
HOUSE BILL 1396

State of Washington

67th Legislature

2021 Regular Session

By Representative Dufault

1 AN ACT Relating to increasing the number of United States history
2 and government credits required for graduation from a public high
3 school; and amending RCW 28A.230.090.

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 rules, which must be revised as necessary to comply with
23 (e) (iv) of this subsection (1), must include authorization for a
24 school district to waive up to two credits for individual students
25 based on a student's circumstances, provided that none of the waived
26 credits are identified as mandatory core credits by the state board
27 of education. School districts must adhere to written policies
28 authorizing the waivers that must be adopted by each board of
29 directors of a school district that grants diplomas. The rules must
30 also provide that the content of the third credit of mathematics and
31 the content of the third credit of science may be chosen by the
32 student based on the student's interests and high school and beyond
33 plan with agreement of the student's parent or guardian or agreement
34 of the school counselor or principal.

35 (ii) School districts may apply to the state board of education
36 for a waiver to implement the career and college ready graduation
37 requirement proposal beginning with the graduating class of 2020 or
38 2021 instead of the graduating class of 2019. In the application, a
39 school district must describe why the waiver is being requested, the
40 specific impediments preventing timely implementation, and efforts

1 that will be taken to achieve implementation with the graduating
2 class proposed under the waiver. The state board of education shall
3 grant a waiver under this subsection (1)(e) to an applying school
4 district at the next subsequent meeting of the board after receiving
5 an application.

6 (iii) A school district must update the high school and beyond
7 plans for each student who has not earned a score of level 3 or level
8 4 on the middle school mathematics assessment identified in RCW
9 28A.655.070 by ninth grade, to ensure that the student takes a
10 mathematics course in both ninth and tenth grades. This course may
11 include career and technical education equivalencies in mathematics
12 adopted pursuant to RCW 28A.230.097.

13 (iv) Beginning with the graduating class of 2025, graduating
14 students must earn a minimum of 2.5 credits of United States history
15 and government. Nothing in this subsection (1)(e)(iv) is intended to
16 increase or otherwise modify the number of credits required to
17 graduate from a public high school.

18 (2)(a) In recognition of the statutory authority of the state
19 board of education to establish and enforce minimum high school
20 graduation requirements, the state board shall periodically
21 reevaluate the graduation requirements and shall report such findings
22 to the legislature in a timely manner as determined by the state
23 board.

24 (b) The state board shall reevaluate the graduation requirements
25 for students enrolled in vocationally intensive and rigorous career
26 and technical education programs, particularly those programs that
27 lead to a certificate or credential that is state or nationally
28 recognized. The purpose of the evaluation is to ensure that students
29 enrolled in these programs have sufficient opportunity to earn a
30 certificate of academic achievement, complete the program and earn
31 the program's certificate or credential, and complete other state and
32 local graduation requirements.

33 (c) The state board shall forward any proposed changes to the
34 high school graduation requirements to the education committees of
35 the legislature for review. The legislature shall have the
36 opportunity to act during a regular legislative session before the
37 changes are adopted through administrative rule by the state board.
38 Changes that have a fiscal impact on school districts, as identified
39 by a fiscal analysis prepared by the office of the superintendent of
40 public instruction, shall take effect only if formally authorized and

1 funded by the legislature through the omnibus appropriations act or
2 other enacted legislation.

3 (3) Pursuant to any requirement for instruction in languages
4 other than English established by the state board of education or a
5 local school district, or both, for purposes of high school
6 graduation, students who receive instruction in American sign
7 language or one or more American Indian languages shall be considered
8 to have satisfied the state or local school district graduation
9 requirement for instruction in one or more languages other than
10 English.

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

15 (a) The course was taken with high school students, if the
16 academic level of the course exceeds the requirements for seventh and
17 eighth grade classes, and the student has successfully passed by
18 completing the same course requirements and examinations as the high
19 school students enrolled in the class; or

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

25 (5) Students who have taken and successfully completed high
26 school courses under the circumstances in subsection (4) of this
27 section shall not be required to take an additional competency
28 examination or perform any other additional assignment to receive
29 credit.

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

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