
SUBSTITUTE SENATE BILL 5243

State of Washington

68th Legislature

2023 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Wellman, Hunt, Kuderer, Nobles, and C. Wilson; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/01/23.

1 AN ACT Relating to high school and beyond planning; amending RCW
2 28A.230.090, 28A.230.215, 28A.230.091, 28A.230.310, 28A.230.320,
3 28A.300.900, and 28A.655.250; adding a new section to chapter 28A.230
4 RCW; creating a new section; repealing RCW 28A.655.270; and providing
5 an expiration date.

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

7 **Sec. 1.** RCW 28A.230.090 and 2021 c 307 s 2 are each amended to
8 read as follows:

9 (1) The state board of education shall establish high school
10 graduation requirements or equivalencies for students, except as
11 provided in RCW 28A.230.122 and 28A.655.250 and except those
12 equivalencies established by local high schools or school districts
13 under RCW 28A.230.097. The purpose of a high school diploma is to
14 declare that a student is ready for success in postsecondary
15 education, gainful employment, and citizenship, and is equipped with
16 the skills to be a lifelong learner.

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

1 (b) Except as provided otherwise in this subsection, the
2 certificate of academic achievement requirements under RCW
3 28A.655.061 or the certificate of individual achievement requirements
4 under RCW 28A.155.045 are required for graduation from a public high
5 school but are not the only requirements for graduation. The
6 requirement to earn a certificate of academic achievement to qualify
7 for graduation from a public high school concludes with the
8 graduating class of 2019. The obligation of qualifying students to
9 earn a certificate of individual achievement as a prerequisite for
10 graduation from a public high school concludes with the graduating
11 class of 2021.

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

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

20 ~~(B) For students with an individualized education program, the
21 high school and beyond plan must be developed in alignment with their
22 individualized education program. The high school and beyond plan
23 must be developed in a similar manner and with similar school
24 personnel as for all other students.~~

25 ~~(iii)(A) The high school and beyond plan must be updated to
26 reflect high school assessment results in RCW 28A.655.070(3)(b) and
27 to review transcripts, assess progress toward identified goals, and
28 revised as necessary for changing interests, goals, and needs. The
29 plan must identify available interventions and academic support,
30 courses, or both, that are designed for students who are not on track
31 to graduate, to enable them to fulfill high school graduation
32 requirements. Each student's high school and beyond plan must be
33 updated to inform junior year course taking.~~

34 ~~(B) For students with an individualized education program, the
35 high school and beyond plan must be updated in alignment with their
36 school to postschool transition plan. The high school and beyond plan
37 must be updated in a similar manner and with similar school personnel
38 as for all other students.~~

39 ~~(iv) School districts are encouraged to involve parents and
40 guardians in the process of developing and updating the high school~~

1 and beyond plan, and the plan must be provided to the students'
2 parents or guardians in their native language if that language is one
3 of the two most frequently spoken non-English languages of students
4 in the district. Nothing in this subsection (1)(c)(iv) prevents
5 districts from providing high school and beyond plans to parents and
6 guardians in additional languages that are not required by this
7 subsection.

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

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

12 (B) Identification of educational goals;

13 (C) Identification of dual credit programs and the opportunities
14 they create for students, including eligibility for automatic
15 enrollment in advanced classes under RCW 28A.320.195, career and
16 technical education programs, running start programs, AP courses,
17 international baccalaureate programs, and college in the high school
18 programs;

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

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

22 (I) Includes information about options for satisfying state and
23 local graduation requirements;

24 (II) Satisfies state and local graduation requirements;

25 (III) Aligns with the student's secondary and postsecondary
26 goals, which can include education, training, and career;

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

30 (V) Includes information about the college bound scholarship
31 program, the Washington college grant, and other scholarship
32 opportunities;

33 (F) Evidence that the student has received the following
34 information on federal and state financial aid programs that help pay
35 for the costs of a postsecondary program:

36 (I) Information about the documentation necessary for completing
37 the applications; application timeliness and submission deadlines;
38 the importance of submitting applications early; information specific
39 to students who are or have been in foster care; information specific
40 to students who are, or are at risk of being, homeless; information

1 ~~specific to students whose family member or guardians will be~~
2 ~~required to provide financial and tax information necessary to~~
3 ~~complete applications; and~~

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

7 ~~(G) By the end of the twelfth grade, a current resume or activity~~
8 ~~log that provides a written compilation of the student's education,~~
9 ~~any work experience, and any community service and how the school~~
10 ~~district has recognized the community service pursuant to RCW~~
11 ~~28A.320.193.~~

12 ~~(d))~~ as provided for under section 2 of this act. Any decision
13 on whether a student has met the state board's high school graduation
14 requirements for a high school and beyond plan shall remain at the
15 local level. Effective with the graduating class of 2015, the state
16 board of education may not establish a requirement for students to
17 complete a culminating project for graduation. A district may
18 establish additional, local requirements for a high school and beyond
19 plan to serve the needs and interests of its students and the
20 purposes of this section.

