

# High School Graduation Requirements Procedure

## Publication of Graduation Requirements:

Graduation requirements in effect when a student first attends high school as a freshman shall be in effect until that student graduates *unless such period is in excess of 10 years*.

Beginning with the ninth grade year and every year thereafter, each student and family shall be provided with a copy of the high school graduation requirements applicable to that student. If a student is not making typical progress toward graduation requirements, including progress on the Culminating Project, the high school shall notify the student and parents in a timely manner. Notification shall include available supports and alternatives including summer school. (WAC 180-51-045)

## Additional Requirements:

1. Beginning with the class of 2013, students must earn a Certificate of Academic Achievement or Certificate of Individual Achievement, the latter being for students in special education. Students will be required to earn one of the certificates by meeting state learning standards in reading, writing, math and science. Both the CAA and the CIA lead to a diploma. A student's transcript indicates which certificate the student earned.
2. Earn high school credit
3. Pass state tests or approved alternatives to those tests
4. Complete a High School and Beyond Plan

### **1. Earn a Certificate of Academic Achievement or Certificate of Individual Achievement (CIA)**

The Certificate of Academic Achievement (CAA) and Certificate of Individual Achievement (CIA) tell families, schools, businesses and colleges that an individual student has mastered a minimum set of reading, writing and math skills by graduation. State law ([RCW 28A.655.061](#)) dictates the assessment graduation requirement.

The CIA is for students with an Individualized Education Program (IEP). As 10th graders, students in special education programs can earn a CIA by passing the [Basic option](#) (passing with a score of Level 2 or higher) or via the [WAAS-Portfolio](#). In grades 11 and 12, students who have not yet earned a CIA may also use the Off Grade Level Assessment, which allows students to take the Smarter Balanced Assessment at a grade level that best matches their abilities.

### **2. Marysville School District required credits**

Students must earn 23.0 credits as identified by Washington State and the Marysville School District. Students in the class of 2021 and beyond must earn 24.0 credits as identified by Washington State and the Marysville School District.

### **3. Pass state tests or approved alternatives to those tests**

To be eligible to graduate in Washington, high school students must pass specific state exams.

### **4. High School and Beyond Plan**

Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student, parents/guardians and district staff and include, at a minimum: 1) a career goal; 2) an educational goal; 3) a four-year course plan for high school;

and 4) identification of required assessments. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the High School and Beyond Plan is determined by the district.

### **Washington State Graduation Assessment Requirements**

To be eligible to graduate in Washington, high school students must: pass specific state exams, earn all required state and local credits, and successfully complete a high school and beyond plan.

#### **Certificate of Academic Achievement (CAA) / Certificate of Individual Achievement (CIA)**

Students who meet the state assessment requirements earn the Certificate of Academic Achievement (CAA). For special needs students, a Certificate of Individual Achievement (CIA) will be granted in lieu of the CAA as determined by their approved Individual Education Plan (IEP). (WAC 180-51-115). The assessment requirements vary by graduating class, which is determined when a student first enters the ninth grade. The assessment requirements, by graduating class, are as follows:

##### Class of 2016

Students in the Class of 2016 have state assessment requirements in reading, writing and mathematics. They can meet the reading and writing requirements by passing the Smarter Balanced Assessment in English Language Arts at the exit exam cut score. They may meet their mathematics requirement by passing an end-of-course exam in algebra or geometry or by passing the Smarter Balanced Assessment in Mathematics at the exit exam cut score. Students who attempt but do not pass these assessments may meet their requirements via state-approved alternatives or appropriate assessments for students in special education.

##### Classes of 2017 through 2019

Students in the Classes of 2017 through 2019 have state assessment requirements in reading, writing, mathematics and science. They can meet the reading and writing requirements by passing the Smarter Balanced assessments in English Language Arts at the exit exam cut score. Students in the Classes of 2017 and 2018 can meet their mathematics requirement by passing an end-of-course exam in algebra or geometry, and students in all three graduating classes (Classes of 2017 through 2019) can meet the mathematics requirement by passing the Smarter Balanced Assessment in Mathematics at the exit exam cut score. Students in these graduating classes can meet the science requirement by passing the end-of-course exam in biology. Students who attempt but do not pass these assessments may meet their requirements via state-approved alternatives or appropriate assessments for students in special education.

