**1162-S AMH STON H1162.1 - NOT FOR FLOOR USE**

**SHB 1162** - H AMD **157**

By Representative Stonier

**WITHDRAWN 02/25/2021**

On page 1, after line 4, insert the following:

"**Sec.**  RCW 28A.150.220 and 2017 3rd sp.s. c 13 s 506 are each amended to read as follows:

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and

(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the ((~~essential academic learning requirements~~)) state learning standards under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete twenty-four credits ((~~for high school graduation~~)), beginning with the graduating class of 2019 or as otherwise provided in RCW 28A.230.090. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

(c) If the ((~~essential academic learning requirements~~)) state learning standards include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

(d) Supplemental instruction and services for students who are not meeting academic standards through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315.

(b) Schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory.

(c) In the case of students who are graduating from high school, a school district may schedule the last five school days of the one hundred eighty day school year for noninstructional purposes including, but not limited to, the observance of graduation and early release from school upon the request of a student. All such students may be claimed as a full‑time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school district for noninstructional purposes during the last five school days for such students shall count toward the instructional hours requirement in subsection (2)(a) of this section.

(6) Subject to RCW 28A.150.276, nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish."

Renumber the remaining sections consecutively and correct any internal references accordingly.

On page 4, beginning on line 22, after "The" strike all material through "section" on line 24 and insert "rules adopted under this subsection (1)(e)(i) that require students to earn 24 credits as a prerequisite for graduation do not apply to students in the graduating class of 2021 or in subsequent graduating classes"

Beginning on page 4, line 39, after "(C)" strike all material through "(Z-0021/21))" on page 5, line 3 and insert "Nothing in this subsection (1)(e)(i) limits or otherwise modifies the authority of school districts to grant emergency waivers to individual students under section 2, chapter . . . (House Bill No. 1121)"

On page 5, beginning on line 4, after "(ii)" strike all material through "(iv)" on line 14

Reletter the remaining subsection consecutively and correct any internal references accordingly.

On page 5, line 32, after "(2)(a)" insert "Beginning with the graduating class of 2021, a student may graduate from a public high school if the student:

(i) Completes no fewer than 20 credits as required by the state board of education under its authority provided by this section, including all mandatory core subject credits and the personalized pathway requirements. The requirements of this subsection (2)(a)(i) obligating graduating students to complete no fewer than 20 credits applies also to students in private schools;

(ii) Satisfies any graduation requirements established by the applicable public high school or school district;

(iii) Demonstrates career and college readiness through completion of the high school and beyond plan as required by this section; and

(iv) Meets the requirements of at least one graduation pathway option as required by RCW 28A.655.250.

(b) Nothing in this subsection (2) exempts school districts from providing students with the opportunity to complete 24 credits as required by RCW 28A.150.220.

(3)(a)"

Renumber the remaining subsections consecutively and correct any internal references accordingly.

Beginning on page 7, line 6, strike all of sections 2 and 3 and insert the following:

"**Sec.**  RCW 28A.655.250 and 2019 c 252 s 201 are each amended to read as follows:

(1)(a) Beginning with the class of 2020, graduation from a public high school and the earning of a high school diploma must include the following:

(i) Satisfying the graduation requirements established by the state board of education under RCW 28A.230.090 and any graduation requirements established by the applicable public high school or school district;

(ii) Satisfying credit requirements for graduation;

(iii) Demonstrating career and college readiness through completion of the high school and beyond plan as required by RCW 28A.230.090; and

(iv) Meeting the requirements of at least one graduation pathway option established in this section or as provided in section 3 of this act. The pathway options established in this section are intended to provide a student with multiple pathways to graduating with a meaningful high school diploma that are tailored to the goals of the student. A student may choose to pursue one or more of the pathway options under (b) of this subsection, but any pathway option used by a student to demonstrate career and college readiness must be in alignment with the student's high school and beyond plan.

(b) The following graduation pathway options may be used to demonstrate career and college readiness in accordance with (a)(iv) of this subsection:

(i) Meet or exceed the graduation standard established by the state board of education under RCW 28A.305.130 on the statewide high school assessments in English language arts and mathematics as provided for under RCW 28A.655.070;

(ii) Complete and qualify for college credit in dual credit courses in English language arts and mathematics. For the purposes of this subsection, "dual credit course" means a course in which a student qualifies for college and high school credit in English language arts or mathematics upon successfully completing the course;

(iii) Earn high school credit in a high school transition course in English language arts and mathematics, an example of which includes a bridge to college course. For the purposes of this subsection (1)(b)(iii), "high school transition course" means an English language arts or mathematics course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the state board of education. A student's successful completion of a high school transition course does not entitle the student to be admitted to an institution of higher education as defined in RCW 28B.10.016;

