

I. Information for Students and Parents

Each high school will make available for student and public inspection a copy of the state board of education rules and regulations regarding high school graduation requirements and procedures for equivalencies applicable for the school year and the preceding ten years, as well as District-adopted requirements for graduation and equivalencies.

A copy of the District's graduation requirements for each high school will be published in the high school's Course Guide and made available to each student and his/her parent(s) during the annual course selection process.

II. Graduation Requirements

To graduate from high school, students must meet four requirements: (1) earn the required number of credits; (2) pass state assessments or approved alternatives; (3) develop a High School and Beyond Plan; and (4) demonstrate technology proficiency.

The below procedures provide an overview of how these four requirements may be met. Additional information regarding graduation requirements may be found in each high school's Course Guide and on the District's website.

A. CREDITS

The state requires students to earn a minimum of 24 credits in specified subject areas to graduate from high school. School districts are permitted to establish credit requirements that exceed the minimum number established by the state, or to obtain a waiver of credit-based requirements for one or more high schools implementing alternative requirements.

1. Credit and Course Requirements

For Issaquah High School (IHS), Skyline High School (SHS), and Liberty High School (LHS), the District has established the following credit and course requirements for graduation:

SUBJECT AREA	IHS/SHS	LHS
English	4	4
Mathematics	3	3
Social Studies	3	4
Science	3	3
Career & Technical Education	1	1
Fitness/Physical Education	1.5	2
Health	.5	.5

Arts	2	2
World Languages	2	2
Electives	4	8
Total Credits	24	29.5

The specific courses required in the above subject areas and any additional requirements are provided in each high school's Course Guide. The determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area is determined by the District in accordance with its policies.

For Gibson Ek High School, the District has received a waiver of the graduation credit requirement from the Office of the Superintendent of Public Instruction (OSPI). Gibson Ek follows a non-traditional learning model, in which students earn academic competencies through projects, rather than taking classes or earning credits. Information regarding the alternative graduation requirements for students at Gibson Ek is in the Gibson Ek Student Handbook. Gibson Ek students must also still meet the Assessment and High School and Beyond Plan requirements for graduation.

2. Methods of Earning Credits During High School

Most students earn credits through traditional classroom instruction provided by District staff that occurs primarily in a school setting. In addition to traditional instruction, students may be eligible to earn credits towards graduation through the following alternative credit-earning opportunities.

a. Alternative Learning Experiences

Students may earn credits by successfully completing courses through the District's alternative learning experience (ALE) program, as provided in Regulation 2255.

b. Online Learning

Students may earn credits by successfully completing online courses or online school programs, as provided in Regulation 2024.

The maximum number of course credits a student may earn toward the graduation requirements from online learning and/or outside courses of study (discussed below) is 4 credits (8 semesters). A limit of 2 credits (4 semesters) can be received in one school year. **Important: To preserve the integrity of the requirements, no more than 50% of credits in any one subject area may be earned through such credit options.**

c. Running Start

Qualified students may take courses at local community/technical colleges during their junior and/or senior year of high school through the Running Start program, per WAC Chapter 392-169. Students may earn both college and high school credits at the same time. In

order to qualify, a student needs to have a minimum of 10 credits and junior status, as determined by the District, and meet all the requirements established by the college.

d. College in the High School

The District may offer “college in the high school courses” in accordance with WAC 392-725, which are college-level courses provided on a District high school campus. The courses provide eligible students with the opportunity to earn high school credit and college credit simultaneously. College in the high school courses may be either academic or career and technical (vocational) education.

Credits are earned by completing the courses with a passing grade. The District determines, on a course-by-course basis, the amount of high school required credit, or elective credit, or combination of both, that will be awarded for each course.

The type and number of college in the high school courses offered at District high schools each year varies due to certain factors, including the availability of staff, student demand, and approval from the credit-granting institution.

e. Competency-Based Credit

The District may award credit for knowledge and skills a student demonstrates on a standardized test or other District-recognized assessment, as provided in Regulation 2409 and Procedure 2409P.

f. Outside Course of Study

Students may earn high school credits through an “outside” or “equivalency” course of study, which is a planned learning experience conducted outside of school or by educators who are not employed by the District, as authorized under WAC 392-410-340.

