

E2SSB 5243 - H COMM AMD
By Committee on Education

ADOPTED AS AMENDED 04/07/2023

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature recognizes that the
4 high school and beyond plan is both a graduation requirement and a
5 critical component in our education system. However, the practices
6 and technologies that school districts employ for facilitating high
7 school and beyond plans vary significantly. These variances can
8 create inequities for students and families, and do not reflect the
9 legislature's vision for the role of the high school and beyond plan
10 in promoting student success in secondary and postsecondary
11 endeavors.

12 (2) A universal online high school and beyond plan platform that
13 can be readily accessed by students, parents, teachers, and others
14 who support academic progress will alleviate equity issues and create
15 new opportunities for students to develop and curate plans that align
16 with their needs and interests. With the assistance of a flexible,
17 portable, and expandable platform, all students with high school and
18 beyond plans will be able to easily personalize and revise their
19 plans, explore education options of relevance and interest, and
20 receive supports that will help them make informed choices about
21 their education and career objectives.

22 (3) The legislature, therefore, intends to revise and strengthen
23 high school and beyond plan requirements and to direct the office of
24 the superintendent of public instruction to facilitate the transition
25 to a universal online high school and beyond plan platform to guide
26 students' secondary education experiences and ensure preparation for
27 their postsecondary goals.

28 **Sec. 2.** RCW 28A.230.090 and 2021 c 307 s 2 are each amended to
29 read as follows:

30 (1) The state board of education shall establish high school
31 graduation requirements or equivalencies for students, except as

1 provided in RCW 28A.230.122 and 28A.655.250 and except those
2 equivalencies established by local high schools or school districts
3 under RCW 28A.230.097. The purpose of a high school diploma is to
4 declare that a student is ready for success in postsecondary
5 education, gainful employment, and citizenship, and is equipped with
6 the skills to be a lifelong learner.

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

11 (b) Except as provided otherwise in this subsection, the
12 certificate of academic achievement requirements under RCW
13 28A.655.061 or the certificate of individual achievement requirements
14 under RCW 28A.155.045 are required for graduation from a public high
15 school but are not the only requirements for graduation. The
16 requirement to earn a certificate of academic achievement to qualify
17 for graduation from a public high school concludes with the
18 graduating class of 2019. The obligation of qualifying students to
19 earn a certificate of individual achievement as a prerequisite for
20 graduation from a public high school concludes with the graduating
21 class of 2021.

22 (c) ~~((i))~~ Each student must have a high school and beyond plan
23 to guide the student's high school experience and inform course
24 taking that is aligned with the student's goals for education or
25 training and career after high school ~~((-~~

26 ~~(ii)(A) A high school and beyond plan must be initiated for each
27 student during the seventh or eighth grade. In preparation for
28 initiating that plan, each student must first be administered a
29 career interest and skills inventory.~~

30 ~~(B) For students with an individualized education program, the
31 high school and beyond plan must be developed in alignment with their
32 individualized education program. The high school and beyond plan
33 must be developed in a similar manner and with similar school
34 personnel as for all other students.~~

35 ~~(iii)(A) The high school and beyond plan must be updated to
36 reflect high school assessment results in RCW 28A.655.070(3)(b) and
37 to review transcripts, assess progress toward identified goals, and
38 revised as necessary for changing interests, goals, and needs. The
39 plan must identify available interventions and academic support,
40 courses, or both, that are designed for students who are not on track~~

1 to graduate, to enable them to fulfill high school graduation
2 requirements. Each student's high school and beyond plan must be
3 updated to inform junior year course taking.

4 (B) For students with an individualized education program, the
5 high school and beyond plan must be updated in alignment with their
6 school to postschool transition plan. The high school and beyond plan
7 must be updated in a similar manner and with similar school personnel
8 as for all other students.

9 (iv) School districts are encouraged to involve parents and
10 guardians in the process of developing and updating the high school
11 and beyond plan, and the plan must be provided to the students'
12 parents or guardians in their native language if that language is one
13 of the two most frequently spoken non-English languages of students
14 in the district. Nothing in this subsection (1)(c)(iv) prevents
15 districts from providing high school and beyond plans to parents and
16 guardians in additional languages that are not required by this
17 subsection.