(iv) Earn high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams. For English language arts, successfully completing any of the following courses meets the standard: AP English language and composition literature, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics; or any of the international baccalaureate individuals and societies courses. For mathematics, successfully completing any of the following courses meets the standard: AP statistics, computer science, computer science principles, or calculus; or any of the international baccalaureate mathematics courses;

(v) Meet or exceed the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT;

(vi) Meet any combination of at least one English language arts option and at least one mathematics option established in (b)(i) through (v) of this subsection (1);

(vii) Meet standard in the armed services vocational aptitude battery; and

(viii) Complete a sequence of career and technical education courses that are relevant to a student's postsecondary pathway, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, and that meet either: The curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a student to enroll in a preparatory course that is approved under RCW 28A.700.030 for the purposes of demonstrating career and college readiness under this section.

(2) While the legislature encourages school districts to make all pathway options established in this section available to their high school students, and to expand their pathway options until that goal is met, school districts have discretion in determining which pathway options under this section they will offer to students.

(3) School districts shall determine if there is disproportionality among student subgroups participating in and completing each graduation pathway option offered by the school district and, if so, take appropriate corrective actions to ensure the pathway options are equitable. At a minimum, the subgroups to be examined must include those referenced in RCW 28A.300.042(3). If further disaggregation of subgroups is available, the school district shall also examine those subgroups.

(4) The state board of education shall adopt rules to implement the graduation pathway options established in this section.

NEW SECTION. **Sec.**  A new section is added to chapter 28A.655 RCW to read as follows:

(1) Subject to the availability of amounts appropriated for this specific purpose, the state board of education shall establish a demonstration project for the purpose of evaluating a performance exhibition graduation pathway option that is implemented in participating school districts for students in the graduating classes of 2022, 2023, and 2024.

(2) In accordance with an application process developed by the state board of education for this purpose, the state board of education may select a maximum of 25 school districts to participate in the demonstration project. The selected school districts and corresponding schools must reflect a diversity of geographic locations, population size, student enrollment and demographics, and other criteria as determined by the state board of education.

(3) The graduation pathway option implemented under this section must enable students to complete a performance exhibition that includes: Authentic evidence demonstrating industry or profession specific knowledge and skills in two or more subject areas; and opportunities to demonstrate mastery in other state learning standards.

(4) The state board of education shall adopt rules to implement this section. Prior to adopting the rules, the state board of education shall consult with states, schools within or outside of Washington, or both, that have successfully implemented exhibition or performance-based options that enable students to demonstrate knowledge and skills. Consultations required by this subsection shall, among other topics determined by the state board of education, address criteria that is or may be employed when constituting panels to evaluate student performance exhibitions.

(5)(a) Beginning December 15, 2022, and concluding December 15, 2024, the state board of education shall submit annual reports in accordance with RCW 43.01.036 that summarize and evaluate the implementation of the demonstration project to the education committees of the legislature, the superintendent of public instruction, and the governor. The reports shall include relevant data and describe any modifications to the demonstration project that were instituted by the state board of education, participating school districts and schools, or both to improve the demonstration project in the preceding year.

(b) The report submitted under this section on December 15, 2023, shall include findings, recommendations, and draft legislation deemed necessary for the statewide implementation of the performance exhibition graduation pathway option for students in the graduating class of 2025 and in subsequent classes.

(6) School districts and corresponding schools that are selected to participate in the demonstration project may, in accordance with rules adopted by the state board of education, continue to offer the performance exhibition graduation pathway option to students in the graduating class of 2025 and in subsequent graduating classes.

NEW SECTION. **Sec.**  Sections 1 and 2 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately."

Correct the title.

EFFECT: (1) Removes provisions establishing a performance exhibition graduation pathway option for students and instead directs the State Board of Education (SBE), subject to provided funding, to establish a demonstration project for the purpose of evaluating a performance exhibition graduation pathway option that is implemented in participating schools for students in the graduating classes of 2022 through 2024.

(2) Establishes requirements for the demonstration project, including rule making and reporting directives for the SBE, and allows school districts and schools that are selected to participate in the demonstration project to continue offering the performance exhibition graduation pathway option to students in the graduating class of 2025 and in subsequent classes.

(3) Excludes the demonstration project from the emergency clause.

(4) Specifies that, beginning with the graduating class of 2021, graduating students in private schools must also complete no fewer than 20 credits.

(5) Eliminates a reference to completing 24 credits for high school graduation in basic education provisions.

(6) Makes numerous technical changes, including:

(a) Specifying that rules adopted to implement the career and college ready graduation requirements that require graduating students to earn 24 credits do not apply to students in the graduating class of 2021 or in subsequent graduating classes;

(b) Clarifying the separation between the emergency waiver program proposed in EHB 1121 and existing student waiver provisions; and

(c) Changing outdated references for "essential academic learning requirements" to "state learning standards."