

Chapter 392-410 WAC
COURSES OF STUDY AND EQUIVALENCIES
(Formerly chapter 180-50 WAC)

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WAC

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DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

392-410-117	Temporary exemption from credit requirements. [Statutory Authority: RCW 28A.655.180(1). WSR 09-23-076, § 392-410-117, filed 11/16/09, effective 12/17/09. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-117, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-100, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-100, filed 2/3/93, effective 3/6/93. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. WSR 85-12-041 (Order 12-85), § 180-51-100, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-100, filed 5/17/84.] Repealed by WSR 13-10-026, filed 4/23/13, effective 5/24/13. Statutory Authority: RCW 28A.655.180.
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WAC 392-410-100 Authority and purpose. (1) The general authority for this chapter is RCW 28A.230.020 which authorizes the superintendent of public instruction to prepare an outline of study for the common schools and to adopt rules to meet the educational needs of students. Where applicable, specific statutory authority is cited within sections of this chapter.

(2) The purposes of this chapter are to:

- (a) Implement RCW 28A.230.020 by prescribing state requirements for a course of study in the common schools;
- (b) Implement courses of study specifically required by statutes;
- (c) Implement RCW 28A.230.100 establishing procedural and substantive requirements for the granting of credit for equivalent courses of study which may be in conjunction with or as a substitution for courses of study in common schools.

[Statutory Authority: RCW 28A.230.090. WSR 07-04-047, § 392-410-100, filed 1/31/07, effective 3/3/07. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-100, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120. WSR 00-19-106, § 180-50-100, filed 9/20/00, effective 10/21/00. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-50-100, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-100, filed 10/4/84.]

WAC 392-410-110 Prospective application of amendments to this chapter. Pursuant to WAC 180-51-035, high school students shall be entitled to incorporate into their graduation requirements the provisions of this chapter as written and effective for the applicable year. Amendments to this chapter shall apply prospectively to the school year which commences subsequent to the adoption of amendments.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-110, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-110, filed 10/4/84.]

WAC 392-410-115 Mandatory areas of study in the common school.

(1) Pursuant to RCW 28A.230.020 all school districts shall provide instruction in reading, penmanship, spelling, mathematics, geography, English grammar, physiology, hygiene, and history of the United States.

(2) Pursuant to RCW 28A.230.030, unless instruction in a language other than English will aid the educational advancement of the student, all students shall be taught in English.

(3) Pursuant to RCW 28A.230.130 each school district offering a high school program shall provide a course of study which includes the preparation for uniform college and university entrance requirements.

(4) In addition to the requirements in the above subsections, each such school district shall offer all required courses for a high school diploma as provided in chapter 180-51 WAC and shall provide an opportunity for high school students to take at least one course in the following areas of study:

- (a) Art;
- (b) Career education;
- (c) Computer education;
- (d) Consumer education;
- (e) Economics;
- (f) A language other than English which may include American Indian languages;
- (g) Health education;
- (h) Home and family life;
- (i) Music;
- (j) Remedial education, including at least, remedial education in reading, language arts, and mathematics.

(5) Districts shall make available to all high school students enrolled therein the areas of study enumerated above either within the district or by alternative means which shall include equivalent education programs set forth in this chapter, interdistrict cooperative programs as permitted by RCW 28A.225.220, and/or the full-time or part-time release of such students to attend nonresident districts pursuant to chapter 392-137 WAC.

(6) Pursuant to RCW 28A.230.020 instruction about conservation, natural resources, and the environment shall be provided at all grade levels in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment.

[Statutory Authority: RCW 28A.230.090. WSR 07-04-047, § 392-410-115, filed 1/31/07, effective 3/3/07. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-115, filed 6/22/06, effective

6/22/06. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-50-115, filed 1/19/94, effective 2/19/94. Statutory Authority: RCW 28A.305.130. WSR 91-01-067, § 180-50-115, filed 12/14/90, effective 1/14/91. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-50-115, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-115, filed 10/4/84.]