#### **Graduation Alternatives**

Students who attempt but do not pass these assessments may meet their state assessment requirements by passing an alternative graduation assessment. The Graduation Alternatives are as follow:

##### Collection of Evidence (COE)

Students may meet the reading, writing and/or mathematics requirements by passing a Collection of Evidence (COE). The COE is an evaluation of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. Collections for students in Career and Technical Education programs can include work from their program and other classes. The state scores collections two times a year.

### College Admission Exams

Students may meet the reading, writing and/or mathematics requirements by achieving a predesignated score on a college admission test such as the SAT reasoning test, ACT or ACT Plus Writing tests. The State Board of Education has identified minimum SAT and ACT reading, writing and math scores needed to meet state assessment requirements. Students must attempt an exit exam or accountability assessment at least once before attempting this graduation alternative.

### Advanced Placement (AP) / International Baccalaureate (IB) Exams

Students may meet the reading, writing and/or mathematics requirements by scoring a three or higher on selected Advanced Placement exams. Specifically, students can meet the writing requirement by passing the English Language and Composition Exam; the reading requirement by passing the English Literature and Composition, Macroeconomics, Microeconomics, Psychology, United States History, World History, United States Government and Politics and/or the Comparative Government and Politics Exams. Students can meet the math requirement by passing the AP Statistics and/or Calculus Exams.

### GPA Comparison

Students may meet the reading, writing and/or mathematics requirements by demonstrating course grades comparable to other students who met the requirements. Specifically, a student's grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam or accountability assessment. This option is available to students in their 12th grade year who have an overall grade-point average of 3.2. Students must attempt an exit exam or accountability assessment at least once before attempting this graduation alternative.

### **Certificate of Individual Achievement (CIA) Options (for students receiving special education services)**

Students receiving special education services have multiple assessment options in mathematics, English language arts, and science to earn a Certificate of Individual Achievement (CIA). But a student's IEP team will determine which assessment is appropriate for the student based on the student's learner characteristics, taking into consideration a student's PLAAFP, post-secondary goals, and previous testing history.

### Certificate of Individual Achievement Cut Score (formerly Basic/L2) on Regular Assessment/COE

Students receiving special education services can meet the reading, writing, mathematics and science requirements by an IEP team decision to establish a passing score at the CIA Cut Score, established within the Level 2, or Basic, score range on the state's annual assessment. The CIA Cut Score cannot be used for state and federal accountability but can be used to fulfill state assessment graduation requirements for earning a CIA.

### Off-Grade Level Assessment on Regular or Alternate Assessment

Students receiving special education services may take an assessment specific to a particular content area (Mathematics, English Language Arts, Science) at a grade level different than currently enrolled. The student must meet the established cut score for proficiency (Level 3) for the grade level accessed.

### Locally Determined Assessments (LDA)

Students receiving special education services can meet the assessment requirements by participating in a series of state-prescribed reading, writing, mathematics and science assessments that can be selected and administered at the local school. The LDA is accessible by 12th grade students only for purpose of meeting

state graduation requirements. Meeting standard is scoring at or above the established minimum grade equivalency (G.E.) for the prescribed test or the established passing score.

### **Standards for Graduation for Students under Age Twenty-One**

(1) All students entering a high school program in Washington State shall be assigned an expected graduation year as required by federal law and this section. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of this section.

(a) Students shall be assigned an expected graduation year based on the year they commence 9th grade, or for out-of-district and out-of-state transfer students, based on local district policy: Provided, That the expected graduation year for students receiving special education services shall be assigned and based on an Individualized Education Program (IEP) team determination in the year in which the student turns sixteen.

(b) Students shall have the right and the obligation to meet the minimum graduation requirements in place for their expected graduation year designated at the time they enter a district high school, regardless of what year they actually graduate.

(2) A student under age twenty-one shall have the right to graduate in accordance with the standards in effect for the school of graduation for any year since such student commenced the ninth grade or the equivalent of a four-year high school program and until the student turns age twenty-one. (WAC 180-51-035)

### **Granting High School Credits**

As used for this graduation requirement policy and procedure, the term "high school credit" shall mean the successful completion of a course taught consistent to the state learning standards and/or the satisfactory demonstration by a student of proficiency/competency of the state learning standards. If no standard exists, the superintendent or designee will determine learning standards for the successful completion of the course. (WAC 180-51-050) for grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):

In grades nine through twelve high school programs, students may also earn credit for specific courses by demonstrating competency in specific course outcomes or by meeting standard on assessments designed to measure competency in those outcomes.

