

INSTRUCTION

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 or guardians will be provided with a copy of the current graduation requirements. Graduation requirements shall be included in the student handbook.

II. High School Completion

Each student is to develop, update annually, and have on file a High School and Beyond Plan ([WAC 180-51-061](#)) to be approved by the parent/guardian. Counselors and/or advisors shall provide assistance to incoming ninth graders and their families in developing the High School and Beyond Plan. Changes in plans should normally reflect parent consent and should be submitted to the appropriate counselor and/or on file as part of the students High School and Beyond Plan. Annually, counselors shall provide the student and his/her parents or guardians with a report which reflects the progress that has been made toward satisfying the graduation requirements. If progress is not normal, the counselors will identify alternative courses that may be taken to correct deficiencies.

In the event minimum test requirements are adopted by the board, a student who possesses a handicapping condition shall satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Students enrolled in Special Education may vary from the district and state graduation requirements in accordance with their Individual Education Plan (IEP) as prescribed by the student's Multi-Disciplinary Team and the IEP committee. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

III. Required Subject Areas and Credits ([RCW 28A.230.090](#), [WAC 180.51](#))

Graduation Requirements

Students shall be expected to earn a total of twenty-one (21) credits in order to complete graduation requirements. For 1.0 credit, a class must meet for a minimum of 150 hours of planned instructional activities ([WAC 180-51-050 \(1\)](#)) or demonstrate proficiency/mastery of content standards as determined by the district. Credit requirements have been increased beyond those of the state board of education to assure that students have an opportunity to undertake a broad variety of academic, occupational, cultural and recreational courses in order to substantially enhance the quality of life that they may have while in high school and during the years to follow.

In addition to the academic course of study a High School and Beyond Plan and Culminating Project are required for graduation.

The following credits (with courses approved for satisfying the subject area requirements) shall be required of each student for graduation:

<u>Subject Area</u>	<u>Credits</u>
English	4.0 Credits
Mathematics	3.0 Credits
Social Studies	3.0 Credits
Science (1.0 Lab Science Credit)	2.0 Credits
Occupational Education	1.0 Credit
Health and Fitness	2.0 Credits
Arts	1.0 Credit
Electives	5.0 Credits
Computer Competence	NC
HS & Beyond Plan	NC
<u>Culminating Project</u>	<u>NC</u>
	21.0 Credits

High School and Beyond Plan

Each student shall complete a High School and Beyond Plan as a requirement for graduation. The High School and Beyond Plan consists of student participation in the school program designated at each of the high school sites. Students shall meet the requirements of the program as identified within the high school building.

Computer Competence

All students shall demonstrate basic computer competence as a requirement for graduation. Students may demonstrate competence by passing a computer competency assessment or by successfully completing classes as designated in the course of study handbook that meet this requirement. Students who have not met this requirement by the end of their junior year will be enrolled in a designated course for their senior year.

Culminating Project

Each student shall complete a Culminating Project as a requirement for graduation. The Culminating Project shall provide students an opportunity to use their academic skills and content knowledge to gain new, deeper levels of understanding and shall challenge students to extend their learning. Projects shall be aligned to the students' High School and Beyond Plan and provide an experience that relates academic studies to future education and career preparation. Projects will involve thinking analytically, logically, and creatively integrating experience and knowledge to form reasoned judgments and solve problems. Projects shall require documentation that shows how the student met their intended objectives. Projects may include a combination of research, the

development of a product, or may include service within the community or a work-based learning experience. The project shall culminate with a presentation.

Students shall either enroll in a course that has been identified as meeting the requirements of the Culminating Project or enroll in an Alternative Learning Experience (ALE) to complete their project under the supervision of a district certificated staff member who has been assigned to supervise ALE students. Enrollment in an ALE is limited to the first semester of their junior or senior year. Only activities occurring during the enrollment period may count towards meeting the Culminating Project requirements of the approved course or ALE. During their sophomore year students shall identify the option they intend to pursue to complete their Culminating Project. Students shall be in their junior or senior year to commence beginning Culminating Project activities.

