



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

## COVER: GRADUATION REQUIREMENT RULES (CHAPTER 180-51 WAC)

Prepared for the November 2019 Board Meeting

Information and action item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.
- Other**

Materials included in packet:

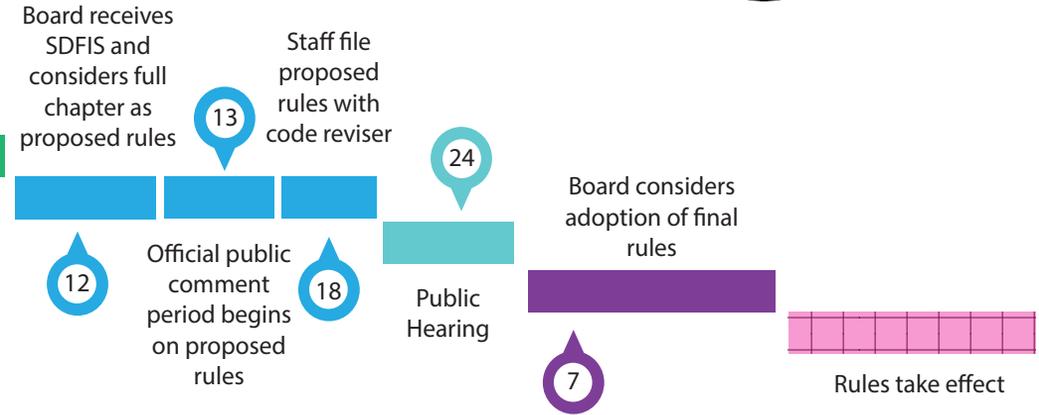
- Rule-making timeline
- Copy of proposed rules as submitted to Code Reviser
- Summary of major policy issues
- Copies of formal letters
- List of Media Coverage
- ASVAB Background Document
- Concise Explanatory Statement Draft (additional materials)
- Amendment drafts (in additional materials)

Synopsis and Policy Considerations:

Staff will provide a briefing on the remaining procedural steps for Chapter 180-51 WAC (Graduation Requirements), an impartial review of formal feedback received on the proposed rules in the Concise Explanatory Statement, and a review of amendments recommended by the ad hoc rules committee. In addition to the amendments recommended by the ad hoc rules committee, the Board will seek amendments from members who were not on that committee. The reasons for amendments will need to be clearly related to either feedback on proposed rules or other reasons for amendment (i.e. clarify language, align to statute, align to current policy/practice, et cetera) in the Concise Explanatory Statement. SBE action is planned for adoption of final rules on Chapter 180-51 WAC at this meeting.

June July August September October November December

# Draft Rule Outreach



# Rulemaking Process

1 AMENDATORY SECTION (Amending WSR 00-23-032, filed 11/8/00, effective  
2 12/9/00)

3 **WAC 180-51-005 Authority and purpose.** (1) The authority for  
4 this chapter is RCW 28A.230.090 which authorizes and requires the  
5 state board of education to establish state high school graduation  
6 requirements (~~((or equivalencies for students))~~).

7 (2) The purpose of this chapter is to establish high school  
8 graduation requirements, (~~((including policies and procedures for  
9 equivalencies,))~~) for students who commence the ninth grade or the  
10 equivalent of a four-year high school program subsequent to July 1,  
11 (~~((2004))~~) 2012. Graduation requirements and policies and procedures for  
12 equivalencies for students who commence the ninth grade or the  
13 equivalent of a four-year high school program prior to July 1,  
14 (~~((2004))~~) 2012, are codified in WAC (~~((180-51-060))~~) 180-51-056 and shall  
15 remain in effect for such students pursuant to WAC 180-51-035.

16 [Statutory Authority: RCW 28A.230.090. WSR 00-23-032, § 180-51-005,  
17 filed 11/8/00, effective 12/9/00. Statutory Authority: RCW 28A.230.090  
18 and 28A.230.100. WSR 93-04-115, § 180-51-005, filed 2/3/93, effective  
19 3/6/93. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-005,

1 filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.062.  
2 WSR 86-20-053 (Order 11-86), § 180-51-005, filed 9/29/86. Statutory  
3 Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-  
4 005, filed 5/17/84.]

5 AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective  
6 10/21/00)

7 **WAC 180-51-025 Local school district application of state**

8 **requirements.** The content of courses and the determination of which  
9 courses satisfy particular subject area requirements and whether a  
10 particular course may satisfy more than one subject area requirement  
11 shall be determined locally in accordance with written policies  
12 adopted by boards of directors of districts: Provided, that if a  
13 (~~foreign~~) world language graduation requirement is established,  
14 credits earned in American sign language shall count toward the  
15 completion of the requirement.

16 [Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-025,  
17 filed 9/20/00, effective 10/21/00. Statutory Authority: RCW  
18 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-025, filed  
19 2/3/93, effective 3/6/93. Statutory Authority: RCW 28A.05.060. WSR 89-

1 12-061 (Order 10-89), § 180-51-025, filed 6/6/89. Statutory Authority:  
2 Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-025, filed  
3 5/17/84.]

4 AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective  
5 10/21/00)

6 **WAC 180-51-030 High school credit for courses taken before**  
7 **attending high school.** ((See ~~RCW 28A.230.090(4)~~.) (1) A student who  
8 has completed high school courses with a passing grade before  
9 attending high school shall automatically be given high school credit  
10 which shall be applied to fulfilling high school graduation  
11 requirements, unless requested otherwise by the student and the  
12 student's parent or guardian.

13 (2) At the request of the student and the student's parent or  
14 guardian, high school credit earned before high school may be  
15 transcribed with a nonnumerical grade, such as "pass" or "credit." A  
16 nonnumerical grade will not be included in the student's high school  
17 grade point average calculation. High school credit earned prior to  
18 high school and transcribed with a nonnumerical grade will apply to  
19 fulfilling high school graduation requirements.



1 aligned to the requirements for that specific graduating class and  
2 subject to the provisions of this section.

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

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

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



1 § 180-51-035, filed 10/5/04, effective 11/5/04. Statutory Authority:  
2 RCW 28A.230.090. WSR 00-19-108, § 180-51-035, filed 9/20/00, effective  
3 10/21/00. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049  
4 (Order 7-84), § 180-51-035, filed 5/17/84.]

5 AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective  
6 10/21/00)

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

8 (1) Each high school shall keep on file for student and public  
9 inspection a copy of the state board of education rules and guidelines  
10 regarding high school graduation requirements and procedures for  
11 equivalencies applicable for the school year, including the preceding  
12 ten years. Any locally adopted high school graduation requirements and  
13 procedures for equivalencies shall also be kept on file with such  
14 state requirements. Copies of state requirements by year also shall be  
15 kept on file in the office of the state board of education.

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

1 [Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-040,  
2 filed 9/20/00, effective 10/21/00. Statutory Authority: Chapter 28A.05  
3 RCW. WSR 84-11-049 (Order 7-84), § 180-51-040, filed 5/17/84.]

4 AMENDATORY SECTION (Amending WSR 12-03-052, filed 1/11/12, effective  
5 2/11/12)

6 **WAC 180-51-050 High school credit—Definition.** As used in this  
7 chapter the term "high school credit" shall mean:

8 (1) Grades nine through twelve or the equivalent of a four-year  
9 high school program, or as otherwise provided in RCW 28A.230.090(4):

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

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

1 (2) College and university course work. At the college or  
2 university level, five quarter or three semester hours shall equal  
3 ((~~1.0~~) one high school credit: Provided, that for the purpose of this  
4 subsection, "college and university course work" means course work  
5 that generally is designated 100 level or above by the college or  
6 university.

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

17 (4) Community/technical college high school completion program -  
18 Diploma awarded by school district. A minimum of ((~~.5~~) one-half) and a  
19 maximum of ((~~1.0~~) one) high school credit may be awarded for every  
20 five quarter or three semester hours of community/technical college  
21 high school completion course work: Provided, that for purposes of

1 awarding equivalency credit under this subsection, college and  
2 university high school completion course work includes course work  
3 that is designated below the 100 level by the college and the course  
4 work is developmental education at grade levels nine through twelve or  
5 the equivalent of a four-year high school program. (See also WAC 180-  
6 51-053)

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

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

20 (7) A student must first obtain a written release from their  
21 school district to enroll in a high school completion program under

1 subsection (3) of this section if the student has not reached age  
2 eighteen or whose class has not graduated.

3 [Statutory Authority: RCW 28A.230.090. WSR 12-03-052, § 180-51-050,  
4 filed 1/11/12, effective 2/11/12. Statutory Authority: Chapter 28A.230  
5 RCW. WSR 05-19-105, § 180-51-050, filed 9/20/05, effective 10/21/05.  
6 Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. WSR 04-  
7 20-093, § 180-51-050, filed 10/5/04, effective 11/5/04. Statutory  
8 Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR  
9 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory  
10 Authority: RCW 28A.230.090. WSR 00-23-032, § 180-51-050, filed  
11 11/8/00, effective 12/9/00; WSR 99-10-093, § 180-51-050, filed 5/4/99,  
12 effective 6/4/99. Statutory Authority: RCW 28A.230.090 and  
13 28A.305.130. WSR 97-08-020, § 180-51-050, filed 3/25/97, effective  
14 4/25/97; WSR 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96.  
15 Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. WSR  
16 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory  
17 Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). WSR 94-13-  
18 017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory  
19 Authority: RCW 28A.230.090. WSR 94-03-100 (Order 1-94), § 180-51-050,  
20 filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060.  
21 WSR 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory

1 Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-  
2 050, filed 5/17/84.]

3 NEW SECTION

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

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

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

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

16 (b) Two **science** credits (physical, life, and earth) that at  
17 minimum align with grade level expectations for ninth and tenth grade,  
18 plus content that is determined by the district. At least one credit  
19 in laboratory science is required which shall be defined locally.

