



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

<b>Title:</b>	<b>Implementation of E2SSB 6552</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Do the draft rules meet the intent of the Legislature in adopting E2SSB 6552? Are they sufficiently clear to the board, school districts, and the public? Do they sufficiently support, within the new law, the SBE's strategic goal to provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>E2SSB 6552 (Chapter 217, Laws 2014) requires the SBE to adopt rules to implement the Career and College-Ready Graduation requirements adopted under board resolution in November 2010 and January 2014, to take effect, with certain modifications, with the graduating class of 2019. SB 6552 also changed instructional hour requirements for basic education and established new provisions on career and technical education course equivalencies. In your packet you will find draft rules to implement E2SSB 6552. They include:</p> <ul style="list-style-type: none"> <li>• Amended WAC 180-16-200. Total instructional hour requirement.</li> <li>• Amended WAC 180-51-066. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2009 through June 30, 2012.</li> <li>• Amended WAC 180-51-067. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2012.</li> <li>• NEW WAC 180-51-068. State subject and credit requirements for high school graduation. Students entering the ninth grade on or after July 1, 2015.</li> <li>• NEW WAC 180-18-100. District waiver from requirement on access to CTE course equivalencies.</li> <li>• Amended WAC 180-90-160. (Private schools.) Minimum standards and certificate form.</li> </ul> <p>Also in your packet you will find:</p> <ul style="list-style-type: none"> <li>• Graphics providing visual descriptions of the new graduation requirements.</li> <li>• A comparison of the new high school graduation requirements with current requirements</li> <li>• A discussion document on proposed rules to E2SSB 6552.</li> <li>• A sectional summary of proposed WAC 180-51-068 (New graduation requirements.)</li> <li>• E2SSB 6552 as enacted, for your reference in reviewing the draft rules.</li> <li>• The January 9, 2010 Board resolution on the Career and College Ready Graduation Framework.</li> <li>• A memo on E2SSB 6552 and the High School and Beyond Plan.</li> </ul> <p>The Board will be asked to approve draft rules for public hearing at the July 2014 meeting and possible adoption.</p>	



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## Graduation Course-Taking Requirements

Subject	Requirements for the Classes of 2016, 2017 & 2018	Career- & College-Ready Graduation Requirements for the Class of 2019 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education <sup>1</sup>	1	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
<b>Total Credits</b>	<b>20</b>	<b>24<sup>2</sup></b>

**Personalized Pathway Requirement** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

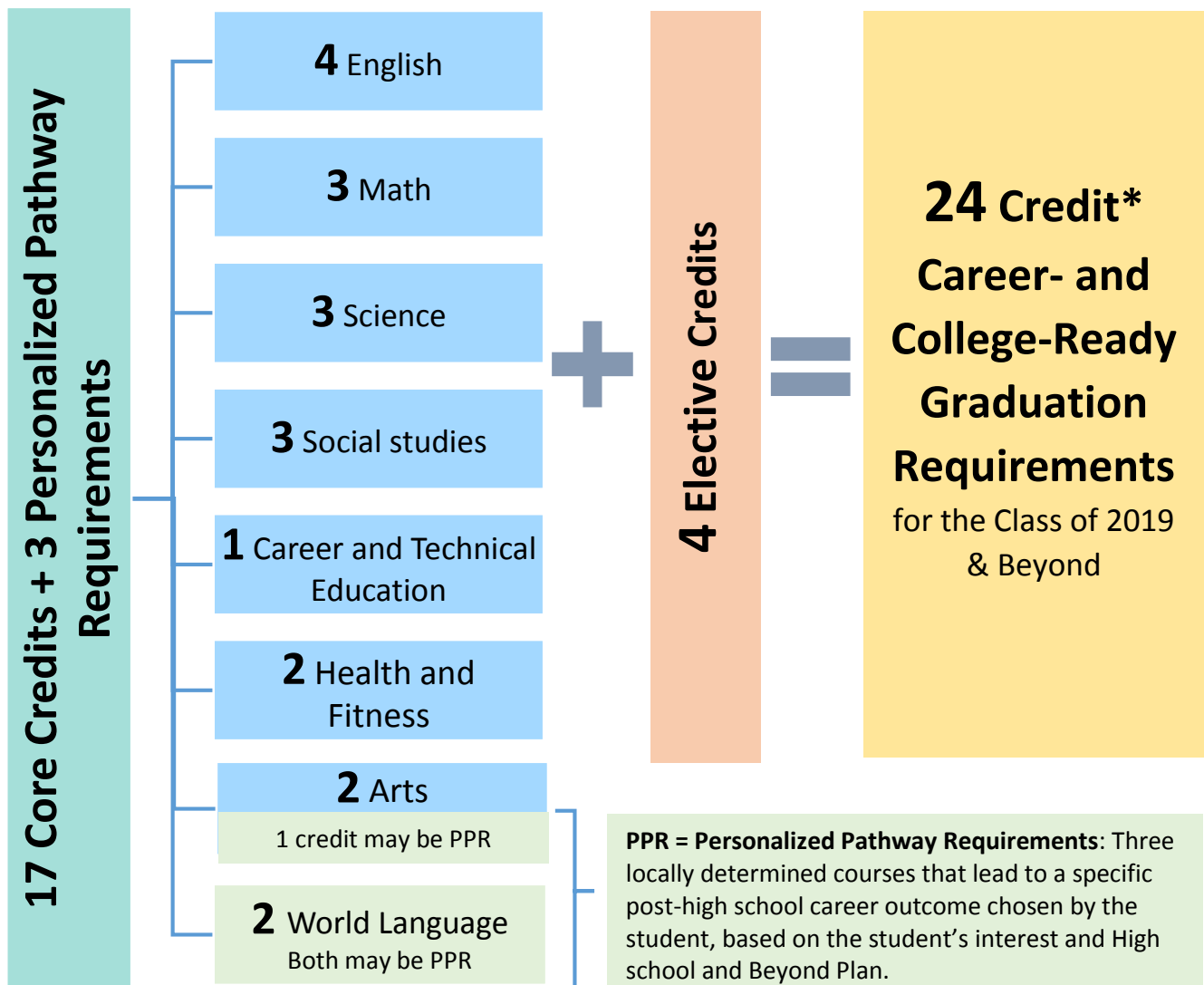
<sup>1</sup> Or 1 Occupational Education credit, as defined in WAC 180-51-067.

<sup>2</sup> Up to 2 credits can be waived locally based on a student's unusual circumstances.

24-Credit Career- and College-Ready Graduation Requirements:

## How Do the 24-Credit Graduation Requirements Add Up?

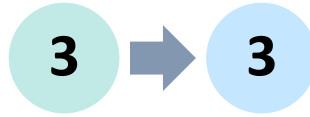
$$17 + 3 + 4 = 24$$



**\*For individual students, 2 credits may be waived:** A district must adopt a written policy to waive up to 2 credits of the 24, based on the student's 'unusual circumstances.'

24-Credit Career- and College-Ready Graduation Requirements:

## How Are Math Requirements Changing?



For the Class of 2013 to  
the Class of 2018:

### **3 Credits of High School Math**

- Algebra I/Integrated Math 1
- Geometry/Integrated Math 2
- Algebra II/Integrated Math 3

**or**

- A third credit of high school math in place of Algebra II/Integrated Math 3
  - Approved in a meeting with the student, the parent or guardian, and a school representative.

For the Class of 2019 and  
Beyond:

### **3 Credits of High School Math**

- Algebra I/Integrated Math 1
- Geometry/Integrated Math 2

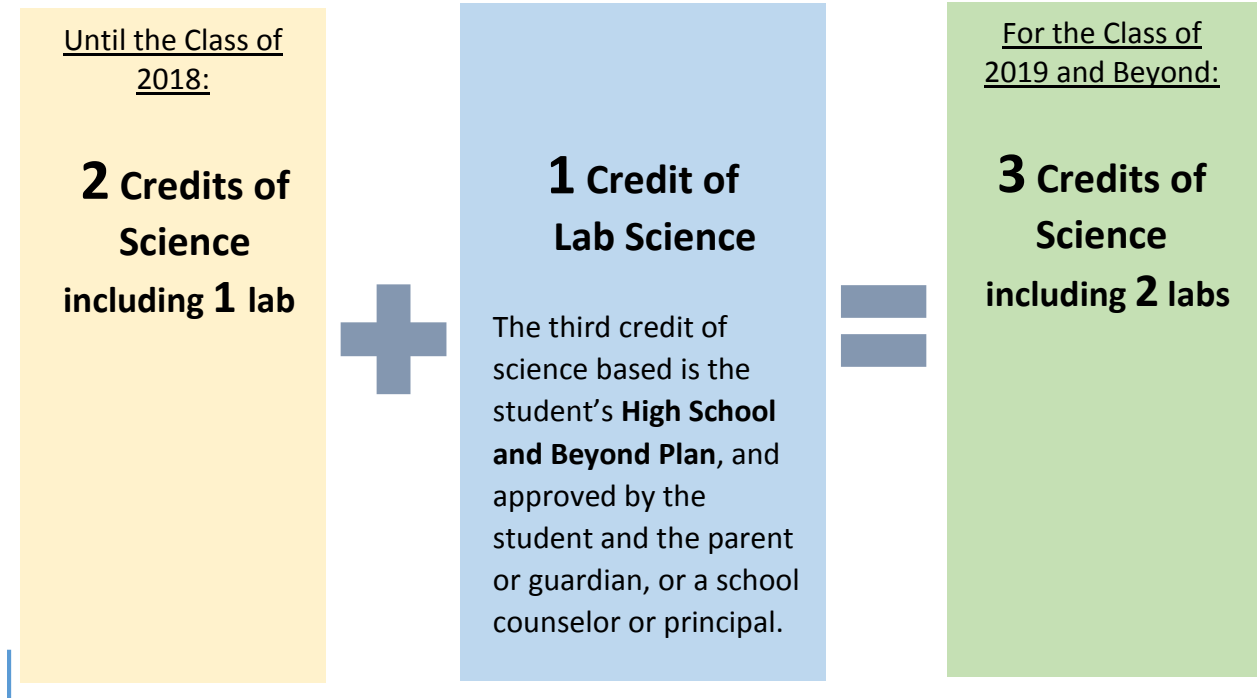
**and**

- A third credit of high school math based on the student's **High School and Beyond Plan**
  - Approved by the student and the parent or guardian, or school counselor or school principal.

