

# Graduation Requirement Rules



## THE WASHINGTON STATE BOARD OF EDUCATION

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

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

Prepared for the September 2019 Board Meeting

Information and action item.

As related to:

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

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

Materials included in packet:

- Rule-making Timeline
- Summary of Draft Rules PowerPoint
- Explanation of Proposed WAC Change for Social Studies
- Pathways to Graduation Flyer
- Summary of Outreach Process and Feedback on Draft Graduation Requirement Rules (WACs)
- Memo from WSPTA on Rules for the New Graduation Pathway Options Section
- Memo from OSPI on the CTE Pathway Language
- Memo from AWSP on Rules for the New Graduation Pathway Options Section
- Rules Draft for Chapter 180-51 WAC

Synopsis and Policy Considerations:

Staff will provide a briefing on the rule-making process and timeline for Chapter 180-51 WAC (Graduation Requirements), the feedback received to-date on Chapter 180-51 WAC, as well as an overview of the chapter that has been restructured for clarity, including amended general sections and new sections which include an introductory section for Class of 2020 requirements, credit graduation requirements, High School and Beyond Plan requirements, and the new graduation pathway options.

This agenda item aligns with the Board's Strategic Plan strategies:

- To support more effective communication with students, parents, and educators about multiple pathways to post-secondary options.
- To examine and highlight options to improve the impact of the High School and Beyond Plan as a means to support student agency and voice.

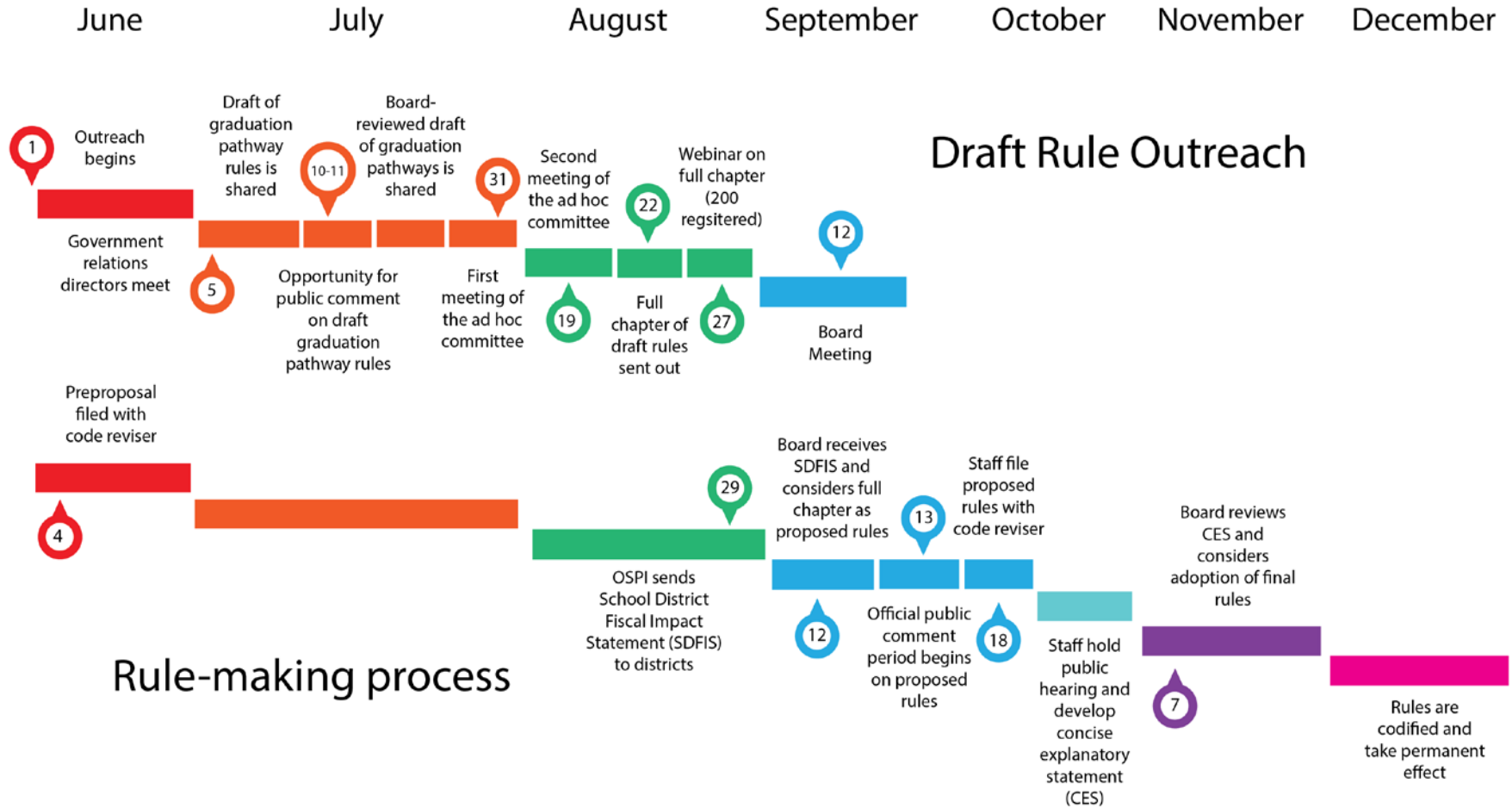
SBE action is planned for approval of proposed rules on Chapter 180-51 WAC at this meeting. Board members will receive the School District Fiscal Impact Statement from OSPI on September 12. Final rule adoption is planned for the November meeting.