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

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

10 (ii) Under the provisions of RCW 28A.230.170 and 28A.230.090,  
11 one-half credit shall be required in Washington state history and  
12 government which shall include study of the Constitution of the state  
13 of Washington and shall include information on the culture, history,  
14 and government of the American Indian peoples who were the first  
15 inhabitants of the state. If taken in seventh or eighth grade, this  
16 course may meet the state history and government graduation  
17 requirement. However, the course may only count as a high school  
18 credit if the academic level of the course exceeds the requirements  
19 for seventh and eighth grade classes or is equivalent to a course  
20 offered at a high school in the district as determined by the school  
21 district board of directors (RCW 28A.230.090). The study of the United

1 States and Washington state Constitutions shall not be waived but may  
2 be fulfilled through an alternative learning experience approved  
3 locally under written district policy. Secondary school students who  
4 have completed and passed a state history and government course of  
5 study in another state, and students who transferred from another  
6 state as eleventh or twelfth grade students who have or will have  
7 earned two credits in social studies at graduation, may have the  
8 Washington state history and government requirement waived.

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

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

14 (e) One and one-half credits of **physical education**. Students may  
15 be excused from the physical education requirement under RCW  
16 28A.230.050. Such excused students shall be required to demonstrate  
17 proficiency/competency in the knowledge portion of the physical  
18 education requirement, in accordance with written district policy.  
19 Such policies that should be based upon meeting both health and  
20 physical education curricula concepts as well as alternative means of  
21 engaging in physical activities, as directed in RCW 28A.210.365.

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

3 (g) One credit in **career and technical education** or occupational  
4 education. Courses that meet this requirement include courses that are  
5 part of career and technical education programs, as defined in chapter  
6 28A.700 RCW, or occupational education courses as identified by the  
7 district. "Occupational education" means credits resulting from a  
8 series of learning experiences designed to assist the student to  
9 acquire and demonstrate competency of skills under student learning  
10 goal four (RCW 28A.150.210) and are required for success in current  
11 and emerging occupations. At a minimum, these competencies shall align  
12 with the definition of an exploratory course as contained in the  
13 career and technical education program standards of the office of the  
14 superintendent of public instruction. Districts are encouraged to  
15 offer career and technical education programs, as defined in RCW  
16 28A.700.010.

17 (i) An exception of the career and technical education  
18 requirement may be made for private schools as provided in WAC 180-90-  
19 160.

20 (ii) A student who earns credit through a career and technical  
21 education course determined by the district or by the office of the

1 superintendent of public instruction to be equivalent to a noncareer  
2 and technical education course per RCW 28A.700.070, will not be  
3 required to pass a course in the noncareer and technical education  
4 subject to earn a credit in the noncareer and technical education  
5 subject. The single career and technical education course equivalency  
6 meets two graduation requirements, the career and technical education  
7 subject area graduation requirement and the noncareer and technical  
8 education subject area graduation requirement. The student therefore  
9 has an additional elective credit.

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

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

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

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

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

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

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

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

13 (i) Unless otherwise provided for in (b)(ii) of this subsection,  
14 the three mathematics credits required under this section must  
15 include:

16 (A) Algebra 1 or integrated mathematics I;

17 (B) Geometry or integrated mathematics II; and

18 (C) Algebra 2 or integrated mathematics III.

19 (ii) A student may elect to pursue a third credit of high school-  
20 level mathematics, other than algebra 2 or integrated mathematics III,  
21 based on a career-oriented program of study identified in the

1 student's high school and beyond plan that is currently being pursued  
2 by the student.

3 []

4 AMENDATORY SECTION (Amending WSR 14-19-032, filed 9/8/14, effective  
5 10/9/14)

6 **WAC 180-51-067 State subject and credit requirements for high**  
7 **school graduation—Students entering the ninth grade on or after July**  
8 **1, 2012, through June 30, 2015.** The statewide subject areas and  
9 credits required for high school graduation, beginning July 1, 2012,  
10 for students who enter the ninth grade or begin the equivalent of a  
11 four-year high school program, as of July 1, 2012, through June 30,  
12 2015, except as provided in WAC 180-51-068(11), shall total twenty as  
13 provided below. The credit and subject area requirements in this  
14 section apply to districts with a waiver to delay implementing WAC  
15 180-51-068. For such districts, this section will apply to students  
16 who entered ninth grade between July 1, 2012, and June 30, 2016. All  
17 credits are to be aligned with the state's (~~essential academic~~  
18 ~~learning requirements~~(-))learning standards((+)) for the subject. The

1 content of any course shall be determined by the local school  
2 district.

3 (1) Four **English** credits.

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

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

9 (i) Algebra 1 or integrated mathematics I;

10 (ii) Geometry or integrated mathematics II; and

11 (iii) Algebra 2 or integrated mathematics III.

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

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

18 (ii) The student's parent(s)/guardian(s) (or designee for the  
19 student if a parent or guardian is unavailable) agree that the third  
20 credit of mathematics elected is a more appropriate course selection

1 than algebra 2 or integrated mathematics III because it will better  
2 serve the student's education and career goals;

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

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

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

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



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

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

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

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

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

12       (f) ~~A student who satisfactorily demonstrates competency in~~  
13 ~~algebra 1 or integrated mathematics I pursuant to a written district~~  
14 ~~policy, but does not receive credit under the provisions of WAC 180-~~  
15 ~~51-050, shall complete three credits of high school mathematics in the~~  
16 ~~following sequence:~~

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

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

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

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

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

11       • ~~Earn the second and third high school credits in courses that~~  
12 ~~are consistent with the educational and career goals of the student.)~~

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

19       (d) A student who prior to ninth grade successfully completes one  
20 or more high school level math courses with a passing grade that is  
21 automatically transcribed on the student's high school transcript in

1 accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who  
2 demonstrates mastery/competency in high school math subjects and has  
3 received credit for them, may use these credits to meet their math  
4 graduation requirements. Upon completion of algebra 1 or integrated  
5 math I, geometry or integrated math II, and a third credit of high  
6 school level math that aligns with the student's high school and  
7 beyond plan, the student should be encouraged to consider additional  
8 math courses, which align with the student's education and career  
9 goals in their high school and beyond plan.

10 (e) A student who prior to ninth grade successfully completes one  
11 or more high school level math courses with a passing grade and opts  
12 to receive no high school credit for such course(s) in accordance with  
13 RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated  
14 mastery/competency in these subjects but did not receive high school  
15 credits, may either:

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

17 (ii) Earn three credits of high school mathematics in different  
18 math subjects than those completed before high school. The student  
19 must take algebra 1 or integrated mathematics I and geometry or  
20 integrated math II in high school if the student did not complete  
21 these courses at a high school level prior to high school, but the

1 student does not need to repeat courses if the student already took  
2 the courses at a high school level.

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

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

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

10 (b) Successful completion of Washington state history and  
11 government shall be required, subject to the provisions of RCW  
12 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall (~~((consider~~  
13 ~~including))~~ include information on the cultures, (~~((history))~~  
14 histories, and governments of the American Indian peoples who (~~((were))~~)  
15 are the first inhabitants of the state. Successful completion of  
16 Washington state history must be noted on each student's transcript.  
17 The Washington state history and government requirement may be waived  
18 by the principal for students who: (i) Have successfully completed a  
19 state history and government course of study in another state; or (ii)  
20 are in eleventh or twelfth grade and who have not completed a course

1 of study in Washington's history and state government because of  
2 previous residence outside the state.

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

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

10 (5) (~~Two health and fitness credits (.5 credit health; 1.5~~  
11 ~~credits fitness)) One-half credits of health.~~

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

1           ~~((+6+))~~ (7) One **arts** credit. The essential content in this  
2 subject area may be satisfied in the visual or performing arts.

3           ~~((+7+))~~ (8) One credit in career and technical education or  
4 occupational education.

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

13           ~~((+a+))~~ (b) Students who earn a graduation requirement credit  
14 through a ~~((+CTE+))~~ career and technical education course ~~((+locally+))~~  
15 determined by the district or by the office of the superintendent of  
16 public instruction to be equivalent to a ~~((+non-CTE+))~~ noncareer and  
17 technical education course will not be required to earn a second  
18 credit in the ~~((+non-CTE+))~~ noncareer and technical education course  
19 subject~~((+; the single CTE course meets two graduation requirements.))~~

20           ~~((b))~~ ~~Students who earn a graduation requirement credit in a non-~~  
21 ~~CTE course locally determined to be equivalent to a CTE course will~~

1 ~~not be required to earn a second credit in the CTE course subject; the~~  
2 ~~single non CTE course meets two graduation requirements.~~

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

6 ~~(8))~~ The student earns one credit while meeting two graduation  
7 requirements, a career and technical education requirement and the  
8 noncareer and technical education subject requirement. The total  
9 number of credits required for graduation remains unchanged, and the  
10 student will need to earn an additional elective credit.

11 (9) Four credits of **electives**.

12 ~~((9))~~ (10) Each student shall have a **high school and beyond**  
13 **plan** for their high school experience, ~~((including what they expect to~~  
14 ~~do the year following graduation))~~ as described in WAC 180-51-220.

15 ~~((10))~~ (11) Students who complete and pass all required  
16 International Baccalaureate Diploma Programme courses are considered  
17 to have satisfied state subject and credit requirements for graduation  
18 from a public high school, subject to the provisions of RCW  
19 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

20 ~~((11) A school district may obtain a two year extension from the~~  
21 ~~effective date for the implementation of the four credits of English~~

1 ~~and/or the three credits of social studies required under this section~~  
2 ~~upon the filing of a written resolution by the district's school board~~  
3 ~~with the state board of education stating the district's intent to~~  
4 ~~delay implementation of the increased English and/or social studies~~  
5 ~~requirements effective for the class of 2016. The resolution must be~~  
6 ~~filed by June 1, 2012. A district filing a timely resolution with the~~  
7 ~~state board of education shall maintain the English, social studies,~~  
8 ~~and elective credits in effect under WAC 180-51-066 for the period of~~  
9 ~~the extension.))~~ (12) A student with an individualized education  
10 program (IEP) must be provided the opportunity to meet graduation  
11 requirements that align with the student's high school and beyond plan  
12 pursuant to WAC 180-51-115.

