

# PROPOSED REVISION



2410  
Page 1 of 13

## **INSTRUCTION**

### **High School Graduation Requirements**

The mission of Everett Public Schools is to inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society. Therefore, the board of directors has established graduation requirements aligned with those established by the State Board of Education to ensure students are prepared for post-secondary education, training and career with 21st century skills and the foundations needed for lifelong learning.

To graduate from high school, each student must meet the following requirements:

- A. Complete the credit and subject requirements specified below; and
- B. Demonstrate career and college readiness by completing a High School and Beyond Plan; and
- C. Meet the requirements of at least one (1) graduation pathway in math and in English Language Arts described below.

### **Two-Credit Academic Waiver for Individual Student Circumstances**

Everett Public Schools seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board of directors acknowledges that circumstances may arise that prevent a student from earning all twenty-four credits (24) required for high school graduation beginning with the class of 2021. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four (4) years of high school;
- Transfer during the last two (2) years of high school from a school with different graduation requirements;
- In or have been released from an institutional education facility ([ESSHB 1295](#)); and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis, or other circumstance) that directly compromised a student's ability to learn.

The board delegates to the superintendent/designee discretion to grant a waiver of a maximum of two (2) elective credits required for graduation.

# PROPOSED REVISION

2410

Page 2 of 13

In order to graduate, students granted a waiver must earn seventeen (17) required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be completed by satisfactory demonstration of competence as provided by [WAC 180-51-050](#).

## **Graduation Requirements Emergency Waiver (GREW)**

In July 2021, the State Board of Education (SBE) passed permanent rules allowing school districts to offer waivers of certain graduation requirements on an individual student basis during certain emergencies, including the COVID-19 public health crisis. **For the 2023-24 school year, the GREW rules permit the waiver of up to two (2.0) one (1) core or flexible credits and/or the graduation pathway requirements for students in the classes of 2020, 2021, 2022, and 2023, and 2024 graduating in the 2023-24 school year as described in Chapter 180-111 WAC. Students who want to graduate early and only need their pathway requirement waived may also access the waiver.**

Seniors who meet the following criteria may access the GREW:

- Reasonably expected to graduate; and
- Impacted by significant disruption to their education; and
- Can demonstrate postsecondary preparation; and
- Finish their High School and Beyond Plan and all specific graduation requirements (credits ~~or~~ **and** graduation pathways) needed for their postsecondary plan no later than August 31, **2023 2024**.

**After the 2022-23 school year, the GREW pathway waiver will no longer be available. Students must complete all other graduation requirements by August 31, 2023, to be eligible for the GREW pathway waiver.**

In order to graduate, the GREW may be combined with the Two-Credit Academic Waiver for Individual Student Circumstances. **The student must earn a total of 21 credits to graduate.**

## **Graduation Requirements for the Class of 2022 and Beyond**

The following shall be required of each candidate for graduation who commences the ninth grade on or after July 1, 2018 for the class of 2022, on or after July 1, 2019 for the class of 2023, on or after July 1, 2020 for the class of 2024, on or after July 1, 2021 for the class of 2025, on or after July 1, 2022 for the class of 2026, and on or after July 1, 2023 for the class of 2027. Students who qualify for special education services may have graduation requirements modified or a graduation credit and subject area requirement may be substituted with comparable content course work, as identified in the student's Individual Education Plan (IEP) and aligned with the student's High School and Beyond Plan ([WAC 180-51-115](#)).

