



INSTRUCTION

High School Graduation Requirements

I. Publication of Graduation Requirements

Starting with the beginning of the eighth grade and each year thereafter, middle and high schools shall provide each student and parent/guardian with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parent/guardian of alternative education experiences, including summer school opportunities available in the community, if any, or in close proximity. ([WAC 180-51-045](#))

Graduation requirements in effect when a student first attends high school shall be in effect until that student graduates unless such period is in excess of ten (10) years. ([Policy 2410](#)) The student, however, shall have the right to graduate in accordance with the requirements in effect for the school for any year within the ten (10) years. ([WAC 180-51-035](#))

II. Credit Requirements

A4. As used for **this the** graduation requirement policy and **this** 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](#))

B2. 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 (15) school days of the initial decision.

C3. 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. Students may earn up to 1.0 credit in these programs during high school (grade nine (9) through twelve (12)). These options should only be considered after students have satisfied at least one (1) graduation pathway requirement.

D4. Students who meet standard on the following assessments will be allowed to retrieve credit in the following ways. For the class of 2020, students who meet or exceed standard on these assessments may be awarded mastery/competency-based credit in the courses as follows:

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Assessment	Previously Failed Course Eligible for Retrieval or Mastery/Competency-based Credit for class of 2020	Amount of Credit Retrieved or Mastery/Competency-based Credit for class of 2020
Alternative Assessment Options in English language arts (ELA) for CIA Diploma (through class of 2021)	English1, English 2, English 1 Support, English 2 Support or any Special Education English course	Up to 1.0
Alternative Assessment Options in Math for CIA Diploma (through class of 2021)	Algebra, Algebra Support, Geometry, Geometry Support or any Special Education Math course	Up to 1.0
Alternative Assessment Options in Science for CIA Diploma (through class of 2021)	Coordinated Science, Biology, Biology and the Environment, and any Special Education Science course	Up to 1.0
End of Course (EOC) Algebra	Algebra or Algebra Support	Up to 1.0
End of Course (EOC) Biology	Biology	Up to 1.0
End of Course (EOC) Geometry	Geometry or Geometry Support	Up to 1.0
ELA Assessment Alternative Options or ELA Graduation Pathway Option—Graduation Cut Score	English 1 or 2 or English 1 or 2 Support	Up to 1.0
High School Smarter Balanced ELA—Graduation Cut Score	English 1 or 2 or English 1 or 2 Support	Up to 1.0
High School Smarter Balanced ELA—College Readiness Cut Score	English 1, 2, 3, or 4 or English Support	Up to 1.0
ELA Assessment Alternative Options or ELA Graduation Pathway Options—College and Career Readiness Benchmark Score (ACT, SAT)	English 1, 2, 3, or 4 or English Support	Up to 1.0
High School Smarter Balanced Math—Graduation Assessment Alternative Options or Math Graduation Pathway Option	Algebra, Geometry, Modeling Math, Modeling our World with Mathematics, or Math Support	Up to 1.0

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Assessment	Previously Failed Course Eligible for Retrieval	Amount of Credit Retrieved
High School Smarter Balanced Math—Graduation Cut Score	Algebra, Geometry, Modeling Math, Modeling our World with Mathematics, or Math Support	Up to 1.0
High School Smarter Balanced Math—College Readiness Cut Score (for assessments administered spring 2014-15 through fall 2017-18)	Algebra, Geometry, Modeling Math, Modeling our World with Mathematics, Algebra 2 or Math Support	Up to 1.0
High School Smarter Balanced Math—College Readiness Cut Score (for assessments administered spring 2017-18 or later)	Algebra, Geometry, Modeling Math, Modeling our World with Mathematics, or Math Support	Up to 1.0
ACT graduation cut score in Science	Coordinated Science, Biology, Biology and the Environment, Environmental Systems Design, Chemistry, Physics in the Universe, and any Special Education Science course	Up to 1.0
High School Washington Comprehensive Assessment of Science	Coordinated Science, Biology, Biology and the Environment, Environmental Systems Design, Chemistry, and Physics in the Universe	Up to 1.0

The new “retrieved” course or mastery/competency-based course and satisfactory (S) grade will be added to the student’s transcript.

E5. Credits from unaccredited programs or home-schools shall be evaluated and approved by these guidelines:

1a. To gain credit for a course of study, a student shall provide:

a.1) A course syllabus and a copy of the grade record used for the course; and

b.2) 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.

