

**High School Graduation Requirements
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High School Graduation Requirements

I. Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter, each student and his/her parents/guardians will be provided with a copy of the graduation requirements in effect for that student. Graduation requirements will also be included in the student handbook.

II. Procedures Related to Graduation Requirements

A. Credit Requirements

1. Earning Credits in District:

High school credit will be awarded for successful completion of a specified unit of study. Successful completion of a specified unit of study means the following:

- a. Earning a passing grade according to the district's grading policy; and/or
- b. Demonstrating proficiency/mastery of content standards as determined by the district; and/ or
- c. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

2. Earning Credits Non-District:

The principal/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. Credits 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 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/designee may be appealed to the superintendent/designee within fifteen (15) school days of the initial decision. Training will be provided to school leaders and counselors to ensure consistency with implementation of this procedure.

Credits Required Each Semester: Each student shall be required to register for three (3) credits per semester for grades 9-12. A high school principal may make exceptions to the three (3) credit requirement for students when the student's request is in alignment with the student's High School and Beyond Plan. This request will be made in writing with parent/guardian approval/signature.

Credits Required for Graduation: Students will be expected to earn a total of twenty-two (22) credits to complete graduation requirements. The classes of 2021 and beyond will need to complete a total of twenty-four (24) credits to complete graduation requirements.

1. Subject Area Requirements and Approved Courses

The following courses are approved and required to satisfy the subject area requirements as established by the State Board of Education and the district:

Subject	Class of 2015 – 2020 Minimum State and District Credit Requirements	Class of 2021 and Beyond
English	4	4
Mathematics (4)	3	3
Science	3 (including 1 lab credit)	3 (including 2 lab credits)
Social Studies (including .5 civics)	3	3
Health and Fitness (5)	2	2
Arts	1	2 (1)
Occupational Education/CTE	1	1
World Languages/Personal Pathway	0	2 (2)
Electives	5	4
Total State and District Credit Requirements	22*	24 (3)

* District credit requirements in excess of those required by the State Board of Education.

(1) One of the two arts credits may be replaced with a personalized pathway requirement.

(2) Two credits in World Language or personalized pathway requirements.

(3) For individual students, 2 credits may be waived based on a student's unusual circumstances.

(4) Includes completion of Algebra and Geometry.

(5) Includes 1.5 credits fitness and .5 credit health.

a. Math:

Algebra I and Geometry course content is required by state statute and exposure to the content of these courses may not be waived. Students may, however, satisfy these content requirements with other Spokane Public Schools courses identified as equivalent by the Equivalency Crediting Committee. Alternatively, prior coursework that satisfy the content prerequisite sufficient for placement in a higher level course, as determined by the principal/designee, will allow the student flexibility to satisfy any of the mathematics credit requirements with more advanced mathematics coursework.

In lieu of a third credit of mathematics, students may choose an alternative mathematics course if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit, the student, parent/guardian, and school staff must be in agreement on the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent/guardian for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent/guardian understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

b. History and Government:

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 (7) through twelve (12) and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. A principal may waive this requirement if a student has transferred into the district in their junior or senior year from another state and has not completed the state history requirements.

c. Physical Education/Health:

a. The district will offer instruction in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) in at least one health class pursuant to RCW 28A.230.179.

b. Physical education may be waived upon written request of a parent/guardian on account of physical disability, employment, religious belief, or because of participation in directed athletics or military science and tactics (RCW.28A.230.090). Requests must be initiated by the parent/guardian by completing the Request for Waiver of Graduation Requirement ([Form 62-0050](#)).

B. High School and Beyond Plan

Each student is to develop, have on file, and update as necessary a high school and beyond plan approved by a parent/guardian. Staff will provide assistance to middle school students and their families in developing the High School and Beyond Plan. If a plan has not been started upon the student's entrance into high school a plan will be developed upon arrival. Changes in plans should reflect parent/guardian consent and every reasonable effort will be made to ensure parent/guardian consent. If after multiple attempts staff are unable to reach or involve parent/guardian then an appointed designee will represent the students interest. At the conclusion of each semester, the school will provide the student and his/her parents/guardians with a report card which reflects the progress that has been made toward satisfying the necessary credits towards graduation. If progress is not adequate, the school will identify alternative courses that can be taken to correct the deficiencies.