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## VISUAL OF TIMELINE FOR OUTREACH AND RULE-MAKING FOR WAC 180-51





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### OVERVIEW OF RULE-MAKING TIMELINE FOR WAC 180-51

Prepared for the September 2019 Board meeting

#### High-level description

- Board considers approval of proposed rules on September 12, 2019
- Public hearing anticipated in late October
- Adoption of final rules anticipated on November 7, 2019
- Rules take effect 31 days after filing, mid-December, 2019

#### Detailed description

Activity	Due Date
Submit CR-102, including SDFIS	Noon 9/18
Outreach regarding public hearing	10/2
CR-102 published in WSR	10/2
Public Hearing in Brouillet Room with remote access available from ESDs for the public hearing	Late October, on or after October 22
Produce concise explanatory statement (CES)	10/25
Staff meeting to review CES and decide on whether the comments need follow-up. If not, need to explain why.	10/25
Send out CES to board members with packet	10/29
Reading of CES summaries before adoption	11/7
Board adoption of final rule	11/7
File CR-103P	ASAP after 11/7
Final Rule becomes WAC	Standard for Code Reviser is 31 days after filing CR-103P, then rules take effect mid-December

For questions about the timeline or rule-making process, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)



# Summary of DRAFT Graduation Requirement Rules

Washington State Board of Education  
August, 2019



## DRAFT Revisions to Chapter 180-51 WAC to Implement:

- E2SHB 1599 (2019)
  - Removes requirement that students earn certain scores on state assessments to graduate
  - Automatic awarding of credit for high school level courses taken prior to high school
  - 2-credit waiver for individual students for “unusual” circumstances—remove “unusual”
  - Updates to the High School and Beyond Plan
  - Graduation Pathway Options
- SSHB 1896 (2018) which makes the Civics graduation requirement a stand-alone course
- ESHB 2224 (2018) and SHB 2686 (2018) that included updates to the High School and Beyond Plan
- Updates to align with statute, with practice, and to streamline the structure of the graduation requirements.



# Reorganization of the Chapter

- Consolidate previous graduation requirements for cohorts of students who are now adults.
- Strike some sections of the chapter that are redundant or outdated.
- Add four new sections of the chapter:
  - Overview of new graduation requirements beginning for the Class of 2020.
  - Credit graduation requirements.
  - High School and Beyond Plan (HSBP).
  - Graduation pathway options.





# Clarifying, Removing Outdated References, Updating Language

For example:

- Replace “essential academic learning requirements” with “learning standards.”
- Replace “vocational” with “career and technical education” (CTE).
- Replace “fitness” with “physical education” (PE).
- Remove references to statute and rules that are no longer in effect.
- Remove references to expired waivers.
- Remove reference to non-CTE courses locally determined to be equivalent to CTE course (because of the requirements of the CTE program, a non-CTE course cannot be equivalent to a CTE course.)
- Clarifying that a student’s graduation requirements are set by when they enter 9<sup>th</sup> grade, regardless of their expected graduation year.



# Clarification of Credit and Subject Area Requirements (Current and New Sections)

- Separately list Health and PE as requirements—this reflects common practice.
- Clarify the math credit graduation requirement for students who earn high school credit in math prior to high school—prescriptive language about the order that high school math courses should be taken is removed.
- Add greater flexibility in social studies requirement:
  - Add “or the equivalent” in listing mandatory course titles.
  - Change 1.0 credit for Contemporary World Problems to .5 credit. (Total credits for social studies will remain 3 credits.)
- In the new credit requirement section for the Class of 2021 and beyond:
  - Add definitions for core credits and flexible credits, and separately list core credits and flexible credits.
  - Add Civics as a stand-alone course for the classes of 2024 and beyond.



# Overview of New Graduation Requirements, HSBP, and High School Courses Taken Before High School

- Overview describes the broad new requirements for the high school diploma:  
1) credit and subject area requirements, 2) the HSBP, 3) graduation pathway options.
- HSBP section:
  - reorganize the statute for clarity.
  - Add information about state and federal financial aid applications.
- Completely amend section on high school credit taken before high school:
  - Automatic awarding of high school credit.
  - Sets a time limit for the end of 10<sup>th</sup> grade for requesting that the credit be removed, or that a non-numeric (pass) is entered on the transcript.



# Graduation Pathway Options

Beginning with the class of 2020, each student must meet the requirements of at least one of the eight following graduation pathway options (in addition to credit, HSBP, and other graduation requirements). The graduation pathway option must align with a student's HSBP. Districts are encouraged, but not required, to offer all eight pathway options.

Students must achieve certain scores or grades to demonstrate college and career readiness in ELA and Math through options 1-6 below or meet the requirements of options 7 or 8.

1. Statewide High School Assessments
2. Dual Credit Courses
3. Transition Courses
4. Advanced Placement, International Baccalaureate, or Cambridge International (via coursework or assessment)
5. SAT or ACT
6. Any combination of at least one English and one math option of 1-5
7. Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery)
8. CTE (Career and Technical Education) Course Sequence



## Contact Information

Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)

Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)

Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)

Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

Phone: 360-725-6025

Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)



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## PROPOSED CHANGE TO SOCIAL STUDIES GRADUATION REQUIREMENTS

Prepared for the September 2019 Board meeting

### Background

State Board of Education (SBE) staff have worked with OSPI Learning and Teaching Staff to update and streamline graduation requirement rules. OSPI recommended changing the social studies graduation requirement credit requirement for the mandatory course, Contemporary World Problems. OSPI created a brief explanation, copied below, for the Board’s consideration.

### OSPI Recommendation and Explanation:

#### **EXPLANATION OF PROPOSED WAC CHANGE FOR SOCIAL STUDIES:**

**What is the problem we are trying to fix?** Most high schools are choosing to place the new stand-alone .5 Civics course (RCW [28A.230.094](#)) required for the class of 2024 at the senior level where a year-long Contemporary World Problems (CWP) course commonly exists. Schools then need to place the additional one semester of CWP elsewhere, and often fold it into World History courses. This “square peg in a round hole” solution does not work well in practice because most World History courses do not reach contemporary history and most World History texts are not written to include contemporary world history.