24-Credit Career- and College-Ready Graduation Requirements:

## How Are Science Requirements Changing?

$$2 + 1 = 3$$



### What is a Lab?

*“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.”* The National Research Council. (2006)

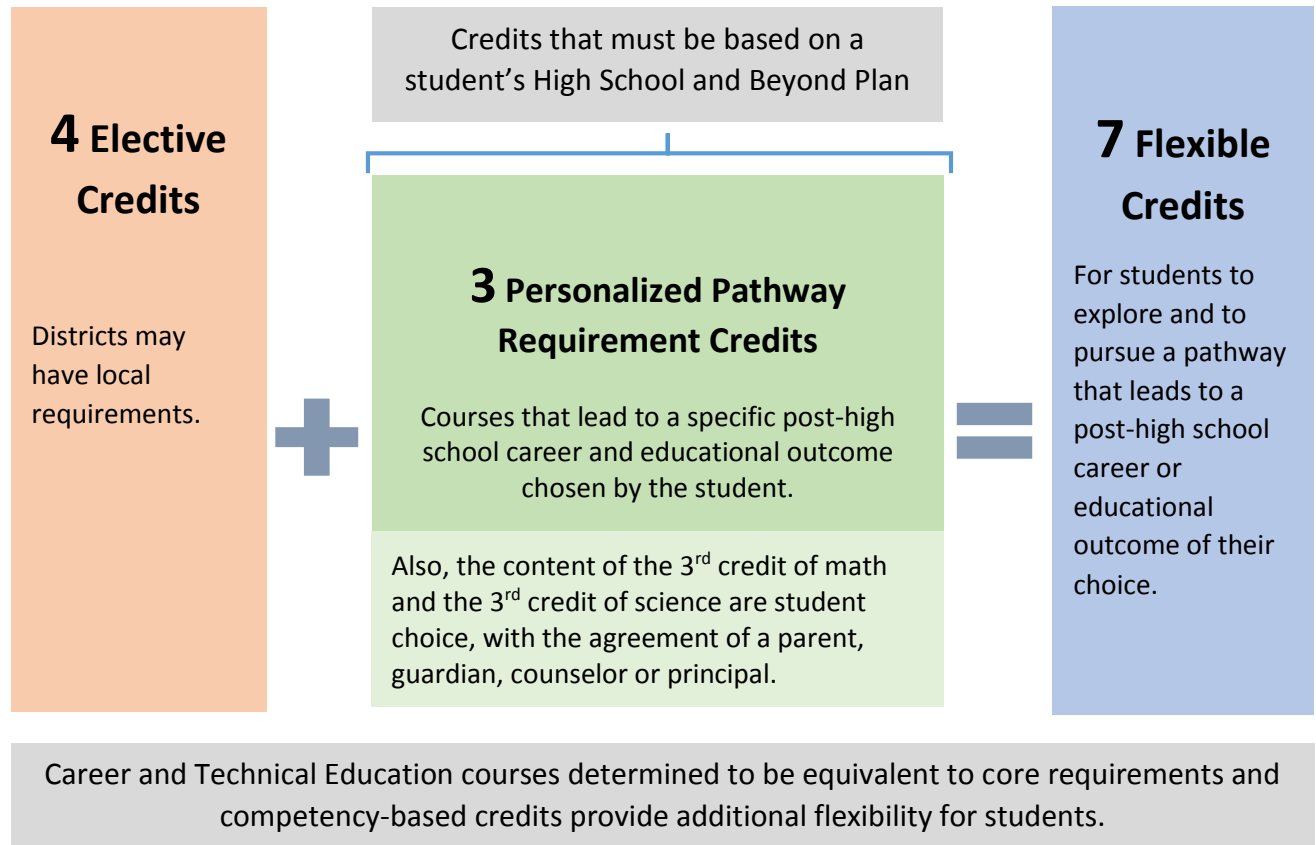
America’s Lab Report: Investigations in High School Science.

**This definition allows flexibility in offering lab science classes—not all laboratory sciences need to be taught in a specialized laboratory facility.**

## 24-Credit Career- and College-Ready Graduation Requirements:

### How Much Student Choice?

$$4 + 3 = 7$$



## 24-Credit Career- and College-Ready Graduation Requirements:

### What are Personalized Pathway Requirements (PPR)?



#### **High School and Beyond Plan (HSBP)**

Plan for attaining post-secondary career and education goals, created in collaboration between the student, parent/guardian, and high school staff.



#### **Personalized Pathway**

Locally determined high school course work necessary to prepare for the particular career and education goal chosen by the student.

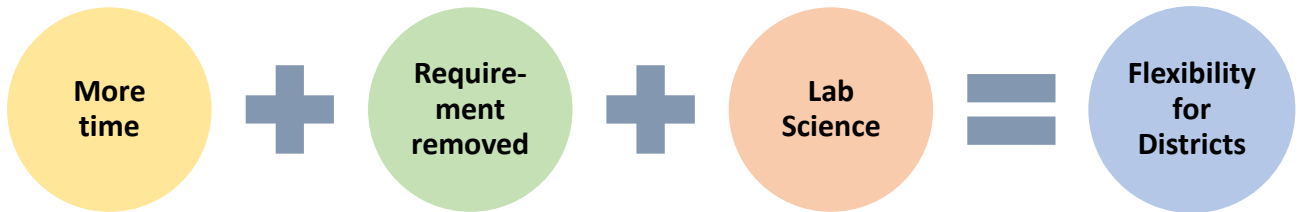


#### **Personalized Pathway Requirements (PPR)**

The three credits that a student must specify in their HSBP that meet both graduation requirements and helps to prepare for the particular career and education goal chosen by the student.

## 24-Credit Career- and College-Ready Graduation Requirements:

### What Flexibility is There for Districts?



**For districts that need extra time:** one or two year extensions to implement the 24 credit graduation requirements granted to districts that apply to the State Board of Education.



**Non-credit requirement removed:** the Culminating Project is removed as a state requirement for the Class of 2015 and beyond.



**Definition of lab science:** not all lab science classes need to be taught in a specialized laboratory facility.

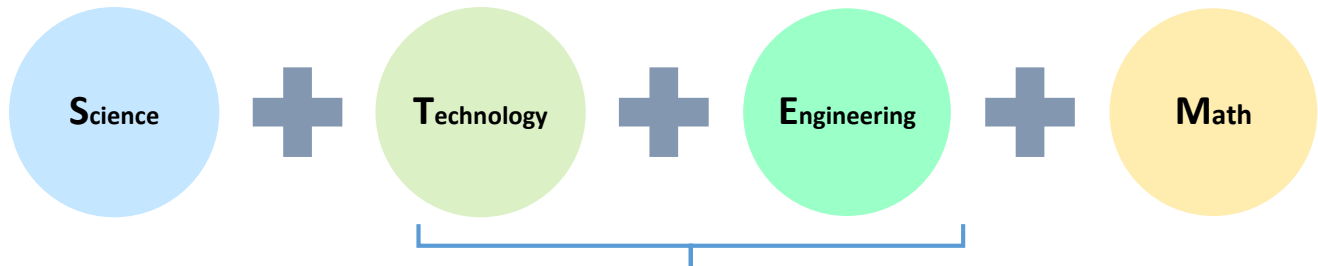
*“Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models and theories of science.”* The National Research Council. (2006) America’s Lab Report: Investigations in High School Science.

**This definition allows flexibility in offering lab science classes.**



## 24-Credit Career- and College-Ready Graduation Requirements:

# What About STEM (Science, Technology, Engineering and Math) and CTE (Career and Technical Education) Course Equivalencies?



High School Technology and Engineering courses are usually Career and Technical Education courses.

Science	Career and Technical Education (CTE)	Math
<ul style="list-style-type: none"><li>• 3 Credits Required</li><li>• 2 labs</li><li>• Content of 3<sup>rd</sup> credit specified in the student's High School and Beyond Plan</li></ul>	<ul style="list-style-type: none"><li>• 1 Credit Required</li><li>• 3 Personalized Pathway Requirement credits if the student chooses a CTE pathway</li><li>• 4 electives possible</li></ul>	<ul style="list-style-type: none"><li>• 3 Credits Required</li><li>• Algebra 1 or Integrated Math 1</li><li>• Geometry or Integrated Math 2</li><li>• Content of 3<sup>rd</sup> credit specified in the student's High School and Beyond Plan</li></ul>

### Career and Technical Education Course Equivalency

#### Equivalent courses meet two graduation requirements with one course.

- Course equivalency helps students meet graduation requirements and adds flexibility to student schedules.
- The Office of the Superintendent of Public Instruction will develop a list of selected CTE courses that are considered equivalent to science or math courses that meet high school graduation requirements.
- Districts must offer at least one CTE math or at least one CTE science equivalency course through high school courses, inter-district cooperatives, skill centers, online learning or Running Start vocational courses. Districts with fewer than 2,000 students may seek a waiver from this requirement from the State Board of Education.
- Some CTE courses may also be identified as equivalent to English, health, fitness, and arts courses.



