

**DRAFT PROPOSED RULES TO IMPLEMENT CHANGES TO THE HIGH SCHOOL AND BEYOND PLAN
AND SOCIAL STUDIES GRADUATION REQUIREMENTS AS A RESULT OF
[ESHB 2224](#), [SHB 2686](#), AND [SSHB 1896](#)**

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. 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.

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

(4) 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:

(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 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. 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 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). 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.

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

(7) 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.

(a) 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.

(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) Four credits of electives.

(9) Each student shall have a high school and beyond plan for their to guide the student's high school experience, including what they expect to do the year following graduation and prepare the student for postsecondary 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 secondary and postsecondary goals. Students shall create their high school and beyond plans in cooperation with school staff. 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. 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, goals, needs, as well as to identify available interventions, academic supports and courses for students who do not meet standards on the high school assessments. The high school and beyond plan must be initiated for each student during the seventh or eighth grade. In preparation for initiating that plan, each student shall first be administered a career interest and skills inventory, and be provided information about the

college bound scholarship program. The plan shall comply with the provisions of RCW 28A.230.090 and include, at minimum, the elements listed in RCW 28A.230.090 and RCW 28A.230.097.

(a) Required elements of the high school and beyond plan are:

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

(ii) Identification of educational goals;

(iii) Identification of dual credit programs and the opportunities they create for students, including but not limited to career and technical education programs, running start programs, and college in the high school programs;

(iv) A four-year plan for course taking that satisfies state and local graduation requirements and aligns with the student's secondary and postsecondary goals;

(v) By the end of the twelfth grade 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 school district has recognized the community service pursuant to RCW 28A.230.193;

(vi) As part of the plan and the planning process, students must be informed about:

(A) Options for meeting state and local graduation requirements;

(B) Dual credit programs and the opportunities they create for students;

(C) The college bound scholarship program established in chapter 28B.118 RCW;

(D) Interventions and academic supports and courses for students who do not meet standard on high school assessments.

(b) For students receiving special education services, individualized education programs should be developed to align with high school and beyond plans so that a comprehensive plan is in place that addresses the student's needs and meets all federal, state, and local requirements.

(10) 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.

[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.]

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or

after July 1, 2015. 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, 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 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;

(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.

(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, 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.

(4) 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:

(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 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. 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 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). 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.

(6) 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) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE 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 program standards of the office of the superintendent of public instruction. 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) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree

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

(9) Four credits of electives.

(10) Each student shall have a high school and beyond plan to guide ~~his or her~~the student's high school experience, ~~including plans~~ and prepare the student 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~~secondary and postsecondary goals. Students shall create their high school and beyond plans in cooperation with ~~parents/guardians and~~ school staff. 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. 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, needs, as well as
to identify available interventions, academic supports and
courses for students who do not meet standards on the high
school assessments. The high school and beyond plan must be
initiated for each student during the seventh or eighth grade.
In preparation for initiating that plan, each student shall
first be administered a career interest and skills inventory,
and be provided information about the college bound scholarship
program. The plan shall comply with the provisions of RCW
28A.230.090 and include, at minimum, the elements listed in RCW
28A.230.090 and RCW 28A.230.097.

(a) Required elements of the high school and beyond plan
are:

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

(ii) Identification of educational goals;

(iii) Identification of dual credit programs and the
opportunities they create for students, including but not
limited to career and technical education programs, running
start programs, and college in the high school programs;

(iv) A four-year plan for course taking that satisfies state and local graduation requirements and aligns with the student's secondary and postsecondary goals;

(v) By the end of the twelfth grade 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 school district has recognized the community service pursuant to RCW 28A.230.193;

(vi) As part of the plan and the planning process, students must be informed about:

(A) Options for meeting state and local graduation requirements;

(B) Dual credit programs and the opportunities they create for students;

(C) The college bound scholarship program established in chapter 28B.118 RCW;

(D) Interventions and academic supports and courses for students who do not meet standard on high school assessments.

(b) For students receiving special education services, individualized education programs should be developed to align

with high school and beyond plans, so that a comprehensive plan is in place that addresses the student's needs and meets all federal, state, and local requirements.

(11) 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) 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) 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) 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) 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 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 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) 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) 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.]

NEW SECTION

WAC 180-51-069 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2020.

The statewide subject areas and credits required for high school graduation, beginning July 1, 2020, for students who enter the ninth grade or begin the equivalent of a four-year high school program, 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 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;

(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.

