

HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board shall will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board shall will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

	Class of 2009-2012 2013-2015		Class of 2013-2016 and beyond	
	WA State	Woodland	WA State	Woodland
English (reading, writing and communications)	3.0	3.5	3 .0	3.5 .0
Mathematics	2 3.0	2 3.0	3.0	3.0
Science (physical, life and earth; one laboratory credit)	2.0	2.0	2.0	2.0
Social Studies (civics, history and geography)	2.5	2.5	2.5 3.0	2.5 3.0
Health and Fitness	2.0	2.0	2 .0	2 .0
<u>Fitness</u>			<u>1.5</u>	<u>1.</u>
<u>Health</u>			<u>.5</u>	<u>.5</u>
Arts	1.0	1.0	1.0	1.0
Occupational Education	1.0	1.0	1.0	1.0
Electives	5.5	7.0 8.0	5.5 4.0	7.0 6.0
TOTAL:	19 20.0	22.0	20.0	22.0

~~A credit is defined as 150 hours of planned instructional activities excluding passing time.~~ The board shall will approve additional graduation requirements as recommended by the superintendent.

In addition to the minimum credit requirements, to earn a diploma each student must:

1. Pass the reading and writing portions of the statewide assessment;
2. Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student shall will develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan;
3. Complete a Culminating Project: During the course of their high school career each student shall will complete a culminating project. The project shall will demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned

judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;

~~4. Complete math requirements: Students in the class of 2009-2012 who fail to successfully pass the mathematics portion of the statewide assessment or an appropriate alternative, must earn two mathematics credits or career and technical education equivalent mathematics credits after 10th grade. Credits earned must meet high school standards. Students in the Class of 2013 and beyond must pass the mathematics portion of the statewide assessment, an alternative assessment, or an end-of-course examination one end-of-course assessment (either Algebra I or Geometry or their integrated math equivalents) or state-approved alternative. Students in the classes of 2015 and beyond must pass two end of course assessments (Algebra I and Geometry or their integrated math equivalents) or state-approve alternative~~

~~4. ; and~~

5. Complete science requirements: Students in the class of 2013-2015 and beyond must pass the ~~science~~ statewide biology end-of-course assessment or an ~~appropriate~~ state-approved alternative.

B. Students, in the Class of 2013 and beyond, must complete mathematics courses in one of the following progressive sequences.

- a. Algebra I, Geometry, and Algebra II; or
- b. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
- c. Any combination of (a) and (b) in progressive sequence.

In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school statewide assessment or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

D. High school credit will be awarded for successful completion of a specified unit of study. In this district successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy; and/or

2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

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

D-E. The superintendent ~~shall~~will develop procedures for implementing this policy which include:

1. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies.
2. Establishing the process for completion of the High School and Beyond Plan.
3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district.
4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days.
5. Making graduation requirements available in writing to students, parents and members of the public.
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for learning experiences conducted away from school, including National Guard high school career training.
8. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit, state law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma; tenth and eleventh grade students and their parents ~~shall~~will be notified annually of the Running Start Program.
9. Granting credit for work experience.
10. Granting credit based upon competence testing, in lieu of enrollment.
11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade.
12. Counseling of students to know what is expected of them ~~for completion of their schooling in order to graduate.~~
13. Preparing a list of all graduating students for the information of the board and release to the public.
14. Preparing suitable diplomas and final transcripts for graduating seniors.
15. Planning and executing graduation ceremonies.

16. Developing student learning plans for students who are not successful on one or more components of the statewide assessment.

In the event minimum test requirements are adopted by the board, a student who possesses a disability shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student shall be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student shall also be advised that he/she may receive a final transcript.

However, a student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Classroom Management, Corrective Actions or Punishments. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Corrective Actions or Punishments shall apply.

Graduation requirements in effect when a student first enrolls in high school shall be in effect until that student graduates unless such period is in excess of ten years.

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.

<p>Cross References:</p> <p>Board Policy 3110 Board Policy 3241 Board Policy 3520</p>	<p>Qualifications of Attendance and Placement Classroom Management, Corrective Actions or Punishment Student Fees, Fines and Charges</p>
<p>Legal References</p> <p>RCW 28A.230.090 RCW 28A.230.120 RCW 28A.600.300-400 RCW 28A.635.060 WAC 392-410 WAC 180-51 WAC 392-348 WAC 392-121-182 WAC 392-169</p>	<p>High school graduation requirements or equivalencies — Reevaluation and report by State Board of Education — Credit for courses taken before attending high school — Post-secondary credit equivalencies High school diplomas — Issuance — Option to receive final transcripts — Notice High school students' options Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected Courses of studies and equivalencies High school graduation requirements Secondary Education Alternative Learning Experience Requirements Special service programs running start program</p>

Management Resources:

Policy News, October 2011

Policy News, June 2010

Policy News, April 2009

Policy News, February 2009

Policy News, August 2007

Policy News, October 2004

Policy News, February 2004

Policy News, December 2000

Policy News, April 1999

Policy Manual Revisions

High School Proficiency Examination

High School Graduation Requirements (Class of 2009)

High School Graduation Requirements

Graduation Requirements Modified by Legislature

Graduation Requirements: High School and Beyond
Plans

High School Graduation Requirements

2004 High School Graduation Requirements Adopted

Variations Complicate College Credit Equivalencies

Revision Dates: 9-10-07, 06-22-09, 9-13-10

Adoption Date: February 25, 2004

Woodland School District #404