

## High School Graduation Requirements

- A. The board 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 will be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

WACA Students must complete a minimum of 5 credits at WACA ~~MMK~~ and attend two semesters in order to be awarded a Mary M. Knight diploma.

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

Subject	Mary M. Knight School	WACA Requirements
English	4	4
Mathematics	3	3
Science (including 1 lab credit)	3	3
Social Studies	3	3
Health and Fitness (one class must including training in cardiopulmonary resuscitation (CPR) and use of automatic external defibrillators (AED).	2	2
Arts	2	2
Occupational Education		
Career and Tech Ed	1	1
World Language or Personalized Pathway	2	2
Electives	5	4
Total State and District Credit Requirements	<b>25</b>	<b>24</b>

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

1. Meet exit exam criteria for English/Language Arts and Mathematics portions of the statewide assessment or a state approved alternative;
2. **High School and Beyond Plan:** The High School and Beyond Plan is a state graduation requirement. Each student must have a High School and Beyond Plan (HSBP) to guide the student's high school experience and prepare the student for postsecondary education or training and career (ESHB 2224, Chapter 31, Laws of 2017). Students start their plan in seventh or eighth grade and then continue to revise them throughout high school to accommodate changing interests or educational and career goals. Within the first year of high school enrollment, each student 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. Non-credit Requirement: The Washington State History and Government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade it fulfills the requirement, but high school credit will be awarded only if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn high school credit must still take three credits of social studies in high school.

### **Credit information**

Credit requirements conform to Career & College-Ready Graduation requirements.

English (4 credits required)

Math (3 credits required)

The following courses are required: Integrated Math 2; Algebra 2 or Integrated Math 3 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Science (3 credits required)

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Social Studies (3 credits required)

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; 0.5 credits of Civics (content may be embedded in another social studies course); 0.5 credits of Social Studies elective.

Arts (2 credits required)

Performing or visual arts is required. One (1) credit may be a **Personalized Pathway Requirement**, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

World Language (2 credits required)

Both credits may be a Personalized Pathway Requirement. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

Career and Technical Education (1 credit required)

This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the [CTE program standards](#).

Electives (5 credits required for MMK students, 4 credits required for WACA students)

## **ASSESSMENTS**

SBAC refers to the Common Core State Standard assessments developed by the multi-state consortium, the Smarter Balanced Assessment Consortium. For graduation purposes, the State Board of Education has set exit exam passing scores on Smarter Balanced tests that are different from the consortium-determined achievement levels.

### **High School and Beyond Plan**

Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student, parents/guardians and district staff and include, at a minimum: 1) a career goal; 2) an educational goal; 3) a four-year course plan for high school; and 4) identification of required assessments. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the High School and Beyond Plan is determined by the district.

A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a High School and Beyond Plan.

### **Certificate of Academic Achievement**

A student will receive a certificate of academic achievement (CAA) if they earn the appropriate number of credits required by the district, complete the High School and Beyond plan, and meet the reading, writing and math standards on the high school statewide assessment or an appropriate state-approved alternative ("CAA option").

### **Certificate of Individual Achievement**

Beginning in 2014-2015, a student qualifying for special education services will earn a Certificate of Individual Achievement after passing assessments determined by the student's Individualized Education Plan (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals and previous testing history.

- A. 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.

B. The superintendent 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 (e.g. another public school district or 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 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 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; and
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 will satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.

A student will 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 will 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 will 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*. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, *Classroom Management, Corrective Actions* will apply.

Graduation requirements in effect when a student first enrolls in high school will 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 will be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	<p>Policy 3110</p> <p>Policy 3241</p> <p>Policy 3520</p> <p>Policy 3412</p>	<p>Qualifications of Attendance and Placement</p> <p>Classroom Management, Corrective Actions or Discipline</p> <p>Student Fees, Fines and Charges</p> <p>Automated External Defibrillators (AED)</p>
Legal References	<p><a href="#">RCW 28A.230.090</a></p> <p><a href="#">RCW 28A.230.120</a></p>	<p>High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies</p> <p>High school diplomas — Issuance — Option to receive final transcripts — Notice</p>

[RCW 28A.600.300-400](#)  
[RCW 28A.635.060](#)

Running start program - Definition  
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

[WAC 180-51](#)  
[WAC 392-121-182](#)

High school graduation requirements  
Alternative Learning Experience  
Requirements

[WAC 392-169](#)

Special service programs - running start  
program

[WAC 392-348](#)  
[WAC 392-410](#)

Secondary Education  
Courses of studies and equivalencies

#### Management Resources:

*Policy and Legal News*, September 2013

One health class required for graduation  
must now include instruction in CPR  
and use of AED

*Policy News*, April 2012      State Board of Education revises credit requirements for graduation

*Policy News*, October 2011

Policy manual revisions

*Policy News*, June 2010

High school proficiency examination

*Policy News*, April 2009

High school graduation requirements  
(Class of 2009)

*Policy News*, February 2009

High School Graduation Requirements

*Policy News*, August 2007

Graduation Requirements Modified by  
Legislature

*Policy News*, October 2004

Graduation Requirements: High School  
and Beyond Plans

*Policy News*, February 2004

High School Graduation Requirements

*Policy News*, December 2000

2004 High School Graduation

*Policy News*, April 1999

Requirements Adopted

Variations Complicate College Credit  
Equivalencies

**Adoption Date: December, 2000:**

**School District Name: Mary M. Knight**

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: 07.18**

**Classification: Essential**