

DRAFT REVISIONS TO SBE GRADUATION REQUIREMENTS AND CREDIT DEFINITIONS RULES

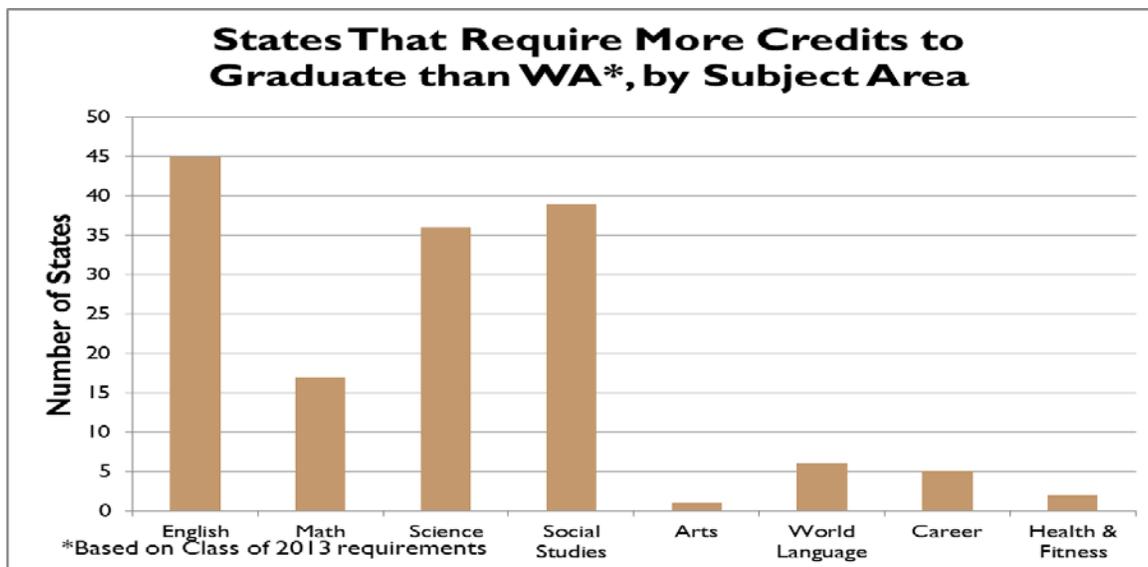
BACKGROUND

The state intends that graduation requirements prepare students for postsecondary education, gainful employment and citizenship.¹ After an extensive three-year review and public outreach, the State Board of Education (SBE) approved Washington Career and College Ready Graduation Requirements in November 2010. These requirements are more likely to help students meet the state's intent, and to bring credit expectations of Washington students more in line with students in other states.

For example, during the Board's review of graduation requirements nationally, it found that the majority of states required more English, mathematics, science, and social studies credits than Washington. Specifically, among the 47 states with state graduation requirements:

- Washington and California required 3 credits of English; all others required 4 credits.
- 16 states required more than 3 credits of math (Washington changed its math requirement from 2 to 3 credits for the class of 2013.)
- 36 states required more than the 2 credits of science that Washington currently requires.
- 39 states required more than the 2.5 credits of social studies that Washington currently requires.

The following table illustrates these differences.



¹ [RCW 28A.150.220](#)

POLICY CONSIDERATION

SBE presented the graduation requirements changes to the Quality Education Council and education committees of the House and Senate, as required by law.² During those presentations, SBE signaled its intention to adopt rules for the graduating class of 2016 only for those changes determined by the Office of Superintendent of Public Instruction to have no fiscal cost.³ Within the 20 credits required by SBE's graduation requirements WAC 180-51-066, those credit and policy changes included:

- Increase English from 3 credits to 4 credits.
- Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093.
- Decrease electives from 5.5 to 4 credits.
- Make successful completion of Washington State History and Government a non-credit requirement.
- Clarify that the 2 credits of health and fitness includes .5 credits of health and 1.5 credits of fitness.
- Create a "two for one" policy that would enable students taking a CTE-equivalent course to satisfy two graduation requirements while earning one credit.

Under SBE's high school credit definition WAC 180-51-050, SBE would:

- Substitute a non time-based definition of a credit for the time-based 150 instructional hours.

