

High School Graduation Requirements

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). Graduation requirements shall also be included in the student handbook.

HIGH SCHOOL COMPLETION

Each student is to develop, update as necessary, and initially have on file a high school completion plan approved by the parent. Counselors will provide assistance to incoming ninth graders and their families in developing educational plans. Changes in plans should normally reflect parent consent and should be submitted to the appropriate counselor. At the conclusion of each year the school will provide the student and his/her parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If progress is not normal, the school will identify alternative courses that can be taken to correct the deficiencies.

CREDIT RETRIEVAL

To maintain the integrity of a West Valley diploma and to provide specific guidelines for counseling in the event a student needs to make-up a credit, the following guidelines will apply:

- A. Off-campus retrieval for classes failed in the West Valley School District:
 - 1. Students may retrieve up to 6 classes (3 credits) in grades 9-12 without approved correspondence courses or other approved off-campus academic courses.
 - 2. Students may take a maximum of 3 courses (1.5 credits) by correspondence between grades 9-12.
 - 3. Students may take a maximum of 2 classes (1.0) credit by correspondence or other off-campus classes during summer break.
 - 4. Students are limited to a maximum of one-fourth the total graduation credit requirement in an academic discipline by correspondence or other off-campus classes.
 - 5. Students are limited to one half credit off-campus retrieval for two semester required classes (i.e. Language Arts 9, Language Arts 10, two semester math classes and U.S. History).
- B. Credit Retrieval may be granted for competency/proficiency testing as per District Policy 2409.

REQUIRED SUBJECT AREA CREDIT REQUIREMENTS AND APPROVED COURSES

The following courses are approved for satisfying the subject area credit requirements as established by the State Board of Education:

WEST VALLEY SCHOOL DISTRICT CREDIT REQUIREMENTS

Class of:	2012	2013	2014	2015	2016	2017	2018	2019* and beyond
<i>Entering 9th grade after July 1 of:</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
English	4	4	4	4	4	4	4	4
Mathematics	3	3	3	3	3	3	3	3
Science	3	3	3	3	3	3	3	3
Social Studies	3	3	3	3	3	3	3	3
Arts	1	1	1	1	1	1	1	2*
Health and Fitness	2	2	2	2	2	2	2	2
Career and Tech Ed								1
Occupational Education	1	1	1	1	1	1	1	
World Language								2*
Culminating Project	.5	.5	.5	.5				
Electives	6.5	6.5	6.5	6.5	7	7	7	4
Total Required Credits:	24	24	24	24	24	24	24	24

*1.0 credit Art and 2.0 credits World Language may be fulfilled through a Personalized Pathway option.

WASHINGTON STATE CREDIT REQUIREMENTS

Class of:	2012	2013	2014	2015	2016	2017	2018	2019* and beyond
<i>Entering 9th grade after July 1 of:</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
English	3	3	3	3	4	4	4	4
Mathematics	2	3	3	3	3	3	3	3
Science	2	2	2	2	2	2	2	3
Social Studies	2.5	2.5	2.5	2.5	3	3	3	3
Arts	1	1	1	1	1	1	1	2
Health and Fitness	2	2	2	2	2	2	2	2
Career and Tech Ed								1
Occupational Education	1	1	1	1	1	1	1	
World Language								2
Electives	5.5	5.5	5.5	5.5	4	4	4	4
Total Required Credits:	19	20	20	20	20	20	20	24

*1.0 credit Art and 2.0 credits World Language may be fulfilled through a Personalized Pathway option.

A “High School and Beyond Plan” is also required as an assignment in Ram Prep.

Specific course titles relate to students desiring a WVHS diploma. Below grade level or remedial courses do not count towards required credits in subject areas; below grade level coursework will count as elective credit. Below grade level classes = elective credit.

