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**SUBSTITUTE HOUSE BILL 1591**

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**State of Washington**

**64th Legislature**

**2015 Regular Session**

**By** House Education (originally sponsored by Representatives Ortiz-Self, Johnson, Reykdal, Moscoso, Pollet, Santos, Bergquist, Peterson, S. Hunt, Sells, Gregerson, and Wylie)

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. In preparation for initiating that plan, each student in a  
33 first-class school district shall first be administered a career  
34 interest and skills inventory. Students in second-class school  
35 districts shall be administered a career interest and skills  
36 inventory no later than during the ninth grade. The plan must be  
37 updated annually during the high school grades to review transcripts,  
38 assess progress toward identified goals, and revise as necessary for  
39 changing interests, goals, and needs. School districts are encouraged

1 to involve parents and guardians in the process of developing and  
2 updating the high school and beyond plan. The high school and beyond  
3 plan must include the following minimum elements:

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

6 (ii) Identification of educational goals;

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

10 (iv) Identification of assessments if needed to graduate from  
11 high school and achieve the postsecondary goals chosen in the high  
12 school and beyond plan;

13 (v) By the end of the twelfth grade, a current resume that:

14 (A) Provides a written compilation of the student's education,  
15 any work experience, and any community service and how the school  
16 district has recognized the community service pursuant to RCW  
17 28A.320.193; and

18 (B) Includes at least two references with contact information.

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

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

28 ~~((d))~~ (f)(i) The state board of education shall adopt rules to  
29 implement the career and college ready graduation requirement  
30 proposal adopted under board resolution on November 10, 2010, and  
31 revised on January 9, 2014, to take effect beginning with the  
32 graduating class of 2019 or as otherwise provided in this subsection  
33 (1)~~((d))~~ (f). The rules must include authorization for a school  
34 district to waive up to two credits for individual students based on  
35 unusual circumstances and in accordance with written policies that  
36 must be adopted by each board of directors of a school district that  
37 grants diplomas. The rules must also provide that the content of the  
38 third credit of mathematics and the content of the third credit of  
39 science may be chosen by the student based on the student's interests

1 and high school and beyond plan with agreement of the student's  
2 parent or guardian or agreement of the school counselor or principal.

3 (ii) School districts may apply to the state board of education  
4 for a waiver to implement the career and college ready graduation  
5 requirement proposal beginning with the graduating class of 2020 or  
6 2021 instead of the graduating class of 2019. In the application, a  
7 school district must describe why the waiver is being requested, the  
8 specific impediments preventing timely implementation, and efforts  
9 that will be taken to achieve implementation with the graduating  
10 class proposed under the waiver. The state board of education shall  
11 grant a waiver under this subsection (1)(~~(d)~~) (f) to an applying  
12 school district at the next subsequent meeting of the board after  
13 receiving an application.

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

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

29 (c) The state board shall forward any proposed changes to the  
30 high school graduation requirements to the education committees of  
31 the legislature for review and to the quality education council  
32 established under RCW 28A.290.010. The legislature shall have the  
33 opportunity to act during a regular legislative session before the  
34 changes are adopted through administrative rule by the state board.  
35 Changes that have a fiscal impact on school districts, as identified  
36 by a fiscal analysis prepared by the office of the superintendent of  
37 public instruction, shall take effect only if formally authorized and  
38 funded by the legislature through the omnibus appropriations act or  
39 other enacted legislation.

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

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

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

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

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

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

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

32 The superintendent of public instruction, in collaboration with a  
33 nonprofit organization representing school counselors and the  
34 association of Washington school principals, shall develop and  
35 disseminate an inventory of best practices for high quality high  
36 school and beyond plans, including a resume template that meets the  
37 requirements of RCW 28A.230.090(1)(c)(v), and provide assistance to  
38 school districts in the development and implementation of the plans.  
39 The superintendent of public instruction is encouraged to include at

1 least one online tool that can be used to make and reflect progress,  
2 revisions, and transitions that occur from the eighth grade, when the  
3 high school and beyond plan is first initiated, through the twelfth  
4 grade. The superintendent is encouraged to include an online resume  
5 template in the online tool. The superintendent of public instruction  
6 shall also identify barriers to high quality high school and beyond  
7 plans and the means of addressing the barriers in a manner that  
8 promotes equitable access to high quality plans for all students.

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