toward graduation is not being made, the counselors will identify alternative courses that may be taken to correct deficiencies.

### Credit and Competency Requirements

#### Credit Requirements

Students must earn a total of twenty-four (24) credits to graduate. To earn credit, students must successfully complete courses taught to the state's learning standards or demonstrate competency/proficiency of learning standards as determined by the district.

The following credits (with courses approved for satisfying the subject area requirements) are required for each student to graduate:

<u>Subject Area</u>	
English	4.0 Credits
Mathematics	3.0 Credits
Social Studies	3.0 Credits
Science	3.0 Credits (2 Lab)
Career & Technical Education	1.0 Credit
Health	0.5 Credits
Physical Education	1.5 Credits
Arts	2.0 Credits*
World Language	2.0 Credits**
Electives	4.0 Credits
	24.0 Credits

\*One credit can be a Personalized Pathway Requirement

\*\*Both credits can be a Personalized Pathway Requirement

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

### Computer Competency

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

### Credit for Demonstrated Competency/Proficiency, Credit Recovery, and Credit for Course Challenges

As more emphasis is placed on competency/proficiency and less emphasis is placed on seat time, students may demonstrate proficiency to challenge a particular district-approved course for credit or to recover credit for a previously failed course. Students may demonstrate competency/proficiency through a variety of methods including, but not limited to 1) successfully completing all course requirements through projects to the satisfaction of the district instructor; 2) mastering specific subject area content standards as determined by their performance on local, state and/or national assessments; or, 3) successfully completing the next higher course in a sequence that includes a natural progression of the state learning standards from the previous course. Credits earned through competency will be transcribed with a non-numerical, such as “pass” grade.

#### A. World Language

The Kennewick School District will permit competency or proficiency-based high school credit for World Languages (including American Sign Language) in which a student can demonstrate proficiency across a range of language skills using a district-approved assessment process. Competency-based credits can help students demonstrate and validate expertise they have already gained, including through natural or heritage experiences, and allow students to open time in their scheduled to pursue other interests.

1. Demonstrating Proficiency for Competency Based Credit: The district will administer assessment instruments endorsed by the Office of Superintendent of Public Instruction (OSPI).
2. Determining Competency and Credit Equivalencies:
  - a. One or more high school credits will be awarded based on the student demonstrating an overall proficiency level according to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines:
    - i. Novice Mid: 1 credit
    - ii. Novice High: 2 credits
    - iii. Intermediate Low: 3 credits
    - iv. Intermediate High: 4 credits

3. Total credit for the language will be based on the lowest common level of proficiency demonstrated across the skill areas. Students may not receive separate credits for individual language skills. Students may receive credit for multiple languages.
4. Students who are taking a World Language Class cannot receive additional credits. The grade earned in the class takes precedence over the competency passed score.
5. Transcript Recording: World Language Competency Credits will be recorded on student's transcript with a grade of pass.

Testing dates are posted on the district website and available multiple times throughout the year.

B. Physical Education Competency Credit

Students are required to earn 1.5 credits in Physical Education (PE) to graduate; however, state law provides the option for students to earn credit through competency. [RCW 28A.230.050](#) allows individual students to be excused from participating in physical education courses on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics, or for other good cause. [WAC 180-51-068](#) states that such excused students will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy, addressing the learning standards as well as alternative means of engaging in physical activities, pursuant to [RCW 28A.210.365](#).

1. Students participating in directed athletics or military science seeking PE competency credit.
  - a. Students who are participating in directed athletics or military science (i.e. school sports; officially organized/regulated community sports under the supervision of a coach; JROTC) must demonstrate competency in both the physical fitness and cognitive knowledge portions of the PE standards.
  - b. Demonstration of the physical fitness portion of the PE standards must be documented through successful completion of the sports season ([2410 R F-9A](#)) Note: completion must occur in the year in which the excusal is requested.
  - c. Demonstration of the cognitive knowledge portion of the PE standards must be completed by passing the district approved PE knowledge test.
  - d. Upon successful completion of both the physical and knowledge requirements, the student will be granted 0.5 credit.
  - e. Credit earned will be shown on the student's transcript with a code to identify that credit was earned through completion of a local competency test.
2. Students not participating in directed athletics or military science seeking PE competency credit.
  - a. Students who are not participating in directed athletics or military science as described above must demonstrate competency in both the physical fitness and cognitive knowledge portions of the PE standards.
  - b. Demonstration of the physical fitness portion of the PE standards must be accomplished through completion/logging of 75 hours of physical activity

[\(2410 R F-9B\)](#) Note: completion must occur in the year in which the excusal is requested.