10th grade status = minimum 6 credits in the following areas:

1.0	LA 9
1.0	Algebra I
.5	WA History
.5	Health and Fitness
1.0	Science
2.0	Elective

11th grade status = minimum 12 credits in the following areas:

1.0	LA 9
1.0	LA 10
1.0	Algebra I
1.0	Geometry
2.0	Science
1.0	Health and Fitness
.5	WA History
.5	World History
4.0	Electives

12th grade status = minimum 18 credits in the following areas: 1.0 LA 9

1.0	LA 10
1.0	Jr. English
1.0	Algebra I 1.0 Geometry
1.0	US History
.5	WA History
.5	World History
1.0	Health and Fitness
2.0	Science
8.0	Additional required classes such as Math, Science, Health and Fitness or Occupational and electives

Required during 12th grade year to graduate (24 credits total):

1.0	Sr. English
.5	Government (may count as elective credit).
.5	CWP

For purposes of fulfilling state graduation requirements for social studies (3.0 credit and non-credit requirements), in accordance with WAC 180-51-067(4), the following classes shall be used at West Valley High School to fulfill the social studies requirements:

180-51-067(4). Social Studies Elective, .5 credit requirement

West Valley High School, Grade 10, World History (.5 credit)

180-51-067(4)(a). US History, 1.0 credit requirement.

West Valley High School, Grade 11, US History (1.0 credit)

180-51-067(4)(b). Washington State History, non-credit requirement.

West Valley High School, Grade 9, WA State History. Fulfills state non-credit requirement.

180-51-067(4)(c). Contemporary World History, Geography, and Problems, 1.0 credit requirement.

West Valley High School, Grade 9 WA State History (.5 credit) and Grade 12 CWP (.5 credit)

180-51-067(4)(d). Civics (.5 credit)

West Valley High School, Grade 12, Government (.5 credit)

Other equivalent social studies courses offered at West Valley High School, such as AP/CHS courses, may be used to fulfill the state social studies requirements.

For purposes of fulfilling the state requirement to offer CPR/AED instruction in at least one health class necessary for graduation, in accordance with RCW 28A.230.179, CPR/AED instruction will be offered in Grade 9 Health and Fitness classes.

The principal will require students to complete the following for the credit equivalency waiver of physical education:

- Student will provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.
- Student will meet the essential academic learning requirements in physical education.
- Student will meet minimum standards in physical and cognitive assessments

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.

A. Plan Development

Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These

courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathway options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or legal guardians shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or legal guardians, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postsecondary transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and legal guardians to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and students' parents or legal guardians in a language the student and students' parents or legal guardians understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or legal guardians with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the district. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

B. Components of the High School and Beyond Plan

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

1. Identification of career goals and interests, aided by a skills and interest assessment;
2. Identification of secondary and postsecondary education and training goals;
3. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;

- b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 - h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192;
4. 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:
- a. The college bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or legal guardian will be required to provide financial and tax information necessary to complete applications;
 - d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW 28A.300.815; and
 - e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280.
5. 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, extracurricular activities, and any community service including how the district has recognized the community service.

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.
- 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:
 - 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.

CREDITS

Students must earn 24 credits in order to complete graduation credit requirements for the West Valley High School diploma. For credit purposes, a class must meet for a total of 150 (50 minute) hours of planned instruction. Students must earn passing grades for HS credits. In accordance with Policy 2420 and WAC 392-415, passing grades may include the following: pass, credit, and/or satisfactory. These grading options are allowed for all HS courses, including required courses. Students cannot earn credit for courses in which their final grade is F, fail, no pass, no credit, unsatisfactory or W (withdrawal) from a course.

Credit may be earned for proficiency/competency as per District Policy 2409.

The principal 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. Credits from another Washington public school or a credited state private school or accredited out-of-state public or private school shall be accepted to the extent the credit matches a District graduation requirement, or may be counted as an elective credit. Credits from unaccredited programs or home schools shall be evaluated as described below for home school students.