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

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

22 (B) Identification of educational goals;

23 (C) Identification of dual credit programs and the opportunities
24 they create for students, including eligibility for automatic
25 enrollment in advanced classes under RCW 28A.320.195, career and
26 technical education programs, running start programs, AP courses,
27 international baccalaureate programs, and college in the high school
28 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, which can include education, training, and career;

37 (IV) Identifies course sequences to inform academic acceleration,
38 as described in RCW 28A.320.195 that include dual credit courses or
39 programs and are aligned with the student's goals; and

1 ~~(V) Includes information about the college bound scholarship~~
2 ~~program, the Washington college grant, and other scholarship~~
3 ~~opportunities;~~

4 ~~(F) Evidence that the student has received the following~~
5 ~~information on federal and state financial aid programs that help pay~~
6 ~~for the costs of a postsecondary program:~~

7 ~~(I) Information about the documentation necessary for completing~~
8 ~~the applications; application timeliness and submission deadlines;~~
9 ~~the importance of submitting applications early; information specific~~
10 ~~to students who are or have been in foster care; information specific~~
11 ~~to students who are, or are at risk of being, homeless; information~~
12 ~~specific to students whose family member or guardians will be~~
13 ~~required to provide financial and tax information necessary to~~
14 ~~complete applications; and~~

15 ~~(II) Opportunities to participate in sessions that assist~~
16 ~~students and, when necessary, their family members or guardians, fill~~
17 ~~out financial aid applications; and~~

18 ~~(G) By the end of the twelfth grade, a current resume or activity~~
19 ~~log that provides a written compilation of the student's education,~~
20 ~~any work experience, and any community service and how the school~~
21 ~~district has recognized the community service pursuant to RCW~~
22 ~~28A.320.193.~~

23 ~~(d))~~ as provided for under section 3 of this act and RCW
24 28A.230.215. Any decision on whether a student has met the state
25 board's high school graduation requirements for a high school and
26 beyond plan shall remain at the local level. Effective with the
27 graduating class of 2015, the state board of education may not
28 establish a requirement for students to complete a culminating
29 project for graduation. A district may establish additional, local
30 requirements for a high school and beyond plan to serve the needs and
31 interests of its students and the purposes of this section.

32 ~~((e))~~ (d)(i) The state board of education shall adopt rules to
33 implement the career and college ready graduation requirement
34 proposal adopted under board resolution on November 10, 2010, and
35 revised on January 9, 2014, to take effect beginning with the
36 graduating class of 2019 or as otherwise provided in this subsection
37 ~~(1)((e))~~ (d). The rules must include authorization for a school
38 district to waive up to two credits for individual students based on
39 a student's circumstances, provided that none of the waived credits
40 are identified as mandatory core credits by the state board of

1 education. School districts must adhere to written policies
2 authorizing the waivers that must be adopted by each board of
3 directors of a school district that grants diplomas. The rules must
4 also provide that the content of the third credit of mathematics and
5 the content of the third credit of science may be chosen by the
6 student based on the student's interests and high school and beyond
7 plan with agreement of the student's parent or guardian or agreement
8 of the school counselor or principal, or as provided in RCW
9 28A.230.300(4).

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

21 ~~((iii) A school district must update the high school and beyond
22 plans for each student who has not earned a score of level 3 or level
23 4 on the middle school mathematics assessment identified in RCW
24 28A.655.070 by ninth grade, to ensure that the student takes a
25 mathematics course in both ninth and tenth grades. This course may
26 include career and technical education equivalencies in mathematics
27 adopted pursuant to RCW 28A.230.097.))~~

28 (2)(a) In recognition of the statutory authority of the state
29 board of education to establish and enforce minimum high school
30 graduation requirements, the state board shall periodically
31 reevaluate the graduation requirements and shall report such findings
32 to the legislature in a timely manner as determined by the state
33 board.

34 (b) The state board shall reevaluate the graduation requirements
35 for students enrolled in vocationally intensive and rigorous career
36 and technical education programs, particularly those programs that
37 lead to a certificate or credential that is state or nationally
38 recognized. The purpose of the evaluation is to ensure that students
39 enrolled in these programs have sufficient opportunity to ~~((earn a
40 certificate of academic achievement,))~~ complete the program and earn

1 the program's certificate or credential, and complete other state and
2 local graduation requirements.

3 (c) The state board shall forward any proposed changes to the
4 high school graduation requirements to the education committees of
5 the legislature for review. The legislature shall have the
6 opportunity to act during a regular legislative session before the
7 changes are adopted through administrative rule by the state board.
8 Changes that have a fiscal impact on school districts, as identified
9 by a fiscal analysis prepared by the office of the superintendent of
10 public instruction, shall take effect only if formally authorized and
11 funded by the legislature through the omnibus appropriations act or
12 other enacted legislation.

13 (3) Pursuant to any requirement for instruction in languages
14 other than English established by the state board of education or a
15 local school district, or both, for purposes of high school
16 graduation, students who receive instruction in American sign
17 language or one or more American Indian languages shall be considered
18 to have satisfied the state or local school district graduation
19 requirement for instruction in one or more languages other than
20 English.