(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, 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.

(4) 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:

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

(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 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. 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 credit, shall be required in contemporary world history, geography, and problems, or its equivalent. Courses in economics, sociology, 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 a stand-alone civics course subject to the provisions RCW 28A.230.094 and including at a minimum the content listed in RCW 28A.230.094. Only dual credit courses that offer students the opportunity to earn both high school and postsecondary credit that embed the required civic content and instruction may be accepted as equivalent. The content of the stand-alone civics course must include, but is not limited to:

(i) Federal, state, tribal, and local government organization and procedures;

(ii) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions;

(iii) Current issues addressed at each level of government;

(iv) Electoral issues, including elections, ballot measures, initiatives, and referenda;

(v) The study and completion of the civics component of the federally administered naturalization test required of persons seeking to become naturalized United States citizens; and

(vi) The importance in a free society of living the basic values and character traits specified in RCW 28A.150.211.

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

(6) 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) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE 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 program standards of the office of the superintendent of public instruction. 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) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree

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

(9) Four credits of electives.

(10) Each student shall have a high school and beyond plan to guide the student's high school experience and prepare the student for postsecondary 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 secondary and postsecondary goals. Students shall create their high school and beyond plans in cooperation with school staff. 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. 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, goals, needs, as well as to identify available interventions, academic supports and

courses for students who do not meet standards on the high school assessments. The high school and beyond plan must be initiated for each student during the seventh or eighth grade. In preparation for initiating that plan, each student shall first be administered a career interest and skills inventory, and be provided information about the college bound scholarship program. The plan shall comply with the provisions of RCW 28A.230.090 and include, at minimum, the elements listed in RCW 28A.230.090 and RCW 28A.230.097.

(a) Required elements of the high school and beyond plan are:

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

(ii) Identification of educational goals;

(iii) Identification of dual credit programs and the opportunities they create for students, including but not limited to career and technical education programs, running start programs, and college in the high school programs;

(iv) A four-year plan for course taking that satisfies state and local graduation requirements and aligns with the student's secondary and postsecondary goals;

(v) By the end of the twelfth grade 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 school district has recognized the community service pursuant to RCW 28A.230.193;

(vi) As part of the plan and the planning process, students must be informed about:

(A) Options for meeting state and local graduation requirements;

(B) Dual credit programs and the opportunities they create for students;

(C) The college bound scholarship program established in chapter 28B.118 RCW;

(D) Interventions and academic supports and courses for students who do not meet standard on high school assessments.

(b) For students receiving special education services, individualized education programs should be developed to align

with high school and beyond plans, so that a comprehensive plan is in place that addresses the student's needs and meets all federal, state, and local requirements.

(11) 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 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 circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(12) 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.

(13) 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.

(14) 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.

(d) "Stand-alone course" means a course that is primarily dedicated to addressing the learning standards of a single subject area. Districts may not use a stand-alone course to allow students to meet credit graduation requirements in more than one subject areas, and a stand-alone course is not eligible for career and technical education course equivalency.

~~**WAC 180-51-075 Social studies requirement-Mandatory courses-Equivalencies.** The social studies requirement in WAC 180-51-060 shall consist of the following mandatory courses or equivalencies:~~

~~(1) Pursuant to WAC 180-51-060, 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.~~

~~(2)(a) Pursuant to the provisions of RCW 28A.230.170, 28A.230.090, and WAC 180-51-060, 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 is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.~~

~~(b) 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 pursuant to a written district policy. For purposes of this subsection the~~

~~term "secondary school students" shall mean a student who is in one of the grades seven through twelve.~~

~~(c) 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.~~

~~(3) Pursuant to WAC 180-51-060, 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.~~

~~[Statutory Authority: RCW 28A.230.170, 28A.230.060. WSR 00-19-011, § 180-51-075, filed 9/7/00, effective 10/8/00. Statutory Authority: RCW 28A.230.170, 28A.230.060, and 28A.230.090. WSR 00-05-010, § 180-51-075, filed 2/4/00, effective 3/6/00. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-51-075, filed 1/19/94, effective 2/19/94. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-075, filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.060. WSR 85-~~

~~12-041 (Order 12-85), § 180-51-075, filed 6/5/85. Statutory
Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), §
180-51-075, filed 5/17/84.]~~