

INSTRUCTION

High School Graduation Requirements

I. Publication of Graduation Requirements

Starting with the beginning of the ninth grade and each year thereafter, 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](#))

All students entering high school shall be assigned an expected graduation year as required by federal law. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class. Students must meet the minimum graduation requirements in place for their ninth-grade cohort at the time they enter high school, regardless of whether their expected graduation year has been extended or what year they actually graduate.

II. Credit Requirements

- A. As used for the graduation requirement policy and this procedure, the term "high school credit" shall mean the successful completion of a course taught consistent with 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](#))
- B. 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.
- C. 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 in grades nine (9) through twelve (12). These options should only be considered after students have satisfied at least one (1) graduation pathway requirement.
- D. Students who meet standard on the following assessments will be allowed to retrieve credit in the following ways. For the class of **2020 2023** and beyond, students who meet or exceed standard on these assessments may be awarded mastery/competency-based credit in the courses as follows:

IN REVISION

2410P

Page 2 of 15

Assessment	Previously Failed Course Eligible for Retrieval or Mastery/Competency-based Credit for Classes of <u>2020</u> <u>2023</u> and Beyond	Amount of Credit Retrieved or Mastery/Competency-based Credit for Classes of <u>2020</u> <u>2023</u> and Beyond
ELA Assessment Alternative Options or ELA Graduation Pathway Option—Graduation Cut Score	English 1 or 2 or English 1 or 2 Support or equivalent Special Education English course	Up to 1.0
High School Smarter Balanced ELA—Graduation Cut Score	English 1 or 2 or English 1 or 2 Support or equivalent Special Education English course	Up to 1.0
High School Smarter Balanced ELA—College Readiness Cut Score	English 1, 2, 3, or 4 or English Support or equivalent Special Education English course	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 or equivalent Special Education English course	Up to 1.0
High School Smarter Balanced Math—Graduation Assessment Alternative Options or Math Graduation Pathway Option	Algebraic Concepts, Geometry in Application, Modeling Our World with Mathematics, Intensified Algebra 1, Math Support or Special Education Math course	Up to 1.0
High School Smarter Balanced Math—Graduation Cut Score	Algebraic Concepts, Geometry in Application, Modeling Our World with Mathematics, Intensified Algebra 1, Math Support or Special Education Math course	Up to 1.0
ACT graduation cut score in Science	Coordinated Science, Biology, Biology and the Environment, Environmental Systems Design, Chemistry in the Earth System, Physics in the Universe, and any Special Education Science course	Up to 1.0

IN REVISION

2410P

Page 3 of 15

Assessment	Previously Failed Course Eligible for Retrieval or Mastery/Competency-based Credit for Classes of 2020 2023 and Beyond	Amount of Credit Retrieved or Mastery/Competency-based Credit for Classes of 2020 2023 and Beyond
Assessment	Previously Failed Course Eligible for Retrieval or Mastery/Competency-based Credit for Classes of 2020 2023 and Beyond	Amount of Credit Retrieved or Mastery/Competency-based Credit for Classes of 2020 2023 and Beyond
High School Washington Comprehensive Assessment of Science	Coordinated Science, Biology, Biology and the Environment, Environmental Systems Design, Chemistry in the Earth System, Physics in the Universe, and any Special Education Science course	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.

- E. Credits from unaccredited programs or home-schools shall be evaluated and approved by these guidelines:
1. To gain credit for a course of study, a student shall provide:
 - a. A course syllabus and a copy of the grade record used for the course; and
 - b. 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.
 2. 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.
- F. High school credit shall be given for courses taken in grades seven (7) and eight (8) if ([RCW 28A.230.090](#)):
1. 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.

2. 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.
3. 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 **prior to the end of the student's grade 11 school year**. 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.

- G. 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 on an Advanced Placement exam may earn an additional 0.5 credit per exam. High school credit granted for college courses taken at the high school through College in the High School or CTE Dual Credit will be granted in a manner consistent with credit granted for other college or university coursework.
- H. 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 graduation requirements modified or a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the student's Individualized Education Plan (IEP) and aligned with the student's High School and Beyond Plan. ([WAC 180-51-115](#))

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

A. 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:

1. 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;
2. The student, the student's parent/guardian, and the school principal or counselor agree to the substitution;
3. The substitution aligns with the student's High School and Beyond Plan; and
4. The student has not already substituted a third-year mathematics course for a computer science course.

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.

B. 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 in seventh or eighth grade.

C. 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:

1. 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;
2. The student, the student's parent/guardian, and the school principal or counselor agree to the substitution;
3. The substitution aligns with the student's High School and Beyond Plan; and
4. 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 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, paid work, volunteer work, 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.

A. Elective Credit for Paid Work Experience

Students ages 16 and older may earn up to two (2) elective high school credits through paid work experience according to the requirements contained in [Chapter 28A.600 RCW](#), which include preapproval of a proposal and assessment of the student's grade-level proficiency on the state financial education learning standards. Credits earned do not restrict students from earning additional credits through cooperative worksite learning ([WAC 392-410-315](#)) through mastery/competency policy.

