

## **High School Graduation Requirements**

### **I. PUBLICATION OF GRADUATION REQUIREMENTS**

Prior to registering in high school and each year thereafter, each student and his or 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). Graduation requirements may also be included in the student handbook.

### **II. CREDIT REQUIREMENTS**

#### **Period of Eligibility to Earn Credits**

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

#### **Awarding of High School Credit**

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

### Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

### Total Number of Credits Required

SUBJECT AREA	Class of 2023	Class of 2024	Class of 2025	Class of 2026 and beyond
ELA	4	4	4	4
Math *	3	3	3	3
Science *	3	3	3	3
Social Studies *	3	3	3	3
Health *	0.5	0.5	0.5	0.5
Physical Education **	1.5	1.5	1.5	1.5
Arts **	2	2	2	2
CTE	1	1	1	1
World Language **	2	2	2	2
Electives	7	6	5	4
Credits Required	27	26	25	24

\*Indicates that subject area has an intended progression and/or specific required courses for graduation.

\*\* Indicates some or all of the credits in that subject area may be replaced by other coursework necessary for a student's Personalized pathway.

Required courses, intended course progression, and waiver options have been established by the Washington State Board of Education and can be found on their website <https://www.sbe.wa.gov/our-work> requirements. Contact the appropriate school administrator or counselor for more information on eligibility and requirements.

### Alternative Programs

The district may grant credit toward graduation requirements 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 will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of program; and
- J. How and by whom the student will be supervised.

The school will keep appropriate records for each program and the principal or designee will communicate the reasons for approval or disapproval to those making the request.

### **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 contact the college for application information.

### **Credit for Career and Technical Work-Based Learning**

The district regards work experience as a part of the educational program of students as part of the secondary school curriculum. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.

- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The College and Career Coordinator or Certificated Teacher will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work based learning experience and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work based learning standards.

### **National Guard High School Career Training**

The district may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will 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
- C. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

### **Home School Credit**

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
  - 1. A journal that reflects the actual work completed during a home-study course of study;
  - 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
  - 3. Any such other performance-based exhibits of specific course-related accomplishments.
  
- B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available 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 determined by such personnel.
  
- C. Credit is granted for the following approved schools:
  - 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
  - 2. Other schools or institutions that are approved by the district after evaluation for a course offering.

### **III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT**

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 and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district encourages parents and guardians to be involved in the process of developing an updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. 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;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
  - 1. Includes information about options for satisfying state and local graduation requirements;
  - 2. Satisfies state and local graduation requirements;
  - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  - 4. 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;
  - 5. Includes information about the college bound scholarship program; and
  - 6. 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:
    - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student 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
    - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.

- D. 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.

### **CREDIT RETRIEVAL BASED ON STATE EXAM PROFICIENCIES**

Students who meet standard on the high school state exams identified below will be allowed to retrieve credit for previously failed courses in the following ways:

- A. **State Assessment:** Smarter Balanced ELA (passing at College & Career Readiness levels 3 or 4)  
**Previously Failed Course Eligible for Credit Retrieval:** Any English credit taken Junior year or prior  
**Credit Retrieved:** Up to 1.0
- B. **State Assessment:** Smarter Balanced ELA (passing at high school exit exam score) *or SAT/ACT (passing at high school exit exam score)*  
**Previously Failed Course Eligible for Credit Retrieval:** English 9, or English 10  
**Credit Retrieved:** Up to 1.0
- C. **State Assessment:** Smarter Balanced Math (passing at College & Career Readiness levels 3 or 4)  
**Previously Failed Course Eligible for Credit Retrieval:** Any math credit in Algebra 2 or lower  
**Credit Retrieved:** Up to 1.0
- D. **State Assessment:** Smarter Balanced Math (passing at high school exit exam score) *or SAT/ACT (passing at high school exit exam score)*  
**Previously Failed Course Eligible for Credit Retrieval:** Algebra 1 or Geometry  
**Credit Retrieved:** Up to 1.0
- E. **State Assessment:** Washington Comprehensive Assessment of Science (passing at levels 3 or 4)  
**Previously Failed Course Eligible for Credit Retrieval:** Any science credit taken junior year or prior  
**Credit Retrieved:** Up to 1.0
- F. Meeting standard at Level 2 (Basic) may apply for students with an IEP where proficiency is designated at the basic level, in which case the credits at the exit exam score shown above also apply.
- G. Previously failed courses remain on transcript and retain the grade of "F"
- H. Retrieved credit receives a "P" on the transcript and meets appropriate graduation requirement.