The District Culminating Project Committee shall develop a process for approval of courses offered at the high school to be approved as meeting the requirements of the Culminating Project. Courses approved as meeting the Culminating Project activities shall be junior and/or senior level courses. Culminating Project activities will be a component of the curriculum and will include activities outside of class time. All staff teaching approved courses shall attend district training and updates when provided. A minimum of 30 hours of out-of-class time shall be required and documented for each student. Students will only receive credit for successful completion of the course(s). Completion of the culminating project shall be noted on the students' transcript upon successful completion of the course.

Students who enroll in an Alternative Learning Experience class will be assigned to a district certificated staff person and students shall be required to obtain prior project approval, identify a mentor, and meet identified timelines. ALE Culminating Project activities shall require a minimum of 90 hours of the students' time and all activities must be documented. Students shall complete their project within the first semester during their junior year or the first semester of their senior year and all project activities must occur during the semester of enrollment. Students who are enrolled in an ALE and who do not make reasonable progress and/or maintain and submit documentation of such progress, will be removed from the ALE option

Students who have not enrolled in an Alternative Learning Experience by the first semester of their senior year will be enrolled in an approved course. Students who pursue the Alternative Learning Experience option must be enrolled during the enrollment period and shall adhere to state and district requirements and procedures for Alternative Learning Experiences. Students who attempt to fulfill the culminating project through the ALE option and fail shall be required to enroll in an approved course. When the Culminating Project requirement is met as a result of the Alternative Learning Experience, students shall receive a .5 credit (elective, P/F) upon successful completion of all ALE and project requirements.

All district Culminating Project forms shall be used by staff and students as appropriate. The district committee shall approve any forms that are not specific district approved forms.

Credit for Challenges and Demonstrated Proficiency/Mastery

As more emphasis is placed on proficiency/mastery and less emphasis is placed on seat time, students may demonstrate proficiency or challenge particular district approved courses for credit. Students may demonstrate proficiency/mastery through a variety of methods including, but not limited to; 1) successfully completing all course requirements through projects to the satisfaction of the district instructor or 2) mastering specific subject area content standards as determined by their performance on classroom based and/or district assessments.

Credit For High School Courses Completed Prior to High School Attendance

Students who successfully complete a high school course taken prior to attending high school may receive credit if the course is offered through a state public school or state approved private school, is an approved high school level curriculum, and meets the standards as identified by the district for meeting graduation requirements. Students/parents may request graduation credit by completing form F-5 2410. Once the course grade has been entered onto the student's transcript it cannot be changed or removed.

Required State Assessments ([WAC 180-51](#))

Students must pass all required state assessments, or other state approved alternative assessments, to be eligible for graduation.

Subject Area Requirements

The content of courses for which credit is granted must meet the essential content as identified by the State Board of Education ([WAC 180-51-061](#)).

<u>Subject Area</u>	<u>*Approved Courses</u>
English (reading, writing and communications)	
Mathematics	
Science (physical, life and earth, lab science)	
Social Studies (Civics, history and geography)	
Health and Fitness	
Arts	
Occupational Education	
Electives	

*The list of approved courses that meet the subject area requirements shall reside with the Assistant Superintendent of Secondary Education and shall be made available to students,

parents and the community through the high school course of study handbooks, published annually.

IV. Equivalency Credit ([RCW 28A.230.100](#), [WAC 392-410](#), [WAC 180-51](#))

Equivalency Credit refers to interdisciplinary credit, sometimes called cross-credits. These are credits in one discipline which fulfill Essential Academic Learning Requirements, Common Core Standards, and/or competencies or state standards in another discipline. The intent of this interdisciplinary approach is to meet student needs with an appropriate broad-based curriculum while fulfilling graduation requirements. Approved courses shall be reviewed by the Assistant Superintendent of Secondary Education periodically to assure compliance with the procedures and standards as outlined.