- c. Demonstration of the cognitive knowledge portion of the PE standards must be completed by passing the district approved PE knowledge test.
- d. Upon successful completion of both the physical and knowledge requirements, the student will be granted 0.5 credit.
- e. Credit earned will be shown on the student's transcript with a code to identify that credit was earned through completion of a local competency test.

A student may only earn 0.5 credit of PE through competency per school year. The competency process, including testing, must be repeated each school year (9th -11th grade) that competency credit is requested. To earn credit, a student must have completed all PE competency requirements prior to the end of the first semester of the senior year. No competency credit will be awarded during the second semester of the senior year. Students must take PE during their senior year if they have not met the PE requirement via competency credit or participation in PE courses. Principals may grant exceptions in unique situations with the approval of the Assistant Superintendent of K-12 Education. The PE competency credit opportunity will be made available multiple times per school year. Students seeking PE competency credit must complete the appropriate forms ([2410 R F-9A](#) or [2410 R F-9B](#)). Testing dates are posted on the [ksd.org](#) website and available multiple times throughout the year. Students must complete all required sections of forms [2410 R F-9A](#) or [2410 R F-9B](#) and pass all required sections of the PE knowledge test to earn 0.5 credit.

C. State and National Tests

State and national test scores may be used to show competency to challenge a course for credit or to recover credit for a previously failed course. Table 1 and Table 2 below show the qualifying state and national assessments, scores required, courses eligible, and maximum credit possible. Students must complete form [2410 R F-10](#).

Table 1: State Assessments			
Assessment	*Score Required	Course Eligible	Maximum Credit Possible
Grade 10 Smarter Balanced Assessment (SBA) - Math	2595 or higher	Algebra or Geometry	1.0
Grade 10 Smarter Balanced Assessment (SBA) - English Language Arts (ELA)	2548 or higher	Freshman English or Sophomore English	1.0
Grade 11 Washington Comprehensive Assessment of Science	700 or higher	Physical Science, Biology or, Chemistry	1.0
*State Board of Education: State assessment score <a href="#">information</a>			

Table 2: National Assessments			
Assessment	Score Required	Course Eligible	Maximum Credit Possible
SAT Math	Min. 430	Algebra or Geometry	Up to 1.0
SAT ERW	Min. 410	Freshman English or Sophomore English	Up to 1.0
ACT Math	Min. of 16	Algebra or Geometry	Up to 1.0
ACT English	Min. of 14	Freshman English or Sophomore English	Up to 1.0
AP Testing	3,4 or 5	Subject Area of Test	Up to 1.0
IB Testing	4, 5, 6 or 7	Subject Area of Test	Up to 1.0
GED Exam	Min. of 146	Subject Area of Test	Up to 1.0

D. Successful Completion of the Next Higher-Level Course

Credit may be awarded for a course when a student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Student must complete form [2410-R-F10](#).

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

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

Credit for High School Courses Completed Prior to High School Attendance

Generally, credit toward high school graduation will be earned in grades nine through twelve. However, a student who has completed high school courses as defined in [RCW 28A.230.090](#) with a passing grade before attending high school will automatically be given high school credit, which will be applied to fulfilling high school graduation requirements, unless requested otherwise by the student and the student’s parent or guardian.

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 of guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as “pass.” Nonnumerical grades will not be included in the student’s high school grade point average calculation. High

school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Students and parents/guardians must inform the school before the end of the 11th grade if they do not want credit for a course(s) taken before attending high school, or if they wants to request that credit be transcribed with a nonnumerical grade, using form [2410 R-F5](#). Once the course grade has been entered onto the student's transcript, it cannot be changed or removed.

### Credit for Alternative Learning Experiences

Credit toward graduation may be granted for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. School-planned learning experiences may be accepted for credit upon compliance with the procedures and rules identified within this section.

