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**HOUSE BILL 1396**

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**State of Washington**

**67th Legislature**

**2021 Regular Session**

**By** Representatives Dufault, Chambers, Sutherland, and Eslick

Read first time 01/27/21. Referred to Committee on Education.

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

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

5 **Sec. 1.** RCW 28A.230.090 and 2020 c 307 s 6 are each amended to  
6 read as follows:

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

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

19 (b) Except as provided otherwise in this subsection, the  
20 certificate of academic achievement requirements under RCW  
21 28A.655.061 or the certificate of individual achievement requirements

1 under RCW 28A.155.045 are required for graduation from a public high  
2 school but are not the only requirements for graduation. The  
3 requirement to earn a certificate of academic achievement to qualify  
4 for graduation from a public high school concludes with the  
5 graduating class of 2019. The obligation of qualifying students to  
6 earn a certificate of individual achievement as a prerequisite for  
7 graduation from a public high school concludes with the graduating  
8 class of 2021.

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

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

17 (B) For students with an individualized education program, the  
18 high school and beyond plan must be developed in alignment with their  
19 individualized education program. The high school and beyond plan  
20 must be developed in a similar manner and with similar school  
21 personnel as for all other students.

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

31 (B) For students with an individualized education program, the  
32 high school and beyond plan must be updated in alignment with their  
33 school to postschool transition plan. The high school and beyond plan  
34 must be updated in a similar manner and with similar school personnel  
35 as for all other students.

36 (iv) School districts are encouraged to involve parents and  
37 guardians in the process of developing and updating the high school  
38 and beyond plan, and the plan must be provided to the students'  
39 parents or guardians in their native language if that language is one  
40 of the two most frequently spoken non-English languages of students

1 in the district. Nothing in this subsection (1)(c)(iv) prevents  
2 districts from providing high school and beyond plans to parents and  
3 guardians in additional languages that are not required by this  
4 subsection.

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

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

9 (B) Identification of educational goals;

10 (C) Identification of dual credit programs and the opportunities  
11 they create for students, including eligibility for automatic  
12 enrollment in advanced classes under RCW 28A.320.195, career and  
13 technical education programs, running start programs, AP courses,  
14 international baccalaureate programs, and college in the high school  
15 programs;

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

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

19 (I) Includes information about options for satisfying state and  
20 local graduation requirements;

21 (II) Satisfies state and local graduation requirements;

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

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

27 (V) Includes information about the college bound scholarship  
28 program, the Washington college grant, and other scholarship  
29 opportunities;

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

33 (I) Information about the documentation necessary for completing  
34 the applications; application timeliness and submission deadlines;  
35 the importance of submitting applications early; information specific  
36 to students who are or have been in foster care; information specific  
37 to students who are, or are at risk of being, homeless; information  
38 specific to students whose family member or guardians will be  
39 required to provide financial and tax information necessary to  
40 complete applications; and

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

4 (G) By the end of the twelfth grade, a current resume or activity  
5 log that provides a written compilation of the student's education,  
6 any work experience, and any community service and how the school  
7 district has recognized the community service pursuant to RCW  
8 28A.320.193.

9 (d) Any decision on whether a student has met the state board's  
10 high school graduation requirements for a high school and beyond plan  
11 shall remain at the local level. Effective with the graduating class  
12 of 2015, the state board of education may not establish a requirement  
13 for students to complete a culminating project for graduation. A  
14 district may establish additional, local requirements for a high  
15 school and beyond plan to serve the needs and interests of its  
16 students and the purposes of this section.

17 (e) (i) The state board of education shall adopt rules to  
18 implement the career and college ready graduation requirement  
19 proposal adopted under board resolution on November 10, 2010, and  
20 revised on January 9, 2014, to take effect beginning with the  
21 graduating class of 2019 or as otherwise provided in this subsection  
22 (1) (e). The rules, which must be revised as necessary to comply with  
23 (e) (iv) of this subsection (1), must include authorization for a  
24 school district to waive up to two credits for individual students  
25 based on a student's circumstances, provided that none of the waived  
26 credits are identified as mandatory core credits by the state board  
27 of education. School districts must adhere to written policies  
28 authorizing the waivers that must be adopted by each board of  
29 directors of a school district that grants diplomas. The rules must  
30 also provide that the content of the third credit of mathematics and  
31 the content of the third credit of science may be chosen by the  
32 student based on the student's interests and high school and beyond  
33 plan with agreement of the student's parent or guardian or agreement  
34 of the school counselor or principal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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