The procedure for Equivalency Credits is as follows:

1. The building administrator or program instructor shall complete Form F-1A 2410, Course Proposal for Credit Revision or Equivalency Credit (for equivalency credit for Occupation Education see below).
2. Generic courses shall be identified such as Math; English; and Science; Technical English, etc. These generic course titles may be used when there is a match of the curriculum but not a match to specific course titles.
3. The curriculum committee responsible for the program requesting equivalency credit shall review the application packet and make a recommendation regarding the proposed equivalency credit request. Minutes of the meeting shall be submitted.
4. Submit form F-1A 2410 and the supporting documentation to the Assistant Superintendent of Secondary Education.
5. Requests shall be reviewed by the Assistant Superintendent of Secondary Education and an Equivalency Credit Review Committee. Membership of this committee may include teachers representative of curricular areas (dependent upon the request being made), program administrator(s), building administrator(s), and district level administrator(s).
6. The Equivalency Credit Review Committee recommendations shall be submitted to the Assistant Superintendent of Secondary Education for final approval.
7. A list of approved equivalencies shall reside with the Assistant Superintendent of Secondary Education.
8. Course equivalencies shall be reviewed every four years following the process listed in number 1 above. Submit all supporting documentation to the Assistant Superintendent of Secondary Education.

Credit granted for Occupational Education: occupational education credit may be granted for courses approved under the state guidelines for Career and Technical Education. Courses which are not state approved under Career and Technical Education may seek occupational credit by following the process identified below:

1. The building administrator or program instructor shall complete form F-1B 2410, Course Proposal For Credit Revision and/or Equivalency Credit.
2. The curriculum committee responsible for the program requesting the equivalency credit shall review the application packet and make a recommendation regarding the proposed equivalency credit request. Minutes of the meeting shall be submitted.
3. The completed form (F-1B 2410) and supporting documentation shall be submitted to the Assistant Superintendent of Secondary Education.
4. Requests shall be reviewed by the Assistant Superintendent of Secondary Education and the Equivalency Credit Review Committee. Membership of this committee may include teachers representative of curricular areas (dependent upon the request being made), program advisory committee member(s), program administrator(s), building administrator(s), and district level administrator(s).
5. The Equivalency Credit Review Committee recommendation shall be submitted to the Assistant Superintendent of Secondary Education for final approval.
6. A list of approved equivalencies shall reside with the Assistant Superintendent of Secondary Education.
7. Course equivalencies shall be reviewed every four years following the process listed in number 1 above. Submit all supporting documentation to the Assistant Superintendent of Secondary Education.

V. Waiver of Graduation Requirements

A total of 21 credits are required for graduation. Of these 21 credits, 16.0 are required classes by the district and state, and 5.0 are elective courses. Students may apply for waivers of graduation requirements to increase the rigor and/or the appropriateness of their course work and High School and Beyond Plan, and to remediate academic deficiencies needed to meet required state assessments. Students must have a minimum of 21 credits to graduate. Students whose waivers are approved must be enrolled in at least five classes both semesters during their senior year.

Health/Fitness consists of .5 Health and 1.5 Fitness credits. The State of Washington allows for the waiver of Fitness (.5 Health may not be waived) under certain circumstances; physical disability, employment or religious belief, participation in directed athletics or military science and tactics, or for other good cause. Good cause includes participation in a substantially equivalent course or activity ([RCW28A.230.050](#), [WAC 180-51-061](#)).

Students wishing to waive Fitness under the “other good cause” language of [RCW 28A.230.050](#) and [WAC 180-51-061](#) must demonstrate competency in the physical fitness and cognitive knowledge portions of the Fitness Class requirement. Students must pass a physical test that demonstrates an appropriate level of fitness for the age and gender of the student. Students must pass the written cognitive knowledge portion of the Fitness Class requirement demonstrating knowledge of the Washington State Grade Level Expectations (GLEs) in Fitness.

