

POLICY NO. 6200
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Revised: 8-9-00, 3-24-04, 5-11-05,
8-11-10, 3-9-11, 8-12-15
Replaced: 6-14-17
Revised: 7-14-21

HIGH SCHOOL GRADUATION REQUIREMENTS

POLICY:

The Board will establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education (SBOE). The Board will approve additional graduation requirements as recommended by the Superintendent.

Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The Board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the District. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may be pursued.

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified below and in the procedures accompanying this policy; (2) demonstrate career and college readiness by completing a High School and Beyond Plan (HSBP); (3) meet the requirements of at least one graduation pathway option described in the procedures accompanying this policy; and (4) Complete 45 hours of community service as per Policy No. 6205.

Credit Requirements

Class of:	2021 and beyond
English	4
Mathematics	3
Science	3
Social Studies	3
Arts	2**
Health and Fitness	2*
Career and Tech Ed	1
Occupational Education	
World Languages	2**
Electives	4
Total Required Credits:	24

*Per Chapter 28A.230.179, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association, the American Red Cross, or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated

external defibrillators (AED) which may be taught by video. The District may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

****Personalized Pathway Requirement.** Student-identified and district-approved 3.0 credits of the total required 24 credits: defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and identified in the High School and Beyond Plan, which may include CTE and are intended to provide a focus for the student's learning.

- One credit of Fine Arts may be replaced by a PPR identified and approved in the HSBP.
- Both World Languages credits may be replaced by PPR identified and approved in the High School and Beyond Plan.

Noncredit Requirements

In addition to the credit requirements, students will also be required to meet the following noncredit requirements:

- A. Complete a High School and Beyond Plan (HSBP);
- B. Complete 45 hours of community service;
- C. Complete the Washington State History and Government requirement.

College and Career Readiness- Graduation Pathways

There are multiple ways in which high school students can demonstrate proficiency on their way to college and career readiness. The most common way students will do this is by passing state exit exams in the required subject areas. If students do not pass on their first attempt, there are retake opportunities. Passing state exams is just one way that students can demonstrate proficiency. The other state approved pathways are explained in the procedures section of this policy.

Implementation

The Superintendent will develop procedures for implementing this policy which include:

- A. Determination of the education plan process for identifying competencies;
- B. Establishing the process for completion of the HSBP;
- C. Recommending course and credit requirements which satisfy the SBOE requirements and recognize the expectations of the citizens of the district;
- D. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the District will recognize for courses taken through another program recognized by the State; e.g., another public school district or an approved private school or those courses taken by students moving into the state from another state or country.

Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the Superintendent within fifteen (15) school days;

- E. Making graduation requirements available in writing to students, parents, and members of the public;
- F. 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;
- G. Under unusual circumstances, providing for a waiver of a maximum of two elective credits required for graduation;
- H. Granting credit for learning experiences conducted away from school, including National Guard High School Career Training;
- I. Granting credit for correspondence, vocational-technical institutes, and/or college courses for college or university course work the District has agreed to accept for high school credit. State law requires that the District award one high school credit for every five quarter-hour credit or three semester-hour credit successfully earned through a college or university, except for community college high school completion programs where the District awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;
- J. Granting credit for work experience;
- K. Granting credit based upon competency testing, in lieu of enrollment;
- L. 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;
- M. Counseling of students to know what is expected of them in order to graduate;
- N. Preparing a list of all graduating students for the information of the Board and release to the public;
- O. Preparing suitable diplomas and final transcripts for graduating seniors;
- P. Planning and executing graduation ceremonies; and
- Q. Developing student learning plans for students who are not successful on one or more components of the state-wide assessment.

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

Awarding of a Diploma

A student will be issued a diploma after completing the District's requirements for graduation.

Withholding of a Diploma

A student's diploma 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. 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 No. 5100.1: Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy No. 5100.1: Student Discipline will apply. The District may, in its discretion, choose to offer in-school suspension in these circumstances.

Graduation Ceremonies

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. Students who have not cleared all fines or fees resulting from lost or damaged school property may be denied the ability to participate in graduation ceremonies. Any appeals of the denial of participation in graduation ceremonies will be made directly to the high school administration.

