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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.

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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 one (1) core or flexible credit and the waiver of the graduation pathway in English Language Arts and/or math if the district has not also waived a core course requirement in the same subject for the student. Students in the classes of 2021, 2022, 2023, and 2024 graduating in the 2023-24 school year as described in [Chapter 180-111 WAC](#) are eligible to access the GREW, if they also meet the following criteria:

- 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 and graduation pathways) needed for their postsecondary plan no later than August 31, 2024.**

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, **on or after July 1, 2023 for the class of 2027**, and on or after July 1, **2023 2024** for the class of **2027 2028**. 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](#)).

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A. Credits in Required Subject Areas of Study

GRADUATION REQUIREMENTS FOR THE CLASS OF 2022 AND BEYOND		
Subject	Minimum Credit State Requirements	Minimum Credit Everett School District Requirements
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 ¹
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 ²
Washington State History and Government	Non-Credit Requirement	Non-Credit Requirement
Science	3.0	3.0 ³
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 ⁴
Career and Technical Education	1.0	1.0
Health and Fitness	2.0	2.0 ⁵
Family Health	0.5	0.5
Physical Education	1.5	1.5
Arts	2.0	2.0 ⁶
World Language	2.0	2.0 ⁷
Senior Quantitative Elective		Non-Credit Requirement ⁸
College and Career Readiness Seminar		0.5
Electives	4.0	3.5
Total Credits	24	24

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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.

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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) or meet requirements of a local agreement for college-level math placement	Earn credit in a high school ELA transition course (not currently available in the district) or meet requirements of a local agreement for college-level ELA placement
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 requirements of the math performance-based pathway option	Meet the requirements of the ELA performance-based pathway option
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.	

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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.

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

GRADUATION REQUIREMENTS FOR THE CLASS OF 2021		
Subject	Minimum Credit State Requirements	Minimum Credit Everett School District Requirements
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 ¹
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 ²
Washington State History and Government	Non-Credit Requirement	Non-Credit Requirement
Science	3.0	3.0³
Coordinated Science		1.0
Biology		1.0
Science Elective		1.0 ⁴
Career and Technical Education	1.0	1.0
Health and Fitness	2.0	2.0⁵
Health	0.5	0.5
Physical Education	1.5	1.5
Arts	2.0	2.0⁶
World Language	2.0	2.0⁷
Senior Quantitative Elective		Non-Credit Requirement⁸

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College and Career Readiness Seminar		0.5
Electives	4.0	3.5
Total Credits	24	24

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.
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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 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 24 credits required for graduation.

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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.

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 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

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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.

Cross references:

[Board Policy 2114](#)

[Board Policy 2123](#)

[Board Policy 2210](#)

[Board Policy 2401](#)

[Board Policy 2402](#)

[Board Policy 2403](#)

[Board Policy 2404](#)

[Board Policy 2405](#)

[Board Policy 2406](#)

[Board Policy 2408](#)

[Board Policy 2409](#)

[Procedure 2410P](#)

[Board Policy 2411](#)

[Board Policy 2415](#)

[Board Policy 3520](#)

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:

[RCW 28A.230.050](#)

[RCW 28A.230.090](#)

[RCW 28A.230.120](#)

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

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[RCW 28A.320.192](#)

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

[RCW 28A.345.080](#)

Model policy and procedure for granting waivers of credit for high school graduation

[RCW 28A.600.300](#)

Running start program—Definition

[RCW 28A.600.310](#)

Running start program—Enrollment in institutions of higher education—Student fees—Fee waivers—Transmittal of funds

[RCW 28A.600.320](#)

Running start program—Information on enrollment

[RCW 28A.600.330](#)

Running start program—Maximum terms of enrollment for high school credit

[RCW 28A.600.340](#)

Running start program—Enrolled students not displaced

[RCW 28A.600.350](#)

Running start program—Enrollment for secondary and postsecondary credit

[RCW 28A.600.360](#)

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

[RCW 28A.600.370](#)

Running start program—Postsecondary credit

[RCW 28A.600.380](#)

Running start program—School district not responsible for transportation

[RCW 28A.600.385](#)

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

[RCW 28A.600.390](#)

Running start program—Rules

[RCW 28A.600.400](#)

Running start program—Existing agreements not affected

[RCW 28A.600.500](#)

Graduation ceremonies—Tribal regalia

[RCW 28A.635.060](#)

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

[RCW 28A.655.250](#)

Graduation pathway options

[RCW 28A.655.260](#)

Graduation pathway options—Review and monitoring—Participation data

[Chapter 180-51 WAC](#)

High school graduation requirements

[WAC 180-51-050](#)

High school credit—Definition

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[WAC 180-51-068](#)

[Chapter 392-169 WAC](#)

[Chapter 392-410 WAC](#)

[Chapter 392-415 WAC](#)

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 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
Revised: October 24, 2023
Updated: January 2024
Revised: May 28, 2024
PROPOSED: September 2024