A student would complete a High School and Beyond Plan (HSBP) prior to or during his/her school year, indicating an academic need to participate in the PE waiver process. A student may only waive .5 credit of PE per school year. This process must be repeated each school year that a waiver is requested. A student must test each school year (9th – 11th) to attempt to achieve a .5 credit waiver of PE each year. A student must have completed all PE waivers prior to the end of the junior year. No waivers will be allowed during the senior year. Students will need to take PE during their senior year if they have not met the PE requirement via earning credits or securing waivers. Principals – with the approval of the Assistant Superintendent of Secondary Education – may grant exceptions in unique situations.

The Curriculum Department with assistance from the district PE faculty will devise the physical fitness and cognitive knowledge components of the waiver test. The PE waiver opportunity will be made available multiple times per school year. Students may participate in the waiver opportunity more than one time in a school year. Students must pass both sections of the test in one session in order to earn a waiver. Students will need to follow sign-up procedures as outlined by the Curriculum Department. PE teachers will administer the waiver opportunity.

After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate ([WAC 180-51-067](#)).

Waivers will only be approved for replacement course work. No waiver will be granted without another course scheduled to use the time as indicated above. Conditions for application are:

1. The student must develop a High School and Beyond Plan that outlines the courses desired during his/her high school career. This plan must be reviewed, adjusted if necessary, and approved by the student, counselor, and parent on an annual basis.
2. The student meets at least one of the following conditions:
 - Student needs to take another class to remediate an academic deficiency in reading, math or writing demonstrated by results on the state or district assessment system.
 - Student is or has participated in a substantially equivalent course or activity.

A qualified Special Education student may also be granted an exemption from a requirement in this policy if a Multidisciplinary Team concludes there is a direct relationship between the failure to meet the requirement and the student's ability.

The procedure for processing a waiver request shall be as follows:

Student and/or Parent

1. Initiate a request for a waiver of graduation requirements by obtaining Form F-6 2410 from the counseling office.
2. Review the waiver request with the students' counselor to assure compliance with KSD policies and procedures.
3. Submit the waiver request at any time.

Principal

4. Review waiver request and make notification of acceptance or denial with rationale for denial within two weeks.

If Approved:

Counselor

5. Prior to the beginning of each semester, review the High School and Beyond Plan and the waiver request for compliance.

Note: If the waiver request is denied, an appeal may be made to the Assistant Superintendent for Secondary Education no later than 30 school days after receiving notification of denial.

VI. Credit for Alternative Learning Experiences
([WAC 180-51/WAC 392-169/WAC 392-121](#))

Credit toward graduation may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by the district or conducted primarily by individuals not employed by the district. School planned learning experiences such as, Applied Music, Correspondence Courses/ Individualized Academic Program/College Courses/College-in-the-High School, National Guard, Running Start, Travel/Study, and/or Work-Based Learning may be accepted for credit upon compliance with the procedures and rules identified within this section.

Alternative Learning

Form F-2 2410, Alternative Learning Experience Application, must be completed for the following identified alternatives and submitted to the building principal for approval prior to the learning experience taking place. Alternatives requiring Form F-2 2410: Applied Music, Travel/Study, other. Upon completion of the learning experience, Form F-3 2410, Alternative Learning Experience Report, shall be completed and submitted for credit to be granted.

A proposal shall be submitted prior to the experience, shall be at no additional cost to the district, and shall include the following information:

- A. Name of program;

- B. Length of time for which approval is desired (beginning and ending dates);
- C. Objectives of the program;
- D. Description of how credits shall be determined (WAC 180-51-050(1));
- E. Content outline of the program and/or major learning activities and instructional materials to be used;
- F. Identification of the state learning goal(s) and related essential academic learning requirements are a part of the planned learning experience;
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel;
- I. How and to whom the student will be supervised;
- J. Plans for evaluation of the program (Completion of Form F-3 2410).

Proposals shall be presented for review and approval or denial to the building principal and forwarded to the Assistant Superintendent of Secondary Education. Reasons for approval or denial shall be communicated to those making the request.