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## DISCUSSION DOCUMENT DRAFT RULES E2SSB 6552 (CHAPTER 217, LAWS OF 2014)

Item for Rules	WAC	Draft Rule
Instructional hour requirement for basic education	180-16-200	Instructional hour requirements are increased beginning the 2015-16 school year to: <ul style="list-style-type: none"><li>• At least a district-wide average 1,080 hrs. in grades 9-12 and 1,000 hrs. in grades 1-6, <i>or</i></li><li>• A district-wide annual average of 1,027 hours in grades 1-12.</li></ul>
Culminating project	180-51-066 180-51-067	Requirement eliminated effective with the graduating class of 2015.
Third math credit	180-51-068 (2)	Third credit of high-school mathematics chosen by the student must: <ul style="list-style-type: none"><li>• Align with student's High School and Beyond Plan.</li><li>• Prepare the student to meet requirements for graduation under the state assessment statute.</li><li>• Have agreement of parent or guardian, or if not available or does not respond to request, agreement of school counselor or principal.</li></ul>
Third science credit	180-51-068 (3)	Third credit of high school science chosen by the student must: <ul style="list-style-type: none"><li>• Be based on the student's High School and Beyond Plan.</li><li>• Have agreement of parent or guardian, or if not available or does not respond to request, agreement of school counselor or principal.</li></ul>

Laboratory science	180-51-068 (3),(14)	<ul style="list-style-type: none"> <li>• Flexible definition, derived from the National Research Council.</li> <li>• Includes courses conducted in traditional classroom or outdoor spaces as well as in facilities specially designed for laboratory science.</li> </ul>
Personalized pathway requirements	180-51-068 (6),(8),(14)	<ul style="list-style-type: none"> <li>• May be taken in place of one arts credit.</li> <li>• May be taken in place of two World Languages credits.</li> <li>• Defined as up to three course credits chosen by the student under subsections (6) [Arts] and (8) [World Languages] that are included in a student's personalized pathway and prepare the student to meet postsecondary career or educational goals.</li> </ul>
High School and Beyond Plan	180-51-068 (10)	<p>The process for completing the HSBP is locally determined. Students create their HSBP in middle school grades in cooperation with parents or guardians and school staff. Staff work with students to update during the years of plan implementation.</p> <p>The High School and Beyond Plan must include, at a minimum:</p> <ul style="list-style-type: none"> <li>• Identification of career goals.</li> <li>• Identification of educational goals.</li> <li>• A four-year plan for course-taking that ensures meeting graduation requirements and aligns with educational and career goals. Includes identification of a personalized pathway and personalized pathway requirements.</li> <li>• Identification of assessments required to meet educational and career goals.</li> </ul>

Personalized pathway	180-51-068 (10), (14)	Defined as a locally determined body of course work identified in a student's High School and Beyond Plan that is necessary to attain the postsecondary career or educational goals chosen by the student.
Waiver of school district for up to two years from Career and College-Ready graduation requirements	180-51-068 (11)	<ul style="list-style-type: none"> <li>• An application for a waiver must: <ul style="list-style-type: none"> <li>○ Meet the requirements for the application specified in Sec. 202 of E2SSB 6552.</li> <li>○ Be accompanied by a resolution adopted by the local school board, signed by the school board chair/president and district superintendent.</li> <li>○ Be received by the SBE no later than May 1, 2015.</li> </ul> </li> <li>• A district implementing a waiver continues to be subject to the previous graduation requirements (WAC 180-51-067) for the term of the waiver.</li> <li>• The SBE posts all applications for waivers granted on its web site.</li> </ul>
District waiver of up to two credits for individual students based on "unusual circumstances."	180-51-068 (12)	<ul style="list-style-type: none"> <li>• "Unusual circumstances" is locally defined.</li> <li>• Students granted a waiver must still earn the 17 required subject credits for graduation.</li> <li>• Waivers must be in accordance with written policies adopted by resolution of the local school boards.</li> </ul>
Waiver for districts with under 2,000 students from CTE-equivalent course offerings.	180-18-100	<ul style="list-style-type: none"> <li>• "Districts with fewer than two thousand students" defined as October 1 headcount of fewer than two thousand students as of January of the same school year.</li> <li>• District must affirm in the application that its students do not have reasonable access, through means set forth in Sec. 103 of E2SSB 6552, to at least one CTE course equivalent to a math or a science course as determined by OSPI and the SBE under RCW 28A.700.070 as amended in Sec. 101 of E2SSB 6552.</li> <li>• Application must be signed by the local school board chair/president and superintendent.</li> </ul>

**Amendatory Section**

**WAC 180-16-200**

**Total instructional hour requirement.**

(1) (a) Kindergarten total instructional hour requirement - four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315. ~~(See RCW 28A.150.220 (1)(a).)~~

~~\_(b)~~

~~+(2)~~ Grades 1-12 total instructional hour requirement - district-wide annual average of one thousand hours. ~~In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district-wide annual average instructional hour requirement is at least one thousand hours.~~, increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight, or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve.

(3) For non-high school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

~~\_(b)~~ ~~Grades 1-12 total instructional hour requirement - district-wide annual average of one thousand hours. (See RCW 28A.150.220 (1)(b).) In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district-wide~~

~~annual average instructional hour requirement is at least one thousand hours.~~

~~(2) The basic education program requirements shall be as described under RCW 28A.150.220(1).~~

[Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-16-200, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-086, § 180-16-200, filed 10/4/95, effective 11/4/95. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-16-200, filed 1/19/94, effective 2/19/94. Statutory Authority: RCW 28A.150.220, 28A.320.200, 28A.150.260 and 1992 c 141. WSR 92-17-053, § 180-16-200, filed 8/17/92, effective 9/17/92. Statutory Authority: RCW 28A.150.220 and [28A.150.]260. WSR 92-05-047, § 180-16-200, filed 2/13/92, effective 3/15/92. Statutory Authority: RCW 28A.04.127 and 28A.41.140. WSR 86-21-020 (Order 15-86), § 180-16-200, filed 10/7/86. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-200, filed 5/17/84. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-200, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-200, filed 6/5/78.]

Amendatory Section

**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.**

(1) The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

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

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

- (A) Algebra 1 or integrated mathematics I;
- (B) Geometry or integrated mathematics II; and
- (C) Algebra 2 or integrated mathematics III.

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

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

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

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

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

(iii) Courses in (b) (i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.



(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) (ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW [28A.230.097](#) can be taken for credit instead of any of the mathematics courses set forth in (b) (i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

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

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

(B) Complete three credits of mathematics as follows:

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

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

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

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

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

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

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

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

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

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW [28A.230.095](#)). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW [28A.230.170](#) and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state

of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW [28A.230.090](#)(4)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW [28A.230.170](#) shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

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

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW [28A.230.095](#)).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC [180-51-025](#). Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW [28A.230.050](#). Such excused students shall be required to substitute equivalency credits in

accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW [28A.230.095](#)). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student [entering ninth grade before July 1, 2010 and graduating before 2015](#) shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW [28A.305.130](#)(5) may, but are not required to, align their curriculums with the state learning goals under RCW [28A.150.210](#) or the essential academic learning requirements under RCW [28A.655.070](#).

[Statutory Authority: RCW [28A.230.090](#), 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-066, filed 1/13/12, effective 2/13/12. Statutory Authority: RCW [28A.305.215](#)(8), 28A.230.090. WSR 10-19-118, § 180-51-066, filed

9/21/10, effective 10/22/10; WSR 09-16-028, § 180-51-066, filed  
7/27/09, effective 8/27/09; WSR 08-18-013, § 180-51-066, filed  
8/22/08, effective 9/22/08.]

**AMENDATORY SECTION**

**WAC 180-51-067**

**State subject and credit requirements for high school**

**graduation—Students entering the ninth grade on or after July 1,  
2012, through June 30, 2015.**

The statewide subject areas and credits required for high school graduation, for students who enter the ninth grade or begin the equivalent of a four-year high school program, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

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

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

(i) Algebra 1 or integrated mathematics I;



(ii) Geometry or integrated mathematics II; and

(iii) Algebra 2 or integrated mathematics III.

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

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

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

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

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics

elected is a more appropriate course selection given the student's education and career goals.

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

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

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

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

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

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

(ii) Complete three credits of mathematics as follows:

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

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

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

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

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

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

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

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

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

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

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

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

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

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW [28A.230.170](#); RCW [28A.230.090](#) and WAC [392-410-120](#), and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with

emphasis on contemporary world problems may be accepted as equivalencies.

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

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

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

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

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be

required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

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

(8) Four credits of electives.

~~\_(9) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.~~

(9)~~10~~) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

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

(11)~~12~~) A school district may obtain a two-year extension from the effective date for the implementation of the four credits of English and/or the three credits of social studies required under this section upon the filing of a written resolution by the district's school board with the state board of education stating the district's intent to delay implementation of the increased English and/or social studies

requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the state board of education shall maintain the English, social studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.

[Statutory Authority: RCW 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-067, filed 1/13/12, effective 2/13/12.]

NEW SECTION

**WAC 180-51-068**

**State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.**

The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as provided below, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

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

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

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high-school mathematics, aligning with the student's interests and high school and beyond plan as provided in (10) of this section, and preparing the student to meet state standards for graduation under the assessment system in RCW



28A.266.061, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal;

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

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

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

(ii) Complete three credits of mathematics as follows:

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

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061, and

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

- Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

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

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

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

- Earn the first, second and third credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (14) (a). A student may

choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal.

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

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

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW [28A.230.170](#); RCW [28A.230.090](#) and WAC [392-410-120](#), and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with

emphasis on contemporary world problems may be accepted as equivalencies.

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

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathways requirement as provided in subsection (14) (c).

(7) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction. An exception may be made for private schools as provided in WAC 180-90-160.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

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

(8) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under (10) of this section, the student shall be advised to earn two credits in world languages.

(9) Four credits of electives.

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

goals. High school and beyond plans must include, but are not limited to:

(a) Identification of career goals, including personal interests and abilities in relation to career goals;

(b) Identification of educational goals through research on postsecondary training and education related to the student's career goals, including information on benefits and costs;

(c) A four-year plan for course-taking, created in middle school grades, that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;

(d) Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan.

(11) A school district wishing to implement the requirements for high school graduation specified in this section for students who enter the ninth grade or begin the equivalent of a four-year high school program on July 1, 2016 or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its web site for use by districts seeking this waiver.

(a) An application for a waiver under this subsection must:

(i) Meet the requirements of Chapter 217, Laws of 2014 (E2SSB 6552).

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

(iii) In order to provide sufficient notice of local graduation requirements to students, parents and staff, be received by the state board of education, together with the local board resolution, no later than May 1, 2015.

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

(c) Nothing in this section shall prevent a district granted a waiver under this subsection from electing to implement WAC 180-51-068 during the term for which the waiver is granted. A district granted a waiver that elects to implement WAC 180-51-068 shall provide notification of such decision to the state board of education.