21 (4) Unless requested otherwise by the student and the student's
22 family, a student who has completed high school courses before
23 attending high school shall be given high school credit which shall
24 be applied to fulfilling high school graduation requirements if:

25 (a) The course was taken with high school students, if the
26 academic level of the course exceeds the requirements for seventh and
27 eighth grade classes, and the student has successfully passed by
28 completing the same course requirements and examinations as the high
29 school students enrolled in the class; or

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

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

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

3 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.230
4 RCW to read as follows:

5 (1) This section establishes the school district, content, and
6 other substantive requirements for the high school and beyond plan
7 required by RCW 28A.230.090.

8 (2)(a) Beginning by the seventh grade, each student must be
9 administered a career interest and skills inventory which is intended
10 to be used to inform eighth grade course taking and development of an
11 initial high school and beyond plan. No later than eighth grade, each
12 student must have begun development of a high school and beyond plan
13 that includes a proposed plan for first-year high school courses
14 aligned with graduation requirements and secondary and postsecondary
15 goals.

16 (b) For each student who has not earned a score of level 3 or 4
17 on the middle school mathematics assessment identified in RCW
18 28A.655.070 by ninth grade, the high school and beyond plan must be
19 updated to ensure that the student takes a mathematics course in both
20 ninth and 10th grades. These courses may include career and technical
21 education equivalencies in mathematics adopted pursuant to RCW
22 28A.230.097.

23 (3) With staff support, students must update their high school
24 and beyond plan annually, at a minimum, to review academic progress
25 and inform future course taking.

26 (a) The high school and beyond plan must be updated in 10th grade
27 to reflect high school assessment results in RCW 28A.655.061, ensure
28 student access to advanced course options per the district's academic
29 acceleration policy in RCW 28A.320.195, assess progress toward
30 identified goals, and revised as necessary for changing interests,
31 goals, and needs.

32 (b) Each school district shall provide students who have not met
33 the standard on state assessments or who are behind in completion of
34 credits or graduation pathway options with the opportunity to access
35 interventions and academic supports, courses, or both, designed to
36 enable students to meet all high school graduation requirements. The
37 parents or legal guardians shall be notified about these
38 opportunities as included in the student's high school and beyond
39 plan, preferably through a student-led conference, including the

1 parents or legal guardians, and at least annually until the student
2 is on track to graduate.

3 (c) For students with an individualized education program, the
4 high school and beyond plan must be developed and updated in
5 alignment with their school to postschool transition plan. The high
6 school and beyond plan must be developed and updated in a similar
7 manner and with similar school personnel as for all other students.

8 (4) School districts shall involve parents and legal guardians to
9 the greatest extent feasible in the process of developing and
10 updating the high school and beyond plan.

11 (a) The plan must be provided to the student and the students'
12 parents or legal guardians in a language the student and parents or
13 legal guardians understand and in accordance with the school
14 district's language access policy and procedures as required under
15 chapter 28A.183 RCW, which may require language assistance for
16 students and parents or legal guardians with limited English
17 proficiency.

18 (b) School districts must annually provide students in grades
19 eight through 12 and their parents or legal guardians with
20 comprehensive information about the graduation pathway options
21 offered by the district and are strongly encouraged to begin
22 providing this information beginning in sixth grade. School districts
23 must provide this information in a manner that conforms with the
24 school district's language access policy and procedures as required
25 under chapter 28A.183 RCW.

26 (5) School districts are strongly encouraged to partner with
27 student serving, community-based organizations that support career
28 and college exploration and preparation for postsecondary and career
29 pathways. Partnerships may include high school and beyond plan
30 coordination and planning, data sharing agreements, and safe and
31 secure access to individual student's high school and beyond plans.

32 (6) All high school and beyond plans must, at a minimum, include
33 the following elements:

34 (a) Identification of career goals and interests, aided by a
35 skills and interest assessment;

36 (b) Identification of secondary and postsecondary education and
37 training goals;

38 (c) An academic plan for course taking that:

39 (i) Informs students about course options for satisfying state
40 and local graduation requirements;

