

High School Graduation Requirements

Procedure 2410P

PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and his/her parents or caregivers 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, unless ten years have elapsed). Graduation requirements may also be included in the student handbook.

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit toward 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:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class: or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

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

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:

- A. Earning a passing grade according to the school's grading practices ;
- B. Demonstrating proficiency or mastery of content standards as determined by the district's policies and procedures:
 - a. 2402/2402P English Language Arts Mastery-Based Credits
 - b. 2403/2403P Math Mastery-Based Credits
 - c. 2404/2404P Science Mastery-Based Credits
 - d. 2405/2405P Social Studies Mastery-Based Credits
 - e. 2406/2406P The Arts Mastery-Based Credits
 - f. 2407/2407P Health & Fitness Mastery-Based Credits
 - g. 2409/2409P World Language Mastery-Based Credits
- C. 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 out-of-state, or out-of-country. 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 may be counted as an elective credit. The district 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 within fifteen school days of the initial decision.

Total Number of Credits Required

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

Subject	Required Credits	Course Options	Credits
Language Arts	4.0	Language Arts 9	1.0
		Language Arts 10	1.0
		Language Arts 11	1.0
		Senior Language Arts Elective	1.0
Mathematics	3.0	Algebra 1 (or equivalent)	1.0
		Geometry (or equivalent)	1.0
		Algebra II (or equivalent)	1.0
Science	3.0	<i>Two labs required</i>	
		Integrated Earth/Space and Integrated Physics	1.0
		Biology: Ecology and Biology: Genetics	1.0
		Integrated Chemistry	0.5
Social Studies	3.0	Science Elective	0.5
		Modern History/Geography	1.0
		US History	1.0
		American Government	0.5
Arts*	2.0	Social Studies Elective	0.5
		Music, Art, Theatre, Approved CTE Courses	
Physical Education	2.0	9 th Grade PE	0.5
		3 PE Elective Classes	1.5
Career & Technical Education (CTE)	1.0	CTE Courses: See yearly course catalog Off-Campus Programs: Aviation Science, Fire Science, Health Science, Police Science, Industrial Trades Tech, Diesel Mechanic Technology, Veterinary Science	
World Language*	2.0	Spanish (@ KHS & KVA), American Sign Language (@ KHS only), French (@ KVA only), STAMP Assessment	
Health**	0.5	9 th Grade Health	0.5
Pathway Electives	5.5	<i>See the course catalog for a list of current elective offerings</i>	
TOTAL REQUIRED CREDITS	26		
NON-CREDIT REQUIREMENTS Washington State History High School and Beyond Plan Graduation Pathway			

*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. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans.

**Per Chapter 28A.23a RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. CPR is offered in the Kelso School District's required 9th grade health class.

Automatic Granting High School Credit for High School Courses Taken Prior to High School

High school credits earned before high school will automatically 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 the eleventh grade, a student's parent or caregiver 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.

Failures of middle school coursework will not be placed on the high school transcript. Students may opt to instead have the numerical grade earned for the class posted to the high school transcript. If a student intends to have the numerical grade included in the high school cumulative GPA, the school-provided form must be completed by June 1 of the Junior (11th grade) school year. In addition, students may opt to have the middle school course removed from the high school transcript. This process must be completed by June 1 of the Junior year.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

A proposal for approval of out-of-school learning activities will be submitted to the building principal prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accordance with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of program; and
- J. How and by whom the student will be supervised.

The district will keep a list of approved programs on file with the building principal. The building principal or designee will communicate the reasons for approval or disapproval to those making the request.

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. Rising juniors, those who have completed their sophomore year and have yet to begin their junior year, may enroll for up to ten quarter credits, or the semester equivalent during the summer academic term.

Students may earn college credit, which is also converted and applied to their high school transcript. The district will notify students in Grades 10-12 and their parents/caregivers about the Running Start program and provide general information about the program including the opportunity to enroll through online courses available at community and technical colleges and other state institutions of higher education, enrollment opportunities during the summer academic term, and the college high school diploma options under RCW 28B.50.535.

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

- A. Check with their high school counselor and/or determine options for demonstrating college-level placement via assessments or courses taken. At a minimum, college-level skills in reading and writing are required.

