
SUBSTITUTE SENATE BILL 5343

State of Washington

66th Legislature

2019 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Mullet, Rivers, Palumbo, Hobbs, Salomon, and Wilson, C.)

READ FIRST TIME 02/22/19.

1 AN ACT Relating to facilitating high school success; amending RCW
2 28A.320.195, 28A.165.035, 28A.175.074, and 28A.230.090; adding a new
3 section to chapter 28A.320 RCW; and adding a new section to chapter
4 28A.175 RCW.

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

6 **PART I**

7 **ACADEMIC ACCELERATION POLICY**

8 **Sec. 101.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
9 read as follows:

10 (1) By the 2021-22 school year, each school district board of
11 directors ((is encouraged to)) shall adopt an academic acceleration
12 policy for high school students as provided under this section.

13 (2) Under an academic acceleration policy:

14 (a) The district shall automatically enroll((s)) any student who
15 meets or exceeds the state standard on the eighth grade or high
16 school English language arts or mathematics statewide student
17 assessment in the next most rigorous level of advanced courses or
18 program offered by the high school(~~. Students who successfully~~
19 ~~complete such an advanced course are then enrolled in the next most~~
20 ~~rigorous level of advanced course, with the objective that students~~

1 ~~will eventually be automatically enrolled in courses that offer the~~
2 ~~opportunity to earn dual credit for high school and college)) that~~
3 aligns with the student's high school and beyond plan goals.

4 (b) Each school district may include additional eligibility
5 criteria for students to participate in the academic acceleration
6 policy so long as the district criteria does not create inequities
7 among student groups in the advanced course or program.

8 (3)(a) The subject matter of the advanced courses or program in
9 which ((the)) a student is automatically enrolled depends on the
10 content area or areas of the ((statewide student)) assessments where
11 the student has met or exceeded the state standard under subsection
12 (2) of this section. ((Students who meet the state standard on both
13 end-of-course mathematics assessments are considered to have met the
14 state standard for high school mathematics.))

15 (b) Students who meet or exceed the state standard ((in both
16 reading and writing)) on the English language arts statewide student
17 assessment are eligible for enrollment in advanced courses in
18 English, social studies, humanities, and other related subjects.

19 (c) Students who meet or exceed the state standard on the
20 mathematics statewide student assessment are eligible for enrollment
21 in advanced courses in mathematics.

22 (d) Beginning in the 2021-22 school year, students who meet or
23 exceed the state standard on the Washington comprehensive assessment
24 of science are eligible for enrollment in advanced courses in
25 science.

26 (4)(a) Students who successfully complete an advanced course in
27 accordance with subsection (3) of this section are then enrolled in
28 the next most rigorous level of advanced course that aligns with the
29 student's high school and beyond plan.

30 (b) Students who successfully complete the advanced course in
31 accordance with this subsection are then enrolled in the next most
32 rigorous level of advanced course with the objective that students
33 will eventually be automatically enrolled in courses that offer the
34 opportunity to earn dual credit for high school and college.

35 (5) The district must notify students and parents or guardians
36 regarding the academic acceleration policy and the advanced courses
37 or programs available to students, including dual credit courses or
38 programs.

39 ((d)) (6) The district must provide a parent or guardian of a
40 high school student with an opportunity to opt the student out of the

1 academic acceleration policy and enroll ((a)) the student in an
2 alternative course or program that aligns with the student's high
3 school and beyond plan goals.

4 NEW SECTION. **Sec. 102.** A new section is added to chapter
5 28A.320 RCW to read as follows:

6 (1) Notwithstanding the dual credit requirements established in
7 RCW 28A.320.195, 28A.320.196, 28A.600.290, and 28B.15.821, each
8 school district shall enroll any student in a dual credit course or
9 program who wants to enroll in a dual credit course or program.

10 (2) For the purposes of this section, "a dual credit course or
11 program" means a course or program administered by either an
12 institution of higher education or a high school, through which a
13 high school student who has not yet received the credits required for
14 a high school diploma, enrolls in a course or program to
15 simultaneously earn high school and college credit.