13 [Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, §  
14 180-51-067, filed 9/8/14, effective 10/9/14. Statutory Authority: RCW  
15 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and  
16 28A.305.215(8). WSR 12-03-073, § 180-51-067, filed 1/13/12, effective  
17 2/13/12.]

18 AMENDATORY SECTION (Amending WSR 14-19-032, filed 9/8/14, effective  
19 10/9/14)

1           WAC 180-51-068   State subject and credit requirements for high  
2 school graduation—Students entering the ninth grade on or after July  
3 1, 2015, through June 30, 2017. The statewide subject areas and  
4 credits required for high school graduation, beginning July 1, 2015,  
5 for students who enter the ninth grade or begin the equivalent of a  
6 four-year high school program (the class of 2019), shall total twenty-  
7 four as required in this section, except as otherwise provided in  
8 subsections (11) and (12) of this section. All credits are to be  
9 aligned with the state's ~~((essential academic))~~ learning  
10 ~~((requirements))~~ standards developed under RCW 28A.655.070 for the  
11 subject. The content of any course shall be determined by the local  
12 school district.

13           (1) Four **English** credits.

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

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

18           (i) Algebra 1 or integrated mathematics I;

19           (ii) Geometry or integrated mathematics II; and

20           (iii) A third credit of high school mathematics, aligning with  
21 the student's interests and high school and beyond plan ~~((as provided~~

1 ~~in (10) of this section, and preparing the student to meet state~~  
2 ~~standards for graduation under the assessment system in RCW~~  
3 ~~28A.655.061, with agreement of the student's parent or guardian, or,~~  
4 ~~if the parent or guardian is unavailable or does not indicate a~~  
5 ~~preference for a specific course, agreement of the school counselor or~~  
6 ~~principal. A request for agreement of the student's parent or guardian~~  
7 ~~should be made in the predominant language of a parent(s) or~~  
8 ~~guardian(s) who predominantly speak a language other than English, to~~  
9 ~~the extent feasible. The school must in all cases give precedence to~~  
10 ~~the direction of the parent(s) or guardian(s), if provided, in~~  
11 ~~election of the third credit to meet the requirements of this~~  
12 ~~section;)), with agreement of the student's parent or guardian. The~~  
13 ~~high school and beyond plan must be provided to the student's parents~~  
14 ~~or guardians in their native language if that language is one of the~~  
15 ~~two most frequently spoken non-English languages of students in the~~  
16 ~~district (RCW 28A.230.090). Districts are encouraged to provide plans~~  
17 ~~to parents and guardians in additional languages as needed, to the~~  
18 ~~extent feasible. If the parent or guardian is unavailable or does not~~  
19 ~~indicate a preference for a specific course, the school counselor or~~  
20 ~~principal may provide agreement with the plan.~~

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

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

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

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

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

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

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



1 is automatically transcribed on the student's high school transcript  
2 in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student  
3 who demonstrates mastery/competency in high school math subjects and  
4 has received credit for them, may use these credits to meet their math  
5 graduation requirements. Refer to WAC 180-51-030 for information about  
6 opting out of credits and numerical grades. Upon completion of algebra  
7 1 or integrated math I, geometry or integrated math II, and a third  
8 credit of high school level math that aligns with the student's high  
9 school and beyond plan, the student should be encouraged to consider  
10 additional math courses, which align with the student's education and  
11 career goals in their high school and beyond plan.

12 (c) A student who prior to ninth grade successfully completes one  
13 or more high school level math courses with a passing grade and opts  
14 to receive no high school credit for such course(s) in accordance with  
15 RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated  
16 mastery/competency in these subjects but did not receive high school  
17 credits, may either:

- 18 (i) Repeat the course(s) for credit in high school; or
- 19 (ii) Earn three credits of high school mathematics in different  
20 math subjects than those completed before high school. The student  
21 must take algebra 1 or integrated mathematics I and geometry or

1 integrated math II in high school if the student did not complete  
2 these courses at a high school level prior to high school, but the  
3 student does not need to repeat courses if the student already took  
4 the courses at a high school level.

5 (3) Three **science** credits, at least two of which must be in  
6 laboratory science as provided in subsection (15)(a) of this section.  
7 A student may choose the content of the third credit of science, based  
8 on the student's interests and high school and beyond plan, with  
9 agreement of the student's parent or guardian(~~(or)~~). The high  
10 school and beyond plan must be provided to the student's parents or  
11 guardians in their native language if that language is one of the two  
12 most frequently spoken non-English languages of students in the  
13 district (RCW 28A.230.090). Districts are encouraged to provide plans  
14 to parents and guardians in additional languages as needed, to the  
15 extent feasible. If the parent or guardian is unavailable or does not  
16 indicate a preference for a specific course, agreement (~~(of the)~~) may  
17 be provided by the school counselor or principal. (~~A request for~~  
18 agreement of the student's parent or guardian should be made in the  
19 predominant language of a parent(s) or guardian(s) who predominantly  
20 speak a language other than English, to the extent feasible. The  
21 school must in all cases give precedence to the direction of the

1 ~~parent(s) or guardian(s), if provided, in election of the third credit~~  
2 ~~to meet the requirements of this section.))~~

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

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

8 (b) Successful completion of Washington state history and  
9 government shall be required, subject to the provisions of RCW  
10 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall (~~consider~~  
11 ~~including~~) include information on the cultures, (~~history~~)  
12 histories, and governments of the American Indian peoples who (~~were~~)  
13 are the first inhabitants of the state. Successful completion of  
14 Washington state history must be noted on each student's transcript.

15 The Washington state history and government requirement may be waived  
16 by the principal for students who:

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

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

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

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

8 (5) (~~Two **health and fitness** credits (.5 credit health; 1.5~~  
9 ~~credits fitness)) One-half credit in **health**.~~

10 (6) One and one-half in **physical education**. Students may be  
11 excused from the (~~fitness)) physical education requirement under RCW  
12 28A.230.050. Such excused students shall be required to demonstrate  
13 (~~proficiency/competency in~~) competency/mastery of the knowledge  
14 portion of the fitness requirement, in accordance with written  
15 district policy. Such policies should be based upon addressing health  
16 and physical education learning standards as well as alternative means  
17 of engaging in physical activities, as directed in RCW 28A.210.365.~~

18 (~~(+6))~~ (7) Two **arts** credits. The essential content in this  
19 subject area may be satisfied in the visual or performing arts. One of  
20 the two arts credits may be replaced with a personalized pathway  
21 requirement as provided in subsection (15)(c) of this section.

1 ((+7)) (8) One credit in **career and technical education**.

2 (a) A career and technical education ~~((CTE))~~ credit means a  
3 credit resulting from a course in a ~~((CTE))~~ career and technical  
4 education program or occupational education credit as contained in the  
5 ~~((CTE))~~ career and technical education program standards of the office  
6 of the superintendent of public instruction. "Occupational education"  
7 means credits resulting from a series of learning experiences designed  
8 to assist the student to acquire and demonstrate competency of skills  
9 under student learning goal four and which skills are required for  
10 success in current and emerging occupations. At a minimum, these  
11 competencies shall align with the definition of an exploratory course  
12 as contained in the ~~((CTE))~~ career and technical education program  
13 standards of the office of the superintendent of public instruction.  
14 Districts are encouraged to offer career and technical education  
15 programs, as defined in RCW 28A.700.010.

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

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

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

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

8       ~~(8))~~ (c) A student who earns credit through a career and  
9 technical education course determined by the district or by the office  
10 of the superintendent of public instruction to be equivalent to a  
11 noncareer and technical education core course (RCW 28A.700.070 and  
12 subsection (14) of this section), will not be required to pass a  
13 course in the noncareer and technical education subject to earn a  
14 credit in that subject. The student earns one credit while meeting two  
15 graduation requirements, a career and technical education requirement  
16 and the noncareer and technical education subject requirement. The  
17 total number of credits required for graduation remain unchanged, and  
18 the student will need to earn an additional elective credit.

19       (9) Two credits in **world languages or personalized pathway**  
20 **requirements.** If the student has chosen a four-year degree pathway

1 under subsection ~~((10))~~ (11) of this section, the student shall be  
2 advised to earn two credits in world languages.

3 ~~((9))~~ (10) Four credits of **electives**.

4 ~~((10))~~ (11) Each student shall have a **high school and beyond**  
5 **plan** to guide his or her high school experience, ~~((including plans for~~  
6 ~~post-secondary education or training and career. The process for~~  
7 ~~completing the high school and beyond plan is locally determined and~~  
8 ~~designed to help students select course work and other activities that~~  
9 ~~will best prepare them for their post-secondary educational and career~~  
10 ~~goals. Students shall create their high school and beyond plans in~~  
11 ~~cooperation with parents/guardians and school staff. School staff~~  
12 ~~shall work with students to update the plans during the years in which~~  
13 ~~the plan is implemented in order to accommodate changing interests or~~  
14 ~~goals.~~

15 ~~(11))~~ as described in WAC 180-51-220.

16 (12) A school district wishing to implement the requirements for  
17 high school graduation for students who enter the ninth grade or begin  
18 the equivalent of a four-year high school program on July 1, 2016, or  
19 July 1, 2017, rather than July 1, 2015, may apply to the state board  
20 of education for a temporary waiver of the requirements of this

1 section. The state board of education shall post an application form  
2 on its web site for use by districts seeking this waiver.

3 (a) An application for a waiver must:

4 (i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB  
5 6552), which include describing why the waiver is being requested, the  
6 specific impediments preventing timely implementation of the high  
7 school graduation requirements established in subsections (1) through  
8 ~~((9))~~ (10) of this section, and the efforts that will be taken to  
9 achieve implementation with the graduating class proposed under the  
10 waiver.