A High School and Beyond Plan is required for graduation. The plan should meet the following requirements:

1. Provide a formal process to help students think about and document their future goals and how to accomplish these goals;
2. Provide students with a career interest and skills inventory;

3. Teach students a planning process that provides a capacity to create, review and revise the High School and Beyond Plan;
4. Prepare all students for post-secondary options and track requirements for graduation from high school and entry into post-secondary programs;
5. Identify career and educational goals;
6. Include a career goal, an educational goal, a four-year course plan for high school, and identification of required assessments needed to graduate from high school and achieve the post-secondary goals chosen in the high school and beyond plan;
7. Guide a student's choice for the third credit of math and the third credit of science with parents'/guardians approval and the development of personalized pathways;
8. Assure parental involvement in the planning, modification, and approval process.

C. State Testing

To qualify for graduation, each student shall meet all state assessment requirements or approved alternatives. Students who transfer to a district high school from a different state during their 11th or 12th grade year shall pass a high school assessment either in their former state or Washington State to meet this graduation requirement.

III. Other Methods to Accrue Credits

A. Credit for 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 pursuant to WAC 392-410-300. A Credit for Alternative Programs ([Form 62-0087](#)) must be submitted to the Chief Academic Officer prior to the experience, will be at no additional cost to the district, and will include at least the following information:

1. Name of program or planned learning experience;
2. Length of time for which approval is desired;
3. Objectives of the program or planned learning experience;
4. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
5. Description of how credits shall be determined in accord with WAC 180-51-050(1);
6. Content outline of the program and/or major learning activities and instructional materials to be used;
7. Description of how student performance will be assessed;
8. Qualifications of instructional personnel;

9. Plans for evaluation of program; and
10. How and by whom the student will be supervised.

Reasons for approval or disapproval will be communicated to those making the request.

B. Credit for Work Experience Inside and Outside of Career and Technical Education

Credit for work experience through C.T.E. exists in all of our high schools. State law also provides opportunity for students to obtain credits for work experience outside of CTE through the following parameters. Credit toward graduation requirements may be granted for work experience pursuant to WAC 392-410-315.

1. The work program will be supervised by the school.
2. The work experience will be specifically related to the school program of the student and shall connect with the student's High School and Beyond Plan.
3. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
4. The job in which experience is gained will provide a varied experience.
5. 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.
6. 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).
7. One credit may be granted for not less than one hundred and eighty (180) hours for instructional work based learning experience, and not less than three hundred and sixty (360) hours of cooperative work based learning experience related to a student's school program.
8. A student participating in a cooperative worksite learning experience shall be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization. The student shall be sixteen years of age or older.
9. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
10. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.
11. The placement, supervision, and evaluation of a student earning credit in a work- based learning environment shall meet all other criteria established by WAC 392-410-315.

C. Credit from Outside Institutions

1. Credit for College Courses

Credit toward graduation requirements may be granted for college courses.

The following are approved schools from which a student may take these courses:

- a. Schools approved by the National University Continuing Education Association or accredited by the Distance Education and Training Council.
- b. Community colleges, vocational-technical institutes, four-year colleges and universities, and state-approved private schools in Washington State. (See the latest edition of Washington Education Directory published by the State Superintendent of Public Instruction.)
- c. Other schools or institutions which are approved after appropriate evaluation for a particular course offering by the district.

A written request for high school credit for correspondence or college courses not recognized by the district must be submitted to the high school principal by the parent/guardian or eligible student prior to the start of the course(s). The learning experience identified by the student for the requested credit must link to one or more learning goals and related performance expectations for the state of Washington or equivalent curriculum standards approved by the board. The high school principal/designee will investigate and ascertain the facts relating to the proposed course(s); evaluate the proposed course(s); and approve or deny the request. A copy of the high school principal's/designee's decision shall be sent to the Director for Secondary Schools. The high school principal will designate a qualified member of the staff to serve in supervisory capacity while the course is being offered. In the event a request is denied, the parent/guardian or eligible student shall be notified that an appeal may be made in writing to the executive director for the high school within ten (10) school days of the decision.

2. Credit for Running Start

Credit for successful completion of Running Start courses in an approved institution of higher education shall be granted as per procedures established in WAC 392-169-050 and WAC 180-51-050. 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.