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. To ensure that the high school maintains eligibility for accreditation through the Northwest Association of Accredited Schools, the principal or designee shall accept transfer credits only from schools or programs that have been approved by the Washington State Board of Education or the Office of the Superintendent of Public Instruction, or schools or programs that are accredited or have an official third-party agreement from one of the following seven accreditation institutions:

1. Northwest Accreditation Commission
2. Western Association of Schools and Colleges
3. Middle States Association of Schools and Colleges
4. North Central Association of Schools and Colleges
5. Southern Association of Schools and Colleges
6. New England Association of Schools and Colleges
7. North American Council for Online Learning

Provision for International students shall be made consistent with the accreditation guidelines of the Northwest of Accredited Schools. The decision of the principal regarding recognition of credit may be appealed to the Superintendent within fifteen (15) school days after receiving notification regarding the principal's decision.

WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that Washington history and government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. Additionally, physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

The following shall be followed in graduation waiver requests:

- A. The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the Superintendent when requirements have been met. 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. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state-course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his/her 12th year of school.
- B. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for the waiver shall be as follows:
 1. Request shall be initiated by the parent or the eligible student.
 2. The principal shall investigate the request for waiver of graduation requirements.

3. The principal shall make a determination in writing based upon appropriate data and upon conclusions of the investigation.
 4. The principal shall develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request.
 5. The parent or eligible student shall be notified that an appeal to the decision on waiver requests may be made in writing to the Superintendent no later than 30 days prior to the anticipated graduation date.
- C. The principal will require students to complete the following for the credit equivalency waiver of physical education:
1. Student will provide written documentation that verifies knowledge and application of the core concepts and principles of physical education knowledge and skills.
 2. Student will meet the essential academic learning requirements in physical education.
 3. Student will meet minimum standards in physical and cognitive assessments.
- D. Waiver of credits or granting of partial credit for classes for homeless student or students in foster care will be consider District Policy 3115 (Homeless Students) and District Policy 3116 (Students in Foster Care).

ALTERNATIVE PROGRAMS

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a District. 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:

- A. The objective(s) of the program;
- B. The teaching component(s) of the program, including where and when teaching activities will be conducted by School District certificated staff;
- C. A schedule of the duration of the program, including beginning and ending dates within the school year;
- D. A description of how student performance will be supervised, evaluated, and recorded by the certificated staff or by qualified school District employees under the direct supervision of the certificated staff;
- E. A description of intervention techniques and criteria for their use;
- F. Description of how student performance will be assessed;
- G. Qualifications of instructional personnel; and
- H. Plans for evaluation of program. A list of programs approved by OSPI and the Northwest Accreditation Commission shall be kept on file in the Superintendent's office. Reasons for approval or disapproval shall be communicated to those making the request.

WASHINGTON STATE DIPLOMA

The District recognizes that some students may encounter difficulties in their life which may limit their ability to reach the graduation requirements that are required for the West Valley High School diploma.

The District shall award a Washington State diploma to students who:

1. Have completed the required credits for the Washington State diploma after the second semester of their cohort senior year.
2. Have met the minimum state graduation requirements established in WAC 180-51-061;
3. Have completed a “high school and beyond plan”; and,
4. Have met the state standards for their graduation class by demonstrating proficiency on state assessments or alternative assessments in accordance with RCW 28A.655.061.

CREDIT FOR DIGITAL/ON-LINE PROGRAMS

Digital/on-line programs must comply with District Policy 2255 and WAC 392-121-182.

Online curriculum used by students via the West Valley Virtual Academy

As per WAC 392-121-188 (10), online curriculum offered by online providers approved by OSPI is approved for use by students via the West Valley Virtual Academy. As per WAC, because the online provider has been approved by OSPI, no additional approval process is required.