WAC 392-410-120 Washington state history and government requirements. (1) Grades 1-6. A one-semester course—i.e., 90 (50 minute) hours of instruction—or its equivalent in Washington state history and government shall be required in the common schools in grades one through six combined, but not at each grade level.

(2) Grades 7-12. A one-semester course—i.e., 90 (50 minute) hours of instruction—or its equivalent in Washington state history and government shall be required in the common schools in grades seven through twelve combined, but not at each grade level. Such course shall include a study of the Washington state Constitution 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.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-120, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120. WSR 00-19-106, § 180-50-120, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-50-120, filed 1/19/94, effective 2/19/94. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-50-120, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120 (6) and (8) and 28A.05.060. WSR 85-12-037 (Order 13-85), § 180-50-120, filed 6/3/85. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 85-04-007 (Order 1-85), § 180-50-120, filed 1/25/85; WSR 84-21-004 (Order 12-84), § 180-50-120, filed 10/4/84.]

WAC 392-410-135 Physical education—Grade school and high school requirement. (1) Grades 1-8. Pursuant to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived pursuant to RCW 28A.230.040.

(2) Grades 9-12. Pursuant to RCW 28A.230.050, a one credit course or its equivalent shall be offered in physical education for each grade in the high school program (grades 9-12).

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-135, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120. WSR 00-23-031, § 180-50-135, filed 11/8/00, effective 12/9/00. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-50-135, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.04.120 (6) and (8) and 28A.05.060. WSR 85-20-026 (Order 19-85), § 180-50-135, filed 9/24/85. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-135, filed 10/4/84.]

WAC 392-410-136 Physical education requirement—Excuse. The fitness requirement shall be met by course work in fitness education. The content of courses shall be determined locally pursuant to WAC 180-51-025. Students may be excused from physical education pursuant to RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-136, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-085, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.100. WSR 92-08-078, § 180-51-085, filed 3/31/92, effective 5/1/92; WSR 91-11-018, § 180-51-085, filed 5/6/91, effective 6/6/91. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-085, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. WSR 85-12-041 (Order 12-85), § 180-51-085, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-085, filed 5/17/84.]

WAC 392-410-140 Sexual health education—Definition—Optional course or subject matter—Excusal of students. (1) Local option. The decision as to whether or not a program about sexual health education is to be introduced into the common schools is a matter for determination at the district level by the local school board, the duly elected representatives of the people of the community.

(2) Definition(s).

(a) Sexual health education for the purpose of this regulation is consistent with the 2005 *Guidelines for Sexual Health and Disease Prevention*. It includes:

(i) The physiological, psychological, and sociological developmental processes experienced by an individual;

(ii) The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors;

(iii) Health care and prevention resources;

(iv) The development of meaningful relationships and avoidance of exploitative relationships; and

(v) Understanding of the influences of family, peers, community and the media throughout life on healthy sexual relationships.

(b) Medically and scientifically accurate means information that is verified or supported by research in compliance with scientific methods, is published in peer reviewed journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including but not limited to the American College of Obstetricians and Gynecologists, the Washington state department of health and the U.S. Centers for Disease Control and Prevention.

(3) By September 1, 2008, every public school that offers sexual health education must assure the sexual health education is medically and scientifically accurate, age appropriate, and inclusive of students regardless of gender, race, disability status, or sexual orientation.

(4) Development of instruction in sexual health education. School districts shall involve parents and school district community groups in the planning, development, evaluation, and revision of any instruc-

tion in sexual health education offered as a part of the school program.

(5) All sexual health education programs must include an emphasis on abstinence as the only one hundred percent effective means of preventing unintended pregnancy, HIV and other sexually transmitted diseases. All sexual health education programs must also provide medically and scientifically accurate information on all other methods of preventing unintended pregnancy, HIV and other sexually transmitted diseases. Abstinence may not be taught to the exclusion of instruction on contraception and disease prevention.

