
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1162

State of Washington

67th Legislature

2022 Regular Session

By House Education (originally sponsored by Representatives Stonier, Harris, Lekanoff, Hackney, Pollet, Dolan, and Callan; by request of State Board of Education)

READ FIRST TIME 01/26/22.

1 AN ACT Relating to creating new graduation credit and pathway
2 options; amending RCW 28A.150.220, 28A.655.250, and 28A.655.260; and
3 declaring an emergency.

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

5 **Sec. 1.** RCW 28A.150.220 and 2017 3rd sp.s. c 13 s 506 are each
6 amended to read as follows:

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

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

17 (a) For students enrolled in grades one through (~~twelve~~) 12, at
18 least a district-wide annual average of (~~one thousand~~) 1,000 hours,
19 which shall be increased beginning in the 2015-16 school year to at
20 least (~~one thousand eighty~~) 1,080 instructional hours for students
21 enrolled in grades nine through (~~twelve~~) 12 and at least (~~one~~

1 ~~thousand~~) 1,000 instructional hours for students in grades one
2 through eight, all of which may be calculated by a school district
3 using a district-wide annual average of instructional hours over
4 grades one through (~~twelve~~) 12; and

5 (b) For students enrolled in kindergarten, at least (~~four~~
6 ~~hundred-fifty~~) 450 instructional hours, which shall be increased to
7 at least (~~one-thousand~~) 1,000 instructional hours according to the
8 implementation schedule under RCW 28A.150.315.

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

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

13 (b) Instruction that provides students the opportunity to
14 complete (~~twenty-four~~) 24 credits (~~for high school graduation~~),
15 beginning with the graduating class of 2019 or as otherwise provided
16 in RCW 28A.230.090. Course distribution requirements may be
17 established by the state board of education under RCW 28A.230.090;

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

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

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

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

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

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

37 (5) (a) Each school district's kindergarten through (~~twelfth~~)
38 12th grade basic educational program shall be accessible to all
39 students who are five years of age, as provided by RCW 28A.225.160,
40 and less than (~~twenty-one~~) 21 years of age and shall consist of a

1 minimum of (~~one hundred eighty~~) 180 school days per school year in
2 such grades as are conducted by a school district, and (~~one hundred~~
3 ~~eighty~~) 180 half-days of instruction, or equivalent, in
4 kindergarten, to be increased to a minimum of (~~one hundred eighty~~)
5 180 school days per school year according to the implementation
6 schedule under RCW 28A.150.315.

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

11 (c) In the case of students who are graduating from high school,
12 a school district may schedule the last five school days of the (~~one~~
13 ~~hundred eighty day~~) 180-day school year for noninstructional
14 purposes including, but not limited to, the observance of graduation
15 and early release from school upon the request of a student. All such
16 students may be claimed as a full-time equivalent student to the
17 extent they could otherwise have been so claimed for the purposes of
18 RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school
19 district for noninstructional purposes during the last five school
20 days for such students shall count toward the instructional hours
21 requirement in subsection (2)(a) of this section.

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

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

33 **Sec. 2.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
34 read as follows:

35 (1)(a) Beginning with the class of 2020, except as provided in
36 RCW 28A.230.320, graduation from a public high school and the earning
37 of a high school diploma must include the following:

38 (i) Satisfying the graduation requirements established by the
39 state board of education under RCW 28A.230.090 and any graduation

1 requirements established by the applicable public high school or
2 school district;

3 (ii) Satisfying credit requirements for graduation;

4 (iii) Demonstrating career and college readiness through
5 completion of the high school and beyond plan as required by RCW
6 28A.230.090; and

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

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

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

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

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

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

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

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

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

23 (viii) Complete a sequence of career and technical education
24 courses that are relevant to a student's postsecondary pathway,
25 including those leading to workforce entry, state or nationally
26 approved apprenticeships, or postsecondary education, and that meet
27 either: The curriculum requirements of core plus programs for
28 aerospace, maritime, health care, information technology, or
29 construction and manufacturing; or the minimum criteria identified in
30 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a
31 student to enroll in a preparatory course that is approved under RCW
32 28A.700.030 for the purposes of demonstrating career and college
33 readiness under this section; and

34 (ix)(A) Complete a performance exhibition that includes:
35 Authentic evidence demonstrating industry or profession specific
36 knowledge and skills in two or more subject areas; and opportunities
37 to demonstrate proficiency in other state learning standards.
38 Students who select the graduation pathway established in this
39 subsection (1)(b)(ix) must have successfully completed, or
40 demonstrated mastery or competency in, algebra one or integrated math

1 one, and geometry or integrated math two, or have earned two credits
2 in equivalent career and technical education courses. For the
3 purposes of this subsection (1)(b)(ix), "demonstrated mastery or
4 competency in" means having earned mastery or competency-based credit
5 in accordance with the policies of the applicable school or school
6 district.