JUMP START

In accordance with RCW 28A.230.090, students who complete high school courses before attending high school shall be given high school credit. The following seventh and eighth grade courses are approved by the West Valley School District Board of Directors for high school credit:

Algebra 8A/8B (1.0 credit), *Algebra I 101/102*
Advanced Algebra (1.0 credit), *Honors Algebra I 101/102*
Advanced Geometry (1.0 credit), *Honors Geometry 101/102*
Advanced Spanish (1.0 credit), *Honors Spanish 101/102*
Advanced German (1.0 credit), *Honors German 101/102*
Art 1, Intro to Art (1.0 credit), *Art/Design 101/201*
Art 2, Advanced Art (1.0 credit), *Ceramics 101/201*
Washington State History (0.5 credit), *WA State History 101*
Physical Education 8 (1.0 credit), *PE 101/102*
All HS Level Courses offered through the West Valley Virtual Academy

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 will be advised to:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- 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 not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

CREDIT FOR WORK-BASED LEARNING

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience.

- A. The work program shall be supervised by the school.
- B. The work experience shall be specifically related to and included in the student's High School and Beyond Plan.
- C. Credit given for work experience shall represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained shall provide varied experience.
- E. A work experience program shall be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by qualified school staff.
- F. A 1.0 credit is granted for no less than 360 hours of paid work, a 0.5 credit may be granted for no less than 180 hours of paid work.
- G. A student participating shall be legally employed and must have passed his/her sixteenth birthday.
- H. An employer's report of the student's work record, indicating satisfactory progress on the job,

shall be filed with the school.

- I. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation is acceptable.
- J. A student enrolled in Elective Credit for Paid Work Experience following WAS 392-410-316 is eligible to earn a maximum of two elective credits for paid work experience.
- K. Enrollment in a Career and Technical Education Worksite Learning Course must follow the guidelines as laid out in WAC 392-410-315.
- L. Programs standards and procedures will be followed and aligned with state requirements.

NATIONAL GUARD HIGH SCHOOL CAREER TRAINING

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the District shall be obtained prior to a student's participation in a National Guard training program as follows:

- A. 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
- B. 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.
- C. 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.

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 shall provide:
 - 1. a journal which 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); and/or
 - 3. any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student shall 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 engage District-approved personnel to conduct such an assessment at a cost to be 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 which are approved by the District after evaluation for a particular course offering.

CORRESPONDENCE COURSES

Credit for correspondence courses may be granted within the 1.5 credit limitation, provided the following requirements are met:

A. Prior permission has been granted by the principal.

B. The program fits the educational plan submitted by the student.

C. Credit is granted for the following approved schools:

1. Schools approved by the National University Continuing Education Association, or accredited by the National Home Study Council,
2. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private Schools in the state of Washington, and
3. Other schools or institutions which are approved by the District after evaluation for a particular course offering

STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student with a disability may fulfill graduation requirements as follows:

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 their transition plan, appropriate graduation requirements. Modifications to the district's standard graduation requirements may include:

1. Attainable alternate classwork and/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 their parent/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 decisions that modify the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed/revised to accommodate the student's progress and development.
- E. If a student is on an IEP (Individual Education Plan) and does not fulfill the graduation requirements, the student may receive a Certificate of Completion, a Certificate of Attendance, or a Certificate of Individual Achievement (See chart following Item G). To qualify for the Certificate of Completion, a special education student must have completed all of the requirements set forth in their IEP as determined by the IEP team. To qualify for the Certificate of Attendance, the special education student must have reached the age of twenty-one (21) and no longer qualify for special education services. Foreign exchange students are also eligible for the Certificate of Attendance. In accordance with RCW 28A.655.061, the District will comply with the Office of the Superintendent of Public Instruction to facilitate the process for students to obtain the Certificate of Academic Achievement or the Certificate of Individual Achievement.
- F. In accordance with RCW 28A.655.065, the District will facilitate objective alternative assessment methods for students who meet eligibility requirements, "including but not limited to attendance criteria and participation in the remediation or supplemental instruction contained in the student learning plan." At a minimum, the student learning plan will contain provisions for the student to attend school regularly and to attend summer school. For the purpose of determining eligibility for alternative assessment methods, regular school attendance is defined as no more than nine (9) absences, excused and/or unexcused, per semester in core academic classes: language arts, social studies, math and science. For the purpose of determining eligibility for alternative assessment methods, summer school attendance must be completed in a summer school class that is aligned with the state essential academic learning requirements. Students who demonstrate a pattern of non-attendance, excused or non-excused, cannot reasonably expect to gain the core skills and knowledge necessary to meet the state academic standards. In accordance with RCW 28A.655.065, "the school district may waive attendance and/or remediation criteria for special, unavoidable circumstances." To request a waiver of the attendance and/or remediation criteria, the student must submit the request in writing to the building principal. In the written request, the student must explain the student's special, unavoidable circumstances. The building principal will issue a decision in writing to the student and parent/guardian regarding the student's eligibility to participate in the objective alternative assessment.
- G. In accordance with WAC 180-51-115, "No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability." The IEP team will make the final decision regarding graduation for students who complete a Certificate of Individual Achievement but are not able to complete HS level course work. The IEP team will consider the student's ability and effort towards maximizing their potential. Consideration for effort will include effort towards summer school and additional coursework beyond the student's graduation cohort.

