

HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district.¹ Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board establishes graduation requirements as follow:

	Class of 2015 ² <u>WAC 180-51-066</u>		Class of 2016-2018 <u>WAC 180-51-067</u>		Class of 2019 and Beyond <u>WAC 180-51-068</u>
	WA State	Woodland	WA State	Woodland	WA State & Woodland
English (reading, writing and communications)	3.0	3.5	4.0		4.0
Mathematics	3.0		3.0		3.0
Science (physical, life and earth)	2.0 ³		2.0 ⁴		3.0 ⁵
Social Studies: United States History	1.0		1.0		1.0
Social Studies: Washington State History and Government ⁶	.5				
Social Studies: Contemporary World History, geography, and problems ⁷	1.0		1.0		1.0
Social Studies: Civics			.5		.5
Social Studies: Electives ⁸			.5		.5
Health and Fitness	2.0				
Fitness ⁹			1.5		1.5
Health			.5		.5

¹ The board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

² Graduation requirements are associated with the student when they are a freshman. If graduation is delayed for a student the requirements of their cohort of ninth grade students shall apply for graduation regardless of when they complete their high school education.

³ Must include one (1) laboratory credit

⁴ Must include one (1) laboratory credit

⁵ Must include two (2) laboratory credits

⁶ Washington State History and Government course requirement may be waived for students who take course in grades 7 or 8.

⁷ Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

⁸ For Classes 2016 and beyond students must successfully complete and have noted on transcripts completion of Washington State History and Government. If not completed in grades 7 or 8 the course must be taken in place of a social studies elective unless waived under the rules of WAC 180-51.

⁹ One class in health or fitness must include training in cardiopulmonary resuscitation (CPR) and use of automatic external defibrillators (AED).

Arts	1.0		1.0		2.0 (1 can be PPR)
Occupational Education ¹⁰	1.0		1.0		
Career and Technical Education ¹¹					1.0
World Language (or) Personalized Pathway Requirement (PPR) ¹²					2.0
Electives	5.5	7.0	4.0	6.0	4.0
TOTAL:	20.0	22.0	20.0	22.0	24.0

The board will approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must meet the assessment requirement defined in RCW 28A.655.061:

1. Pass the reading and writing portions of the statewide assessment; or a state-approved alternative. Students in the classes of 2015, 2016, 2017 and 2018 must pass one of the following comprehensive English Language Arts (ELA) exit exams: reading and writing portions of the statewide assessment or new ELA exit exam (administered beginning spring 2015) or new 11th Grade Smarter Balanced Comprehensive ELA Test (administered beginning spring 2015). Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive ELA Test; and
2. Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student will develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;
3. Complete a Culminating Project: During the course of their high school career each student will complete a culminating project. The project will demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;
4. Complete math requirements: one end-of-course assessment (either Algebra 1 or Geometry or their integrated math equivalents) or state-approved alternative. Students in the classes of 2015, 2016, 2017, and 2018 must pass one end of course assessments (Algebra I or Geometry or an integrated math equivalent); or, beginning spring 2015, New Algebra/Integrated Math 1 EOC Exit Exam or NEW

¹⁰ Or 1 Occupational Education credit, as defined in WAC 180-51-067.

¹¹ Or 1 Occupational Education credit, as defined in WAC 180-51-067.

¹² PPR= 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, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

Geometry/Integrated Math 2 EOC Exit Exam or New 11th Grade Smarter Balanced Comprehensive Math Test or a state-approved alternative. Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive Math Test and

5. Complete science requirements: Students in the classes of 2015 and beyond must pass the biology end-of-course assessment or a state-approved alternative.

B. Students, in the Class of 2013 through 2018, must complete mathematics courses in one of the following progressive sequences.

- a. Algebra I, Geometry, and Algebra II; or
- b. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
- c. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

Students in the Class of 2019 and beyond must complete Algebra 1 or integrated mathematics I; and Geometry or integrated mathematics II; and a third credit of high school mathematics, aligned with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

- C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school statewide assessment or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

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

1. Earning a passing grade according to the district's grading policy; and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
4. Partial credit, in increments of .125 credits, may be earned by and awarded to students who qualify under McKinney-Vento for classes in which they were enrolled.

The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.

E. The superintendent will develop procedures for implementing this policy which include:

1. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies.
2. Establishing the process for completion of the High School and Beyond Plan.
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district.
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, 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 be notified annually of the Running Start Program.
9. Granting credit for work experience.
10. Granting credit based upon competence testing, in lieu of enrollment.
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 in order to graduate.
13. Preparing a list of all graduating 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.
16. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

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

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

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

Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates unless such period is in excess of ten years.

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

Cross References:	Board Policy 3110	Qualifications of Attendance and Placement Classroom Management, Discipline and Corrective Action Automated External Defibrillators (AED) Student Fees, Fines and Charges
	Board Policy 3241	
	Board Policy 3412	
	Board Policy 3520	
Legal References	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation and report by State Board of Education — Credit for courses taken before attending high school — Post-secondary credit equivalencies
	RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.600.300-400	Running Start program
	RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
	RCW 28A.655.061	High school assessment system — Certificate of academic achievement —

WAC 392-410
WAC 180-51
WAC 392-348
WAC 392-121-182

WAC 392-169

Exe,[topms — Options to retake high school
assessment — Objective alternative
assessment— Student learning plans.
Courses of studies and equivalencies
High school graduation requirements
Secondary Education
Alternative Learning Experience
Requirements
Special service programs running start
program

Management Resources:

Policy and Legal News, September 2013

One health class required for graduation
must now include instruction in CPR and
use of AED

Policy News, April 2012

State Board of Education revises credit
requirements for graduation

Policy News, October 2011

Policy Manual Revisions

Policy News, June 2010

High School Proficiency Examination

Policy News, April 2009

High School Graduation Requirements
(Class of 2009)

Policy News, February 2009

High School Graduation Requirements

Policy News, August 2007

Graduation Requirements Modified by
Legislature

Policy News, October 2004

Graduation Requirements: High School and
Beyond Plans

Policy News, February 2004

High School Graduation Requirements

Policy News, December 2000

2004 High School Graduation Requirements
Adopted

Policy News, April 1999

Variations Complicate College Credit
Equivalencies