**Proposed change:** The proposed change is a .5 credit *decrease* in Contemporary World Problems and a .5 credit *increase* in social studies electives. Specifically:

	Current Credit	Proposed Credit
<i>US History</i>	1.0	1.0
<i>Civics (class of 2024)</i>	.5	.5
<i>Contemporary World Problems or Equivalent</i>	1.0	.5
<i>Elective(s) (including .5 credit of WA State History if not taken at the secondary level prior to high school)</i>	.5	1.0
<b>Total credits</b>	3.0	3.0

**Benefit to schools/students:** This change will provide schools greater flexibility in providing students opportunities to obtain three Social Studies credits. Schools can still provide a second semester of CWP if they choose, in the manner they see fit.

Jerry Price, OSPI Social Studies Program Supervisor: [jerry.price@k12.wa.us](mailto:jerry.price@k12.wa.us)

# Graduation Pathway Options



The Washington State Legislature authorizes State Board of Education (SBE) to establish state graduation requirements. In 2019, new legislation (Engrossed Second Substitute House Bill 1599) removed the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation. **The new law also directs SBE to adopt rules for Section 201 (graduation pathway options).**

## Graduation Pathway Options: Class of 2020 Forward

*Note: these are a summary of SBE draft rule (WAC) graduation pathway options.*

1. Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics.
2. Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and Career and Technical Education dual credit courses). Students do not have to pay fees or claim college credit to meet this pathway, but they must be eligible for college credit at the level of 100 or higher, by meeting the program criteria established by the local district and the applicable higher education entity.
3. For both ELA and math, earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
4. Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
5. Pass a transition course in ELA and math (for example, a [Bridge to College](#) course, which is a senior course for students who earned a Level 2 on the SBA) which allows a student to place directly into a credit-bearing college level course. This pathway includes transition courses identified through local agreements between colleges and school districts.
6. Meet any combination of at least one ELA and one math option of those options listed in 1-5.
7. Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
8. Complete a sequence of Career and Technical Education (CTE) courses: two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary plans outlined in the student's High School and Beyond Plan. The sequence may be comprised of courses within the same CTE program area or courses within more than one CTE program area.

## Graduation Pathway Options Discussion

The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement.

- Which pathways are available to students in your school or district? If not all pathways are available what barriers do perceive and how could they be addressed? Do you see equity challenges in any of the pathways?
- How could the pathways be more equitable to address the needs of a wider range of students?
- Which pathway do you see as creating the most opportunities or challenges for your or other districts? Why?
- At this point, would you suggest modifications to any of the existing pathways? Do you have new pathway suggestions?



# Graduation Requirement Changes from E2SHB 1599

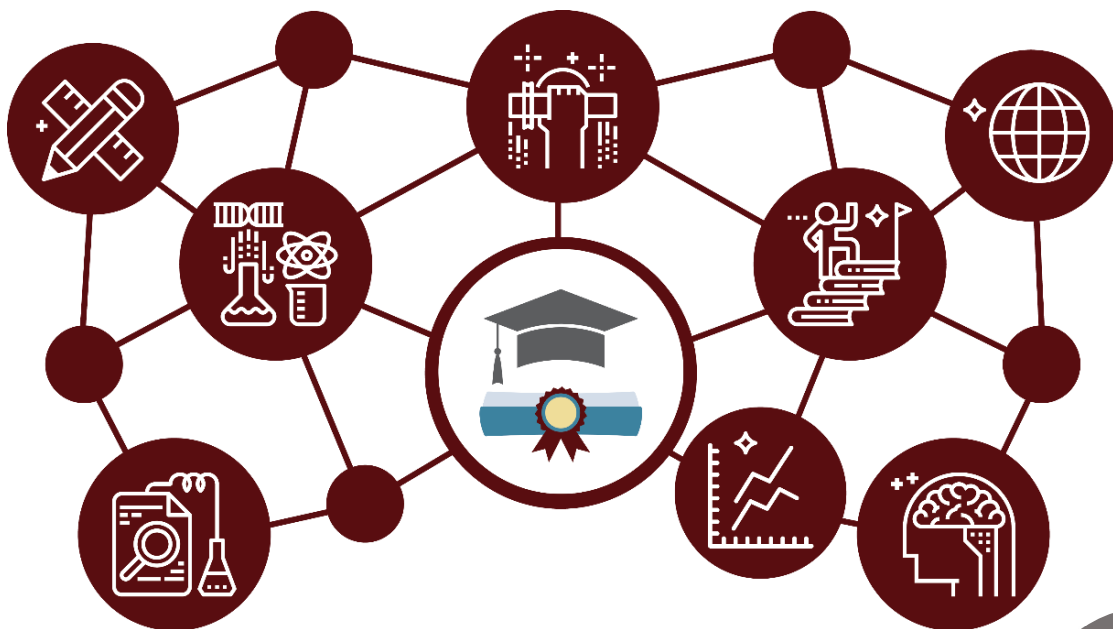
The State Board of Education supports an integrated preschool through post-secondary education, training, and career-readiness system. The Board encourages and supports student voices, and individualized education and career pathways. We actively seek to identify and eliminate biases and barriers to student success. A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (2ESHB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student's family may choose to opt out of the credit).
- Changes language from "unusual circumstances" to "student circumstances" to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creating a Mastery-Based Education Work group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit.

**A High School and Beyond Plan (HSBP) must inform course-taking and be aligned with the student's goals for education or training and career after high school.**

- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their "school to post-school transition plan" and must be updated in a similar manner and with similar school personnel as for all other students.
- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- Adds information on [FAFSA](#) and [WAFSA](#), including the list of what is needed to complete the financial aid applications and opportunities to help families fill out the applications.

See draft rules for the graduation requirements (WAC 180-51) chapter on [our website](#).