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

(12) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of unusual circumstances, as defined by the district. Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7), including by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason

of unusual circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

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

(14) Definitions

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.

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

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (6) and (8) that are included in a student's personalized pathway and prepare the student to meet specific postsecondary career or educational goals.



**NEW SECTION**

**WAC 180-18-100**

**District waiver from requirement for student access to career and technical education course equivalencies.**

(1) Any school district reporting, in any school year, an October P223 headcount of fewer than two thousand students as of January of that school year may apply to the state board of education for a waiver from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall affirm that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction and the state board of education under RCW 28A.700.070.

(3) The state board of education shall post on its web site an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(4) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the state board of education in electronic form no later than January 15 of the school year prior to the school year for which the waiver is requested, and no later than thirty days before the board meeting at which the application will be considered. The board shall post all applications received on its public web site.

**Amendatory Section**

**WAC 180-90-160**

**Minimum standards and certificate form.**

The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE  
WITH STATE STANDARDS  
ESD/County/Public  
School District  
Private School/  
District Address

I, . . . . ., do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades . . . . . through . . . . . with a projected enrollment of . . . . . ; and that said school is scheduled to meet throughout the . . . . . school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, . . . . ., do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(a) 450 hours for students in kindergarten.

(b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the

Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter [28A.410](#) RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person;  
and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in

fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of

education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

**Dated** this . . . . day of . . . . ., 2019 . . .

. . . .

(signed)

. . . .

(title)

. . . .

(phone number)

[Statutory Authority: RCW 28A.195.040. WSR 03-04-053, § 180-90-160, filed 1/29/03, effective 3/1/03. Statutory Authority: RCW 28A.305.130(6), 28A.195.040 and 1996 c 83. WSR 96-15-099, § 180-90-160, filed 7/22/96, effective 8/22/96. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-90-160, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.02.240. WSR 89-01-038 (Order 23-88), § 180-90-160, filed 12/14/88; WSR 87-09-039 (Order 7-87), § 180-90-160, filed 4/14/87. Statutory Authority: RCW 28A.02.240. WSR 85-24-056 (Order 23-85), § 180-90-160, filed 12/2/85. Statutory Authority: RCW 28A.04.120(4). WSR 82-04-004 (Order 3-82), § 180-90-160, filed 1/21/82. Statutory Authority: RCW 28A.02.201 et seq. and 28A.04.120(4). WSR 78-06-064 (Order 9-78), § 180-90-160, filed 5/25/78; Order 2-77



## Draft WAC 180-51-068

### State subject and credit requirements for high school graduation – Students entering the ninth grade on or after July 1, 2015 Section Summary

#### Introduction

- Statewide subject areas and credits required for high school graduation, beginning July 1, 2015, total 24, except as provided in this WAC.
- All credits must be aligned with state EALRs.
- The content of any course is determined by the local district.

#### Subsection (1). English

- Requires four English credits.

#### Subsection (2). Mathematics

- a) Requires three mathematics credits as follows:
  - a) Algebra I or Integrated Mathematics I
  - b) Geometry or Integrated Mathematics II
  - c) Third credit aligning with student's interests and High School and Beyond Plan and preparing the student to meet state standards for graduation under the state assessment system. Must have agreement of parent or guardian, or if not available or do not respond, the school counselor or principal.
- b) Equivalent CTE courses may be taken for credit instead of the courses in (a), if properly recorded on the student's transcript.
- c) Through (e). Set required math credits for cohorts of students who have completed Algebra I or Integrated Math 1 and/or Geometry or Integrated Math II but do not request high school credit for them, or who complete them under the competency/proficiency WAC but do not receive credit for them. Carries forward provisions of WAC 180-51-067, but with deletion of references to Algebra II and replacement with provisions for third math credit as provided in (a) above.

#### Subsection (3). Science

- Requires three science credits, at least two of which must be in laboratory science. "Laboratory science" is as defined in subsection (14). The third science credit is chosen by the student, based on student's interest and High School and Beyond Plan. Same provision as in (2) on agreement of parent or guardian or counselor or principal.

#### Subsection (4). Social Studies

- Requires three social studies credits: 2.5 credits prescribed courses and a noncredit requirement, as follows.
  - a) One credit in U.S. History.



- b) Successful completion of Washington state history and government.
- c) One credit in contemporary world history, geography and problems.
- d) One half credit in civics.

#### **Subsection (5). Health and Fitness**

- Requires two health and fitness credits (.5 credit health; 1.5 credits fitness).
- Same provision as in prior WAC on excusing of students from fitness requirement under RCW 28A.230.050 (Physical education in high schools.)

#### **Subsection (6). Arts**

- Requires two arts credits, which may be in visual or performing arts.
- One arts credit may be replaced by a personalized pathway requirement, as defined in subsection (14).

#### **Subsection (7). Career and Technical Education**

- Requires one credit in career and technical education (CTE)
- A CTE credit means a credit resulting from a CTE program or occupational education credit as contained in the CTE program standards of OSPI. "Occupational education" is defined without change from WAC 180-51-067. An exception may be made to this definition for private schools.
  - a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course are not required to earn a second credit in the non-CTE course subject.
  - b) Conversely, students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course are not required to earn a second credit in the CTE course subject.
  - c) Students satisfying the requirement in (a) or (b) above will need to earn five elective credits rather than four. Total credits for graduation do not change.

#### **Subsection (8). World Languages or Personalized Pathway Requirements**

- Requires two credits in world languages or personalized pathway requirements. A student who has chosen a four-year pathway will be advised to earn two credits in world languages.

#### **Subsection (9). Electives.**

- Requires four credits of electives.

#### **Subsection (10). High School and Beyond Plan**

- Requires each student to have a High School and Beyond Plan (HSBP).
- Locally determined, created by students in cooperation with parents and school staff, designed to help students select course work, other activities to prepare them for postsecondary educational and career goals.
- Must include, at a minimum
  - a) Identification of career goals
  - b) Identification of educational goals, through research related to career goals
  - c) A four-year plan for course-taking, created in middle school, which will ensure meeting graduation requirements and align with educational and career goals. The plan must include a personalized pathway and personalized pathway requirements under subsection (14), and consideration of dual credit opportunities.

- d) Identification of assessments required to achieve educational and career goals.

### **Subsection (11). District Waiver from Career and College-Ready Graduation Requirements**

- A school district wishing to implement the graduation requirements in this WAC for students entering the ninth grade on July 1, 2016 or July 1, 2017 (Classes of 2020 or 2021), rather than July 1, 2015, may apply to the SBE for a waiver.
  - a) An application for a waiver must:
    - i. Meet all the requirements set forth in the statute (Sec. 202, E2SSB 6552).
    - ii. Be supported by a resolution adopted by the local school board, signed by the board chair/president and superintendent.
    - iii. Be received by the SBE no later than May 1, 2015.
  - b) A district implementing a waiver will be subject to the graduation requirements in the prior WAC, 180-51-067.
  - c) A district granted a waiver may elect to implement WAC 180-51-068 during the term of the waiver.
  - d) The SBE will post the application for all granted waivers on its web site.

### **Subsection (12). Waivers by Districts from Credit Requirements for Individual Students**

- A district may waive up to two credits required for graduation for individual students for reason of unusual circumstances. "Unusual circumstances" is defined by the district.
- Students granted waiver must still earn the 17 required subject credits in subsections (1) through (7), including by demonstration of competence under WAC 180-51-050.
- Waiving of credits must be in accord with written policies adopted by board resolution.

### **Subsection (13). International Baccalaureate Programme (IB)**

- Students who complete and pass all required IB courses are considered to have satisfied state subject and credit requirements for graduation, subject to law.

### **Subsection (14). Definitions**

- a) "Laboratory science" defined as any instruction that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting these requirements may be conducted in facilities or settings other than those specially designed for laboratory science.
- b) "Personalized pathways" defined as a locally determined body of course work identified in a student's High School and Beyond Plan that is deemed necessary to attain the student's post-secondary career or educational goals.
- c) "Personalized pathway requirements" defined as up to three course credits chosen by the student under (6) [Arts] and (8) [World languages] that are included in the student's personalized pathway and prepare the student to meet specific postsecondary career or educational goals.



## ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

Staff have provided a copy of E2SSB 6552, as signed into law, for your reference. The sections that pertain to SBE rule-writing are as follows:

- **Part I: Career and Technical Equivalencies**
  - Sec. 101 (3) requires OSPI to develop equivalencies list
  - Sec. 102 (1) requires districts to grant equivalencies on list
  - Sec. 103 (2-3) requires districts to offer at least one equivalent course on list, allows districts to apply for waiver from SBE
  
- **Part II: Instructional Hours and High School Graduation Requirements**
  - Sec. 201 (2a) instructional hours calculation
  - Sec. 201 (3b) requires opportunity for 24 credits for class of 2019
  - Sec. 201 (5c) instructional hours for seniors
  - Sec. 202 (1c) elimination of culminating project requirement
  - Sec. 202 (1di) requires SBE to adopt rules to implement 24 credits, including allowing districts to waive 2 credits
  - Sec. 202 (1dii) allows school district to apply for waivers to delay 24 credits to class of 2020 or 2021.
  - Sec. 203 directs WSSDA to write model policy for waiving 2 credits for students

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

Chapter 217, Laws of 2014

(partial veto)

63rd Legislature  
2014 Regular Session

K-12 EDUCATION--INSTRUCTIONAL HOUR AND GRADUATION REQUIREMENTS

EFFECTIVE DATE: 06/12/14 - Except Sections 103 and 104, which become effective 09/01/15; and Section 206, which becomes effective 09/01/14.

Passed by the Senate March 13, 2014  
YEAS 45 NAYS 2

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Passed by the House March 12, 2014  
YEAS 93 NAYS 5

FRANK CHOPP

\_\_\_\_\_  
**Speaker of the House of Representatives**

Approved April 3, 2014, 11:39 a.m., with the exception of Section 207, which is vetoed.