16 (3) In addition to the state funding provided under RCW
17 28A.320.196 and 28A.600.310 through 28A.600.400, the state must
18 allocate funding to the superintendent of public instruction to
19 provide for the registration and exam fees for exam-based dual credit
20 courses for each student who is enrolled in a dual credit course or
21 program and is eligible for free or reduced-price meals.

22 **PART II**

23 **DROPOUT PREVENTION PROGRAMS**

24 **Sec. 201.** RCW 28A.165.035 and 2018 c 75 s 7 are each amended to
25 read as follows:

26 (1) Use of best practices that have been demonstrated through
27 research to be associated with increased student achievement
28 magnifies the opportunities for student success. To the extent they
29 are included as a best practice or strategy in one of the state menus
30 or an approved alternative under this section or RCW 28A.655.235, the
31 following are services and activities that may be supported by the
32 learning assistance program:

- 33 (a) Extended learning time opportunities occurring:
 - 34 (i) Before or after the regular school day;
 - 35 (ii) On Saturday; and
 - 36 (iii) Beyond the regular school year;
- 37 (b) Services under RCW 28A.320.190;

1 (c) Professional development for certificated and classified
2 staff that focuses on:

3 (i) The needs of a diverse student population;

4 (ii) Specific literacy and mathematics content and instructional
5 strategies; and

6 (iii) The use of student work to guide effective instruction and
7 appropriate assistance;

8 (d) Consultant teachers to assist in implementing effective
9 instructional practices by teachers serving participating students;

10 (e) Tutoring support for participating students;

11 (f) Outreach activities and support for parents of participating
12 students, including employing parent and family engagement
13 coordinators; and

14 (g) Up to five percent of a district's learning assistance
15 program allocation may be used for development of partnerships with
16 community-based organizations, educational service districts, and
17 other local agencies to deliver academic and nonacademic supports to
18 participating students who are significantly at risk of not being
19 successful in school to reduce barriers to learning, increase student
20 engagement, and enhance students' readiness to learn. The school
21 board must approve in an open meeting any community-based
22 organization or local agency before learning assistance funds may be
23 expended.

24 (2) In addition to the state menu developed under RCW
25 28A.655.235, the office of the superintendent of public instruction
26 shall convene a panel of experts, including the Washington state
27 institute for public policy, to develop additional state menus of
28 best practices and strategies for use in the learning assistance
29 program to assist struggling students at all grade levels in English
30 language arts and mathematics and reduce disruptive behaviors in the
31 classroom. The office of the superintendent of public instruction
32 shall publish the state menus by July 1, 2015, and update the state
33 menus by each July 1st thereafter.

34 (3)(a) Beginning in the 2016-17 school year, except as provided
35 in (b) or (c) of this subsection, school districts must use a
36 practice or strategy that is on a state menu developed under
37 subsection (2) of this section or RCW 28A.655.235.

38 (b) Beginning in the 2016-17 school year, school districts may
39 use a practice or strategy that is not on a state menu developed
40 under subsection (2) of this section for two school years initially.

1 If the district is able to demonstrate improved outcomes for
2 participating students over the previous two school years at a level
3 commensurate with the best practices and strategies on the state
4 menu, the office of the superintendent of public instruction shall
5 approve use of the alternative practice or strategy by the district
6 for one additional school year. Subsequent annual approval by the
7 superintendent of public instruction to use the alternative practice
8 or strategy is dependent on the district continuing to demonstrate
9 increased improved outcomes for participating students.