#### **1. Credit Definitions**

**Regular Credits in School:** A credit earned during the regular school year shall be equivalent to one (1) year of daily class periods of one (1) hour, including normal class change passing time. Students shall be granted one-half (½) credit for satisfactory completion of one (1) semester's work.

**Full and Partial Credit:** Full credit is given in a high school course when the student demonstrates learning by the successful completion of state learning standards required assessments, and the completion of additional requirements as specified by District educational staff.

Full credit is also given to a student under the following condition:

a. A student enters from another school and submits evidence of learning that can be co-mingled with the requirements of the current course, and the student successfully completes the final examination.

Partial credit will be given:

a. If a student enters school with 50 percent or more of the time in the semester remaining, a student may earn .25 credit for demonstrating learning for the remainder of the semester.

b. If a student enters with less than a quarter remaining, partial credit may be given if the student completes appropriate learning activities in programs designed to assist students demonstrate learning.

2. A principal may substitute a fractional credit (.1-.2) in an elective area by requiring additional work of his/her choosing. Notwithstanding this substitution a student must complete the required number of credits for their cohort. The principal or designee is responsible for determining which credits will be recognized and required for graduation by the district for students enrolling from another Washington state approved learning program or from out-of-state or out-of-country programs. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision.

3. Students who complete the Naviance curriculum as part of their High School and Beyond Plan may earn .25 elective credit in each year grades 9 through 12.

4. Schools may provide credit for applied learning experiences within the school. These experiences will include teacher assistant, office assistant, science lab assistant, library assistant, etc. Credit earned under this program will satisfy elective credit. These options should only be considered after students have achieved mastery on state assessments.

5. Students who pass a high school state assessment or approved alternative in a subject in which they previously failed a core course at the 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grade level may earn 0.5 credit in that subject. The new "retrieved" course and satisfactory (S) grade will be added to the student's transcript.

6. Credit Retrieval

A student who fails a high school course in the Marysville School District may retrieve credit for that course as described below:

a. Summer school: Opportunities to improve skills in reading, writing, math, and selected electives will be available during summer school. Students are encouraged to make up credits using this option. If summer school is not feasible, students may make up credits through online, correspondence, college, or technical courses.

b. Correspondence, online, colleges, or technical courses: credit may be granted from OSPI approved and accredited schools.

c. Credit Retrieval: Required Washington State Assessments

d. Credits Received from Other School Systems

All credits that have been earned by students transferring from an accredited school will be accepted by all schools in the Marysville School District.

7. Credits from unaccredited programs or home schools shall be evaluated and approved by these guidelines:

- a. To gain credit for a course of study, a student shall provide:
  - i. A course syllabus and a copy of the grade record used for the course; and
  - ii. A portfolio which reflects the actual work completed during a home-school course of study including exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects) and any such other performance-based exhibits of specific course-related accomplishments.
- b. To gain credit for a course of study, a student may be required to demonstrate proficiency at a minimum of 80% of the objectives of the course. Such testing shall be available as an ancillary service of the district if it is regularly available to all students.

Once approved, these courses and associated credit will be added to the student's permanent transcript.

8. High school credit shall be given for courses taken in grades seven and eight if: (RCW 28A.230.090)
  - a. The student takes the course on the high school campus with one or more students enrolled in grades nine to twelve who are receiving high school credit for the course and the student successfully completes the same course requirements and examinations as the other grade nine to twelve students. For such successfully completed courses, seventh- and eighth-grade students will receive letter grades or any other such grades as awarded to their classmates in the specified course.
  - b. The student successfully completes a regular grade seven or eight course or a supplemented course which has been determined by the district Board of Directors to be the equivalent of a course offered at a district high school.

The credit earned will be recorded on the student's high school transcript at the request of the parent. Transcripts of those students eligible to receive such credit will indicate the letter grade.

A student in grades seven or eight who has taken a course consistent with (a) or (b) above shall not be required to satisfy any additional requirements to receive high school credit for that course.