A. Applied Music ([WAC 180-51](#))

Applied music shall be defined as music instruction conducted away from the school under the supervision or with the approval of the school. Applied music credit may be given for instruction in voice, musical instruments including piano, or music theory/composition upon approval of application. Students must complete Form F-2 2410 and submit it to his/her building principal prior to the start of the music experience for approval.

Reasons for approval or denial may be granted for applied music under the following conditions:

1. The private instructor for applied music must be certified by the Washington State Music Teacher's Association or a certified music teacher and a copy of the instructor's credentials filed with the local school district prior to issuing credit for applied music.
2. The student will complete the "Alternative Learning Experiences Application" (Form F-2 2410) and submit it to the high school principal for approval prior to the start of the applied music experience.
3. One credit (1.0) may be granted for not less than 207 hours of combined lesson and practice time (.5 credit for 103.5 hours), where the student is committed to a minimum of one 45-minute private lesson per week for 18 weeks. (i.e. 5 credits = 13.5 hour lessons + 90 hours practice)
4. Upon completion of the learning experience the student must complete and submit the "Alternative Learning Experience Report" (Form F-3 2410) to the building principal for approval prior to credit being awarded.

B. Correspondence Courses/ Individualized Academic Programs/College Courses/Tech Prep Direct Credit/College-in-the-High School ([WAC 180-51](#))

Credit may be granted for students pursuing planned learning experiences through correspondence courses, individualized academic programs, Tech Prep Direct Credit, dual credit, articulation and college-in-the high school. Agreements with schools that are members of the National University Continuing Education Association, community colleges, vocational-technical institutes, four-year colleges and universities and approved private schools in Washington State can be pursued as partners in these planned learning experiences. The school planned learning experiences may be accepted for credit upon compliance with the procedures and rules identified within this section.

Correspondence Courses ([WAC 180-51](#))

High school correspondence course credits shall be accepted by the Kennewick School District only under the following circumstances:

- Prior approval by the high school principal is required. Students must initiate the procedure to take a correspondence course with his/her counselor and complete the required form F-4 2410. If a transfer student has completed correspondence or college courses, or is in the process of completing a course at the time of transfer, the course(s) will be evaluated by the school district within the stated criteria.
- The correspondence or college course for which credit is sought must meet the standards as identified in regarding approved schools. The course(s) must be taken from schools approved by the National University Extension Association or community colleges, vocational-technical institutes, four-year colleges and universities, or state approved private schools in Washington State.

The following guidelines must be met for all correspondence courses:

- Written approval of the parent(s) or guardian(s) must be on file at the student's school.
- The student's counselor shall only serve as the proctor for exams (all exam proctors must be pre-approved by the building principal).
- The cost of ordering a correspondence course is the total responsibility of the student.
- Correspondence grade slips must be on file with the counselor prior to graduation practice.
- Credit for approved correspondence course work shall be issued only upon official notification of credit and grade from the correspondence school or college.

On-Line Courses

Credit shall only be awarded for on-line courses that are taken through accredited institutions and an official transcript is provided.

Individualized Academic Programs

Students may earn academic credit through the high schools Learning Opportunities Centers' (LOC) Individualized Academic Programs.

Each high school shall develop the procedures and process for program participation and shall publish a list of courses offered. All courses offered for credit shall align with courses currently approved for credit in the district and shall align with the state standards for graduation requirements (EALR's or other identified standards). Students enrolled in the LOC shall have a High School and Beyond Plan on file and courses taken shall meet the specific needs of the individual student as identified in their plan. Students shall complete the Individualized Academic Program application form, obtain required signatures and complete all required coursework within the required timelines and guidelines. For the purpose of participation in commencement ceremonies, students must be registered for courses that are intended to meet graduation requirements no later than May 1 of the year in which they plan to graduate. All grades must be on file with the counselor prior to graduation practice.

