



## Instruction - Series 2000 Procedure High School Graduation Requirements – 2410P

### Publication of Graduation Requirements

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

### Required Subject Areas and Credits

Every student is required to acquire 22 high school credits for graduation. For credit purposes, a class must meet for a total of 180 (50 minute) hours of planned instruction. In addition, beginning with the graduating class of 2008, additional non-credit requirements will be in effect, including the successful completion of a culminating project and the successful passage of the Certificate of Academic Achievement. The Certificate of Mastery requirement is subject to a finding by the State Board of Education that the high school Washington Assessment of Student Learning (WASL) is valid and reliable for graduation purposes. Specific credits and subject areas of study are listed and defined in Board Policy 2410.

### Pathway, Plan, Portfolio and Project

Beginning with the graduating class of 2008, each high school student is required to complete activities in the areas below. Each year, incoming high school freshmen must complete a program that provides the student an opportunity to successfully initiate and complete the pathway, plan, portfolio and project requirements.

- A. High School Completion Plan. Beginning with the graduating class of 2008, each student is to develop, update at least annually, and have on file a high school completion plan that includes their plans for the four years of high school and their plans for the year after graduation (RCW 28A.230.090) This plan requires approval of the student's parents or guardians. School counselors and other appropriate staff will provide assistance to incoming ninth graders and their families in developing their educational plan, which includes the student's selection of a career pathway.

It is acknowledged that interests can change and that students may wish to change career pathways and/or completion plans. Changes in pathway or completion plans should reflect parent consent and should be submitted to the appropriate school counselor.

At the conclusion of each year the school will provide the student and his/her parents or guardians with a report card which reflects the progress that has been made toward satisfying the graduation requirements. If graduation is in jeopardy, the school, student and family will work together to identify alternative courses that can be taken to correct the deficiencies.

B. Pathway. As required by RCW 28A.600.160, each student must identify a career pathway upon entering high school. Pathway is defined as an organized sequence of classes, experiences and community-based activities supporting students in career exploration and preparation. School counselors and/or other appropriate staff will provide assistance to incoming ninth graders and their families in developing their career pathway. The pathway selection will be entered into the district's student records data base.

It is acknowledged that interests can change and that students may wish to change career pathways and/or completion plans. Changes in pathway or completion plans should reflect parent consent and should be submitted to the appropriate school counselor.

C. Portfolio. Portfolio is defined as a collection of student work documenting knowledge, skills and experiences in and out of school. Each student must create and use a personal portfolio that coordinates his/her chosen career pathway and high school plan. Though currently not a part of state graduation requirements, the portfolio is important to coordinate pathways, plans and projects. The portfolio must contain sections in student as worker, student as learner, student as citizen and student as individual.

D. The Culminating Project. The Culminating project is defined as a student selected project that reflects application of a student's learning experiences related to a pathway.

As required by the Washington State Board of Education, beginning with the graduating class of 2008, each student in the Peninsula School District shall complete an individual culminating project during his/her senior year that is required for graduation (a non-credit graduation requirement). This project consists of students demonstrating both their learning competencies and preparations related to state learning goals three and four. This requirement, in place for Running Start students as well, may be completed at either the high school or through Tacoma Community College.

The culminating project shall include the following:

- A tie between the student's high school plan, pathway and evolving portfolio.
- Community service.

- An evaluation that includes project validity, oral presentation, portfolio completion and written presentation. Written and oral boards shall include parent and community evaluators.

If a student who is working on a culminating project moves from one high school to another within the district, the student may continue with her/his current project.

Parental consent of a chosen project is required. If a parent objects to their student's chosen project, the student project advisor will meet with the parents to agree upon an acceptable alternative project.

### Waiver of Graduation Requirements

The following procedure shall be followed in graduation waiver requests:

- A. The building principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when requirements have been met.
  
- B. Waiver of graduation requirements is determined by the building principal. The procedure for processing requests for waiver shall be as follows:
  - 1. The request shall be initiated by the eligible student or his/her parents or guardians.
  - 2. The principal shall investigate the request for waiver of graduation requirements. He/she shall make a determination in writing based upon appropriate data and upon conclusions of the investigation. The eligible student or his/her parents or guardians may appeal a denial of waiver to the superintendent or his/her designee no later than 30 calendar days prior to the anticipated graduation date.
  - 3. The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request.
  - 4. All state statutory requirements must be satisfied except that Washington history and government, pursuant to WAC 180-51-075, and physical education, pursuant to RCW 28A.230.050, may be waived. In the latter instance, an individual student may be excused from physical education upon written request of a parent or guardian on account of physical disability, employment, religious belief or because of participation in district directed athletics or military science and tactics. This shall not alter the credit requirements established by the Board.
  