In addition to the changes listed above, staff have also edited the rules to make the language more concise. With one exception, the revisions remove language already contained in statute. A table of the proposed changes and rationale for each rule is included with this memo (Attachment A) along with a copy of the new language as it would appear in each rule (Attachment B).

A policy consideration for the Board is to determine what date to make the revisions to the credit definition WAC 180-51-050 effective. Because changes to this rule do not affect students' graduation requirements, the rule could be put into effect immediately, enabling districts to make changes in time for the entering class of 2012.

EXPECTED ACTION

SBE will make any adjustments necessary to the proposed revisions for WACs 180-51-066 and 180-51-050 and approve the draft language for review at a public hearing at the Board's regular November 2011 meeting.

² SBE presented to the Quality Education Council on December 21, 2010, the House Education Committee on January 25, 2011, and the Senate Early Learning and K-12 Education Committee on January 31, 2011, per the requirements of [RCW 28A.230.090](#).

³ A copy of the PowerPoint presentation delivered by Shawn Lewis to SBE on November 9, 2010 is attached to this memo (Attachment C).

DRAFT CHANGES TO WAC 180-51-066

Row	CHANGE	RATIONALE
1	Minimum State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009 2012 .	<ul style="list-style-type: none"> • Shifts focus away from minimum. • Makes changes effective for graduating class of 2016.
2	(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009 2012 , for students who enter the ninth grade or begin the equivalent of a four-year high school program shall total twenty as listed provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.	<ul style="list-style-type: none"> • Eliminates redundancy by making overall statements about alignment of credits with state learning standards, and content to be determined by the local district. Previously, these statements were included with each subject.
3	(a) Three Four English credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008 .	<ul style="list-style-type: none"> • Changes requirement from 3 to 4 credits. • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.655.061) and does not need to be in rule; reference to WASL is outdated.
4	(b) Three mathematics credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below: <i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i>	<ul style="list-style-type: none"> • Alignment now addressed by the overarching statement in (1). <p><i>(Remainder of math portion of rule—(1)(b)(i-vii) remains the same)</i></p>
5	(c) Two science credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one of the two credits must be a in-laboratory science. is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.	<ul style="list-style-type: none"> • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.655.061) and does not need to be in rule. • Determination of content by local district already addressed in overarching statement in (1). • Does <u>not</u> make the change to require biology because that change will need to be presented to the education committees during the 2012 legislative session, per 28A.230.090. Biology needs to be required to satisfy federal NCLB regulations regarding the use of end-of-course assessments.

Row	CHANGE	RATIONALE
6	<p>(d) Two and one-half Three social studies credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:</p>	<ul style="list-style-type: none"> • Changes requirement from 2.5 to 3 credits. • Clarifies the number of prescribed and elective social studies credits and presence of a noncredit requirement. • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
7	<p>(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.</p>	<ul style="list-style-type: none"> • The study of the US Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The addition of a government-based civics requirement addresses the study of government.
8	<p>(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in 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 which shall include study of the Constitution of the state of Washington and is shall consider including encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript.</p>	<ul style="list-style-type: none"> • "Successful completion" establishes that students must pass or meet proficiency. • Study of the Washington Constitution is in law (RCW 28A.230.170) and does not need to be repeated in WAC. • The additional reference of WAC 392.410.120 acknowledges OSPI WAC providing guidance on Washington State history and government. • Clarifies that a notation of successful completion must be noted on the transcript. • SHB 1495, passed in 2005, strengthened the language of 28A.230.090 to say "shall consider including" information on the culture, history, and government... instead of "is encouraged to." This change updates the rule and is the only

Row	CHANGE	RATIONALE
		instance where we are repeating statutory language in rule.
9	(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).	<ul style="list-style-type: none"> • Already addressed in RCW 28A.230.090.
10	(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.	<ul style="list-style-type: none"> • Study of US and Washington State Constitutions is required by law (RCW 28A.230.170; 28A.230.093).
11	(C) (A) The Washington State history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) 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. Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.	<ul style="list-style-type: none"> • Clarifies the conditions for waiver of this requirement. Current statute (28A.230.060) allows for waivers for twelfth grade students transferring from other states; the Board's rule extends the waivers to eleventh grade students, as well, and to students who have successfully completed a state history and government course in another state.
12	(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.	<ul style="list-style-type: none"> • Circumstances for waiver of Washington State history and government are now outlined in section (ii) (A) above.
13	(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science,	<ul style="list-style-type: none"> • Mirrors the use of "contemporary" in the first sentence and distinguishes

