

DRAFT
Chapter 180-51 WAC
Sections WAC 180-51-001 to WAC 180-51-115

HIGH SCHOOL GRADUATION REQUIREMENTS

~~WAC 180-51-001 Education reform vision. (1) The state is shifting from a time and credit-based system of education to a standards and performance based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:~~

~~(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;~~

~~(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;~~

~~(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building, and~~

~~(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.~~

~~(2) Long term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's~~

~~parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.~~

~~**WAC 180-51-003 Intent of graduation requirements.**~~

~~(1) The state board of education is responsible for establishing minimum high school graduation requirements for students. The state board of education's graduation requirements that for students are structured to appropriately balance:~~

~~(a) Statewide public expectations for all graduating students;~~

~~(b) High, meaningful, and fair requirements every student can meet;~~

~~(c) The unique characteristics of and differing resources among all school districts and high schools in Washington; and~~

~~(d) Recognition that some students' educational plans may not include college or may include application for admission to a postsecondary institution one year or more after being granted a high school diploma.~~

~~(2) In order to support the continuing refinement of the standards and performance based system of education and, encourage and facilitate local innovation, and realize the vision under WAC 180-51-001, it is the intent of the state board of education toto enact changes that will:~~

~~(a) Align the statewide minimum high school graduation requirements with the goals of the basic education act under RCW 28A.150.210; and the mission of the common school system under WAC 392-400-210;~~

~~(b) Allow districts the optional discretion to define and award high school credit based on demonstrated mastery based or competency based performance that is not tied to a state minimum number of hours of instruction or instructional activities;~~

~~(c) Assure that the essential academic learning requirements learning standards developed under RCW 28A.655.070(2) are taught in the high school curriculum;~~

~~(d) Assure that students are aware of the connection between their education and possible career opportunities as referenced in RCW 28A.150.210(4) and WAC 392-415-090; and~~

~~(c) Assure that students are provided the opportunity to effectively prepare for the secondary Washington assessment of student learning and earn the certificate of academic achievement required under RCW 28A.655.061(2) high school state assessments, recognizing that the certificate of academic achievement these assessments, along with other state and local requirements, represents attainment of the knowledge and skills that are necessary for high school graduation. demonstrate students are on-track for graduation and postsecondary career and college readiness.~~

~~(3) It is the state board's view that the creative development and application of integrated curriculum within existing resources will significantly facilitate the implementation of the graduation requirements under WAC chapter 180-51-061 WAC. The board strongly encourages districts to:~~

~~(a) Implement curriculum curricula that includes courses that incorporate the best applied, theoretical, academic or vocational career and technical education features as authorized under RCW 28A.230.010;~~

~~(b) Emphasize the integration of academic and vocational education career and technical education in educational pathways as required under RCW 28A.655.060 (3) (c); and~~

~~(c) Consider using the model curriculum integrating vocational and academic education as it is developed by the superintendent of public instruction under RCW 28A.300.235. Adopt culturally responsive curricula that is relevant to the district's students, including the incorporation of curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes as required by RCW 28A.320.170.~~

WAC 180-51-005 Authority and purpose.

(1) The authority for this chapter is RCW 28A.230.090 which authorizes and requires the state board of education to establish state high school graduation requirements ~~or equivalencies for students.~~

(2) The purpose of this chapter is to establish high school graduation requirements, ~~including policies and procedures for equivalencies,~~ for students who commence the ninth grade or the

equivalent of a four-year high school program subsequent to July 1, ~~2004~~2012. Graduation requirements and policies and procedures for equivalencies for students who commence the ninth grade or the equivalent of a four-year high school program prior to July 1, ~~2004~~2012, are codified in WAC 180-51-~~060~~056 and shall remain in effect for such students pursuant to WAC 180-51-035.

WAC 180-51-015 Application of chapter to approved private schools and community colleges.

High school diplomas granted by approved private schools and by community colleges shall meet the requirements of this chapter. References in this chapter to the board of directors of a school district shall apply to the governing board of the approved private school or the community college district affected. References within this chapter to school district shall refer to the approved private school or community college district. References within this chapter to high school shall refer to each approved private school or each community college.