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

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

19 (c) Nothing shall prevent a district granted a waiver from  
20 electing to implement subsections (1) through ~~((10))~~ (11) of this  
21 section during the term for which the waiver is granted. A district

1 granted a waiver that elects to implement subsections (1) through  
2 ~~((10))~~ (11) of this section shall provide notification of such  
3 decision to the state board of education.

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

6 ~~((12))~~ (13) A school district that grants high school diplomas  
7 may waive up to two of the credits required for graduation under this  
8 section for individual students for reason of ~~((unusual))~~ a student's  
9 circumstances, as defined by the district. Unless otherwise provided  
10 in law, students granted a waiver under this subsection must earn the  
11 seventeen required subject credits in subsections (1) through (7) of  
12 this section, which may be by satisfactory demonstration of competence  
13 under WAC 180-51-050. The waiving of credits for individual students  
14 for reason of ~~((unusual))~~ a student's circumstances must be in  
15 accordance with written policies adopted by resolution of each board  
16 of directors of a district that grants diplomas.

17 ~~((13) Equivalent career and technical education (CTE) courses~~  
18 ~~meeting the requirements set forth in RCW 28A.230.097 can be taken for~~  
19 ~~credit in place of any of the courses set forth in subsections (1)~~  
20 ~~through (6) of this section, if the courses are recorded on the~~

1 ~~student's transcript using the equivalent academic high school~~  
2 ~~department designation and course title.))~~

3 (14) Career and technical education courses determined by the  
4 district or by the office of the superintendent of public instruction  
5 to be equivalent to a noncareer and technical education course in  
6 accordance with RCW 28A.700.070 can be taken for credit in place of  
7 that course. Equivalencies may be determined for any of the core  
8 credit graduation requirements of subsection (4) of this section.

9 (15) Students who complete and pass all required International  
10 Baccalaureate Diploma Programme courses are considered to have  
11 satisfied state subject and credit requirements for graduation from a  
12 public high school, subject to the provisions of RCW 28A.230.090,  
13 28A.230.170, and chapter 28A.230 RCW.

14 (~~(15)~~) (16) A student with an individualized education program  
15 must be provided the opportunity to meet graduation requirements that  
16 align with the student's high school and beyond plan pursuant to WAC  
17 180-51-115.

18 (17) Definitions:

19 (a) "Laboratory science" means any instruction that provides  
20 opportunities for students to interact directly with the material  
21 world, or with data drawn from the material world, using the tools,

1 data collection techniques, models and theories of science. A  
2 laboratory science course meeting the requirement of subsection (3) of  
3 this section may include courses conducted in classroom facilities  
4 specially designed for laboratory science, or coursework in  
5 traditional classrooms, outdoor spaces, or other settings which  
6 accommodate elements of laboratory science as identified in this  
7 subsection;

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

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

17 [Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, §  
18 180-51-068, filed 9/8/14, effective 10/9/14.]

19 AMENDATORY SECTION (Amending WSR 07-07-064, filed 3/14/07, effective  
20 4/14/07)

1           **WAC 180-51-095 Temporary exemption from course and credit**

2 **requirements.** Annual exemptions to the definition of an annualized  
3 high school credit may be granted upon the request of an approved  
4 private school which offers evidence that delineates content, time, or  
5 competency assessments which are substantially equivalent to the  
6 definition stated in WAC 180-51-050. The waiver process shall be  
7 administered by the (~~superintendent of public instruction~~) state  
8 board of education.

9 [Statutory Authority: RCW 28A.230.090. WSR 07-07-064, § 180-51-095,  
10 filed 3/14/07, effective 4/14/07.]

11 AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective  
12 4/14/07)

13           **WAC 180-51-115 Procedures for granting high school graduation**

14 **credits for students with special educational needs.** (~~((1) No student~~  
15 ~~shall be denied the opportunity to earn a high school diploma solely~~  
16 ~~because of limitations on the student's ability. The board of~~  
17 ~~directors of districts granting high school diplomas shall adopt~~  
18 ~~written policies, including procedures, for meeting the unique~~  
19 ~~limitations of each student. Such procedures may provide for:~~

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

4       ~~(b) A special education program in accordance with chapter~~  
5 ~~28A.155 RCW if the student is eligible; and~~

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

11       ~~(2) Unless otherwise prohibited by federal or state special~~  
12 ~~education laws, such procedures may not provide for exemption from the~~  
13 ~~certificate of academic achievement graduation requirement under RCW~~  
14 ~~28A.655.060 (3)(c).)) A student with an individualized education~~  
15 ~~program must be provided needed accommodations to progress in the~~  
16 ~~general curriculum toward meeting state and local graduation~~  
17 ~~requirements. In limited circumstances, when determined necessary by~~  
18 ~~the individualized education program team due to the unique needs~~  
19 ~~resulting from the student's disability, a graduation credit and~~  
20 ~~subject area requirement may be substituted with comparable content~~  
21 ~~course work or exempted, as identified in the individualized education~~

1 program team course of study and aligned to the student's high school  
2 and beyond plan.

3 [Statutory Authority: RCW 28A.230.090. WSR 07-07-051, § 180-51-115,  
4 filed 3/14/07, effective 4/14/07; WSR 00-19-108, § 180-51-115, filed  
5 9/20/00, effective 10/21/00. Statutory Authority: 1990 c 33. WSR 90-  
6 17-009, § 180-51-115, filed 8/6/90, effective 9/6/90. Statutory  
7 Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-  
8 115, filed 5/17/84.]

9 NEW SECTION

10 **WAC 180-51-201 Overview of the requirements for a high school**  
11 **diploma beginning in 2020.** For students who enter the ninth grade or  
12 begin the equivalent of a four-year high school program as of July 1,  
13 2016, (the class of 2020) or later, the graduation requirements shall  
14 consist of:

15 (1) State credit and subject area requirements as established in  
16 WAC 180-51-067, 180-51-068, or 180-51-210 in this chapter, depending  
17 on the credit graduation requirements aligned with the year the  
18 student entered ninth grade; and, credit and subject area requirements  
19 established by local school boards. Students in the class of 2019 and

1 the class of 2020 in districts with a waiver to delay implementation  
2 of WAC 180-51-068 shall graduate with the credit and subject area  
3 requirements of WAC 180-51-067 until the expiration of the waiver.

4 (2) A high school and beyond plan that must include the minimum  
5 requirements established in RCW 28A.230.090 and WAC 180-51-220 in this  
6 chapter. Local school boards may establish additional requirements for  
7 a high school and beyond plan to serve the needs and interests of its  
8 students. Any decision on whether a student has met the requirement of  
9 a high school and beyond plan shall be made by the district.

10 (3) A graduation pathway option. Students must meet the  
11 requirements of at least one of eight graduation pathway options in  
12 chapter 28A.655 RCW and WAC 180-51-230.

13 [ ]

14 NEW SECTION

15 **WAC 180-51-210 State subject and credit requirements for high**  
16 **school graduation.** (1) Definitions. The definitions in this section  
17 apply throughout this chapter.

18 (a) "Laboratory science" means any instruction that provides  
19 opportunities for students to interact directly with the material

1 world, or with data drawn from the material world, using the tools,  
2 data collection techniques, models and theories of science. A  
3 laboratory science course meeting the requirement of subsection (4) of  
4 this section may include courses conducted in classroom facilities  
5 specially designed for laboratory science, or course work in  
6 traditional classrooms, outdoor spaces, or other settings which  
7 accommodate elements of laboratory science as identified in this  
8 subsection;

9 (b) "Personalized pathway" means a locally determined body of  
10 course work identified in a student's high school and beyond plan that  
11 is deemed necessary to attain the postsecondary career or educational  
12 goals chosen by the student;

13 (c) "Personalized pathway requirements" means up to three course  
14 credits chosen by a student that are included in a student's  
15 personalized pathway, that prepare the student to meet specific  
16 postsecondary career or educational goals, and that align with the  
17 student's high school and beyond plan. A student's personalized  
18 pathway requirements are included in the student's flexible credits,  
19 as defined in this subsection.

20 (d) "Core credit" is a credit earned through course work or  
21 through mastery- or competency-based credit in the subject areas

1 listed in subsection (4) of this section. Students subject to the  
2 graduation requirements in this section must earn seventeen core  
3 credits in high school. Core credits do not include electives or  
4 personalized pathway requirements and may not be waived under RCW  
5 28A.230.090 (1)(e) or subsection (2) of this section.

6 (e) "Flexible credit" is a credit that is either an elective  
7 credit or a personalized pathway requirement. Flexible credits may be  
8 waived under RCW 28A.230.090 and subsection (2) of this section, and  
9 are listed in subsection (5) of this section.

10 (2) A school district that grants high school diplomas may waive  
11 up to two of the flexible credits required for graduation under  
12 subsection (4) of this section for an individual student, based on the  
13 student's circumstances. Districts will grant any such waiver in  
14 accordance with written district policy. A student granted a waiver  
15 under this subsection must earn the core credits in subsection (4) of  
16 this section, but may graduate with as few as twenty-two credits,  
17 rather than twenty-four credits.

18 (3) The statewide subject areas and credits required for high  
19 school graduation, for students who enter the ninth grade or begin the  
20 equivalent of a four-year high school program on or after July 1,  
21 2017, (the class of 2021 and beyond) shall total twenty-four, except

1 as otherwise provided in this section. The twenty-four subject area  
2 credits for graduation include core credits and flexible credits  
3 listed in subsections (4) and (5) of this section. All credits are to  
4 be aligned with the state's learning standards developed under RCW  
5 28A.655.070 for the subject and may be earned through mastery- or  
6 competency-based credit. The contents of any course shall be  
7 determined by the local school district. Districts are encouraged to  
8 adopt culturally-responsive curricula that is relevant to the  
9 district's students, including the incorporation of curricula about  
10 the history, culture, and government of the nearest federally  
11 recognized Indian tribe or tribes as required by RCW 28A.320.170.