JAY INSLEE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

\_\_\_\_\_  
**Secretary**

FILED

April 4, 2014

**Secretary of State  
State of Washington**

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**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2014 Regular Session

**State of Washington                      63rd Legislature                      2014 Regular Session**

**By** Senate Ways & Means (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland)

READ FIRST TIME 02/11/14.

1            AN ACT Relating to improving student success by modifying  
2 instructional hour and graduation requirements; amending RCW  
3 28A.700.070, 28A.230.097, 28A.230.010, 28A.150.220, 28A.230.090,  
4 28A.230.097, 28A.320.240, and 28A.150.260; adding a new section to  
5 chapter 28A.305 RCW; adding a new section to chapter 43.06B RCW;  
6 creating new sections; providing effective dates; and providing an  
7 expiration date.

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

9            NEW SECTION. **Sec. 1.** The legislature recognizes that preparing  
10 students to be successful in postsecondary education, gainful  
11 employment, and citizenship requires increased rigor and achievement,  
12 including attaining a meaningful high school diploma with the  
13 opportunity to earn twenty-four credits. The legislature finds that an  
14 investment was made in the 2013-2015 omnibus appropriations act to  
15 implement an increase in instructional hours in the 2014-15 school  
16 year. School districts informed the legislature that the funding as  
17 provided in the 2013-2015 omnibus appropriations act would result in  
18 only a few minutes being added onto each class period and would not  
19 result in a meaningful increase in instruction that would have the

1 positive impact on student learning that the legislature expects. The  
2 school districts suggested that it would be a better educational policy  
3 to use the funds to implement the requirement of twenty-four credits  
4 for high school graduation, which will result in a meaningful increase  
5 of instructional hours. Based on input from school districts across  
6 the state, the legislature recognizes the need to provide flexibility  
7 for school districts to implement the increase in instructional hours  
8 while still moving towards an increase in the high school graduation  
9 requirements. Therefore, the legislature intends to shift the focus  
10 and intent of the investments from compliance with the minimum  
11 instructional hours offering to assisting school districts to provide  
12 an opportunity for students to earn twenty-four credits for high school  
13 graduation and obtain a meaningful diploma, beginning with the  
14 graduating class of 2019, with the opportunity for school districts to  
15 request a waiver for up to two years.

16 **PART I**

17 **CAREER AND TECHNICAL EQUIVALENCIES**

18 **Sec. 101.** RCW 28A.700.070 and 2008 c 170 s 201 are each amended to  
19 read as follows:

20 (1) The office of the superintendent of public instruction shall  
21 support school district efforts under RCW 28A.230.097 to adopt course  
22 equivalencies for career and technical courses by:

23 (a) Recommending career and technical curriculum suitable for  
24 course equivalencies;

25 (b) Publicizing best practices for high schools and school  
26 districts in developing and adopting course equivalencies; and

27 (c) In consultation with the Washington association for career and  
28 technical education, providing professional development, technical  
29 assistance, and guidance for school districts seeking to expand their  
30 lists of equivalent courses.

31 (2) The office of the superintendent of public instruction shall  
32 provide professional development, technical assistance, and guidance  
33 for school districts to develop career and technical course  
34 equivalencies that also qualify as advanced placement courses.

35 (3) The office of the superintendent of public instruction, in  
36 consultation with one or more technical working groups convened for

1 this purpose, shall develop curriculum frameworks for a selected list  
2 of career and technical courses that may be offered by high schools or  
3 skill centers whose content in science, technology, engineering, and  
4 mathematics is considered equivalent in full or in part to science or  
5 mathematics courses that meet high school graduation requirements. The  
6 content of the courses must be aligned with state essential academic  
7 learning requirements in mathematics as adopted by the superintendent  
8 of public instruction in July 2011 and the essential academic learning  
9 requirements in science as adopted in October 2013, and industry  
10 standards. The office shall submit the list of equivalent career and  
11 technical courses and their curriculum frameworks to the state board of  
12 education for review, an opportunity for public comment, and approval.  
13 The first list of courses under this subsection must be developed and  
14 approved before the 2015-16 school year. Thereafter, the office may  
15 periodically update or revise the list of courses using the process in  
16 this subsection.

17 (4) Subject to funds appropriated for this purpose, the office of  
18 the superintendent of public instruction shall allocate grant funds to  
19 school districts to increase the integration and rigor of academic  
20 instruction in career and technical courses. Grant recipients are  
21 encouraged to use grant funds to support teams of academic and  
22 technical teachers using a research-based professional development  
23 model supported by the national research center for career and  
24 technical education. The office of the superintendent of public  
25 instruction may require that grant recipients provide matching  
26 resources using federal Carl Perkins funds or other fund sources.

27 **Sec. 102.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to  
28 read as follows:

29 (1) Each high school or school district board of directors shall  
30 adopt course equivalencies for career and technical high school courses  
31 offered to students in high schools and skill centers. A career and  
32 technical course equivalency may be for whole or partial credit. Each  
33 school district board of directors shall develop a course equivalency  
34 approval procedure. Boards of directors must approve AP computer  
35 science courses as equivalent to high school mathematics or science,  
36 and must denote on a student's transcript that AP computer science  
37 qualifies as a math-based quantitative course for students who take the

1 course in their senior year. In order for a board to approve AP  
2 computer science as equivalent to high school mathematics, the student  
3 must be concurrently enrolled in or have successfully completed algebra  
4 II. Beginning no later than the 2015-16 school year, a school district  
5 board of directors must, at a minimum, grant academic course  
6 equivalency in mathematics or science for a high school career and  
7 technical course from the list of courses approved by the state board  
8 of education under RCW 28A.700.070, but is not limited to the courses  
9 on the list. If the list of courses is revised after the 2015-16  
10 school year, the school district board of directors must grant academic  
11 course equivalency based on the revised list beginning with the school  
12 year immediately following the revision.

13 (2) Career and technical courses determined to be equivalent to  
14 academic core courses, in full or in part, by the high school or school  
15 district shall be accepted as meeting core requirements, including  
16 graduation requirements, if the courses are recorded on the student's  
17 transcript using the equivalent academic high school department  
18 designation and title. Full or partial credit shall be recorded as  
19 appropriate. The high school or school district shall also issue and  
20 keep record of course completion certificates that demonstrate that the  
21 career and technical courses were successfully completed as needed for  
22 industry certification, college credit, or preapprenticeship, as  
23 applicable. The certificate shall be either part of the student's high  
24 school and beyond plan or the student's culminating project, as  
25 determined by the student. The office of the superintendent of public  
26 instruction shall develop and make available electronic samples of  
27 certificates of course completion.

28 **Sec. 103.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to  
29 read as follows:

30 (1) School district boards of directors shall identify and offer  
31 courses with content that meet or exceed: ~~((+1))~~ (a) The basic  
32 education skills identified in RCW 28A.150.210; ~~((+2))~~ (b) the  
33 graduation requirements under RCW 28A.230.090; ~~((+3))~~ (c) the courses  
34 required to meet the minimum college entrance requirements under RCW  
35 28A.230.130; and ~~((+4))~~ (d) the course options for career development  
36 under RCW 28A.230.130. Such courses may be applied or theoretical,  
37 academic, or vocational.



1 (2) School district boards of directors must provide high school  
2 students with the opportunity to access at least one career and  
3 technical education course that is considered equivalent to a  
4 mathematics course or at least one career and technical education  
5 course that is considered equivalent to a science course as determined  
6 by the office of the superintendent of public instruction and the state  
7 board of education in RCW 28A.700.070. Students may access such  
8 courses at high schools, interdistrict cooperatives, skill centers or  
9 branch or satellite skill centers, or through online learning or  
10 applicable running start vocational courses.

11 (3) School district boards of directors of school districts with  
12 fewer than two thousand students may apply to the state board of  
13 education for a waiver from the provisions of subsection (2) of this  
14 section.

15 NEW SECTION. Sec. 104. A new section is added to chapter 28A.305  
16 RCW to read as follows:

17 The state board of education may grant a waiver from the provisions  
18 of RCW 28A.230.010(2) based on an application from a board of directors  
19 of a school district with fewer than two thousand students.

20 **PART II**  
21 **INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS**

22 **Sec. 201.** RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each  
23 amended to read as follows:

24 (1) In order for students to have the opportunity to develop the  
25 basic education knowledge and skills under RCW 28A.150.210, school  
26 districts must provide instruction of sufficient quantity and quality  
27 and give students the opportunity to complete graduation requirements  
28 that are intended to prepare them for postsecondary education, gainful  
29 employment, and citizenship. The program established under this  
30 section shall be the minimum instructional program of basic education  
31 offered by school districts.

32 (2) Each school district shall make available to students the  
33 following minimum instructional offering each school year:

34 (a) For students enrolled in grades one through twelve, at least a  
35 district-wide annual average of one thousand hours, which shall be

1 increased beginning in the 2015-16 school year to at least one thousand  
2 eighty instructional hours for students enrolled in ~~((each of))~~ grades  
3 ~~((seven))~~ nine through twelve and at least one thousand instructional  
4 hours for students in ~~((each of))~~ grades one through ~~((six according to~~  
5 ~~an implementation schedule adopted by the legislature, but not before~~  
6 ~~the 2014-15 school year))~~ eight, all of which may be calculated by a  
7 school district using a district-wide annual average of instructional  
8 hours over grades one through twelve; and

9 (b) For students enrolled in kindergarten, at least four hundred  
10 fifty instructional hours, which shall be increased to at least one  
11 thousand instructional hours according to the implementation schedule  
12 under RCW 28A.150.315.