The maximum number of course credits a student may earn toward the graduation requirements from online learning (discussed above) and/or outside courses of study is 4 credits (8 semesters). A limit of 2 credits (4 semesters) can be received in one school year. **Important: To preserve the integrity of the requirements, no more than 50% of credits in any one subject area may be earned through such credit options.**

With the exception of certain college courses as discussed below, students will receive a pass/fail grade for an outside course of study; letter grades will not be awarded. A pass is a “neutral” grade and does not factor into a student’s GPA for the District. Please note: NCAA generally factors a “pass” grade as 1.0 or a D in its GPA calculations.

The District shall not, in any way, be responsible for determining if an outside course of study meets a college’s or university’s requirements, an NCAA requirement, or is accepted by agencies who grant scholarships. Parents and students are solely responsible for determining any potential implications of earning credit through an outside course of study.

The following are outside course of study options:

i. **Learning experiences in P.E. or Music**

The District may grant high school graduation credit for school planned or approved learning experiences in P.E. or Music that are primarily conducted away from facilities that are owned, operated, or supervised by the District or conducted primarily by individuals not employed by the District, per WAC 392-410-300. The student's supervisor must be a certificated instructional staff member, a contractor as defined in WAC 392-121-188, or an instructional staff member working with a certificated staff member/contractor.

A proposal for approval of credit for learning experiences must be submitted to the student's counselor **no later than two weeks prior to the start of the semester for which credit is sought or two weeks prior to the end of the school year for a proposal for credit earned during the summer**. No proposals will be accepted after that time. The proposal must be submitted utilizing forms 2410 F3 and F4, which are available in the counseling office. The proposal must include:

- a. The name of the learning experience;
- b. The length of time for which approval is desired;
- c. The objectives of the learning experience;
- d. Which state learning goal(s) and related essential academic learning requirements are part of the learning experience;
- e. How credits will be determined;
- f. An outline of the content of the learning experience and/or major learning activities and the instructional materials to be used;
- g. A description of how student performance will be assessed;
- h. The qualifications of instructional personnel;
- i. Plans for evaluation of the learning experience; and
- j. How and by whom the student will be supervised.

A non-refundable fee of \$30.00 will be charged for each learning experience proposal that is submitted. This fee may be waived for students who qualify for free or reduced meals.

An administrator, in consultation with the counselor and the appropriate departmental staff, will determine whether to approve the credit proposal. The reasons for approval or disapproval will be communicated to the student and parents. If approved, the student's supervisor has primary responsibility and accountability for the plan.

ii. College courses, correspondence courses, and electronically mediated courses

The District may grant high school graduation credits for courses provided by District-approved and accredited schools or institutions, which may include:

1. Courses provided by accredited four-year colleges and universities, community colleges, or technical colleges;
2. Correspondence courses provided by accredited colleges and universities or schools approved by the National University Education Association or accredited by the Distance Education and Training Council; and

3. Courses provided by other schools and institutions, including electronically mediated schools or programs, which are accredited and approved by the District.

Students should consult with their counselors to determine if a school or institution is accredited and approved by the District.

Students seeking credit for courses provided by District-approved and accredited school or institutions must complete Form 2410 F7, which is available in the counseling office. The form must be approved by the student's counselor and the Principal prior to the student's participation in the course. Approval cannot be granted retroactively.

At the college or university level, five quarter or three semester hours equals one high school credit. A minimum of 0.5 and maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college.

If the District has an articulated agreement with a college, such as but not limited to Bellevue College or Renton Vocational Technical College, both credit and grade will be submitted for transcribing.

iii. Work-Based Learning

The District may grant credit for worksite learning in accordance with WAC 392-410-315. Worksite learning means a learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan. A certificated staff member must supervise and evaluate a student's worksite learning.

In order to earn credit, students must be placed at a worksite appropriate to the student's previous learning experience and educational goals, which must be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience must be clearly related to the stated educational goals in the student's High School and Beyond Plan and the student must have taken or be concurrently enrolled in a qualifying class.