10 (c) (~~Beginning in the 2016-17 school year, school districts may~~
11 ~~enter cooperative agreements with state agencies, local governments,~~
12 ~~or school districts for administrative or operational costs needed to~~
13 ~~provide services in accordance with the state menus developed under~~
14 ~~this section and RCW 28A.655.235.)) School districts may expend a
15 portion of the district's learning assistance program allocation on
16 interventions for students identified as at risk of not graduating
17 using the dropout early warning and intervention data system as
18 defined in RCW 28A.175.074 that includes the data specified in
19 section 203 of this act.~~

20 (4) (~~School districts are encouraged to implement best practices~~
21 ~~and strategies from the state menus developed under this section and~~
22 ~~RCW 28A.655.235 before the use is required.~~

23 ~~(5))~~ School districts may use learning assistance program
24 allocations to meet the screening and intervention requirements of
25 RCW 28A.320.260, even if the student being screened or provided with
26 supports is not eligible to participate in the learning assistance
27 program. The learning assistance program allocations may also be used
28 for school district staff trainings necessary to implement the
29 provisions of RCW 28A.320.260.

30 **Sec. 202.** RCW 28A.175.074 and 2010 c 243 s 2 are each amended to
31 read as follows:

32 The definitions in this section apply throughout (~~section 3,~~
33 ~~chapter 243, Laws of 2010 and~~)) RCW 28A.165.035, 28A.175.075, and
34 section 203 of this act unless the context clearly requires
35 otherwise.

36 (1) "Critical community members" means representatives in the
37 local community from among the following agencies and organizations:
38 Student/parent organizations, parents and families, local government,
39 law enforcement, juvenile corrections, any tribal organization in the

1 local school district, the local health district, nonprofit and
2 social service organizations serving youth, and faith organizations.

3 (2) "Dropout early warning and intervention data system" means a
4 student information system that:

5 (a) Provides the data needed to conduct a universal screening to
6 identify students at risk of (~~(dropping out,~~) not graduating;

7 (b) Tracks, at a minimum, real time data on attendance, behavior,
8 and course performance, such as grade point average, course grades,
9 and missing assignments;

10 (c) Includes user-friendly data displays designed to make it easy
11 for teachers and other school staff to enter data, collaborate, and
12 identify and track students who are at risk of not graduating;

13 (d) Requires the teacher of record to enter grades on a regular
14 and timely basis so that students, families, teachers, and
15 administrators can access up to date information on student progress
16 in courses;

17 (e) Catalogs student interventions (~~(, and)~~);

18 (f) Monitors student progress towards graduation; and

19 (g) Transfers relevant student data between schools as students
20 move to the next grade level or transfer schools.

21 (3) "K-12 dropout prevention, intervention, and reengagement
22 system" means a system that provides all of the following functions
23 and utilizes a dropout early warning and intervention data system in
24 supporting these functions:

25 (a) Engaging in school improvement planning specifically focused
26 on improving high school graduation rates, including goal-setting and
27 action planning, based on a comprehensive assessment of strengths and
28 challenges and prioritizing school-wide foundational preventions and
29 interventions;

30 (b) Providing prevention activities including, but not limited
31 to, emotionally and physically safe school environments,
32 implementation of a comprehensive guidance and counseling model
33 facilitated by certified school counselors, core academic
34 instruction, (~~and~~) career and technical education exploratory and
35 preparatory programs, grade-level transition and seminar courses, and
36 courses teaching basic life skills and building blocks for academic
37 success, such as time management, study habits, note taking, personal
38 organization, and effective communication;

39 (c) Identifying vulnerable students at risk of not graduating
40 based on a dropout early warning and intervention data system;

1 (d) Timely academic and nonacademic group and individual
2 interventions for vulnerable students based on a multitiered response
3 to intervention model, including planning and sharing of information
4 at critical academic transitions;

5 (e) Establishing success teams of teachers, counselors,
6 administrators, instructional support staff, and family involvement
7 coordinators within a common grade level tasked with implementing a
8 dropout early warning and intervention data system for their grade
9 level;

10 (f) Assigning a team lead for a grade level's success team tasked
11 with managing the team, facilitating team meetings, and driving
12 continuous improvement;

