



# High School Graduation Updates - Implementation

## Resources & Guidance

### SUMMARY

During the 2025 Session, the Idaho Legislature accepted the proposed updates to the high school graduation requirements from the Department and updates to code that affect graduation requirements for students. This document is intended to provide resources and guidance on implementing these updates.

### IDAPA 08.02.03.105 HIGH SCHOOL GRADUATION REQUIREMENTS

#### Credit Requirements

**Credit Flexibility:** The State Department of Education will support LEAs and public charter schools in the development of crosswalks and templates to assist in awarding credit for learning opportunities in ways that meet course requirements for high school graduation.

- **Guidance:** Options include, but are not limited to, mastery-based education, self-directed learning, extended learning, and course challenge.
- **Resources:** Awarding High School Credit – [Guide](#)
- **Contact:** Brock Astle, [bastle@sde.idaho.gov](mailto:bastle@sde.idaho.gov), 208.332.6944
- **Effective:** July 1, 2025

**Secondary Language Arts and Communication:** Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature to be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications, that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

- **Guidance:** The recommendation to replace the existing one-credit (1) of communications with one (1) digital literacy credit was not accepted during the 2025 Legislative Session.

The existing secondary language arts and communications credit requirements remain unchanged.

## Credit Requirements

- **Resources:**

[Idaho Content Standards English Language Arts/Literacy](#)

[Idaho Content Standards English Language Arts/Literacy Speech Guidance](#)

- **Contact:** Summer Cook, [scook@sde.idaho.gov](mailto:scook@sde.idaho.gov), 208.332.6949
- **Effective:** July 1, 2025

**Science:** Six credits are required. ***Four (4) credits are required from at least two (2) of the four (4) content areas: physics, chemistry, earth and space, or life science. An additional two (2) credits in secondary sciences may include instruction in applied sciences, physics, chemistry, earth and space sciences, physical sciences, life sciences, engineering or computer science. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course.***

- **Guidance:** Revisions to the minimum science credit requirements align the high school graduation requirements to the Idaho science content standards.

The SDE recognizes the potential challenges the revisions may pose for the 2025-2026 school year and will support LEAs and public charter schools with utilizing the options available through credit flexibility to address possible challenges for the 2025-2026 school year.

- **Resources:**

[Idaho Content Standards Science](#)

- **Contact:** Andrea Baerwald, [abaerwald@sde.idaho.gov](mailto:abaerwald@sde.idaho.gov), 208.332.6890
- **Effective:** July 1, 2025

**Digital Literacy:** One (1) credit is required. The course must include instruction that aligns with Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking which are embedded in the Information and Communication Technology Content Standards, and with leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028.

- **Guidance:** The new digital literacy requirement is a one-credit, stand-alone course aligned to the digital literacy essential standards. LEAs and public charter schools have the discretion to offer this course at any time during a student's high school career. The requirement is to be provided by the LEA and not to be delivered over a series of courses or pathways to meet the requirement.

The Idaho Digital Learning Alliance and Code.org have developed and made available an online digital literacy course aligned to the digital literacy essential standards. If LEAs do not currently have a digital literacy course or a student is missing the digital

## Credit Requirements

literacy content/core competencies, LEAs can allow students to complete one of these two courses.

LEAs and public charter schools that are unable to meet the requirement for the class of 2028 may request a waiver.

**Waiver requests must be submitted to the SDE no later than October 31, 2025, at 6:00 pm (MST).**

A waiver is not required for students eligible for special education services under the Individuals with Disabilities Education Improvement Act (IDEA), who may, with the assistance of the student's Individualized Education Program (IEP) team, meet the Digital Literacy course requirements through the current Idaho Special Education Manual specifications.

- **Resources:**  
Digital Literacy Essential Standards – [Extended Guide](#)  
Idaho Digital Learning Alliance – [Digital Literacy Course](#)  
Code.org – [Idaho Digital Literacy Course](#)  
Digital Literacy Transitional Waiver Class of 2028 – [Waiver Request](#)
- **Contact:** Andrea Baerwald, [abaerwald@sde.idaho.gov](mailto:abaerwald@sde.idaho.gov), 208.332.6890
- **Effective Date:** Class of 2028

## Senior Project

**Senior Project:** *The senior project will last apply for the class of 2027, unless an LEA or public charter school opts to early implement the future readiness project.*

- **Contact:** Jessica Barkley, [jbarkley@sde.idaho.gov](mailto:jbarkley@sde.idaho.gov), 208.332.6954
- **Effective:** Class of 2027

## Future Readiness Project

**Future Readiness Project:** The future readiness project is a culminating project that demonstrates a student's application of college and career competencies and exploration of potential post-high school options. All students beginning with the Class of 2028 must complete a future readiness project by the end of grade twelve (12). The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho college and career competencies. Experiences including, but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills

## Future Readiness Project

acquisition will count toward this requirement. LEAs and public charter schools must determine how students will demonstrate the acquisition of college and career competencies and may require additional components. The State Department of Education will provide templates for LEAs and public charter schools and oversee the implementation of this provision.