21 ~~((e))~~ (d)(i) The state board of education shall adopt rules to
22 implement the career and college ready graduation requirement
23 proposal adopted under board resolution on November 10, 2010, and
24 revised on January 9, 2014, to take effect beginning with the
25 graduating class of 2019 or as otherwise provided in this subsection

26 ~~(1)((e))~~ (d). The rules must include authorization for a school
27 district to waive up to two credits for individual students based on
28 a student's circumstances, provided that none of the waived credits
29 are identified as mandatory core credits by the state board of
30 education. School districts must adhere to written policies
31 authorizing the waivers that must be adopted by each board of
32 directors of a school district that grants diplomas. The rules must
33 also provide that the content of the third credit of mathematics and
34 the content of the third credit of science may be chosen by the
35 student based on the student's interests and high school and beyond
36 plan with agreement of the student's parent or guardian or agreement
37 of the school counselor or principal, or as provided in RCW
38 28A.230.300(4).

39 (ii) School districts may apply to the state board of education
40 for a waiver to implement the career and college ready graduation

1 requirement proposal beginning with the graduating class of 2020 or
2 2021 instead of the graduating class of 2019. In the application, a
3 school district must describe why the waiver is being requested, the
4 specific impediments preventing timely implementation, and efforts
5 that will be taken to achieve implementation with the graduating
6 class proposed under the waiver. The state board of education shall
7 grant a waiver under this subsection (1) ~~((e))~~ (d) to an applying
8 school district at the next subsequent meeting of the board after
9 receiving an application.

10 ~~((iii) A school district must update the high school and beyond
11 plans for each student who has not earned a score of level 3 or level
12 4 on the middle school mathematics assessment identified in RCW
13 28A.655.070 by ninth grade, to ensure that the student takes a
14 mathematics course in both ninth and tenth grades. This course may
15 include career and technical education equivalencies in mathematics
16 adopted pursuant to RCW 28A.230.097.))~~

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

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

32 (c) The state board shall forward any proposed changes to the
33 high school graduation requirements to the education committees of
34 the legislature for review. The legislature shall have the
35 opportunity to act during a regular legislative session before the
36 changes are adopted through administrative rule by the state board.
37 Changes that have a fiscal impact on school districts, as identified
38 by a fiscal analysis prepared by the office of the superintendent of
39 public instruction, shall take effect only if formally authorized and

1 funded by the legislature through the omnibus appropriations act or
2 other enacted legislation.

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

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

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

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

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

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

32 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.230
33 RCW to read as follows:

34 (1)(a) Beginning in the seventh grade, each student must be
35 administered a career interest and skills inventory which is intended
36 to be used to inform eighth grade course taking and development of a
37 high school and beyond plan. No later than eighth grade, each student
38 must have a high school and beyond plan that includes a proposed plan

1 for first-year high school courses aligned with graduation
2 requirements and secondary and postsecondary goals.

3 (b) For each student who has not earned a score of level 3 or 4
4 on the middle school mathematics assessment identified in RCW
5 28A.655.070 by ninth grade, the high school and beyond plan must be
6 updated to ensure that the student takes a mathematics course in both
7 ninth and 10th grades. These courses may include career and technical
8 education equivalencies in mathematics adopted pursuant to RCW
9 28A.230.097.

10 (2) Each student's high school and beyond plan must be updated
11 annually, at a minimum, to review academic progress and inform future
12 course taking.

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

19 (b) Each school district shall provide students who have not met
20 the standard on state assessments or who are behind in completion of
21 credits or graduation pathway options with the opportunity to access
22 interventions and academic supports, courses, or both, designed to
23 enable students to meet all high school graduation requirements. The
24 parent or legal guardian shall be notified about these opportunities
25 as included in the student's high school and beyond plan, preferably
26 through a parent conference and at least annually until the student
27 is on track to graduate.

28 (c) For students with an individualized education program, the
29 high school and beyond plan must be developed and updated in
30 alignment with their school to postschool transition plan. The high
31 school and beyond plan must be developed and updated in a similar
32 manner and with similar school personnel as for all other students.