- 2b.** 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. If not, the parent may, at their expense, engage district-approved personnel to conduct such an assessment at a cost to be determined by the district.

Once approved, these courses and associated credit will be added with a satisfactory (S) grade to the student's permanent transcript.

F6. High school credit shall be given for courses taken in grades seven (7) and eight (8) if: ([RCW 28A.230.090](#))

- 1a.** The student takes the course on the high school campus with one (1) or more students enrolled in grades nine (9) to twelve (12) 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 (9) to twelve (12) 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.

- 2b.** The student successfully completes a regular grade seven (7) or eight (8) 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.

- 3e.** A student in grades seven (7) or eight (8) who has taken a course consistent with (1) or (2) above shall not be required to satisfy any additional requirements to receive high school credit for that course.

For the class of 2024 and beyond, the credits earned while the student is in seventh or eighth grade will be included on the high school transcript unless requested otherwise by the student and the student's family. For students in graduating classes prior to 2024, credits earned while the student was in seventh or eighth grade will be included on the high school transcript upon request of the student and the student's family.

G7. For college and university course work at the 100 level or above, five (5) quarter hours or three (3) semester hours shall equal 1.0 high school credit. Courses below the 100 level shall equal 0.5 high school credit. Commensurate with the additional credit earned for college and university credit, students who earn a college credit qualifying score of 3, 4, or 5 (i.e., Advanced Placement) will earn an additional 0.5 credit per exam. High school credit granted for college courses taken at the high school (i.e., College in the High School/University of Washington in the High School, and CTE Dual Credit) will be granted in a manner consistent with credit granted for other college or university coursework.

H8. Students may be awarded credit in a world language by establishing competency in a language other than English through approved world language proficiency assessments. The student will provide official documentation of world language assessments scores. Credits will be awarded with a satisfactory (S) grade on the student's permanent transcript. ([Policy 2415](#), [WAC 392-410-350](#))

III. Course of Study

To ensure that students are prepared to achieve mastery on the Washington State Academic Learning Standards as measured by the required state assessments and to graduate within four (4) years, most students on track to graduate in four (4) years will take six (6) classes per semester and will follow the course of study outlined in [Board Policy 2410](#).

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

The following content areas have courses of study with additional requirements:

A1. Mathematics

In lieu of a third credit of mathematics, students may choose an alternative mathematics course, if the third credit mathematics elective is supportive of the student's education and career goals and is indicated in the student's High School and Beyond Plan.

A student may substitute a computer science course ([SB 5299](#)) aligned to state computer science learning standards as an alternative to a third year of mathematics so long as:

- 1a.** Before substituting the mathematics course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;
- 2b.** The student, the student's parent/guardian, and the school principal or counselor agree to the substitution;
- 3e.** The substitution aligns with the student's High School and Beyond Plan; and
- 4d.** The student has not already substituted a third-year mathematics course for a computer science course.

For the class of 2020 and earlier, the district will obtain a signed consent to enroll the student in the alternative third credit of mathematics approved in a meeting with the student, the parent/guardian, and a school representative. The consent form will confirm the meeting, that the parent/guardian 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.

For the class of 2021 and later, a third credit of high school math will be based on the student's High School and Beyond Plan and approved by the student and the parent/guardian, or school counselor, or school principal.

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.

B2. Social Studies

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.

C3. Science

A student may substitute a computer science course ([SB 5299](#)) aligned to state computer science learning standards as an alternative to a third year of science so long as:

- 1a.** Before substituting the science course, the counselor provides the student and the student's parent/guardian with written notification of postsecondary consequences due to the substitution;
- 2b.** The student, the student's parent/guardian, and the school principal or counselor agree to the substitution;
- 3e.** The substitution aligns with the student's High School and Beyond Plan; and
- 4d.** The student has not already substituted a third-year science course for a computer science course.

IV. Learning Experiences Conducted Away from School or by Persons not Employed by the **School** District ([WAC 392-410-300](#))

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:

- The name of the program or planned learning experience;
- The length of time for which approval is desired;
- The objectives of the program or planned learning experience;
- The state learning goals, and related state learning standards are part of the program or planned learning experience;
- A content outline of the program and/or major learning activities and instructional materials to be used;
- A description of how student performance will be assessed;
- The qualifications of instructional personnel;
- Plans for evaluation of the program; and
- How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: school-planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies. 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.

