



Cle Elum-Roslyn School District

October 13th 2025

Date and Time

Monday October 13, 2025 at 6:00 PM PDT

Location

District Central Office
4244 Bullfrog Rd
Cle Elum, WA 98922

Agenda

I. Opening Items

A. Call the Meeting to Order

Pledge of Allegiance

B. Open Meeting

- Excuse Board Member Absence
- Addition or Deletion to Agenda
- Adopt Agenda

II. SUPERINTENDENT REPORT

- Important dates

- October 28-31 All school conferences 1/2 days early Release 12:25 / 12:30

- Enrollment & Class size updates
- WIAA Fines and Fees

A. Enrollment Summary October 2025

B. WSMS Class Count

C. HS Class Count

D. WIAA Fines

III. WORK SESSION

- Warrior Council & Student Board Reps
- Graduation Requirements

IV. NEW BOARD BUSINESS

V. Board Comments

A. "On Deck" Policies

VI. Closing Items

A. Adjourn Meeting

Coversheet

Enrollment Summary October 2025

Section:	II. SUPERINTENDENT REPORT
Item:	A. Enrollment Summary October 2025
Purpose:	
Submitted by:	
Related Material:	Enrollment Summary October 2025.pdf

Cle Elum-Roslyn School District

Student Enrollment Summary

2025-26 School Year

Grade	Budget	September	October	November	December	January	February	March	April	May	June	Average	Difference
TK	47	44	45									44.50	(2.50)
Kinder	64	68.5	68									68.25	4.25
1	70	76.5	75									75.75	5.75
2	74	76	74									75.00	1.00
3	69	71	70									70.50	1.50
4	74	78.02	79.02									78.52	4.52
5	63	65	64									64.50	1.50
6	54	58	58									58.00	4.00
7	54	56.28	56.58									56.43	2.43
8	61	59.05	59.05									59.05	(1.95)
9	79	82.6	82.6									82.60	3.60
10	84	79	76									77.50	(6.50)
11	85	76.75	75.8									76.28	(8.72)
12	62	51.59	50.7									51.15	(10.86)
District Sub Total	893	898.29	888.75	0	0	0	0	0	0	0	0	893.52	0.52
ALE - Swiftwater	3	12.85	12.85	0	0	0	0	0	0	0	0	12.85	9.85
Running Start	25	0	25.4	0	0	0	0	0	0	0	0	25.40	0.40
F-195 Projection (w	921	911.14	927	0	0	0	0	0				931.77	10.77
Average Headcount													
ES includes TK & PreK		503	500									501.50	
MS		177	178									177.50	
HS		319	311									315.00	
SW		13	13									13.00	
Total HC		1012	1002	0	0	0	0	0	0	0	0	1007.00	
CTE counts included in MS and HS numbers above:													
HS	65	100.35	99.15									99.75	34.75
MS	9	5.85	6									5.93	(3.08)
Total CTE	74	106.2	105.15	0	0	0	0	0				105.68	31.68
Special Education (P223H) - Sped counts included in building numbers above:													
Ages 3-5	15	8	9									16.17	1.17
TK	9	9	9									7.17	(1.83)
K-22	132	131	131									3.50	(128.50)
Total	156	148	149	0	0	0	0	0	0	0	0	155.83	(0.17)
Preschool Enrollment - Counts are NOT part of enrollment reporting above:													
ECEAP funded Slots	18	19	19	0	0	0	0	0	0	0	0	19.00	1.00
Preschool Head Count		22	22	0	0	0	0	0	0	0	0	22.00	

Coversheet

WIAA Fines

Section:	II. SUPERINTENDENT REPORT
Item:	D. WIAA Fines
Purpose:	
Submitted by:	
Related Material:	WIAA_Fines_amp_Fees_One_Sheet_FINAL_10_1_.pdf



WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

FINES & FEES

In June, the WIAA Executive Board approved a number of fines and fees aimed at deterring negative behaviors across the Association. This is not intended to be a revenue-generator, but to promote positive change. The process has been reviewed and approved by the WIAA legal team and WASBO.

BACKGROUND

- Fines and fees were first introduced in the 2013-14 [WIAA Handbook](#) under the original penalty matrix.
- A penalty chart work group, which included former Senator Don Benton, former Representative Dave Quall, former WIAA Executive Director Mike Colbrese, and others, helped shape the framework of the penalty matrix and language in 2012.
- Through the membership renewal process, school boards acknowledge compliance with the Association's rules and regulations, and failure to adhere to such are grounds for imposing penalties.
- After two years of discussion, the WIAA Executive Board finalized the latest set of fines and fees in June, 2025, focusing on persistent issues that have not improved through other interventions.
 - The WIAA Executive Board is composed of representatives elected by each WIAA District, who have been sharing that fines and fees are coming over the last couple of years.