13 (g) Providing time for success teams to collaborate twice a month
14 to identify vulnerable students who are at risk of not graduating,
15 assess individual student needs, plan supports, track progress, and
16 make ongoing adjustments until a student is no longer at risk of not
17 graduating;

18 (h) Assigning a specific staff member for each vulnerable student
19 who is off track as the adult responsible for engaging with the
20 student and the student's parents or guardians, ensuring supports are
21 planned and implemented, and progress is monitored until a student is
22 no longer at risk of not graduating;

23 (i) Providing graduation coaches, mentors, certified school
24 counselors, and/or case managers for vulnerable students identified
25 as needing a more intensive one-on-one adult relationship;

26 ~~((f))~~ (j) Establishing and providing staff to coordinate a
27 school/family/community partnership that assists in building and
28 implementing a K-12 dropout prevention, intervention, and
29 reengagement system;

30 ~~((g))~~ (k) Providing rigorous credit retrieval or reentry
31 activities including, but not limited to, summer school; ((and

32 ~~(h) Providing alternative educational programming including, but~~
33 ~~not limited to, credit retrieval and online learning opportunities))~~

34 (l) Ongoing professional development for teachers,
35 administrators, and other school staff on best practices related to
36 dropout early warning and intervention data systems and a multitiered
37 response to intervention models and other dropout prevention,
38 intervention, and reengagement practices, including coaching for
39 success team leads and members; and

1 (m) Providing evidence-based strategies for improving school-wide
2 and individual student attendance rates including, but not limited
3 to, attendance coaches.

4 (4) "School/family/community partnership" means a partnership
5 between a school or schools, families, and the community, that
6 engages critical community members in a formal, structured
7 partnership with local school districts in a coordinated effort to
8 provide comprehensive support services and improve outcomes for
9 vulnerable youth.

10 (5) "Vulnerable students" means students who are:

11 (a) In foster care((τ));

12 (b) Involved in the juvenile justice system((τ));

13 (c) Receiving special education services under chapter 28A.155
14 RCW((τ)) in accordance with an individualized education plan or 504
15 plan;

16 (d) Migrant students;

17 (e) Recent immigrants((τ));

18 (f) English language learners;

19 (g) Homeless((τ));

20 (h) Emotionally traumatized((τ-or-are));

21 (i) Facing behavioral health issues((τ)); and

22 (j) Students deemed at((-))risk of school failure as identified
23 by a dropout early warning data system or other assessment.

24 NEW SECTION. Sec. 203. A new section is added to chapter
25 28A.175 RCW to read as follows:

26 (1) By the 2021-22 school year, each school district must use a
27 dropout early warning and intervention data system, as defined in RCW
28 28A.175.074, to identify students, beginning with students in grade
29 five or earlier, who require additional supports or who are at risk
30 of not graduating from high school. At a minimum, a school district's
31 dropout early warning and intervention data system must measure
32 attendance, behavior, and course performance. School districts may
33 also use additional information to make the determination that a
34 student is at risk of not graduating from high school or requires
35 additional supports.

36 (2) (a) By the 2021-22 school year, each school district must have
37 in place and be using a K-12 dropout prevention, intervention, and
38 reengagement system, as defined in RCW 28A.175.074, for students in
39 the first year of middle school and the first year of high school.

1 School districts must implement these systems as soon as applicable
2 in these grades, even if other system functions are still under
3 development.

4 (b) Beginning in the 2021-22 school year and every two years
5 thereafter, by September 1st, each school district must submit a
6 report to the superintendent of public instruction that provides
7 evidence of all the functions included in the definition of the K-12
8 dropout prevention, intervention, and reengagement system as defined
9 in RCW 28A.175.074.

10 (3) School districts are encouraged to use the needs assessment
11 from the Washington integrated student supports protocol, developed
12 by the center for the improvement of student learning within the
13 office of the superintendent of public instruction, in accordance
14 with the protocol framework established in RCW 28A.300.139. School
15 districts may use the protocol to:

16 (a) Evaluate school-wide needs and plan corresponding
17 interventions, supports, and improvements;

18 (b) Assess individual needs of students identified under
19 subsection (1) of this section; and

20 (c) Plan personalized supports for students.