### **IV. GRADUATION PATHWAY OPTIONS**

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

## **Statewide High School Assessment**

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

## **Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

## **High School Transition Courses**

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

## **AP Courses**

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principals, AP calculus, and any of the international baccalaureate mathematics courses.

## **SAT or ACT Scores**

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.



### **Combination of Options**

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

### **Armed Services Vocational Aptitude Battery**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.

### **Career and Technical Education Courses**

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

### **Expedited Appeal Process for Waiving Student Assessment Requirements**

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

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

## **V. INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA**

A student who fulfills the requirements for an International Baccalaureate Program diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete

all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.

## **VI. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
  1. Attainable alternate classwork or individualized activities substituted for standard requirements;
  2. A statement of waiver for any waived standard graduation requirements; or
  3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
  1. The projected date by which all graduation requirements will be met; and
  2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

## **VII. SEAL OF BILITERACY**

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For 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. Proficiency may be demonstrated by one of the following methods:
  - 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  - 2. Passing an International Baccalaureate exam with a score of 4 or higher;
  - 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
  - 4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
  - 5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

## **VIII. GRADUATION CEREMONIES**

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

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 class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

The following criteria for student dress during the graduation ceremony has been established to ensure a balance of tradition, consistency, and individual expression:

1. **Tradition and Consistency:** One purpose of the graduation ceremony is to recognize the achievement of the graduating class, as a whole. All graduating students wear the same robe and stole to represent their accomplishment as a class, and their affiliation with Lynden High School. Additional stoles and appropriate neckwear may be added according to “Individualized Expression” below.
2. **Achievement and Participation:** High academic achievement, as demonstrated by GPA, as well as affiliation and participation in official school or district recognized clubs, societies, or organizations may be recognized through cords or medallions. The choice of a unique color cord or medallion to represent the achievement or participation must be done in consultation with the staff advisor and administration. The staff advisor shall provide a list of all students who are qualified to wear the respective item.
3. **Individual Expression:** Personalized decoration of the mortarboard and stoles or leis of personal significance are the student’s opportunity to express their individuality, gratitude, or future plans. All personalized items must meet school appropriate expectations regarding language and content: no profanity or references to lewd behavior, criminal activity, drugs, alcohol, or violence, or would be considered offensive (at the discretion of administration). Additionally, mortarboard decoration must be flat and may not: extend beyond the plane of the mortarboard, include lights, moving parts, or other forms of distraction or excessive attention. Appropriateness shall be determined by school administration.

Students enrolled in more than one school (Lynden Academy and Lynden High School) during their senior year, and satisfy graduation requirements of both schools, may participate in the graduation ceremony of their choice. Students may only participate in one graduation ceremony.

## **IX. WITHOLDING OF A DIPLOMA**

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. 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, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

## **X. CERTIFICATE OF ATTENDANCE (RCW 28A.155.170; also known as Kevin's Law)**

Students between the ages of eighteen (18) and twenty-one (21) receiving special education or related services under an Individualized Education Program (IEP) may be eligible to participate in the commencement ceremony prior to the completion of all graduation requirements. At that time, any such student would receive a "Certificate of Attendance." In order to qualify as eligible to participate in commencement exercises with their graduating class prior to meeting all graduation requirements the student must:

1. Have attended four (4) years of high school;
2. Have intentions of continuing to receive services in a 5<sup>th</sup> year or transition program.
3. Have such intentions and an anticipated graduation year documented in the student's IEP no later than the IEP that is in effect during the year in which a student turns 16.
4. Met four years of attendance requirements including no more than 25% unexcused absences in any year.

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