- **Guidance:**

- **Core Requirements & Purpose:**

- Mandatory Completion: All students, beginning with the Class of 2028, must complete a Future Readiness Project by the end of 12th grade.
    - Demonstrate Competencies: The project's primary purpose is to showcase a student's application of Idaho college and career competencies.
    - Explores Post-High School Options: It should facilitate exploration of potential pathways after high school.
    - Culminating Project: It serves as a capstone experience, bringing together various skills and knowledge.

- **Experiential Component (Mandatory):**

- The project must include an experiential component that should demonstrably lead to gaining real-world skills and college/career competencies. This can be completed through various options including:

- Work-based (e.g., part-time job, apprenticeships, internships, job shadowing)
    - Service-learning (e.g., volunteer work, community service)
    - Research-based (e.g., in-depth investigation, scientific inquiry)
    - Portfolio-based (e.g., curated collection of work demonstrated skills)

- **Resources:**

- [Idaho College and Career Readiness Competencies](#)

- Future Readiness Project – Template available Fall 2025

- **Contact:** Jessica Barkley, [jbarkley@sde.idaho.gov](mailto:jbarkley@sde.idaho.gov), 208.332.6954
- **Effective:** Class of 2028

## Localized Pathways

**Localized Pathways:** In order to assist students in structuring their secondary course selection electives, assessment, and supplemental activities, all LEAs and public charter schools shall develop and post publicly two or more localized pathways. Localized pathways are designed to inform students and parents/guardians of local opportunities aligned with post-secondary goals as identified in the student's career pathway plan. The State Department of Education shall support the implementation of this provision. The provision must be implemented by all LEAs and public charter schools no later than June 30, 2026.

## Localized Pathways

- **Guidance:** By incorporating these elements, localized pathways can provide comprehensive and actionable guidance for students as they shape their future academics and career. To ensure these pathways are truly beneficial, LEAs and public charter schools should consider including the following for best practices:
  - **Dual Credit Courses:** Highlight opportunities for students to earn college credit while still in high school.
  - **Suggested Electives:** Provide clear recommendations for elective courses that directly support the skills and knowledge needed for a specific pathway.
  - **Local Extracurricular Activities:** Identify relevant clubs, organizations, and community programs that offer hands-on experience and networking opportunities aligned with the pathway.
  - **Exams and Certifications:** Provide any industry-recognized exams or certifications that students can pursue to enhance their employability within the chosen field.
  - **Additional Relevant Options:** Include any other valuable resources, such as internships, mentorship programs, or specific volunteer opportunities that strengthen a student's connection to their pathway.
- **Resources:**
  - Student Opportunities Directory – [Example](#) and [Template](#)
  - Localized Pathways – [Examples](#) and [Template](#)
- **Contact:** Jessica Barkley, [jbarkley@sde.idaho.gov](mailto:jbarkley@sde.idaho.gov), 208.332.6954
- **Effective:** June 30, 2026 (or sooner)

## § 33-1602 COURSE OF INSTRUCTION

### Civics Test

Beginning with the 2026-2027 school year, all secondary pupils shall show that they have met the state civics and government standards for such instruction through the successful completion of the civics test and participation in a course in United States government and politics, participation in an associated college credit-bearing examination or alternate path established by the local school district or charter school that shows the student has met the standards.

- **Guidance:** Idaho mandates that students take a civics assessment per Idaho Code §33-1602. Beginning with the 2026-2027 school year, students will be required to pass a civics assessment developed by the SDE to graduate from an Idaho public high

## Civics Test

school. Students may take the civics test at any time after enrolling in Grade 9 and can take it until they pass.

The LEA or public charter school will determine the method and way to administer the civics test, and document on the student's transcript that the student has passed the assessment.

- **Resources:**

- § 33-1602 Idaho Code – [Courses of Instruction](#)

- Civics Information [website](#)

- **Contact:** Scott Thunstrom, [sthunstrom@sde.idaho.gov](mailto:sthunstrom@sde.idaho.gov) , 208.332.6876

- **Effective:** 2026-2027 School Year