
SUBSTITUTE HOUSE BILL 1162

State of Washington

67th Legislature

2021 Regular Session

By House Education (originally sponsored by Representatives Stonier, Harris, Lekanoff, Hackney, Pollet, Dolan, and Callan; by request of State Board of Education)

1 AN ACT Relating to creating new graduation credit and pathway
2 options; amending RCW 28A.230.090 and 28A.655.250; and declaring an
3 emergency.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.230.090 and 2020 c 307 s 6 are each amended to
6 read as follows:

7 (1) The state board of education shall establish high school
8 graduation requirements or equivalencies for students, except as
9 provided in RCW 28A.230.122 and 28A.655.250 and except those
10 equivalencies established by local high schools or school districts
11 under RCW 28A.230.097. The purpose of a high school diploma is to
12 declare that a student is ready for success in postsecondary
13 education, gainful employment, and citizenship, and is equipped with
14 the skills to be a lifelong learner.

15 (a) Any course in Washington state history and government used to
16 fulfill high school graduation requirements shall consider including
17 information on the culture, history, and government of the American
18 Indian peoples who were the first inhabitants of the state.

19 (b) Except as provided otherwise in this subsection, the
20 certificate of academic achievement requirements under RCW
21 28A.655.061 or the certificate of individual achievement requirements

1 under RCW 28A.155.045 are required for graduation from a public high
2 school but are not the only requirements for graduation. The
3 requirement to earn a certificate of academic achievement to qualify
4 for graduation from a public high school concludes with the
5 graduating class of 2019. The obligation of qualifying students to
6 earn a certificate of individual achievement as a prerequisite for
7 graduation from a public high school concludes with the graduating
8 class of 2021.

9 (c) (i) Each student must have a high school and beyond plan to
10 guide the student's high school experience and inform course taking
11 that is aligned with the student's goals for education or training
12 and career after high school.

13 (ii) (A) A high school and beyond plan must be initiated for each
14 student during the seventh or eighth grade. In preparation for
15 initiating that plan, each student must first be administered a
16 career interest and skills inventory.

17 (B) For students with an individualized education program, the
18 high school and beyond plan must be developed in alignment with their
19 individualized education program. The high school and beyond plan
20 must be developed in a similar manner and with similar school
21 personnel as for all other students.

22 (iii) (A) The high school and beyond plan must be updated to
23 reflect high school assessment results in RCW 28A.655.070(3)(b) and
24 to review transcripts, assess progress toward identified goals, and
25 revised as necessary for changing interests, goals, and needs. The
26 plan must identify available interventions and academic support,
27 courses, or both, that are designed for students who are not on track
28 to graduate, to enable them to fulfill high school graduation
29 requirements. Each student's high school and beyond plan must be
30 updated to inform junior year course taking.

31 (B) For students with an individualized education program, the
32 high school and beyond plan must be updated in alignment with their
33 school to postschool transition plan. The high school and beyond plan
34 must be updated in a similar manner and with similar school personnel
35 as for all other students.

36 (iv) School districts are encouraged to involve parents and
37 guardians in the process of developing and updating the high school
38 and beyond plan, and the plan must be provided to the students'
39 parents or guardians in their native language if that language is one
40 of the two most frequently spoken non-English languages of students

1 in the district. Nothing in this subsection (1)(c)(iv) prevents
2 districts from providing high school and beyond plans to parents and
3 guardians in additional languages that are not required by this
4 subsection.

5 (v) All high school and beyond plans must, at a minimum, include
6 the following elements:

7 (A) Identification of career goals, aided by a skills and
8 interest assessment;

9 (B) Identification of educational goals;

10 (C) Identification of dual credit programs and the opportunities
11 they create for students, including eligibility for automatic
12 enrollment in advanced classes under RCW 28A.320.195, career and
13 technical education programs, running start programs, AP courses,
14 international baccalaureate programs, and college in the high school
15 programs;

16 (D) Information about the college bound scholarship program
17 established in chapter 28B.118 RCW;

18 (E) A four-year plan for course taking that:

19 (I) Includes information about options for satisfying state and
20 local graduation requirements;

21 (II) Satisfies state and local graduation requirements;

22 (III) Aligns with the student's secondary and postsecondary
23 goals, which can include education, training, and career;