Cross References:

Policy No. 5040: Attendance
Policy No. 5560: Student Fees, Fines, or Charges
Policy No. 5100: Student Rights and Responsibilities
Policy No. 5100.1: Student Discipline
Policy No. 6205: Community Service
Policy No. 6900: World Languages Credit for Competency/Proficiency

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
RCW 28A.230.093 Social studies course credits – Civics coursework
RCW 28A.230.097 Career and technical high school course equivalencies
RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.122 International baccalaureate diplomas
RCW 28A.600.300-400 Running start program – Definition
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
WAC 180-51 High school graduation requirements
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169 Special service programs - Running start program

WAC 392-348 Secondary education
WAC 392-410 Courses of study and equivalencies
WAC 392-410-350 Seal of Biliteracy
WAC 392-415-070 Mandatory high school transcript contents

Management Resources:

Washington State School Directors Association:

Policy No. 3412: Automated External Defibrillators

2015 - October Policy Issue

2014 - December Issue

2013 - September Issue

2012 - April Issue

2011 - October Issue

2010 - June Issue

2009 - April Issue

2009 - February Issue

Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond
Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000 2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

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HIGH SCHOOL GRADUATION REQUIREMENTS

PROCEDURES:

Publication of Graduation Requirements

Prior to registering in high school, and every 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 will also be included in the student handbook.

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, a student who has completed high school courses while in seventh or eighth grade will be given high school credit towards fulfilling graduation requirements if:

- 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 mastery/competency examination or perform any other additional assignment to receive credit.

Beginning with the class of 2024, High school credits earned prior to entering ninth grade automatically become part of a student's official transcript unless a request is made to the student's counselor to opt out of being awarded high school credit. This must be done by first filling out form #6200D- Credit Opt-out Form. Opting out of credit bearing classes taken in middle school must be done prior to the end of a student's eleventh (11th) grade year.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumeric grade of "pass" (P). A "pass" grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and

transcribed with a “pass” grade will apply to fulfilling high school graduation requirements.

Awarding of High School Credit

High school credit, as defined above, will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

- A. Earning a passing grade according to the District's grading policy;
- B. Demonstrating proficiency/mastery of content standards as determined by the District; and
- C. Successfully completing an established number of hours of planned instructional activities to be determined and approved by the District.

The District will establish a process for determining proficiency/mastery for credit-bearing courses of study.

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. A credit from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit matches a district graduation requirement or it may be counted as an elective credit. Credits from unaccredited programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the Superintendent within fifteen (15) school days of the initial decision.

Total Number of Credits Required

Students will be expected to earn the total number of credits described below. The term “high school credit” shall mean the successful completion of a course taught consistent to the state learning standards and/or the satisfactory demonstration by a student of proficiency /competency of the state learning standards. If no standard exists, the superintendent or designee will determine learning standards for the successful completion of the course.

Credit Information for Class of 2021 and Beyond

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

English (four credits required)

English credits required are ninth grade English, tenth grade English, eleventh grade English, and two semester English electives during the senior year.

Math (three credits required)

The following Math credits are required: First year Algebra; Geometry; Second year Algebra; or a third credit of math, other than Algebra 2, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan (HSBP) and the student, parent/guardian and a school representative meet, discuss the plan, and sign a form pursuant to WAC 180-51-067(2)(b).

Science (three credits required)

At least two labs are required and a third credit of science chosen by the student based on the student's interest and HSBP and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

Social Studies (three credits required)

The following courses are required: 1 credit of U.S. History and Government or Advanced Placement U.S. History and Government, 1 credit of Modern World History or Advanced Placement European History, 0.5 credit of Contemporary World Issues (CWI), and 0.5 credit of Civics or Advanced Placement Government and Politics. Students must also meet the Washington State History and Government content requirement as defined by WAC 180-51-067 4, a-d.

The eighth grade Integrated Washington State/United States History course will be taught at a high school level of rigor and exceeds requirements for eighth grade. Beginning with the eighth (8th) grade class of 2020, Students who pass this course will earn high school credit for Washington State History. Students may elect to opt out of earning high school credit for Washington State History in eighth (8th) grade or they may work with their counselor to earn a non-numerical grade. Students will be awarded 0.5 elective credits for the Washington State History part of the integrated course. Students must still complete the required 3.0 credits of social studies as defined above.

Arts (two credits required)

Performing or visual arts is required. One credit may be replaced by a Personalized Pathway Requirement.

Health and Fitness (two credits required)

The following are required: 0.5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED) and 1.5 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.179.

Career and Technical Education (one credit required)

This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE Program Standards.

World Language (two credits required)

If the student has chosen a four-year college degree pathway in his/her HSBP, the student will be advised to earn two credits in World Language. Both credits may be

replaced by a PPR if the student's future plans do not include a four-year college pathway.

Electives (four credits required)

An elective may be any course offered beyond those specifically required as noted above.

Subject Area Credit Requirements and Approved Courses

Courses approved to satisfy each content area graduation requirement can be found in the official course handbooks for each secondary school published annually and used during the registration process.