WAC 180-51-020 Additional local standards.

Nothing within this chapter shall preclude the board of directors of any district offering a high school diploma from establishing such additional course, credit, and test requirements as deemed desirable. A district may not adopt any policy which requires enrollment for either (a) a minimum number of semesters or trimesters or (b) a minimum number of courses in a semester or trimester which exceeds the enrollment time or courses necessary for a student to meet established course, credit, and test requirements for high school graduation.

WAC 180-51-025 Local school district application of state requirements.

The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts:

Provided, tThat if a ~~foreign~~ world language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

WAC 180-51-030 High school credit for courses taken before attending high school. ~~See RCW 28A.230.090(4).~~

(1) A student who has completed high school courses with a passing grade before attending high school shall automatically be given high school credit which shall be applied to fulfilling high school graduation requirements, subject to the provisions of RCW 28A.230.090(4), unless requested otherwise by the student and the student's parent or guardian.

(2) 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 non-numerical grade, such as "pass" or "credit", according to district policy. A non-numerical grade will not be included in the student's high school grade point average calculation. High school credit earned prior to high school and transcribed with a non-numerical grade will apply to fulfilling high school graduation requirements.

(3) Unless otherwise specified in district policy, a student and the student's family must inform the school by the end of the student's tenth grade year if they do not want credit for the

course(s) taken before attending high school, or if they want to request that credit be transcribed with a non-numerical grade.

WAC 180-51-035 Applicable standards for graduation for students under age twenty-one—Applicable standards for graduation for students age twenty-one or older—Amendments to this chapter.

(1) All students entering a high school program in Washington state shall be assigned an expected graduation year as required by federal law and this section. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of this section.

(a) Students shall be assigned an expected graduation year based on the year they commence ~~9th~~ ninth grade, or for out-of-district and out-of-state transfer students, based on local district policy, ~~..+ Provided~~ provided, ~~That~~ that the expected graduation year for students receiving special education services shall be assigned and based on an Individualized Education Program (IEP) team determination in the year in which the student turns sixteen..

(b) Students shall have the right and the obligation to meet the minimum graduation requirements in place for their ~~expected graduation year designated~~ ninth grade cohort at the time they enter a district public high school, regardless of whether their expected graduation year has been extended or what year they actually graduate.

~~_(2) A student under age twenty-one shall have the right to graduate in accordance with the standards in effect for the school of graduation for any year since such student commenced the ninth grade or the equivalent of a four-year high school program and until the student turns age twenty-one.~~

~~(23)~~ (a) A student age twenty-one or older who earns a high school diploma through the adult high school completion option under WAC 180-51-053 shall be required to meet the state minimum graduation credit requirements ~~under WAC 180-51-060 or 180-51-061, depending on~~ established when the student began their high school program. Such students shall not be required to ~~meet the following state minimum graduation requirements under WAC 180-51-061;~~ earn a Certificate of academic achievement ~~or, a~~

certificate of individual achievement, or meet pathway graduation requirements under WAC 180-51-210;

(b) The state board of education reserves the prerogative to determine if and when the waived requirements under (a) of this subsection shall be required to earn an adult high school completion diploma.

(34) All subsequent amendments to credit graduation requirements rules and all subsequent local standards shall apply prospectively to the students who enter the ninth grade or begin the equivalent of a four-year high school program subsequent to the amendments.

WAC 180-51-040 Copies of graduation requirements for each year.

(1)—Each high school shall keep on file for student and public inspection a copy of the state board of education rules and guidelines regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years. Any locally adopted high school graduation requirements and procedures for equivalencies shall also be kept on file with such state requirements. Copies

of state requirements by year also shall be kept on file in the office of the state board of education.

(24) The state board of education and superintendent of public instruction are not authorized by law to issue a high school diploma.

WAC 180-51-045 Notice to students, parents, and guardians.

