

## High School Graduation Requirements Procedure 2410P

### PUBLICATION OF GRADUATION REQUIREMENTS

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

### CREDIT REQUIREMENTS

#### Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

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

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

#### Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study.)
  - a. Students who have passed the Smarter Balanced assessment in English Language Arts, Mathematics, and/or Science may receive up to one (1) credit in each of the following areas.
    1. One (1) credit English Language Arts in 9th and/or 10th grade – for passing ELA state assessment.
    2. One (1) credit Mathematics in Algebra I and/or Algebra II – for passing Math state assessment.
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

**Credits from Other Programs**

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

**Total Number of Credits Required**

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

Subject	Credits Required	Options
Language Arts	4	Language Arts 9 – 1.0 credit Language Arts 10 – 1.0 credit Language Arts 11 – 1.0 credit Senior Language Arts Elective – 1.0 credit
Mathematics	3	Algebra 1 or equivalent – 1.0 credit Geometry or equivalent– 1.0 credit Algebra II or equivalent – 1.0 credit
Science	3	Two lab classes required. Integrated Science, Earth, Space, Physics or equivalent – 1.0 credit Biology I and II – 1.0 credit Chemistry I - .5 credit Science Elective - .5 credit
Social Studies	3	World History & Geography – 1.0 credit US History – 1.0 credit American Government - .5 credit 1 social studies class elective - .5 credit
Fine Arts*	2	Music, Art, Drama, and some CTE courses
Health and Fitness	2	9 <sup>th</sup> grade PE - .5 credit 3 PE elective classes – 1.5 credits
Occupational Education/CTE	1	Agriculture and Natural Resources, Automotive, Business, Marketing and Visual Technology, engineering design and fabrication, business marketing, family & consumer science, STEM, Off-Campus Program (fire science, first responder, health science career, police science)
World Language*	2	Japanese, French, Spanish, American Sign Language
Family Health**	0.5	9 <sup>th</sup> grade health - .5 credits

Electives	5.5	See course catalog for list of current elective offerings
Washington State History		Usually taken in 7 <sup>th</sup> grade, non-credit, state graduation requirement
<b>TOTAL REQUIRED CREDITS</b>	<b>26</b>	

\*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 students interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the students learning. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans.

\*\*Per Chapter 28A.23a RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. CPR is offered in the Kelso School District's required 9<sup>th</sup> grade health class.

### **Automatic Granting High School Credit for High School Courses Taken Prior to High School**

For the class of 2024 and beyond, high school level courses taken in middle school will automatically be transcribed to the high school transcript as a Pass. Failures of middle school coursework will not be placed on the high school transcript. Students may opt to instead have the numerical grade earned for the class posted to the high school transcript. If a student intends to have the numerical grade included in the high school cumulative GPA, the school provided form must be completed by June 1 of the Junior (11<sup>th</sup> grade) school year. In addition, students may opt to have the middle school course removed from the high school transcript. This process must be completed by June 1 of the Junior year.

### **Alternative Programs**

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

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

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to

- be used;
- G. A description of how student performance will be assessed;
  - H. The qualifications of instructional personnel;
  - I. The plans for evaluation of program; and
  - J. How and by whom the student will be supervised.
  - K. The district will keep a list of approved programs on file with the building principal. The building principal or designee will communicate the reasons for approval or disapproval to those making the request.

### **Running Start**

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

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

- A. Contact the college they are interested in attending to learn about the application process and requirements for enrollment.
- 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 Enrollment Verification Form (EVF) from the college or their high school counselor. The counselor will sign the form after the student completes the portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

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

The district regards work experience as part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. Work experience teacher will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school.

- F. The work experience may be as a planned part of credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours of instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work based learning standards

### **Home School Credits**

Guidelines for granting high school credit for home schooling are as follows:

- A. All home school credits/grades will be recorded as pass/fail on Kelso High School transcripts.
- B. The principal will have final authority on appropriate grade and course-level placement.
- C. Probationary placement may be made until student performance level is verified.
- D. Credit is granted for the following approved schools:
  - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
  - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering

### **HIGH SCHOOL AND BEYOND PLAN REQUIREMENT**

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 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.

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.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

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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;
- D. Identification of Financial Aid options:
  - a. College bound scholarship program established in chapter 28B.118 RCW; FAFSA; WASFA
- E. A four-year plan for course taking that that does the following:
  - a. Includes information about options for satisfying state and local graduation requirements;
  - b. Satisfies state and local graduation requirements;
  - c. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  - d. 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;
  - e. Includes information about the college bound scholarship program; and
  - 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. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
    - 2. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.
- F. 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.
- G. Students will complete and document 20 hours of community service with a non-profit agency. Hours can start being earned summer of the sophomore year and must be completed prior to

the commencement ceremonies.

- H. For the class of 2019 and beyond, students must participate in a final exit interview via their American Government class, as part of the High School and Beyond Plan.

## **GRADUATION ASSESSMENT PATHWAY OPTIONS**

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

### **1. Statewide High School Assessment**

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

### **2. Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

### **3. High School Transition Courses**

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

### **4. AP Courses and International Baccalaureate Programs**

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principals, AP calculus, and any of the international baccalaureate mathematics courses.