(6) Schools may choose to use separate, outside speakers or prepared curriculum to teach different content areas or units within the comprehensive sexual health program. All such curricula, presentations and materials used must be medically and scientifically accurate. The Washington state department of health, upon request, may provide technical assistance regarding medical and scientific accuracy.

(7) Notification of parents. Each school district shall, at least one month before teaching a program in sexual health education in any classroom or other school venue, provide notice to parents of the planned instruction and that the materials or course of study are available for inspection. Such notification includes all formats of instruction related to sexual health education including, but not limited to written materials, guest speakers, classroom presentations, videos, electronically formatted materials.

(8) Excusal of students—Alternative studies. Any parent or legal guardian who wishes to have his/her child excused from any planned instruction in sexual health education may do so upon filing a written request with the school district board of directors or its designee and the board of directors shall make available the appropriate forms for such requests. Alternative educational opportunities shall be provided for those excused.

The requirement to report harassment, intimidation, or bullying under RCW 28A.600.480(2) applies to this section.

[Statutory Authority: RCW 28A.300.040. WSR 08-17-029 and 08-19-038, § 392-410-140, filed 8/13/08 and 9/10/08, effective 9/13/08 and 10/11/08. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-140, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-140, filed 10/4/84.]

WAC 392-410-150 Sexual abuse prevention curricula. (1) **Authority and purpose.** The authority for this chapter is RCW 28A.300.150, which requires the superintendent of public instruction to adopt rules addressing the prevention of sexual abuse of students in kindergarten through twelfth grade and child abuse for purposes of curricula used in public schools. The purpose of this chapter is to address the prevention of child sexual abuse of students in kindergarten through twelfth grade for purposes of curricula used in public schools.

(2) **Definitions.** As used in this chapter the terms:

(a) "Charter school" means a public school governed by a charter school board and operated according to the terms of a charter contract executed under chapter 28A.710 RCW.

(b) "Child sexual abuse prevention" means the prevention of unwanted conduct of a sexual nature occurring once or repeatedly in

youth in kindergarten through twelfth grade. This may include, but is not limited to, the following:

- (i) Sexual abuse;
- (ii) Sexual exploitation;
- (iii) Sexual violence; or
- (iv) Sexual assault.

(c) "Child sexual abuse prevention curriculum" means written instructional materials used with students in kindergarten through twelfth grade for the purpose of child sexual abuse prevention during a unit of study expressly intended for that purpose.

(d) "Parent" has the same meaning as in WAC 392-172A-01125.

(e) "Tribal compact school" means a school that is:

(i) The subject of a state-tribal education compact that is approved and executed in accordance with this chapter; and

(ii) Operated according to the terms of a state-tribal education compact.

(3) **Local option.** School districts, charter schools, and tribal compact schools may, at their discretion, implement child abuse prevention curricula in accordance with this chapter.

(4) **Resources.** All school districts, charter schools, or tribal compact schools that implement a child sexual abuse prevention curriculum must review the information, recommendations, and resources disseminated by the office of superintendent of public instruction under RCW 28A.300.150 before implementing the curriculum.

(5) **Notification.**

(a) **Notice to parents.** School districts, charter schools, and tribal compact schools must, at least one month before teaching a child sexual abuse prevention curriculum in any classroom or other public school venue, provide notice to parents of the planned instruction and that the materials or course of study are available for inspection. Such notification includes all formats of instruction included in the child sexual abuse prevention curriculum including, but not limited to, written materials, guest speakers, classroom presentations, videos, electronically formatted materials.

(b) **Notice to students.** At least one month before teaching a child sexual abuse prevention curriculum in any classroom or other public school venue, school districts, charter schools, and tribal compact schools must provide notice to students of the planned instruction. The notification must inform students that parents have received notice of the planned instruction pursuant to this section.

(6) **Excusal of students.**

(a) **Written request.** Any parent who wishes to have their child excused from any planned instruction in child sexual abuse prevention may do so upon filing a written request to the school in accordance with school policy. The school must make the appropriate forms available to parents for such requests.

(b) **Excusal of students.** Alternative educational opportunities must be provided to excused students.