- C. An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation, provided there is a direct relationship between the failure to meet the requirement and the student's ability.

- D. Students identified by the district as having a disability, according to criteria established by WAC 392-172 or Section 504 of the Rehabilitation Act of 1973 will be granted a diploma based on satisfactory completion of the objectives incorporated into the student's Individualized Education Program (IEP) or 504 plan. Satisfactory completion of the objectives incorporated into the IEP or 504 plan shall be determined by the IEP team or 504 committee.

#### Credit Earned Prior to High School

Under RCW 28A.230.090, students shall receive credit for courses successfully completed before attending high school, if the academic level of the course exceeds the requirements for seventh and eighth grade classes as determined by the Essential Academic Learning Requirements and the course was taken with high school students or is equivalent to a course offered at the high school. In such courses offered at the middle school level, course completion data shall be forwarded directly to the feeder high school counseling department. Students who wish to have this coursework accepted for high school credit must inform their high school counselor of their request to have the course entered onto the student's transcript.

#### Alternative Programs for Credit Acquisition

The following procedure shall be followed for consideration of granting credit for alternative learning experiences. The building principal is responsible for evaluating these alternative programs and for granting or denying such credits.

##### A. Planned Learning Experiences

The district generally does not promote the granting of credits for participation in community activities outside of school. However, with pre-approval credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by the district or conducted primarily by individuals not employed by the district. School planned learning experiences such as, but not limited to, travel study, work study, private lessons and educational programs sponsored by governmental agencies may be accepted for credit by the building principal based on the procedures listed below. A proposal for approval of out-of-school learning activities shall be submitted prior to the experience, shall be at no additional cost to the district, and shall include at least the following information:

1. The objective(s) of the program;
2. The teaching component(s) of the program, including where and when teaching activities will be conducted by school district certificated teacher or by a teacher who is certified by another governmental agency;
3. A schedule of the duration of the program, including beginning and ending dates within the school year;
4. A description of how student performance will be supervised, evaluated and recorded by the certificated teacher, by qualified school district employee under

- the direct supervision of the certificated teacher or by a teacher who is certified by another governmental agency;
5. A description of intervention techniques and criteria for their use;
  6. A description of how student performance will be assessed;
  7. Qualifications of instructional personnel; and
  8. Plans for evaluation of the program.

## B. Work Experience

Work Based Learning experiences are those that are embedded into various courses that do not provide additional credit over that earned by taking the course. These Work Based Learning experiences do not need to meet the following standards as long as the instructor can insure the student the experience is occurring in a safe learning environment.

Worksite Learning experience, paid or unpaid, may be accepted for credit if all the elements of the following standards are in place:

1. A school Worksite Learning Coordinator (teacher) shall be identified to coordinate the learning experience and shall be responsible for: (WAC 180-77-068)
  - Aligning the worksite experience to the student's educational and career plan;
  - Identifying and developing training sites, establishing Worksite Learning Agreements and Worksite Learning Plans, orienting and coordinating with the Worksite Supervisor, and assessing and reporting student progress.
  - Applying legal requirements of paid and unpaid Worksite Learning. (Chapter 296-125 and 131 WAC)
2. A Worksite Supervisor (non-teacher) shall be identified and shall supervise the student at the worksite. The Worksite Supervisor will;
  - Receive program orientation prior to placement of the student in the program;
  - Give appropriate instruction/feedback to the student on the worksite;
  - Contribute to the development of the student's Learning Plan and assessment of the student's learning;
  - Contact the Worksite Learning Coordinator for assistance as needed.
3. The work experience shall be connected to the student's individual High School Completion Plan.