- 1 (ii) Satisfies state and local graduation requirements;
- 2 (iii) Aligns with the student's secondary and postsecondary
3 goals, which can include education, training, and career preparation;
- 4 (iv) Identifies available advanced course sequences per the
5 school district's academic acceleration policy, as described in RCW
6 28A.320.195, that include dual credit courses or other programs and
7 are aligned with the student's postsecondary goals;
- 8 (v) Informs students about the potential impacts of their course
9 selections on postsecondary opportunities;
- 10 (vi) Identifies available career and technical education
11 equivalency courses that can satisfy core subject area graduation
12 requirements under RCW 28A.230.097;
- 13 (vii) If applicable, identifies career and technical education
14 and work-based learning opportunities that can lead to technical
15 college certifications and apprenticeships; and
- 16 (viii) If applicable, identifies opportunities for credit
17 recovery and acceleration, including partial and mastery-based credit
18 accrual to eliminate barriers for on-time grade level progression and
19 graduation per RCW 28A.320.192;
- 20 (d) Evidence that the student has received the following
21 information on federal and state financial aid programs that help pay
22 for the costs of a postsecondary program:
- 23 (i) The college bound scholarship program established in chapter
24 28B.118 RCW, the Washington college grant created in RCW 28B.92.200,
25 and other scholarship opportunities;
- 26 (ii) The documentation necessary for completing state and federal
27 financial aid applications; application timeliness and submission
28 deadlines; and the importance of submitting applications early;
- 29 (iii) Information specific to students who are or have been the
30 subject of a dependency proceeding pursuant to chapter 13.34 RCW, who
31 are or are at risk of being homeless, and whose family member or
32 legal guardian will be required to provide financial and tax
33 information necessary to complete applications;
- 34 (iv) Opportunities to participate in advising days and seminars
35 that assist students and, when necessary, their parents or legal
36 guardians, with filling out financial aid applications in accordance
37 with RCW 28A.300.815; and
- 38 (v) A sample financial aid letter and a link to the financial aid
39 calculator created in RCW 28B.77.280; and

1 (e) By the end of the 12th grade, a current resume or activity
2 log that provides a written compilation of the student's education,
3 any work experience, extracurricular activities, and any community
4 service including how the school district has recognized the
5 community service pursuant to RCW 28A.320.193.

6 (7) In accordance with RCW 28A.230.090(1)(c) any decision on
7 whether a student has met the state board's high school graduation
8 requirements for a high school and beyond plan shall remain at the
9 local level, and a school district may establish additional, local
10 requirements for a high school and beyond plan to serve the needs and
11 interests of its students and the purposes of this section.

12 (8) The state board of education shall adopt rules to implement
13 this section.

14 **Sec. 4.** RCW 28A.230.215 and 2020 c 307 s 7 are each amended to
15 read as follows:

16 (1) The legislature finds that fully realizing the potential of
17 high school and beyond plans as meaningful tools for articulating and
18 revising pathways for graduation will require additional school
19 counselors and family coordinators. The legislature further finds
20 that the development and implementation of an online electronic
21 platform for high school and beyond plans will be an appropriate and
22 supportive action that will assist students, parents and guardians,
23 educators, ~~((and))~~ school counselors, and other staff who support
24 students' career and college preparation as the legislature explores
25 options for funding additional school counselors.

26 ~~(2) ((Subject to the availability of amounts appropriated for~~
27 ~~this specific purpose, the office of the superintendent of public~~
28 ~~instruction shall facilitate the creation of a list of available~~
29 ~~electronic platforms for the high school and beyond plan. Platforms~~
30 ~~eligible to be included on the list must meet the following~~
31 ~~requirements:~~

32 ~~(a) Enable students to create, personalize, and revise their high~~
33 ~~school and beyond plan as required by RCW 28A.230.090;~~

34 ~~(b) Grant parents or guardians, educators, and counselors~~
35 ~~appropriate access to students' high school and beyond plans;~~

36 ~~(c) Employ a sufficiently flexible technology that allows for~~
37 ~~subsequent modifications necessitated by statutory changes,~~
38 ~~administrative changes, or both, as well as enhancements to improve~~
39 ~~the features and functionality of the platform;~~

1 ~~(d) Include a sample financial aid letter and a link to the~~
2 ~~financial aid calculator created in RCW 28B.77.280, at such a time as~~
3 ~~those materials are finalized;~~

4 ~~(e) Comply with state and federal requirements for student~~
5 ~~privacy;~~

6 ~~(f) Allow for the portability between platforms so that students~~
7 ~~moving between school districts are able to easily transfer their~~
8 ~~high school and beyond plans; and~~

9 ~~(g) To the extent possible, include platforms in use by school~~
10 ~~districts during the 2018-19 school year.~~

11 ~~(3))~~ Beginning in the 2020-21 school year, each school district
12 must ensure that an electronic high school and beyond plan platform
13 is available to all students who are required to have a high school
14 and beyond plan.

15 ~~((4))~~ (3) The office of the superintendent of public
16 instruction shall facilitate the transition to a universal online
17 high school and beyond plan platform that will ensure consistent and
18 equitable access to the needed information and support to guide
19 students' educational experience and ensure preparation for their
20 postsecondary plans.

21 (a) By January 1, 2024, the office of the superintendent of
22 public instruction must develop a preliminary list of existing
23 vendors who can provide or build a platform that meets the criteria
24 outlined in subsection (4) of this section and that supports the high
25 school and beyond plan elements identified in section 3 of this act
26 and has the capabilities to support the new elements identified in
27 section 5 of this act. The office of the superintendent of public
28 instruction must submit the list of existing vendors and estimated
29 costs associated with statewide implementation of the universal
30 platform to the governor and the education policy and fiscal
31 committees of the legislature.