Tech Prep Direct Credit

Tech Prep *Direct Credit* is a planned agreement between local area high schools and a Washington State Community College. Tech Prep *Direct Credit* courses have been identified through a cooperative process whereby the high school course competencies have been aligned to the college course competencies. Upon completion of the high school course students receive college credit, and usually are not required to complete any course work at the college. Course competency equivalencies and career and technical education certification reciprocity allow the college to honor the direct credit agreement.

Students will:

- enroll in Tech Prep Direct Credit course(s) through their high school Tech Prep Direct Credit designee.
- maintain a "B" (85%) or better grade in the class.
- complete a college application/registration form for Direct Credit.
- pay the processing/registration fee for the course (directly to the community college).

The high school (Tech Prep designee) will:

- facilitate the registration process.
- submit a grade for each qualified student.

The college will:

- enter the enrollment information for the student(s) in the course(s) that correspond with the class(es) taken in high school.
- enter the student's grade for the completed course(s).

- send the student a Certificate of Completion identifying completed Tech Prep Direct Credit course(s).
- provide a transcript upon request (and payment).

College in the High School

Credit may be granted for courses offered at high school sites which are also offered or concurrently delivered by community colleges, technical colleges or universities. The high school instructor provides the instruction and the high school students receive high school and college credit for course work completed. The following criteria must be met:

- The instructor of the course must meet qualifications as identified by the institution of higher education.
- The instructor is approved by the Dean of the appropriate division and the coordinating college instructor.
- The high school instructor incorporates the college syllabus into the course and uses the required resources (texts, etc.).
- The students meet the guidelines as identified by the institution of higher education.
- The students register and pay tuition for credit(s) earned.
- A signed partnership agreement between the school district and the college specifying course names, numbers, and credits is in place and reviewed annually.

The process for College in the High School includes:

The high school/district will:

- provide the instructor and classroom space on the high school campus.
- assist teachers in with the process to become adjunct faculty of the college.
- recruit students.
- provide appropriate number of contact hours with students for equivalent college credit(s) and meet high school requirements.
- coordinate with college staff to identify required testing for students interested in enrolling for college credit.
- offer eligible students in designated classes the option of enrolling for college credit.
- teach courses as approved using the college syllabi and required resources.
- assign course grades to correspond with the college's grading point scale.
- complete required college paperwork.
- submit grades to the college.

The college will:

- schedule the corresponding class to coincide with the mutual needs of the high school and the college.

- provide documentation of successfully completed course work on student transcripts.

The student will:

- take any required tests.
- complete the required competencies.
- register and pay for college credits.
- verify that credits have been transcribed.

C. National Guard ([RCW 28A.150.310](#), [28A.300.165](#), [WAC 392-410-320](#))

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits (S/U). Approval by the district shall be obtained prior to a student's participation in a National Guard training program as follows:

1. The student shall obtain an appropriate form, now and hereafter provided by the National Guard.
2. The student shall complete the form with appropriate signatures and submit it for prior approval to the counselor and building principal.
3. The number of credits to be granted toward high school graduation shall be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement shall be noted on the form.
4. Credits may be earned in the following content areas: health and fitness, and electives.
5. Credit toward high school graduation shall be granted by the school district upon verification by a National Guard training unit commander and completion of the component of the form as submitted to the school counselor and building principal for approval and certification that the student has met all program requirements.

D. Running Start ([RCW 28A.600.390](#), [WAC 392-169](#))

Eligible students enrolled in the Running Start program may earn credit through an institution of higher education for the purpose of earning at least high school credit to be awarded by the school district, and such additional college level or university level credit as may be awarded by the institution of higher education ([WAC 392-169-015](#)).