Students will be released to participate in the Running Start program based on certification of eleventh (11th) or twelfth (12th) grade level placement.

Tenth (10th) and eleventh (11th) grade students and their parents/guardians will be notified annually of the Running Start Program.

D. Credit for Courses Taken Prior to High School

1. Credit for Courses Taken Prior to High School

If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given credit which shall

be applied to fulfilling high school graduation requirements as provided in RCW 28A.230.090. The requirements as outlined by the law include the following:

- a. The course was taken with high school students; or
- b. The academic level of the course exceeds the requirements for seventh (7th) and eighth (8th) grade classes; or
- c. The student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
- d. The academic level of the course exceeds the requirements for seventh (7th) and eighth (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 high school in the district as determined by board.

2. Receiving Credit

To receive high school credit for an eligible course, the student and his or her parent/guardian must complete, sign, and return the form to the student registrar. Non-district middle school transcripts must indicate that the course was high school equivalent.

If a student and his or her parent/guardian have not requested high school credit for the successful completion of a high school class, the student may nonetheless enroll in the next, more advanced class in the same subject area.

E. Credit for National Guard High School Career Training

1. Credit may be granted for National Guard high school career training and Washington National Guard youth challenge program participation in lieu of either required or elective high school credits pursuant to WAC 392-410-320-327. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- a. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- b. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.

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

F. Credit for Home Schooling

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

a. To gain credit for a course of study, a student must comply with WAC 392-410-300 and must 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.

2. To gain credit for a course of study, a student will demonstrate proficiency at a minimum of 80 percent (80%) of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent/guardian may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.

3. Credit may be granted to home school students for credits taken at approved schools as provided under “Credit for College Courses” above.

G. Competency Based Credits

In certain circumstances, the Spokane School District will award competency based credits to students who can demonstrate academic proficiencies. In all of these circumstances, credit will be posted with a P (pass) on the student’s transcripts. Failed course(s) will remain on the transcript with the “F” grade.

1. World Language

The Spokane School Board will permit competency or proficiency-based high school credit for World Languages in which a student can demonstrate proficiency across a range of language skills using a District-approved assessment process. Competency-based credits can help students demonstrate and validate expertise they have already gained, including through natural or heritage language experiences, and can allow students to open time in their schedules to pursue other interests. Granting competency-based credit for World Languages allows students to gain high school credit through their experiences of using the language at home, attending language programs in the community, or living abroad. For the purposes of this procedure, “World Languages” includes those languages that are only spoken or signed. The process for granting World Language Credit will follow the following procedures:

a. Definition:

A world language is any natural language that has been formally studied, including American Sign Language (AMESLAN, the language of the deaf community) and languages no longer spoken, such as Latin and ancient Greek. Computer “languages” and forms of deaf signing other than AMESLAN are not considered world languages for the purposes of this procedure.

b. Demonstrating Proficiency for Competency Based Credit:

- 1) The District will administer assessment instruments endorsed by OSPI.

c. Determining Competency and Credit Equivalencies:

1) One or more high school credits will be awarded based on the student demonstrating an overall proficiency level according to ACTFL Proficiency Guidelines:

- Novice Mid: 1 credit
- Novice High: 2 credits
- Intermediate Low: 3 credits
- Intermediate High: 4 credits

2) Total credit for the language will be based on the lowest common level of proficiency demonstrated across the skill areas. Students may not receive separate credits for individual language skills. Students may receive credit for multiple languages.

d. Testing Opportunities:

The District will manage the assessment process so that students have opportunities to take or retake the assessments required to demonstrate proficiency. Assessments will be offered once per year, in a proctored setting with the appropriate technology. The District will approve the site(s) where the assessments are offered, which may include school sites, community colleges, universities, district buildings, or other appropriate sites.

e. Paying for Assessments:

The superintendent will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring, in addition to any other costs that may be incurred. Fees may vary by language.

f. Reporting Results:

1) The District will receive official test results for each student participating in the assessment process. The District will provide a letter to the student/family with a copy of the test results and a determination of how many world language credits, if any, will be awarded. If requested by the student/family the school will record the world language credits earned on the official transcript with a grade of "pass."

2) The superintendent/designee will report to the school board the number of proficiency high school credits awarded by language each year.

2. State and National Assessments

State and national test scores may be used to show competency in two ways: challenging courses; or as a tool for students to recover credit for previously failed courses.