# PROPOSED REVISION

2410

Page 3 of 13

## A. Credits in Required Subject Areas of Study

<b>GRADUATION REQUIREMENTS FOR THE CLASS OF 2022 AND BEYOND</b>		
<b>Subject</b>	<b>Minimum Credit State Requirements</b>	<b>Minimum Credit Everett School District Requirements</b>
English	4.0	4.0
English 1		1.0
English 2		1.0
English 3		1.0
English 4		1.0
Mathematics	3.0	3.0
Algebra 1 or Algebraic Concepts	1.0	1.0
Geometry or Geometry in Application	1.0	1.0
Algebra 2, Advanced Algebraic Concepts, or Third Credit of High School Math	1.0	1.0 <sup>1</sup>
Social Studies	3.0	3.0
World History	1.0	1.0
US History	1.0	1.0
Civics	0.5	0.5
Social Studies Elective	0.5	0.5 <sup>2</sup>
Washington State History and Government	Non-Credit Requirement	Non-Credit Requirement
Science	3.0	3.0 <sup>3</sup>
Biology and the Environment		1.0
Physics in the Universe or Chemistry in the Earth System		1.0
Third Credit of Science Elective		1.0 <sup>4</sup>
Career and Technical Education	1.0	1.0
Health and Fitness	2.0	2.0 <sup>5</sup>
Family Health	0.5	0.5
Physical Education	1.5	1.5
Arts	2.0	2.0 <sup>6</sup>
World Language	2.0	2.0 <sup>7</sup>
Senior Quantitative Elective		Non-Credit Requirement <sup>8</sup>
College and Career Readiness Seminar		0.5
Electives	4.0	3.5
<b>Total Credits</b>	<b>24</b>	<b>24</b>

# PROPOSED REVISION

2410

Page 4 of 13

## Footnotes for the Class of 2022 and Beyond

1. The third credit of high school math is based on the student's High School and Beyond Plan approved by the student and the parent or guardian, or a school counselor or school principal.
2. The social studies elective requirement is fulfilled by a social science course defined by the Washington Student Achievement Council as meeting college entrance requirements, e.g., history, anthropology, contemporary world problems, economics, geography, government, political science or psychology.
3. Two of the three science credits are required to be lab-based. A lab-based science is defined as: "Laboratory experiences provided opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." *The National Research Council. (2006) America's Lab Report: Investigations in High School Science.*
4. The third credit of science is based on the subject's High School and Beyond Plan and approved by the student and the parent or guardian, or a school counselor or principal.
5. One class must include instruction in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs).
6. Up to 1.0 of arts credit may be replaced with a Personalized Pathway Requirement (PPR). A PPR is a locally determined course that leads to a specific post-high school career outcome chosen by the student, based on the student's High School and Beyond Plan.
7. Up to 2.0 of world language credits may be replaced with PPR as described above.
8. To align with the Washington Student Achievement Council College Admission Standards, students must earn 1.0 credit in a mathematics-based quantitative course during the senior year of high school. This requirement may be met by earning credit in one of the three required mathematics courses; or earning credit in a mathematics-based quantitative course like statistics, applied mathematics, or appropriate career and technical courses; or by earning credit in an algebra-based science course taken during the senior year. Completion of higher-level mathematics prior to the senior year fulfills this requirement (e.g., pre-calculus, mathematics analysis or calculus).

Upon approval by the equivalency course committee, some courses may satisfy more than one graduation requirement. Courses approved for equivalency must align with core academic skills and content at a sufficient level to justify the granting of CTE equivalence credit, as well as grade level expectations, performance expectations, program standards, classroom-based performance standards, national standards, or college readiness standards as determined by the district. If a student fulfills graduation requirements by using equivalency courses, additional elective courses will be required so that the student earns the 24 credits required for graduation.

## B. 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.

# PROPOSED REVISION

2410

Page 5 of 13

For students who qualify for special education services, the High School and Beyond Plan must be developed in alignment with their IEP and in a similar manner and with similar school personnel as for all other students.

## C. Graduation Pathways

Students must satisfy at least one math and one ELA pathway as listed below:

Math	English Language Arts (ELA)
Meet the graduation score on the high school math Smarter Balanced Assessment (SBA)	Meet the graduation score on the high school English Language Arts SBA
Earn one (1) high school credit in a dual enrollment math class, which includes College in the High School, Running Start (100-level or above), and/or Career and Technical Education (CTE) Dual Credit math classes; student must be eligible for the college credit, but it is not necessary to claim the college credit	Earn one (1) high school credit in a dual enrollment English class, which includes College in the High School, Running Start (100-level or above), and/or CTE Dual Credit English classes; student must be eligible for the college credit, but it is not necessary to claim the college credit to meet the ELA dual enrollment pathway option
Earn credit in a high school math transition course (Bridge to College Math course)	Earn credit in a high school ELA transition course (not currently available in the district)
Earn a C+ or higher in both terms of a qualifying AP math course or a 3 or higher on a qualifying AP math exam: AP Statistics, AP Computer Science A, AP Computer Science Principles, and AP Calculus	Earn a C+ or higher in both terms of a qualifying AP ELA course or a 3 or higher on a qualifying AP ELA exam: AP English Language and Composition, AP English Literature and Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US History, AP World History, and AP US Government and Politics
Meet the graduation score on the SAT or ACT in math	Meet the graduation score on the SAT or ACT in ELA
Meet minimum score eligible for graduation on the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB pathway qualifies to meet both math and ELA requirements.	
Complete a qualifying sequence of career and technical (CTE) courses as defined by the State Board of Education. Approved state and local CTE pathways qualify to meet both math and ELA requirements.	