Row	CHANGE	RATIONALE
	international relations, or related courses with emphasis on current contemporary world problems may be accepted as equivalencies.	“world problems” from “world history” or “world geography.”
14	(iv) One half-credit shall be required in civics, and include at a minimum the content listed in RCW 28A.230.093.	<ul style="list-style-type: none"> • Responds to statutory requirement in RCW 28A.230.093 that requires SBE to require at least .5 credit of civics when it increases the number of course credits in social studies.
15	(e) Two health and fitness credits (.5 credit health; 1.5 credits fitness) that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).	<ul style="list-style-type: none"> • Specifies .5 credit of health and 1.5 credits of fitness. • Alignment now addressed by the overarching statement in (1), as is locally-determined content. • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
16	(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy. policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.	<ul style="list-style-type: none"> • Limiting the fitness portion to course work does not allow for competency-based credit. • Locally-determined content already addressed in (1). • SBE has no authority to direct OSPI to develop “fitness outlines.” • The only reference in statute to “equivalency credits” relates to Career and Technical Education (CTE) (RCW 28A.230.097), and therefore may be confusing (What are equivalency credits?). The new language clarifies the requirement that excused students still must demonstrate proficiency in the knowledge portion of the fitness requirement.
17	(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.	<ul style="list-style-type: none"> • The term “directed athletics” is used in RCW 28A.230.050, along with a list of other categories that would enable students to be excused from the physical portion of the requirement. It is unclear why it is singled out for definition.

Row	CHANGE	RATIONALE
18	<p>(f) One arts credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.</p>	<ul style="list-style-type: none"> • Alignment now addressed by the overarching statement in (1). • Assessment is addressed by law (RCW 28A.230.095) and does not need to be in rule.
19	<p>(g) One credit in occupational education. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.</p> <p>(i) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.</p> <p>(ii) 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.</p> <p>(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.</p>	<ul style="list-style-type: none"> • "Proposed or adopted" is not current language. • Section g(i – iii) adds a "two for one" policy to provide greater flexibility for students to satisfy graduation requirements. Currently, students who take CTE-equivalent courses earn one credit, and they choose which credit (the CTE credit or the CTE-equivalent credit) to put on their transcripts. They do <u>not</u> satisfy two requirements. This policy would enable students to earn one credit and satisfy two requirements--both the CTE/Occupational Education requirement and its equivalent non CTE/Occupational Education requirement. The effect of this policy would be to free up an elective for the student.
20	<p>(h) Five and one-half Four credits of electives Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.</p>	<ul style="list-style-type: none"> • Reduces elective credit requirement from 5.5 to 4. • Identifying potential elective courses such as world language is unnecessary—districts determine electives.

Row	CHANGE	RATIONALE
21	(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.	<ul style="list-style-type: none"> No change
22	(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.	<ul style="list-style-type: none"> No change
23	(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student and Washington alternate assessment system shall determine attainment.	<ul style="list-style-type: none"> Already in statute (RCW 28A.655.061).
24	(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.	<ul style="list-style-type: none"> Already in statute (RCW 28A.195.010).
25	(k) 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 28A.230.	<ul style="list-style-type: none"> Calls attention to new law passed in 2011.