#### A. Alternative Learning Experience

Form [2410 R F-2](#), Alternative Learning Experience Application, must be completed for the following identified alternatives and submitted to the building principal for approval prior to the learning experience taking place. Alternatives requiring form [2410 R F-2](#): Applied Music, National Guard, Travel/Study, other. Upon completion of the learning experience, form [2410 R F-3](#), Alternative Learning Experience Report, must be completed and submitted for credit to be granted. Successful completion of experiences resulting in credit will be recorded on the transcript as “pass.”

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

1. Name of program
2. Length of time for which approval is desired (beginning and ending dates)
3. Objectives of the program
4. Description of how credits will be determined ([WAC 180-51-050\(1\)](#))
5. Content outline of the program and/or major learning activities and instructional materials to be used
6. Identification of the state learning goal(s) and related essential academic learning requirements are a part of the planned learning experience.
7. Description of how student performance will be assessed:
  - a. Qualifications of instructional personnel;
  - b. How and by whom the student will be supervised;
  - c. Plans for evaluation of the program (Completion of form [2410 R F-3](#)).

Proposals will be reviewed by the building principal and approved proposals will be forwarded to the director of secondary education for review. Proposals that are approved or denied will be communicated to the building principal and those making the request.

B. Applied Music (WAC 180-51)

Applied music will be defined as music instruction conducted away from the school under the supervision or with the approval of the school. Applied music credit may be given for instruction in voice, musical instruments including piano, or music theory/composition upon approval of the application. Students must complete form [2410 R F-2](#) and submit it to their building principal prior to the start of the music experience for approval.

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

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

C. National Guard (RCW 28A.150.310, 28A.300.165, WAC 392-410)

Credit may be granted for National Guard high school career training. Successful completion of experiences resulting in credit will be recorded on the transcript as "pass." Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

1. The student must obtain the appropriate form from the National Guard.
2. The student must complete the form with appropriate signatures and submit it for prior approval to the counselor and building principal.
3. The number of credits to be earned will be determined by the building principal.
4. Credits may be earned in the following content areas: health, physical education and electives.
5. Credit toward high school graduation may be granted by the school district upon written certification by a National Guard training unit commander or National Guard youth challenge program instructor that the student has met all program requirements.

D. Travel Study (WAC 392-410-300)

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

Approval for travel study may be granted under the following conditions:

1. Students must complete form [2410 R F-2](#) Alternative Learning Experiences Application prior to departure and submit the proposal to their building principal for approval.
2. The building principal will review the request and notify students in writing of approval or denial. Rationale will be provided when requests are denied.
3. Upon completion of the travel study, students must complete and submit the form [2410 R F-3](#) Alternative Learning Experience Report to the building principal for approval prior to credit being awarded.

Correspondence, Online and Dual Credit Courses

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

A. Correspondence Courses

1. Correspondence Courses ([WAC 180-51-053](#))

High school correspondence course credits will be accepted by the district under the following circumstances:

- a. Prior approval by the high school principal is required. Students must complete Form [2410 R F-4](#). If a transfer student is in the process of completing a course at the time of transfer, the course(s) will be evaluated by the district.
- b. No correspondence course will be granted unless a student has a full schedule. A full schedule is defined as enrolled in at least five (5) classes both semesters during the school year.
- c. Principals, with the approval of the director of secondary education, may grant exceptions in unique situations.
- d. The correspondence or college course for which credit is sought must meet the specific standards of the district-approved course. The course(s) must be taken from schools approved by the National University Extension Association or

community colleges, vocational-technical institutes, four-year colleges, universities, or state-approved private schools in Washington State.

- e. The following guidelines must be met for all correspondence courses:
  - i. Written approval of the parent(s) or guardian(s) must be on file at the student's school.
  - ii. Exam proctors must be pre-approved by the building principal.
  - iii. The cost of ordering a correspondence course is the responsibility of the student.
  - iv. Courses must be completed prior to graduation.
  - v. Credit for approved correspondence course work will be issued only upon official notification of credit and grade from the correspondence school or college.

#### B. Online Courses

Credit will be awarded for online courses that are taken through institutions approved by the Office of Superintendent of Public Instruction (OSPI) list of approved online course providers. Official transcripts must be provided.

#### C. Dual Credit Courses (WAC 180-51)

Credit may be granted for students pursuing planned learning experiences through CTE Dual Credit, College in the High School, Running Start, Advanced Placement and International Baccalaureate.