13 (3) The instructional program of basic education provided by each  
14 school district shall include:

15 (a) Instruction in the essential academic learning requirements  
16 under RCW 28A.655.070;

17 (b) Instruction that provides students the opportunity to complete  
18 twenty-four credits for high school graduation, ~~((subject to a phased-~~  
19 ~~in-implementation-of-the-twenty-four-credits-as-established-by-the~~  
20 ~~legislature))~~ beginning with the graduating class of 2019 or as  
21 otherwise provided in RCW 28A.230.090. Course distribution  
22 requirements may be established by the state board of education under  
23 RCW 28A.230.090;

24 (c) If the essential academic learning requirements include a  
25 requirement of languages other than English, the requirement may be met  
26 by students receiving instruction in one or more American Indian  
27 languages;

28 (d) Supplemental instruction and services for underachieving  
29 students through the learning assistance program under RCW 28A.165.005  
30 through 28A.165.065;

31 (e) Supplemental instruction and services for eligible and enrolled  
32 students and exited students whose primary language is other than  
33 English through the transitional bilingual instruction program under  
34 RCW 28A.180.010 through 28A.180.080;

35 (f) The opportunity for an appropriate education at public expense  
36 as defined by RCW 28A.155.020 for all eligible students with  
37 disabilities as defined in RCW 28A.155.020; and

1 (g) Programs for highly capable students under RCW 28A.185.010  
2 through 28A.185.030.

3 (4) Nothing contained in this section shall be construed to require  
4 individual students to attend school for any particular number of hours  
5 per day or to take any particular courses.

6 (5)(a) Each school district's kindergarten through twelfth grade  
7 basic educational program shall be accessible to all students who are  
8 five years of age, as provided by RCW 28A.225.160, and less than  
9 twenty-one years of age and shall consist of a minimum of one hundred  
10 eighty school days per school year in such grades as are conducted by  
11 a school district, and one hundred eighty half-days of instruction, or  
12 equivalent, in kindergarten, to be increased to a minimum of one  
13 hundred eighty school days per school year according to the  
14 implementation schedule under RCW 28A.150.315. (~~However,~~)

15 (b) Schools administering the Washington kindergarten inventory of  
16 developing skills may use up to three school days at the beginning of  
17 the school year to meet with parents and families as required in the  
18 parent involvement component of the inventory. (~~In addition,~~  
19 ~~effective May 1, 1979,~~)

20 (c) In the case of students who are graduating from high school, a  
21 school district may schedule the last five school days of the one  
22 hundred (~~and~~) eighty day school year for noninstructional purposes  
23 (~~in the case of students who are graduating from high school,~~)  
24 including, but not limited to, the observance of graduation and early  
25 release from school upon the request of a student(~~,~~ ~~and~~). All such  
26 students may be claimed as a full-time equivalent student to the extent  
27 they could otherwise have been so claimed for the purposes of RCW  
28 28A.150.250 and 28A.150.260. Any hours scheduled by a school district  
29 for noninstructional purposes during the last five school days for such  
30 students shall count toward the instructional hours requirement in  
31 subsection (2)(a) of this section.

32 (6) Nothing in this section precludes a school district from  
33 enriching the instructional program of basic education, such as  
34 offering additional instruction or providing additional services,  
35 programs, or activities that the school district determines to be  
36 appropriate for the education of the school district's students.

37 (7) The state board of education shall adopt rules to implement and

1 ensure compliance with the program requirements imposed by this  
2 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
3 program approval requirements as the state board may establish.

4 **Sec. 202.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to  
5 read as follows:

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

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

17 (b) The certificate of academic achievement requirements under RCW  
18 28A.655.061 or the certificate of individual achievement requirements  
19 under RCW 28A.155.045 are required for graduation from a public high  
20 school but are not the only requirements for graduation.

21 (c) Any decision on whether a student has met the state board's  
22 high school graduation requirements for a high school and beyond plan  
23 shall remain at the local level. Effective with the graduating class  
24 of 2015, the state board of education may not establish a requirement  
25 for students to complete a culminating project for graduation.

26 (d)(i) The state board of education shall adopt rules to implement  
27 the career and college ready graduation requirement proposal adopted  
28 under board resolution on November 10, 2010, and revised on January 9,  
29 2014, to take effect beginning with the graduating class of 2019 or as  
30 otherwise provided in this subsection (1)(d). The rules must include  
31 authorization for a school district to waive up to two credits for  
32 individual students based on unusual circumstances and in accordance  
33 with written policies that must be adopted by each board of directors  
34 of a school district that grants diplomas. The rules must also provide  
35 that the content of the third credit of mathematics and the content of  
36 the third credit of science may be chosen by the student based on the

1 student's interests and high school and beyond plan with agreement of  
2 the student's parent or guardian or agreement of the school counselor  
3 or principal.

4 (ii) School districts may apply to the state board of education for  
5 a waiver to implement the career and college ready graduation  
6 requirement proposal beginning with the graduating class of 2020 or  
7 2021 instead of the graduating class of 2019. In the application, a  
8 school district must describe why the waiver is being requested, the  
9 specific impediments preventing timely implementation, and efforts that  
10 will be taken to achieve implementation with the graduating class  
11 proposed under the waiver. The state board of education shall grant a  
12 waiver under this subsection (1)(d) to an applying school district at  
13 the next subsequent meeting of the board after receiving an  
14 application.

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

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

29 (c) The state board shall forward any proposed changes to the high  
30 school graduation requirements to the education committees of the  
31 legislature for review and to the quality education council established  
32 under RCW 28A.290.010. The legislature shall have the opportunity to  
33 act during a regular legislative session before the changes are adopted  
34 through administrative rule by the state board. Changes that have a  
35 fiscal impact on school districts, as identified by a fiscal analysis  
36 prepared by the office of the superintendent of public instruction,  
37 shall take effect only if formally authorized and funded by the

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

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

10 (4) If requested by the student and his or her family, a student  
11 who has completed high school courses before attending high school  
12 shall be given high school credit which shall be applied to fulfilling  
13 high school graduation requirements if:

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

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

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

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

30 NEW SECTION. **Sec. 203.** The Washington state school directors'  
31 association shall adopt a model policy and procedure that school  
32 districts may use for granting waivers to individual students of up to  
33 two credits required for high school graduation based on unusual  
34 circumstances. The purpose of the model policy and procedure is to  
35 assist school districts in providing all students the opportunity to  
36 complete graduation requirements without discrimination and without  
37 disparate impact on groups of students. The model policy must take

1 into consideration the unique limitations of a student that may be  
2 associated with such circumstances as homelessness, limited English  
3 proficiency, medical conditions that impair a student's opportunity to  
4 learn, or disabilities, regardless of whether the student has an  
5 individualized education program or a plan under section 504 of the  
6 federal rehabilitation act of 1973. The model policy must also address  
7 waivers if the student has not been provided with an opportunity to  
8 retake classes or enroll in remedial classes free of charge during the  
9 first four years of high school. The Washington state school  
10 directors' association must distribute the model policy and procedure  
11 to all school districts in the state that grant high school diplomas by  
12 June 30, 2015.

13 **Sec. 204.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to  
14 read as follows:

15 (1) Each high school or school district board of directors shall  
16 adopt course equivalencies for career and technical high school courses  
17 offered to students in high schools and skill centers. A career and  
18 technical course equivalency may be for whole or partial credit. Each  
19 school district board of directors shall develop a course equivalency  
20 approval procedure. Boards of directors must approve AP computer  
21 science courses as equivalent to high school mathematics or science,  
22 and must denote on a student's transcript that AP computer science  
23 qualifies as a math-based quantitative course for students who take the  
24 course in their senior year. In order for a board to approve AP  
25 computer science as equivalent to high school mathematics, the student  
26 must be concurrently enrolled in or have successfully completed algebra  
27 II.

28 (2) Career and technical courses determined to be equivalent to  
29 academic core courses, in full or in part, by the high school or school  
30 district shall be accepted as meeting core requirements, including  
31 graduation requirements, if the courses are recorded on the student's  
32 transcript using the equivalent academic high school department  
33 designation and title. Full or partial credit shall be recorded as  
34 appropriate. The high school or school district shall also issue and  
35 keep record of course completion certificates that demonstrate that the  
36 career and technical courses were successfully completed as needed for  
37 industry certification, college credit, or preapprenticeship, as

1 applicable. The certificate shall be (~~either~~) part of the student's  
2 high school and beyond plan (~~or the student's culminating project, as~~  
3 ~~determined by the student~~). The office of the superintendent of  
4 public instruction shall develop and make available electronic samples  
5 of certificates of course completion.

6 **Sec. 205.** RCW 28A.320.240 and 2006 c 263 s 914 are each amended to  
7 read as follows:

8 (1) The purpose of this section is to identify quality criteria for  
9 school library media programs that support the student learning goals  
10 under RCW 28A.150.210, the essential academic learning requirements  
11 under RCW 28A.655.070, and high school graduation requirements adopted  
12 under RCW 28A.230.090.

13 (2) Every board of directors shall provide for the operation and  
14 stocking of such libraries as the board deems necessary for the proper  
15 education of the district's students or as otherwise required by law or  
16 rule of the superintendent of public instruction.

17 (3) "Teacher-librarian" means a certified teacher with a library  
18 media endorsement under rules adopted by the professional educator  
19 standards board.

20 (4) "School-library media program" means a school-based program  
21 that is staffed by a certificated teacher-librarian and provides a  
22 variety of resources that support student mastery of the essential  
23 academic learning requirements in all subject areas and the  
24 implementation of the district's school improvement plan.

25 (5) The teacher-librarian, through the school-library media  
26 program, shall collaborate as an instructional partner to help all  
27 students meet the content goals in all subject areas, and assist high  
28 school students completing (~~the culminating project and~~) high school  
29 and beyond plans required for graduation.

30 **Sec. 206.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each  
31 amended to read as follows:

32 The purpose of this section is to provide for the allocation of  
33 state funding that the legislature deems necessary to support school  
34 districts in offering the minimum instructional program of basic  
35 education under RCW 28A.150.220. The allocation shall be determined as  
36 follows:



1 (1) The governor shall and the superintendent of public instruction  
2 may recommend to the legislature a formula for the distribution of a  
3 basic education instructional allocation for each common school  
4 district.

5 (2) The distribution formula under this section shall be for  
6 allocation purposes only. Except as may be required under chapter  
7 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and  
8 regulations, nothing in this section requires school districts to use  
9 basic education instructional funds to implement a particular  
10 instructional approach or service. Nothing in this section requires  
11 school districts to maintain a particular classroom teacher-to-student  
12 ratio or other staff-to-student ratio or to use allocated funds to pay  
13 for particular types or classifications of staff. Nothing in this  
14 section entitles an individual teacher to a particular teacher planning  
15 period.