Challenging courses: Students who want to use test results to challenge courses can request that the competency grade (P) be posted to their transcript for

certain courses as designated in Table #1 and Table #2. For students wanting to challenge a course who are not planning on replacing the course with a credit bearing course in that subject area should be advised about the potential adverse effect on college admission.

Students may recover credits for previously failed math and English courses using the assessments in Table #1 and Table #2.

State Assessment	Previously Failed Course Eligible for Retrieval	Amount of Credit Possible to Retrieve for Challenging the course	Amount of Credit to Retrieve for Credit Retrieval
Algebra End of Course Assessment	Algebra		1.0
Algebra Collection of Evidence	Algebra		1.0
Geometry End of Course Assessment	Geometry		1.0
Geometry Collection of Evidence	Geometry		1.0
Grade 11 Comprehensive Math Test	Algebra or Geometry	1.0	1.0
Grade 11 Comprehensive ELA Test	English 9A, English 9B, English 10A, English 10B or English 11A	1.0	1.0
Reading and Writing State Assessment (HSPE)	English 9A, English 9B, English 10A, English 10B		1.0

Students who meet standard on the following nationally administered assessments may recover credit for previously failed courses in the following ways:

Assessment	Score	Previously Failed Course Eligible for Retrieval	Amount of Credit Possible to Retrieve for Challenging the course	Amount of Credit to Retrieve for Credit Retrieval
PSAT Reading & Writing / SAT Reading & Writing (Pre 2015)	Min. of 42 on both Reading and Writing / Min. of 500 on Reading and 470 on Writing	English 9	Up to 1.0	Up to 1.0
PSAT Reading & Writing / SAT Reading & Writing (Pre 2015)	Min. of 45 on both Reading and Writing / Min. of 500 on Reading and 470 on Writing	English 10	Up to 1.0	Up to 1.0
PSAT Math / SAT Math (Pre 2015)	Min. of 44 / 510	Algebra	Up to 1.0	Up to 1.0
PSAT Math / SAT Math (Pre 2015)	Min. of 47 / 510	Geometry	Up to 1.0	Up to 1.0
PSAT/NMSQT/SAT Math (2015 and Beyond)	Min. 470	Algebra	Up to 1.0	Up to 1.0
PSAT/NMSQT/SAT	Min. 500	Geometry	Up to 1.0	Up to 1.0

Math (2015 and Beyond)				
PSAT/NMSQT/SAT ERW (2015 and Beyond)	Min. 470	English 9	Up to 1.0	Up to 1.0
PSAT/NMSQT/SAT ERW (2015 and Beyond)	Min. 500	English 10	Up to 1.0	Up to 1.0
ACT Math (2015 and Beyond)	Min. of 19	Algebra	Up to 1.0	Up to 1.0
ACT Math (2015 and Beyond)	Min. of 21	Geometry	Up to 1.0	Up to 1.0
ACT English and Reading Combined (2015 and Beyond)	Min. of 39	English 9	Up to 1.0	Up to 1.0
ACT English and Reading Combined (2015 and Beyond)	Min. of 42	English 10	Up to 1.0	Up to 1.0

H. Equivalency Courses:

Equivalency courses approved by the school district can satisfy specific graduation requirements. The board of directors will approve equivalency credits; both cross credits and dual requirements per RCW 28A.230.097, Subsection 1. Both a cross credit and a dual requirement will count for only one credit for graduation purposes. Specific high school graduation requirements may be met as set forth in Procedure 4410.

1) Cross Crediting:

Courses may be identified as covering the graduation content requirements in more than one subject area in one of two ways: by the Equivalency Crediting Committee or by declaration of the Washington State Legislature. A student must choose the single content area to which the cross credit will be applied; however, the course will be transcribed as the actual course taken.

2) Dual Requirements:

Cross credited courses that allow a student to earn one credit and satisfy two graduation content requirements (one academic and one career and technical) by completing a career and technical course determined by the Equivalency Crediting Committee to be equivalent to an academic core course. If a student chooses to use the approved CTE course to satisfy a core academic graduation requirement, then that course must be listed on the transcript as the equivalent core academic class.