EXAMPLES OF OTHER INTERVENTION

- Coaches already have a \$65 fee for required class to return to coach following an ejection.
- Some WIAA Districts already assess a fine/fee for emergency eligibility hearing requests, late pass issues, etc.
- Fines for late submissions for State Swim & Dive and Music changed behavior.
- Body cameras piloted on officials in specific sports.
- Extended suspensions for severe behavior.

HOW WILL THIS WORK?

- Schools will be notified in a timely manner of any fines/fees.
- Invoices will be sent at the completion of each sports season.
- Residual funds not needed for legal or related costs will likely support initiatives such as purchasing additional body cameras for officials.
 - A three-year pilot on body cameras has already shown a reduction in negative behavior from students, coaches, and fans.

NEXT STEPS

- By discouraging frivolous appeals and protests, WIAA Staff can focus on legitimate appeals and redirect efforts toward other priorities raised by member schools.
- Both WIAA Staff and the WIAA Executive Board recognize this as a work in progress and are committed to making adjustments as needed.



WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

FINES & FEES

In June, the WIAA Executive Board approved a number of fines and fees aimed at deterring negative behaviors across the Association. This is not intended to be a revenue-generator, but to promote positive change. The process has been reviewed and approved by the WIAA legal team and WASBO.

ADMINISTRATIVE

➤ ML/HS	Missed Deadlines for Membership Renewal*	\$500 Progressive
➤ HS	Missed Deadlines for Pass Gate Submission*	\$100
➤ HS	Missed Deadlines for Program Rosters/Photos*	\$100
➤ ML/HS	Playing Too Many Contests in a Season	\$500
➤ ML/HS	Reconsideration of Non-Ejection Appeals <i>After initial State-level non-ejection appeal.</i>	\$500
➤ HS	Schools Not Attending a Fall Workshop	\$100
➤ HS	Missed Deadlines for Postseason Entries*	\$100
➤ HS	Late State Eligibility Appeals After the 50% Date <i>*Deadlines to be shared with membership multiple times in advance.</i>	\$500

CONTESTS

➤ ML/HS	Ejection Appeals (If overturned, money is not collected)	\$200
➤ ML/HS	Ejection of Coaches	\$200
➤ ML/HS	Ejection of School Staff Acting in an Official Capacity	\$500
➤ HS	Ejection of Boys Soccer Players (Language)	\$100 Progressive

STATE CONTESTS

➤ HS	Refusal to Address Unauthorized Streaming	\$500
➤ HS	Refusal to Assist with the Ejection of Fans	\$200
➤ HS	Unauthorized Fan Entry into Competition Area	\$500
➤ HS	Music Attestation Violation (Cheer, Dance/Drill, Gymnastics)	\$100
➤ HS	Protest Fees at State and District Events (If protest is upheld)	\$100

TO BE IMPLEMENTED IN 2026-27

➤ HS	Schools with Verified Out-of-Compliance Coaches at 50% Date* <i>*Compliance with General and Sport-Specific Online Rules Clinics. Ineligible coaches may regain compliance for the remainder of the regular season, but if a coach is ineligible at the 50% date, the coach will not be able to gain compliance to coach at State contests.</i>	\$500 Per Coach
------	--	------------------------

Coversheet

"On Deck" Policies

Section:	V. Board Comments
Item:	A. "On Deck" Policies
Purpose:	
Submitted by:	
Related Material:	3245-Students and Telecommunication Devices (7).pdf 3122-Excused and Unexcused Absences (3).pdf 2418-Waiver of High School Graduation Credits (4).pdf

Policy Console - WSSDA

Policy: 3245
Section: 3000 - Students

Students and Telecommunication Devices

Students in possession of telecommunications devices, including, but not limited to, pagers, beepers, and cellular phones, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

- A. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, **during passing period**, or unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
- B. **Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others;**
- C. **Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, as defined in [RCW 9.68A.011](#), in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school-sponsored events or on school buses or vehicles provided by the district;**
- D. **When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian;**
- E. **By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;**
- F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school-sponsored events;
- G. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and
- H. **Students who violate this policy will be subject to disciplinary action.**

Cross References:

4310 - District Relationships with Law Enforcement and other Government Agencies
3241 - Student Discipline
3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
2022 - Electronic Resources and Internet Safety

Management Resources:

2019 - October Policy Issue
2010 - October Issue
2010 - June Issue
Policy News, February 2004 Evolution of Cell Phone Use

Last Revised: **October 01, 2019**

Classification: **Important**

Prior Revised Dates: **2.04; 06.10; 10.10; 12.11**

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Policy Console - WSSDA

Policy: 3122
Section: 3000 - Students

Excused and Unexcused Absences

Definition of Absence

Absence from in-person learning

WAC 392-401-015 states the definition of an absence:

1. A student is absent from in-person instruction when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction; or
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from synchronous and asynchronous instruction

A student is absent from synchronous online instruction when the student does not log in to the synchronous meeting/class. (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity. (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected.