24 (IV) Identifies course sequences to inform academic acceleration,
25 as described in RCW 28A.320.195 that include dual credit courses or
26 programs and are aligned with the student's goals; and

27 (V) Includes information about the college bound scholarship
28 program, the Washington college grant, and other scholarship
29 opportunities;

30 (F) Evidence that the student has received the following
31 information on federal and state financial aid programs that help pay
32 for the costs of a postsecondary program:

33 (I) Information about the documentation necessary for completing
34 the applications; application timeliness and submission deadlines;
35 the importance of submitting applications early; information specific
36 to students who are or have been in foster care; information specific
37 to students who are, or are at risk of being, homeless; information
38 specific to students whose family member or guardians will be
39 required to provide financial and tax information necessary to
40 complete applications; and

1 (II) Opportunities to participate in sessions that assist
2 students and, when necessary, their family members or guardians, fill
3 out financial aid applications; and

4 (G) By the end of the twelfth grade, a current resume or activity
5 log that provides a written compilation of the student's education,
6 any work experience, and any community service and how the school
7 district has recognized the community service pursuant to RCW
8 28A.320.193.

9 (d) Any decision on whether a student has met the state board's
10 high school graduation requirements for a high school and beyond plan
11 shall remain at the local level. Effective with the graduating class
12 of 2015, the state board of education may not establish a requirement
13 for students to complete a culminating project for graduation. A
14 district may establish additional, local requirements for a high
15 school and beyond plan to serve the needs and interests of its
16 students and the purposes of this section.

17 (e) (i) The state board of education shall adopt rules to
18 implement the career and college ready graduation requirement
19 proposal adopted under board resolution on November 10, 2010, and
20 revised on January 9, 2014, to take effect beginning with the
21 graduating class of 2019 or as otherwise provided in this subsection
22 (1) (e). The state board of education may propose and adopt changes to
23 the high school graduation requirements in accordance with the
24 process outlined in subsection (2) of this section.

25 (A) For the graduating classes of 2019 and 2020, the rules must
26 include authorization for a school district implementing the career
27 and college ready graduation requirements under this subsection
28 (1) (e) to waive up to two credits for individual students based on a
29 student's circumstances, provided that none of the waived credits are
30 identified as mandatory core credits by the state board of education.
31 School districts must adhere to written policies authorizing the
32 waivers that must be adopted by each board of directors of a school
33 district that grants diplomas.

34 (B) The rules must also provide that the content of the third
35 credit of mathematics and the content of the third credit of science
36 may be chosen by the student based on the student's interests and
37 high school and beyond plan with agreement of the student's parent or
38 guardian or agreement of the school counselor or principal.

39 (C) The limitations on the ability of a school district to grant
40 waivers under this subsection (1) (e) (i) do not apply in circumstances

1 where a district is granted flexibility from state requirements under
2 an emergency waiver program established in chapter . . . (Senate or
3 House Bill No. . . . (Z-0021/21)), Laws of 2021.

4 (ii) Beginning with the graduating class of 2021, a student may
5 graduate provided that the student completes the following:

6 (A) The requirements established in RCW 28A.655.250; and

7 (B) At least twenty credits including both the mandatory core
8 subject credits and the personalized pathway requirements as defined
9 by the state board of education under the authority granted in this
10 subsection (1)(e).

11 (iii) Nothing in (e)(ii) of this subsection exempts the school
12 district from providing students the opportunity to complete twenty-
13 four credits as required under RCW 28A.150.220.

14 (iv) School districts may apply to the state board of education
15 for a waiver to implement the career and college ready graduation
16 requirement proposal beginning with the graduating class of 2020 or
17 2021 instead of the graduating class of 2019. In the application, a
18 school district must describe why the waiver is being requested, the
19 specific impediments preventing timely implementation, and efforts
20 that will be taken to achieve implementation with the graduating
21 class proposed under the waiver. The state board of education shall
22 grant a waiver under this subsection (1)(e) to an applying school
23 district at the next subsequent meeting of the board after receiving
24 an application.

25 ~~((iii))~~ (v) A school district must update the high school and
26 beyond plans for each student who has not earned a score of level 3
27 or level 4 on the middle school mathematics assessment identified in
28 RCW 28A.655.070 by ninth grade, to ensure that the student takes a
29 mathematics course in both ninth and tenth grades. This course may
30 include career and technical education equivalencies in mathematics
31 adopted pursuant to RCW 28A.230.097.