32 (b) Subject to the availability of amounts appropriated for this
33 specific purpose, the office of the superintendent of public
34 instruction must select the vendor that will be responsible for
35 developing the universal platform by June 1, 2024.

36 (c) By October 1, 2024, the office of the superintendent of
37 public instruction must develop an implementation plan including both
38 an estimated timeline and updated cost estimates, including the
39 technical assistance, technology updates, ongoing maintenance
40 requirements, and adjustments to the technology funding formula, and

1 statewide professional development that may be needed, for completing
2 full statewide implementation of the universal platform in all school
3 districts. In the implementation plan, the office of the
4 superintendent of public instruction may include a cost alternative
5 for educational service districts to host the universal platform for
6 school districts of the second class when such a district does not
7 have sufficient technology resources to implement and maintain the
8 universal platform.

9 (4) (a) In addition to the requirements outlined in section 3 of
10 this act, the universal platform must have the capability to be
11 routinely updated and modified in order to include the following
12 elements and capabilities to ensure equity in high school and beyond
13 plans implementation and engagement across the state that:

14 (i) Enable students to create, personalize, and revise their high
15 school and beyond plan;

16 (ii) Comply with all necessary state and federal requirements for
17 student privacy and allow for students to opt in or opt out of
18 portions of the universal platform related to third-party information
19 sharing;

20 (iii) Use technology that can quickly be adapted to include
21 future statutory changes, administrative changes, or both, as well as
22 integrate enhancements to improve the features and functionality;

23 (iv) Facilitate the automatic import of academic course, credit,
24 and grade data at a regular interval from the most commonly used
25 district student information system platforms and manual import from
26 less commonly used systems so that students' progress towards
27 graduation in the high school beyond plan is accurately reflected at
28 any given time;

29 (v) Allow for translation into the most common non-English
30 languages across the state in accordance with the model language
31 access policy and procedures as required under chapter 28A.183 RCW;

32 (vi) Include multiple and varied in-platform assessments with
33 viewable results that can inform career and postsecondary goals
34 including, but not limited to, personality, learning styles,
35 interests, aptitudes, and skills assessments;

36 (vii) Include a catalog containing meaningful, high quality
37 career exploration opportunities and resources beyond the traditional
38 college, career, and aptitude assessments that are submitted by
39 approved entities (community organizations, institutions of higher
40 education that are authorized to participate in state financial aid

1 programs under chapter 28B.92 RCW, and employers) and vetted by
2 state-selected approvers that allow students to register for or apply
3 to participate in the opportunities (programs, classes, internships,
4 preapprenticeships, online courses, etc.) or access the resources.
5 The universal platform should use completion data from these
6 opportunities to make recommendations to students to include in their
7 high school beyond plans;

8 (viii) A dedicated space in which to build a direct connection to
9 potential employers, including industry associations, trade
10 associations, labor unions, service branches of the military,
11 nonprofit organizations, and other state and local community
12 organizations so students can learn from experts in different
13 occupational fields about career opportunities and any necessary
14 education and training requirements;

15 (ix) A secure space for staff, parents or guardians, and approved
16 community partners who support students' academic progress and career
17 and college preparation, to make notes that can inform staff efforts
18 to connect students to academic and career connected learning
19 opportunities and develop support and credit recovery plans for
20 students, as needed;

21 (x) Accessibility options for students needing accommodations
22 including, but not limited to, visual aids and voice dictation for
23 students with limited literacy skills;

24 (xi) Indefinite access for students to their high school beyond
25 plan, regardless of current school affiliation or lack thereof, in
26 both mobile and desktop applications, that includes the capability to
27 download and print their plan in one document, without requiring
28 students to access multiple screens;

29 (xii) Inclusion of in-state labor market, apprenticeship, and
30 postsecondary education performance data, including employment and
31 earning outcomes, certificate and degree completion outcomes, and
32 demographics of enrolled students or employees, to inform students'
33 exploration and consideration of postsecondary options;

34 (xiii) A dedicated space where students can store additional
35 evidence of their learning and postsecondary preparation, such as
36 videos, essays, art, awards and recognitions, screencasts, letters of
37 recommendation, industry certifications, microcredentials or other
38 mastery-based learning recognitions, and work-integrated learning
39 experiences. The universal platform should include the ability for
40 students and staff to provide access to this portfolio in its

1 entirety or in selected parts to relevant third parties, including
2 institutions of higher education that are authorized to participate
3 in state financial aid programs under chapter 28B.92 RCW, branches of
4 the military, potential employers, or preapprenticeship
5 opportunities;

6 (xiv) Access to data reporting features that allow schools,
7 districts, and state agencies to review data stored within the
8 universal platform, and allow data to be broken down by demographic,
9 socioeconomic, and other identified characteristics, for the purposes
10 of analyzing student use of the universal platform, improving student
11 access to the information, guidance, and opportunities that can help
12 them maximize their secondary education experience and postsecondary
13 preparation, and informing state-level support for high school and
14 beyond plan implementation;

15 (xv) A space for the student to indicate the graduation pathway
16 option or options the student has selected to complete and how the
17 selected option or options align with the student's career and
18 postsecondary education goals; and

19 (xvi) The ability for school districts to customize or add
20 features unique to local needs and local graduation requirements,
21 including the capability to auto-align data with the local school
22 districts' graduation requirements or the ability to enter those
23 requirements manually.