1. An eligible student is identified as:
 - Under the age of twenty-one as of September 1 of the school year;
 - A resident of the district and currently enrolled;
 - Enrolled as an eleventh or twelfth grade student; and has not, at the beginning of the school year, earned the credits required for the award of a high school diploma.
2. The student shall:

- Be responsible for applying and pursuing admission to the institution of higher education on or before the deadline for enrollment established by the institution;
 - Complete Form F-8 2410 and submit it to their school counselor within the building timelines for Running Start participation;
 - Notify the school district of the specific college or university courses intended to take and shall request confirmation of the amount of high school credit that will be awarded upon completion of the courses;
 - Enroll for no more than the equivalent of one academic year of enrollment as an annual average full-time equivalent running start student; and
 - Be responsible for transportation and the purchase of required consumable supplies, textbooks, and other materials to be retained by the student.
3. Five quarter or three semester hours shall equal 1.0 high school credit and 3 quarter hours is equal to .5 high school credit ([WAC 180-51-050](#)). Students must apply through the institution of higher education and are subject to applicable admission requirements as set forth by that institution. Enrollment in an institution of higher education shall be limited to the fall, winter, and spring quarters, or the fall and spring semesters and for a total of six quarters or four semesters. A grade equivalent of less than 1.0 in a Running Start course will not be accepted for high school credit.
4. In order to participate in Commencement ceremonies, Running Start classes taken as credit for high school graduation requirements must be completed by the end of the Winter quarter prior to graduation. If Spring quarter grades are to be used for high school graduation requirements, participation in Commencement ceremonies will NOT be allowed and the diploma will be awarded after receipt of final grades from the college or university.

E. Travel/Study ([WAC 392-410-300](#))

Travel/Study shall be defined as an educational travel experience conducted away from the school under the supervision, or with the approval of, the school. Students seeking credit for travel/study in the United States or other countries must complete appropriate paperwork and receive approval prior to the experience taking place to be eligible for credit.

Reasons for approval or disapproval may be granted for travel/study under the following conditions:

1. The student must complete the Alternative Learning Experiences Application (Form F-2410) prior to departure and submit the proposal to his/her building principal for approval.

2. The building principal shall review the request and notify the student, in writing, of his/her approval or disapproval. Denial of request shall include the reasons for disapproval.
3. Upon completion of the travel experience the student must complete and submit the “Alternative Learning Experience Report” (Form F-3 2410) to the building principal for approval, prior to credit being awarded.

F. Worksite Learning ([WAC 392-121-124](#), [WAC 392-410-315](#))

Instructional and Cooperative Worksite Learning Experiences

Credit may be granted for cooperative learning experiences which integrate classroom instruction with productive, structured worksite learning experiences that are directly related to a sequence of courses and are aligned with the students’ career path (HSBP). On-the-job practical field experience is integrated with academic studies and offers students a chance to extend the classroom into a workplace setting. Course objectives and worksite learning experience objectives are to be clearly identified and aligned. Cooperative worksite learning shall not be defined as a job undertaken primarily for the purpose of earning money for current and/or personal expenses.

Credit toward graduation may be granted for worksite learning pursuant to [WAC 392-410-315](#), under the following conditions:

- 1) The student shall be placed in a worksite that is appropriate to the previous learning experience and educational goals of the student, and shall be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience shall be connected to the student’s high school and beyond plan. The student must have taken or be concurrently enrolled in a qualifying class.
 - The worksite learning plan shall articulate the connection between the education plan of the student and the worksite learning experience.
 - The worksite learning plan shall articulate clear, measurable learning objectives.
 - Evaluation of learning progress related to the worksite learning plan shall occur during the worksite learning experience.
 - Learning objectives shall be evaluated and updated on a regular basis as outlined in the worksite learning agreement.
 - Documentation of progress shall be on file in the district as outlined in the worksite learning agreement.
- 2) The worksite learning experience shall be supervised by the school. A worksite learning coordinator shall be identified in accordance with [WAC 181-79A](#) or [181-77](#) and shall be responsible for:
 - Aligning the worksite learning experience to the education plan of the student;