Full Academic Schedule

The Lake Stevens School District's goal is to prepare students to be college and career ready and we believe strongly in taking full advantage of the academic opportunities presented throughout the students' four years of high school. The expectation is that students should endeavor to maintain a full academic schedule throughout four years of high school. Except for extreme extenuating circumstances and only with the principal's approval, students will only be allowed to take one semester of elective credit (0.5) as a Teacher Assistant (TA) during the course of their high school career. In addition, students who earn credits beyond the required 24 credits will only be allowed to take one semester of late arrival or early dismissal during their high school career through the completion of the established approval process.

College and Career Readiness- Graduation Pathways

There are multiple ways in which high school students can demonstrate proficiency on their way to college and career readiness. The most common way that students will do this is by passing state exit exams in the required subject areas. 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.

- A. **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 required statewide high school assessments.
- B. **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.
- C. **High School Transition Courses.** A student may demonstrate college and career 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 were 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.

- D. **Advanced Placement (AP) Courses:** A student may demonstrate college and career readiness by earning high school credit, with a C+ grade, or receiving a three (3) or higher on the AP exam in AP courses in English language arts and mathematics.

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, and AP comparative government and politics.

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

- E. **SAT or ACT Scores:** A student may demonstrate college and career 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.
- F. **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.
- G. **Armed Services Vocational Aptitude Battery (ASVB):** A student may demonstrate college and career readiness by meeting standard in the armed services vocational aptitude battery.
- H. **Career and Technical Education Courses:** A student may demonstrate college and career 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.

[District note: School Districts have discretion in determining which pathway options they will offer to students.]

Students 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. For the class of 2021 or earlier, A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.

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

- A. By the age of sixteen (16) or sooner, if the IEP team determines it is appropriate, 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 his/her transition plan and 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 21 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.

Noncredit Requirements

High School and Beyond Plan (HSBP)

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.

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 assist students' in the process of updating their 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, 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.

F. 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 community service.

Community Service

Students will be required to complete 15 hours of community service each year of their high school experience for a total of forty-five hours per Policy No. 6205.

Washington State History and Government

The Washington State History and Government content requirement may be met by achieving a passing grade in both semesters of Integrated Washington State/United States History in eighth (8th) grade or through successful completion of identified performance tasks in the eighth grade Washington State History course. This course will be taught at a high school level of rigor and exceeds requirements for eighth grade. Students who pass this course may request to earn high school credit. Students who elect to earn high school credit for Washington State History in eighth grade will be awarded a 0.5 elective credit. Students must still complete the required 3.0 credits of social studies in high school as defined in Policy No. 6200.

Credit for College and University Course Work

For college and university course work at the 100 level or above, five (5) quarter hours or three (3) semester hours shall equal 1.0 high school credit. Courses below the 100 level shall equal 0.5 high school credit. Commensurate with the additional credit earned for college and university credit, students who earn a college credit qualifying score of 3, 4, or 5 (i.e. Advanced Placement) will earn an additional .5 credit per exam. High school credit granted for college courses taken at the high school (i.e. College in the High School/University of Washington in the High School, CTE Dual Credit) will be granted in a manner consistent with credit granted for other college or university coursework. When credit for college course work is recorded on the transcript, half of the high school credit given will count for the core-required class, and half will count for elective credit. The principal may modify this division of credit if it is essential to allow the student to graduate on time.

Waiver of Graduation Requirements

All state requirements must be satisfied except that a Washington History and Government credit 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 procedures will 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.
- B. For the class of 2021 and beyond, up to two (2) credits may be waived. These credits must be either elective or personalized pathway credit requirements. In order to graduate, students granted a waiver must earn seventeen (17) required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which satisfactory demonstration of competence as provided in these procedures.
- C. Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver will be as follows:
 - 1. Request will be initiated by the parent or the eligible student;
 - 2. The principal will investigate the request for a waiver of graduation requirements;
 - 3. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
 - 4. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
 - 5. The parent or eligible student will be notified that an appeal to the decision on a waiver request may be made in writing to the Superintendent no later than thirty (30) days prior to the anticipated graduation date.

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 will be submitted to and approved by the principal prior to the experience, will be at no additional cost to the District, and will 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 approved programs will be kept on file in the Superintendent's Office. Reasons for approval or disapproval will be communicated to those making the request.