A4. Credit for Work-Based Learning ([WAC 392-410-315](#))

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:

- 1a.** The work experience program shall be supervised by the school.
- 2b.** The work experience shall be directly related to the school program of the student.
- 3e.** Credit given for work experience shall represent growth in the student and the type of work done should have direct educational value.
- 4d.** The work experience in which experience is gained shall provide varied experience.
- 5e.** A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school.
- 6f.** Work experience, as a planned part of a school subject may be included in the credit given for the subject.
- 7g.** One (1) credit for work experience may be granted for not less than three hundred sixty (360) hours of work experience related to a student's school program. Alternatively, the district may grant one (1) credit on a mastery/competency basis as provided under [WAC 180-51-050](#) (1)(b).
- 8h.** A student participating shall be legally employed and must have passed their sixteenth birthday.
- 9i.** An employer's report of the student's work record, indicating satisfactory progress on the job, shall be filed with the school.
- 10j.** The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.

B2. National Guard High School Career Training and Washington National Guard Youth Challenge Program – Approval Procedures ([WAC 392-410-320](#))

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the principal shall be obtained prior to a student's participation in a National Guard training program as follows:

- 1a.** MIL Form 115 or an equivalent form now or hereafter provided by the National Guard shall be completed and filed with the district; and
- 2b.** The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and the principal **of the district**, and such agreement noted on MIL Form 115 or such equivalent form.

Credit toward high school graduation may be granted by the principal upon certification by a National Guard training unit commander on the completion component of MIL Form 115 or such equivalent form that the student has met all program requirements.

C3. College Coursework ([WAC 392-410-310](#))

Students enrolled in college coursework, including community colleges, vocational technical colleges, four-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 II. G. section ‘Granting High School Credit,’ number 7.**

1. 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:

- aA.** Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken. At a minimum, college level skills in reading and writing are required.
- bB.** 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 generally not be enrolled in courses at the high school, even when the community college they attend is not in session. A student enrolled full-time at a college may use 0.2 FTE to enroll at the high school for the purpose of accessing college courses online. Students are permitted to enroll in a combined annual average of 1.2 FTE between the high school and the college.
- cC.** Obtain a Running Start verification form from the college or their high school counselor. Work with **the** high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent/guardian consent is required if the student is under **eighteen (18)** years old.
- dD.** Register for classes via the college’s online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in paragraph “c” above needs to occur to ensure state funding for college courses.
- eE.** Work with **the** school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

2. College in the High School

The College in the High School program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A College in the High School program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

aA. Students who have not yet received a high school diploma, and are eligible to ([HB 1302](#) section 1) be in the ninth, tenth, eleventh or twelfth grades may participate in the High School in the College program.

bB. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the district, then an administrator ([HB 1302](#)) will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.

cC. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

3. Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

“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 Start, College in the High School courses, and career and technical education dual credit courses.

D4. Out-of-District Correspondence Courses

Credit for correspondence courses may be granted within a two-credit limit.

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.” The institution must also be a member of the National University Continuing Education Association or accredited by the Distance Education and Training Council provided the following requirements are met:

1a. Prior permission has been granted by the principal.

2b. The program fits the educational plan submitted by the student.

3e. Upon completion of the course, the student will submit their 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 the final grade reported for the course.

E5. Community Service

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 as part of the two-credit out-of-district correspondence course limitation. This credit will be granted if the following requirements are met.

- 1a.** A student must apply to the building principal for credit eligibility prior to the start of the semester for which credit is desired.
- 2b.** The community service program shall be supervised by the school.
- 3e.** A minimum of one hundred fifty (150) hours of participation time must be documented to qualify for 1.0 high school credit. Students must complete and document one hundred fifty (150) 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.
- 4d.** 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.

F6. Music

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. Students are eligible to receive up to two (2) credits for this activity as per the out-of-district correspondence course limitation. This credit will be granted if the following requirements are met:

- 1a.** A student must apply to the building 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.
- 2b.** A minimum of one hundred fifty (150) 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 (150) hours of activity on a log that is signed by the adult supervisor. All hours must be completed within six (6) months of the start date. Hours will not carry over.
- 3e.** 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.