9. In college and university course work at the 100 level or above, five-quarter hours or three semester hours shall equal 1.0 high school credit. Courses below the 100 level shall equal 0.5 high school credit. High school credit granted for college courses taken at the high school (College in the High School/University of Washington in the High School) will be granted in a manner consistent with credit granted for other college or university coursework. When credit for college coursework is recorded on the transcript half of the high school credit given will count for the core required class and half will count for elective credit.

### **Course of Study**

To ensure that students are prepared to achieve mastery on the Washington State Academic Learning Standards as measured by the High School Proficiency Exam and end of course assessments and to graduate within four years, most students on track to graduate in four years will take six classes per semester and will include the following core course of study at grades 9, 10 and 11:

Qualifying special needs students may have the required classes modified or waived as per their approved IEP to meet the unique needs of these students (WAC 180-51-115).

Grade 9:	Grade 10:	Grade 11:
English 1	English 2	English 3
Mathematics (Algebra or above)	Mathematics (Geometry or above)	Mathematics (Algebra II)
Science (Physical Science or above)	Science (Biology)	US History
PE/Health (Suggested)	World History	Elective
Elective	Elective	Elective

In addition to the above sequence:

Students not at standard on the required high school State assessments may also be required to take additional learning support classes in reading, writing, mathematics and/or science. These support courses will count as elective credit.

Students in the class of 2015 and beyond must meet standard on both the algebra and geometry end of course exam and the biology end of course exam or approved state alternative.

Students, in the class of 2013 and beyond, must complete mathematics courses in the following progressive sequence: Algebra I, Geometry, and Algebra II.

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 aligned with the student’s high school and beyond plan and/or the course of study as specified in the students’ IEP transition plan, and 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 may fulfill the Washington state history and government high school graduation requirement by successfully completing a Washington state history and government class at middle school.

Qualifying special needs students who have a graduation plan identified in their Individual Educational Plan prior to the initiation of the sophomore or second year of study may have the required classes modified, substituted or waived as per their approved Individual Education Plan (IEP) to meet the unique needs of these students.  
(WAC 180-51-115)

### **Learning Experiences Conducted Away from School (WAC 180-50-300)**

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

A proposal for approval of out-of-school learning activities shall be submitted and approved by the principal or designee prior to the experience. The learning experience shall be at no additional cost to the district, and shall include at least the following information:

1. The name of the program,
2. The length of time for which approval is desired,
3. The objectives of the program,
4. A description of how credits shall be determined,
5. A content outline of the program and/or major learning activities and instructional materials to be used,
6. A description of how student performance will be assessed, and
7. The qualification of instructional personnel.

A list of programs approved by the principal shall be kept on file in the school office. Reasons for approval or disapproval shall be communicated to those making the request.

#### **1. Work Experience (WAC 180-50-315)**

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum. The following are the basis upon which the principal may grant credit for work experience:

- a. The school shall supervise the work experience program.
- b. The work experience shall be directly related to the school program of the student.
- c. Credit given for work experience shall represent growth in the student and the type of work done should have direct educational value.
- d. The work experience in which experience is gained shall provide varied experience.
- e. A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school.
- f. Work experience, as a planned part of a school subject may be included in the credit given for the subject.
- g. One credit for work experience may be granted for not less than three hundred sixty hours of work experience related to a student's school program.
- h. A student participating shall 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, shall 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.

#### **2. College Coursework (WAC 180-50-310)**

Students enrolled in college Coursework, including community colleges, vocational-technical colleges, our year colleges, universities, or approved private schools in the state of Washington, and other schools or institutions, which are approved by the district after evaluation for a particular course offering, are eligible to receive high school credit. Prior permission is required from the principal or designee for students who are enrolled in approved college programs.

Upon completion of coursework, credit will be granted pursuant to section 'Granting High School Credit.

### 3. Out-of-District Correspondence Courses (WAC 180-50-310)

For the purposes of this section, correspondence course is defined as, 'any class taken from any institution that is not a state accredited, diploma granting body.' Credit will be granted for schools that are members of the National University Continuing Education Association or accredited by the Distance Education and Training Council provided the following requirements are met:

- a. Prior permission has been granted by the principal.
- b. The program fits the education plan submitted by the student.
- c. Upon completion of the course, the student will submit his/her final grade to the principal so that the credit may be recorded on the student's permanent record. Transcripts of those students eligible to receive such credit will indicate a Satisfactory (S) only, not a letter grade.