Commencing with the beginning of the ninth grade, or the equivalent of a four-year high school program, and each year thereafter, each high school shall provide each student and his or her parents or guardians with a copy of the high school graduation requirements applicable to each student and a progress report at the close of each school year thereafter of each individual student's progress toward meeting those requirements. If a student is not making normal progress toward such requirements, the high school shall notify the student and parents or guardians of alternative education experiences, including summer school opportunities available in the community, if any, or in close proximity.

WAC 180-51-050 High school credit—Definition.

As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW

28A.230.090(4):

(a) Successful completion, as defined by written district policy, of courses taught to the state's ~~essential academic learning requirements~~learning standards ~~(learning standards)~~. If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's ~~essential academic learning requirements~~learning standards ~~(learning standards)~~.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal ~~one 1.0~~ high school credit: Provided, ~~t~~hat for the purpose of this subsection, "college and university course work"

means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal ~~1.0~~ one high school credit: Provided, ~~t~~hat for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of ~~.5~~ one-half and a maximum of ~~1.0~~ one high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, ~~t~~hat for purposes of awarding equivalency credit under this subsection, college and university high school completion course work

includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

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(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

WAC 180-51-053 Community college high school diploma programs.

(1) (a) **Minimum requirements for high school diploma.** The minimum requirements and procedures for the issuance of a high school diploma by or through a community or technical college district shall be as prescribed by the state board of education in this section and chapters 180-51 and 180-56 WAC or as set forth in RCW 28B.50.535 (2), (3) or (4).

(b) Any high school graduation diploma issued by or through a community or technical college district shall certify that the diploma is issued in compliance with high school graduation requirements established by the state board of education and procedures established by the superintendent of public instruction or as set forth in RCW 28B.50.535 (2), (3) or (4).

(2) **Provisions governing program for persons eighteen years of age and over.**

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(a) The appropriate school district, community college, or technical college education official shall evaluate the previous educational records of the student and may provide evaluative testing to determine the student's educational level. The official shall recommend an appropriate course or courses of study and upon the successful completion of such study the student will be eligible for the high school diploma.

(b) Satisfaction of minimum course requirements may be met by one or more of the following methods with the applicable institution granting credit verifying completion of course requirements.

(i) Actual completion of courses regularly conducted in high school;

(ii) Technical college;

(iii) Community college;

(iv) Approved correspondence or extension courses;

(v) Supervised independent study; or

(vi) Testing in specific subject areas.

(c) The appropriate education official shall exercise reasonable judgment in appraising the educational experience of

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the student either in or out of a formal school program to determine the degree to which the student has satisfied the minimum credit requirements for completion of the high school program. Consideration may be given to work experience, vocational training, civic responsibilities discharged by the adult and other evidences of educational attainment.

(d) A high school diploma shall be granted to each individual who satisfactorily meets the requirements for high school completion. The diploma shall be issued by the appropriate school district, community college, or technical college: Records of diplomas issued under the provisions of this subsection shall be maintained by the issuing agency.

(3) Provisions governing program for persons under eighteen years of age.

(a) The high school principal shall evaluate the previous educational record of the individual and prior to his or her enrollment in courses and in cooperation with the appropriate education official of a community college or technical college shall approve the program of studies leading to the high school diploma.

(b) The student must be assigned a program supervisor.

NEW SECTION

WAC 180-51-056 Previous requirements for high school graduation.

This section describes the statewide minimum credit and subject areas requirements for high school graduation for students who entered the ninth grade or began the equivalent of a four-year high school program prior to July 1, 2012 (the class of 2015 and previous classes). This section applies to students of the applicable graduation cohorts in high school completion programs at community and technical colleges.

(1) The minimum credit and subject area requirements, except as noted in subsections (2), (3) and (4) of this section, are as follows:

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district.

(b) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and

tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally.

(c) Two and one-half **social studies** credits that at minimum align with the state's learning standards in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and shall include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state. If taken in seventh or eighth grade, this course may meet the state history and government graduation requirement.