- B. 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.
- C. Obtain a Running Start Verification Form (EVF) from the college or their high school counselor. Work with the high school counselor and/or college to verify course decisions and coverage of tuition via state funding for selected courses. Parent/caregiver consent is required if the student is under 18 years old.
- D. Register for classes via the college's online registration system. First-time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
- E. Work with the school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

Credit for Career and Technical Work-Based Learning

The district regards work experience as part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. Work experience teacher/counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
- F. The work experience may be a planned part of credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours for instructional work-based learning experience, and not less than three hundred sixty hours of cooperative work-based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-50-150 (1) (b)
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards

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:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the district.
- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the district. Such agreement will not be noted on the MIL Form 115 or an equivalent form.
- C. 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 Credits

Guidelines for granting high school credit for homeschooling are as follows:

- A. All home school credits/grades will be recorded as pass/fail on high school transcripts.
- B. The principal will have final authority on appropriate grade and course-level placement.
- C. Probationary placement may be made until student performance level is verified.
- D. Credit is granted for the following approved schools:
 - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering

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.

Plan Development

Beginning by the seventh grade, each student will be administered a career interest and skills inventory, which is intended to inform eighth-grade course scheduling and the development of an initial high school and beyond plan.

No later than eighth grade, each student must have begun the development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

By ninth grade, each student who has not earned a score of level 3 or 4 on the middle school mathematics assessment identified in RCW 28A.655.070 must have the high school and beyond plan updated to ensure the student takes a mathematics course in both the ninth and tenth grades. These courses may include career and technical education equivalencies in mathematics adopted pursuant to 28A.230.097 and district policy.

With staff support, students must update their high school and beyond plan annually, at a minimum, to review academic progress and inform future course taking. The high school and beyond plan must be updated in 10th grade to reflect high school assessment results in RCW 28A.655.061, ensure student access to advanced course options per the district's academic acceleration policy, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

For students who have not met the standard on state assessments or who are behind in completion of credits or graduation pathways, options will be given the opportunity to access interventions and academic supports, courses, or both, designed to enable students to meet all high school graduation requirements. The parents or caregivers shall be notified about these opportunities as included in the student's high school and beyond plan, preferably through a student-led conference that includes the parents or caregivers, at least annually until the student is on track to graduate.

For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to post highschool transition plan. The high school and beyond plan must be developed and updated in a similar manner and with similar school personnel as for all other students.

The district will involve parents and caregivers to the greatest extent feasible in the process of developing and updating the high school and beyond plan. The plan will be provided to the student and student's parents or caregivers in a language the student and student's parents or caregivers understand and in accordance with the district's language access policy and procedures, which may require language assistance for students and parents or caregivers with limited English proficiency.

The district will annually provide students in grades eight through twelve and their parents or caregivers

with comprehensive information about the graduation pathway options offered by the district. The district will begin to provide this information beginning in sixth grade. The district will provide this information in accordance with the district's language access policy and procedures.

The district may partner with student-serving, community-based organizations that support career and college exploration and preparation for postsecondary and career pathways. Partnerships may include high school and beyond plan coordination and planning, data sharing agreements, and safe and secure access to individual student's high school and beyond plans.

Components of the High School and Beyond Plan

All high school and beyond plans must, at a minimum, include the following elements:

- A. Identification of career goals and interests, aided by a skills and interest assessment;
- B. Identification of secondary and post-secondary education and training goals;
- C. An academic plan for course taking that:
 - a. Informs students about course options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's post-secondary goals, which can include education, training, and career preparation;
 - d. Identifies available advanced course sequences per the District's academic acceleration policy, that include dual credit courses or other programs and are aligned with the student's postsecondary goals;
 - e. Informs students about the potential impact of their course selections on postsecondary opportunities;
 - f. Identifies available career and technical education equivalency courses that can satisfy core subject area graduation requirements under RCW 28A.230.097;
 - g. If applicable, identifies career and technical education and work-based learning opportunities that can lead to technical college certifications and apprenticeships; and
 - h. If applicable, identifies opportunities for credit recovery and acceleration, including partial and mastery-based credit accrual to eliminate barriers for on-time grade level progression and graduation per RCW 28A.320.192;
- D. 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:
 - a. The college-bound scholarship program established in chapter 28B.118 RCW, the Washington college grant created in RCW 28B.92.200, and other scholarship opportunities;
 - b. The documentation necessary for completing state and federal financial aid applications; application timelines and submission deadlines; and the importance of submitting applications early;
 - c. Information specific to students who are or have been the subject of a dependency proceeding pursuant to chapter 13.34 RCW, who are or are at risk of being homeless, and whose family member or caregiver will be required to provide financial and tax information necessary to complete applications;
 - d. Opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or caregivers, with filling out financial aid applications in accordance with RCW 28A.300.815; and
 - e. A sample financial aid letter and a link to the financial aid calculator created in RCW 28B.77.280; and
- E. 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, extracurricular activities, and any community service, including how the district has recognized the community service.