33 (3) School districts shall involve parents and legal guardians to
34 the greatest extent feasible in the process of developing and
35 updating the high school and beyond plan, adhering to the principles
36 outlined in RCW 28A.183.020.

37 (a) The plan must be provided to the student and the students'
38 parents or legal guardians in a language the student and parents or
39 legal guardians understand and in accordance with the school
40 district's language access policy and procedures as required under

1 chapter 28A.183 RCW, which may require language assistance for
2 students and parents or legal guardians with limited English
3 proficiency.

4 (b) School districts must annually provide students in grades
5 eight through 12 and their parents or legal guardians with
6 comprehensive information about the graduation pathway options
7 offered by the district and are strongly encouraged to begin
8 providing this information beginning in sixth grade. School districts
9 must provide this information in a manner that conforms with the
10 school district's language access policy and procedures as required
11 under chapter 28A.183 RCW.

12 (4) All high school and beyond plans must, at a minimum, include
13 the following elements:

14 (a) Identification of career goals, aided by a skills and
15 interest assessment;

16 (b) Identification of educational goals;

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

18 (i) Includes information about options for satisfying state and
19 local graduation requirements;

20 (ii) Satisfies state and local graduation requirements;

21 (iii) Aligns with the student's secondary and postsecondary
22 goals, which can include education, training, and career preparation;

23 (iv) Identifies available advanced course sequences per the
24 school district's academic acceleration policy, as described in RCW
25 28A.320.195, that include dual credit courses or other programs and
26 are aligned with the student's goals;

27 (v) Includes information on the potential impacts of their course
28 selections on postsecondary opportunities;

29 (vi) Identifies available career and technical education
30 equivalency courses that can satisfy core subject area graduation
31 requirements under RCW 28A.230.097; and

32 (vii) If applicable, identifies opportunities for partial credit
33 accrual, including accrual of mastery-based credit, to eliminate
34 barriers for on-time grade level progression and graduation per RCW
35 28A.320.192;

36 (d) Evidence that the student has received the following
37 information on federal and state financial aid programs that help pay
38 for the costs of a postsecondary program:

1 (i) The college bound scholarship program established in chapter
2 28B.118 RCW, the Washington college grant, and other scholarship
3 opportunities;

4 (ii) The documentation necessary for completing the applications;
5 application timeliness and submission deadlines; the importance of
6 submitting applications early;

7 (iii) Information specific to students who are or have been in
8 foster care, who are or are at risk of being homeless, and whose
9 family member or legal guardian will be required to provide financial
10 and tax information necessary to complete applications; and

11 (iv) Opportunities to participate in advising days and seminars
12 that assist students and, when necessary, their family members or
13 legal guardians, with filling out financial aid applications in
14 accordance with RCW 28A.300.815; and

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

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

26 (6) The state board of education shall adopt rules to implement
27 this section.

28 **Sec. 3.** RCW 28A.230.215 and 2020 c 307 s 7 are each amended to
29 read as follows:

30 (1) The legislature finds that fully realizing the potential of
31 high school and beyond plans as meaningful tools for articulating and
32 revising pathways for graduation will require additional school
33 counselors and family coordinators. The legislature further finds
34 that the development and implementation of an online electronic
35 platform for high school and beyond plans will be an appropriate and
36 supportive action that will assist students, parents and guardians,
37 educators, ~~((and))~~ school counselors, and other staff who support
38 students' career and college preparation as the legislature explores
39 options for funding additional school counselors.

1 (2) Subject to the availability of amounts appropriated for this
2 specific purpose, the office of the superintendent of public
3 instruction shall facilitate the creation of a list of available
4 electronic platforms for the high school and beyond plan. Platforms
5 eligible to be included on the list must meet the following
6 requirements:

7 (a) Enable students to create, personalize, and revise their high
8 school and beyond plan as required by (~~RCW 28A.230.090~~) section 2
9 of this act;

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

12 (c) Employ a sufficiently flexible technology that allows for
13 subsequent modifications necessitated by statutory changes,
14 administrative changes, or both, as well as enhancements to improve
15 the features and functionality of the platform;

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

19 (e) Comply with state and federal requirements for student
20 privacy;

21 (f) Allow for the portability between platforms so that students
22 moving between school districts are able to easily transfer their
23 high school and beyond plans; and

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

26 (3) Beginning in the 2020-21 school year, each school district
27 must ensure that an electronic high school and beyond plan platform
28 is available to all students who are required to have a high school
29 and beyond plan.

