
PROCEDURE - HIGH SCHOOL GRADUATION REQUIREMENTS

I. PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school and each year thereafter, each student and his or her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

II. CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

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

Awarding of High School Credit

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



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

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from 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

	Required Credits: Mount Vernon High School Diploma as of the Class of 2020	Required Credits: Alternative Learning Programs and Individualized Learning Plans* as of the Class of 2020	Notes
Subjects	Class of 2019 and Beyond	Class of 2019 and Beyond	
English	4	4	
Health & Fitness	2.5	2	.5 credit in health. 1.5 credit in physical education.
Math ¹	3	3	Algebra 1, Geometry; a 3rd credit of Math (based on the student's interest and High School & Beyond Plan).

Science	3	3	At least 2 lab science courses; a 3rd credit based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.
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***Individualized Learning Plans** are intended to address unique student circumstances and must be approved by the Mount Vernon High School Principal and the Principal for Alternative Programs.

	Required Credits for a Mount Vernon High School Diploma as of the Class of 2020	Required Credits for a Mount Vernon School District Diploma for students attending Alternative Learning Programs or under approved Individualized Learning Plans* as of the Class of 2020	Minimum criteria for a Mount Vernon School District diploma
Social Studies	3.5	3	<p>1 credit in U.S. History .5 credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies. .5 credit must be in civics. 1 credit must be in an elective course or courses.</p> <p>Although a student does not receive credit for such a course, a student must complete a Washington State history and government course.</p>



Performing or Visual Arts	2	2	One of the two arts credits may be replaced with a personalized pathway requirement.
Career and Technical Education	1	1	A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.
Digital Communications	.5		
Computer Science Elective	.5		
Electives	8	4	Credits must support the student's approved High School & Beyond Plan
World Language	2	2	<p>"Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.</p> <p>"Personalized pathway" means a locally determined body of coursework identified in a</p>

			student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
TOTAL	30 ^a	24	

*Personalized Pathway Requirement credits are earned through 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, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

¹Math:

1. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript or a student who demonstrates mastery or competency in high school math subjects and has received credit for them may use those credits to meet his or her graduation requirement.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I or integrated mathematics I and Geometry or integrated mathematics II in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

^aCredits for a Mount Vernon High School Diploma exceed the minimum 24 credit requirement established by the State Board of Education as a result of (1) the Mount Vernon High School's 8 period block schedule, which allows students to earn a total of 32 credits in 4 years and (2) to ensure that students have an opportunity to partake in a broad variety of academic, occupational, cultural and recreational courses in order to enhance their quality of life in high school and in the future.

Credits for non-School-Based Experiences

The district may grant credit up to 3 credits 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 prior to the experience, will be at no additional cost to the district, and will include at least the following information:

1. The name of the program or planned learning experience;
2. The length of time for which approval is desired;
3. The objective(s) of the program or planned learning experience;
4. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
5. A description of how credits will be determined in accord with WAC 180-51-050(1);
6. The content outline of the program and/or major learning activities and instructional materials to be used;
7. A description of how student performance will be assessed;
8. The qualifications of instructional personnel;
9. The plans for evaluation of program; and
10. How and by whom the student will be supervised.

The district will keep a list of approved programs on file in the superintendent's office. The superintendent 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. Students earn college credit, which is also converted and applied to their high school transcript.

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

1. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they

attend is not in session.

2. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
3. Contact the college they are interested in attending and arrange placement.
4. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The district regards both paid and unpaid work experiences as a 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:

1. The school will supervise the work program.
2. The work experience will specifically relate to the student's school program.
3. The work experience will represent growth in the student, and the type of work will have definite educational value.
4. The work experience will provide a varied job experience.
5. The career placement counselor will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.
6. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
7. 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.
8. The employer will legally employ the student who must have passed his or her sixteenth birthday.
9. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
10. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
11. 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:

1. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and

2. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student, and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form.
3. The district may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

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

1. To gain credit for a course of study, a student will provide the following:
 1. A journal that reflects the actual work completed during a home-study course of study;
 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 3. Any such other performance-based exhibits of specific course-related accomplishments.
2. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost determined by such personnel.
3. Credit is granted for the following approved schools:
 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 2. Other schools or institutions that are approved by the district after evaluation for a particular course offering.

III. HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

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

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The district encourages parents and guardians to be involved in the process of developing an updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

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

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

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
 - 5. Includes information about the college bound scholarship program; and
- F. 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:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;
 - 4. Information specific to students who have been in foster care;
 - 5. Information specific to students who are, or are at risk of being, homeless;
 - 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;

7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
 9. Information on college bound scholarship application and eligibility; and
- G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student’s education, any work experience, and any community service and how the school district has recognized the community service. The student will be required to present this compilation to a panel, which may include staff and community members.

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

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

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

IV. GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student’s high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses 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 starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and International Baccalaureate Programs

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

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement, international baccalaureate, or Cambridge international courses in English language arts and mathematics.
 1. 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.
 2. 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:
 1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.
 2. Score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above.
 3. 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.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and in RCW 28A.700.030.

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

This expedited appeal process will no longer be available after August 31, 2022.

V. STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.

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

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency

representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.

- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan.

Modifications to the district's standard graduation requirements may include:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
2. A statement of waiver for any waived standard graduation requirements; or
3. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.

- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:

1. The projected date by which all graduation requirements will be met; and
2. The projected date and conditions under which the student will participate in the graduation ceremony.

- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

VI. SEAL OF BILITERACY

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

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by one of the following methods:
1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines outlined in sections C and D below; or
5. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI.

C. Competency/Proficiency in a World Language will be determined as follows:

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

D. Beginning with the Class of 2024, competency and Credit Equivalencies will be determined as follows: The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

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

(Example: If a student demonstrated Intermediate Mid-level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of

demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

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

VII. GRADUATION CEREMONIES

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

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

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will 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.

VIII. WITHHOLDING OF A DIPLOMA

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



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