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.

The district will provide annual notice, in a way that conforms with Board Policy 4218 – Language Access, to students in grades eight through twelve and their parents or caregivers with comprehensive information about the graduation pathway options offered by the district.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option that the district offers. At a minimum, the data on graduation pathway participation and completion will be disaggregated by the student groups described in RCW 28A.300.042 (1) and (3), and by:

- Gender;
- Students who are the subject of a dependency proceeding pursuant to chapter 13.34 RCW;
- Students who are experiencing homelessness as defined in *RCW 26A.300.542(4); and
- Multilingual/English learners.

If the results of the analysis required under the statute show disproportionate participation and completion rates by student groups, then the school district will identify reasons for the observed disproportionality and implement strategies as appropriate to ensure the graduation pathway options are equitably available to all students in the school district.

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 in English language arts and mathematics.

“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 Start, 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 notify students in Grades 9-12 and their parents/caregivers with 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 caregiver.

College in the High School

A 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:

- A. 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.
- B. 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.

- C. Students may be required to pay a tuition fee to receive college credit for a course. Students will not be required to pay a tuition fee for high school credit.

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's 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 the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.
 - a. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - ii. International Baccalaureate courses: individuals and societies courses or English language and literature courses.
 - iii. Cambridge advanced or advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology, global perspectives and research, or law.
 - b. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
 - ii. International Baccalaureate courses: any International Baccalaureate mathematics course.
 - iii. Cambridge advanced or advanced subsidiary courses: any Cambridge advanced or advanced subsidiary mathematics course.
- B. Achieving the following scores on the following exams:
 - a. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
 - b. Score a four or higher on International Baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
 - c. Score an E or higher on Cambridge International exams in one of the English language arts and one of the mathematics courses identified above.

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 Learning Experience

Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning

experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.

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 (ASVAB)

A student may demonstrate career and college readiness by meeting standards 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. The state board of education will post eligibility scores on its website at least annually by September 1st.

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 meets either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or that meet construction and manufacturing; or the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that the district may waive 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 through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. After completion of the tenth 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 with their class. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or caregiver on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

Policy and Procedure 2418 & 2418P, Waiver of High School Graduation Credits, will be used as the waiver process.

STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student.

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/caregivers, 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:
 - a. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - b. 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 caregiver and the IEP team, determine:
 - a. The projected date by which all graduation requirements will be met: and

- b. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that 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.

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 languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, Native American, or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receiving the Seal of Biliteracy. 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 master/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 according to Policy 2409, Credit for Competency-Proficiency, or
 - e. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.

GRADUATION HONORS

Valedictorian/Salutatorian Academic Excellence Award

Valedictorian/Salutatorian Definition: Valedictorian shall be determined from those students who have achieved excellence in the most rigorous course offerings at Kelso High School, Kelso Virtual Academy, and Loowit High School. The Salutatorian shall be next highest student who has achieved excellence in the most rigorous course offerings at each of KSD high schools. Excellence is based upon grade Point Average and course work at their respective high school.

At the end of the second trimester of each year, a member of the senior class shall be designated the Valedictorian, and another the Salutatorian, of that senior class. The Valedictorian and Salutatorian shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Kelso High School, according to the following guidelines:

- A. The student must have attended their respective high school for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full-time student enrolled and attending their courses.
- B. Home-schooled students who enroll in the Kelso School District must still meet the three (3) consecutive trimester guidelines as described above.
- C. The Valedictorian/Salutatorian will be chosen from the pool consisting of the 4.0 GPA pool of students from that graduating class.
- D. From the 4.0 GPA pool, the Valedictorian shall be determined by examining the rigor of courses

taken. Each student transcript will be examined and awarded:

- a. One (1) point for successful completion of an Advanced Placement and/or University of Washington (UW) College in the High School course and participation in the final exam for each Advanced Placement or College in the High School course earned by the completion of the junior year. The student with the most points will be deemed Valedictorian, and the student with the second most points will be awarded Salutatorian.
- b. In the case of a tie, there may be multiple Valedictorians and/or Salutatorians.