# PROPOSED REVISION

2410  
Page 6 of 13

## Graduation Requirements for the Class of 2021

The following shall be required of each candidate for graduation who commences the ninth grade on or after July 1, 2017 for the class of 2021. Students who qualify for special education services may have graduation requirements modified or waived as per their IEP.

### A. Credits in Required Subject Areas of Study

<b>GRADUATION REQUIREMENTS FOR THE CLASS OF 2021</b>		
<b>Subject</b>	<b>Minimum Credit State Requirements</b>	<b>Minimum Credit Everett School District Requirements</b>
English	4.0	4.0
English 1		1.0
English 2		1.0
English 3		1.0
English 4		1.0
Mathematics	3.0	3.0
Algebra 1	1.0	1.0
Geometry	1.0	1.0
Third Credit of High School Math	1.0	1.0 <sup>1</sup>
Social Studies	3.0	3.0
World History	1.0	1.0
US History	1.0	1.0
US Government/Civics	0.5	0.5
Social Studies Elective	0.5	0.5 <sup>2</sup>
Washington State History and Government	Non-Credit Requirement	Non-Credit Requirement
Science	3.0	3.0 <sup>3</sup>
Coordinated Science		1.0
Biology		1.0
Science Elective		1.0 <sup>4</sup>
Career and Technical Education	1.0	1.0
Health and Fitness	2.0	2.0 <sup>5</sup>
Health	0.5	0.5
Physical Education	1.5	1.5
Arts	2.0	2.0 <sup>6</sup>
World Language	2.0	2.0 <sup>7</sup>
Senior Quantitative Elective		Non-Credit Requirement <sup>8</sup>
College and Career Readiness Seminar		0.5
Electives	4.0	3.5
<b>Total Credits</b>	<b>24</b>	<b>24</b>

# PROPOSED REVISION

2410

Page 7 of 13

## Footnotes for the Class of 2021

1. The third credit of high school math is based on the student's High School and Beyond Plan approved by the student and the parent or guardian, or a school counselor or school principal.
2. The social studies elective requirement is fulfilled by a social science course defined by the Washington Student Achievement Council as meeting college entrance requirements, e.g., history, anthropology, contemporary world problems, economics, geography, government, political science or psychology.
3. Two of the three science credits are required to be lab-based. A lab-based science is defined as: "Laboratory experiences provided opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science." *The National Research Council. (2006) America's Lab Report: Investigations in High School Science.*
4. The third credit of science is based on the subject's High School and Beyond Plan and approved by the student and the parent or guardian, or a school counselor or principal.
5. One class must include instruction in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs).
6. Up to 1.0 of arts credit may be replaced with a Personalized Pathway Requirement (PPR). A PPR is a locally determined course that leads to a specific post-high school career outcome chosen by the student, based on the student's interest and High School and Beyond Plan.
7. Up to 2.0 of world language credits may be replaced with PPR as described above.
8. To align with the Washington Student Achievement Council College Admission Standards, students must earn 1.0 credit in a mathematics-based quantitative course during the senior year of high school. This requirement may be met by earning credit in one of the three required mathematics courses; or earning credit in a mathematics-based quantitative course like statistics, applied mathematics, or appropriate career and technical courses; or by earning credit in an algebra-based science course taken during the senior year. Completion of higher-level mathematics prior to the senior year fulfills this requirement (e.g., pre-calculus, mathematics analysis or calculus).

Upon approval by the equivalency course committee, some courses may satisfy more than one graduation requirement. Courses approved for equivalency must align with core academic skills and content at a sufficient level to justify the granting of CTE equivalence credit, as well as grade level expectations, performance expectations, program standards, classroom-based performance standards, national standards, or college readiness standards as determined by the district. If a student fulfills graduation requirements by using equivalency courses, additional elective courses will be required so that the student earns the 24 credits required for graduation.

