
HOUSE BILL 1591

State of Washington

64th Legislature

2015 Regular Session

By Representatives Ortiz-Self, Johnson, Reykdal, Moscoso, Pollet, Santos, Bergquist, Peterson, S. Hunt, Sells, Gregerson, and Wylie

Read first time 01/23/15. Referred to Committee on Education.

1 AN ACT Relating to high school and beyond plans; amending RCW
2 28A.230.090; adding a new section to chapter 28A.630 RCW; and
3 creating a new section.

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

5 NEW SECTION. **Sec. 1.** (1) The legislature finds that the career
6 and college ready graduation requirements directed in chapter 217,
7 Laws of 2014 substantially increase the importance of the high school
8 and beyond plan in a student's academic career. The legislature finds
9 that the high school and beyond plan is integrally connected to the
10 student's choices of mathematics and science courses needed for
11 graduation, and to the personalized pathways chosen by the student to
12 pursue postsecondary career or educational goals. The legislature
13 further finds that the high school and beyond plan is not a one-time
14 project required for graduation, but a living document begun before
15 high school, that is revised throughout the following grades to
16 enable preparation for success in life. The legislature further finds
17 that all high school students should have access to a high school and
18 beyond plan.

19 (2) Therefore, the legislature intends to establish the minimum
20 components of a high school and beyond plan, prepared by and for each
21 student, for a successful transition from high school to college and

1 career. The legislature intends to encourage school districts to
2 build upon and enhance the minimum components of a high school and
3 beyond plan to best serve the interests of their students. The
4 legislature further intends to protect local decision making in the
5 process by which the high school and beyond plan is developed. The
6 legislature further intends to provide support to school districts
7 through the office of the superintendent of public instruction in the
8 development and implementation of high quality high school and beyond
9 plans.

10 **Sec. 2.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to
11 read as follows:

12 (1) The state board of education shall establish high school
13 graduation requirements or equivalencies for students, except as
14 provided in RCW 28A.230.122 and except those equivalencies
15 established by local high schools or school districts under RCW
16 28A.230.097. The purpose of a high school diploma is to declare that
17 a student is ready for success in postsecondary education, gainful
18 employment, and citizenship, and is equipped with the skills to be a
19 lifelong learner.

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

24 (b) The certificate of academic achievement requirements under
25 RCW 28A.655.061 or the certificate of individual achievement
26 requirements under RCW 28A.155.045 are required for graduation from a
27 public high school but are not the only requirements for graduation.

28 (c) Each student shall have a high school and beyond plan to
29 guide the student's high school experience and prepare the student
30 for postsecondary education or training and career. A high school and
31 beyond plan must be initiated for each student during the eighth
32 grade, and in preparation for initiating that plan each student shall
33 first be administered a career interest and skills inventory. The
34 plan must be updated during the high school grades to review
35 transcripts, assess progress toward identified goals, and revise as
36 necessary for changing interests, goals, and needs. The high school
37 and beyond plan must include the following minimum elements:

38 (i) Identification of career goals, aided by a skills and
39 interest assessment;

1 (ii) Identification of educational goals;

2 (iii) A four-year plan for course-taking that fulfills state and
3 local graduation requirements and aligns with the student's career
4 and educational goals;

5 (iv) Identification of assessments needed to graduate from high
6 school and achieve the postsecondary goals chosen in the high school
7 and beyond plan.

8 (d) Any decision on whether a student has met the state board's
9 high school graduation requirements for a high school and beyond plan
10 shall remain at the local level. A district may provide for
11 additional, local requirements for a high school and beyond plan as
12 it may identify to serve the needs and interests of its students and
13 the purposes of this section.

14 (e) Effective with the graduating class of 2015, the state board
15 of education may not establish a requirement for students to complete
16 a culminating project for graduation.

17 ~~((d))~~ (f)(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)~~~~((d))~~ (f). The rules must include authorization for a school
23 district to waive up to two credits for individual students based on
24 unusual circumstances and in accordance with written policies that
25 must be adopted by each board of directors of a school district that
26 grants diplomas. The rules must also provide that the content of the
27 third credit of mathematics and the content of the third credit of
28 science may be chosen by the student based on the student's interests
29 and high school and beyond plan with agreement of the student's
30 parent or guardian or agreement of the school counselor or principal.

31 (ii) School districts may apply to the state board of education
32 for a waiver to implement the career and college ready graduation
33 requirement proposal beginning with the graduating class of 2020 or
34 2021 instead of the graduating class of 2019. In the application, a
35 school district must describe why the waiver is being requested, the
36 specific impediments preventing timely implementation, and efforts
37 that will be taken to achieve implementation with the graduating
38 class proposed under the waiver. The state board of education shall
39 grant a waiver under this subsection ~~(1)~~~~((d))~~ (f) to an applying

1 school district at the next subsequent meeting of the board after
2 receiving an application.

3 (2)(a) In recognition of the statutory authority of the state
4 board of education to establish and enforce minimum high school
5 graduation requirements, the state board shall periodically
6 reevaluate the graduation requirements and shall report such findings
7 to the legislature in a timely manner as determined by the state
8 board.

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

18 (c) The state board shall forward any proposed changes to the
19 high school graduation requirements to the education committees of
20 the legislature for review and to the quality education council
21 established under RCW 28A.290.010. The legislature shall have the
22 opportunity to act during a regular legislative session before the
23 changes are adopted through administrative rule by the state board.
24 Changes that have a fiscal impact on school districts, as identified
25 by a fiscal analysis prepared by the office of the superintendent of
26 public instruction, shall take effect only if formally authorized and
27 funded by the legislature through the omnibus appropriations act or
28 other enacted legislation.

29 (3) Pursuant to any requirement for instruction in languages
30 other than English established by the state board of education or a
31 local school district, or both, for purposes of high school
32 graduation, students who receive instruction in American sign
33 language or one or more American Indian languages shall be considered
34 to have satisfied the state or local school district graduation
35 requirement for instruction in one or more languages other than
36 English.

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

1 (a) The course was taken with high school students, if the
2 academic level of the course exceeds the requirements for seventh and
3 eighth grade classes, and the student has successfully passed by
4 completing the same course requirements and examinations as the high
5 school students enrolled in the class; or

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

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

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

18 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630
19 RCW to read as follows:

20 The superintendent of public instruction, in collaboration with a
21 nonprofit organization representing school counselors, shall develop
22 and disseminate an inventory of best practices for high quality high
23 school and beyond plans, and provide assistance to school districts
24 in the development and implementation of the plans. The
25 superintendent of public instruction is encouraged to include at
26 least one online tool that can be used to make and reflect progress,
27 revisions, and transitions that occur from the eighth grade, when the
28 high school and beyond plan is first initiated, through the twelfth
29 grade. The superintendent of public instruction, in collaboration
30 with the state board of education, shall also identify barriers to
31 high quality high school and beyond plans and the means of addressing
32 the barriers in a manner that promotes equitable access to high
33 quality plans for all students.

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