- The educational and/or career plan shall involve one or more of the State Learning Goals and related Essential Academic Learning Requirements.
  - Educational and/or career guidance services shall be available to students seeking Worksite Learning experience.
  - The educational and/or career plan should relate to a specific career and/or educational pathway.
  - The educational and/or career plan should extend at least one year beyond high school graduation.
4. The worksite is appropriate for the student's learning experience based upon a Worksite Learning Agreement and Worksite Learning Plan.
- The Worksite Learning Plan shall articulate clear, measurable learning objectives.
  - The Worksite Learning Plan shall articulate the connection between the student's High School Completion Plan and the worksite learning.
  - A new Worksite Training Plan must be developed for every paid worksite credit earned by a student (405 hours).
5. The worksite and student shall be appropriately prepared for the worksite placement.
- The worksite shall provide the student with new employee (for paid) and volunteer (for unpaid) orientation.
  - Training shall be provided on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors. (Chapter 296-125 and 131 WAC)
6. Evaluation of learning progress related to the Worksite Learning Plan shall occur during the Worksite Learning experience.
- Learning objectives as outlined in the Worksite Learning Agreement shall be evaluated. For unpaid experiences the student will be formally evaluated based on the Worksite Learning Plan every 30 hours (three times per 90, six times every 180 hours) of unpaid experience. For paid experiences the student will be formally evaluated based on the Worksite Training Plan every 100 hours (twice per semester, four times per credit earned) of paid experience.
  - Documentation of progress shall be on file in the district as outlined in the Worksite Learning Agreement.
  - The Worksite Learning Coordinator, the Worksite Supervisor, and the student shall all participate in the evaluation process.

7. One credit may be granted for not less than four hundred five hours (.5 credit for 202.5 hours) of paid worksite experience related to a student's school program related in the career plan;
8. One credit may be granted for not less than 180 hours (.5 credit for 90 hours) of unpaid worksite experience related to a student's school program reflected in the career plan.

C. Running Start

Students in the 11<sup>th</sup> and 12<sup>th</sup> grade enrolled in a community college or vocational-technical institute under the Running Start program shall be granted credit equivalent to the course work equivalent to the course work completed. The following procedures will apply:

1. The building principal will determine whether credits earned in the Running Start program fulfill (or fail to fulfill) graduation requirements.
2. Running Start students may provide the releasing high school with a copy of the course number and course requirements specified by the college or vocational-technical institute and request a determination as to course equivalency before enrolling in that particular course. High school staff must be given no less than five working days in which to make a determination. This procedure is not required.
3. The building principal must make a course equivalency determination within twenty business days of receipt of data provided by the post-secondary institution and provide written notice of that determination to both the student and his/her parents or guardians.
4. If equivalency credit is not awarded by the principal, the matter may be appealed to the superintendent. He/she shall make a determination only after consultation with a representative of the post-secondary institution offering the course.

D. College/Vocational Technical Dual Credit Option

Students may also receive college or vocational-technical institute credit by taking identified dual credit courses at the high school. The following procedures apply.

1. Courses that have completed an articulated curriculum with the college of vocational-technical institute shall be listed in each high school's course catalog along with information on how students can apply for dual credit.
2. It is the responsibility of the student or his/her parents or guardians to apply for dual credit.

3. Students who apply for the dual credit option and who earn a “B” or better in a dual credit class earn both high school credit and credit from the articulated post-secondary institution.

#### E. National Guard High School Career Training

National Guard high school career training in lieu of either required or elective high school credits is acceptable. Students who are enrolled in such a National Guard program shall be considered enrolled in the district for state equalization apportionment and other appropriate purposes.

Approval by the principal shall be obtained prior to a student’s participation in a National Guard career 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 school district; and
2. The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and an authorized representative of the school district and such agreement noted on MIL Form 115 or such equivalent form.

Credit toward high school graduation may be granted by the school district 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.

#### F. Home School

The following procedure shall be followed for consideration of granting credit for home school experience:

1. The student requesting high school credit must be or have been a legally identified home school student with appropriate forms on file with the school district.
2. The parent and student shall meet with the building principal or his/her designee to develop an agreed upon educational plan prior to the completion of home school credits. The principal has the right to deny home school credits completed without prior approval;
3. For each course of study, the student may be asked to provide to the school:
  - A journal which reflects the actual work completed during a home school course of study;



- Exhibits of any specific projects completed (e.g. themes, research papers, art and/or shop projects);
  - Any performance-based exhibits of specific course-related accomplishments;
4. Home school credits accepted by the building principal will be entered on the student's high school transcript as a "Pass/Fail" grade.
  5. Any district testing shall be available to home school students as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district approved personnel to conduct such an assessment at a cost to be determined by such personnel.