##### 1. Career and Technical Education (CTE) Dual Credit

CTE Dual Credit is a planned agreement between local area high schools and a Washington State Community College. CTE Dual Credit courses have been identified through a cooperative process whereby the high school course competencies have been aligned to the college course competencies. Upon completion of the course, students receive both high school and college credit.

Students enroll in CTE Dual Credit course(s) through their high school. Students must:

- a. Maintain a "B" (85%) or a better grade in the class;
- b. Complete and submit a college application/registration requirement as determined by articulation agreement.

The high school CTE teacher will facilitate the registration process and submit a grade for each qualified student.

The college will:

- a. Enter the enrollment information for the student(s) in the course(s) that correspond with the class(es) taken in high school;

- b. Enter the student's grade for the completed course(s);
- c. Send the student a Certificate of Completion identifying completed CTE Dual Credit course(s);
- d. Provide a transcript upon request (and payment from student).

2. College in the High School

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

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

The process for College in High School is as follows:

The high school/district will:

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

The college will schedule the corresponding class to coincide with the mutual needs of the high school and the college and provide documentation of successfully completed course work on student transcripts.

The student will take any required tests, complete the required competencies, register and pay for college credits if applicable, and verify that credits have been recorded on the transcript.

3. Running Start (RCW 28A.600, WAC 392-169)

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

- a. Under the age of twenty-one as of September 1 of the school year;
- b. A resident of the district and currently enrolled;
- c. Enrolled as an 11th or 12th-grade student; and has not, at the beginning of the school year, earned the credits required for the award of a high school diploma.

The student will:

- a. Be responsible for applying and pursuing admission to the institution of higher education on or before the deadline for enrollment established by the institution;
- b. Complete Form [2410 R F-8](#) and submit it to their school counselor within the building timelines for Running Start participation;
- c. Notify the district of the specific college or university courses intended to take and will request confirmation of the amount of high school credit that will be awarded upon completion of the courses;
- d. Enroll for no more than the equivalent of one academic year of enrollment as an annual average full-time equivalent running start student;
- e. Be responsible for transportation and the purchase of required consumable supplies, textbooks, and other materials to be retained by the student.

Five quarter or three semester hours will equal 1.0 high school credit, and 3 quarter hours is equal to .5 high school credit ([WAC 180-51-050](#)). Students must apply through the institution of higher education and are subject to applicable admission requirements as set forth by that institution. Enrollment in an institution of higher education will be limited to the fall, winter, and spring quarters, or the fall and spring semesters and for a total of six quarters or four semesters. A grade equivalent of less than 1.0 in a Running Start course will not be accepted for high school credit.

To participate in commencement ceremonies, students must complete Running Start courses by the end of the winter quarter prior to graduation. If spring quarter grades are to be used for high school graduation requirements, participation in commencement ceremonies will not be allowed, and the diploma will be awarded after receipt of final grades from the college or university.

Credit for Work Experience

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

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

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

- A. The student will be placed in a worksite that is appropriate to the previous learning experience and educational goals of the student and will be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience will be connected to the student's High School and Beyond Plan. The student must have taken or be concurrently enrolled in a qualifying class.
- B. The worksite learning plan will articulate the connection between the education plan of the student and the worksite learning experience.
- C. The worksite learning plan will articulate clear, measurable learning objectives.
- D. Evaluation of learning progress related to the worksite learning plan will occur during the worksite learning experience.
  1. Learning objectives will be evaluated and updated on a regular basis as outlined in the worksite learning agreement.
  2. Documentation of progress will be on file in the district as outlined in the worksite learning agreement.

The worksite learning experience will be supervised by the school. A worksite learning coordinator will be identified in accordance with [WAC 181-79A](#) or [181-77](#) and will be responsible for:

- A. Aligning the worksite learning experience to the education plan of the student.
- B. Identifying and developing worksite learning sites, establishing worksite learning agreements and worksite learning plans, orienting and coordinating with a worksite supervisor at the worksite learning site, and assessing and reporting student progress.
- C. Ensuring that a worksite supervisor:
  1. Has received an orientation on the worksite learning program of the school prior to placement of the student on the worksite;
  2. Has provided the student with a new-employee orientation upon placement;
  3. Is applying legal requirements of the employment of minors in accordance with [WAC 296-125](#) and [WAC 296-131](#), particularly on issues of occupational health and safety,

discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors.