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## SUMMARY OF OUTREACH PROCESS AND FEEDBACK ON DRAFT GRADUATION REQUIREMENT RULES (WACS)

Prepared for the September 2019 Board meeting

### Outreach Related to the Draft Graduation Requirement Rules (**Chapter 180-51 WAC**)

The State Board of Education (SBE) added an “early phase” to the typical rule-making process, for the express purpose of shaping and sharing draft language – that represents the direction SBE is heading – far and wide, and gathering feedback from the field and our key partners so that we can provide implementation guidance for our districts and schools as early in the 2019-20 SY as possible, since the new graduation pathway options will apply to next year’s graduating class.

The outreach efforts listed below reflect major, but not exhaustive, efforts conducted by SBE.

#### **JUNE:**

Staff convened a meeting with advocacy directors from key K-12 partner organizations (the Office of the Superintendent of Public Instruction, the Association of Washington School Principals, the Washington Educators Association, Washington State Parent Teachers Association, the Washington State School Directors’ Association, the Washington Association of School Administrators, Association of Educational Service Districts, etc.) to identify key questions we collectively were hearing from our respective members and others about the new graduation pathway options (Section 201, E2SHB 1599). Staff compiled key questions into a matrix and shared with all meeting participants for verification; these questions heavily influenced initial draft rule language.

Staff initiated and held a meeting with OSPI staff regarding the CTE option rule construction.

Staff met with the executive director of of Washington Association of Career and Technical Educators regarding his recommendations and thoughts for the career and technical education graduation pathway option rule language.

Staff met with a key legislator to discuss the recent changes to and long-term vision for the HSBP

Staff met with the Washington Council for High School College Relations Board and spoke with approximately 20 people, including high school counselors, higher education admissions directors, and representatives of state agencies..

Staff met with key legislators to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the WACs.

Staff initiated and held a conference call with Dr. Steven Cook, a WA-based ASVAB Program Manager (at Spokane MEPS) and Dr. Shannon Salyer, an ASVAB National Manager. Staff also researched the three other states that use ASVAB in their graduation requirements.

Staff drafted rule language for the graduation pathway options (Section 201, E2SHB 1599); consulted extensively with other SBE staff, the assistant attorney general, and SBE Member Maier on initial draft language.

***JULY:***

Staff sent draft rule language to all SBE Board and staff members, as well as key legislators and K-12 partner organizations (those specified in the first bullet under June, as well as the Governor's Office, and legislative K-12 policy leads in all caucuses and education committees); many provided feedback via email, phone, or in-person meetings.

SBE spent approximately one-third of its July 10-11 meeting time discussing the draft rule language for the graduation pathway options section of Chapter 180-51 WAC. The Board decided to establish an ad-hoc Committee on Graduation Requirements WACs.

Nine people provided public comment during SBE's July Board Meeting on the draft graduation pathway options rule language.

Staff sent draft rule language (7/16) that reflected the Board's discussion to partner agencies and associations mentioned above, as well as the Educational Opportunity Gap Oversight and Accountability Committee, League of Education Voters, Partnership for Learning, Charter School Commission, Washington Charters, Association of Washington Business, Department of Children, Youth and Families, State Board of Community and Technical Colleges, the Workforce Training and Education Coordinating Board, Council of Presidents, and the Washington Student Achievement Council. LEV, PFL, CSC, WA Charters, AWB, DCYF, SBCTC, WTECB, COP, and WSAC; many distributed to their networks and many provided feedback via email, phone, or in-person meetings.

Staff initiated and held a conference call with Keith Lucey, Senior Manager, East, North America, Cambridge Assessment International Education to ensure rule language accurately reflects Cambridge's educational program and exams.

Staff met with key legislators and legislative K-12 policy staff to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the rules, particularly for the Armed Services Vocational Aptitude Battery test (ASVAB) and the Career and Technical Education (CTE) pathways

Staff met with OSPI Native Education staff for feedback on language for American Indian history.

***AUGUST:***

SBE's ad hoc Committee on Graduation Requirement WACs (Members Maier, Bolt, Koon, and Martin Morris, staffed by KH, LD, AM, PT, and RS) met twice (approximately 15 hours total) and also spent extensive time communicating about the rule language via email and phone.

Staff met with the WA-ACTE (Washington Association for Career and Technical Education) Board and WACTA (Washington Association of Career and Technical Administrators) Board at the WA-ACTE Summer

Conference and spoke with OSPI CTE staff and approximately 35 CTE educators and administrators regarding the draft rule language for the CTE graduation pathway option.

Staff met with key legislators to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the Rules.

Staff participated in a Clover Park SD educator back-to-school event, presenting and discussing the draft pathway option rules with approximately 30 people, including counselors and CTE educators.

Staff sent all draft graduation requirement rules (Chapter 180-51 WAC) for review to 297 people (subscribers to SBE's rule activity listserv) as well as to various education partners, associations, districts, and numerous individuals (including everyone who received earlier drafts as specified above).

A webinar was held on August 27 on draft Chapter 180-51 WAC. One hundred and ninety-five people registered; approximately 120 people participated and asked approximately 50 questions of SBE staff.

### Feedback regarding Draft Rules

SBE staff has received written or public comment from approximately 26 organizations and received email or verbal feedback from many (100 to 200) individuals.

SBE has received feedback on myriad technical language and issues; staff have researched and analyzed suggestions and have edited draft WAC language accordingly.

#### ***SUMMARY OF MAJOR FEEDBACK ON CHAPTER 180-51 WAC (OTHER THAN SECTION 230):***

- OSPI Learning and Teaching staff extensively reviewed credit graduation requirements.
- Recommendation to change Contemporary World Problems from a 1-credit requirement to a .5 credit requirement.
- Recommendation to split out Health and Physical Education (PE) as separate requirements. Interest in strengthening the requirement for the PE component, and clarifying excusing students from PE
- Washington Student Achievement Council staff provided financial aid application information for the HSBP rules.