12 (4) Core credits are credits and subject areas that may not be  
13 waived under RCW 28A.230.090 (1)(e) and subsection (4) of this  
14 section. The core credits include:

15 (a) Four **English** credits.

16 (b) Three **mathematics** credits.

17 (i) Unless otherwise provided for in (b)(ii) of this subsection,  
18 the three mathematics credits required under this section must  
19 include:

20 (A) Algebra 1 or integrated mathematics I;

21 (B) Geometry or integrated mathematics II; and

1 (C) A third credit of high school mathematics, aligning with the  
2 student's interests and high school and beyond plan, with agreement of  
3 the student's parent or guardian. The high school and beyond plan must  
4 be provided to the student's parents or guardians in their native  
5 language if that language is one of the two most frequently spoken  
6 non-English languages of students in the district (RCW 28A.230.090).  
7 Districts are encouraged to provide plans to parents and guardians in  
8 additional languages as needed, to the extent feasible. If the parent  
9 or guardian is unavailable or does not indicate a preference for a  
10 specific course, agreement may be provided by the school counselor or  
11 principal.

12 (ii) A student who prior to ninth grade successfully completes  
13 one or more high school level math courses with a passing grade that  
14 is automatically transcribed on the student's high school transcript  
15 in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student  
16 who demonstrates mastery/competency in high school math subjects and  
17 has received credit for them, may use these credits to meet their math  
18 graduation requirements. Refer to WAC 180-51-030 for information about  
19 opting out of credits and numerical grades. Upon completion of algebra  
20 1 or integrated math I, geometry or integrated math II, and a third  
21 credit of high school level math that aligns with the student's high

1 school and beyond plan, schools are urged to encourage the student to  
2 consider additional math courses, which align with the student's  
3 education and career goals in their high school and beyond plan.

4 (iii) A student who prior to ninth grade successfully completes  
5 one or more high school level math courses with a passing grade and  
6 opts to receive no high school credit for such course(s) in accordance  
7 with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated  
8 mastery/competency in these subjects but did not receive high school  
9 credits, may either:

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

11 (B) Earn three credits of high school mathematics in different  
12 math subjects than those completed before high school. The student  
13 must take algebra 1 or integrated mathematics I and geometry or  
14 integrated math II in high school if the student did not complete  
15 these courses at a high school level prior to high school, but the  
16 student does not need to repeat courses if the student already passed  
17 the courses at a high school level.

18 (c) Three **science** credits, at least two of which must be in  
19 laboratory science. A student may choose the content of the third  
20 credit of science based on the student's interests and high school and  
21 beyond plan, with agreement of the student's parent or guardian. The

1 high school and beyond plan must be provided to the student's parents  
2 or guardians in their native language if that language is one of the  
3 two most frequently spoken non-English languages of students in the  
4 district (RCW 28A.230.090). Districts are encouraged to provide plans  
5 to parents and guardians in additional languages as needed, to the  
6 extent feasible. If the parent or guardian is unavailable or does not  
7 indicate a preference for a specific course, the school counselor or  
8 principal may provide agreement with the plan.

9 (d) Three **social studies** credits (two credits prescribed courses,  
10 plus one credit social studies elective) and Washington state history  
11 and government, a noncredit requirement typically met in middle  
12 school. In accordance with RCW 28A.320.170, when a school district  
13 board of directors reviews or adopts its social studies curriculum, it  
14 shall incorporate curricula about the history, culture, and government  
15 of the nearest federally recognized Indian tribe or tribes, so that  
16 students learn about the unique heritage and experience of those tribe  
17 or tribes. The social studies requirement shall consist of the  
18 following mandatory courses:

19 (i) One credit shall be required in United States history or its  
20 equivalent.

1 (ii) One-half credit shall be required in contemporary world  
2 history, geography, and problems, or its equivalent. Courses in  
3 economics, sociology, civics (through the class of 2023), political  
4 science, international relations, or related courses with emphasis on  
5 contemporary world problems may be accepted as equivalencies.

6 (iii) One-half credit shall be required in civics, including at a  
7 minimum the content listed in RCW 28A.230.094. Starting with the class  
8 of 2024, districts must offer this graduation requirement as a stand-  
9 alone course, subject to the provisions of RCW 28A.230.094.

10 (iv) Successful completion of Washington state history and  
11 government shall be required, subject to the provisions of RCW  
12 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall include  
13 information on the cultures, histories, and governments of the  
14 American Indian peoples who are the first inhabitants of the state.  
15 Successful completion of Washington state history must be noted on  
16 each student's transcript. The Washington state history requirement  
17 may be waived by the principal for students who:

18 (A) Have successfully completed a state history course of study  
19 in another state; or

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

4 (e) One-half credit of **health**.

5 (f) One and one-half credit of **physical education**. Students may  
6 be excused from the physical education requirement under RCW  
7 28A.230.050. Such excused students shall be required to demonstrate  
8 competency/mastery in the knowledge portion of the physical education  
9 requirement, in accordance with written district policy. Such policies  
10 should be based upon addressing health and physical education learning  
11 standards as well as alternative means of engaging in physical  
12 activities, as directed in RCW 28A.210.365.

13 (g) One credit in **career and technical education**.

14 (i) Courses that meet this requirement include courses that are  
15 part of career and technical education programs, as defined in chapter  
16 28A.700 RCW, or occupational education courses as identified by the  
17 district. "Occupational education" means credits resulting from a  
18 series of learning experiences designed to assist the student to  
19 acquire and demonstrate competency of skills under student learning  
20 goal four and are required for success in current and emerging  
21 occupations. At a minimum, these competencies shall align with the

1 definition of an exploratory course as contained in the career and  
2 technical program standards of the office of the superintendent of  
3 public instruction. Districts are encouraged to offer career and  
4 technical education programs, as defined in RCW 28A.700.010.

5 (ii) An exception of the career and technical education  
6 requirement may be made for private schools as provided in WAC 180-90-  
7 160.

8 (iii) A student who earns credit through a career and technical  
9 education course determined by the district or by the office of the  
10 superintendent of public instruction to be equivalent to a noncareer  
11 and technical education core course (RCW 28A.700.070 and subsection  
12 (7) of this section), will not be required to pass a course in the  
13 noncareer and technical education subject to earn a credit in that  
14 subject. The student earns one credit while meeting two graduation  
15 requirements, a career and technical education requirement and the  
16 noncareer and technical education subject requirement. The total  
17 number of credits required for graduation remain unchanged, and the  
18 student will need to earn an additional elective credit.

19 (h) One **arts** credit. The essential content in this subject area  
20 may be satisfied in dance, media arts, music, theater, and visual  
21 arts.

1 (5) Flexible credits are credits that may be waived under RCW  
2 28A.230.090 and subsection (2) of this section. Districts may replace  
3 these credits with local district requirements through written  
4 district policy. Flexible credits include:

5 (a) One **arts** credit. The essential content in this subject area  
6 may be satisfied in dance, media arts, music, theater and visual arts.  
7 This credit may be replaced with a personalized pathway requirement as  
8 provided in subsection (8) of this section.

9 (b) Two credits in **world languages**. These credits may be replaced  
10 with personalized pathway requirements as provided in subsection (8)  
11 of this section. If the student has an educational goal of attaining a  
12 baccalaureate degree, the student shall be advised to earn at least  
13 two credits in the same world language. Students who earn a Seal of  
14 Biliteracy (RCW 28A.300.575) are considered to have met this  
15 requirement.

16 (c) Four credits of **electives**.

17 (6) Each student shall have a **high school and beyond plan** to  
18 guide his or her high school experience and prepare the student for  
19 postsecondary education, training, and career, as described in WAC  
20 180-51-220.

1 (7) Career and technical education courses determined by the  
2 district or by the office of the superintendent of public instruction  
3 to be equivalent to a noncareer and technical education course in  
4 accordance with RCW 28A.700.070 can be taken for credit in place of  
5 that course. Equivalencies may be determined for any of the core  
6 credit graduation requirements of subsection (4) of this section.

7 (8) Students who complete and pass all required International  
8 Baccalaureate Diploma Programme courses are considered to have  
9 satisfied state subject and credit requirements for graduation from a  
10 public high school, subject to the provisions of RCW 28A.230.090,  
11 28A.230.170, and chapter 28A.230 RCW.

12 (9) A student with an individualized education program (IEP) must  
13 be provided the opportunity to meet graduation requirements that align  
14 with the student's high school and beyond plan, pursuant to WAC 180-  
15 51-115.

16 [ ]

17 NEW SECTION

18 **WAC 180-51-220 High school and beyond plan.** (1) Each student  
19 must have a high school and beyond plan, initiated during seventh or

1 eighth grade with the administration of a career interest and skills  
2 inventory, to guide the student's high school experience and inform  
3 course-taking that is aligned with the student's goals for education  
4 or training and career after high school. School districts are  
5 encouraged to develop and utilize high-quality high school and beyond  
6 plan tools. Beginning in the 2020-21 school year, each school district  
7 must have an electronic high school and beyond plan platform available  
8 to all students; districts may utilize one of the electronic platforms  
9 on the list that the office of the superintendent of public  
10 instruction creates and posts on its web site. Districts are  
11 encouraged to utilize electronic high school and beyond platforms that  
12 meet the criteria specified in chapter 28A.230 RCW.

13 (2) Required elements of the high school and beyond plan include:

14 (a) Identification of career goals aided by a skills and interest  
15 assessment.

16 (b) Identification of education goals.

17 (c) A four-year plan for courses taken in high school that  
18 satisfies state and local graduation requirements and aligns with  
19 students' secondary and postsecondary goals that may include  
20 education, training, and careers.

1 (d) Identification of options for satisfying state and local  
2 graduation requirements, including academic acceleration pursuant to  
3 RCW 28A.320.195, that could include dual credit courses, career and  
4 technical education, and other programs that align with the student's  
5 educational and career goals. This includes identification of the  
6 graduation pathway option(s) the student intends to complete to meet  
7 their educational and career goals.