### 4. Community Service (WAC 180-50-300)

Students participating in supervised community service are eligible to receive high school credit for their participation. Students are eligible to receive up to 1.0 credit for this activity. This credit will be granted if the following requirements are met.

- a. A student must apply to the school principal for credit eligibility prior to the start of the semester for which credit is desired.
- b. The community service program shall be approved by the school.
- c. A minimum of one hundred fifty hours of participation time must be documented to qualify for 1.0 high school credit. Students must complete and document one hundred fifty hours of activity on a log that is signed by the adult supervisor. All hours must be completed within the school year. Hours will not carry over.
- d. Upon completion of the directed activity, the student will submit their activity log that has been signed by the supervisor to the principal so that the credit may be recorded on the student's permanent record. Transcripts of those students eligible to receive such credit will indicate a Satisfactory (S) only, not a letter grade.

### 5. Music (WAC 180-50-300)

Students participating in private music lessons with a teacher who is a member of the Washington State Music Teachers' Association are eligible to receive high school credit for their lesson and practice time. This credit will be granted if the following requirements are met:

- a. A student must apply to the school principal for credit eligibility prior to the start of the semester for which credit is desired. The Washington State Music Teachers' Association Form,

“Request for credit for Applied Music Experience away from high school by persons not employed by the district” shall be used for this purpose.

- b. A minimum of one hundred fifty hours of practice and lesson time must be documented to qualify for 1.0 high school credit. Students must complete and document one hundred fifty hours of activity on a log that is signed by the adult supervisor. All hours must be completed within six months of the start date. Hours will not carry over.
- c. Upon completion of study and examination, the examiner will submit a completed Washington State Music Teachers' Association Form C-8, “Report on Applied Music Study,” to the principal so that the grade may be recorded on the student’s permanent record. Transcripts of those students eligible to receive such credit will indicate a Satisfactory (S) only, not a letter grade.

### **Waiver of Graduation Requirements**

The follow procedures shall be followed in graduation waiver requests:

1. 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 and procedure 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 twelfth grade student transfers from another high school, the student may be permitted to graduate with fewer credits provided that minimum state-course and credit requirements are satisfied and the student passes a full schedule of classes during the student’s twelfth year of school.

2. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver shall be as follows:
  - a. The request shall be initiated in writing by the parent or the student. The request should include the rationale for the requested waiver and should describe other ways the learning, which may have resulted from the waived requirements, has been demonstrated.
  - b. The principal shall investigate the request for waiver of graduation requirements.
  - c. The principal shall make a determination in writing based upon appropriate data and upon conclusions of the investigation.
  - d. The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request.
  - e. The parent or student shall be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than thirty calendar days prior to the anticipated graduation date.
3. The physical fitness credit requirement may be waived (substituted) upon written request of a parent or guardian based on a student’s physical disability, employment or religious belief, or because of participation in directed athletics, or military science and tactics (NJROTC), or for other good cause (RCW 28A.230.050). Students that are granted waivers shall be required to substitute equivalent credits and demonstrate knowledge of the Essential Learnings of the fitness requirement (WAC 180-51-061).

Students participating in directed athletics, including community-based organized athletics, may be eligible to receive a waiver of 1.5 credits of the total 1.5 physical fitness credit requirement. Students may

complete the application and turn it into their counselor by the end of the season, or no later than the end of the next semester. Approval of the waiver is determined by the building principal and the principal's decision is final. There are no appeals. Waiver applications may be obtained from the building counselor and processed for the student transcript in the junior year.

#### ORGANIZED ATHLETICS

##### School-Directed

One school-directed sports season (minimum of ninety documented hours) will equate to a 0.5 PE waiver.

Students must pick up and complete a School-Directed Waiver Application Form from their counselor for eligibility. Completed and signed waiver forms must be submitted to the building counselor at the conclusion of the sports season, but no later than the end of the next school semester.

##### Community-Directed

Community-directed activity" is defined as:

- An activity that has a coach or program supervisor
- The activity has specific goals/objectives
- Activity includes conditioning activities
- The activity must have a defined season
- The activity includes competitions/contests

Students must pick up and complete a Community-Directed Waiver Application Form from their counselor for eligibility. Completed and signed waiver forms must be submitted to the building counselor at the conclusion of the sports season, but no later than the end of the next school semester.

Students must submit to their counselor an activity log documenting a minimum of ninety hours of activity that is signed by the coach/adult supervisor.