#### ***SUMMARY OF MAJOR FEEDBACK ON PATHWAYS:***

- Concerns expressed for students with Individualized Educational Program (IEP) meeting the pathway requirement once the CIA option goes away.
- SBA pathway:
  - Difficulty with telling students/families that SBA is still required for State & Federal accountability despite "not needing it for graduation." Staff has shared plans to do communications around this, and many partners have affirmed they like our message that SBA is still important for students, because it helps them know if they are on-track for their postsecondary plans.
- Dual credit pathway:
  - Most of the feedback has indicated appreciation for our rules stating "nothing in this subsection requires a student to pay fees or claim college credit to meet this pathway."

- A minority of feedback has expressed that students need to actually get the credit on their higher education transcript—even if this means paying the fees.
- ASVAB Pathway:
  - A few organizations/individuals expressed a preference to see this structured so students would need to earn a score that would lead to a career in a specific branch of the military. (e.g. AWB)
  - Many others expressed a preference that students using this pathway not have any additional requirements beyond other pathways (e.g. a student using the AP/IB/CI pathway does not need to declare a college major, so students in this pathway should not be expected to earn a score that aligns with a declared, designed occupation preference within the military) and that the decision about whether a specific military career or branch is legitimate does not lie with adults in the K-12 system but rather with the student.
  - School counselors, key legislators, legislative staff, and others emphasized that the intent, of this pathway was for it to serve as the “relief valve” for students who want and need to earn a diploma and may not be able to meet any other of the graduation pathway options.
  - Some partners have expressed a worry that this pathway will be, or will be perceived as, an easier pathway that some students will be tracked into. Furthermore, the lowest score option would be associated with limited military and civilian occupations
- CTE Pathway:
  - Many school districts (principals, superintendents, district office administrators, counselors), as well as other key partners have expressed support of the SBE’s draft CTE pathway option that allows the sequence of CTE courses to be either within the same or different CTE program area. Partners expressed that requiring students to complete a sequence of courses in the same CTE program area creates inequity between large schools and small schools. Partners and districts have urged WAC language to provide local control over the courses a student takes to fulfill the CTE pathway based on the student’s High School and Beyond Plan. OSPI and WA ACTE support a definition of pathways that include only courses within the same CTE program area. OSPI’s memo on this topic is attached.

Additional feedback was received on the potential inequities of the pathways and the need for additional pathways that cannot be addressed in rule—staff have documented that feedback to be taken into account in SBE legislative reports on adequacy of the pathways.

Written and verbal Feedback regarding Draft Rules has come from the following Sources:

**ORGANIZATIONS INCLUDE:**

1. Washington State Parent Teacher Association (WSPTA participated in June meeting, reviewed multiple drafts of rule language, distributed draft rule language to its membership, compiled input and shared with SBE staff verbally via meeting and phone, via email, and via formal letter; also provided public comment in support of the draft language at SBE’s July meeting)
2. Washington Education Association (meetings, public comment, email; also provided public comment in support of the draft language at SBE’s July meeting)

3. Association of Washington School Principals (AWSP participated in June meeting, reviewed multiple drafts of rule language, distributed draft rule language to its membership, compiled input and shared with SBE staff verbally, via email, and via formal letter; also provided public comment in support of the draft language at SBE's July meeting)
4. Washington Association of School Administrators (WASA participated in June meeting, reviewed multiple drafts of rule language, distributed to its membership, and many members sent feedback to SBE Members and staff)
5. Washington State School Directors Association (WSSDA participated in June meeting, reviewed multiple drafts of rule language, and distributed draft rule language to its membership)
6. Washington School Counselors Association (WASCA)
7. Washington Student Achievement Council (Staff met with multiple WSAC representatives)
8. Equity in Education Coalition
9. Washington ACTE (Staff met with representatives, and staff participated in Board meetings at the Summer Conference)
10. Northeast WA CTE Director administrative group (NE WACTA)
11. Washington Council (Staff met with the Board)
12. High School Success Coalition (Stand for Children, Washington Roundtable, Black Education Strategy Roundtable, and College Success Foundation)
13. League of Education Voters (provided written and verbal input)
14. Black Education Strategy Roundtable (Staff had an in-person meeting with BESR and also presented at BESR quarterly workshop on graduation requirements and gathered feedback from participants)
15. Ready Washington (Staff had multiple meetings and phone conversations with Ready Washington staff)
16. WERA District Assessment Network
17. Council of Presidents
18. Independent Colleges of Washington (Staff met in person with nine representatives)
19. State Board for Community and Technical Colleges
20. Various Tribes
21. Office of Superintendent of Public Instruction
22. College Board
23. Cambridge International (SBE staff conferred via scheduled conference calls)
24. ASVAB (SBE staff conferred with DOD and MEPS ASVAB specialists via scheduled phone calls and numerous emails)
25. Clover Park School District
26. Everett Public Schools
27. Shoreline School District (Lengthy phone call)
28. Highline Public Schools (In-person meeting)
29. Olympia School District (In-person meeting)
30. Fife School District
31. Pasco School District
32. South Bend Schools
33. Seattle Schools
34. Medical Lake School District
35. Spokane Public Schools
36. Career Connect Washington's Government and Education Work Group

37. Olympic ESD 114
38. NEWESD (ESD 101)
39. League of Education Voters (Conversations and emails with staff, participation in 8/27 webinar)
40. Washington and Alaska Troops to Teachers (Former Rear Admiral, USN, Retired)
41. OSPI leadership (Multiple in-person meetings and otherwise spoke with OSPI leadership numerous times during the rule-drafting process)
42. Governor Inslee's Education staff
43. Informal discussions with family members, friends, and acquaintances with career military or other military experience
44. Individual superintendents, central office administrators, principals, CTE directors
45. Individual legislators and legislative staff



August 13, 2019

Ms. Kaaren Heikes  
Director of Policy & Partnerships  
WA State Board of Education  
[kaaren.heikes@K12.wa.us](mailto:kaaren.heikes@K12.wa.us)

Dear Kaaren,

Thank you for the opportunity to comment on the draft proposed graduation pathway rules to help implement HB 1599. As you know, Washington State PTA (WSPTA) has been engaged in the “assessment requirements” issue for many years, opposing legislation and policies that allow a single factor to determine a student’s advancement, including graduation from high school.

