



PROCEDURE - HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and his or 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 may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

1. 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
2. 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 competency examination or perform any other additional assignment to receive credit.

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 nonnumerical grade, such as "pass" or "credit." A nonnumerical 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 nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

1. Earning a passing grade according to the district's grading policy;



2. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study); or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

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 an out-of-state or out-of-country program. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement—or the credits may be counted as elective credits. The principal or designee will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent or designee within fifteen school days of the initial decision. Applicable to the class of 2026, High School Counselors and Administrators may use the NCTA Credit Conversion form to reduce one elective credit for each year a student completes a NCTA program.

Total Number of Credits Required

	MOUNT VERNON HIGH SCHOOL			Mount Vernon School District		
	Class of 2026	Class of 2027	Class of 2028	Class of 2029 & Beyond	Choice Programs	Additional Information
SUBJECT						
English	4	4	4	4	4	
Mathematics	3	3	3	3	3	<ul style="list-style-type: none"> · Algebra 1 or Integrated Math 1 · Geometry or Integrated Math 2

						<ul style="list-style-type: none"> · A 3rd credit of Math*
Science	3	3	3	3	3	<ul style="list-style-type: none"> · At least two labs · A 3rd credit of Science*
Social Studies	3	3	3	3	3	<ul style="list-style-type: none"> · 1.0 U.S. History and Government · .5 Contemporary World History, Geography, and Problems · .5 credits of Civics · 1.0 credits of Social Studies Elective (may include .5 credits of a second semester Contemporary World History or the equivalent)
Arts	2	2	2	2	2	<ul style="list-style-type: none"> · Performing and visual arts · 1 credit may be a Personalized Pathway Requirement**
Health & Fitness	2	2	2	2	2	<ul style="list-style-type: none"> · .5 credits of Health · 1.5 credits of Fitness · Students must earn credit for physical

						education unless excused per RCW28A230.050
Career & Technical Education	1	1	1	1	1	May be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards
World Language	2	2	2	2	2	Both credits may be Personalized Pathway Requirements**
Electives	8	6	4	4	4	
Total Required Credits	Needed: 28	Needed: 26	Needed: 24	24	24	Up to 2 credits can be waived locally based on a student's unusual circumstances.

*The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

**Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

***All 9th-grade students will be required to enroll in a 1.0 credit social studies course as part of their academic program. This requirement is designed to support students' transition to high school by strengthening their critical thinking, civic engagement, and historical literacy skills.

Math:

A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who

demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.

A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:

1. Repeat the course or courses for credit in high school; or
2. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student had already taken the courses at a high school level.

Washington State History Non-Credit Requirement:

The Washington state history and government requirement are met during 7th and 8th grade social studies in the Mount Vernon School District. Students who transfer to the Mount Vernon School District after 8th grade, must complete the requirement by completing the district-designed equivalent course (non-credit). The requirement may be waived by the principal for students who:

- have successfully completed a state history and government course of study in another state; or
- are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of a previous residence outside the state.

Whether such a course was completed is based on interpretation of the student's transcript, which is based on local policy for interpreting transcripts from other states.

Credit Waiver Opportunities

Cross reference policy 2418: Waiver of High School Graduation Credits & Non-Credit Requirements

- Elective credits: Waiver of up to two elective credits
- Waiver of Washington State History Non-Credit Requirement

Credits for Experiential Education/Non-School Based Opportunities

The district may grant credit up to 3 credits, in increments of .5 per learning experience, toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by

the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- Name of program or planned learning experience;
- Length of time for which approval is desired;
- Objectives of the program or planned learning experience;
- Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- Description of how credits shall be determined (completion of a district-defined course or satisfactory
- demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;
- Content outline of the program and/or major learning activities and instructional materials to be used;
- Description of how student performance will be assessed;
- Qualifications of instructional personnel;
- Plans for evaluation of program; and
- How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, paid work, volunteer work, and education programs sponsored by governmental agencies.

National Guard High School Career Training

The district may grant credit 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:

- MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- 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.
- The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

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

1. To gain credit for a course of study, a student will provide the following:

- A journal that reflects the actual work completed during a home-study course of study;
 - Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 - Any such other performance-based exhibits of specific course-related assignments.
2. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent 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 may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
3. Credit is granted for the following approved schools:
- Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 - Other schools or institutions that are approved by the district after evaluation for a particular course offering.

