

High School Graduation Requirements

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan.

CREDIT REQUIREMENTS

Class of:	2019-2020	2021 and beyond
<i>Entering 9th grade after July 1 of:</i>	<i>2015 -16</i>	<i>2017</i>
English	4	4
Mathematics	3	3
Science	2	3
Social Studies	3*	3*
Arts	1	2 (1 may be PPR**)
Health and Fitness	2.5	2
Career and Technical Education	1	1
World Language	-	2 (or 2 may be PPR**)
Electives	5.5	4
Total Required Credits:	22	24

**Students graduating in 2019 and beyond are required to complete one stand-alone civics course to meet graduation requirements.*

***Personalized Pathway Requirements are related courses that lead to a specific high school career or educational outcome chosen by the student based on the student’s interests and High School and Beyond Plan, that may include Career and Technical Education courses that are intended to provide a focus for the student’s learning.*

District note: Credits required for graduation must be at least 22 for the classes of 2019-20 and at least 24 for the classes of 2021 and beyond. The credit requirements for each graduating class are determined by the State Board of Education to ensure that students have an opportunity to partake in a broad variety of academic, occupational, cultural and recreational courses in order to enhance their quality of life in high school and to meet their future career goals.

Awarding of High School Credit:

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means: Earning a passing grade according to the district's grading policy and/or demonstrating proficiency/mastery of content standards as determined by the district

II. STATE ASSESSMENT REQUIREMENT

Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.

Certificate of Academic Achievement

A student will receive a certificate of academic achievement if he or she passes the necessary statewide assessments or a state-approved alternative assessment.

Certificate of Individual Achievement

A student qualifying for special education services may earn a certificate of individual achievement after passing assessments determined by the student's individualized education program team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.

ASSESSMENT REQUIREMENTS

	Class of 2019 and Beyond
	(Students entering 9 th grade after July 1 of 2015)
ELA	Choose 1: <ul style="list-style-type: none">Smarter Balanced ELA test (exit exam score)**WA-AIM (exit exam score)**
Math	Choose 1: <ul style="list-style-type: none">Smarter Balanced Math test (exit exam score)**WA-AIM (exit exam score)**
Science	Choose 1: <ul style="list-style-type: none">Washington Comprehensive Assessment of ScienceWA-AIM (exit exam score)**

**"Exit Exam" scores (for graduation requirements) are separate from what are known as the "college and career ready" scores.

**WA-AIM – Washington – Access to Instruction and Measurement ELA, math, and science alternative assessments for students with significant cognitive challenges documented in their Individualized Education Program (IEP).

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, and 2018, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. Students must create their plans in cooperation with parents or guardians and school staff. Each student plan should be reviewed annually to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion

of the plan. School staff will work with students to update their plans as necessary based on their changing interests, goals, and needs.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. A four-year plan for course taking that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and
- D. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.
- E. The school district will provide a copy of the High School and Beyond Plan to parents or guardians. Translated versions of the High School and Beyond plan will be provided in Spanish or Russian to non-English speaking parents.

IV. ASPIRE TO ACHIEVE CULMINATING PROJECT

Students are required to complete an Aspire to Achieve Culminating project detailed in course handbooks and published annually.

V. WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that the district may waive Washington history and government 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, the district may waive physical education, pursuant to [RCW 28A.230.050](#), 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.

Unusual circumstances may result in a student's inability to earn all twenty-four (24) credits required for high school graduation. The school principal may waive up to two (2) of the flexible credits in the graduation requirements for unusual circumstances that may include, but are not limited to:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements.

In order to graduate, students granted a waiver must earn the seventeen (17) required subject credits (English, math, science, social studies, health and fitness, one arts, and one Career and Technical Education) which may be satisfactory demonstration of competence as provided by WAC 180-51-050.

VI. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law, which will include:

1. Determination of the education plan process for identifying competencies;
2. Establishing the process for completion of the High School and Beyond Plan;
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining credits the district will recognize for courses taken through another program recognize by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;
5. Making graduation requirements available in writing to students, parents, and members of the public,
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;
8. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five-quarter hour credit or three-semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will notified annually of the Running Start Programs:
9. Granting credit for work experience;
10. Granting credit based upon competence testing;
11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade;
12. Counseling of students to know what is expected of them to meet graduation requirements;
13. Preparing a list of all graduation students for the information of the board and release to the public;
14. Preparing suitable diplomas and final transcripts for graduating seniors;
15. Planning and executing graduation ceremonies; and
16. Developing student-learning plans for students who are not successful on one or more components of the statewide assessment.

VII. SEAL OF BILITERACY

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

1. 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; and
2. 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.

VIII. STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student with a disability may fulfill graduation requirements as follows:

1. 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.
2. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student’s individual needs and abilities consistent with the student’s transition plan. Modifications to the district’s standard graduation requirements may include:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 2. 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.
3. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.