8 (e) A current resume or activity log that provides a written  
9 compilation of the student's education, any work experience, and any  
10 community service, and how the district recognizes community service  
11 pursuant to RCW 28A.320.193.

12 (f) Evidence that the student has received information on federal  
13 and state financial aid programs that help pay for the costs of  
14 postsecondary programs, including evidence that the student has  
15 received information about the following:

16 (i) Documentation necessary for completing financial aid  
17 applications, including at minimum the Free Application for Federal  
18 Student Aid (FAFSA) or the Washington application for state financial  
19 aid (WASFA).

20 (ii) Application timeliness and submission deadlines.

21 (iii) The importance of submitting applications early.

1 (iv) Information specific to students who have been in foster  
2 care.

3 (v) Information specific to students who are, or are at risk of,  
4 being homeless.

5 (vi) Information specific to students whose family member or  
6 guardians will be required to provide financial and tax information  
7 necessary to complete application.

8 (vii) Opportunities to participate in sessions that assist  
9 students and, when necessary, their family members or guardians, in  
10 filling out financial aid applications.

11 (viii) Information provided on the Washington student achievement  
12 council web site concerning each of the state and federal financial  
13 aid applications in this subsection.

14 (ix) Information on college bound scholarship application and  
15 eligibility.

16 (g) As established by RCW 28A.230.097, if a student completes a  
17 career and technical education equivalency course that is transcribed  
18 as a core subject area course to meet graduation requirements, then a  
19 record showing that the career and technical education course was used  
20 to meet a core course must be retained in the student's high school  
21 and beyond plan. This record may be useful if the student pursues

1 education, training, or a career in the same or related field as the  
2 career and technical education course.

3 (3) High school and beyond plan process and development.

4 (a) Each student's high school and beyond plan must be initiated  
5 by seventh or eighth grade. Before or at the initiation of the plan,  
6 each student must be administered a career interest and skills  
7 inventory that will help inform the student's ninth grade course  
8 taking and initial identification of their education and career goals.

9 (b) School districts are encouraged to involve parents and  
10 guardians in the process of developing and updating the high school  
11 and beyond plan. The plan must be provided to the student's parents or  
12 guardians in their native language if that language is one of the two  
13 most frequently spoken non-English languages of students in the  
14 district. Districts are also encouraged to provide plans to parents  
15 and guardians in additional languages as needed, to the extent  
16 feasible.

17 (c) Seventh and eighth grade students must be informed of the  
18 college bound scholarship program established in chapter 28B.118 RCW.  
19 Students in foster care, students who are dependents of the state and  
20 ninth grade students who may be eligible must also be provided with  
21 information on the program. Students in the college bound scholarship

1 program should be reminded about program requirements to remain  
2 eligible and provided with information about filling out a financial  
3 aid application in their senior year.

4 (d) Students who have not earned a score of level 3 or level 4 on  
5 the middle school math state assessment must include in their plan  
6 taking math courses in ninth and tenth grade. The math courses may  
7 include career and technical education equivalencies in math,  
8 established in RCW 28A.230.097.

9 (e) For students who have not earned a level 3 or level 4 on  
10 their middle school English language arts exam or their middle school  
11 science exam, districts are encouraged to inform students of supports  
12 and courses that will address the students' learning needs and be  
13 considered in the students' course-taking plans.

14 (f) The high school and beyond plan must be updated periodically  
15 at a minimum to address:

16 (i) High school assessment results and junior year course-taking.

17 (ii) A student's changing interests, goals, and needs, including  
18 identification of the graduation pathway option(s) the student intends  
19 to complete to meet their educational and career goals.

1 (iii) Available interventions, academic supports, and courses  
2 that will enable students to meet high school graduation credit  
3 requirements and graduation pathway requirements.

4 (g) For students meeting graduation requirements in WAC 180-51-  
5 068 and 180-51-210, the students' high school and beyond plans should  
6 be used to guide the choices of third credit of high school math and  
7 the third credit of high school science. These credits may be earned  
8 through career and technical education courses determined to be  
9 equivalent to math and science courses as established in RCW  
10 28A.230.097.

11 (h) A student's high school and beyond plan must inform the  
12 student's choice of their graduation pathway option or options in  
13 accordance with WAC 180-51-230.

14 (4) For a student with an individualized education program (IEP),  
15 the student's IEP and high school and beyond plans must align.  
16 Students with an IEP transition plan, which begins during the school  
17 year in which they turn sixteen, may use their transition plan in  
18 support of, but not as a replacement for, their high school and beyond  
19 plan. The process for developing and updating the student's high  
20 school and beyond plans must be similar to and conducted with similar  
21 school personnel as for all other students. The student's high school

1 and beyond plans must be updated in alignment with the student's  
2 school to postschool transition plan.

3 (5) Any decision on whether a student has met the state board of  
4 education's high school graduation requirements for a high school and  
5 beyond plan shall remain at the local level. A district may establish  
6 additional, local requirements for a high school and beyond plan to  
7 serve the needs and interests of its students and the purposes of RCW  
8 28A.230.090.

9 (6) Districts may offer core and elective courses that embed  
10 required elements and processes of high school and beyond planning,  
11 and are encouraged to provide credit-bearing options for the delivery  
12 and completion of high school and beyond plan elements. Conversely, a  
13 high school and beyond planning course may be counted as core or  
14 elective credit, as defined in WAC 180-51-210, if the learning  
15 standards of the content area are addressed.

16 [ ]

17 NEW SECTION

18 **WAC 180-51-230 Graduation pathway options.** (1) Beginning with  
19 the graduating class of 2020, each student must meet the requirements

1 of at least one of the eight graduation pathway options in this  
2 section. Each of the graduation pathway options are equally valid for  
3 earning a Washington state high school diploma.

4 (2) School districts are encouraged to make the eight graduation  
5 pathways specified below available to their students and to expand  
6 their pathway options until this goal is met, yet have discretion in  
7 determining which graduation pathway options they will offer.

8 (3) The graduation pathway option(s) used by a student must be in  
9 alignment with the student's high school and beyond plan.

10 (4) All assessment scores used for graduation pathways in  
11 subsection (5)(a) through (f) of this section will be posted on the  
12 state board of education web site. Assessment scores that the state  
13 board of education is responsible for setting, will only be changed  
14 through a public process culminating in official board action in a  
15 public board meeting.

16 (5) **The following are the eight graduation pathway options:**

17 (a) **Statewide high school assessments.** Meet or exceed the  
18 graduation standard established by the state board of education under  
19 RCW 28A.305.130 on the statewide high school assessments in English  
20 language arts and mathematics as provided for under RCW 28A.655.070.

1           (b) **Dual credit courses.** Earn at least one high school credit in  
2 English language arts and at least one high school credit in  
3 mathematics in dual credit courses. For the purposes of this  
4 subsection, "dual credit course" means a course in which a student is  
5 eligible for both high school credit and college credit at the level  
6 of 100 or higher, upon successfully completing the course, by meeting  
7 the dual credit course or program criteria established by the local  
8 district and the applicable higher education entity. Dual credit  
9 courses include running start, college in the high school courses, and  
10 career and technical education dual credit courses. Nothing in this  
11 subsection requires a student to pay fees or claim college credit to  
12 meet this pathway.

13           (c) **Transition courses.** Earn high school credit in a high school  
14 transition course in English language arts and mathematics, an example  
15 of which includes a bridge to college course. For the purposes of this  
16 subsection, "high school transition course" means an English language  
17 arts or mathematics course offered in high school that, based on the  
18 final grade, allows the student to place directly into a credit-  
19 bearing college level course at participating institutions of higher  
20 education in RCW 28B.10.016, in accordance with established policy and  
21 criteria of the local school district and the applicable higher

1 education entity. This definition includes transition courses  
2 identified through local agreements between colleges and school  
3 districts. English language arts and math high school transition  
4 courses must satisfy a student's core or elective credit graduation  
5 requirements established by the state board of education in WAC 180-  
6 51-210.

7 (d) **Advanced placement, international baccalaureate, or Cambridge**  
8 **international.** Meet either (d)(i) or (ii) of this subsection:

9 (i) Earn high school credit, with a grade of C+ or higher in each  
10 term, in the following advanced placement, international  
11 baccalaureate, or Cambridge international courses in English language  
12 arts and mathematics.

13 (A) For English language arts, successfully complete one high  
14 school credit in any of the following courses with a grade of C+ or  
15 higher in each term: Advanced placement English language and  
16 composition, advanced placement English literature and composition,  
17 macroeconomics, microeconomics, psychology, United States history,  
18 world history, United States government and politics, or comparative  
19 government and politics; any of the international baccalaureate  
20 individuals and societies courses; or earn an E any of the following  
21 Cambridge advanced or Cambridge advanced subsidiary courses: English

1 language, literature and English, English general paper, psychology,  
2 history, sociology, global perspectives and research, or law.

3 (B) For mathematics, successfully complete one high school credit  
4 in any of the following courses with a grade of C+ or higher: Advanced  
5 placement statistics, computer science A, computer science principles,  
6 or calculus; any of the international baccalaureate mathematics  
7 courses; or a Cambridge advanced or advanced subsidiary mathematics or  
8 further mathematics course.

9 (ii) Score a three or higher on advanced placement exams in one  
10 of the English language arts and one of the mathematics courses  
11 identified above; score a four or higher on international  
12 baccalaureate exams in one of the English language arts and one of the  
13 mathematics courses identified above; or score an E or higher on  
14 Cambridge international exams in one of the English language arts and  
15 one of the mathematics courses identified above.

16 (e) **SAT** or **ACT**. Meet or exceed the scores established by the  
17 state board of education for the mathematics portion and the reading,  
18 English, or writing portion of the SAT or ACT.

19 (f) **Combination**. Meet any combination of at least one English  
20 language arts option and at least one mathematics option established  
21 in pathway options (a) through (e) of this subsection.