(7) **Policies and procedures.** School districts, charter schools, and tribal compact schools that adopt a child sexual abuse curriculum must maintain policies and procedures regarding reporting and responding to child sexual abuse, and provide professional development related to child sexual abuse.

[Statutory Authority: RCW 28A.300.150. WSR 19-16-138, § 392-410-150, filed 8/6/19, effective 9/6/19.]

WAC 392-410-300 Equivalency course of study—Credit for learning experiences conducted away from school or by persons not employed by the school district. (1) Credit, including high school graduation credit, may be granted for school planned or approved learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

(2) School planned or approved learning experiences such as, but not limited to, travel study, work study, private lessons, and educational programs sponsored by governmental agencies may be accepted for credit upon compliance with written policies established by the district.

(3) Written policies which permit the granting of credit for such out-of-school learning activities shall be adopted by the district board of directors and shall be available to students, parents, and the public upon request. Such policies shall include at least the following provisions:

(4) A proposal for approval of credit for such learning experiences shall be submitted to the personnel designated in the written policy for review, revision, and approval or disapproval prior to the experience and shall include at least the following information:

(a) Name of program or planned learning experience;

(b) Length of time for which approval is desired;

(c) Objectives of the program or planned learning experience;

(d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;

(e) Description of how credits shall be determined in accord with WAC 180-51-050(1);

(f) Content outline of the program and/or major learning activities and instructional materials to be used;

(g) Description of how student performance will be assessed;

(h) Qualifications of instructional personnel;

(i) Plans for evaluation of program; and

(j) How and by whom the student will be supervised.

(5) The reasons for approval or disapproval shall be communicated to the students and parents or guardians.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-300, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120. WSR 00-19-106, § 180-50-300, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-300, filed 10/4/84.]

WAC 392-410-310 Equivalency course of study—Credit for correspondence courses, electronically mediated courses, and college courses. Each common school district board of directors shall adopt policies governing the acceptance of correspondence or college courses for credit, including high school graduation credit. Such rules shall limit acceptance to courses from approved schools or institutions and shall be available upon request for review by students, parents, and the public. The following are approved schools:

(1) Schools that are members of the National University Continuing Education Association or accredited by the Distance Education and Training Council;

(2) Community colleges, technical colleges, four-year colleges and universities, and approved private schools in Washington state; and

(3) Other schools or institutions, including electronically mediated schools or programs, which are approved, after evaluation of a particular course offering, by the school district.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-310, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.04.120. WSR 00-19-106, § 180-50-310, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.04.120(6). WSR 88-01-108 (Order 17-87), § 180-50-310, filed 12/22/87. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-310, filed 10/4/84.]

WAC 392-410-315 Equivalency course of study—Credit for work based learning. School districts may accept worksite learning in lieu of either required or elective high school credits if such worksite learning meets the standards under subsections (1) through (5) of this section. Comprehensive guidelines are available on the OSPI website in the worksite learning manual.

(1) Definitions:

(a) "Work based learning" means a learning experience that connects knowledge and skills obtained in the classroom to those needed outside the classroom, and comprises a range of activities and instructional strategies designed to assist students in developing or fulfilling their education plans.

(b) "Worksite learning" means a learning experience that occurs at a qualified worksite outside the classroom in fulfillment of a student's educational or career plan through the coordination of a worksite learning certified teacher. Direct instruction and supervision is provided by a qualified worksite supervisor.

(c) "Worksite learning coordinator" means a certified school district employee responsible for coordinating worksite learning experiences. For career and technical education programs, the coordinator must possess a worksite learning certificate (WAC 181-77-068). For noncareer and technical education programs, the coordinator must successfully demonstrate competencies related to coordination techniques as verified by a professional educator standards board approved program.

(d) "Worksite supervisor" means a qualified adult from the worksite responsible for overseeing the worksite learning experience and acting as liaison between the worksite and school district.

(e) "Worksite learning agreement" means a contract that specifies the terms and conditions under which the worksite learning experience shall occur. It is agreed to and signed by the school district, worksite supervisor, student, and the student's parents/guardians.