32 (2)(a) In recognition of the statutory authority of the state
33 board of education to establish and enforce minimum high school
34 graduation requirements, the state board shall periodically
35 reevaluate the graduation requirements and shall report such findings
36 to the legislature in a timely manner as determined by the state
37 board.

38 (b) The state board shall reevaluate the graduation requirements
39 for students enrolled in vocationally intensive and rigorous career
40 and technical education programs, particularly those programs that

1 lead to a (~~certificate or credential that is state or nationally~~
2 ~~recognized. The purpose of the evaluation is to ensure that students~~
3 ~~enrolled in these programs have sufficient opportunity to earn a~~
4 ~~certificate of academic achievement, complete the program and earn~~
5 ~~the program's certificate or credential, and complete other state and~~
6 ~~local graduation requirements~~) high school diploma.

7 (c) The state board shall forward any proposed changes to the
8 high school graduation requirements to the education committees of
9 the legislature for review. The legislature shall have the
10 opportunity to act during a regular legislative session before the
11 changes are adopted through administrative rule by the state board.
12 Changes that have a fiscal impact on school districts, as identified
13 by a fiscal analysis prepared by the office of the superintendent of
14 public instruction, shall take effect only if formally authorized and
15 funded by the legislature through the omnibus appropriations act or
16 other enacted legislation.

17 (3) Pursuant to any requirement for instruction in languages
18 other than English established by the state board of education or a
19 local school district, or both, for purposes of high school
20 graduation, students who receive instruction in American sign
21 language or one or more American Indian languages shall be considered
22 to have satisfied the state or local school district graduation
23 requirement for instruction in one or more languages other than
24 English.

25 (4) Unless requested otherwise by the student and the student's
26 family, a student who has completed high school courses before
27 attending high school shall be given high school credit which shall
28 be applied to fulfilling high school graduation requirements if:

29 (a) The course was taken with high school students, if the
30 academic level of the course exceeds the requirements for seventh and
31 eighth grade classes, and the student has successfully passed by
32 completing the same course requirements and examinations as the high
33 school students enrolled in the class; or

34 (b) The academic level of the course exceeds the requirements for
35 seventh and eighth grade classes and the course would qualify for
36 high school credit, because the course is similar or equivalent to a
37 course offered at a high school in the district as determined by the
38 school district board of directors.

39 (5) Students who have taken and successfully completed high
40 school courses under the circumstances in subsection (4) of this

1 section shall not be required to take an additional competency
2 examination or perform any other additional assignment to receive
3 credit.

4 (6) At the college or university level, five quarter or three
5 semester hours equals one high school credit.

6 **Sec. 2.** RCW 28A.655.250 and 2019 c 252 s 201 are each amended to
7 read as follows:

8 (1)(a) Beginning with the class of 2020, graduation from a public
9 high school and the earning of a high school diploma must include the
10 following:

11 (i) Satisfying the graduation requirements established by the
12 state board of education under RCW 28A.230.090 and any graduation
13 requirements established by the applicable public high school or
14 school district;

15 (ii) Satisfying credit requirements for graduation;

16 (iii) Demonstrating career and college readiness through
17 completion of the high school and beyond plan as required by RCW
18 28A.230.090; and

19 (iv) Meeting the requirements of at least one graduation pathway
20 option established in this section. The pathway options established
21 in this section are intended to provide a student with multiple
22 pathways to graduating with a meaningful high school diploma that are
23 tailored to the goals of the student. A student may choose to pursue
24 one or more of the pathway options under (b) of this subsection, but
25 any pathway option used by a student to demonstrate career and
26 college readiness must be in alignment with the student's high school
27 and beyond plan.