Secondary school students (grades seven through twelve) who have completed and passed a state history and government course of study in another state may petition OSPI to request to have the Washington State History and Government requirement waived. The study of the constitution shall not be waived but may be fulfilled through an alternative learning experience approved by the school principal pursuant to a written district policy. Eleventh- and twelfth-grade students who transfer from another state, who have previously earned 2.0 credits in social studies, may petition OSPI to request to have the Washington State History and Government requirement, if without such a waiver they will not be able to graduate with their class. For purposes of this subsection the term "secondary school students" shall mean a student who is in one of the grades seven through twelve. (WAC 180-51-075), (RCW 28A.230.170).

#### **Seal of Biliteracy**

A student shall be awarded the Washington state seal of biliteracy upon graduation if the student has demonstrated proficiency in English by meeting the statewide minimum graduation requirements in English and by meeting the state standard on the reading and writing or English language arts assessments and the student has demonstrated proficiency in one or more world languages through any one of the following methods:

1. Passing a foreign language advanced placement examination with a score of three or higher;
2. Demonstrating intermediate-mid level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, using assessments approved by the office of superintendent of public instruction for competency-based credits;
3. Qualifying for four competency-based credits by demonstrating proficiency in the world language at intermediate-mid level or higher based on the ACTFL proficiency guidelines, according to the school district's policy and procedure for competency-based credits for world languages; or
4. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the office of superintendent of public instruction at a level comparable to intermediate-mid level or higher based on the ACTFL proficiency guidelines. (WAC 392-410-350)

### **Diploma**

Each student, who has successfully completed an "instructional program" which meets the requirements of graduation established by the school, district and state, shall be awarded a diploma by the Board of Directors. No distinctions shall be made among the various programs of instruction, which may have been pursued.

A student shall also be advised that a student may receive a final transcript if requested prior to July 1<sup>st</sup> following graduation.

A student's diploma may be withheld until the student pays for any school property that has been lost or damaged. Upon payment for damages, or the equivalent through voluntary work, the diploma will be released. The student and parent/guardian shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or parent/guardian shall have the right to an informal conference with the principal. As in the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and the Board of Directors. When damages are in excess of \$100, the appeal process for long-term suspension shall apply.

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 shall be regarded as a school suspension. In such instances, the diploma will be granted.

### **Graduation Ceremonies**

Each student shall be awarded a diploma after satisfactorily completing school, district and state requirements within the deadlines established by each school. Participation in the actual graduation ceremony is not a requirement. Each student shall be notified of this opportunity at least one month prior to the close of the school term.

Special Education students who have attended high school for four years, are receiving services under an I.E.P., and/or will continue to receive such services between the ages of 18 and 21 may participate in graduation ceremonies with their peers and receive a certificate of attendance. (RCW 28A.155, ESHB 1050 Kevin's Law)

Graduation ceremonies will be conducted in the following manner:

1. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
2. Caps and gowns will be worn in the proper manner, as designed by the school administrator and class advisor.
3. Students who participate will be expected to demonstrate behavior and dress requirements as identified by the school.
4. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
5. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies

### **Graduation Plan Modifications**

In consideration of such requirements as: free and appropriate public education (FAPE); least restrictive environment (LRE); procedural safeguards (including confidentiality procedures); and students' receiving services in private schools, the principal, in conjunction with the student's IEP team, can approve, if warranted, any of the following modifications based on a case by case review:

1. Extended time to complete a graduation plan: In certain circumstances, if an IEP student's needs are best met by a graduation plan established by the student's IEP team and in conjunction with the principal's approval, a student can remain in school up to and including the school year in which the student reaches twenty-one years of age.
2. Students with IEP's may graduate with the minimum number of credits allowed by the state, regardless of the threshold imposed for other students in the district. This lower credit version will only be available via IEP team decision.

Participation in the 18 to 21 program: In certain circumstances, if an IEP student's needs are best met by a graduation plan established by the student's IEP team, prior to the initiation of the sophomore or second year of study, in conjunction with the principal's and Director of LSS approval student can transition into the district's 18 to 21 program and continue to participate in this program through the school year in which the student reaches twenty one years of age or until the student's graduation plan requirements have been met. (WAC 180-51-115, each district is required to develop procedures for granting high school graduation credits for students with disabilities.)

Revised: June 2017