Students who are legally eligible for paid employment may earn elective credit for paid work experience. Students who meet the requirements below as determined by the appropriate school official will be awarded one-half (.5) elective credit for each 180 hours of paid, verified work experience. Students may earn up to a maximum of two (2) elective high school credits through this process.

In order to be eligible to receive elective credit, the student's High School and Beyond Plan must be updated to reflect the paid work experience. In addition, the student's paid work experience must be approved in advance and in writing by the school counselor, principal, or principal designee. Approval is contingent upon the student's submission of the following information:

- Identification of the work-based sponsor (employer) who will serve as the point of contact for the employer and participate in supervising the student during the student's employment;

- A student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education, including those essential to understanding the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities as provided in [RCW 28A.150.210](#)(4); and
- A plan for demonstrating or otherwise assessing the students':
 - Grade-level proficiencies on the state financial education learning standards for employment and income or financial decisions as provided in the state financial education learning standards adopted in [RCW 28A.300.469](#); and
 - Growth in proficiency in meeting the state financial education learning standards that occurred between pre-work and post-work experiences.

The hours worked may occur during a student's school day, outside of the regular school calendar, or in accordance with [WAC 180-51-050](#) and [WAC 180-51-051](#). The district will verify the number of paid hours worked by the student at least once per term.

B. 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:

1. The work experience program shall be supervised by the school.
2. The work experience shall be directly related to the school program of the student.
3. Credit given for work experience shall represent growth in the student and the type of work done should have direct educational value.
4. The work experience in which experience is gained shall provide varied experience.
5. A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school.
6. Work experience, as a planned part of a school subject may be included in the credit given for the subject.
7. 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).
8. A student participating shall be legally employed and must have passed their sixteenth birthday.
9. An employer's report of the student's work record, indicating satisfactory progress on the job, shall be filed with the school.
10. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.

C. 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:

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

D. 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.

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:

- a. Check with their high school counselor and/or determine the options for demonstrating college-level placement via assessments or courses taken.
- 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 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 1.4 FTE between the high school and the college.

- c. 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.
- d. 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.
- e. 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:

- a. 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 College in the High School program.
- b. 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.

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 (CTE) Dual Credit courses.

E. 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:

1. Prior permission has been granted by the principal.
2. The program fits the educational plan submitted by the student.
3. 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.

F. 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:

1. A student must apply to the building principal for credit eligibility prior to the start of the semester for which credit is desired.
2. The community service program shall be supervised by the school.
3. 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.
4. 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 grade (S) only.

G. 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:

1. 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.
2. 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.

3. 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 grade (S).

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.

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 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:

1. Identification of career goals, aided by a skills and interest assessment;
2. Identification of educational goals;
3. 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;
4. Information about the College Bound Scholarship program established in [Chapter 28B.118 RCW](#);
5. A four-year plan for course taking 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:
 - 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.
- 6. 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 Pathway Options

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in [RCW 28A.300.042](#) (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to [Chapter 13.34 RCW](#);
- Students who are experiencing homelessness as defined in [RCW 28A.300.542](#)(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

VII. 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 including the state graduation pathway requirement in ELA, 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:

- A. Passing a world language advanced placement examination with a score of three (3) or higher;
- B. 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 for mastery/competency-based credits;
- C. 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 [Board Policy 2415](#) and [Procedure 2415P](#); or
- D. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI 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.

VIII. 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.

A. Awarding a Diploma Posthumously

At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:

- Was enrolled in a public school in the district at the time of death;
- Was deemed on-track to graduation before the time of death; and
- Died after matriculating into high school.

The high school diploma will bear the inscription “honoris causa” and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

B. Withholding of a Diploma

The district may withhold a student’s diploma based on the student’s damage to property in accordance with [Board Policy 3520](#) and [Procedure 3520P](#), Student Fees, Fines, and Charges. 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.

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.

Any student discipline will be in accordance with [Board Policy 3300](#), Student Discipline. Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the diploma will be granted.

IX. 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:

- 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. 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.
- C. Students who participate will be expected to demonstrate behavior and dress requirements as identified by the school.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.
- F. Students with IEPs who turn twenty-two (22) 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 students with IEPs, 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 Public Schools' approved 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.

IN REVISION

2410P

Page 15 of 15

- G. Students enrolled in Everett Reengagement Academy and Everett Virtual Academy are eligible to participate in the Everett Public Schools summer graduation ceremony upon successful completion of all graduation requirements. For students enrolled in Everett Reengagement Academy and Everett Virtual Academy to be eligible to participate in a graduation ceremony at Cascade High School, Everett High School, H.M. Jackson High School, or Sequoia High School, the student must be enrolled in the respective school by the first day of second semester of the school year in which the student will graduate. In addition, the student must remain enrolled at the school through the end of the semester, must earn a minimum of 3.0 credits at the school during the second semester of the year in which the student will graduate, and meet all other graduation requirements.

Cross references: [Board Policy 2409](#) Granting Equivalency Credit
 [Board Policy 2410](#) High School Graduation Requirements
 [Board Policy 2415](#) World Language Mastery-Based Learning and 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
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
Revised: June 2022
Updated: July 2022
Updated: January 2023
Revised: April 2023
Revised: January 2024
Revised: June 2024
PROPOSED: April 2025