



## INSTRUCTION

### High School Graduation Requirements

#### Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements will also be included in the student handbook.

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

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

- A. The course was taken with high school students and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

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

Students will be expected to earn a total of 24 credits in order to complete graduation requirements. A credit is defined as 180 (50 minute) hours of instruction.

Per Chapter 28A.231, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

#### **High School and Beyond Plan**

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

In assisting students with developing a High School and Beyond Plan the district should:

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

### **Seal of Biliteracy**

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

- A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and 2) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by:
  - 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  - 2. Passing an International Baccalaureate exam with a score of 4 or higher;
  - 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
  - 4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or

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

### **Credits from other programs**

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. Credits from unaccredited programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

### **Waiver of Graduation Requirements**

All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

The following procedure will be followed in graduation waiver requests:

- A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.

An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12th year of school.

- B. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver will be as follows:
  1. Request will be initiated by the parent or the eligible student;
  2. The principal will investigate the request for waiver of graduation requirements;
  3. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
  4. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and

5. The parent or eligible student will be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than 30 days prior to the anticipated graduation date.

### **Alternative Programs**

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a district.

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

- A. The objective(s) of the program;
- B. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated staff;
- C. A schedule of the duration of the program, including beginning and ending dates within the school year;
- D. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school district employees under the direct supervision of the certificated staff;
- E. A description of intervention techniques and criteria for their use;
- F. Description of how student performance will be assessed;
- G. Qualifications of instructional personnel; and
- H. Plans for evaluation of program.
- I. A list of approved programs will be kept on file in the superintendent's office. Reasons for approval or disapproval will be communicated to those making the request.

### **Running Start**

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

In order to enroll in the Running Start program, students will be advised to:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.

- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

### **Credit for Career and Technical Work-Based Learning**

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience:

- A. The work program will be supervised by the school.
- B. The work experience will be specifically related to the school program of the student.
- C. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained will provide a varied experience.
- E. A work experience program will be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor.
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
- G. One credit may be granted for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. A student participating will be legally employed and must have passed his/her sixteenth birthday.
- I. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.

- K. Program standards and procedures will be followed and aligned with the state career and technical work based learning standards.

### **National Guard High School Career Training**

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
- C. Credit toward high school graduation may be granted by the school district upon certification by a National Guard training unit commander that the student has met all program requirements.

### **Home School 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 with a disability may fulfill graduation requirements as follows:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student and other school personnel and agency representatives who will assist the student in achieving the goals

of the IEP) in a discussion of transition service needs that focuses on the student's course of study;

- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with their transition plan, appropriate graduation requirements. Modifications to the district's standard graduation requirements may include:
  - 1. Attainable alternate classwork and/or individualized activities substituted for standard requirements;
  - 2. A statement of waiver for any waived standard graduation requirements; or
  - 3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
  
- C. The student will, in cooperation with their parent/guardian and the IEP team, determine:
  - 1. The projected date by which all graduation requirements will be met; and
  - 2. The projected date and conditions under which the student will participate in the graduation ceremony.
  
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modify the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed/revised to accommodate the student's progress and development.

### **Graduation Ceremonies**

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
  
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
  
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
  
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.

- E. Failure to comply with the above requirements will automatically forfeit a student's privilege to participate in the graduation ceremonies.

Management Resources: 2015 – October Issue

Revised Dates: 12.00; 10.04; 12.04; 08.07; 02.09; 12.11; 04.12; 09.13; 10.15