1 (g) **Armed services vocational aptitude battery.**

2 (i) Meet standard on the armed forces qualification test portion  
3 of the armed services vocational aptitude battery test by scoring at  
4 least the minimum established by the military for eligibility to serve  
5 in a branch of the armed services at the time that the student takes  
6 the assessment.

7 (ii) The school must inform the students taking the armed  
8 services vocational aptitude battery about the minimum eligibility  
9 score required by each branch of the military as well as information  
10 about eligibility requirements for specific military occupations.  
11 Schools that offer the armed services vocational aptitude battery test  
12 must inform students regarding the ways in which their scores and  
13 personal information might be shared, per the agreement between the  
14 school and the United States Department of Defense which administers  
15 the armed services vocational aptitude battery. Each student who  
16 utilizes the armed services vocational aptitude battery to satisfy  
17 this graduation pathway option will be provided a written opportunity  
18 to indicate whether the student authorizes his or her information to  
19 be shared with the military.

20 (iii) This pathway does not require students to meet the physical  
21 or other requirements for military enlistment, require enlistment, or

1 require students release their scores to the military for purposes of  
2 recruitment.

3 (iv) Satisfying this pathway does not require students to meet  
4 the separate English and mathematics graduation pathway requirements  
5 of pathway options (a) through (f) of this subsection.

6 (v) The state board of education will maintain a web page with  
7 information about this pathway, including information about military  
8 occupation requirements and minimum eligibility scores required by  
9 each branch of the military. SBE will post eligibility scores by  
10 September 1st annually and each student may choose to meet either that  
11 minimum score the year a student takes the armed services vocational  
12 aptitude battery or the score established by any branch of the  
13 military on a later date prior to the student turning twenty-one years  
14 of age.

15 (h) **Career and technical education course sequence.** Complete a  
16 sequence of career and technical education courses.

17 (i) For this subsection, "sequence" is defined as: Two or more  
18 high school credits of career and technical education courses in a  
19 progression tailored to the student's goals and relevant to the  
20 postsecondary pathway(s) outlined in the student's high school and  
21 beyond plan. A student's sequence of career and technical education

1 courses to satisfy this pathway may be comprised of courses within the  
2 same career and technical education program area or courses within  
3 more than one career and technical education program area, as  
4 determined relevant by the student's high school and beyond plan in  
5 consultation with school personnel. A student's career and technical  
6 education course sequence may include courses leading to workforce  
7 entry, state or nationally approved apprenticeships, or postsecondary  
8 education.

9 (ii) Satisfying this pathway does not require a student to take  
10 any courses that are part of a career and technical education  
11 preparatory program as described in RCW 28A.700.030.

12 (iii) Each sequence of career and technical education courses  
13 must include at least one course that meets the requirements in

14 (h)(i)(A) or (B) of this subsection:

15 (A) The minimum criteria identified in RCW 28A.700.030:

16 (I) Either:

- 17 • Lead to a certificate or credential that is state or nationally  
18 recognized by trades, industries, or other professional associations  
19 as necessary for employment or advancement in that field; or

1           • Allow students to earn dual credit for high school and college  
2 through tech prep, advanced placement, or other agreements or  
3 programs;

4           (II) Be comprised of a sequenced progression of multiple courses  
5 that are technically intensive and rigorous; and

6           (III) Lead to workforce entry, state or nationally approved  
7 apprenticeships, or postsecondary education in a related field.

8           (B) The curriculum requirements of core plus programs for  
9 aerospace, maritime, health care, information technology, or  
10 construction and manufacturing.

11          (iv) Satisfying this pathway does not require students to meet  
12 the separate English and mathematics graduation pathway requirements  
13 of pathway options (a) through (f) of this subsection.

14          (v) A course that is used to meet graduation pathway requirements  
15 may also be used to meet credit subject area requirements, including  
16 career and technical education course equivalencies per RCW  
17 28A.700.070.

18       []

19       REPEALER

1           The following sections of the Washington Administrative Code are  
2 repealed:

WAC 180-51-001	Education reform vision.
WAC 180-51-003	Intent of graduation requirements.
WAC 180-51-060	Minimum subject areas for high school graduation—Students entering the ninth grade before July 1, 2004.
WAC 180-51-061	Minimum requirements for high school graduation—Students entering the ninth grade as of July 1, 2004 through June 30, 2009.
WAC 180-51-066	Minimum requirements for high school graduation—Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.
WAC 180-51-075	Social studies requirement—Mandatory courses—Equivalencies.

3



# The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

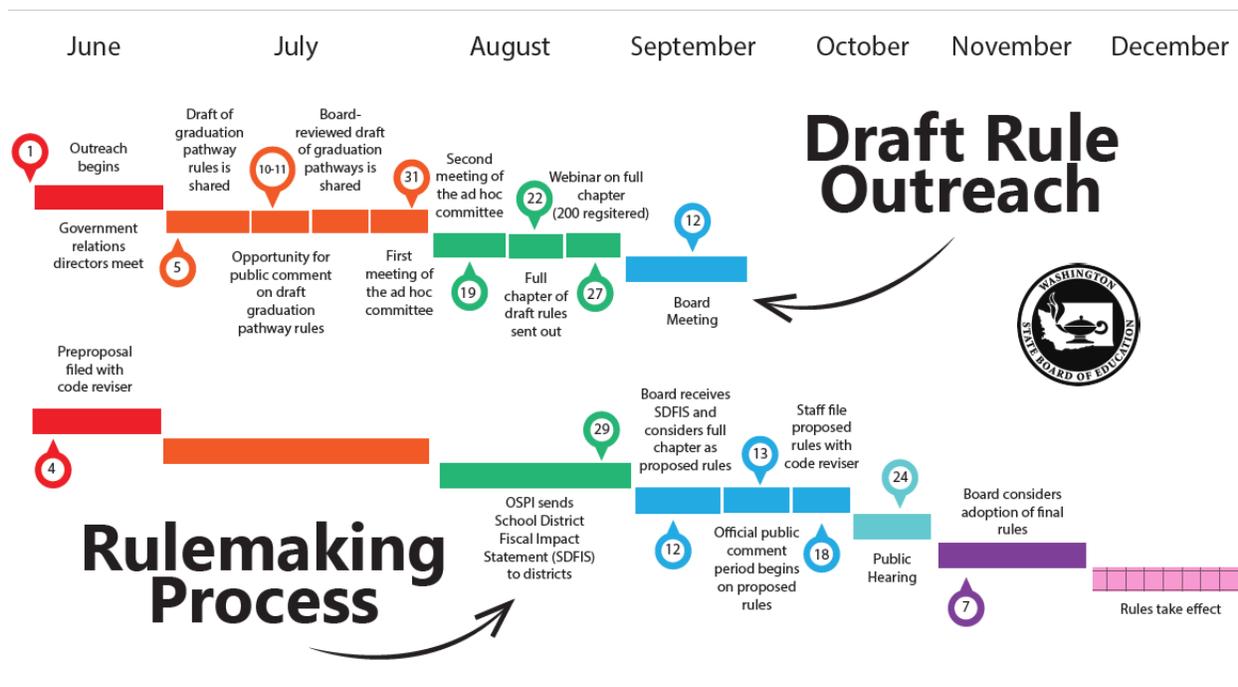
## SUMMARY OF MAJOR POLICY ISSUES ON CHAPTER 180-51 WAC (GRADUATION REQUIREMENTS).

Prepared for the November 2019 Board meeting

### Background

Following Passage of E2SHB 1599 (2019) the Board began the rulemaking process to address changes to the graduation requirements outlined in the bill. In addition, the proposed rules address changes based on three other pieces of legislation from 2018 that made changes to the civics requirement and high school and beyond plan requirement: SSHB1896, ESHB 2224, and SHB 2686. Finally, the proposed rules include a reorganization of the chapter and overall review of rules to clarify language and update references.

Drafting proposed rules began with a series of Board member and staff discussions and included feedback from experts and stakeholders. The resulting draft rules were shared widely to solicit input from the field prior to the Board’s approval of proposed rules in September 2019. Since filing proposed rules the Board has continued to receive feedback and conducted a public hearing in Olympia with remote sites in Spokane, Yakima, and Vancouver on October 24, 2019.



The Board has received hundreds of comments through formal letters, emails, and public comment at the October 24<sup>th</sup> hearing. In addition, Board member and staff have spoken with a

number of stakeholder groups about the changes in the law and the proposed rules. Below is a summary of some of the key issues that have been raised through this process. It is important to note that many of the comments we have received are either outside the scope of the rulemaking, for example removing the testing requirement or adding additional pathway options, or reflect concerns or cautions related to implementation. As an example of the latter we have heard from a number of school district officials who are concerned that moving from state assessments as a the primary vehicle to demonstrate college and career readiness for graduation to a system where multiple options (pathways) are available to demonstrate career and college readiness may make it even more challenging that it has been to date to encourage students to sit for the state assessments which are still required for state and federal accountability. A frequent suggestion is to require districts to offer all of the pathways, but this change would require legislation. While we appreciate these concerns, they cannot be addressed in the graduation rules. The summary of issues raised below is focused on comments that are within the scope of the rulemaking and policy decisions the Board may consider and highlights some of the most prominent themes to emerge from the public comment process. A detailed concise explanatory statement is being developed and will be presented to the Board prior to anticipated action on November 7, 2019.

In addition to rulemaking, the Board has also been tasked with assessing the adequacy and equity of the pathway options. That research will take in to consideration feedback received during the rulemaking process as well as focus groups and surveys that will begin shortly after the rules are approved. Reports and possible recommendations are due to the legislature in 2020 and 2022.

### **Middle School Credit**

The bill stipulated that high schools would be required to transcript credit for high school level courses completed in middle school unless students and the student's parent or guardian request otherwise. This is a change from prior law which required that the student and the student's parent or guardian request the credit be added to the high school transcript.