- Identifying and developing worksite learning sites, establishing worksite learning agreements and worksite learning plans, orienting and coordinating with a worksite supervisor at the worksite learning site, and assessing and reporting student progress;
 - Ensuring that a worksite supervisor:
 - Has received an orientation on the worksite learning program of the school prior to placement of the student on the worksite; and
 - Has provided the student with a new-employee orientation upon placement; and
 - Applying legal requirements of the employment of minors in accordance with [WAC 296-125](#) and [WAC 296-131](#), particularly on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors.
- 3) One credit may be granted for no less than one hundred eighty hours of instructional worksite learning and one credit may be granted for not less than three hundred sixty hours of cooperative worksite learning, or one credit may be granted on a competency basis as provided under [WAC 180-51-050 \(1\)\(b\)](#).
- A student participating in an instructional worksite learning experience shall receive instruction supervised by the school.
 - 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 cooperative worksite learning experience shall be supervised either by a worksite learning coordinator or an instructor with a teaching certificate related to the subject area credit awarded the student for the worksite learning experience who has demonstrated competencies related to coordination techniques, as verified by a professional educators standards board approved program.
 - The cooperative worksite learning experience shall be a direct extension of a qualifying course.
- 4) Students may count cooperative worksite learning hours for the coming school year commencing August 1 as long as all conditions for placement and supervision are met.
- 5) Students who withdraw from cooperative worksite learning after the building course withdrawal deadline and prior to the completion of the semester shall receive a failing grade for worksite learning and may receive a failing grade for the concurrent class.

For specific definitions of worksite learning terms, please see the OSPI Worksite Learning Manual posted on the OSPI website.

VII. Valedictorian and Salutatorian Selection Process

The process for selection and identification of the Valedictorian and Salutatorian shall be:

1. The Valedictorian* shall be selected based on the highest GPA including Regular, Advanced, Honors, and AP/IB classes. The student must take a minimum of five semester classes in the Advanced (includes identified Running Start classes), Honors, or AP/IB categories. Opting for a pass/fail, audit or NC grade in Advanced, Honors, and/or AP/IB classes will automatically disqualify the student from Valedictorian or Salutatorian consideration. *The Salutatorian shall be selected following the same guidelines but is identified as the student with the second highest GPA.
2. A student must earn a minimum of 10 credits in attendance at Kennewick School District high schools.
3. The student must be in attendance during the senior year at the school s/he is being selected as Valedictorian/Salutatorian. A full-time Running Start student is not considered to be in attendance at the home high school for these purposes.
4. The student must complete all graduation requirements in compliance with their High School and Beyond Plan and the Kennewick School District Board Policy #2410.
5. Determination of the Valedictorian will be made in April of the graduation year. (This timeline will allow for winter grades from Running Start to be posted.)

VIII. Graduation Ceremonies

If students fulfill graduation requirements by the end of the last quarter of their senior year, they may participate in graduation ceremonies. Each student shall be awarded a diploma after satisfactory completion of local and state requirements. Upon request, each graduating student shall receive a final transcript. Each student shall be notified of this opportunity at least one month prior to the close of the school year.

A student shall participate in the graduation ceremonies of the school where he/she spends the majority of his/her FTE day during the last semester prior to graduation. That will also be the school from which the student receives his/her diploma, and the school to which the graduation rate data applies.

Graduation Ceremonies will be conducted in the following manner:

1. 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.
2. Caps and gowns will be worn in the proper manner, as designated by the school administration. No additions, deletions, or alterations of the cap and gown will be allowed.

3. Students who participate will be expected to use good taste in their choice of accessories for their attire as outlined by the High School Principal.
4. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
5. Seniors must have all of their work completed, bills paid, materials turned in, etc., by the date established by the High School Principal in order to participate in the graduation ceremonies.
6. Failure to comply with the above requirements will automatically forfeit a student's privilege of participation in the graduation ceremonies.
7. Students who willfully create a disturbance at graduation will have their diploma held until appropriate disciplinary consequences are fulfilled.
8. Failure to comply with school rules and expectations during the final weeks of school could forfeit a student's right of participation in graduation ceremonies.
9. In accordance with the Basic Education Act and the Attorney General's Office, graduating seniors may be released from their regular classroom responsibilities for up to five days before the last day of school.
10. The Ministerial Association or parents will organize Baccalaureate Services for the graduation class during the week prior to commencement.

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