3) Terms and Definitions:

Graduation Content Requirement – Courses (or their equivalent) within a curricular area that a student must fulfill in order to graduate. Example: Students in Spokane Public Schools must take 6 semesters of mathematics, including Algebra I, Geometry, and an additional approved math course.

Graduation Credit Requirement – A set number of credits that a student must fulfill in order to graduate. (1 credit equals 2 semesters of coursework.) Example: Students in Spokane Public Schools must earn a total of 22 credits in order to be eligible to graduate.

Cross-Credit – A course that offers a student a choice of meeting a graduation requirement in more than one content area. Example: AP Computer Science can fulfill a requirement in either science, CTE, or math (the student must be concurrently enrolled in or have successfully completed Algebra II).

Dual-Requirement – A CTE course that simultaneously meets two graduation requirements. Example: Digital Photography could simultaneously fulfill the graduation content requirement for both The Arts and CTE. The student taking the course would receive one (1.0) credit toward graduation.

Equivalency – A description used in relation to courses, credits, or competencies that are determined to have equivalent content based on alignment with all essential district standards. Final approval for courses recommended for equivalency by the equivalency crediting committee will be submitted to the Board for approval.

Equivalency Crediting Committee - A committee comprised of administrators, teachers, and instructional programs coordinators and facilitators who make the determination as to whether courses have met the standard of being equivalent.

A list of [approved courses](#) will be updated regularly and will be approved by the Spokane Board of Directors per RCW.28.230.097.

I. Waivers and Exemptions

1. Exemption

State law requires all students have access to graduation. In rare circumstances, some students with an I.E.P will need accommodations to ensure they have an opportunity to graduate with his or her peers. A student with I.E.P documentation 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.

2. Requesting a Waiver

Waiver of graduation requirements is determined by the principal. The procedure for processing requests for waiver will be as follows:

- a. Request will be initiated by the parent/guardian or the eligible student by completing the Request for Waiver of Graduation Requirement (Form [62-0050](#));
- b. The principal will investigate the request for waiver of graduation requirements;

- c. The principal will make a determination in writing based upon appropriate data and upon conclusions of the investigation;
- d. The principal will develop appropriate record keeping procedures for storage of all pertinent data relating to each waiver request; and
- e. The parent/guardian or eligible student will be notified that an appeal to the decision on waiver requests may be made in writing to the superintendent no later than thirty (30) days prior to the anticipated graduation date.
- f. The Director of Secondary Schools shall annually report each fall to the Board of Directors as to the number of waivers granted for graduation requirements, Spokane Public Schools Career Pathway Diplomas issued, and exceptions made to the graduation ceremony requirements to include the circumstances of each.

IV. Graduation and Diplomas

When students fulfill all graduation requirements, they may participate in the next graduation ceremony offered by the high school or district. Each student will be awarded a diploma after satisfactorily completing the district's requirements for graduation. Upon request, each graduating student will receive a final transcript.

However, a student's diploma or transcript may be withheld until the student pays for any school property (including fees) that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. The student or his/her parents/guardians may appeal the imposition of a charge for damages to the superintendent or board of directors.

A student may be denied participation in graduation ceremonies for violations of school rules. Such exclusion will be regarded as a school suspension. In such instances, the diploma will still be granted.

Students with disabilities receiving special education services who have Individual Education Programs providing for special education or related services beyond the fourth year of high school and who have attended four years of high school must be allowed to participate in graduation ceremonies with their graduating class. A student's participation in graduation ceremonies must not affect the student's future ability to receive a high school diploma, a Certificate of Individual Achievement, or a Certificate of Academic Achievement. This requirement is known as Kevin's Law.

A student's participation in graduation ceremonies does not affect the student's future ability to receive a high school diploma, a Certificate of Individual Achievement, or a Certificate of Academic Achievement; nor does it preclude a student from continuing to receive special education and related services under an IEP beyond the graduation ceremony.

While it is not the intention of the board of directors to make exceptions for students who have not met all graduation requirements, the Board acknowledges that extraordinary situations do occur and, therefore, a high school principal may authorize exceptions to these requirements for exceptional circumstances, such as a debilitating family circumstance or hospitalization, only after consultation with the Spokane Public Schools' high school principals, and in agreement with the Chief

Academic Officer in order to ensure uniformity across all district high schools. Unless additional circumstances exist, family plans and travel arrangements associated with the belief that a student will participate in the graduation ceremony are not examples of exceptional circumstances that allow a principal to make exceptions to the requirements for participation in the graduation ceremony. Those students who participate in the graduation ceremony due to an authorized exception will not receive a diploma from Spokane Public Schools until all graduation requirements have been met.