28 (b) The following graduation pathway options may be used to
29 demonstrate career and college readiness in accordance with (a)(iv)
30 of this subsection:

31 (i) Meet or exceed the graduation standard established by the
32 state board of education under RCW 28A.305.130 on the statewide high
33 school assessments in English language arts and mathematics as
34 provided for under RCW 28A.655.070;

35 (ii) Complete and qualify for college credit in dual credit
36 courses in English language arts and mathematics. For the purposes of
37 this subsection, "dual credit course" means a course in which a
38 student qualifies for college and high school credit in English
39 language arts or mathematics upon successfully completing the course;

1 (iii) Earn high school credit in a high school transition course
2 in English language arts and mathematics, an example of which
3 includes a bridge to college course. For the purposes of this
4 subsection (1)(b)(iii), "high school transition course" means an
5 English language arts or mathematics course offered in high school
6 where successful completion by a high school student ensures the
7 student college-level placement at participating institutions of
8 higher education as defined in RCW 28B.10.016. High school transition
9 courses must satisfy core or elective credit graduation requirements
10 established by the state board of education. A student's successful
11 completion of a high school transition course does not entitle the
12 student to be admitted to an institution of higher education as
13 defined in RCW 28B.10.016;

14 (iv) Earn high school credit, with a C+ grade, or receiving a
15 three or higher on the AP exam, or equivalent, in AP, international
16 baccalaureate, or Cambridge international courses in English language
17 arts and mathematics; or receiving a four or higher on international
18 baccalaureate exams. For English language arts, successfully
19 completing any of the following courses meets the standard: AP
20 English language and composition literature, macroeconomics,
21 microeconomics, psychology, United States history, world history,
22 United States government and politics, or comparative government and
23 politics; or any of the international baccalaureate individuals and
24 societies courses. For mathematics, successfully completing any of
25 the following courses meets the standard: AP statistics, computer
26 science, computer science principles, or calculus; or any of the
27 international baccalaureate mathematics courses;

28 (v) Meet or exceed the scores established by the state board of
29 education for the mathematics portion and the reading, English, or
30 writing portion of the SAT or ACT;

31 (vi) Meet any combination of at least one English language arts
32 option and at least one mathematics option established in (b)(i)
33 through (v) of this subsection (1);

34 (vii) Meet standard in the armed services vocational aptitude
35 battery; (~~and~~)

36 (viii) Complete a sequence of career and technical education
37 courses that are relevant to a student's postsecondary pathway,
38 including those leading to workforce entry, state or nationally
39 approved apprenticeships, or postsecondary education, and that meet
40 either: The curriculum requirements of core plus programs for

1 aerospace, maritime, health care, information technology, or
2 construction and manufacturing; or the minimum criteria identified in
3 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a
4 student to enroll in a preparatory course that is approved under RCW
5 28A.700.030 for the purposes of demonstrating career and college
6 readiness under this section; and

7 (ix) Complete a performance exhibition that includes: Authentic
8 evidence demonstrating industry or profession specific knowledge and
9 skills in two or more subject areas; and opportunities to demonstrate
10 proficiency in other state learning standards. Prior to offering the
11 graduation pathway to students, the board of directors of the school
12 district shall adopt a written policy in conformity with applicable
13 state requirements that describes the school district's processes for
14 approving student requests to use the graduation pathway and
15 evaluating student performance exhibitions.

16 (2) While the legislature encourages school districts to make all
17 pathway options established in this section available to their high
18 school students, and to expand their pathway options until that goal
19 is met, school districts have discretion in determining which pathway
20 options under this section they will offer to students.

21 (3) School districts shall determine if there is
22 disproportionality among student subgroups participating in and
23 completing each graduation pathway option offered by the school
24 district and, if so, take appropriate corrective actions to ensure
25 the pathway options are equitable. At a minimum, the subgroups to be
26 examined must include those referenced in RCW 28A.300.042(3). If
27 further disaggregation of subgroups is available, the school district
28 shall also examine those subgroups.

29 (4)(a) The state board of education shall adopt rules to
30 implement the graduation pathway options established in this section.

31 (b) Prior to adopting rules to implement the graduation pathway
32 established in subsection (1)(b)(ix) of this section, the state board
33 of education shall consult with states, schools in Washington and in
34 other states, or both, that have successfully implemented exhibition
35 or performance-based options that students may use to demonstrate
36 knowledge and skills. Consultations required by this subsection
37 shall, among other topics determined by the state board of education,
38 address criteria that is or may be employed when constituting panels
39 to evaluate student performance exhibitions.

1 NEW SECTION. **Sec. 3.** This act is necessary for the immediate
2 preservation of the public peace, health, or safety, or support of
3 the state government and its existing public institutions, and takes
4 effect immediately.

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