30 (4) The office of the superintendent of public instruction shall
31 facilitate the transition to and adoption of a common statewide
32 online platform that will support the implementation of a high school
33 and beyond plan that meets the requirements of this section. The
34 office must develop an inventory of existing vendors who can provide
35 a platform that meets the criteria outlined in (a) of this subsection
36 and that supports the existing high school and beyond plan elements
37 identified in section 2 of this act and the new elements identified
38 in section 4 of this act. The office must submit the inventory of
39 existing vendors and costs associated with statewide implementation
40 of an online platform to the governor and the education policy and

1 fiscal committees of the legislature by January 1, 2024, and must
2 include an estimated transition timeline for completing full
3 statewide implementation of a statewide online platform that does not
4 exceed two years.

5 (a) In addition to the requirements outlined in subsection (2) of
6 this section and section 2 of this act, the statewide platform must
7 include the following elements and capabilities to ensure equity in
8 high school and beyond plans implementation and engagement across the
9 state:

10 (i) Seamless integration between high school and beyond plan
11 course planning capabilities and most commonly used student
12 information data platforms across the state;

13 (ii) A way to incorporate and express meaningful, high quality
14 career exploration opportunities beyond the traditional college,
15 career, and aptitude assessments that includes a way for students to
16 share their interests and engage with peers and mentors in order to
17 obtain ongoing feedback and includes the ability for approved
18 entities to share approved learning opportunities in an online
19 directory that can be accessed by students;

20 (iii) The ability for staff, parents or guardians, and mentors to
21 make notes and for staff to develop support and recovery plans for
22 students, if needed;

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

26 (v) The ability to print and download high school and beyond
27 plans in one document, without requiring students to access multiple
28 screens;

29 (vi) The capability to auto pull from the school district's
30 student information system enrolled courses and grades earned to
31 allow for ease of access and portability;

32 (vii) The ability to facilitate connections between students and
33 potential employers, including industry associations, trade
34 associations, labor unions, service branches of the military,
35 nonprofit organizations, and other community organizations in order
36 to allow students to hear from experts in different occupational
37 fields and learn about internship or preapprenticeship opportunities;

38 (viii) The ability to allow a student to develop and organize a
39 portfolio of evidence that allows a student to demonstrate what they
40 know and can do beyond simply listing a grade or credit accrual.

1 Evidence should be able to include videos, student essays, art,
2 screencasts, and letters of recommendation and should include the
3 ability to recognize work-integrated learning experiences and
4 achievements that may fall outside of the standard school curriculum.
5 The platform should include the ability for students to submit their
6 portfolio in its entirety or in selected parts to third parties,
7 including higher education institutions and potential employers or
8 preapprenticeship opportunities;

9 (ix) The ability of school districts and other relevant community
10 partners, employers, or institutions of higher education to
11 constantly update content in a way that promotes meaningful
12 partnerships with community organizations, institutions of higher
13 education, and employers and allows students to explore different
14 opportunities and gain new skills;

15 (x) Data reporting features that allow state agencies to review
16 the types and formats of career exploration students are engaging in,
17 how engagement with the platform correlates with other achievement
18 indicators, how often student's stated interests change, how often
19 students connect with employers, military, and community programs,
20 and allow data to be broken down by demographic, socioeconomic, and
21 other identified characteristics;

22 (xi) The ability for school districts to customize or add
23 features to align with local needs and local graduation requirements
24 including the capability to auto pull in the local school districts'
25 graduation requirements or the ability to enter those requirements
26 manually;

27 (xii) The ability to include opportunities for credit-recovery
28 options that are available to students; and

29 (xiii) All necessary privacy protections of student information
30 and the ability for students to opt in or opt out of portions of the
31 platform related to third-party information sharing.

32 (b) The office must also include considerations around how the
33 statewide tool will operate in alignment with school to postschool
34 transition plans required for students with an individualized
35 education program transition plan to create efficiencies and reduce
36 redundancy with the high school and beyond plan process and statewide
37 tool.

38 (c) The cost estimates submitted under this subsection (4) must
39 include costs for statewide technical assistance and professional
40 development to support the transition to a statewide tool.

1 (5) Subject to the availability of amounts appropriated for this
2 specific purpose, the office of the superintendent of public
3 instruction must develop or adopt a universal high school and beyond
4 planning tool by June 1, 2024.

5 (6) (a) Within two years of adoption of a statewide tool, school
6 districts must transition to the adopted universal platform.

