

SB 5299 - H AMD TO ED COMM AMD (H-1398.1/21) **538**
By Representative Walsh

NOT ADOPTED 04/05/2021

1 Strike everything after page 1, line 2 and insert the following:

2 "Sec. 1. RCW 28A.230.300 and 2019 c 180 s 2 are each amended to
3 read as follows:

4 (1) Beginning no later than the 2022-23 school year, each school
5 district that operates a high school must, at a minimum, provide an
6 opportunity for all high school students to access ~~((an elective))~~
7 one academic credit of computer science ~~((course that is available to~~
8 ~~all high school students))~~. School districts are encouraged to
9 consider community-based or public-private partnerships in
10 establishing and administering ~~((a))~~ computer science courses, but
11 any course offered in accordance with this section must be aligned to
12 the state learning standards for computer science or mathematics.

13 (2) In accordance with the requirements of this section,
14 beginning in the 2019-20 school year, school districts may award
15 academic credit for computer science to students based on student
16 completion of a competency examination that is aligned with the state
17 learning standards for computer science or mathematics and course
18 equivalency requirements adopted by the office of the superintendent
19 of public instruction to implement this section. Each school district
20 board of directors in districts that award credit under this
21 subsection shall develop a written policy for awarding such credit
22 that includes:

23 (a) A course equivalency approval procedure;

24 (b) Procedures for awarding competency-based credit for skills
25 learned partially or wholly outside of a course; and

26 (c) An approval process for computer science courses taken before
27 attending high school under RCW 28A.230.090 (4) and (5).

28 (3) Prior to the use of any competency examination under this
29 section that may be used to award academic credit to students, the
30 office of the superintendent of public instruction must review the
31 examination to ensure its alignment with:

1 (a) The state learning standards for computer science or
2 mathematics; and

3 (b) Course equivalency requirements adopted by the office of the
4 superintendent of public instruction to implement this section.

5 **Sec. 2.** RCW 28A.230.090 and 2020 c 307 s 6 are each amended to
6 read as follows:

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

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

19 (b) Except as provided otherwise in this subsection, the
20 certificate of academic achievement requirements under RCW
21 28A.655.061 or the certificate of individual achievement requirements
22 under RCW 28A.155.045 are required for graduation from a public high
23 school but are not the only requirements for graduation. The
24 requirement to earn a certificate of academic achievement to qualify
25 for graduation from a public high school concludes with the
26 graduating class of 2019. The obligation of qualifying students to
27 earn a certificate of individual achievement as a prerequisite for
28 graduation from a public high school concludes with the graduating
29 class of 2021.

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

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

38 (B) For students with an individualized education program, the
39 high school and beyond plan must be developed in alignment with their

1 individualized education program. The high school and beyond plan
2 must be developed in a similar manner and with similar school
3 personnel as for all other students.

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

13 (B) For students with an individualized education program, the
14 high school and beyond plan must be updated in alignment with their
15 school to postschool transition plan. The high school and beyond plan
16 must be updated in a similar manner and with similar school personnel
17 as for all other students.

18 (iv) School districts are encouraged to involve parents and
19 guardians in the process of developing and updating the high school
20 and beyond plan, and the plan must be provided to the students'
21 parents or guardians in their native language if that language is one
22 of the two most frequently spoken non-English languages of students
23 in the district. Nothing in this subsection (1)(c)(iv) prevents
24 districts from providing high school and beyond plans to parents and
25 guardians in additional languages that are not required by this
26 subsection.

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

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

31 (B) Identification of educational goals;

32 (C) Identification of dual credit programs and the opportunities
33 they create for students, including eligibility for automatic
34 enrollment in advanced classes under RCW 28A.320.195, career and
35 technical education programs, running start programs, AP courses,
36 international baccalaureate programs, and college in the high school
37 programs;

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

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

1 (I) Includes information about options for satisfying state and
2 local graduation requirements;

3 (II) Satisfies state and local graduation requirements;

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

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

9 (V) Includes information about the college bound scholarship
10 program, the Washington college grant, and other scholarship
11 opportunities;

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

15 (I) Information about the documentation necessary for completing
16 the applications; application timeliness and submission deadlines;
17 the importance of submitting applications early; information specific
18 to students who are or have been in foster care; information specific
19 to students who are, or are at risk of being, homeless; information
20 specific to students whose family member or guardians will be
21 required to provide financial and tax information necessary to
22 complete applications; and

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

26 (G) By the end of the twelfth grade, a current resume or activity
27 log that provides a written compilation of the student's education,
28 any work experience, and any community service and how the school
29 district has recognized the community service pursuant to RCW
30 28A.320.193.