V. High School and Beyond Plan Requirements

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/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/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.

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:

- 1A.** Identification of career goals, aided by a skills and interest assessment;
- 2B.** Identification of educational goals;
- 3C.** 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;
- 4D.** Information about the college bound scholarship program established in [Chapter 28B.118 RCW](#);
- 5E.** A four-year plan for course taking that does the following:
 - a1.** Includes information about options for satisfying state and local graduation requirements;
 - b2.** Satisfies state and local graduation requirements;
 - c3.** Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - d4.** 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;
 - e5.** Includes information about the college bound scholarship program; and
 - f6.** 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:

- Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to students 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
- Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, in filling out financial aid applications.

6D. 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.

VI. Graduation Pathways

A student pursues one (1) or more of the pathway options described in [Board Policy 2410](#) to demonstrate career and college readiness provided the option chosen is in alignment with the student's High School and Beyond Plan.

VII. Certificate of Academic Achievement/Certificate of Individual Achievement

For students in the class of 2019 and earlier, the Certificate of Academic Achievement is attained by meeting standard on all required state assessments as outlined in [Board Policy 2410](#).

For students who qualify for special education services in the class of 2021 and earlier, a Certificate of Individual Achievement will be granted as determined by their approved **Individual Education Plan (IEP)**. ([WAC 180-51-115](#))

VIII. Waiver of Graduation Requirements

The following procedures shall be followed in graduation waiver requests:

A4. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent **or designee** when requirements have been met.

For the class of 2020 and earlier, an individual student may be granted an exemption from any requirement in **this the graduation requirement** policy and **this** procedure if such requirement impedes the progress toward graduation, provided there is a direct relationship between the failure to meet the requirement due to unusual circumstances resulting in the student's inability to earn all required credits.

When a twelfth-grade student in the class of 2020 or earlier 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.

~~For students in the graduation class of 2020 and earlier, a principal may waive additional subject area and credit requirements if it is determined that the student was unable to meet the requirement due to school closures related to the novel coronavirus (COVID-19), consistent with rules adopted by the State Board of Education as provided for in the emergency waiver process. (EHB 2965)~~

For the class of 2021 and beyond, up to two (2) credits may be waived in accordance with [WAC 180-51-210\(2\)](#). These credits must be either elective or personalized pathway credit requirements. In order to graduate, students granted a waiver must earn seventeen (17) required subject credits (four (4) English, three (3) Math, three (3) Science, three (3) Social Studies, two (2) Health and Fitness, one (1) Arts, and one (1) Career and Technical Education) which may be by satisfactory demonstration of competence as provided by [WAC 180-51-050](#).

~~When a twelfth-grade student in the class of 2020 or earlier 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.~~

B. For students in the graduating classes of 2020 through 2024, beginning in the 2020-21 school year, additional graduation requirements may be waived on an individual basis, in accordance with [WAC 180-111-040](#), the Graduation Requirement Emergency Waiver (GREW). Waived credit graduation requirements are limited to the student's classes impacted by the novel coronavirus disruption. This emergency waiver may be applied to core credits or flexible credits as defined in [WAC 180-51-210](#).

- 1. For the classes of 2020 to 2023, up to two (2) additional credits may be waived under this emergency waiver, provided the student graduates with no fewer than twenty (20) credits. No more than one (1) credit in any core subject area may be waived.**
- 2. For the class of 2024, up to one (1) additional credit may be waived under this emergency waiver, provided the student graduates with no fewer than twenty-one (21) credits.**
- 3. For the classes of 2020 to 2023, a student's graduation pathway requirement may also be waived.**
- 4. In all cases, the waiver may only be considered after the school and district have made a good faith effort to support the student in meeting all requirements and use existing authority to grant student circumstance waivers. Students receiving the waiver must demonstrate preparation for their next steps after high school. School staff must advise students on the potential benefits and limitations of using the waiver.**
- 5. The High School and Beyond Plan requirement may not be waived.**

C2. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver shall be as follows:

- 1a.** The request shall be initiated in writing by the parent/guardian 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.
- 2b.** The principal shall investigate the request for waiver of graduation requirements.
- 3e.** The principal shall make a determination in writing based upon appropriate data and upon conclusions of the investigation.
- 4d.** The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request.
- 5e.** The parent/guardian or student shall be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent **or designee** no later than thirty (30) calendar days prior to the anticipated graduation date.

