

High School Graduation Requirements

Purpose

This procedure guides the processes, coursework, academic support and other aspects involved in meeting graduation requirements of the Innovative Cooperative High School program, Paideia High School, hosted by the Valley School District on behalf of its non-high partners.

Scope

This procedure applies to the Superintendent, administrators, teachers and staff, parents or guardians, and students.

Procedure

1. INTRODUCTION

- 1.1. Valley School District offers an innovative inter-district cooperative high school, Paideia High School, operated within and guided by the innovations described in Mortimer J. Adler's *Reforming Education* (1977), *The Paideia Proposal* (1982), *Paideia Problems and Possibilities* (1983), *The Paideia Program* (1984), and ESHB 2913 (2010).
- 1.2. The term “cooperative” was of central importance in the legislation that made this high school program possible, though the use of the term was limited to describing the contractual arrangement between participating districts. Valley School District has intentionally enriched the meaning of the term “cooperative” to express the interdependence and collegiality among faculty and staff, students and families. As such, when curriculum development and credit fulfillment determinations are made, they are made cooperatively among staff and with consideration given to the individual needs of each student.

2. HIGH SCHOOL AND BEYOND PLAN (HSBP)

- 2.1. The High School and Beyond Plan guides a student’s high school experience and prepares him/her for postsecondary education, training and/or career. The HSBP initiated during the seventh or eighth grade will be reviewed and updated, or a plan will be established, within the first three months of enrollment. The HSBP is continually developed and revised year-to-year with the involvement of students, designated faculty, and parents or guardians, and may be reviewed by the Paideia High School (PHS) counselor and/or principal at least annually.
- 2.2. The HSBP should reflect the student’s experiences, interests and current goals, learning styles, extracurricular interests, sports, employment, and his/her goals immediately following high school. At a minimum, the plan will include:
 - (a) Identification of career goals, aided by a skills and interest assessment.
 - (b) Identification of educational goals.

- (c) Identification of dual credit programs and opportunities accessed by the student, as well as information about the College Bound Scholarship program, as applicable.
- (d) A four-year plan for course-taking that fulfills state and local graduation requirements and aligns with the student's secondary and postsecondary goals.
- (e) By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, work experience and community service, as well as how the school has recognized that community service.

3. CULMINATING PROJECT REQUIREMENTS

- 3.1. The culminating project is designed to connect students' education to their lives and they are encouraged to personalize their projects according to their own interests. The culminating project is further intended to be a representation of student learning and growth over the course of the high school experience, and as such, should be completed towards the end of the student's high school career.
- 3.2. The process for completing the culminating project will occur as follows:
 - 3.2.1. Student will submit a culminating project proposal to the PHS principal by November 1st of the student's twelfth grade year.
 - 3.2.2. The culminating project proposal will be reviewed by faculty committee.
 - 3.2.3. Student and staff advisor will address benchmarks and develop a progress calendar.
 - 3.2.4. Upon satisfactory presentation/defense of the project, the student's transcript/records will reflect a 0.5 CTE credit for the project.

4. COURSE ALIGNMENT WITH STATE CREDIT/SUBJECT AREAS

- 4.1. PHS students are anticipated to complete their coursework towards a diploma with the following sample progression as a model:

Year One	Year Two
Latin I	Latin II/Spanish I
English I	English II
CTE Credit (Microcomputer App)	Western Civilization I
U.S. History	Geometry
Algebra I	Biology/Health
Earth and Space Science	Vocal Ensemble
Vocal Ensemble/Piano	Lifetime Sports
Lifetime Sports	

Year Three	Year Four
Spanish I or II	Spanish II or III (or other world language)
English III	English IV
CWI/Civics	Western Civilization II
Algebra II	Pre-Calculus
Plant Science, Physics, Geology or Chemistry	Physics, Geology or Chemistry
Fine Arts	Fine Arts
Lifetime Sports	Lifetime Sports
	Culminating Project (CTE Credit)

- 4.2. Note the following alignment of state-mandated credit areas with expected PHS courses:

State Credit Requirement	PHS Course Alignment
English	English I, II, III, IV
Math	Consumer Math, Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry, Math in the Modern World
Science	Earth and Space Science, Biology, Chemistry, Physics, Plant Science, Hydroponics, Geology
Social Studies	U.S. History, Western Civilization I and II, Civics, Contemporary World Issues
World Languages	Latin I and II, Spanish I, II and III, and/or World Language Directed Study
Fine Arts	Vocal Ensemble/Piano, Visual Arts
Health	Health [†]
Fitness	Lifetime Sports
CTE Credit	Plant Science; Skills [‡]

[†]Health is taught concurrently with science as part of the Biology course.

