

**High School Graduation Requirements**

Prior to registering in high school, and each year thereafter, each student and his/her parents or guardians shall be provided a copy of the current graduation requirements through the course catalog.

The following conditions shall be met by each candidate for graduation:

1. All students must carry a minimum load of six (6) courses each semester in grades 9-12. Request for waiver of the minimum load requirements will be considered by the building principal. It is the Board's intent that if a student is on track to graduate on time and is following the student's High School and Beyond Plan, the waiver will be granted.
2. The Richland School District has adopted the following minimum requirements for high school graduation:

Classes	Required Credits		Additional Information
		2021	
ENGLISH		4	
MATHEMATICS		3	<input type="checkbox"/> Algebra 1 or Integrated 1 <input type="checkbox"/> Geometry of Integrated 2 <input type="checkbox"/> Algebra 2 or Integrated 3; or a student may elect to pursue a third credit of math other than Algebra 2/Integrated 3 if the elective choice is based on a career-oriented high school and beyond plan and the student, parent/guardian and school representative meet and sign a form.
SCIENCE		3	<input type="checkbox"/> Classes of 2016-20 must include 1 lab. <input type="checkbox"/> Classes of 2021 and beyond must include 2 labs.
SOCIAL STUDIES		3	<input type="checkbox"/> 1 credit in US History <input type="checkbox"/> 1 credit in contemporary world history, geography and problems, or an equivalent course <input type="checkbox"/> .5 credit in civics <input type="checkbox"/> .5 credit social studies elective <input type="checkbox"/> WA state history (may be taken in Middle School)
ARTS		2	Class of 2021 - 1 credit can be Personalized Pathway Requirement
HEALTH & FITNESS		2	<input type="checkbox"/> .5 Health & 1.5 Fitness <input type="checkbox"/> Health course will include CPR and AED instruction
CAREER & TECHNICAL EDUCATION (CTE)		1	
CAREER AND FINANCIAL LITERACY		.5	
ELECTIVES		3.5	
WORLD LANGUAGE OR PERSONALIZED PATHWAY REQUIREMENT (PPR)		2	Both can be Personalized Pathway Requirement
<b>TOTAL REQUIRED CREDITS</b>		<b>24*</b>	

\*Up to 2 credits can be waived locally based on a student's circumstances (limited to Personalized Pathway Requirement or Elective credits). Students who meet the core requirements can graduate with 22 credits.

3. Courses may only satisfy graduation requirements in one area (except for designated CTE courses that may fulfill requirements in another area).
4. High school graduation credits may be awarded for certain courses taken by students prior to high school entrance.
5. At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.
6. Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.
7. Students must meet one of the following graduation pathways:
  - A. Meet or exceed the graduation requirement standards established by the State Board of Education (SBE) on the statewide high school assessments in English language arts (ELA) and mathematics;
  - B. Complete and qualify for college credit in dual credit courses in ELA and mathematics;
  - C. Earn high school credit with an appropriate grade or exam score in specified advanced placement (AP), international Baccalaureate, or Cambridge international courses in ELA and mathematics;
  - D. Meet or exceed the scores established by the SBE for the mathematics portion or the reading, English, or writing portion of the SAT or ACT;
  - E. Meet any combination of at least one ELA option and at least one mathematics option established in the previous pathways;
  - F. Meet standard in the armed services vocational aptitude battery; or
  - G. Complete a sequence of career and technical education (CTE) courses (minimum 2.0 credits) that are relevant to the student's postsecondary pathway and that meet specific criteria.
8. Students must complete a High School & Beyond Plan.

### **Personalized Pathway Requirement**

Personalized Pathway Requirements 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. A student may request a waiver of up to 2 credits within the 24-credit framework (1 credit Art; 1 or 2 credits World Language; or Elective credits). The flexible credits are the Personalize Pathway Requirements and elective credits (WAC 180-51-068).

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.

High school and beyond plans (HSBP) 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. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The District encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
- C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

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. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- E. A four-year plan for course taking that does the following:
  - 1. Includes information about options for satisfying state and local graduation requirements;
  - 2. Satisfies state and local graduation requirements;
  - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
  - 5. Includes information about the college scholarship programs;

- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
  2. Application timelines and submission deadlines;
  3. The importance of submitting applications early;
  4. Information specific to students who have been in foster care;
  5. Information specific to students who are, or are at risk of being, homeless;
  6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
  7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
  8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
  9. Information on college bound scholarship application and eligibility; and
- G. 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.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

### **Substitution of Graduation Requirements**

Students who transfer from other districts or with principal approval may substitute equivalent graduation requirements but must meet the minimum number of credits required in each subject area. All building principals shall provide the Superintendent or their designee with a report of all substitutions granted during any school year. This report must detail which courses were substituted. This report shall be submitted two weeks after the end of each school year.