#### **5. SAT or ACT Scores**

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

#### **6. Combination of Options**

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

#### **7. Armed Services Vocational Aptitude Battery (ASVAB)**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.

#### **8. Career and Technical Education Courses**

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

[District note: School Districts have discretion in determining which pathway options they will offer to students.]

### **Expedited Appeal Process for Waiving Student Assessment Requirements**

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, 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.



This expedited appeal process will no longer be available after August 31, 2020.

### **WAIVER OF GRADUATION REQUIREMENTS**

All state requirements must be satisfied except that the district may waive Washington History and Government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. After completion of the tenth grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment, or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

Policy and Procedure 2418 & 2418P, Waiver of High School Graduation Credits, will be used as the waiver process.

### **STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
  - a. Attainable alternate classwork or individualized activities substituted for standard requirements;
  - b. A statement of waiver for any waived standard graduation requirements; or
  - c. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in

which the student reaches twenty-one years of age.

- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
  - a. The projected date by which all graduation requirements will be met: and
  - b. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

## **SEAL OF BILITERACY**

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

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by:
  - a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  - b. Passing an International Baccalaureate exam with a score of 4 or higher;
  - c. 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);
  - d. 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

## **GRADUATION HONORS**

### **Valedictorian/Salutatorian Academic Excellence Award**

Valedictorian/Salutatorian Definition: Valedictorian shall be determined from those students who have achieved excellence in the most rigorous course offerings at Kelso High School. The Salutatorian shall be next highest student who has achieved excellence in the most rigorous course offerings at Kelso High School. Excellence is based upon grade Point Average and course work at Kelso High School.

At the end of second Trimester of each year, a member of the senior class shall be designated the Valedictorian, and another the Salutatorian, of that senior class. The Valedictorian and Salutatorian shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Kelso High School according to the following guidelines:

- A. The student must have attended Kelso High School for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full time student enrolled and attending on-campus courses at Kelso High School.
- B. Home schooled students that enroll at Kelso High School must still meet the three (3) consecutive trimester guidelines as described above.
- C. The Valedictorian/Salutatorian will be chosen from the pool consisting of the 4.0 GPA pool of students from that graduating class.
- D. From the 4.0 GPA pool, the Valedictorian shall be determined by examining the rigor of courses taken. Each student transcript will be examined and awarded:
  - a. One (1) point for successful completion of an Advanced Placement and/or College in the High School courses and participated in the final exam for each Advance Placement or College in the High School course earned by the completion of the junior year. The student with the most points will be deemed Valedictorian and the student with the second most points will be awarded Salutatorian.
  - b. In the case of a tie there may be multiple Valedictorians and/or Salutatorians.

#### **Top 5% and 10% Graduation Recognition**

Each year, members of the senior class shall be designated as the top 5% and 10% of the graduating class. The top 5% and 10% shall be the students who have obtained the highest grade point averages in their class according to the following guidelines:

#### **EXCEPTIONS TO GRADUATION**

The following are guidelines for requesting participation in graduation without receiving a diploma.

- A. Applications will not be accepted prior to issuing of second trimester grades for the current academic year.
- B. The board will consider applications using the following timeline:
  - a. For special education students, students with serious health issues, and other circumstance(s), applications must be submitted prior to the Executive Board Meeting held the week before the formal graduation ceremony.
- C. The student must meet one of the following criteria:
  - a. Serious health issues:
  - b. Unusual Student circumstance(s); (Unusual Student circumstances may include, but are not limited to those outlined in Policy 2418, Exception to Graduation Requirements.)

- c. Special education student with a Transition to Work Plan to be completed.
- D. For students petitioning the School Board to participate in the graduation ceremony due to NOT earning all graduation requirements Policy 2410, the following criteria must be met and addressed prior to submitting an application for exception to the board.
  - a. Only students enrolled within the Kelso School District by the end of second trimester are eligible to apply for participation exception;
  - b. The student must have been in regular attendance and be on track to complete the required graduation credits for graduation.
  - c. The students must have completed a High School and Beyond Plan;
  - d. The student must be able to demonstrate that they have satisfactorily attempted to complete the alternative assessments to the state assessment and/or taken advantage of remediation classes/interventions intended to improve the student's ability to pass the state assessment or one of its alternatives. Teacher, counselor, or building administrator verification will be required;
  - e. The student must be able to document a plan of action to meet the State's graduation requirements following the graduation ceremony in order to earn a diploma. This assurance and plan may include enrolling in summer remediation classes, taking the summer assessment exam, and enrolling in an educational program in the Fall designed for completing graduation requirements; and
  - f. In order to not violate FERPA, the school board will review the applications and make a final decision regarding the applications for participation the Monday prior to the graduation ceremony during a closed meeting.

## **GRADUATION CEREMONIES**

The Kelso High School graduation ceremony is a celebration of individual student success. Any student who fulfills their pre-determined graduation requirements by the end of the last term of their senior year, may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

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.

Graduation ceremonies will be conducted in the following manner:

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

- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.
- F. Students who were enrolled through Kelso High School full time for all three trimesters of their senior year, and meet the other stated requirements, are eligible to participate in graduation ceremonies.
- G. In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies.

#### **WITHOLDING OF A DIPLOMA**

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. 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, Discipline and Corrective Action: When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

ADOPTED: 4.07

REVISED: 1.28.08 | 8.08 | 8.11 | 5.26.15 | 5.9.16 | 9.24.18 | 12.16.19