(f) "Program orientation" means a meeting conducted by a worksite learning coordinator giving information to a worksite supervisor about the worksite learning program of the school. The orientation clarifies program objectives, establishes support systems, and delineates the responsibilities and rights of the various parties—school/district, worksite, students, and parents/guardians. The worksite learning coordinator qualifies the worksite and the worksite supervisor.

(g) "Employee orientation" means training for the student facilitated by a worksite supervisor or designee (e.g., human resources). This is necessary for students in cooperative worksite learning and instructional worksite learning experiences. The orientation includes worksite safety procedures and practices, workers' rights and responsibilities, issues related to harassment, and employer policies, procedures and expectations. The orientation shall also include a description of the formal accident prevention program of the worksite.

(h) "Instructional worksite learning" means a learning experience that takes place in the community (or school if the experience is comparable to that in a community setting) as part of a specific course content where the student performs tasks in order to gain desired skills, competencies, qualifications or industry certifications through direct instruction.

(i) "Cooperative worksite learning" means a learning experience where a student practices in the community (or school if the experience is comparable to that in a community setting) the skills and knowledge learned in the classroom. An employer/employee relationship must exist if the work performed by the student results in a net increase in productivity or profitability for the business or organization.

(j) "Qualifying class" means any high school class previously completed (successfully) or concurrently taken that directly connects the knowledge and skills learned in the class to opportunities provided by the worksite learning experience. For career and technical education funding, "qualifying classes" mean classes approved for career and technical education in the district offering worksite learning credit.

(2) The student shall be placed in a worksite that is appropriate to his or her previous learning experience and educational goals which shall be formalized through a worksite learning agreement and worksite learning plan. The worksite learning experience shall be connected to the student's high school and beyond plan (WAC 180-51-061). The student must have taken or be concurrently enrolled in a qualifying class.

(a) The worksite learning plan shall articulate the connection between the education plan of the student and the worksite learning experience.

(b) Evaluation of learning progress related to the worksite learning plan shall occur during the worksite learning experience.

(c) Evaluation of learning progress related to the worksite learning plan shall occur during the work based learning experience.

(i) Learning objectives shall be evaluated and updated on a regular basis as outlined in the worksite learning agreement.

(ii) Documentation of progress shall be on file in the district as outlined in the worksite learning agreement.

(3) The worksite learning experience shall be supervised by the school. A worksite learning coordinator shall be responsible for:

(a) Aligning the worksite learning experience to the education plan of the student;

(b) Identifying and developing worksite learning sites, establishing worksite learning agreements and worksite learning plans, orienting and coordinating with a worksite supervisor on the worksite, and assessing and reporting student progress;

(c) Ensuring that a worksite supervisor:

(i) Has received an orientation on the worksite learning program of the school prior to placement of the student on the worksite;

(ii) Has provided the student with a new-employee orientation upon placement;

(iii) Applies legal requirements of the employment of minors in accordance with chapters 296-125 and 296-131 WAC, particularly on issues of occupational health and safety, discrimination, harassment, worker/employer rights and responsibilities, and work rules for minors;

(d) Possessing a valid Washington state secondary teaching certificate (chapter 181-79A or 181-77 WAC);

(e) Successfully demonstrating competencies related to coordination techniques as verified by a professional educator standards board approved program; and

(f) Supervising the experience and communicating with the worksite supervisor when not on-site.

(4) A 1.0 credit may be granted for no less than one hundred eighty hours for instructional worksite learning experience, and not less than three hundred sixty hours of cooperative worksite learning experience, or one credit may be granted on a competency basis as provided under WAC 180-51-050 (1)(b).

(a) A student participating in an instructional worksite learning experience shall receive instruction supervised by the school. The worksite learning coordinator oversees the experience but does not need to be on-site with the student during the entire experience unless specific accommodations and a plan to address those accommodations are on file with the district requiring direct supervision of the student at the worksite. The student shall be sixteen years of age or older unless under direct supervision of a school district employee.