<u>Certificate</u>	<u>State Assessment</u>	<u>HS Level Credits</u>	<u>IEP Objectives</u>	<u>Diploma</u>
Certificate of Attendance	Student does not meet State standard	Student does not complete HS level credits	Student does not complete IEP objectives	No diploma
Certificate of Completion	Student does not meet State standard	Student does not complete HS level credits	Student completes IEP objectives	No diploma
Certificate of Individual Achievement	Student meets standard at individual level	Student does not complete HS level credits	Student completes IEP objectives	IEP team decision
Certificate of Individual Achievement	Student meets standard at individual level	Student completes HS level credits	Student completes IEP objectives	HS diploma
Certificate of Academic Achievement	Student meets State standard	Student completes HS level credits	Student completes IEP objectives (non-applicable if student does not have IEP)	HS diploma

GRADUATION CEREMONIES

If a student fulfills graduation requirements for the High School diploma by the end of the last term of their senior year or if a special education student's IEP team determines that the student will participate in the ceremony as a condition of the student's Individual Education Plan, the student may participate in graduation ceremonies. In order to participate in graduation ceremonies, the student must be enrolled as a full-time student (1.0 FTE) during their entire senior year; exceptions for extenuating circumstances must be approved by the principal. Each student shall be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student shall receive a final transcript. Each student shall be notified of this opportunity at least one month prior to the close of the school term.

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 be expected to use good taste in their choice of accessories for their attire.
- D. In accordance with RCW 28A.600.500, a student who is a member of a federally recognized tribe may wear traditional tribal regalia or objects of Native American cultural significance along with or attached to their gown at graduation. The student will not be required to wear a cap if it is incompatible with the regalia or significant object.
- E. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.
- F. Tickets to the Graduation Ceremony. Each graduating student will be issued the same quantity of tickets based on the number of graduates and the seating capacity of the venue. Number of tickets will be limited due to seating capacity. Each graduating student will distribute their tickets to the persons of their choice.
- G. 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.
- H. Student recognition at graduation. For the purpose of class rank, the following procedures will be used. Students will be designated for academic recognition based on academic performance in a rigorous course of study. Each year, the top 1% of students who graduate will be recognized in the graduation program. For the purposes of calculating the top 1%, a .3 value will be added to the grade earned for each West Valley honors course completed at West Valley High School. Only West Valley High School honors courses are eligible for the .3 grade enhancement. The .3 grade enhancement will be made solely for the purpose of identifying students for academic recognition. In accordance with WAC 180-57 (standardized transcript), the class rank will not appear on the high school transcript.

WITHHOLDING OF A DIPLOMA

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

Cross reference:	Policy/Procedures 2420	Grading and Progress Reports
	Policy/Procedures 2409	Credit for Competency/Proficiency

Adoption Date: 12.31.00

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