Dual Credit

The district believes in offering opportunities that empower students to challenge themselves academically, prepare for postsecondary success, and reduce barriers to higher education. A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

Dual Credit refers to programs that allow high school students the potential to earn both high school and college credit simultaneously through the successful completion and/or corresponding exam. Mount Vernon School District offers students both exam based and course based dual credit opportunities. Course based opportunities include: Running Start, CTE Dual Credit, and College in the High School. Exam based option includes Advanced Placement (AP).

1. Dual Credit Course Based
 - Running Start
 - CTE
 - CiHS
2. Dual Credit Exam Based
 - Advanced Placement Courses

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

1. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
2. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
3. Contact the college they are interested in attending and arrange placement.
4. 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.

CTE Dual Credit

Mount Vernon School District recognizes Career and Technical Education (CTE) Dual Credit as a program that allows high school students to earn both high school and college credit for career-focused coursework. CTE Dual Credit courses align with industry standards and postsecondary pathways, providing students with hands-on learning experiences that prepare them for high-demand careers. These courses are offered through partnerships between the district and accredited colleges, ensuring a seamless transition to further education or the workforce. To receive college credit, students must complete an approved CTE Dual Credit course with a passing grade and meet any additional requirements set by the partnering institution.

College in the High School

The college in the high school program is a dual credit program located on a high school campus or in a high school environment in which a high school student may earn both college credit and high school credit by achieving a passing grade in a college level course. A college in the high school program will be governed by a local contract which will include qualifications for students to enroll in the program.

Additionally, applicable information regarding students in the program includes the following:

1. Students who have not yet received a high school diploma, and are eligible to be in the ninth, tenth, eleventh or twelfth grades may participate in the high school in the college program.
2. Students will receive credit for the courses they complete. If a student completes a course for which there is not a comparable course with the district, then an administrator will determine how many credits the student will receive for the course. Such a determination shall be issued in writing by an administrator prior to the student beginning the course.

Advanced Placement (AP)

The Advanced Placement (AP) program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams.

Work Based Learning Credit

1. CTE Credit: Paid/Non-Paid Work Site Learning is on-the-job experience that will enhance the academics and skills a student learned from a Career and Technical Education class. Students need to be enrolled in or have successfully completed a qualifying CTE class and secure a worksite placement related to their CTE pathway. Requires learning plan approval, reflections, and documentation. Students must be at least 16 years of age. For every 180 hours worked, a 0.5 credit will be awarded. Students may earn up to 1.0 credit during any school year. Limit of 2.0 credits.
2. Elective Credit: (non-CTE) Paid Work Site Learning is on-the-job experience that will integrate practical employment experience into students' educational pathways, enhancing their readiness for postsecondary endeavors. Students must obtain prior written approval from a school official and a work-based sponsor, incorporate the work experience into their High School and Beyond Plan, and demonstrate proficiency in state financial education learning standards. Verification of paid work hours is a requirement. Students must be at least 16 years of age. For every 180 hours worked, a 0.5 credit will be awarded. Students may earn up to 1.0 credit during any school year. Limit of 2.0 credits.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

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 that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

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.

The high school and beyond plan will be updated periodically to address the following:

1. High school assessment results and junior year course-taking;
2. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and
3. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

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:

1. Identification of career goals, aided by a skills and interest assessment;
2. Identification of educational goals;
3. 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, international baccalaureate programs, and college in the high school programs;
4. Information about the college bound scholarship program established in chapter 28B.118 RCW;
5. A four-year plan for course taking that does the following:
 - Includes information about options for satisfying state and local graduation requirements;
 - Satisfies state and local graduation requirements;
 - Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 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;
 - 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:

- Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - Application timelines and submission deadlines;
 - The importance of submitting applications early;
 - Information specific to students who 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;
1. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 2. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 3. Information on college bound scholarship application and eligibility; and
7. 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 any community service and how the school district has recognized the community service. The student will be required to present this compilation to a panel, which may include staff and community members.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

GRADUATION PATHWAY OPTIONS

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.

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 statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

Before course scheduling or course registration for the next school term, the district will provide the following information to students in grades nine through twelve and their parents: information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs for students and their families. The information will be provided by email and other communication methods. To the extent feasible, the information will be translated into the primary language of each parent or legal guardian.

High School Transition Courses

A student may demonstrate career and college 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 where 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.

AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics as outlined in the district’s course catalog.
- B. Achieving the following scores on the following exams:
 - 1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses outlined in the district’s course catalog.

2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses when applicable.
3. Score an E or higher on Cambridge international exams in one of the English language arts and one of the mathematics courses when applicable.