31 (d) Any decision on whether a student has met the state board's
32 high school graduation requirements for a high school and beyond plan
33 shall remain at the local level. Effective with the graduating class
34 of 2015, the state board of education may not establish a requirement
35 for students to complete a culminating project for graduation. A
36 district may establish additional, local requirements for a high
37 school and beyond plan to serve the needs and interests of its
38 students and the purposes of this section.

39 (e) (i) The state board of education shall adopt rules to
40 implement the career and college ready graduation requirement

1 proposal adopted under board resolution on November 10, 2010, and
2 revised on January 9, 2014, to take effect beginning with the
3 graduating class of 2019 or as otherwise provided in this subsection
4 (1)(e). The rules must include authorization for a school district to
5 waive up to two credits for individual students based on a student's
6 circumstances, provided that none of the waived credits are
7 identified as mandatory core credits by the state board of education.
8 School districts must adhere to written policies authorizing the
9 waivers that must be adopted by each board of directors of a school
10 district that grants diplomas. The rules must also provide that the
11 content of the third credit of mathematics and the content of the
12 third credit of science may be chosen by the student based on the
13 student's interests and high school and beyond plan with agreement of
14 the student's parent or guardian or agreement of the school counselor
15 or principal. Beginning with the graduating class of 2026, the rules
16 must require that students earn one academic credit in computer
17 science aligned to the state learning standards for computer science
18 or mathematics.

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

30 (iii) A school district must update the high school and beyond
31 plans for each student who has not earned a score of level 3 or level
32 4 on the middle school mathematics assessment identified in RCW
33 28A.655.070 by ninth grade, to ensure that the student takes a
34 mathematics course in both ninth and tenth grades. This course may
35 include career and technical education equivalencies in mathematics
36 adopted pursuant to RCW 28A.230.097.

37 (2)(a) In recognition of the statutory authority of the state
38 board of education to establish and enforce minimum high school
39 graduation requirements, the state board shall periodically
40 reevaluate the graduation requirements and shall report such findings

1 to the legislature in a timely manner as determined by the state
2 board.

3 (b) The state board shall reevaluate the graduation requirements
4 for students enrolled in vocationally intensive and rigorous career
5 and technical education programs, particularly those programs that
6 lead to a certificate or credential that is state or nationally
7 recognized. The purpose of the evaluation is to ensure that students
8 enrolled in these programs have sufficient opportunity to earn a
9 certificate of academic achievement, complete the program and earn
10 the program's certificate or credential, and complete other state and
11 local graduation requirements.

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

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

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

34 (a) The course was taken with high school students, if the
35 academic level of the course exceeds the requirements for seventh and
36 eighth grade classes, and the student has successfully passed by
37 completing the same course requirements and examinations as the high
38 school students enrolled in the class; or

39 (b) The academic level of the course exceeds the requirements for
40 seventh and eighth grade classes and the course would qualify for

1 high school credit, because the course is similar or equivalent to a
2 course offered at a high school in the district as determined by the
3 school district board of directors.

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

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

11 Correct the title.

EFFECT: Replaces provisions in the striking amendment with provisions that:

(1) Require students, beginning with the graduating class of 2026, to earn one academic credit of computer science aligned to the state learning standards for computer science or mathematics;

(2) Direct school district that operates a high school to provide an opportunity for all high school students to access one academic credit of computer science, rather than an elective computer science course, beginning in the 2022-23 school year; and

(3) Remove provisions in the underlying bill permitting students, upon approval, to substitute an approved computer science course for a third year mathematics or science course in order to meet graduation requirements.

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