WSPTA’s vision is that every child’s potential become a reality. As such, we encourage the State Board of Education to keep these rules as broad and flexible as the legislation will allow. These draft rules are a good step forward. The following are a few suggestions and comments we would like to share for your consideration (see the draft rules for markup or comment):

1. Eliminate the word “eight” regarding pathways so that the WAC doesn’t require a change every time a new path is added, or one is removed;
2. While working on IB and Cambridge legislation, a score of “E” has been used to award college credit. This change is needed in section 4b; the other two programs are stated correctly.
3. For both the military entrance exam and Career and Technical Education subsections, we’d recommend clearly stating that the pathways described in (1)-(6) are not required for students pursuing these pathways and have offered language to that end;
4. We wholeheartedly support (b)(ii) in the CTE subsection. While WSPTA would have liked to see a job-embedded pathway option for students who are pursuing a career directly following high school, our leadership in particular supports language in the Career and Technical Education section that recognizes courses that are complementary to a student’s post-secondary goals but may not be in the same program of study.

- For example, a student may take one credit of welding, a half-credit of marketing, and a half-credit of financial literacy to prepare for a career path as a metal art designer. This is a valid pathway.
  - In our experience, small or rural schools may not offer a large selection of CTE courses (e.g., aviation 1, aviation 2) or have access to a skill center (e.g., two years of culinary arts). Even in more urban schools, students may get waitlisted in CTE courses and be unable to complete what is described as a sequence in (b)(i). This subsection recognizes the need to make the rule student-centered and focused on student success.
  - Having flexibility and allowing a student’s High School and Beyond Plan to drive a student’s course-taking is imperative, particularly for students who are not planning a college-bound path.
5. During the 2014 legislative session, WSPTA worked closely with education associations on the 24-credit high school graduation bill, E2SSB 6552. An important component of this legislation was to ensure that students had access to a CTE equivalency/dual credit opportunity for the third credit of math and of science. This option was designed to help students align an area of possible postsecondary interest with those specific credits. Under HB 1599, students who plan to use the CTE pathway to graduate do not need to meet one of the math pathways; however it would be useful for students who earn a CTE math equivalency to be able to count that course under (b)(ii). We have included possible language to address that issue.

On behalf of the more than 125,000 members of Washington State PTA statewide, thank you for reaching out for comments on these important rules. As we said at the beginning, we encourage the State Board to keep the rules as broad and flexible as possible. With the 2020 session approaching, there will be an opportunity to work with the bill’s sponsor and stakeholders if clarification is needed.

If you have any questions about the suggestions or comments, please contact either of us directly or WSPTA legislative consultant Marie Sullivan at [legconsultant@wastatepta.org](mailto:legconsultant@wastatepta.org).

Sincerely,

Janice Kutzera  
President  
[ptapres@wastatepta.org](mailto:ptapres@wastatepta.org)

Sherry Rudolph  
Advocacy Director  
[ptaadvocacydir@wastatepta.org](mailto:ptaadvocacydir@wastatepta.org)



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

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

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

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

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

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

**WAC 180-51-025 Local school district application of state requirements.** The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts: Provided, that if a (~~foreign~~) world language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

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

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

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

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

(2) At the request of the student and the student's parent or  
guardian, high school credit earned before high school may be  
transcribed with a nonnumerical grade, such as "pass" or "credit,"  
according to district policy. A nonnumerical grade will not be  
included in the student's high school grade point average calculation.  
High school credit earned prior to high school and transcribed with a

nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) Unless otherwise specified in district policy, a student and the student's family must inform the school by the end of the student's tenth grade year if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

[Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-030, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-030, filed 2/3/93, effective 3/6/93; WSR 91-01-066, § 180-51-030, filed 12/14/90, effective 1/14/91. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-030, filed 5/17/84.]

AMENDATORY SECTION (Amending WSR 05-21-007, filed 10/6/05, effective 11/6/05)

**WAC 180-51-035 Applicable standards for graduation for students under age twenty-one—Applicable standards for graduation for students age twenty-one or older—Amendments to this chapter.** (1) All students entering a high school program in Washington state shall be assigned

an expected graduation year as required by federal law and this section. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of this section.

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

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

~~(2) ((A student under age twenty one shall have the right to graduate in accordance with the standards in effect for the school of graduation for any year since such student commenced the ninth grade~~

~~or the equivalent of a four-year high school program and until the student turns age twenty-one.~~

~~(3))~~(a) A student age twenty-one or older who earns a high school diploma through the adult high school completion option under WAC 180-51-053 shall be required to meet the state minimum graduation credit ~~((requirements under WAC 180-51-060 or 180-51-061, depending on))~~ established when the student began their high school program. Such students shall not be required to ~~((meet the following state minimum graduation requirements under WAC 180-51-061:))~~ earn a certificate of academic achievement ((or)), a certificate of individual achievement, or meet pathway graduation requirements under WAC 180-51-210;

(b) The state board of education reserves the prerogative to determine if and when the waived requirements under (a) of this subsection shall be required to earn an adult high school completion diploma.

~~((4))~~ (3) Unless otherwise required by statute, aAll subsequent amendments to ~~((this chapter))~~ credit graduation requirement rules and all subsequent local standards shall apply prospectively to the students who enter the ninth grade or begin the equivalent of a four-year high school program subsequent to the amendments.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. WSR 05-21-007, § 180-51-035, filed 10/6/05, effective 11/6/05; WSR 04-20-093, § 180-51-035, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-035, filed 9/20/00, effective 10/21/00. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-035, filed 5/17/84.]

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

NEW SECTION

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

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

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

(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.

(b) 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.