Career and technical education approved instructional worksite learning shall be coordinated by a certificated worksite learning coordinator who is also certificated in the program area where credit is offered.

(b) A student participating in a cooperative worksite learning experience shall be legally employed if the work being performed by the student results in a net increase in productivity or profitability for the business or organization. The student shall be sixteen years of age or older.

(i) Career and technical education approved cooperative worksite learning shall be coordinated by a certificated worksite learning coordinator.

(ii) The cooperative worksite learning experience shall be a direct extension of a qualifying class.

(5) The superintendent of public instruction shall report biennially at the state board's fall meeting on the use of the worksite learning credit option authorized in this section.

[Statutory Authority: RCW 28A.305.130. WSR 08-12-094, § 392-410-315, filed 6/4/08, effective 7/5/08; WSR 08-04-074, § 392-410-315, filed 2/4/08, effective 3/6/08. Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-315, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.305.130 (8), (9), and 28A.230.100. WSR 03-04-054, § 180-50-315, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.04.120. WSR 00-19-106, § 180-50-315, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.04.120 (6) and (8) and 28A.05.060. WSR 85-12-037 (Order 13-85), § 180-50-315, filed 6/3/85. Statutory Authority: RCW

28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-315, filed 10/4/84.]

WAC 392-410-320 Equivalency course of study—National Guard high school career training and Washington National Guard youth challenge program—Approval procedures. (1) School districts may accept National Guard high school career training and Washington National Guard youth challenge program participation in lieu of either required or elective high school credits. Students who are enrolled in such training or a National Guard program with the approval of the school district of last attendance shall be considered enrolled in such district for state equalization apportionment and other appropriate purposes in accord with the provisions of RCW 28A.150.310.

(2) Approval by the district shall be obtained prior to a student's participation in a National Guard career training or youth challenge program as follows:

(a) An appropriate form provided by the National Guard shall be completed and filed with the school district; and

(b) The number of credits toward high school graduation to be granted shall be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement shall be noted on the form required under (a) of this subsection.

(c) Credit toward high school graduation may be granted by the school district upon written certification by a National Guard training unit commander or National Guard youth challenge program instructor that the student has met all program requirements.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-320, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.305.130. WSR 05-23-049, § 180-50-320, filed 11/9/05, effective 12/10/05. Statutory Authority: RCW 28A.04.120 (6) and (8). WSR 84-21-004 (Order 12-84), § 180-50-320, filed 10/4/84.]

WAC 392-410-325 Washington National Guard youth challenge program—Course content—Credits. See WAC 180-51-120.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-325, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.305.130. WSR 05-23-049, § 180-50-325, filed 11/9/05, effective 12/10/05.]

WAC 392-410-327 Washington National Guard youth challenge program—Course content—Credits. In order to assure that an appropriate number of high school credits are awarded to students who complete a National Guard youth challenge program, whether the program involves a contract with a school district or is operated independently, the following provisions shall apply:

(1) High school credit may be awarded only if the course content is of high school level rigor as determined by and to the district's satisfaction - Ninth grade or above, or meets or exceeds the state essential academic learning requirements or grade level expectations at ninth grade or above for the particular subject.

(2) In the case of a contract between a school district and a National Guard youth challenge program, the contract, pursuant to WAC 180-50-320 (2)(b), shall identify the credits the student will be awarded upon satisfactory achievement of the specific learning standards identified in the contract. Determination of satisfactory achievement rests with the school district and may include consideration of recommendations of the program instructor or representative and review of the student's performance while enrolled in the program.

(3)(a) If a student enrolls in a National Guard youth challenge program that is conducted independently, then, when a student reenrolls in a school district, the district's policy on awarding credit under WAC 180-51-050(6) shall apply.

(b) Credits may be awarded on a Carnegie unit basis as provided under WAC 180-51-050 (1)(a).

(c) Credits may be awarded on a competency basis as provided under WAC 180-51-050 (1)(b).

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-327, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.230.090. WSR 05-23-058, § 180-51-120, filed 11/10/05, effective 12/11/05.]