However, the course may only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes or is equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090). The study of the United States and Washington state Constitutions shall not be waived but may be fulfilled through an alternative learning experience approved locally under written district policy. Secondary school students who have completed and passed a state history and government course of study in another state, and students who transferred from another state as eleventh or twelfth grade students who have or will have earned two credits in social studies at graduation, may have the Washington state history and government requirement waived.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(d) One-half credit of **health**.

(e) One and one-half credits of **physical education**.

Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies that should be based upon meeting both health and physical education curricula concepts as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(f) One **arts** credit that at minimum is aligned to learning standards.

(g) One credit in **Career and Technical Education** or occupational education. Courses that meet this requirement include courses that are part of career and technical education programs (CTE), as defined in Chapter RCW 28A.700, or occupational education courses as identified by the district.

"Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four (RCW 28A.150.210) and are required for

success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(i) An exception of the CTE requirement may be made for private schools as provided in WAC 180-90-160.

(ii) A student who earns credit through a CTE course determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-CTE course per RCW 28A.700.070, will not be required to pass a course in the non-CTE subject to earn a credit in the non-CTE subject. The single CTE course equivalency meets two graduation requirements, the CTE subject area graduation requirement and the non-CTE subject area graduation requirement. The student therefore has an additional elective credit.

(h) Five and one-half credits of **electives**. Districts may replace these credits with local district requirements through written district policy.

(i) Each student shall have a high school and beyond plan for their high school experience, that informs course-taking and that is aligned with the student's postsecondary goals.

(2) For students who entered ninth grade prior to July 1, 2009 (graduating classes preceding the class of 2013), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is nineteen.

(b) Two mathematics credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district.

(3) For students who entered ninth grade as of July 1, 2009, through June 30, 2012 (the class of 2013 through the class of 2015), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is twenty.

(b) Three mathematics credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b) (iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I;

(B) Geometry or integrated mathematics II; and

(C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, based on a career-oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student.

~~**WAC 180-51-060 Minimum subject areas for high school graduation—Students entering the ninth grade before July 1, 2004.**~~

~~(1) The minimum subject areas and credits therein shall be:~~

SUBJECT	CREDIT
English	3
Mathematics	2
Science*	2
Social Studies	2 1/2
 United States History and Government	(1)
 Washington State History and Government	(1/2)**

SUBJECT	CREDIT
Contemporary World History, Geography, and Problems	(1)**
Occupational Education***	1
Physical Education	2
Restricted Elective	*** 1
*At least one credit of the two science credits shall be in a laboratory science.	
**See WAC 180-51-075 for equivalencies.	
***"Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction.	
****This one credit requirement must be selected from visual or performing arts or any of the subject areas listed above.	
Electives	5-1/2
Total	19

~~(2) The minimum elective credits shall be met by additional courses in the required subject areas or, by specific local district requirements, or by any course offered pursuant to WAC 180-50-115..~~

~~(3) In accordance with WAC 180-51-035, this section shall expire on June 30, 2014, for those students who begin the equivalent of a four-year high school program prior to July 1, 2004.~~

~~(4) The state board of education and superintendent of public instruction are not authorized by law to issue a high school diploma.~~

~~**WAC 180-51-061 Minimum requirements for high school graduation—Students entering the ninth grade as of July 1, 2004 through June 30, 2009.** (1) The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2004, through June 30, 2009, shall total 19 as listed below.~~

~~(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.~~

~~(b) Two **mathematics** credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.~~

~~(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.~~

~~(d) Two and one half **social studies** credits that at minimum align with the state's essential academic learning requirements learning standards in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The~~

~~social studies requirement shall consist of the following mandatory courses or equivalencies:~~

~~(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.~~

~~(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.~~

~~(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds~~

~~the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).~~

~~(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.~~

~~(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.~~

~~(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will~~

~~have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.~~

~~(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.~~

~~(c) Two **health and fitness** credits that at minimum align with current essential academic learning requirements learning standards at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).~~