A maximum of one credit for worksite learning may be awarded per school year. A maximum of two credits may be awarded to a student during their high school years. Credit may not be awarded for core requirement courses.

iv. National Guard High School Programs

The District may grant credits for participation in National Guard high school career training or the Washington National Guard youth challenge program, under WAC 392-410-320. Students are required to obtain approval from the District prior to participation in either National Guard career training or the youth challenge program.

Credit toward high school graduation may be granted by the District upon written certification by a National Guard training unit commander or National Guard youth challenge program instructor that the student has met all program requirements.

High school credit may only be awarded for participation in the National Guard youth challenge program if the course content is of high school level rigor as determined by, and to the satisfaction of, the District.

3. Credits Earned Before 9th Grade

If requested by a student and his/her parents, a student who has completed high school courses before attending high school will be given high school credit, which will apply toward fulfilling high school graduation requirements if:

- a. The course was taken with high school students, if the academic level of the course exceeds the requirements for 7th and 8th grade classes, and the student successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- b. The academic level of the course exceeds the requirements for 7th and 8th grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a District high school, as determined by the District's School Board.

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

A student who would like credit for courses taken before high school should consult with his/her counselor to make the request utilizing form 2410 F2. A request can be made to add the credit and grade at any time up to the point of the student's junior year credit review with his/her counselor. Requests are generally made during the junior credit evaluation. **Please note that once the grades are added to a student's high school transcript, the grade and credit cannot be removed and will permanently be included in the computation of the student's grade point average.**

4. Waiver of Credits

The District may waive up to two elective credits required for graduation for individual students for reasons of unusual circumstances, as provided in District Regulation 2418.

B. ASSESSMENTS

Students must earn either a certificate of academic achievement (CAA) or certificate of individual achievement (CIA) in order to graduate. Students earn a CAA or CIA by passing state exams or state-approved alternatives.

1. Certificate of Academic Achievement

Students who pass the Smarter-Balanced English Language Arts Assessment and the Smarter-Balanced Mathematics Assessment will earn a CAA. Beginning with the graduating class of 2021, a student must also pass the Smarter-Balanced Science Assessment in order to earn a CAA.

Students who do not pass the assessment in one or more content areas required for a CAA may retake the assessment in the content area at least twice a year at no cost to the student. If the student successfully passes on a retake of the assessment, the student will earn a CAA.

The District will provide students who have not earned a CAA before the beginning of 11th grade with the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet the high school graduation standard.

2. CAA Assessment Alternatives

Students who have not passed the state examinations needed for a CAA may be eligible to use the following CAA Assessment Alternatives to meet the assessment graduation requirements. Before using the CAA Assessment Alternatives, students must attempt the state examination at least once and meet other eligibility criteria established by OSPI, including, but not limited to, attendance criteria and participation in remediation or supplemental instruction. The District may waive attendance and/or remediation criteria for special, unavoidable circumstances.

a. SAT or ACT Scores

Students who exceed a certain score on the mathematics, English Language Arts, or science portion of the SAT or ACT may use their score to meet the assessment requirement in that content area for a CAA. The state board of education sets the score needed to meet the assessment requirement in each content area.

b. AP Exams

Students who score a 3 or higher on a grading scale of 1 to 5 for certain AP examinations may use their score to meet the assessment requirement for a CAA, as follows:

- A score of 3 or higher on an AP examination in calculus or statistics may be used to meet the math assessment requirement.
- A score of 3 or higher on an AP examination in English literature and composition and one of the following additional examinations: macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics may be used to meet the English language arts assessment requirement.
- A score of 3 or higher on the AP examination in biology, physics, chemistry, or environmental science may be used to meet the science assessment requirement.

c. IB Exams

Students who score a 4 or higher on certain externally administered international baccalaureate (IB) examinations may use their score to meet the assessment requirement for a CAA, as follows:

- A score of 4 or higher on the IB examination for mathematics or further mathematics may be used to meet the math assessment requirement.