## B. 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.

For students who qualify for special education services, the High School and Beyond Plan must be developed in alignment with their IEP and in a similar manner and with similar school personnel as for all other students.

# PROPOSED REVISION

2410

Page 8 of 13

## C. Graduation Pathways

Students must satisfy at least one math and one ELA pathway as listed below:

<b>Math</b>	<b>English Language Arts (ELA)</b>
Meet the graduation score on the high school math Smarter Balanced Assessment (SBA)	Meet the graduation score on the high school SBA
Earn one (1) high school credit in a dual enrollment math class, which includes College in the High School, Running Start (100-level or above), and/or Career and Technical Education (CTE) Dual Credit math classes; student must be eligible for the college credit, but it is not necessary to claim the college credit to meet the math dual enrollment pathway option	Earn one (1) high school credit in a dual enrollment English class, which includes College in the High School, Running Start (100-level or above), and/or Career and Technical Education (CTE) Dual Credit math classes; student must be eligible for the college credit, but it is not necessary to claim the college credit to meet the ELA dual enrollment pathway option
Earn credit in a high school math transition course (Bridge to College Math course)	Earn credit in a high school ELA transition course (not currently available in the district)
Earn a C+ or higher in both terms of a qualifying AP math course or a 3 or higher on a qualifying AP math exam: AP Statistics, AP Computer Science A, AP Computer Science Principles, and AP Calculus	Earn a C+ or higher in both terms of a qualifying AP ELA course or a 3 or higher on a qualifying AP ELA exam: AP English Language and Composition, AP English Literature and Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US History, AP World History, and AP US Government and Politics
Meet the graduation score on the high school math SBA	Meet the graduation score on the high school ELA SBA
Meet the minimum score eligible for graduation on the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB pathway qualifies to meet both math and ELA requirements.	
Complete a qualifying sequence of career and technical (CTE) courses as defined by the State Board of Education. Approved state and local CTE pathways qualify to meet both math and ELA requirements.	

For students who qualify for special education services, the 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 (CIA) to graduate.



# PROPOSED REVISION

## Graduation Requirements for the Class of 2020

The following shall be required of each candidate for graduation who commences the ninth grade on or after July 1, 2016 for the class of 2020. Students who qualify for special education services may have graduation requirements modified or waived as per their IEP.

### A. Credits in Required Subject Areas of Study

<b>GRADUATION REQUIREMENTS FOR THE CLASS OF 2020</b>		
<b>Subject</b>	<b>Minimum Credit State Requirements</b>	<b>Minimum Credit Everett School District Requirements</b>
<b>English</b>	<b>4.0</b>	<b>4.0</b>
English 1		1.0
English 2		1.0
English 3		1.0
English 4		1.0
<b>Mathematics</b>	<b>3.0</b>	<b>3.0<sup>1</sup></b>
Algebra 1	1.0	1.0
Geometry	1.0	1.0
Algebra 2	1.0	1.0 <sup>2</sup>
<b>Social Studies</b>	<b>3.0</b>	<b>3.0</b>
World History	1.0	1.0
US History	1.0	1.0
US Government/Civics	0.5	0.5
Social Studies Elective	0.5	0.5 <sup>3</sup>
Washington State History and Government	<b>Non-Credit Requirement</b>	<b>Non-Credit Requirement</b>
<b>Science</b>	<b>2.0</b>	<b>2.0<sup>4</sup></b>
Coordinated Science		1.0
Biology		1.0
<b>Career and Technical</b>	<b>1.0</b>	<b>1.0</b>
<b>Health and Fitness<sup>5</sup></b>	<b>2.0</b>	<b>2.0<sup>5</sup></b>
Family Health	0.5	0.5
Physical Education	1.5	1.5 <sup>6</sup>
<b>Arts, visual or performing</b>	<b>1.0</b>	<b>1.0</b>
<b>Senior Quantitative Elective</b>		<b>Non-Credit Requirement<sup>7</sup></b>
<b>College and Career Readiness Seminar</b>		<b>0.5</b>
<b>Electives</b>	<b>4.0</b>	<b>5.5</b>
<b>Total Credits</b>	<b>20</b>	<b>22</b>