Minimum Time for Being Considered Present

The District has authority to establish minimum thresholds similar to in-person attendance for the time in which a student must be logged in to be considered present. The Superintendent will develop a consistent and equitable approach that is documented in the student handbook and communicated clearly to all students and families. Determining a threshold for when a student is present or absent should not be left to individual teachers.

Presence vs. Participation

Participation, such as turning video on and participating in discussion or chat, are not to be considered when determining if a student is present or not. These are examples of participation and should be considered distinct from attendance.

Absence from Asynchronous Instruction

Similar to local determinations on what constitutes presence for synchronous online instruction, the Superintendent will develop a consistent and equitable approach that establishes what constitutes "evidence of participation." This approach will be documented in the student handbook and communicated clearly to all students and families. Determining what constitutes "evidence of participation" should not be left to individual teachers.

Tardies

The District has the flexibility to determine what constitutes a tardy in synchronous online settings. The District differentiates a tardy from an absence (where the student does not attend at all) and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily attendance taking

The District will take daily attendance for all enrolled students whether the instructional modality is in-person, synchronous, or asynchronous. When instruction is synchronous online or asynchronous, secondary schools will take attendance daily in each course with planned instruction and elementary schools will take attendance at least twice a day.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

- A. Absences due to the following reasons are excused:
 1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
 2. Family emergency including, but not limited to, a death or illness in the family;
 3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 4. Court, judicial proceeding, court-ordered activity, or jury service;
 5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 6. State-recognized search and rescue activities consistent with RCW [28A.225.055](#);
 7. Absence directly related to the student's homeless or foster care/dependency status;
 8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW [28A.705.010](#);
 9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC [392-121-107](#);
 10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 11. Absences due to a student's migrant status;
 12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
 13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.
- B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:
 1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
 2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
 3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and

4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.
2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or

work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

- III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no earlier than the seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency removed pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 requires:

School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- (a) Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and
- (d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:
 - (i) A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;

- (ii) School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;
- (iii) Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;
- (iv) Referral to community-based organizations;
- (v) Documentation of the attempts to reach student and family; and
- (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References:

3120 - Enrollment
3230 - Searches of Students and Student Privacy
3241 - Student Discipline
4218 - Language Access

Legal References:

Chapter 28A.225 Compulsory school attendance and admission
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 392-401 WAC Statewide definition of absence for the 2020-21 school year

Management Resources:

2022 - June June
2020 - September Alert
2018 - August 2018 - August Policy Issue
2017 - July Policy Issue
2016 - July Issue
2015 - June Issue
2012 - December Issue
2011 - December Issue
Policy News, June 2001 More Tweaking of Becca Petitions

Last Revised: **July 24, 2023**
Classification: **Critical**

Prior Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08/01/2018; 09/03/2020; 06/28/2021; 06/29/2022**

© 2020-2025 Washington State School Directors' Association. All rights reserved.

Policy Console - WSSDA

Policy: 2418
Section: 2000 - Instruction

Waiver of High School Graduation Credits

The board 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 acknowledges that circumstances may arise that prevent a student from earning all twenty-six credits required for high school graduation. 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 years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements;
- In or have been released from an institutional education facility; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's [insert district's form name, e.g., *Application for Waiver of High School Graduation Credits (Form 2418F)*] with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn nineteen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, two Arts, two Career and Technical Education which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References: 2410 - High School Graduation Requirements

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies
High school and beyond plans Career and college ready graduation requirements and waiver Reevaluation of graduation requirements
Language requirements Credit for courses taken before attending high school Postsecondary credit equivalencies
RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.
WAC 180-51-068 State subject and credit requirements for high school graduation Students entering the ninth grade on or after July 1, 2015.
WAC 180-51-050 High school credit Definition.

Management Resources: 2015 - April Policy Issue

Last Revised: **June 28, 2021**

Classification: **Critical**

Prior Revised Dates: **04.15; 07/01/2019**

© 2020-2025 Washington State School Directors' Association. All rights reserved.