D3. Individual students may be excused by the principal from required physical education for the following reasons: ([RCW 28A.230.050](#))

- 1a.** Physical disability with a note from the student's physician indicating the reason for the requested waiver and the length of time for waiver.
- 2b.** Religious belief with a note from the leader of the student's church, synagogue, temple, or mosque indicating the doctrine that prevents the student's participation in physical education.
- 3e.** Participation in directed athletics, or military science or tactics, or marching band. ([WAC 180-51-061](#))
- 4d.** Other good cause as determined by the principal. Students who are excused by the principal from physical education must demonstrate proficiency/competency in the knowledge portion of the fitness requirement.

Students participating in directed athletics, including community-based organized athletics, are eligible to receive up to 1.0 of the physical education requirement waiver for their participation time. If such a subject requirement credit waiver is approved, the total number of credits required is not reduced. This waiver will be granted if the following requirements are met.

- a.1)** Students must complete 0.5 credits in Introduction to PE prior to being eligible to apply for a waiver.
- b.2)** A student must apply to the building principal for credit eligibility within two (2) weeks of the start of the program for which credit is desired.
- c.3)** Students must participate in an "organized" directed athletic program. The directed athletic/activity program may be district/school or community sponsored.
 - Community-sponsored: A minimum of one hundred fifty (150) hours of participation time must be documented to qualify for 1.0 high school credit (75 hours will equal 0.5 credits). Students must complete and document one hundred fifty (150) hours of activity on a log that is signed by the adult supervisor.

Participation in community-sponsored activities must be preapproved by the adult supervisor and the school principal and final verification of completion made by the program adult supervisor. The adult supervisor must be someone other than the student's parent/guardian. All hours must be completed within six (6) months of the start date. Hours will not carry over.

- District-sponsored: A minimum of one hundred fifty (150) hours of participation time must be documented to qualify for 1.0 high school credit (75 hours will equal 0.5 credits). Participation in district-sponsored activities must be preapproved by the coach/advisor and the school principal and final verification of completion made by the program coach/ advisor. All hours must be completed within six (6) months of the start date. Hours will not carry over.

d.4) Upon completion of the directed activity, the student must submit **their his or her** activity log that has been signed by the supervisor to the principal so that the waiver may be recorded on the student's permanent record.

E4. Secondary school students (grades seven through twelve) who have completed and passed a state history and government course of study in another state may have the Washington State history and government requirement waived by their principal. The study of the constitution shall not be waived but may be fulfilled through an alternative learning experience approved by the school principal. Eleventh- and twelfth-grade students who transfer from another state, who have previously earned 2.0 credits in social studies, may have the Washington State history and government requirement waived by the principal, if without such a waiver they will not be able to graduate with their class. ([WAC 180-51-075](#))

F5. For the classes of 2016 and beyond, the principal may waive the College and Career Readiness Seminar course for individual students, provided that the student has completed the district College and Career Readiness Seminar waiver checklist, including the High School and Beyond Plan and the principal determines that the waiver is appropriate, given the student's postsecondary plans.

G6. Students in the classes of 2014 through 2019 may be eligible to have their assessment graduation requirements waived in ELA and/or math if the district certifies that the student has demonstrated the necessary skills and knowledge to meet the high school graduation standard, and that the student has the skills necessary to achieve the college or career goals established in their High School and Beyond Plan.

Students in the class of 2018 may be eligible to have their assessment graduation requirements waived in ELA and/or math only if they have met all other graduation requirements and have attempted an alternate assessment option as established in [RCW 28A.655.065](#) before submitting a waiver.

Students in the class of 2020 may be eligible to have the requirement to satisfy the graduation pathway options in ELA and/or math waived if the district certifies that the student has demonstrated the necessary skills and knowledge to meet the high school graduation standard, and that the student has the skills necessary to achieve the college or career goals established in their High School and Beyond Plan.

Students, parents, guardians, or principals may initiate a waiver request for an eligible student through the student's school or the district. The district has the authority to determine which expedited waiver appeals are submitted to the Office of the Superintendent of Public Instruction (OSPI) for review and approval. ([RCW 28A.655.065](#))

This expedited appeal process will no longer be available after August 31, 2022.

IX. Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1.