One credit may be granted for no less than one hundred eighty (180) hours of instructional worksite learning, and one credit may be granted for not less than three hundred sixty (360) hours of cooperative worksite learning, or one credit may be granted on a competency basis as provided under [WAC 180-51-050 \(1\)\(b\)](#).

- A. A student participating in an instructional worksite learning experience will receive instruction supervised by the school.
- B. A student participating in a cooperative worksite learning experience will be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization.
- C. The cooperative worksite learning experience will be supervised either by a worksite learning coordinator or an instructor with a teaching certificate related to the subject area credit awarded the student for the worksite learning experience who has demonstrated competencies related to coordination techniques, as verified by a professional educators' standards board-approved program.
- D. The cooperative worksite learning experience will be a direct extension of a qualifying course.

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

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

#### Elective Credit for Paid Work Experience

Elective credit toward high school graduation may be granted through paid work experience which provides students the opportunity to learn and master the state financial education learning standards and are aligned to the student's High School and Beyond Plan. For requirements and forms, please refer to Policy and Procedure [2417](#).

#### Waivers

Students may apply for waivers of some courses and/or graduation requirements due to special circumstances. Students whose waivers are approved must be enrolled in at least five classes both semesters during their senior year. Students are assigned a cohort graduation year when they enter 9<sup>th</sup> grade. Waivers are intended to provide students with the ability to graduate on time with their assigned cohort when special circumstances arise. Waivers are not intended to be applied to enable early graduation.

### Washington State History Waiver

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

### Student Circumstances Waiver

Up to two (2), credits required for graduation may be waived based on a student's circumstances. Only personalized pathway or elective credit may be waived.

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

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

Students seeking the Student Circumstances Waiver must initiate the request by obtaining Form [2410 R F-6B](#) from the counseling office or district website and receive approval prior to graduation

### Graduation Pathway Options

Students must meet one of the following graduation pathways to graduate. The pathway must be in alignment with the student's High School and Beyond Plan.

#### A. State Assessment

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

#### B. Dual Credit

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

C. Advanced Placement/International Baccalaureate

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

D. SAT or ACT

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

E. Performance-Based

Meet the English language arts and/or math requirements through a project to demonstrate knowledge in a real-world, hands-on ways that aligns with individual goals for life after high school.

F. Combination

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

G. Armed Services Vocational Aptitude Battery (ASVAB)

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

other requirements for military enlistment, require enlistment, or require students to release their scores to the military for purposes of recruitment. Students who pursue this pathway option do not need to meet English and mathematics requirements separately.

#### H. Career & Technical Education (CTE) Course Sequence

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

1. Two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's High School and Beyond Plan.
2. The sequence may be comprised of courses within the same CTE program area or courses within more than one CTE program area that align with the postsecondary plans outlined in the student's high school and beyond plan.
3. Each sequence of career and technical education courses must include at least one course that meets the minimum criteria identified in [RCW 27A.700.030](#):  
Either:
  - a. Lead to a certificate or credential that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field, or
  - b. Allow students to earn dual credit for high school and college through CTE dual credit, advanced placement, or other agreements or programs.
  - c. Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; and
  - d. Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.

#### Special Recognitions

##### Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria as in [WAC 392-410-350](#):

- 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) Demonstrate proficiency in one or more world language. For purpose 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:
  1. Passing a foreign language Advanced Placement exam with a score of 3 or higher
  2. Passing an International Baccalaureate exam with a score of 4 or higher

3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed)
4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines
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.

Schools will establish processes to recognize students who have achieved this designation and to record this on their high school transcript.

#### Foreign Exchange Students

Students who successfully complete their courses will be granted a Certificate of Attendance and will be recognized during the Commencement ceremonies. See Procedure [3136 R](#) Foreign Exchange Program.

#### Community Service

Students are encouraged to complete and track community service as part of the High School and Beyond Plan graduation requirement. Students completing and tracking 12 or more hours of community service in their High School and Beyond Plan shall be recognized as part of senior award or high school graduation ceremonies. See Policy [2416](#) Community Service.