(c) Two and one-half **social studies** credits that at minimum align with the state's learning standards in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. 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.

(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 shall include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. If taken in seventh or eighth grade, this course may meet the state history and government graduation requirement. However, the course may only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes or is 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). The study of the United

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

(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.

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

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

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

(g) One credit in **career and technical education** or occupational education. Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as identified by the district. "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 (RCW 28A.150.210) and 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 program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

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

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

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

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

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

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

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



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

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

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

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

(i) Unless otherwise provided for in (b)(ii) 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, 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.

[]

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

**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, beginning July 1, 2012, 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. The credit and subject area requirements in this section apply to districts with a waiver to delay implementing WAC 180-51-068. For such districts, this section will apply to students who entered ninth grade between July 1, 2012, and June 30, 2016. 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.)~~

Equivalent career and technical education 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 career and technical education mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

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

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

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

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

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



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

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

(4) Three **social studies** credits (~~((2.5))~~ two credits prescribed courses, plus (~~((a-.5))~~ one 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))~~ include information on the cultures, (~~((history))~~ histories, and governments of the American Indian peoples who (~~((were))~~ are the first inhabitants of the state. Successful completion of Washington state history 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-half 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)~~) One-half credits of health.

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

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

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

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

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

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

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

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

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-067, filed 9/8/14, effective 10/9/14. 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.]

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

WAC 180-51-068 State subject and credit requirements for high

school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017. 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 (the class of 2019), shall total twenty-four as required in this section, 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))~~ standards 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 in (a) through (e) of this subsection:

(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.655.061, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section;))~~, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

~~(b) 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:~~

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

~~(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.~~



~~(c) 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:~~

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

~~(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.~~

~~(d) 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.)~~ completes one or more high school level math courses with a passing grade that

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

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

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

(ii) Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take algebra 1 or integrated mathematics I and geometry or

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

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

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

(4) Three **social studies** credits (~~((2.5))~~ two credits prescribed courses, plus a (~~(.5))~~ one 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, 28A.230.090 and WAC 392-410-120, and shall (~~consider including~~) include information on the cultures, (~~history~~) histories, and governments of the American Indian peoples who (~~were~~) are the first inhabitants of the state. Successful completion of Washington state history 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-half 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)~~) One-half credit in health.

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

(~~(6)~~) (7) 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 pathway requirement as provided in subsection (15)(c) of this section.

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

(a) A career and technical education ~~((CTE))~~ credit means a credit resulting from a course in a ~~((CTE))~~ career and technical education program or occupational education credit as contained in the ~~((CTE))~~ career and technical education 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))~~ career and technical education program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

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

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

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

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

~~((10))~~ (11) 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.~~

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

(12) A school district wishing to implement the requirements for high school graduation 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 must:

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

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver. 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.

(b) A district implementing a waiver 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 shall prevent a district granted a waiver from electing to implement subsections (1) through ~~((10))~~ (11) of this section during the term for which the waiver is granted. A district

granted a waiver that elects to implement subsections (1) through ~~((10))~~ (11) of this section 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 on its public web site.

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

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

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

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

(15) 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.

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

(17) 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 subsection (3) 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 coursework 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) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NEW SECTION

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

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

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

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

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

[ ]

NEW SECTION

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

(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 subsection (4) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or course work 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 postsecondary career or educational goals chosen by the student;

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

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

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

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

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

(3) 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 on or after July 1, 2017, (the class of 2021 and beyond) shall total twenty-four, except

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

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

(a) Four **English** credits.

(b) Three **mathematics** credits.

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

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

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

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

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

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

(c) Three **science** credits, at least two of which must be in laboratory science. 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. The

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

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

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

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

(iii) One-half credit shall be required in civics, including at a minimum the content listed in RCW 28A.230.094. Starting with the class of 2024, districts must offer this graduation requirement as a stand-alone course, subject to the provisions of RCW 28A.230.094. A "stand-alone civics course" is a course that is primarily dedicated to the content listed in RCW 28A.230.094, and that is transcribed as "civics" on a student's transcript. Civics content and instruction required by this subsection may be embedded in social studies courses that offer students the opportunity to earn both high school and postsecondary credit.

(iv) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on

each student's transcript. The Washington state history requirement may be waived by the principal for students who:

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

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

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

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

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

(i) Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as identified by the district. "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 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 program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

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

(iii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course (RCW 28A.700.070 and subsection (7) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total

number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

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

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

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

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

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

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

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

(8) 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.

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

[ ]

NEW SECTION

**WAC 180-51-220 High school and beyond plan.** (1) Each student must have a high school and beyond plan, initiated during seventh or eighth grade with the administration of a career interest and skills inventory, to guide the student's high school experience and inform course-taking that is aligned with the student's goals for education or training and career after high school. School districts are encouraged to develop and utilize high-quality high school and beyond plan tools. Beginning in the 2020-21 school year, each school district must have an electronic high school and beyond plan platform available to all students; districts may utilize one of the electronic platforms on the list that the office of the superintendent of public instruction creates and posts on its web site. Districts are encouraged to utilize electronic high school and beyond platforms that meet the criteria specified in chapter 28A.230 RCW.

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

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

(b) Identification of education goals.

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

(d) Identification of options for satisfying state and local graduation requirements, including academic acceleration pursuant to RCW 28A.320.195, that could include dual credit courses, career and technical education, and other programs that align with the student's educational and career goals.

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

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

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

(ii) Application timeliness and submission deadlines.

(iii) The importance of submitting applications early.

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

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

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

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

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

[\(ix\) Information on college-bound scholarship application and eligibility.](#)

(g) As established by RCW 28A.230.097, if a student completes a career and technical education equivalency course that is transcribed as a core subject area course to meet graduation requirements, then a record showing that the career and technical education course was used

to meet a core course must be retained in the student's high school and beyond plan. This record may be useful if the student pursues education, training, or a career in the same or related field as the career and technical education course.