Running Start

The Running Start program allows eleventh and twelfth grade students to attend community college classes (100 level or above) for part or all of their schedules. 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 required 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, and then decide which courses they would like to take at the college. Complete the high school's Running Start Information/Approval Form, with all required signatures. 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 his/her portion. A parent signature is required if the student is under 18 years old and must be obtained prior to the signature of a counselor; and
- 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 Career and Technical 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. The following are the bases upon which credit may be granted for work experience:

- A. The work program will be supervised by the school;

- B. The work experience will be specifically related to the school program of the student;
- C. Credit given for work experience will represent growth in the student. The type of work done should have definite educational value;
- D. The job in which experience is gained will provide a varied experience;
- E. A work experience program will be supplemented by an adequate program of guidance, placement, follow-up, and coordination between job and school by the career placement counselor;
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class);
- G. One credit may be granted for not less than 180 hours for an instructional work-based learning experience and not less than 360 hours of a cooperative work-based learning experience related to a student's school program;
- H. A student participating will be legally employed and must have passed his/her sixteenth birthday;
- I. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school;
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable; and
- K. Program standards and procedures will be followed and aligned with the state career and technical work-based learning standards.

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 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;
- 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; and
- C. Credit toward high school graduation may be granted by the District upon certification by a National Guard training unit commander that the student has met all program requirements.

Credit for Demonstration of Competency/Proficiency Completed but Failed Course

The high school principal may grant credit to students who have completed a course but earned a failing grade. In order to earn credit, students must demonstrate proficiency of course content via an alternative assessment of student learning established by the principal in consultation with a content teacher of the course or via a district-approved program.

In Lieu of Enrollment in a Course

Credits based on competency testing or a performance assessment in lieu of enrollment in and successful completion of a particular course of study may be granted by the District as prescribed by the procedures pursuant to WAC 180-51-050 as described below:

- A. Completion and submission of Form 6200A. This must be completed and turned in to the student's counselor at the beginning of the semester in which competency credit is being requested;
- B. Form 6200A outlines the process required, articulates time lines, and ensures that course objectives and learning standards are clearly established. A plan must be clearly articulated for how course objectives and learning standards are to be achieved;
- C. Students must meet and confer with the principal. Based on submission of Form 6200A and a conference, the principal must approve the student's plan and request for attempt to earn competency credit. In making the decision, the principal may confer or consult with the department head;
- D. Prior to the end of the semester, students will submit to the principal a portfolio of evidence that course objectives and learning standards have been addressed. This could be examples of work completed, research papers, projects, and/or performance-based exhibits of course related accomplishments;
- E. Students must pass a cumulative assessment of the course objectives and learning standards at a minimum proficiency of 80%. 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 to be determined by such personnel;
- F. Upon successful completion of this process and satisfactory results of the cumulative assessment, credit may be granted. A grade of "P" will be recorded on the official transcript; and
- G. Students will be allowed to earn of maximum of one credit via competency testing in lieu of enrollment in a course except in World Languages where a student may earn up to four credits.

World Languages

Credit may be awarded in World Languages to students who are able to demonstrate competency/proficiency across language skills according to Policy No. 6900.

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 (a) meeting the state-wide minimum graduation requirements in English, as established by the Washington State Board of Education; and (b) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more World Languages. For purposes of this section, "World Languages" is defined as languages 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 the Office of the Superintendent of Public Instruction (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 No. 6900: Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing, and reading the World Languages through other national or international assessments approved by OSPI.

Home School Credit

Students may be granted high school credit for home schooling. The District does not take this opportunity lightly. In order to grant a Lake Stevens High School credit for work done during a home schooling experience, it is imperative to demonstrate that course objectives and learning standards have been met at a level of proficiency that merit awarding of credit. Much of the learning that occurs in a course takes place during the actual hours of instructional time in class, through interactions with fellow students, and by collaborating on learning.

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

- A. Completion and submission of Form 6200 B. This must be completed and turned in to the student's counselor at the beginning of the semester in which competency credit is being requested;
- B. Form 6200B outlines the process required, articulates time lines, and ensures that course objectives and learning standards are clearly established. A plan must be clearly articulated for how course objectives and learning standards are to be achieved;
- C. Students must meet and confer with the principal. Based on submission of Form 6200B and a conference, the principal must approve the student's plan and request for attempt to earn credit through a home school experience. In making the decision, the principal may confer or consult with the department head;
- D. Prior to the end of the semester, students will submit to the principal a portfolio of evidence that course objectives and learning standards have been addressed. This could be examples of work completed, research papers, projects, and/or performance-based exhibits of course related accomplishments;
- E. Students must pass a cumulative assessment of the course objectives and learning standards at a minimum proficiency of 80%. 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 to be determined by such personnel;

- F. Upon successful completion of this process and satisfactory results of the cumulative assessment, credit may be granted. A grade of "P" will be recorded on the official transcript; and
- G. Students will be allowed to earn of maximum of one credit via a home school experience.

Credit is granted for the following approved schools:

- A. Community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in the state of Washington; and
- B. Other schools or institutions which are approved by the District after evaluation for a particular course offering.

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 be expected to use good taste in their choice of accessories for their attire; and
- 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 to participate in the graduation ceremonies.