24 (b) The office of the superintendent of public instruction must
25 also include considerations around how the universal platform will
26 operate in alignment with school to postschool transition plans
27 required for students with an individualized education program
28 transition plan to create efficiencies and reduce redundancy with the
29 high school and beyond plan process and statewide tool.

30 (5) (a) Within two years of completing the universal platform
31 development and alignment with the requirements in this section and
32 section 3 of this act, school districts must provide students with
33 access to the adopted universal platform.

34 (b) The office of the superintendent of public instruction must
35 develop guidance and provide technical assistance and support for the
36 facilitation of statewide professional development for school
37 districts and partner organizations in using the universal platform.

38 (6) In carrying out subsections (3) (b) and (4) of this section,
39 the office of the superintendent of public instruction shall seek
40 input from the state board of education, educators, school and

1 district administrators, school counselors, career counseling
2 specialists, families, students, the Washington student achievement
3 council, institutions of higher education that are authorized to
4 participate in state financial aid programs under chapter 28B.92 RCW,
5 and community partners who support students' career and college
6 preparation. The office of the superintendent of public instruction
7 may partner with existing community and regional networks and
8 organizations who support students' career and college preparation in
9 the analysis, selection, and implementation of the universal
10 platform.

11 (7) As used in this section "universal platform" means the
12 universal online high school and beyond plan platform.

13 (8) The office of the superintendent of public instruction may
14 adopt and revise rules as necessary to implement this section.

15 NEW SECTION. Sec. 5. (1) After selection of the vendor for the
16 universal online high school and beyond plan platform as required in
17 RCW 28A.230.215, the office of the superintendent of public
18 instruction, in consultation with the state board of education, shall
19 report to the governor and education committees of the legislature
20 recommendations for additional policy changes related to
21 transitioning the current high school and beyond plan and universal
22 platform into a more robust online learning platform that can be used
23 starting as early as fifth grade and that will provide greater
24 student agency over student learning and provide opportunities for
25 students to more meaningfully explore their strengths, interests, and
26 future aspirations. In addition to the existing high school and
27 beyond plan elements identified in RCW 28A.230.215, the
28 recommendations should examine and incorporate the following
29 elements:

30 (a) A way to begin student use of a learning plan that utilizes
31 the universal online high school and beyond plan platform no later
32 than the fifth grade and includes ways to introduce career awareness
33 and exploration opportunities in elementary grades as foundational
34 support to students;

35 (b) Strategies for students to share their interests and engage
36 with peers and mentors in order to obtain ongoing feedback and access
37 to activities and learning opportunities that connect to their goals;

1 (c) Recommended calendar, schedule, and delivery options to
2 ensure dedicated classroom time so that students are supported in
3 engaging with and updating their plans multiple times per year;

4 (d) Strategies that increase student and family engagement with
5 the learning plan process and encourages students to meaningfully
6 explore their strengths, skills, and interests on an ongoing basis;

7 (e) Ways the universal online high school and beyond plan
8 platform can support implementation of recommendations developed by
9 the state board of education under subsection (2) of this section.

10 (2) The state board of education shall develop recommendations on
11 how the high school and beyond plan could be modified to further
12 support student choice and flexibility in meeting graduation
13 requirements and preparing for postsecondary education and training,
14 including increasing access to mastery-based learning and mastery-
15 based crediting opportunities. The state board of education shall
16 report the recommendations developed under this subsection to the
17 governor and education committees of the legislature.

18 (3) The reports required under this section shall be submitted to
19 the governor and the education committees of the legislature, in
20 accordance with RCW 43.01.036, by August 1, 2025.

21 (4) This section expires July 1, 2026.

22 **Sec. 6.** RCW 28A.230.091 and 2018 c 229 s 2 are each amended to
23 read as follows:

24 Subject to the availability of amounts appropriated for this
25 specific purpose, the office of the superintendent of public
26 instruction shall work with school districts, including teachers,
27 principals, and school counselors, educational service districts, the
28 Washington state school directors' association, institutions of
29 higher education (~~(as defined in RCW 28B.10.016)~~) that are authorized
30 to participate in state financial aid programs under chapter 28B.92
31 RCW, students, and parents and guardians to identify best practices
32 for high school and beyond plans that districts and schools may
33 employ when complying with high school and beyond plan requirements
34 adopted in accordance with (~~(RCW 28A.230.090)~~) section 3 of this act
35 and RCW 28A.230.215. The identified best practices, which must
36 consider differences in enrollment and other factors that distinguish
37 districts from one another, must be posted on the website of the
38 office of the superintendent of public instruction by September 1,
39 2019, and may be revised periodically as necessary.