[‡]Students meet this requirement by completing the Microcomputer Application coursework and a Culminating Project.

5. AWARDING OF CREDIT

- 5.1. Credit towards high school graduation generally will be earned in grades nine through twelve. The school will establish a process for determining proficiency

and/or mastery for credit-bearing courses. The school will award credit for successful completion of a specified unit of study, evidenced by one or more of the following:

- (a) A passing grade according to the school's grading policy.
- (b) Demonstration of proficiency or mastery of content standards as determined by the school.
- (c) Successful completion of an established number of hours of planned instructional activities as determined by the school.

5.2. Courses taken outside of PHS (whether prior to PHS enrollment or concurrent therewith) will be evaluated by the principal and/or a counselor to determine the student's proficiency in accordance with state standards. The principal and/or designee is responsible for awarding course credit, based on his/her professional judgement and at his/her discretion in alignment with state guidance, for the following:

- (a) Coursework completed by students in seventh or eighth grade that has been determined to be similar or equivalent to a high school course.
- (b) Coursework previously completed by students enrolling from another state-approved learning program (public, private, home-based), out-of-state or out-of-country.
- (c) Planned learning experiences primarily conducted away from facilities owned, operated or supervised by the district.
- (d) Career and technical work-based learning and experience.
- (e) National Guard high school career training program.
- (f) Coursework from unaccredited programs.

5.3. If a student intends to take a course outside of PHS concurrent with his/her PHS enrollment, the student must inform the PHS principal prior to beginning the course, or as soon as possible thereafter.

5.4. Decisions of the principal or designee concerning credit awards may be appealed to the Superintendent in writing within fifteen (15) days of the initial decision.

6. **WAIVERS AND INDIVIDUAL ACCOMMODATIONS**

6.1. PHS is built on the assumption that groups of students will enter as a cohort and continue through their four-year high school career as a cohort, taking prescribed courses as a group and advancing through their coursework in a uniform manner. However, this may not be appropriate for all students seeking PHS enrollment. Waivers of local requirements and/or individual accommodations will be made for students at the discretion of the principal or designee for a variety of reasons including, but not limited to, the following:

- (a) The student enters PHS as a sophomore, junior or senior.
- (b) The student requires remediation in one or more subject areas.
- (c) The student's HSBP necessitates a deviation from one or more PHS courses.
- (d) The student pursues some learning outside of PHS.

7. COMMUNICATING AND FACILITATING GRADUATION REQUIREMENTS

- 7.1. Students and families will be informed of graduation requirements through publication of a PHS handbook annually. In addition, students, families and community members may have access to graduation requirements through the PHS website, newsletter or other student-specific communications. Students and families will review the graduation requirements through the process of completing the High School and Beyond Plan. Finally, graduation requirements are available upon request from the PHS office.
- 7.2. Students will have access to informal guidance counseling with PHS staff in general at any time, and with the district's credentialed employed or contracted counselor. Counseling will focus on ensuring students know what is expected of them in order to graduate, reviewing and revising their High School and Beyond Plan, and for planning for success and life beyond high school.
- 7.3. In the event that a student is not successful on one or more components of the statewide competency assessments (exit exam) required for graduation, a plan will be developed with staff, parents or guardians, and students that may include tutoring, alternate assessments and/or other accommodations to support student proficiency.
 - 7.3.1. A student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.
- 7.4. Additionally, the principal and/or counselor will facilitate state-approved Assessment Graduation Alternatives for eligible students, which provide alternate opportunities and/or options for the student to demonstrate subject proficiency and/or mastery. Exemption from some district graduation requirements may be granted, provided that all state graduation requirements are met.

8. GRADUATION CEREMONY

- 8.1. By May 15th, or the first Board meeting thereafter, a list of all graduating students will be prepared for the Board and distributed to the public, unless a parent has requested that a student's records be exempt from such release.
- 8.2. The graduation ceremony is a culminating event that is provided by PHS for students and families. The PHS principal or designee will be responsible for planning the graduation ceremony, and is expected to ensure the dignity of the event is maintained.

- 8.3. The principal or designee is responsible for ensuring that proper diplomas and transcripts are provided to students.

Supporting Documentation

Family Resources, OSPI website at www.k12.wa.us/resources/default.aspx

Graduation Toolkit, <http://www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx>

Document History

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