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- A score of 4 or higher on the IB examination for any IB English language and literature course or any IB individuals and societies course may be used to meet the English language arts assessment requirement.
- A score of 4 or higher on the IB examination for IB biology, chemistry, or physics may be used to meet the science assessment requirement.

d. Locally Administered Assessments

Students who pass certain locally-determined English language arts or mathematics courses may use a passing score on a locally-administered assessment tied to the course to meet the English language arts or mathematics assessment requirement for a CAA. The locally-administered assessment must be approved by OSPI before it may be used as an assessment alternative.

Certain high school transition courses in the areas of English language arts and mathematics and the assessments offered in association with the transition courses are considered OSPI-approved courses and assessments.

e. Dual Credit Courses

A student who completes a dual credit course in English language arts or mathematics in which the student earns college credit may use passage of the course to meet the English language arts or mathematics assessment requirement for a CAA.

f. GPA Comparison

A student's grades in certain English language arts, mathematics, and science courses may be compared to the grades of students who took the same courses, at the same time, but passed the state assessment required for a CAA. If the student's grades meet or exceed the average of the grades of the students in the comparison group, the student will be deemed to have met the English language arts or mathematics assessment requirement for a CAA. This option is only available to students in 12th grade who have a cumulative grade point average of 3.2 or higher on a 4.0 grade point scale.

3. Certificate of Individual Achievement

Students who receive special education services under the Individuals with Disabilities Education Act (IDEA) may earn a certificate of individual achievement (CIA) instead of a CAA, if determined appropriate by the student's individualized education program (IEP) team.

4. Appeals and Waivers

The requirement that a student obtain a CAA or CIA to graduate will be waived for certain students who transfer to the District from another state in their 12th grade year if they provide documentation that they met the high school assessment standards in another state, as provided in WAC 392-501-502.

A student or a student's parent may file an appeal to OSPI if the student was prevented from participating in a testing opportunity during his/her 11th or 12th grade year due to special, unavoidable circumstances, as provided in WAC 392-501-601.

C. HIGH SCHOOL AND BEYOND PLANS

Every student must develop a High School and Beyond Plan to guide the student's high school experience, including plans for postsecondary education or training and career. Students shall create their High School and Beyond Plans in cooperation with parents and school staff.

High School and Beyond Plans must be updated to reflect high school assessment results and to review transcripts, assess progress toward identified goals, and revised as needed due to changing interests, goals, and needs. Plans must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation requirements, to enable them to meet the requirements.

All High School and Beyond Plans must include the following elements as required under RCW 28A.230.090:

1. Career goals based on a skills and interest assessment;
2. Educational goals;
3. A four-year plan for taking courses that:
 - a. Includes information about options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements; and
 - c. Aligns with the student's secondary and postsecondary goals;
4. Identification of dual credit programs and the opportunities they create for students, including but not limited to career and technical education programs, running start programs, and college in the high school programs;
5. Information about the college bound scholarship program;
6. By the end of 12th grade, a resume with the student's education, any work experience, and any community services.

At the conclusion of each year, the school will provide the student and his/her parents with a report that reflects the progress that has been made toward satisfying the graduation requirements.

The District determines whether a student has met the high school graduation requirement for a High School and Beyond Plan.

D. TECHNOLOGY PROFICIENCY

The District requires that all students demonstrate technology proficiency. This is accomplished by successfully completing an approved technology course in high school or middle school or passing the technology proficiency test. Information on the test can be found on the District's website. **Successful passage of the technology proficiency test does not result in earning credit.**

III. Graduation Year

Students are assigned an expected graduation year based on the year they begin 9th grade, per WAC 180-51-035. Students must meet the minimum graduation requirements in place for their expected graduation year, regardless of what year they actually graduate.

Students who transfer into the District during high school will be assigned an expected graduation year in accordance with Regulation 3110 and Procedure 3110P.

The graduation year for students with disabilities who receive special education services under the Individuals with Disabilities Education Act (IDEA) will be determined by their individualized education program (IEP) teams during the year in which they turn sixteen.

IV. Students with Disabilities

Decisions regarding whether a student with a disability has met graduation requirements will be made in accordance with the IDEA and its implementing state and federal regulations and District Regulation 2161 and Procedure 2161P.