DRAFT CHANGES TO WAC 180-51-050

Row	CHANGE	RATIONALE
1	High school credit — Definition. As used in this chapter the term "high school credit" shall mean:	<ul style="list-style-type: none"> No change
2	(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of or as otherwise provided in RCW 28A.230.090 (4) and (5):	<ul style="list-style-type: none"> The current language is inconsistent with RCW 28A.230.090. A separate rule, WAC 180.51.030, clearly references RCW 28A.230.090 for conditions to award high school credit for courses taken before attending high school.
3	(a) One hundred fifty hours of planned instructional activities approved by the district; Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there	<ul style="list-style-type: none"> Removes time-based requirement (per recommendation of Core 24 Implementation Task Force⁴). Clarifies that this non time-based

⁴ <http://www.sbe.wa.gov/documents/Core%2024%20ITF%20Final%20Rpt%20April%202010.pdf>

Row	CHANGE	RATIONALE
	<p>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</p>	<p>definition is related to successful completion of <u>course work</u>.</p>
4	<p>(b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, by a student of clearly identified competencies in the state's essential academic learning requirements (learning standards). established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.</p>	<ul style="list-style-type: none"> • Streamlines definition of competency-based credit. • Uses proficiency/competency because these words are often used interchangeably. The sample world language policy developed by WSSDA, OSPI, and SBE used this same convention. • By <u>not</u> using the words, "course work," creates a distinction between the non time-based definition and the proficiency/competency-based definition. Proficiency/Competency-based credit could be earned for knowledge or skills gained outside of a public school classroom setting.
5	<p>Sections 2-7 will remain the same.</p>	<ul style="list-style-type: none"> • No change
6	<p>(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.</p>	<ul style="list-style-type: none"> • Not aware of any authority requiring SBE to do this, and SBE has not been implementing this subsection for at least five years.

Attachment B

DRAFT CHANGES TO WAC 180-51-066 (as the WAC would read; new language in red)

State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2012.

(1) 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 shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(a) **Four English** credits

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

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

(A) Algebra 1 or integrated mathematics I.

(B) Geometry or integrated mathematics II.

(C) Algebra 2 or integrated mathematics III.

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

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

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

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

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

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

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

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

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

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

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

(B) Complete three credits of mathematics as follows:

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

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

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

- Earn the first high school credit in algebra 2 or integrated mathematics III; and
- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

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

- Earn the first high school credit in geometry or integrated mathematics II;
- Earn the second high school credit in algebra 2 or integrated mathematics III; and
- Earn the third credit in a mathematics course that is consistent with the student's

education and career goals.

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

- Earn the first high school credit in algebra 2 or integrated mathematics III;
- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits. At least one **of the two credits must be** in laboratory science.

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

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

(ii) **Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, and WAC 392.410.120, and shall consider including** information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. **Successful completion must be noted on each student's transcript.**

(A) The Washington state history and government requirement may be waived by the principal for students who: 1) have successfully completed a state history and government course of study in another state; and 2) 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.

(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 **contemporary world** problems may be accepted as equivalencies.

(iv) One half-credit shall be required in civics, and include at a minimum the topics outlined in RCW 28A.230.093.

(e) Two **health and fitness** credits (**.5 credit health; 1.5 credits fitness**).

(i) Students may be excused from the fitness requirement under RCW [28A.230.050](#). Such excused students shall be required to **demonstrate proficiency/competency in the knowledge portion of the fitness requirement**, in accordance with **written district policy**.

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

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall

align with the definition of an exploratory course as **contained** in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

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

(ii) 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.

(iii) Students satisfying the requirement in g(i) or g(ii) will need to earn five elective credits instead of four; total credits required for graduation will not change.

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

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

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

(k) 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 [28A.230](#).

[Statutory Authority: RCW [28A.305.215\(8\)](#), [28A.230.090](#). 10-19-118, § 180-51-066, filed 9/21/10, effective 10/22/10; 09-16-028, § 180-51-066, filed 7/27/09, effective 8/27/09; 08-18-013, § 180-51-066, filed 8/22/08, effective 9/22/08.]

DRAFT CHANGES TO WAC 180-51-050
(as the WAC would read; new language in red)

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 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 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 and a maximum of 1.0 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: Chapter [28A.230](#) RCW. 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](#). 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). 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#). 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW [28A.230.090](#) and [28A.305.130](#). 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 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. 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). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW [28A.230.090](#). 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW [28A.05.060](#). 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter [28A.05](#) RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

Attachment C

Use Shawn Lewis Cost of Proposed Graduation Requirements PPT from November 2010 board meeting, under “presentations” in S drive. 2 slides to page.