Top 5% and 10% Graduation Recognition

Each school, Kelso High School, Loowit High School, and Kelso Virtual Academy, will use this procedure in determining the top 5% and top 10% of the graduating class.

Each year, members of the senior class shall be designated as the top 5% and 10% of the graduating class. The top 5% and 10% shall be the students who have obtained the highest grade point averages in their class according to the following guidelines:

1. The student(s) must have attended their respective high school for a minimum of two (2) complete consecutive trimesters prior to their senior year, which must be completed as a full-time student.
2. Home-schooled students who enroll at Kelso High School, Loowit High School, or Kelso Virtual Academy must still meet the two (2) consecutive trimester guidelines as described above.

EXCEPTIONS TO GRADUATION

The following are guidelines for requesting participation in graduation without receiving a diploma.

- A. Applications will not be accepted prior to issuing of second-trimester grades for the current academic year.
- B. The board will consider applications using the following timeline:
 - a. For special education students, students with serious health issues, and other circumstance(s), applications must be submitted prior to the Executive Board Meeting held the week before the formal graduation ceremony.
- C. The student must meet one of the following criteria:
 - a. Serious health issues:
 - b. Unusual Student circumstance(s); (Unusual Student circumstances may include, but are not limited to those outlined in Policy 2418, Exception to Graduation Requirements.)
 - c. Special education student with a Transition to Work Plan to be completed.
- D. For students petitioning the School Board to participate in the graduation ceremony due to NOT earning all graduation requirements of Policy 2410, the following criteria must be met and addressed prior to submitting an application for exception to the board.
 - a. Only students enrolled within the Kelso School District by the end of second trimester are eligible to apply for participation exception;
 - b. The student must have been in regular attendance and be on track to complete the required graduation credits for graduation
 - c. The students must have completed a High School and Beyond Plan;
 - d. The student must be able to demonstrate that they have satisfactorily attempted to complete the alternative assessments to the state assessment and/or take advantage of remediation classes/interventions intended to improve the student's ability to pass the state assessment or one of its alternatives. Teacher, counselor, or building administrator verification will be required;
 - e. The student must be able to document a plan of action to meet the State's graduation requirements following the graduation ceremony in order to earn a diploma. This assurance and plan may include enrolling in summer remediation classes, taking the summer assessment exam, and enrolling in an educational program in the Fall designed for completing graduation requirements; and

- f. In order to not violate FERPA, the school board will review the applications and make a final decision regarding the applications for participation the Monday prior to the graduation ceremony during a closed meeting.

GRADUATION CEREMONIES

The Kelso School District graduation ceremony is a celebration of individual student success. Students who are fully enrolled through the end of the third trimester and have met all pre-determined graduation requirements by the end of the last term of their senior year are eligible to participate in graduation ceremonies. Extreme hardship will be considered as an exception to this requirement. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Official transcripts will be mailed to students after graduation and once final grades have been submitted and posted. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

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. Otherwise, the district has the discretion to determine the conduct for graduation ceremonies as described below 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. With the exception of allowing federally recognized tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.
- F. Students who were enrolled through the Kelso School District full-time for all three trimesters of their senior year and meet the other stated requirements are eligible to participate in graduation ceremonies. For students who transfer in from a different school district during their senior year, they must maintain full-time enrollment in the Kelso School District in order to participate in graduation ceremonies.
- G. In the event that the district has imposed other forms of corrective actions for violations of school rules in accordance with Board Policy 3241, the district may deny the student's participation in graduation ceremonies.
- H. Student Discipline may include denying 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 high school diploma.

AWARDING OF DIPLOMAS POSTHUMOUSLY

At the request of a parent, caregiver, or custodian, the district may issue a high school diploma to a deceased student if the student:

- A. Was enrolled in a public school in the district at the time of death
- B. Was deemed on track to graduation before the time of death; and

C. Died after matriculating into high school.

The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.

WITHHOLDING OF A DIPLOMA

The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3520 - Student Fees, Fines, or Charges.

ADOPTED: 4.07

REVISED: 1.28.08 | 8.08 | 8.11 | 5.26.15 | 5.9.16 | 9.24.18 | 12.16.19 | 2.22.21 | 10.16.23 | 08.12.24 | 08.11.25