1 **Sec. 7.** RCW 28A.230.310 and 2020 c 307 s 4 are each amended to
2 read as follows:

3 (1)(a) Beginning with the 2020-21 school year, all school
4 districts with a high school must provide a financial aid advising
5 day, as defined in RCW 28A.300.815.

6 (b) Districts must provide both a financial aid advising day and
7 notification of financial aid opportunities at the beginning of each
8 school year to parents and guardians of any student entering the
9 twelfth grade. The notification must include information regarding:

- 10 (i) The eligibility requirements of the Washington college grant;
11 (ii) The requirements of the financial aid advising day;
12 (iii) The process for opting out of the financial aid advising
13 day; and
14 (iv) Any community-based resources available to assist parents
15 and guardians in understanding the requirements of and how to
16 complete the free application for federal student aid and the
17 Washington application for state financial aid.

18 (2) Districts may administer the financial aid advising day, as
19 defined in RCW 28A.300.815, in accordance with information-sharing
20 requirements set in the high school and beyond plan in ((RCW
21 ~~28A.230.090~~)) section 3 of this act and RCW 28A.230.215.

22 (3) The Washington state school directors' association, with
23 assistance from the office of the superintendent of public
24 instruction and the Washington student achievement council, shall
25 develop a model policy and procedure that school district board of
26 directors may adopt. The model policy and procedure must describe
27 minimum standards for a financial aid advising day as defined in RCW
28 28A.300.815.

29 (4) School districts are encouraged to engage in the Washington
30 student achievement council's financial aid advising training.

31 (5) The office of the superintendent of public instruction may
32 adopt rules for the implementation of this section.

33 **Sec. 8.** RCW 28A.230.320 and 2021 c 7 s 2 are each amended to
34 read as follows:

35 (1) Beginning with the class of 2020, the state board of
36 education may authorize school districts to grant individual student
37 emergency waivers from credit and subject area graduation
38 requirements established in RCW 28A.230.090, the graduation pathway
39 requirement established in RCW 28A.655.250, or both if:

1 (a) The student's ability to complete the requirement was impeded
2 due to a significant disruption resulting from a local, state, or
3 national emergency;

4 (b) The school district demonstrates a good faith effort to
5 support the individual student in meeting the requirement before
6 considering an emergency waiver;

7 (c) The student was reasonably expected to graduate in the school
8 year when the emergency waiver is granted; and

9 (d) The student has demonstrated skills and knowledge indicating
10 preparation for the next steps identified in their high school and
11 beyond plan under (~~RCW 28A.230.090~~) section 3 of this act and RCW
12 28A.230.215 and for success in postsecondary education, gainful
13 employment, and civic engagement.

14 (2) A school district that is granted emergency waiver authority
15 under this section shall:

16 (a) Maintain a record of courses and requirements waived as part
17 of the individual student record;

18 (b) Include a notation of waived credits on the student's high
19 school transcript;

20 (c) Maintain records as necessary and as required by rule of the
21 state board of education to document compliance with subsection
22 (1)(b) of this section;

23 (d) Report student level emergency waiver data to the office of
24 the superintendent of public instruction in a manner determined by
25 the superintendent of public instruction in consultation with the
26 state board of education;

27 (e) Determine if there is disproportionality among student
28 subgroups receiving emergency waivers and, if so, take appropriate
29 corrective actions to ensure equitable administration. At a minimum,
30 the subgroups to be examined must include those referenced in RCW
31 28A.300.042(3). If further disaggregation of subgroups is available,
32 the school district shall also examine those subgroups; and

33 (f) Adopt by resolution a written plan that describes the school
34 district's process for students to request or decline an emergency
35 waiver, and a process for students to appeal within the school
36 district a decision to not grant an emergency waiver.

37 (3)(a) By November 1, 2021, and annually thereafter, the office
38 of the superintendent of public instruction shall provide the data
39 reported under subsection (2) of this section to the state board of
40 education.

1 (b) The state board of education, by December 15, 2021, and
2 within existing resources, shall provide the education committees of
3 the legislature with a summary of the emergency waiver data provided
4 by the office of the superintendent of public instruction under this
5 subsection (3) for students in the graduating classes of 2020 and
6 2021. The summary must include the following information:

7 (i) The total number of emergency waivers requested and issued,
8 by school district, including an indication of what requirement or
9 requirements were waived. Information provided in accordance with
10 this subsection (~~((3))~~) (3)(b)(i) must also indicate the number of
11 students in the school district grade cohort of each student
12 receiving a waiver; and

13 (ii) An analysis of any concerns regarding school district
14 implementation, including any concerns related to school district
15 demonstrations of good faith efforts as required by subsection (1)(b)
16 of this section, identified by the state board of education during
17 its review of the data.