16 (3)(a) To the extent the technical details of the formula have been  
17 adopted by the legislature and except when specifically provided as a  
18 school district allocation, the distribution formula for the basic  
19 education instructional allocation shall be based on minimum staffing  
20 and nonstaff costs the legislature deems necessary to support  
21 instruction and operations in prototypical schools serving high,  
22 middle, and elementary school students as provided in this section.  
23 The use of prototypical schools for the distribution formula does not  
24 constitute legislative intent that schools should be operated or  
25 structured in a similar fashion as the prototypes. Prototypical  
26 schools illustrate the level of resources needed to operate a school of  
27 a particular size with particular types and grade levels of students  
28 using commonly understood terms and inputs, such as class size, hours  
29 of instruction, and various categories of school staff. It is the  
30 intent that the funding allocations to school districts be adjusted  
31 from the school prototypes based on the actual number of annual average  
32 full-time equivalent students in each grade level at each school in the  
33 district and not based on the grade-level configuration of the school  
34 to the extent that data is available. The allocations shall be further  
35 adjusted from the school prototypes with minimum allocations for small  
36 schools and to reflect other factors identified in the omnibus  
37 appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

	General education average class size
Grades K-3 . . . . .	25.23
Grade 4 . . . . .	27.00
Grades 5-6 . . . . .	27.00
Grades 7-8 . . . . .	28.53
Grades 9-12 . . . . .	28.74

(ii) The minimum class size allocation for each prototypical high school shall also provide for enhanced funding for class size reduction for two laboratory science classes within grades nine through twelve per full-time equivalent high school student multiplied by a laboratory science course factor of 0.0833, based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours in RCW 28A.150.220, and providing at least one teacher planning period per school day:

	<u>Laboratory science average class size</u>
<u>Grades 9-12 . . . . .</u>	<u>.19.98</u>

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price

1 meals in the prior school year, the general education average class  
 2 size for grades K-3 shall be reduced until the average class size  
 3 funded under this subsection (4) is no more than 17.0 full-time  
 4 equivalent students per teacher beginning in the 2017-18 school year.

5 (c) The minimum allocation for each prototypical middle and high  
 6 school shall also provide for full-time equivalent classroom teachers  
 7 based on the following number of full-time equivalent students per  
 8 teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level . . . . .	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction . . . . .	22.76

17 (d) In addition, the omnibus appropriations act shall at a minimum  
 18 specify:

19 (i) A high-poverty average class size in schools where more than  
 20 fifty percent of the students are eligible for free and reduced-price  
 21 meals; and

22 (ii) A specialty average class size for (~~laboratory-science~~)  
 23 advanced placement(~~(τ)~~) and international baccalaureate courses.

24 (5) The minimum allocation for each level of prototypical school  
 25 shall include allocations for the following types of staff in addition  
 26 to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators . . . . .	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs . . . . .	0.663	0.519	0.523

1	Health and social services:			
2	School nurses .....	0.076	0.060	0.096
3	Social workers .....	0.042	0.006	0.015
4	Psychologists .....	0.017	0.002	0.007
5	Guidance counselors, a function that includes parent outreach and graduation			
6	advising .....	0.493	1.116	<del>((1.909))</del>
7				<u>2.539</u>
8	Teaching assistance, including any aspect of educational instructional			
9	services provided by classified employees .....	0.936	0.700	0.652
10	Office support and other noninstructional aides .....	2.012	2.325	3.269
11	Custodians .....	1.657	1.942	2.965
12	Classified staff providing student and staff safety .....	0.079	0.092	0.141
13	Parent involvement coordinators .....	0.00	0.00	0.00

14 (6)(a) The minimum staffing allocation for each school district to  
15 provide district-wide support services shall be allocated per one  
16 thousand annual average full-time equivalent students in grades K-12 as  
17 follows:

18		Staff per 1,000
19		K-12 students
20	Technology . . . . .	0.628
21	Facilities, maintenance, and grounds . . . . .	1.813
22	Warehouse, laborers, and mechanics . . . . .	0.332

23 (b) The minimum allocation of staff units for each school district  
24 to support certificated and classified staffing of central  
25 administration shall be 5.30 percent of the staff units generated under  
26 subsections (4)(a) and (b) and (5) of this section and (a) of this  
27 subsection.

28 (7) The distribution formula shall include staffing allocations to  
29 school districts for career and technical education and skill center  
30 administrative and other school-level certificated staff, as specified  
31 in the omnibus appropriations act.

32 (8)(a) Except as provided in (b) and (c) of this subsection, the  
33 minimum allocation for each school district shall include allocations  
34 per annual average full-time equivalent student for the following  
35 materials, supplies, and operating costs, to be adjusted for inflation  
36 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
1 Technology . . . . .	\$54.43
2 Utilities and insurance . . . . .	\$147.90
3 Curriculum and textbooks . . . . .	\$58.44
4 Other supplies and library materials . . . . .	\$124.07
5 Instructional professional development for certified and 6 classified staff . . . . .	\$9.04
7 Facilities maintenance . . . . .	\$73.27
8 Security and central office . . . . .	\$50.76

12 (b) During the 2011-2013 biennium, the minimum allocation for  
13 maintenance, supplies, and operating costs shall be increased as  
14 specified in the omnibus appropriations act. The following  
15 allocations, adjusted for inflation from the 2007-08 school year, are  
16 provided in the 2015-16 school year, after which the allocations shall  
17 be adjusted annually for inflation as specified in the omnibus  
18 appropriations act:

	Per annual average full-time equivalent student in grades K-12
19 Technology . . . . .	\$113.80
20 Utilities and insurance . . . . .	\$309.21
21 Curriculum and textbooks . . . . .	\$122.17
22 Other supplies and library materials . . . . .	\$259.39
23 Instructional professional development for certificated and 24 classified staff . . . . .	\$18.89
25 Facilities maintenance . . . . .	\$153.18
26 Security and central office administration . . . . .	\$106.12

30 (c) In addition to the amounts provided in (a) and (b) of this  
31 subsection, beginning in the 2014-15 school year, the omnibus  
32 appropriations act shall provide the following minimum allocation for  
33 each annual average full-time equivalent student in grades nine through  
34 twelve for the following materials, supplies, and operating costs, to  
35 be adjusted annually for inflation:

36 Per annual average  
37 full-time equivalent student

in grades 9-12

1		
2	<u>Technology . . . . .</u>	\$36.35
3	<u>Curriculum and textbooks . . . . .</u>	\$39.02
4	<u>Other supplies and library materials . . . . .</u>	\$82.84
5	<u>Instructional professional development for certificated and</u>	
6	<u>classified staff . . . . .</u>	\$6.04

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

(a) Exploratory career and technical education courses for students in grades seven through twelve;

~~(b) ((Laboratory—science—courses—for—students—in—grades—nine through twelve;~~

~~(c))~~ Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

~~((d))~~ (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:

(a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 1.5156 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.

(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this

1 subsection (10), the actual per-student allocation may be scaled to  
2 provide a larger allocation for students needing more intensive  
3 intervention and a commensurate reduced allocation for students needing  
4 less intensive intervention, as detailed in the omnibus appropriations  
5 act.

6 (c) To provide additional allocations to support programs for  
7 highly capable students under RCW 28A.185.010 through 28A.185.030,  
8 allocations shall be based on two and three hundred fourteen one-  
9 thousandths percent of each school district's full-time equivalent  
10 basic education enrollment. The minimum allocation for the programs  
11 shall provide resources to provide, on a statewide average, 2.1590  
12 hours per week in extra instruction with fifteen highly capable program  
13 students per teacher.

14 (11) The allocations under subsections (4)(a) and (b), (5), (6),  
15 and (8) of this section shall be enhanced as provided under RCW  
16 28A.150.390 on an excess cost basis to provide supplemental  
17 instructional resources for students with disabilities.

18 (12)(a) For the purposes of allocations for prototypical high  
19 schools and middle schools under subsections (4) and (10) of this  
20 section that are based on the percent of students in the school who are  
21 eligible for free and reduced-price meals, the actual percent of such  
22 students in a school shall be adjusted by a factor identified in the  
23 omnibus appropriations act to reflect underreporting of free and  
24 reduced-price meal eligibility among middle and high school students.

25 (b) Allocations or enhancements provided under subsections (4),  
26 (7), and (9) of this section for exploratory and preparatory career and  
27 technical education courses shall be provided only for courses approved  
28 by the office of the superintendent of public instruction under chapter  
29 28A.700 RCW.

30 (13)(a) This formula for distribution of basic education funds  
31 shall be reviewed biennially by the superintendent and governor. The  
32 recommended formula shall be subject to approval, amendment or  
33 rejection by the legislature.

34 (b) In the event the legislature rejects the distribution formula  
35 recommended by the governor, without adopting a new distribution  
36 formula, the distribution formula for the previous school year shall  
37 remain in effect.

1 (c) The enrollment of any district shall be the annual average  
2 number of full-time equivalent students and part-time students as  
3 provided in RCW 28A.150.350, enrolled on the first school day of each  
4 month, including students who are in attendance pursuant to RCW  
5 28A.335.160 and 28A.225.250 who do not reside within the servicing  
6 school district. The definition of full-time equivalent student shall  
7 be determined by rules of the superintendent of public instruction and  
8 shall be included as part of the superintendent's biennial budget  
9 request. The definition shall be based on the minimum instructional  
10 hour offerings required under RCW 28A.150.220. Any revision of the  
11 present definition shall not take effect until approved by the house  
12 ways and means committee and the senate ways and means committee.

13 (d) The office of financial management shall make a monthly review  
14 of the superintendent's reported full-time equivalent students in the  
15 common schools in conjunction with RCW 43.62.050.