21 (4) The superintendent of public instruction may develop rules
22 and provide implementation guidelines and technical support for
23 school districts to implement this section.

24 (5) School districts must annually report to the office of the
25 superintendent of public instruction: The number of students
26 identified as at risk through their dropout early warning and
27 intervention data system; and the number of students who returned to
28 being on track over the course of the school year. The office of the
29 superintendent of public instruction must report this data on the
30 school report card at the school level and disaggregated by the
31 subgroups listed in RCW 28A.300.042.

32 (6) Subject to funds appropriated specifically for this purpose,
33 the office of the superintendent of public instruction shall allocate
34 funds to middle and high schools to support the professional
35 development of success teams implementing a K-12 dropout prevention,
36 intervention, and reengagement system, collaboration time for success
37 teams, and coaching for success team leads.

38 (7) Subject to the availability of amounts appropriated for this
39 specific purpose, the office of the superintendent of public
40 instruction, in partnership with the educational service districts,

1 shall design and administer a statewide implementation support system
2 to support middle and high schools in meeting the requirements of
3 this section. The support system must focus on building local
4 capacities in data literacy, multitiered support systems, student
5 attendance improvement strategies, and other identified needs through
6 professional development, coaching, and other supports.

7 **PART III**

8 **HIGH SCHOOL AND BEYOND PLANS**

9 **Sec. 301.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
10 read as follows:

11 (1) The state board of education shall establish high school
12 graduation requirements or equivalencies for students, except as
13 provided in RCW 28A.230.122 and except those equivalencies
14 established by local high schools or school districts under RCW
15 28A.230.097. The purpose of a high school diploma is to declare that
16 a student is ready for success in postsecondary education, gainful
17 employment, and citizenship, and is equipped with the skills to be a
18 lifelong learner.

19 (a) Any course in Washington state history and government used to
20 fulfill high school graduation requirements shall consider including
21 information on the culture, history, and government of the American
22 Indian peoples who were the first inhabitants of the state.

23 (b) The certificate of academic achievement requirements under
24 RCW 28A.655.061 or the certificate of individual achievement
25 requirements under RCW 28A.155.045 are required for graduation from a
26 public high school but are not the only requirements for graduation.

27 (c) (i) Each student must have a high school and beyond plan to
28 guide the student's high school experience and ~~((prepare))~~ inform
29 course taking aligned with the student's goals for postsecondary
30 education ~~((or))~~, career training ~~((and career))~~, or other pathways
31 after graduation.

32 (ii) A high school and beyond plan must be initiated for each
33 student during the seventh or eighth grade. In preparation for
34 initiating that plan, each student must first be administered a
35 career interest and skills inventory.

36 (iii) The high school and beyond plan must be updated to reflect
37 high school assessment results in RCW 28A.655.070(3)(b) and to review
38 transcripts, assess progress toward identified goals, and revised as

1 necessary for changing interests, goals, and needs. The plan must
2 identify available interventions and academic support, courses, or
3 both, that are designed for students who have not met the high school
4 graduation standard, to enable them to meet the standard. Each
5 student's high school and beyond plan must also be updated to inform
6 eleventh grade course taking. School districts must use the K-12
7 dropout prevention, intervention, and reengagement system as defined
8 in RCW 28A.175.074 and as required under section 203 of this act, to
9 inform updates to the high school and beyond plan for students in
10 their first year of high school. School districts are encouraged to
11 involve parents and guardians in the process of developing and
12 updating the high school and beyond plan, and the plan must be
13 provided to the students' parents or guardians in their native
14 language if that language is one of the two most frequently spoken
15 non-English languages of students in the district. Nothing in this
16 subsection (1)(c)(iii) prevents districts from providing high school
17 and beyond plans to parents and guardians in additional languages
18 that are not required by this subsection.