7 (B) Prior to offering the performance exhibition graduation
8 pathway to students, the board of directors of the school district
9 shall adopt a written policy in conformity with applicable state
10 requirements that describes the school district's processes for
11 approving student requests to use the graduation pathway and
12 evaluating student performance exhibitions.

13 (2) While the legislature encourages school districts to make all
14 pathway options established in this section available to their high
15 school students, and to expand their pathway options until that goal
16 is met, school districts have discretion in determining which pathway
17 options under this section they will offer to students. School
18 districts, however, must annually provide students in grades nine
19 through 12 and their parents or legal guardians with comprehensive
20 information about the graduation pathway options offered by the
21 district.

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

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

32 (b) Prior to adopting rules to implement the graduation pathway
33 established in subsection (1)(b)(ix) of this section, the state board
34 of education shall consult with states, schools in Washington and in
35 other states, or both, that have successfully implemented exhibition
36 or performance-based options that students may use to demonstrate
37 knowledge and skills. Consultations required by this subsection
38 shall, among other topics determined by the state board of education,
39 address: Criteria that is or may be employed when constituting panels
40 to evaluate student performance exhibitions; and needed or

1 anticipated considerations for the promotion and support of mastery-
2 based learning practices.

3 **Sec. 3.** RCW 28A.655.260 and 2021 c 144 s 3 are each amended to
4 read as follows:

5 (1) The superintendent of public instruction shall collect the
6 following information from school districts: Which of the graduation
7 pathways under RCW 28A.655.250 are available to students at each of
8 the school districts; and the number of students using each
9 graduation pathway for graduation purposes. This information shall be
10 reported annually to the education committees of the legislature
11 beginning January 10, 2021. To the extent feasible, data on student
12 participation in each of the graduation pathways shall be
13 disaggregated by race, ethnicity, gender, and receipt of free or
14 reduced-price lunch.

15 (2) Beginning August 1, 2019, the state board of education shall
16 survey interested parties regarding what additional graduation
17 pathways should be added to the existing graduation pathways
18 identified in RCW 28A.655.250 and whether modifications should be
19 made to any of the existing pathways. Interested parties shall
20 include at a minimum: High school students; recent high school
21 graduates; representatives from the state board for community and
22 technical colleges and four-year higher education institutions;
23 representatives from the apprenticeship and training council;
24 associations representing business; members of the educational
25 opportunity gap oversight and accountability committee; and
26 associations representing educators, school board members, school
27 administrators, superintendents, and parents. The state board of
28 education shall provide reports to the education committees of the
29 legislature by August 1, 2020, and December 10, 2022, summarizing the
30 information collected in the surveys.

31 (3) Using the data reported by the superintendent of public
32 instruction under subsection (1) of this section, the state board of
33 education shall survey a sampling of the school districts unable to
34 provide all of the graduation pathways under RCW 28A.655.250 in order
35 to identify the types of barriers to implementation school districts
36 have. Using the survey results from this subsection and the survey
37 results collected under subsection (2) of this section, the state
38 board of education shall review the existing graduation pathways,
39 suggested changes to those graduation pathways, and the options for

1 additional graduation pathways, and shall provide a report to the
2 education committees of the legislature by December 10, 2022, on the
3 following:

4 (a) Recommendations on whether changes to the existing pathways
5 should be made and what those changes should be;

6 (b) The barriers school districts have to offering all of the
7 graduation pathways and recommendations for ways to eliminate or
8 reduce those barriers for school districts;

9 (c) Whether all students have equitable access to all of the
10 graduation pathways and, if not, recommendations for reducing the
11 barriers students may have to accessing all of the graduation
12 pathways; and

13 (d) Whether additional graduation pathways should be included and
14 recommendations for what those pathways should be.

15 (4) In order to ensure that school districts offering the
16 graduation pathway established in RCW 28A.655.250(1)(b)(ix) are
17 complying with requirements of RCW 28A.655.250(1)(b)(ix), the state
18 board of education shall review and monitor the implementation of the
19 graduation pathway at least once every five years. The reviews and
20 monitoring required by this subsection may be conducted concurrently
21 with other program reviews and monitoring conducted by the state
22 board of education.

23 NEW SECTION. **Sec. 4.** This act is necessary for the immediate
24 preservation of the public peace, health, or safety, or support of
25 the state government and its existing public institutions, and takes
26 effect immediately.

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