16 **\*NEW SECTION. Sec. 207. A new section is added to chapter 43.06B**  
17 **RCW to read as follows:**

18 ***(1) The office of the education ombuds shall convene a task force***  
19 ***on success for students with special needs to:***

20 ***(a) Define and assess barriers that students with special needs***  
21 ***face in earning a high school diploma and fully accessing the***  
22 ***educational program provided by the public schools, including but not***  
23 ***limited to students with disabilities, dyslexia, and other physical or***  
24 ***emotional conditions for which students do not have an individualized***  
25 ***education program or section 504 plan but that create limitations to***  
26 ***their ability to succeed in school;***

27 ***(b) Outline recommendations for systemic changes to address***  
28 ***barriers identified and successful models for the delivery of education***  
29 ***and supportive services for students with special needs;***

30 ***(c) Recommend steps for coordination of delivery of early learning***  
31 ***through postsecondary education and career preparation for students***  
32 ***with special needs through ongoing efforts of various state and local***  
33 ***education and workforce agencies, including strategies for earlier***  
34 ***assessment and identification of disabilities or barriers to learning***  
35 ***in early learning programs and in kindergarten through third grade; and***

36 ***(d) Identify options for state assistance to help school districts***



1 develop course equivalencies for competency-based education or similar  
2 systems of personalized learning where students master specific  
3 knowledge and skills at their own pace.

4 (2) The task force shall be composed of at least the following  
5 members:

6 (a) One representative each from the office of the superintendent  
7 of public instruction, the workforce training and education  
8 coordinating board, the Washington state school directors' association,  
9 a statewide organization representing teachers and other certificated  
10 instructional staff, the student achievement council, the state board  
11 of education, the department of early learning, the educational  
12 opportunity gap oversight and accountability committee, a nonprofit  
13 organization providing professional development and resources for  
14 educators and parents regarding dyslexia, a nonprofit organization of  
15 special education parents and teachers, and the Washington association  
16 for career and technical education, each to be selected by the  
17 appropriate agency or organization; and

18 (b) At least one faculty member from a public institution of higher  
19 education, at least one special education teacher, at least one general  
20 education teacher, and at least three parent representatives from  
21 special needs families, each to be appointed by the education ombuds.

22 (3) The office of the education ombuds shall submit an initial  
23 report to the superintendent of public instruction, the governor, and  
24 the legislature by December 15, 2014, and December 15th of each year  
25 thereafter until 2016 detailing its recommendations, including  
26 recommendations for specific strategies, programs, and potential  
27 changes to funding or accountability systems that are designed to close  
28 the opportunity gap, increase high school graduation rates, and assure  
29 students with special needs are fully accessing the educational program  
30 provided by the public schools.

31 (4) This section expires June 30, 2017.

\*Sec. 207 was vetoed. See message at end of chapter.

32 NEW SECTION. Sec. 208. Sections 103 and 104 of this act take  
33 effect September 1, 2015.

34 NEW SECTION. Sec. 209. Section 206 of this act takes effect

1 September 1, 2014.

Passed by the Senate March 13, 2014.

Passed by the House March 12, 2014.

Approved by the Governor April 3, 2014, with the exception of certain items that were vetoed.

Filed in Office of Secretary of State April 4, 2014.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 207, Engrossed Second Substitute Senate Bill No. 6552 entitled:

"AN ACT Relating to improving student success by modifying instructional hour and graduation requirements."

Section 207 of the bill directs the Office of the Education Ombuds to convene a three-year task force on students with special needs to examine barriers to earning a diploma.

Later this week I will sign the 2014 supplemental budget, Engrossed Substitute Senate Bill 6002, which includes a similar directive for the Office of Education Ombuds. As that provision of the budget is implemented, it is important that my ombuds office work closely with the Office of the Superintendent of Public Instruction and stakeholders to improve education programs and support success for special education students--and all students. Section 207 creates unnecessary duplication.

For these reasons I have vetoed Section 207 of Engrossed Second Substitute Senate Bill No. 6552.

With the exception of Section 207, Engrossed Second Substitute Senate Bill No. 6552 is approved."



## WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

**As Approved January 9, 2014**

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

WHEREAS, The State Board of Education places significant value on the opportunity for high school students to pursue professional/technical certificates through a skill center or high school Career and Technical Education program during their high school career, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements, and

WHEREAS, The 2013 Legislature appropriated funding to support implementation of the opportunity to earn 24 credits, and

WHEREAS, Presuming the 2014 Legislature enacts the State Board of Education framework with funding, it is the Board's intent that the new graduation requirements will apply beginning with the high school graduating class of 2019. This phase-in period will allow ample time for planning and implementation details as well as required rules to be developed with stakeholder input, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving an amended career and college-ready graduation requirement framework that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for high school and skill center students:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:

English: 4 credits

Math: 3 credits

Science, 2 labs: 3 credits

Social Studies: 3 credits

Health: .5 credit

Career and Technical Education: 1 credit\*\*

Fitness: 1.5 credits

Arts: 2 credits\*\*\* (one may be a Personalized Pathway Requirement\*)

World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement\*: 2 credits

Electives: 4 credits

\* Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

\*\*or 1 Occupational Education credit, as defined in WAC 180-51-067.

\*\*\*Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

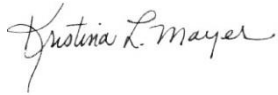
While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.



Dr. Kristina Mayer, Chair  
January 9, 2014

**WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON  
STATE GRADUATION REQUIREMENTS:  
CAREER AND COLLEGE READY**

**As Approved November 10, 2010**

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits  
Math: 3 credits  
Science, 2 labs: 3 credits  
Social Studies: 3 credits  
Health: .5 credit  
Occupational Education: 1 credit  
Fitness: 1.5 credits\*  
Arts: 2 credits\*\*  
World Languages: 2 credits\*  
Career Concentration: 2 credits\*  
Electives: 2 credits\*

\*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. \*\*Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

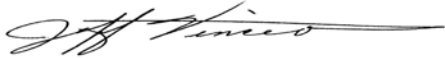
BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.



Jeff Vincent, Chair

November 10, 2010

Date





## SB 6552 AND THE HIGH SCHOOL AND BEYOND PLAN

### Policy Considerations

1. How does the passage of SB 6552 change the role of the High School and Beyond Plan in a student's academic career?
  - a. How does the High School and Beyond Plan process inform and relate to the development of personalized pathways?
  - b. How are the third credits of math and science determined through the High School and Beyond Plan?
  - c. How are personalized pathway requirements determined through the High School and Beyond Plan?
2. How can the High School and Beyond Plan become a more meaningful tool for students, parents, counselors, teachers, and administrators?

### Enhanced Role for the High School and Beyond Plan

The High School and Beyond Plan (HSBP) is intended to assist in student career and educational planning, course selection, and postsecondary transitions. However, implementation of the plans varies across districts and schools, with some students engaging in a planning activity only once in their high school career. This does not allow for the plan to be used in a student's choice and postsecondary planning process in a meaningful way.

With the passage of SB 6552, which authorizes the State Board of Education's career and college ready framework, the High School and Beyond Plan has a direct role in student course planning. The High School and Beyond Plan is referenced in the legislation as the vehicle for students to select the third credits of math and science and in the Board's resolution as the means to identify personalized pathway requirements to meet the new graduation requirements.

### *The High School and Beyond Plan*

The High School and Beyond Plan is the process through which students identify their career and educational goals for after high school and the steps necessary to realize those goals. Because the HSBP will be more integrated in student course selection for high school, it should be started by at least 8<sup>th</sup> grade and revised to grow and evolve with the student throughout her academic career. The minimum components are:

- Identification of career goals
- Identification of educational goals related to the student's career goals
- A four-year plan for course-taking that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals
- Identification of assessments necessary to achieve career and educational goals

There are many other components and implementation considerations that would be beneficial to the HSBP process for students, such as completion of a resume and parent and family engagement. For compliance purposes, however, the four components above are considered definitional, without which there is no plan.

### *Personalized Post-Secondary Pathways and Requirements*

Personalized post-secondary pathways align with the career and educational goals identified in a student's High School and Beyond Plan. The pathway is locally determined and made up of the courses necessary to attain student goals. For example, if a student identifies in her HSBP a career goal of becoming a carpenter and an educational goal of enrolling in a carpentry apprenticeship program after high school, her personalized pathway may include additional CTE courses in construction. These courses will prepare her for the next step on her path to becoming a carpenter and could be used to fulfill the personalized pathway requirements for graduation. The personalized pathway also includes a student's elective choices and third credits of math and science selections, in addition to the three pathway requirements.

Personalized pathway requirements are three credits of coursework that are chosen intentionally to lead towards a student's educational and career goals. They should align with post-secondary program entrance requirements, when appropriate, and enhance a student's content knowledge of her chosen field, when appropriate.

### *Third Credits of Math and Science*

The third credits of math and science are to be determined by a student based on her High School and Beyond Plan and interests. Similar to the personalized pathway requirements, these courses should be selected with a student's educational and career goals in mind. For example, if a student's career goal is to become a dentist, and her educational goal is to attend a four-year university after high school, the third credits of math and science should align with the requirements for entry into the institutions and programs in which the student wishes to enroll. The third credits of math and science should also align with state standards and assessments required for graduation. The student's course selection is then subject to the approval of the student's parent or guardian, or, if the parent/guardian is unavailable, the student's principal or counselor.

### **Making the High School and Beyond Plan Meaningful**

In order for the HSBP to become a meaningful tool for all students, parents, and other stakeholders, it should include more than the bare minimum defined in the rules. The HSBP has the potential to guide a student's entire academic experience. Districts around the state have integrated elements of the plan into middle school and elementary grades, incorporated HSBP development into core class time, and used the postsecondary goals of students as a framework for policy decisions. Districts have also added components to their plans like completion of applications for postsecondary training or education, exploration of financial aid options, completion of a resume, and lessons to develop the soft skills needed in today's workplaces.

## **Next Steps**

The passage of SB 6552 emphasizes the importance of career and college planning through the High School and Beyond Plan in a student's academic experience. In addition to revising the definition of the HSBP in the rules, the State Board of Education will want to further explore characteristics and implementation practices of high quality, meaningful HSBP processes. The SBE has an important role to play in enhancing the quality of the HSBP across the state. It may do so through providing guidance to districts, adopting a resolution defining additional characteristics of high quality HSBPs, and investigating other ways in which the state can help build capacity for districts.