~~(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.~~

~~(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.~~

~~(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements learning standards at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based~~

~~assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.~~

~~(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.~~

~~(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.~~

~~(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.~~

~~(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.~~

~~(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.~~

~~(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements learning standards under RCW 28A.655.070.~~

~~**WAC 180-51-066 Minimum requirements for high school graduation** Students entering the ninth grade on or after July 1,~~

~~2009, through June 30, 2012.~~ (1) ~~The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.~~

~~(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.~~

~~(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:~~

~~(i) Unless otherwise provided for in (b) (iv) through (vii) of this subsection, the three mathematics credits required under this section must include:~~

~~(A) Algebra 1 or integrated mathematics I;~~

~~(B) Geometry or integrated mathematics II; and~~

~~(C) Algebra 2 or integrated mathematics III.~~

~~(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:~~

~~(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;~~

~~(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;~~

~~(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and~~

~~(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.~~

~~(iii) Courses in (b) (i) and (ii) of this subsection may be taken currently in the following combinations:~~

~~(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.~~

~~(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) (ii) of this subsection.~~

~~(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b) (i) of this subsection if~~

~~the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.~~

~~(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:~~

~~(A) Repeat the course(s) for credit in high school; or~~

~~(B) Complete three credits of mathematics as follows:~~

~~(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:~~

~~• Earn the first high school credit in geometry or integrated mathematics II;~~

~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

~~• Earn the third high school credit in a math course that is consistent with the student's education and career goals.~~

~~(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:~~

- ~~• Earn the first high school credit in algebra 2 or integrated mathematics III; and~~

- ~~• Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.~~

~~(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

- ~~• Earn the first high school credit in geometry or integrated mathematics II;~~

- ~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

- ~~• Earn the third credit in a mathematics course that is consistent with the student's education and career goals.~~

~~(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

- ~~• Earn the first high school credit in algebra 2 or integrated mathematics III;~~
- ~~• Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.~~

~~(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.~~

~~(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements learning standards in civics, economics, geography,~~

~~history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:~~

~~(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.~~

~~(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to~~

~~include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.~~

~~(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).~~

~~(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.~~

~~(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.~~

~~(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.~~

~~(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.~~

~~(c) Two **health and fitness** credits that at minimum align with current essential academic learning requirements learning standards at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).~~

~~(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.~~

~~(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.~~

~~(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements learning standards at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.~~

~~(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed~~

~~or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.~~

~~(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.~~

~~(i) Each student entering ninth grade before July 1, 2010, and graduating before 2015 shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.~~

~~(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.~~

~~(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.~~

~~(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements learning standards under RCW 28A.655.070.~~

WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015. The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. The credit and subject area requirements in this section apply to districts with a waiver to delay implementing WAC 180-51-068.

For such districts, this section will apply to district students who entered ninth grade between July 1, 2012 and June 30, 2016.

All credits are to be aligned with the state's ~~essential academic learning requirements~~learning standards ~~(learning standards)~~ for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career-oriented program of study identified in the student's high

|

school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the

student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

~~(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:~~

~~(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.~~

~~(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.~~

~~(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW~~

~~28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.~~

~~(c) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:~~

~~(i) Repeat the course(s) for credit in high school; or~~

~~(ii) Complete three credits of mathematics as follows:~~

~~(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:~~

- ~~• Earn the first high school credit in geometry or integrated mathematics II;~~

- ~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

- ~~• Earn the third high school credit in a math course that is consistent with the student's education and career goals.~~

~~(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:~~

- ~~• Earn the first high school credit in algebra 2 or integrated mathematics III; and~~

- ~~• Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.~~

~~(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

- ~~• Earn the first high school credit in geometry or integrated mathematics II;~~

- ~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

- ~~• Earn the third credit in a mathematics course that is consistent with the student's education and career goals.~~

~~(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

- ~~• Earn the first high school credit in algebra 2 or integrated mathematics III;~~
- ~~• Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.~~

-(d) 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 in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high

school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(e) 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 such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated mastery/competency in these subjects but did not receive high school credits, may either:

(i) Repeat the course(s) 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 1 or integrated mathematics I and geometry or integrated math II in high school if the student did not complete these courses at a high school level prior to high school, but the student does not need to repeat courses if the student already took the courses at a high school level.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall ~~consider including~~ include information on the cultures, histories, and governments of the American Indian peoples who ~~were~~ are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who:

(i) Have successfully completed a state history and government course of study in another state; or

(ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and

state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093-4

(5) ~~Two~~ One-half credit of health_ and fitness

(6) One and one-half credits of physical education. credits
~~(.5 credit health; 1.5 credits fitness)~~. Students may be excused from the fitness-physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency/mastery in-of the knowledge portion of the fitness-physical education requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(76) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(87) One credit in career and technical education (CTE) or occupational education.

(a) "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(ba) Students who earn a graduation requirement credit through a CTE course ~~locally~~ determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject ~~to the single CTE course meets two graduation requirements~~ The student earns one credit while meeting two graduation requirements, a CTE

requirement and the non-CTE subject requirement. The total number of credits required for graduation remains unchanged, and the student will need to earn an additional elective credit.

~~_(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.~~

~~_(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.~~

(~~98~~) Four credits of electives.

(~~109~~) Each student shall have a high school and beyond plan for their high school experience, ~~including what they expect to do the year following graduation~~ as described in WAC 180-51-220.

(~~110~~) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject

to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(12) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

~~_(11) A school district may obtain a two year extension from the effective date for the implementation of the four credits of English and/or the three credits of social studies required under this section upon the filing of a written resolution by the district's school board with the state board of education stating the district's intent to delay implementation of the increased English and/or social studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the state board of education shall maintain the English, social studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.~~

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015 through June 30, 2017. The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program (the class of 2019), shall total twenty-four as required in this section, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements learning standards developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth in (a) through (e) of this subsection:

(a) Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's 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 (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(b) 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 in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Upon completion of algebra 1 or integrated math I,

geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(c) 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 such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated mastery/competency in these subjects but did not receive high school credits, may either:

(i) Repeat the course(s) 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 1 or integrated mathematics I and geometry or integrated math II in high school if the student did not complete these courses at a high school level prior to high school, but the student does not need to repeat courses if the student already took the courses at a high school level.

~~(iii) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan as provided in (10) of this section, and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section;~~

~~(b) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:~~

~~(i) Repeat the course(s) for credit in high school; or~~
~~(ii) Complete three credits of mathematics as follows:~~
~~(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:~~

~~(I) Earn the first high school credit in geometry or integrated mathematics II;~~

~~(II) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061; and~~

~~(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall: Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.~~

~~(c) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written~~

~~district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

~~(i) Earn the first high school credit in geometry or integrated mathematics II;~~

~~(ii) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.~~

~~(d) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence: Earn the first, second and third credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.~~

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (15) (a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. ~~or, The high school and beyond plan must be provided to the student's 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 (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of themay be provided by the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in~~

~~election of the third credit to meet the requirements of this section.~~

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall ~~consider~~ ~~including~~ include information on the cultures, histories, and governments of the American Indian peoples who ~~were~~ are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who:

(i) Have successfully completed a state history and government course of study in another state; or

(ii) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093-4

(5) ~~Two~~ One-half credit in health

~~(6) One and one-half credits in physical education. and fitness credits (.5 credit health; 1.5 credits fitness).~~

Students may be excused from the ~~fitness~~ physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~proficiency/competency/mastery in of~~ the knowledge portion of the fitness requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as

well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(~~76~~) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in subsection (15)(c) of this section.

(~~87~~) One credit in **career and technical education**.

(a) A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the office of the superintendent of public instruction.

"Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction. Districts are

encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(b~~a~~) An exception may be made for private schools as provided in WAC 180-90-160.