### Footnotes for the Class of 2020

1. Students must take mathematics until they earn 3.0 credits and satisfy at least one of the math graduation pathways.

# PROPOSED REVISION

2410

Page 10 of 13

2. With the written consent of a parent or guardian, students may take a rigorous high school level math course or career and technical education mathematics course in place of algebra 2 provided that the course meets the student's education and career goals identified in the student's High School and Beyond Plan.
3. The social studies elective requirement is fulfilled by a social science course defined by the Washington Student Achievement Council as meeting college entrance requirements e.g., history, anthropology, contemporary world problems, economics, geography, government, political science, or psychology.
4. Students must take science until they earn 2.0 credits. One of the two credits must be in lab science.
5. One class must include instruction in CPR and the use of AEDs.
6. Up to 1.0 of the physical education requirement may be waived by participating in community or district sponsored, directed athletics, marching band or military science and tactics.
7. To align with the Washington Student Achievement Council College Admission Standards, students must earn 1.0 credit in a mathematics-based quantitative course during the senior year of high school. This requirement may be met by earning credit in one of the three required mathematics courses; or earning credit in a mathematics-based quantitative course like statistics, applied mathematics, or appropriate career and technical courses; or by earning credit in an algebra-based science course taken during the senior year. Completion of higher-level mathematics prior to the senior year fulfills this requirement (e.g., pre-calculus, mathematics analysis, or calculus).

Upon approval by the equivalency course committee, some courses may satisfy more than one graduation requirement. Courses approved for equivalency must align with core academic skills and content at a sufficient level to justify the granting of CTE equivalency credit, as well as grade level expectations, performance expectations, program standards, classroom-based performance standards, national standards, or college readiness standards as determined by the district. If a student fulfills graduation requirements by using equivalency courses, additional elective courses will be required so that the student earns the 22 credits required for graduation.

## **B. 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.

For students who qualify for special education services, the High School and Beyond Plan must be developed in alignment with their IEP and in a similar manner and with similar school personnel as for all other students.

# PROPOSED REVISION

2410  
Page 11 of 13

## C. Graduation Pathways

Students must satisfy at least one (1) math and one (1) ELA pathway as listed below:

Math	English Language Arts (ELA)
Meet the graduation score on the high school math Smarter Balanced Assessment (SBA)	Meet the graduation score on the high school ELA SBA
Earn one (1) high school credit in a dual enrollment math class, which includes College in the High School, Running Start (100-level or above), and/or Career and Technical Education (CTE) Dual Credit math classes; student must be eligible for the college credit, but it is not necessary to claim the college credit to meet the math dual enrollment pathway option	Earn one (1) high school credit in a dual enrollment English class, which includes College in the High School, Running Start (100-level or above), and/or Career and Technical Education (CTE) Dual Credit English classes; student must be eligible for the college credit, but it is not necessary to claim the college credit to meet the ELA dual enrollment pathway option
Earn credit in a high school math transition course (Bridge to College Math course)	Earn credit in a high school ELA transition course (not currently available in the district)
Earn a C+ or higher in both terms of a qualifying AP math course or a 3 or higher on a qualifying AP math exam: AP Statistics, AP Computer Science A, AP Computer Science Principles, and AP Calculus	Earn a C+ or higher in both terms of a qualifying AP ELA course or a 3 or higher on a qualifying AP ELA exam: AP English Language and Composition, AP English Literature and Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP US History, AP World History, and AP US Government and Politics
Meet the graduation score on the high school math SBA	Meet the graduation score on the high school ELA SBA
Meet standard on the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB pathway qualifies to meet both math and ELA requirements.	
Complete a qualifying sequence of career and technical (CTE) courses as defined by the State Board of Education. Approved state and local CTE pathways qualify to meet both math and ELA requirements.	

For students who qualify for special education services, the 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 CIA to graduate.

The superintendent shall develop procedures for implementing this policy.