#### Valedictorian and Salutatorian Selection Process

The process for selection and identification of Valedictorians and Salutatorians will be:

- A. Valedictorians will be selected based on the highest-grade point average (GPA), in all courses. Students must earn a minimum of five (5) credits in the Advanced Honors, AP/IB categories, or identified Running Start classes. Opting for a pass/fail, audit, incomplete, retaking a class or no credit grade in any course will automatically disqualify students from Valedictorian or Salutatorian consideration. Salutatorians will be selected following the same guidelines. Salutatorians are identified as having the second-highest GPA.
- B. Students must earn a minimum of 2.5 credits in attendance at Kennewick School District high schools.
- C. To be selected as Valedictorian or Salutatorian, Students must attend their home high school throughout their senior year. Seniors who are full-time Running Start students are not considered to attend their home high school.
- D. Determination of Valedictorians and Salutatorians will be made in April of the graduation year.

### Graduation Ceremonies

If students fulfill graduation requirements by the end of the last quarter of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactory completion of 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 end of the school year.

Students will participate in the graduation ceremonies and receive their diploma at the school where they are enrolled the majority of their day during the last semester prior to graduation.

Graduation Ceremonies will be conducted in the following manner:

- A. Students must participate in the graduation ceremony rehearsal.
  1. Students who participate will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration. No additions, deletions, or alterations of the cap and gown will be allowed. Students who are members of federally recognized tribes will be allowed to wear traditional tribal regalia and objects of Native American cultural significance at graduation ceremonies and related events. Such students will not be required to wear a cap if it is incompatible with the regalia or significant object. Students are asked to communicate their intent to wear tribal regalia to the building principal at least one week prior to the graduation ceremony.
- C. Students who participate will be expected to use good taste in their choice of accessories and attire.
- D. Students who participate will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Students must have all their work completed, and materials turned in, by the date established to participate in the graduation ceremonies.
- F. Failure to comply with the above requirements will automatically forfeit student's privilege of participation in the graduation ceremonies.
- G. Students who willfully create a disturbance at graduation will have their diploma held until appropriate disciplinary consequences are fulfilled.
- H. Failure to comply with school rules and expectations during the final weeks of school could forfeit students' rights of participation in graduation ceremonies.
- I. In accordance with the Basic Education Act and the Attorney General's Office, graduating seniors may be released from their regular classroom responsibilities for up to five days before the last day of school.
- J. The Ministerial Association or parents may organize Baccalaureate Services for the graduation class during the week prior to commencement.

Certificate of Attendance for Students with Individualized Education Program (IEP)

Students receiving special education services who have completed four (4) years of high school but have not met, due to their disability, all the graduation requirements of the state and district may participate in the graduation ceremony with their peers. The student will continue to attend high school to complete their high school requirements and complete their transition plan. The students will receive a Certificate of Attendance in lieu of a diploma.

Each high school IEP team will inform the principal of the decision to have the student participate in the ceremony by March 1 to include this student in all graduation practices, ordering of cap and gown, and other graduation activities. A student receiving special services who is not making progress towards graduation and who isn't requesting, through the IEP team, to return to school after four years for additional schooling will not be eligible to participate in the graduation ceremony. For example, a student who only achieved a partial amount of the necessary credits to graduate and has no intentions of continuing in school to work toward graduation would not be eligible.

A special services student whose disability has not impacted their progress towards graduation, as determined by the IEP team, will not be eligible to participate in the graduation ceremony. For example, a student may qualify to receive special education services because of hearing impairment, yet the school and IEP team have determined that the reason that this student has very few credits is because of a lack of attendance rather than because of his hearing impairment. This student would not be eligible.

Once a student has participated in the graduation ceremony, the student will not be eligible to participate in future graduation ceremonies.

Awarding Diplomas Posthumously

At the request of a parent or legal guardian, the district may issue a high school diploma to a deceased student if the student 1) was enrolled in a public school in the district at the time of death; 2) was deemed to be on-track to graduate before the time of death; and 3) died during their high school enrollment.

Requests will be considered by the assistant superintendent of K-12 education. 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.

Amended:     October 2013  
                  August 2015  
                  December 2016

Administrative Regulation No. 2410 – Continued

November 2019  
September 2020  
January 2021  
October 2021  
January 2022  
February 2023  
September 2023  
September 2024  
June 2025