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

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

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

(c) Seventh and eighth grade students must be informed of the college bound scholarship program established in chapter 28B.118 RCW. Students in foster care, students who are dependents of the state and

ninth grade students who may be eligible must also be provided with information on the program. Students in the college bound scholarship program should be reminded about program requirements to remain eligible and provided with information about filling out a financial aid application in their senior year.

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

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

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

- (i) High school assessment results and junior year course-taking.
- (ii) A student's changing interests, goals, and needs.



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

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

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

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

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

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

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

[ ]

NEW SECTION

**WAC 180-51-230 Graduation pathway options.**

~~**1A. Student graduation pathways.**~~

~~(a1)~~ Beginning with the graduating class of 2020, each student must meet the requirements of at least one of the eight graduation pathway options ~~in subsection (2) in chapter 28A.655 RCW, in portion B.~~ ~~of~~ this section.

~~(b2)~~ School districts are encouraged to make the eight graduation pathways specified below available to their students and to expand their pathway options until this goal is met, yet have discretion in determining which graduation pathway options they will offer.

~~(c3)~~ The graduation pathway option(s) used by a student must be in alignment with the student's high school and beyond plan.

~~(d4)~~ All assessment scores used for graduation pathways (1) through (6) ~~of portion B.~~ of this section will be posted on the state board of education web site. Assessment scores used for graduation pathways (1) through (6) of portion B ~~this section. of this section, for which that~~ the state board of education is responsible for setting, will only be changed through a public process culminating in official board action in a public board meeting.

2B. The following are the Eight graduation pathway options:

(1) **Statewide high school assessments.** Meet or exceed the graduation standard established by the state board of education under

RCW 28A.305.130 on the statewide high school assessments in English language arts and mathematics as provided for under RCW 28A.655.070.

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

(3) **Transition courses.** Earn high school credit in a high school transition course in English language arts and mathematics, an example of which includes a bridge to college course. For the purposes of this section, "high school transition course" means an English language arts or mathematics course offered in high school that, based on the final grade, allows the student to place directly into a credit-bearing college level course at participating institutions of higher

education in RCW 28B.10.016, in accordance with established policy and criteria of the local school district and the applicable higher education entity. This definition includes transition courses identified through local agreements between colleges and school districts. English language arts and math high school transition courses must satisfy a student's core or elective credit graduation requirements established by the state board of education in WAC 180-51-210.

(4) **Advanced placement, international baccalaureate, or**

**CCambridge international.** Meet either (a) or (b) of this subsection:

(a) Earn high school credit, with a grade of C+ or higher, in the following advanced placement, international baccalaureate, or CCambridge international courses in English language arts and mathematics.

(i) For English language arts, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: AAdvanced placement English language and composition, advanced placement English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics; any of the international baccalaureate individuals and

societies courses; or earn an E any of the following [cCambridge](#) advanced or [cCambridge](#) advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology, global perspectives and research, or law.

(ii) For mathematics, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: [aAdvanced](#) placement statistics, computer science A, computer science principles, or calculus; any of the international baccalaureate mathematics courses; or a [cCambridge](#) advanced or advanced subsidiary mathematics or further mathematics course.

(b) Score a three or higher on advanced placement exams in one of the English language arts and one of the mathematics courses identified above; score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above; or score an E or higher on [cCambridge](#) international exams in one of the English language arts and one of the mathematics courses identified above.

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

(6) **Combination.** Meet any combination of at least one English language arts option and at least one mathematics option established in pathway options (1) through (5) ~~of portion B of this section.~~ of this section.

(7) **Armed services vocational aptitude battery** ~~(ASVAB).~~

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

(b) The school must inform the students taking the armed services vocational aptitude battery ~~ASVAB~~ about the minimum eligibility score required by each branch of the military as well as information about eligibility requirements for specific military occupations. Schools that offer the armed services vocational aptitude battery ~~ASVAB~~ test must inform students regarding the ways in which their scores and personal information might be shared, per the agreement between the school and the United States Department of Defense which administers the armed services vocational aptitude battery ~~ASVAB~~. Each student who utilizes the armed services vocational aptitude battery ~~ASVAB~~ to satisfy this graduation pathway option will be provided a written

opportunity to indicate whether or not the student authorizes his or her information to be shared with the military.

(c) This pathway does not require students to meet the physical or other requirements for military enlistment, require enlistment, or require students release their scores to the military for purposes of recruitment.

(d) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1) through (6) of ~~portion B. of~~ this section.

(e) The state board of education will maintain a web page with information about this pathway, including information about military occupation requirements and minimum eligibility scores required by each branch of the military. SBE will post eligibility scores by September 1st annually and each student may choose to meet either that minimum score the year a student takes the armed services vocational aptitude battery ~~ASVAB~~ or the ~~current~~ score established by any branch of the military on a later date prior to the student turning twenty-one years of age's graduation.

(8) **Career and technical education course sequence.** Complete a sequence of career and technical education courses, in accordance with the following:



(a) For this section, "course" is defined as a class or learning experience or combination thereof provided by a public school district in accordance with district policy through which a student earns high school credit.

(b) For this section, "sequence" is defined as: Two or more high school credits of career and technical education courses in a progression tailored to the student's goals and relevant to the postsecondary plans outlined in the student's high school and beyond plan. A student's sequence of career and technical education courses to satisfy this pathway may be comprised of courses within the same career and technical education program area or courses within more than one career and technical education program area, as determined relevant by the student's high school and beyond plan and by the local school district's career and technical education offerings. A student's career and technical education course sequence may include courses leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education.

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

(d) Each sequence of career and technical education courses must include at least one course that meets either:

(i) The minimum criteria identified for career and technical education preparatory programs in RCW 28A.700.030, which all career and technical education preparatory courses and some career and technical education exploratory courses meet; or

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

(e) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1)-(6) above.

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

[ ]

REPEALER

The following sections of the Washington Administrative Code are

repealed:

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