**Waiver of Graduation Requirements**

A student may request a waiver of up to 2 credits within the 24-credit framework Personalized Pathway Requirement (1 credit Art; 1 or 2 credits World Language) or Elective credits based on a student's circumstances.

The Washington state history and state government requirement may be waived by the principal for students who: (i) have successfully completed a state history and state government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state. Waivers to graduation requirements are addressed in Policy 2412.

**Academic Acceleration**

The Board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. To that end, the District will automatically enroll students in the next most rigorous level of advanced courses or program offered by the high school. All students are encouraged to enroll in rigorous advanced courses.

Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The District will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. The District will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

**Credits**

High school credit will be awarded for successful completion of a specific unit of study.

Successful completion of a specific 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. Successful completion of an established number of hours of planned instructional activities to be determined by the District.

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

**Granting Credit for Out-of-School Learning Experiences**

The District will consider accepting credits toward high school graduation for learning experiences conducted away from school or by persons not employed by the District. Consideration will be granted only upon evidence that the petitioners have satisfied requirements outlined in these rules and regulations.

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

1. Name of program

2. Length of time for which approval is desired
3. Objectives of the program
4. Description of how credits shall be determined
  - 180 hours (50-minute hours) of instruction equals one (1) unit of credit or demonstrated mastery of the subject matter/curriculum content.
  - Courses taken under this policy shall apply as elective credit unless prior approval has been obtained from the principal for the credit to apply against a specific graduation requirement.
5. Content outline of the program and/or major learning activities and instructional materials to be used
6. Description of how student performance will be assessed
7. Qualifications of instructional personnel
8. Location of site where instruction is to take place
9. The plans for evaluation of the program; and
10. How and by whom the student will be supervised.

Any class(es) approved and attempted through the school/district will appear on the student's transcript, count towards the student's graduation requirements, and be included in the calculation of the student's grade point average (GPA) according to Policy 2422.

If a student chooses to participate in an out-of-school learning activity and does not have the activity pre-approved, the credit from the activity will not appear on the student's transcript, will not count toward the student's graduation requirements, and will not be included in the calculation of the student's GPA.

### **Running Start/Dual Credit/College in the High School**

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

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.

A student enrolling in the Running Start program, should have it in the Student's HSBP/post-secondary plan. This plan should inform their course taking an path to graduation and beyond.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending and arrange 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 his or her 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.

### **Home School Credit**

Guidelines for granting high school credit for home schooling are either of the following:

- A. To gain credit for a course of study, a student shall provide:
  - 1. A journal that 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 shall demonstrate proficiency at a minimum of 80% of the student learning objectives of the course. Such testing shall be 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 and paid for by the parent/guardian.
- 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 that are approved by the district after evaluation for a particular course offering.

If a parent and/or student believes that the above process is excessively burdensome, the student, if eligible, may apply to take the test of General Educational Development (GED).

### **Internships/Cooperative Work Experience/Work-Based Learning**

Internships/Cooperative Work Experiences are paid or unpaid learning experiences which integrate classroom instruction with productive, structured work experiences that are directly related to a sequence of courses and are aligned with the students' career interests. These experiences are available for credit as detailed in the course catalog.

### **Graduation Ceremonies**

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Participation in graduation ceremonies may be revoked by the school principal as a form of discipline.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The District will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the District will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Students transferring from a Richland School District high school to another Richland School District high school must take a minimum of four classes the final semester of their senior year at the new school to be eligible to receive the diploma of that school. Exceptions to this may be granted by the principal.

- A. The comprehensive high schools will recognize the students ranked in the top 4% of the graduating class by grade point average (GPA) as Summa Cum Laude. Students with a GPA of 3.5 or higher will be recognized as Magna Cum Laude. The class Valedictorian(s) is the student(s) with the highest GPA. The class Salutatorian(s) is the student(s) with the second highest GPA. The following criteria will be used in determining eligibility for consideration as the Valedictorian(s) and Salutatorian(s) of the graduation class:
1. Students must have successfully completed five AP/IB courses.
  2. Students must have been enrolled and attend four classes on campus at a Richland School District high school for at least one full semester of their high school career.
  3. All courses attempted on transcript will be used in the Valedictorian/Salutatorian grade calculation.
  4. All official grades received as of May 1st will be used in the calculation of the grade point average for Valedictorian/Salutatorian.
  5. All classes dropped or converted to Pass/Fail or Audit after the mid-point of the term (semester or quarter), will be calculated as an F for consideration as Valedictorian/Salutatorian.
- B. The alternative learning high schools will identify the student in the graduating class with the highest GPA and at least one semester of full time enrollment to be class Valedictorian.
- C. Foreign exchange students will walk through the graduation line only if they have met Richland School District graduation requirements. Foreign exchange students who have not met the requirements may be recognized at graduation and may receive an honorary diploma.

**Richland School District**

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