

GRANITE FALLS SCHOOL DISTRICT

INSTRUCTION

POLICY 6190: HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction that may have been pursued. The board will establish graduation requirements that, as a minimum, satisfy those established by the state board of education for Washington State requirements:

Subject	Class of 2013-2015 Minimum State Credit Requirements	Class of 2016-2018 Minimum State Credit Requirements (unless district has filed an extension with the State Board of Education for Class of 2019)
English	3	4
Mathematics	3	3
Science Fitness (one class must include training in cardiopulmonary resuscitation (CPR) and use of automatic external defibrillators (AED's).	2	2
Social Studies	2.5	3
Health and Fitness	2	.5 credit health; 1.5 credit fitness
Arts	1	1
Occupational Education	1	1
Electives	5.5	4
Total State Credit Requirements	20	20

The board will approve graduation requirements as recommended by the superintendent.

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

1. Complete a total of 40 hours of community service prior to graduation.
2. Complete a High School and Beyond Education Plan. Within the first year of high school enrollment, each student will develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan.
3. Complete a Culminating Project (beginning with Class of 2007). During the course of their high school career each student will complete a culminating project. The project shall demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in

that it will demonstrate that the student understands the importance of work and how performance, effort and decisions directly affect career and education opportunities.

Pass the reading and writing portions of the statewide assessment or state-approved alternative. Students in the classes of 2015, 2016, 2017 and 2018 must pass one of the following comprehensive English Language Arts (ELA) exit exams: reading and writing portions of the statewide assessment or new ELA exit exam (administered beginning spring 2015) or new 11th Grade Smarter Balanced Comprehensive ELA Test (administered beginning spring 2015). Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive ELA Test;

4. Complete math requirements: Students in the Classes of 2013 and 2014 must pass one end of course assessment (either Algebra I or Geometry or their integrated math equivalents) or state-approved alternative. Students in the Classes of 2015, 2016, 2017 and 2018 must pass one end of course assessment (Algebra I or Geometry or an integrated math equivalent; or, beginning spring 2015, New Algebra/Integrated Math 1 EOC Exit Exam or New Geometry/Integrated Math 2 EOC Exit Exam or New 11th Grade Smarter Balanced Comprehensive Math Test; or a state-approved alternative. Students in the class of 2019 and beyond must pass the 11th Grade Smarter Balanced Comprehensive Math Test.
 5. Complete science requirements: students in the Class of 2015 and beyond must pass the biology end of course assessment or state approved alternative.
- B. Students in the Classes of 2013 and beyond must complete mathematics courses in one of the following progressive sequences.
1. Algebra I, Geometry, and Algebra II; or
 2. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
 3. Any combination of (i) and (ii) in progressive sequence. In lieu of a third credit of math, students may take Algebra 2, Integrated Math III, or a rigorous, high school level math course that meets the student's education and career goals identified in the student's high school and beyond plan. Algebra/Integrated Math I and Geometry/Integrated Math II (or their equivalent CTE courses) form the basis of a student's math experiences. The intent of the third credit is to enrich and build upon those experiences. The State Board of Education intends for the third credit to be a rigorous, high school level math course that will serve the student's education and career goals. Courses in which the majority of the math is at a K-8 level would not qualify for the third credit. Traditional math examples may include, but are not limited to: statistics, discrete math, linear algebra, and mathematical modeling.
- C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the District, complete a culminating project, complete the high school and beyond plan, and meet the reading, writing and math standards on the high school statewide assessment or an appropriate alternative assessment. Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.
- D. High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:
1. Earning a passing grade according to the district's grading policy; and/or
 2. Demonstrating proficiency/mastery of content standards as determined by the district; and/ or
 3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
- The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.
- E. When an individual, after four and one half years of high school as a 12th grade student, enrolled in a state approved dropout reengagement program administered by the District; in which all conditions outlined in RCW 28A.175.100 are met by subject program, the student may be permitted to graduate from the

program/district with a lesser number of credits; provided that minimum state requirements for courses, credits, and assessments are satisfied.

- F. The superintendent shall develop procedures for implementing this policy which include:
1. A plan for graduating from high school to include the student's career or education plan for after graduation and process for achieving these goals.
 2. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies that will constitute district credits in lieu of 150 hours of planned instruction per credit.
 3. Recommending course and credit requirements that satisfy the state board of education requirements and recognize the desires of the citizens of the district.
 4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school or a homeschooling experience) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen (15) school days.
 5. Making graduation requirements available in writing to students, parents and members of the public.
 6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law.
 7. Granting credit for learning experiences conducted away from school, including National Guard high school career training or college courses for credit; annually notifying 10th and 11th grade students and their parents of the Running Start Program.
 8. Granting credit for correspondence, vocational-technical institutes and/or college courses.
 9. Granting credit for work experience.
 10. Granting credit based upon competence testing, in lieu of enrollment.
 11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade and that the student and/or parent has requested such credit.
 12. Counseling of students to know what is expected of them in order to graduate.
 13. Preparing a list of all graduating students for the information of the board and release to the public.
 14. Preparing suitable diplomas and final transcripts for graduating seniors.
 15. Planning and executing graduation ceremonies.
 16. Developing student learning plans for students not successful on one or more components of the statewide assessment.

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

A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final unofficial transcript. However, a student's diploma and 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 will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and the board of directors. The student and his/her parents will be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent and to the board of directors. When damages are in excess of \$100, the appeal process for long-term suspension shall apply.

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

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

Legal References:

RCW 28A.230.090 7th & 8th Grade High School Credit

RCW 28A.230.120 High School diplomas

RCW 28A.600.300-400 High School Student Options

RCW 28A.635.060 Defacing or injuring school property--Liability of parent or guardian

EHB 1450 [to be codified 10/2013]

WAC 392-410 Courses of studies and equivalencies

WAC 180-51 High school graduation requirements

WAC 392-348 Secondary Education--Standardized high school transcript

WAC 392-169 Special Services program

WAC 392-121-182 Alternative Learning Experiences

Cross Reference: Policy 5015, 5051, 5053, 5057, 5059 (AED's)

ADOPTED: OCTOBER 14, 1999

AMENDED: APRIL 27, 2000

AMENDED: JUNE 22, 2000

AMENDED: FEBRUARY 22, 2001

AMENDED: FEBRUARY 27, 2002

AMENDED: JUNE 2, 2004

AMENDED: FEBRUARY 2, 2005

AMENDED: SEPTEMBER 19, 2007

AMENDED: APRIL 16, 2008

AMENDED: MARCH 18, 2009

JUNE 2010 (changed WASL to statewide assessment)

AMENDED: FEBRUARY 2, 2011

AMENDED: JANUARY 4, 2012

AMENDED: JUNE 20, 2012

AMENDED: SEPTEMBER 5, 2012

AMENDED: JUNE 17, 2015