18 (4) The state board of education shall adopt and may periodically
19 revise rules for eligibility and administration of emergency waivers
20 under this section. The rules may include:

21 (a) An application and approval process that allows school
22 districts to apply to the state board of education to receive
23 authority to grant emergency waivers in response to an emergency;

24 (b) Eligibility criteria for meeting the requirements established
25 in subsection (1) of this section;

26 (c) Limitations on the number and type of credits that can be
27 waived; and

28 (d) Expectations of the school district regarding communication
29 with students and their parents or guardians.

30 (5) For purposes of this section:

31 (a) "Emergency" has the same meaning as "emergency or disaster"
32 in RCW 38.52.010. "Emergency" may also include a national declaration
33 of emergency by an authorized federal official.

34 (b) "School district" means any school district, charter school
35 established under chapter 28A.710 RCW, tribal compact school operated
36 according to the terms of state-tribal education compacts authorized
37 under chapter 28A.715 RCW, private school, state school established
38 under chapter 72.40 RCW, and community and technical college granting
39 high school diplomas.

1 **Sec. 9.** RCW 28A.300.900 and 2018 c 228 s 1 are each amended to
2 read as follows:

3 (1) Subject to the availability of amounts appropriated for this
4 specific purpose, the office of the superintendent of public
5 instruction, in consultation with the state board for community and
6 technical colleges and the Washington state apprenticeship and
7 training council, shall examine opportunities for promoting
8 recognized preapprenticeship and registered youth apprenticeship
9 opportunities for high school students.

10 (2) In accordance with this section, by November 1, 2018, the
11 office of the superintendent of public instruction shall solicit
12 input from persons and organizations with an interest or relevant
13 expertise in registered preapprenticeship programs, registered youth
14 apprenticeship programs, or both, and employer-based
15 preapprenticeship and youth apprenticeship programs, and provide a
16 report to the governor and the education committees of the house of
17 representatives and the senate that includes recommendations for:

18 (a) Improving alignment between college-level vocational courses
19 at institutions of higher education and high school curriculum and
20 graduation requirements, including high school and beyond plans
21 required by RCW 28A.230.090 and in accordance with section 3 of this
22 act and RCW 28A.230.215. Recommendations provided under this
23 subsection may include recommendations for the development or
24 revision of career and technical education course equivalencies
25 established in accordance with RCW 28A.700.080(1)(b) for college-
26 level vocational courses successfully completed by a student while in
27 high school and taken for dual credit;

28 (b) Identifying and removing barriers that prevent the wider
29 exploration and use of registered preapprenticeship and registered
30 youth apprenticeship opportunities by high school students and
31 opportunities for registered apprenticeships by graduating secondary
32 students; and

33 (c) Increasing awareness among teachers, counselors, students,
34 parents, principals, school administrators, and the public about the
35 opportunities offered by registered preapprenticeship and registered
36 youth apprenticeship programs.

37 (3) As used in this section, "institution of higher education"
38 has the same meaning as defined in RCW 28A.600.300.

1 **Sec. 10.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
2 read as follows:

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

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

10 (ii) Satisfying credit requirements for graduation;

11 (iii) Demonstrating career and college readiness through
12 completion of the high school and beyond plan as required by RCW
13 28A.230.090 and in accordance with section 3 of this act and RCW
14 28A.230.215; and

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

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

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

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

36 (iii) Earn high school credit in a high school transition course
37 in English language arts and mathematics, an example of which
38 includes a bridge to college course. For the purposes of this
39 subsection (1)(b)(iii), "high school transition course" means an
40 English language arts or mathematics course offered in high school

1 where successful completion by a high school student ensures the
2 student college-level placement at participating institutions of
3 higher education as defined in RCW 28B.10.016. High school transition
4 courses must satisfy core or elective credit graduation requirements
5 established by the state board of education. A student's successful
6 completion of a high school transition course does not entitle the
7 student to be admitted to an institution of higher education as
8 defined in RCW 28B.10.016;

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

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

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

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

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

1 28A.700.030 for the purposes of demonstrating career and college
2 readiness under this section.

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

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

10 NEW SECTION. **Sec. 11.** RCW 28A.655.270 (Student support for
11 graduation—Student learning plans) and 2019 c 252 s 203 are each
12 repealed."

13 Correct the title.

EFFECT: (1) Adds intent language.

(2) Adds language connecting the statutory requirement for a high school and beyond plan (HSBP) with separate provisions establishing the school district, content, and other substantive requirements for HSBPs, and makes corresponding cross-reference changes.

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