**G. Correspondence, College or Technical School Courses**

Credit may be accepted, with principal pre-approval, for correspondence courses and college courses from approved and accredited schools or institutions that fits the educational plan submitted by the student. The following are approved schools:

1. Community colleges, vocational-technical institutes, four year colleges and universities and approved private schools in Washington state; and
2. Any schools or institutions which are approved, by the principal, after a particular course offering has been evaluated and found to be in alignment with district standards.

Correspondence school credits are designed for credit retrieval or summer course make-up only and, unless waived by the building principal, are not accepted for new credit in core subject areas. With principal approval, credit may be earned.

**H. Cyber Classroom Program Courses**

The Peninsula School District offers students the opportunity to participate in distance learning through technology. The Cyber Classroom Program (CCP) procedures apply:

1. Courses taken online through CCP will substitute for Peninsula School District high school courses.
2. Participants, who are chosen through an application process, must have out-of-school access to an Internet connected computer in order to access their coursework and will need to have the ability to work independently and in cooperation with the CCP teacher.
3. Working with the Instructional Technology Department, high schools may require additional coursework beyond that offered online (e.g. projects, reports, service).
4. Students who apply for and are admitted to the CCP program may take the courses at no cost if:

- The student lives within the Peninsula School District boundaries;
- The number of courses planned to be taken at any of the three district high schools and the CCP program does not total more than six.

I. Summer School Credit Make-Up

Students who have failed a course may have an opportunity to retake that credit through the district's summer school credit make-up option.

1. This district option is available for credit make-up only and is not available for acquiring new credit.
2. Annually the district will hire a summer school administrator who will be responsible for all aspects of the credit make-up program, including identification of courses offered, assignment of staff, advertising options to students and families, approving credits earned, and managing the program throughout the session.
3. A competency based curriculum will be established for each class offered during the summer session. Competencies will be aligned with state standards and district curriculum for each course offered.
4. Teachers will evaluate students using a pass/fail system.
5. Credit make-up tuition will be paid by the student for each half credit class taken. However, inability to pay will never be a reason why a student does not participate in the summer program. Scholarships will be made available to families in need.

High School Transcripts

The principal or his/her designee of the high school in which the student was most recently enrolled or is currently enrolled shall be responsible for:

- A. Incorporating into the student's standardized transcript the information contained in WAC 180-57-070. Each high school shall also develop a school profile which may be distributed without the student's consent with the standardized transcript. This profile shall include school characteristics such as accreditation status, school size, grades served, staff size and training, school graduation requirements, special curriculum features and community information;
- B. Informing all students in his/her school annually that prospective employers may request to see transcripts and that the student's decision to release transcripts can be an important part of the process of applying for employment;

- C. Releasing student transcripts to persons other than the student or the student's parents/guardians only upon written authorization of the student or student's parents/guardians; and
- D. Notifying senior students prior to their graduation of their right to receive a final transcript in addition to their regular diploma (subject to the exception set forth in RCW 28A.635.060), directing the student to indicate their decision within 30 days of graduation, and providing complete copies of their high school transcripts, with graduation noted thereon, within 45 calendar days following graduation.

Students enrolling in a PSD high school from another public school within the last three weeks of a semester shall have accepted his/her semester grades from the most recent high school in which the student attended to determine the student's semester grade. Those grades will then be averaged with the work done in the PSD high school. A student entering from a private school will have his/her transcript reviewed and, if appropriate, approved by the principal.

Any student who leaves a PSD school within the last three weeks of a semester must show proof of admission into a new school before his/her grades shall be forwarded to a new school for acceptance.

### Graduation Ceremonies

Each high school shall annually prepare a list of all graduating seniors for the information of the Board and for release to the public.

Students may participate in graduation ceremonies only if they fulfill graduation requirements by the end of the second semester of the student's graduation year. In the case of a special education student, a building IEP team may determine that a student can participate in a graduation ceremony without having fulfilled all graduation requirements.

Participation in the actual graduation ceremony is a privilege, not a requirement, to receive a diploma.

Students may be denied participation in graduation ceremonies in the event corrective actions are imposed for violations of school rules. When determining such participation, consideration will be given regarding the seriousness and timeliness of the violation. In such instances when participation is denied, the diploma will be granted.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.

- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and the class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- 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.