(c~~a~~) A student who earns credit through a CTE course determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-CTE core course (RCW 28A.700.070 and subsection (14) of this section), will not be required to pass a course in the non-CTE subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a CTE requirement and the non-CTE subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.~~Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.~~

~~_(b) Students who earn a graduation requirement credit in a non-CTE course determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject. The single non-CTE course meets two graduation requirements.~~

~~(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four. Total credits required for graduation will not change.~~

(98) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (10) of this section, the student shall be advised to earn two credits in world languages.

(109) Four credits of electives.

(110) Each student shall have a high school and beyond plan to guide his or her high school experience, as described in WAC 180-51-220.~~including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career~~

~~goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals.~~

(124) A school district wishing to implement the requirements for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program on July 1, 2016, or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its web site for use by districts seeking this waiver.

(a) An application for a waiver must:

(i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB 6552), which include describing why the waiver is being requested, the specific impediments preventing timely implementation of the high school graduation requirements established in subsections (1) through (9) of this section, and

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the efforts that will be taken to achieve implementation with the graduating class proposed under the waiver.

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(b) A district implementing a waiver shall continue to be subject to the requirements of WAC 180-51-067 during the school year or years for which the waiver has been granted.

(c) Nothing shall prevent a district granted a waiver from electing to implement subsections (1) through (10) of this section during the term for which the waiver is granted. A district granted a waiver that elects to implement subsections (1) through (10) of this section shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver on its public web site.

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(132) A school district that grants high school diplomas may waive up to two of the credits required for graduation under

this section for individual students for reason of a student's unusual circumstances, as defined by the district.

Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, which may be by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of unusual the student's circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(143) Career and technical education (CTE) courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a non-CTE course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsection (4) of this section. Equivalent career and technical education (CTE) courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit in place of any of the courses set forth in subsections (1) through (76) of this

~~section, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.~~

(154) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(16) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant WAC 180-51-115.

(1765) Definitions:

(a) "Laboratory science" means any instruction that provides 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. A laboratory science course meeting the requirement of subsection (3) of this section may include courses conducted

in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (6) and (8) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-068, filed 9/8/14, effective 10/9/14.]

~~**WAC 180-51-075 Social studies requirement-Mandatory courses-Equivalencies.** The social studies requirement in WAC 180-51-060 shall consist of the following mandatory courses or equivalencies:~~

~~(1) Pursuant to WAC 180-51-060, one credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.~~

~~(2)(a) Pursuant to the provisions of RCW 28A.230.170, 28A.230.090, and WAC 180-51-060, one half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.~~

~~(b) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to a written district policy. For purposes of this subsection the~~

~~term "secondary school students" shall mean a student who is in one of the grades seven through twelve.~~

~~(c) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.~~

~~(3) Pursuant to WAC 180-51-060, one credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.~~

~~{Statutory Authority: RCW 28A.230.170, 28A.230.060. WSR 00-19-011, § 180-51-075, filed 9/7/00, effective 10/8/00. Statutory Authority: RCW 28A.230.170, 28A.230.060, and 28A.230.090. WSR 00-05-010, § 180-51-075, filed 2/4/00, effective 3/6/00. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-51-075, filed 1/19/94, effective 2/19/94. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-075, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. WSR 85-~~

~~12-041 (Order 12-85), § 180-51-075, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-075, filed 5/17/84.]~~

WAC 180-51-095 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of an approved private school which offers evidence that delineates content, time, or competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the ~~superintendent of public instruction~~state board of education.

WAC 180-51-107 Alternative high school graduation requirements. Alternative high school graduation requirements may be established under WAC 180-18-055.

WAC 180-51-115 Procedures for granting high school graduation credits for students with special educational needs.

A student with an individualized education program must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation

requirements. In limited circumstances, when determined necessary by the individualized education program team due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be substituted with comparable content course work or exempted, as identified in the individualized education program team course of study and aligned to the student's high school and beyond plan.

~~(1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:~~

~~(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty-one years of age;~~

~~(b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and~~

~~(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.~~

~~(2) Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW 28A.655.060 (3) (c).~~