# PROPOSED REVISION

2410

Page 12 of 13

Cross references:	<a href="#">Board Policy 2114</a> <a href="#">Board Policy 2123</a> <a href="#">Board Policy 2210</a>  <a href="#">Board Policy 2401</a>  <a href="#">Board Policy 2402</a> <a href="#">Board Policy 2403</a> <a href="#">Board Policy 2404</a> <a href="#">Board Policy 2405</a> <a href="#">Board Policy 2406</a>  <a href="#">Board Policy 2408</a> <a href="#">Board Policy 2409</a> <a href="#">Procedure 2410P</a> <a href="#">Board Policy 2411</a> <a href="#">Board Policy 2415</a>  <a href="#">Board Policy 3520</a>	Online Learning Health and Physical Education Program Special Education and Related Services for Eligible Students English Language Arts Mastery-Based Learning and Credit Mathematics Mastery-Based Learning and Credit Science Mastery-Based Learning and Credit Social Studies Mastery-Based Learning and Credit The Arts Mastery-Based Credit Health and Physical Education Mastery-Based Credit Student Community Service Granting Equivalency Credit High School Graduation Requirements Diplomas for Veterans World Language Mastery-Based Learning and Credit Student Fees, Fines, and Charges
Legal references:	<a href="#">RCW 28A.230.050</a> <a href="#">RCW 28A.230.090</a>     <a href="#">RCW 28A.230.120</a>  <a href="#">RCW 28A.320.192</a>     <a href="#">RCW 28A.345.080</a>  <a href="#">RCW 28A.600.300</a> <a href="#">RCW 28A.600.310</a>   <a href="#">RCW 28A.600.320</a> <a href="#">RCW 28A.600.330</a>   <a href="#">RCW 28A.600.340</a>	Physical education in high schools High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies High school diplomas—Issuance—Option to receive final transcripts—Notice On-time grade level progression and graduation of students who are homeless, subject to a dependency proceeding, at-risk youth or children, or have been released from an institutional education facility—Rules Model policy and procedure for granting waivers of credit for high school graduation Running start program—Definition Running start program—Enrollment in institutions of higher education—Student fees—Fee waivers—Transmittal of funds Running start program—Information on enrollment Running start program—Maximum terms of enrollment for high school credit Running start program—Enrolled students not displaced

# PROPOSED REVISION

2410

Page 13 of 13

[RCW 28A.600.350](#)

[RCW 28A.600.360](#)

[RCW 28A.600.370](#)

[RCW 28A.600.380](#)

[RCW 28A.600.385](#)

[RCW 28A.600.390](#)

[RCW 28A.600.400](#)

[RCW 28A.600.500](#)

[RCW 28A.635.060](#)

[Chapter 180-51 WAC](#)

[WAC 180-51-050](#)

[WAC 180-51-068](#)

[Chapter 392-169 WAC](#)

[Chapter 392-410 WAC](#)

[Chapter 392-415 WAC](#)

Running start program—Enrollment for secondary and postsecondary credit

Running start program—Enrollment in postsecondary institution—Determination of high school credits—Application toward graduation requirements

Running start program—Postsecondary credit

Running start program—School district not responsible for transportation

Running start program—Cooperative agreements with community colleges in Oregon and Idaho

Running start program—Rules

Running start program—Existing agreements not affected

Graduation ceremonies—Tribal regalia

Defacing or injuring school property—Liability of pupil, parent, or guardian—Withholding diplomas—Suspension and restitution—Community service program as alternative—Publication of information on withheld diplomas—Student rights protected

High school graduation requirements

High school credit—Definition

State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017

Special service programs—Running Start program

Courses of study and equivalencies

Secondary education—Standardized high school transcript

Adopted: November 21, 1980  
Revised: March 3, 1986  
Revised: October 28, 1991  
Revised: June 5, 1995  
Revised: August 25, 1997  
Updated: July 1999  
Updated: November 1999  
Revised: April 3, 2001  
Revised: May 24, 2005  
Revised: February 7, 2006  
Revised: February 27, 2007  
Revised: May 27, 2008  
Revised: July 7, 2009  
Revised: November 16, 2010  
Revised: August 23, 2011  
Updated: November 2011  
Revised: June 12, 2012  
Revised: November 12, 2013

Revised: November 12, 2013  
Revised: November 18, 2014  
Revised: September 22, 2015  
Revised: January 26, 2016  
Revised: January 24, 2017  
Revised: October 10, 2017  
Updated: February 2018  
Revised: December 4, 2018  
Revised: November 19, 2019  
Updated: January 2020  
Revised: May 19, 2020  
Updated: January 2021  
Updated: March 2021  
Revised: September 28, 2021  
Updated: August 2022  
Updated: January 2023  
Revised: April 25, 2023  
**PROPOSED: August 2023**