19 (iv) All high school and beyond plans must, at a minimum, include
20 the following elements:

21 (A) Identification of career goals, aided by a skills and
22 interest assessment;

23 (B) Identification of educational goals;

24 (C) Identification of dual credit programs and the opportunities
25 they create for students, including ~~((but not limited to))~~
26 eligibility for automatic enrollment in advanced classes under RCW
27 28A.320.195, career and technical education programs, running start
28 programs, and college in the high school programs;

29 (D) Information about the college bound scholarship program
30 established in chapter 28B.118 RCW;

31 (E) A four-year plan for course taking that:

32 (I) Includes information about options for satisfying state and
33 local graduation requirements;

34 (II) Satisfies state and local graduation requirements;

35 (III) Aligns with the student's secondary and postsecondary
36 goals;

37 (IV) Identifies course sequences to inform academic acceleration
38 options as described in RCW 28A.320.195, including dual credit
39 courses or programs ~~((and the opportunities they create for~~

1 students)) that are aligned with the student's high school and beyond
2 plan goals; and

3 (V) Includes information about the college bound scholarship
4 program; and

5 (F) By the end of the twelfth grade, a current resume or activity
6 log that provides a written compilation of the student's education,
7 any work experience, and any community service and how the school
8 district has recognized the community service pursuant to RCW
9 28A.320.193.

10 (d) Any decision on whether a student has met the state board's
11 high school graduation requirements for a high school and beyond plan
12 shall remain at the local level. Effective with the graduating class
13 of 2015, the state board of education may not establish a requirement
14 for students to complete a culminating project for graduation. A
15 district may establish additional, local requirements for a high
16 school and beyond plan to serve the needs and interests of its
17 students and the purposes of this section.

18 (e)(i) The state board of education shall adopt rules to
19 implement the career and college ready graduation requirement
20 proposal adopted under board resolution on November 10, 2010, and
21 revised on January 9, 2014, to take effect beginning with the
22 graduating class of 2019 or as otherwise provided in this subsection
23 (1)(e). The rules must include authorization for a school district to
24 waive up to two credits for individual students based on unusual
25 circumstances and in accordance with written policies that must be
26 adopted by each board of directors of a school district that grants
27 diplomas. The rules must also provide that the content of the third
28 credit of mathematics and the content of the third credit of science
29 may be chosen by the student based on the student's interests and
30 high school and beyond plan with agreement of the student's parent or
31 guardian or agreement of the school counselor or principal.

32 (ii) School districts may apply to the state board of education
33 for a waiver to implement the career and college ready graduation
34 requirement proposal beginning with the graduating class of 2020 or
35 2021 instead of the graduating class of 2019. In the application, a
36 school district must describe why the waiver is being requested, the
37 specific impediments preventing timely implementation, and efforts
38 that will be taken to achieve implementation with the graduating
39 class proposed under the waiver. The state board of education shall
40 grant a waiver under this subsection (1)(e) to an applying school

1 district at the next subsequent meeting of the board after receiving
2 an application.

3 (iii) A school district must update the high school and beyond
4 plans for each student who has not earned a score of level 3 or level
5 4 on the middle school mathematics assessment identified in RCW
6 28A.655.070 by ninth grade, to ensure that the student takes a
7 mathematics course in both ninth and tenth grades. This course may
8 include career and technical education equivalencies in mathematics
9 adopted pursuant to RCW 28A.230.097.

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

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

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

35 (3) Pursuant to any requirement for instruction in languages
36 other than English established by the state board of education or a
37 local school district, or both, for purposes of high school
38 graduation, students who receive instruction in American sign
39 language or one or more American Indian languages shall be considered
40 to have satisfied the state or local school district graduation

1 requirement for instruction in one or more languages other than
2 English.

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

7 (a) The course was taken with high school students, if the
8 academic level of the course exceeds the requirements for seventh and
9 eighth grade classes, and the student has successfully passed by
10 completing the same course requirements and examinations as the high
11 school students enrolled in the class; or

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

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

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

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