X. 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 **ELA English language arts** assessments and the student has demonstrated proficiency in one (1) or more world languages. For the 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. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated through any one of the following methods:

- Aa.** Passing a world language advanced placement examination with a score of three (3) or higher;
- Bb.** 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 **OSPI the office of superintendent of public instruction** for mastery/competency-based credits;
- Cc.** Qualifying for four (4) mastery/competency-based credits by demonstrating proficiency in the world language at intermediate-mid level or higher based on the ACTFL proficiency guidelines, **in accordance with according to Board Policy 2415 and Procedure 2415P the school district's policy and procedure for mastery/competency-based credits for world languages**; or
- Dd.** Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by **OSPI 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](#)) OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

XI. 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 following graduation.

In accordance with Board Policy 3520 and Procedure 3520P, a student's diploma may be withheld until the student pays for failure to pay a fine or charge related to any school property that has been lost or damaged school property. Upon payment for damages, or the equivalent through restitution voluntary work, the diploma will be released. The student and parent/guardian shall be advised in writing, regarding the nature of the fines or charges, how restitution may be made, and how a student or their parents/guardians may appeal. notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted.

Fines or charges under \$600 may be appealed to the principal/designee. Fines or charges exceeding \$600 may be appealed to the regional superintendent for the appropriate school region. 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.

XII. 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 (1) month prior to the close of the school term.

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 will be conducted in the following manner:

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- A4.** 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.
- B2.** With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administrator and class advisor.
- C3.** Students who participate will be expected to demonstrate behavior and dress requirements as identified by the school.
- D4.** Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E5.** Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.
- F6.** Special education IEP students who turn twenty-one (21) or meet their transitional goals are eligible to participate fully in graduation ceremonies and will be issued a diploma at the end of the academic year. Other special education IEP students, i.e., those who will be eighteen (18) years of age or older by August 31, have completed at least four (4) years of high school, have been accepted into an Everett School district approved eighteen- to twenty-one-year-old transition program for the following year, and have a current IEP that includes unmet transition goals, will be permitted to participate in graduation ceremonies without receiving diplomas.

Cross references: [Board Policy 2409](#) Granting Equivalency Credit
 [Board Policy 2410](#) High School Graduation Requirements
 [Board Policy 2415](#) World Language Mastery-Based Credit

Adopted: November 21, 1980
Revised: March 3, 1986
Revised: July 1, 1986
Revised: May 16, 1989
Revised: October 28, 1991
Revised: January 12, 1997
Revised: August 25, 1997
Revised: July 11, 2000
Revised: November 2000
Revised: April 3, 2001
Revised: March 9, 2004
Revised: February 2006
Updated: November 2006
Revised: February 2007
Revised: July 2009
Revised: November 2010
Revised: July 2011
Updated: November 2011

Revised: February 2013
Revised: November 12, 2013
Revised: November 2014
Revised: April 2015
Revised: June 2015
Revised: November 2015
Revised: February 2016
Revised: April 2016
Revised: January 24, 2017
Revised: October 2017
Revised: November 2017
Revised: May 2018
Revised: December 2018
Revised: November 2019
Revised: May 2020
Revised: March 2021
Revised: September 2021
PROPOSED: May 2022

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Everett Public Schools Algebra II Course Replacement Application for students entering ninth grade prior to July 1, 2016

Date: _____

Student name: _____ ID: _____

Grade: _____ Number of credits: _____ GPA: _____

Four-year plan attached: _____ Career goal: _____

Proposed course replacement for algebra II: _____

Please explain how this course fits with your career plan:

Please explain your plans for post high school education or training:

Please explain the admissions requirements for this school/program and how the proposed course change will meet those requirements:

Request for course equivalency approved: _____ denied: _____

Reason for denial:

I understand that algebra II is a course required to meet minimum entrance requirements for all state 4-year colleges as established by the higher education coordinating board. It is required for participation in any community college math course that will count for college credit and is also an entry requirement for many apprenticeship programs.

By choosing to take a course that is equivalent to algebra II, I understand that I am not meeting the minimum requirements to enter a state 4-year college and that if I enroll in a community college, I may need to take and pay for additional math courses that will not earn college credit toward a degree program.

Student signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

Counselor signature: _____ Date: _____

Principal signature: _____ Date: _____

Adopted: February 2013

Revised: November 2014

Revised: February 2016

Revised: February 2018