WAC 392-410-330 Exceptions to graduation requirements for former educational center students. Pursuant to the provisions of RCW 28A.205.030 and chapter 392-184 WAC, the provisions of this chapter are modified in order to provide for the exemptions required by RCW 28A.205.030 for former education center students.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-330, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-105, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.410.010. WSR 94-03-103 (Order 4-94), § 180-51-105, filed 1/19/94, effective 2/19/94. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-105, filed 8/6/90, effective 9/6/90. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-105, filed 5/17/84.]

WAC 392-410-340 Equivalency credit for alternative learning experiences, nonhigh school courses, electronically mediated courses, work experience, and challenges. The board of directors of a district offering a high school diploma shall adopt written policies providing for the granting of high school graduation credit for alternative learning experiences, nonhigh school courses, work experience, and challenges. High school credits may be given for, but not limited to, the following:

(1) Planned learning experiences conducted away from the school under the supervision or with the approval of the school and linked to one or more of the state learning goals and related essential academic learning requirements;

(2) Work experience on the basis that four hundred five hours of work experience equals one credit;

(3) National Guard high school career training and National Guard youth challenge;

(4) Postsecondary courses in accredited colleges and universities. In the case of courses taken under the statutory running start

option under RCW 28A.600.300 through 28A.600.400, the district shall award high school credit pursuant to RCW 28A.230.090(6);

(5) Courses in accredited or approved technical colleges;

(6) Correspondence courses from accredited colleges and universities or schools approved by the National University Education Association or the Distance Education and Training Council;

(7) Electronically mediated courses meeting standards which shall be adopted by written policy by the school district, or standards adopted by the Northwest Association of Schools and Colleges, or the Distance Education and Training Council, or the Commission for International and Trans-regional Accreditation;

(8) Other courses offered by any school or institution if specifically approved for credit by the district; and

(9) Credit based on competency testing, in lieu of enrollment or taking specific courses, may be granted by the district.

[Statutory Authority: 2006 c 263. WSR 06-14-009, recodified as § 392-410-340, filed 6/22/06, effective 6/22/06. Statutory Authority: RCW 28A.230.090. WSR 05-23-058, § 180-51-110, filed 11/10/05, effective 12/11/05; WSR 00-19-108, § 180-51-110, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.05.060. WSR 85-12-041 (Order 12-85), § 180-51-110, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-110, filed 5/17/84.]

WAC 392-410-350 Seal of biliteracy. (1) The authority for this section is RCW 28A.300.575, which authorizes the office of the superintendent of public instruction to adopt rules establishing criteria for award of the Washington state seal of biliteracy.

(2) Graduating high school students must meet the following criteria to be awarded the Washington state seal of biliteracy:

(a) Students must demonstrate proficiency in English by (i) meeting the statewide minimum graduation requirements in English under WAC 180-51-066 through 180-51-068, as amended; and (ii) meeting the state standard on the reading and writing or English language arts assessments under RCW 28A.655.061; and

(b) Students must demonstrate proficiency in one or more world languages through any one of the following methods:

(i) Passing a foreign language advanced placement examination with a score of three or higher;

(ii) Passing an International Baccalaureate examination with a score of four or higher;

(iii) Demonstrating intermediate-mid level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, using assessments approved by the office of superintendent of public instruction for competency-based credits;

(iv) Qualifying for four competency-based credits by demonstrating proficiency in the world language at intermediate-mid level or higher based on the ACTFL proficiency guidelines, according to the school district's policy and procedure for competency-based credits for world languages; or

(v) Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the office of superintendent of public instruction at a level comparable to intermediate-mid level or higher based on the ACTFL proficiency guidelines.

(3) "Foreign language" and "world language" as used in this section means a language other than English, and includes, without limitation, American sign language, Latin, and Native American or other indigenous languages or dialects.

[Statutory Authority: RCW 28A.230.125, 28A.300.575. WSR 15-09-123, § 392-410-350, filed 4/21/15, effective 5/22/15.]