The proposed rule would allow a student, in consultation with parents and/or school officials, to request removal of high school level credit earned in middle school from the transcript or change from a graded option to a non-graded option at any time prior to graduation.

Concerns have been raised that too much flexibility is offered here and that deadline to decide whether or not a student wants the credit should occur earlier in high school, for example, before a student would be sending transcripts to colleges or scholarship providers.

### **Exemption from required coursework**

The draft rule carried over language from prior rule (WAC 180-51-115) that allows a student with an IEP to have graduation credit and subject area requirements substituted with

comparable content course work or exempted, as identified in the individualized education program.

The concern raised is that exempting coursework or subject area requirements would essentially create a “modified diploma” under federal law – a lesser credential for students with disabilities that is not fully aligned to state standards and cannot be counted in graduation rate calculations. The proposed change in language is not intended to reflect a change in policy, rather the intent was to clarify and update language and references in the section. However, the change highlighted a potential problem in our existing and proposed rule. OSPI recommends removing language that would allow for exemption of credit and subject area requirements.

The Board has received comment on this that includes but is not limited to the Office of Superintendent of Public Instruction, League of Education Voters, and the Special Education Advisory Council.

### **International Baccalaureate Pathway**

The pathways defined in E2SHB1599 include passage of certain courses with at least a C+ grade or a defined score on a standardized assessment. For International Baccalaureate (IB) the language indicates passage of a course in “English language arts” (ELA) or a score of 4 or higher on IB exams. The language in the bill further defines courses that meet the ELA requirement for IB as “any of the international baccalaureate individuals and societies courses.” Like the bill language the proposed rule states that any of the international baccalaureate individuals and societies course would meet this pathway.

The Board received feedback that the language is confusing because IB English is not an “individuals and societies” course. Those providing feedback are seeking clarification in rule that IB English would meet this requirement.

As of October 30, staff have not identified an opposing concern to clarifying that IB English would meet this requirement.

### **Dual Credit Pathway**

The bill provides a graduation pathway for students who “complete and qualify for college credit in dual credit courses in English language arts and mathematics.” The bill defines dual credit course as “a course in which a student qualifies for college and high school credit in in English language arts or mathematics upon successfully completing the course.”

For the purposes of the proposed rule the Board further defined which programs meet the definition of dual credit provided in the legislation. Running Start, College in the High School, and Career and Technical Education Dual Credit (formerly TechPrep) each provide an opportunity to earn high school credit and college credit concurrently, however, the way they do that varies between these programs. For that reason the key terms are interpreted as follows:

- “qualify for college credit” was interpreted to mean that the student would be otherwise eligible to receive credit but would not be required to receive the credit. This may work

in a few different ways. In the case of CTE, dual credit students are generally required to matriculate at a specific institution to receive credit. In the case of College in the High School, students may be in the same classroom, taking the same assessments, and mastering the same learning standards as college credit earning peers but do not earn credit because they do not pay the College in the High School fees. For this reason the proposed rules clarify that a student need not earn college credit in order to meet the pathway requirement.

- The Board also considered the issue of subject area. “Credit in English language arts or mathematics” could be read to require that a course be treated as English or mathematics both at the high school and at the college. However, high schools and colleges treat core coursework and general education in different ways, and at the college level how a course is treated may depend on the student’s course of study. Because all courses used to meet core requirements in high school must be deemed to meet the learning standards in the subject area, and because there is a formal process for evaluation of course equivalencies for CTE coursework, the Board chose to rely on the high school treatment of subject area to determine if a dual credit course met the subject area requirements.

The Board has received feedback critical of these interpretations. Those providing such feedback are encouraging the Board to modify the rule to require that students receive both college and high school credit and that the college course designation be considered in determining whether a course would meet the English or mathematics requirement. The Board has also received feedback supporting the current interpretation of this language.

### ASVAB Pathway

Students who “meet standard” on the Armed Services Vocational Aptitude Battery (ASVAB) meet the pathway requirement for both ELA and mathematics. The military does not have a single standard for the ASVAB. Instead, the test is used to measure a number of different skills, interests, and attributes to match recruits to military occupations, or support student’s broader career exploration within and outside the military. A subset of the ASVAB is the Armed Forces Qualification Test (AFQT). The AFQT measures arithmetic reasoning, mathematics knowledge, paragraph comprehension, and word knowledge. The AFQT does have a clear minimum score published by each branch of the military. However, the score varies depending on the service branch. The proposed rule would define “meet standard” as the lowest score to be eligible to serve in a branch of the armed services, currently that would be a 31 for eligibility to serve in the Army. The high end of the range currently is 40 for service in the Coast Guard. The proposed rule further stipulates that students must be made aware of the opportunities available to them based on their score. This can be done by referring students to the ASVAB Career Exploration Program, available at no cost to the student. A more detailed briefing of the ASVAB and AFQT is provided separately in the Board materials.

The Board has heard concerns from partners and stakeholders that by referencing the lowest score among the branches we are setting the bar too low and students may be unprepared for life after high school. A number of the comments further asserted that this would be inequitable and lead to tracking kids of color to a lower standard. The primary suggestion regarding this

concern is to require the score for the particular branch of Armed Forces that the student identifies in their High School and Beyond Plan. The proposed rules include a requirement that students are informed about the different minimum required scores of each branch, and that each occupation within a branch has a minimum required score (the proposed rules state that SBE will host this information on a web page). In addition, at the request of staff Washington's local military entrance processing stations in Spokane, Seattle, and Portland provided suggested language related to release of student information to the military.

## CTE Pathway

Perhaps one of the most complex issues the Board is addressing in rule is the CTE pathway. The CTE pathway recognizes students who "complete a sequence of career and technical education courses that are relevant to a student's postsecondary pathway." The Board has interpreted this in rule to mean that the sequence must be aligned with the student's goals as defined in the High School and Beyond Plan. The courses included must meet either the requirements of the Core Plus curriculum or consist of a sequence of at least two CTE courses that are courses, at least one of which must either lead to an industry recognized certificate or be a dual credit course. In addition, the bill and the proposed rule state that CTE courses must "be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous" and "Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field." These requirements are outlined in the bill by reference to RCW 29A.700.030. For a CTE sequence the rule further states the sequence may consist of courses from a single program area or from multiple program areas as long as they are determined to be relevant by the student's High School and Beyond Plan in consultation with school personnel.

The Board has received a great deal of feedback on this section of the rule, both from those who support the rule as proposed and from those who have concerns about the language. The concerns fall in to a few categories.

- Many of the comments received on this issue raised concern that the sequence would not be sufficiently rigorous or even a sequence if students could choose any two unrelated courses. Some of these entities posit that the rule does not conform to statute and suggest a plain reading of the CTE section of HB 1599. The rule as proposed is not intended to allow for two unrelated CTE course given the requirement that the sequence be related to the student's postsecondary plans and goals as defined in the High School and Beyond Plan, and the requirement that courses be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous. That said, there has been a good deal of confusion on this issue that may indicate a need to revise language to clarify.
  - Commenting organizations raising this concern include but are not limited to the Office of Superintendent of Public Instruction, several senators from the Washington State Senate, Association of Washington Businesses, Employment Security Department, Future Business Leaders of America, Boeing, Democrats for Education Reform, Black Education Strategy Roundtable, Washington HOSA – Future Health Professionals, Washington Roundtable, Associated General Contractors of Washington, Washington Association for Career and Technical Education, CTE Director of the Spokane Public Schools, League of Education

Voters, and Stand for Children. This may not be an exhaustive list and the upcoming Concise Explanatory Statement will provide information on all comments.

- Commenting organizations supporting the current proposed rules include the Rural Education Center, Representative Stonier of the Washington House of Representatives, Washington State Parent Teacher Association, Washington Education Association, Principals of the Northeast A League, Pullman Public Schools, and the Association of Washington School Principals. Comment has focused on the importance of flexibility for students to pursue their interests that may span across different CTE programs of study.
- This may not be an exhaustive list and the upcoming Concise Explanatory Statement will provide information on all comments (both from organizations and individuals).
- Second, perhaps related to the first bullet the Board has received feedback that to ensure the sequence is technically intensive and rigorous several stakeholders have encouraged the Board to define a sequence as courses within a single program area. The Board has expressed concern that this would limit student options to customize their learning to meet their individual postsecondary plans and goals by limiting their ability to draw together coursework from multiple pathways. In addition, it has been pointed out that there is a great deal of diversity within program areas such that limiting by program area does not necessarily solve the problem of students taking disparate coursework. Connecting the coursework to a student's plans and goals, with assistance of school personnel, will be necessary regardless of how the final rules address program area.
- Stakeholders have also asked why only one of the minimum of two courses in a CTE sequence would need to meet the requirements of RCW 29A.700.030 and asked the Board to consider revising the final rule to require that both courses meet this definition.
- Finally, commenters noted that rule as drafted may not require that students who choose the Core Plus option be completers of the core plus curriculum. The Board's interpretation of the statute is that students would need to complete the Core Plus course of study and will review the proposed rules and consider changes to clarify.

### Clarification of Number of Credits and GPA Required for Course-Taking Pathways

Commenters have requested that the Board clarify how many credits and what GPA is necessary to complete the various course-taking pathways (e.g. AP, IB, or Cambridge). It appears that the number of credit and GPA is already clarified for some of the course-taking pathways but not others. This warrants examination and possible clarification if there is ambiguity on number of credits or required GPA. Part of the confusion is that statute requires a specific grade for the AP/IB/Cambridge pathway but not for other pathways and in some cases, such as CTE dual credit the grade requirement to qualify for college credit may be based on a local agreement.

### Next Steps

Feedback received by the Board will be summarized and shared with members. The Board has established an ad-hoc committee that will meet to discuss potential changes to the proposed

rules to address some of the concerns raised by partners and stakeholders. The Board will discuss the rules including feedback and policy considerations during their next meeting on November 6 and 7, 2019. The Board is expected to consider the proposed rules and any amendments advanced by members as they vote on business items on November 7.