SAT or ACT Scores

A student may demonstrate career and college 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.

Performance-Based Pathway for High School Graduation

Approving Student Proposals/Learning Contract

A student proposal for a performance-based pathway is created by the student with an advisor's help. The district or schools may also develop and facilitate performance-based pathway opportunities, for example a school may work with a local employer to provide student internships that serve as a performance-based learning experience. A student may opt to sign a learning contract to meet the graduation pathway requirement through an opportunity created by a school or the district. Both student proposals and student learning contracts must include:

- A list of the learning standards in English language arts (ELA) and/or math that will be addressed. The list must include state required performance-based pathway learning standards and must comply with state guidance on identification of learning standards for performance-based pathways.
- A description of the student learning experience, including relevant safety measures to ensure student safety. Safety measures to be considered may include:
 - Work-based learning rules (WAC 392-410-315)
 - Industry safety standards
 - Youth employment regulations
 - District risk-management practices
- A description of the product the student will create based on the learning experience.
- A brief statement by the student identifying how the learning experience aligns with the student's goals as described in the student's High School and Beyond Plan.
- Identification of people who will assist with the performance-based pathway including at minimum:
 - A performance-based pathway advisor who will monitor the student's progress in completing the performance-based pathway, help ensure alignment of the pathway

with the student's High School and Beyond Plan goals, and advise the student as needed. The advisor may be a teacher, counselor, administrator, certificated or non-certificated staff, or an external partner approved by the district or school to work with students.

- Evaluator(s) who will determine if the student's product meets proficiency targets in the ELA or math learning standards identified in the proposal or learning contract. The evaluators must include at least one certificated teacher (or teacher with other applicable qualifications, as permitted by the Professional Educator Standards Board) endorsed in the relevant subject area (ELA and/or math).

Approval of student proposals and learning contracts:

Student proposals will be approved by an educator or panel of educators, including teachers, counselor, or administrators, identified by a high school principal or the superintendent. Performance-based learning contract opportunities (developed by the school or district) will be approved by the School Board or its designee. The student proposal or the learning contract opportunity will be approved if it is found that:

1. The student learning experience and resulting product will provide the student adequate opportunity to demonstrate knowledge and skills that address the learning standards identified in the proposal.
2. The student learning experience complies with district policies that address student safety and district risk management, including parent/guardian approval if appropriate.

Assessing Student Products:

Whether a student meets the graduation pathway requirement through a performance-based pathway option is a local decision made by the evaluator(s) based on the student's demonstration of meeting ELA and/or math standards identified in the student proposal or the learning contract.

The evaluation may be performed by a single evaluator or a panel of evaluators and may be a collaboration between schools or between multiple districts. External partners may participate as evaluators, provided that the evaluation involves at least one certificated teacher endorsed in the relevant subject area or areas (or teacher with other applicable qualifications, as permitted by the Professional Educator Standards Board).

The evaluation must use state evaluation tools, including rubrics and proficiency targets.

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.

- **Armed Services Vocational Aptitude Battery**
A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment.
- **Career and Technical Education Courses**
A student may demonstrate career and college 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 that meet the minimum criteria identified in WAC 180-51-230(h) and in RCW 28A.700.030.

V. STUDENT'S 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. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan.
Modifications to the district's standard graduation requirements may include:
 - Attainable alternate classwork or individualized activities substituted for standard requirements;
 - A statement of waiver for any waived standard graduation requirements; or
 - An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
 - The projected date by which all graduation requirements will be met; and

- 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 decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VI. SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by one of the following methods:
- Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 - Passing an International Baccalaureate exam with a score of 4 or higher;
 - 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);
 - 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 outlined in sections C and D below; or
 - Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.
- C. Competency/Proficiency in a World Language will be determined as follows:
The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument for measuring students' competency and proficiency in world languages, ensuring alignment with state and national standards, curriculum goals, and diverse learner needs.

For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence processes, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

- D. Beginning with the Class of 2024, competency and Credit Equivalencies will be determined as follows: The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:
- Novice Mid – 1 credit (Carnegie Unit)
 - Novice High – 2 credits
 - Intermediate Low – 3 credits
 - Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(Example: If a student demonstrated Intermediate Mid-level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

VII. 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.

Graduation ceremonies will be conducted in the following manner:

- 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.
- Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear.
- Students who participate will use good taste in their choice of culturally appropriate accessories and receive approval by the designated school administration.
- Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- The district has discretion to determine the conduct for graduation ceremonies as described above. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

VIII. WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.