A. Graduation Ceremonies

1. 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. 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.

2. Student Recognition

- a. Valedictorians and Salutatorians
 - 1) High schools may recognize students in these categories for the graduating classes of 2017 -2019 using unweighted grade point averages.
- b. Latin Honors System
 - 1) Starting with the graduating class of 2020, schools will recognize students using the Latin Honors system with the following categories and weighted grade point averages.
 - i. Summa Cum Laude: 4.3 weighted GPA
 - ii. Magna Cum Laude: 4.1 weighted GPA
 - iii. Cum Laude: 3.8 weighted GPA

Schools are encouraged to recognize these students in a variety of settings and formats. And schools are also encouraged to identify students for these categories as early in the senior year (e.g. after first semester grades) to allow students to use these honors as part of college application and scholarship searches.

If schools want to implement the Latin Honors system prior to the class of 2020, they should also maintain the current system for recognizing valedictorians until the class of 2020. As part of registration and advising, each school should clearly communicate how students would qualify for these honors, what the criteria are, and should help advise students around this as part of registration.

b. Distinguished Scholars

In addition to valedictorians, salutatorians, and Latin honors, high school graduations may also recognize students who have maintained strong grades and who have demonstrated outstanding performance in their secondary school career. Schools will establish their own criteria and should publish the criteria to students when entering high school.

c. Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria as in WAC 392-410-350:

1) 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.

2) Demonstrate proficiency in one or more world language. For purpose 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:

a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;

b. Passing an International Baccalaureate exam with a score of 4 or higher;

c. 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);

d. 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; or

e. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI.

Schools will establish processes to recognize students who have achieved this designation and to record this on their high school transcript.

V. Diplomas

A. Alternative Methods of Obtaining a Diploma

1. Spokane Public Schools Career Pathway Diploma Option:

a. The Board of Directors of Spokane Public Schools recognizes and authorizes the issuance of a Spokane Public Schools Career Pathway Diploma for those students who are accepted into this program and who complete their designated program of study. This authorization is for the period of January 2011 through August 2017.

b. A student will be eligible for the Spokane Public Schools Career Pathway Diploma after consultation with his/her high school counselor and in agreement with the principal and district's intervention specialist, in order to ensure uniformity across all district high schools. This alternative method does not include all requirements necessary to receive a regular Spokane Public Schools diploma.

c. In order to earn the Spokane Public Schools Career Pathways Diploma, the student must:

1) Complete all Washington State graduation requirements.

2) In consultation with his/her high school counselor, identify a four-course career pathway aligned with:

i. A certified apprenticeship/technical program;

ii. A two- or four-year college degree; or

iii. A Military training program.

For the class of 2015 and beyond, submission of the Career Pathway Diploma Application and Graduation Requirements Verification Form will be required prior to beginning classes during their 12th grade year.

Applications received after the deadline will be submitted to the superintendent's designee by the principal and will be considered on an individual basis.

3) Complete his/her post-high school plan (in addition to the High School and Beyond Plan) which includes:

i. Admission application;

ii. Initiate financial aid application (or complete a waiver after a meeting with the school counselor or designee); and

iii. Appropriate placement test (i.e. Compass, ASVAC, PSAT, SAT, ACT).

2. Students Who Left High School for Specific Military Services:

The district may issue a high school diploma to a person who left high school before graduation to serve in World War II, the Korean conflict, or the Vietnam era as defined in RCW 41.04.005.

a. A written request for the diploma must be submitted on the form entitled Application for Veterans ([Application for Veterans - Form 62-0079](#)).

b. The superintendent will determine those veterans who have substantial ties to the district. Examples include but are not limited to the following: living or having lived in the district; having attended school in the district, having children or other descendants who have attended school in the district; having been employed by the district, or having volunteered in the district.

c. The school district may issue a diploma to or on behalf of a person otherwise eligible, notwithstanding the fact that the person holds a high school equivalency certification or is deceased.

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01/09/2013
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02/24/2016
03/08/2017
Superintendent: Dr. Shelley K. Redinger