7 (b) The office of the superintendent of public instruction will
8 develop and provide technical assistance for school districts in
9 transitioning to the statewide platform.

10 (7) In carrying out subsections (4) and (5) of this section, the
11 office of the superintendent of public instruction shall seek input
12 from the state board of education, educators, school and district
13 administrators, school counselors, families, students, higher
14 education, and community partners who support students' career and
15 college preparation.

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

18 NEW SECTION. Sec. 4. (1) After selection of the vendor for the
19 universal high school and beyond planning online platform as required
20 in RCW 28A.230.215(4), the office of the superintendent of public
21 instruction shall develop proposed legislation that establishes a new
22 high school and beyond plan that, in addition to the existing high
23 school and beyond plan elements identified in section 2 of this act,
24 meets the following criteria:

25 (a) Begins in no later than the fifth grade;

26 (b) Is updated multiple times per year;

27 (c) Is engaging to students and both allows and encourages
28 students to meaningfully explore their strengths and interests on an
29 ongoing basis;

30 (d) Supports mastery-based learning programs and mastery-based
31 crediting; and

32 (e) Identifies the graduation pathway option or options the
33 student has selected to complete and how the selected option or
34 options align with the student's individual career and postsecondary
35 education goals.

36 (2) The proposed legislation required under subsection (1) of
37 this section shall be submitted to the governor and the education
38 committees of the legislature by November 1, 2024.

39 (3) This section expires August 1, 2025.

1 **Sec. 5.** RCW 28A.230.091 and 2018 c 229 s 2 are each amended to
2 read as follows:

3 Subject to the availability of amounts appropriated for this
4 specific purpose, the office of the superintendent of public
5 instruction shall work with school districts, including teachers,
6 principals, and school counselors, educational service districts, the
7 Washington state school directors' association, institutions of
8 higher education as defined in RCW 28B.10.016, students, and parents
9 and guardians to identify best practices for high school and beyond
10 plans that districts and schools may employ when complying with high
11 school and beyond plan requirements adopted in accordance with ((RCW
12 ~~28A.230.090~~)) section 2 of this act. The identified best practices,
13 which must consider differences in enrollment and other factors that
14 distinguish districts from one another, must be posted on the website
15 of the office of the superintendent of public instruction by
16 September 1, 2019, and may be revised periodically as necessary.

17 **Sec. 6.** RCW 28A.230.310 and 2020 c 307 s 4 are each amended to
18 read as follows:

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

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

- 26 (i) The eligibility requirements of the Washington college grant;
27 (ii) The requirements of the financial aid advising day;
28 (iii) The process for opting out of the financial aid advising
29 day; and
30 (iv) Any community-based resources available to assist parents
31 and guardians in understanding the requirements of and how to
32 complete the free application for federal student aid and the
33 Washington application for state financial aid.

34 (2) Districts may administer the financial aid advising day, as
35 defined in RCW 28A.300.815, in accordance with information-sharing
36 requirements set in the high school and beyond plan in ((RCW
37 ~~28A.230.090~~)) section 2 of this act.

38 (3) The Washington state school directors' association, with
39 assistance from the office of the superintendent of public

1 instruction and the Washington student achievement council, shall
2 develop a model policy and procedure that school district board of
3 directors may adopt. The model policy and procedure must describe
4 minimum standards for a financial aid advising day as defined in RCW
5 28A.300.815.

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

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

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

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

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

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

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

25 (d) The student has demonstrated skills and knowledge indicating
26 preparation for the next steps identified in their high school and
27 beyond plan under (~~RCW 28A.230.090~~) section 2 of this act and for
28 success in postsecondary education, gainful employment, and civic
29 engagement.

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

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

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

36 (c) Maintain records as necessary and as required by rule of the
37 state board of education to document compliance with subsection

38 (1)(b) of this section;

1 (d) Report student level emergency waiver data to the office of
2 the superintendent of public instruction in a manner determined by
3 the superintendent of public instruction in consultation with the
4 state board of education;

5 (e) Determine if there is disproportionality among student
6 subgroups receiving emergency waivers and, if so, take appropriate
7 corrective actions to ensure equitable administration. At a minimum,
8 the subgroups to be examined must include those referenced in RCW
9 28A.300.042(3). If further disaggregation of subgroups is available,
10 the school district shall also examine those subgroups; and

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

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

19 (b) The state board of education, by December 15, 2021, and
20 within existing resources, shall provide the education committees of
21 the legislature with a summary of the emergency waiver data provided
22 by the office of the superintendent of public instruction under this
23 subsection (3) for students in the graduating classes of 2020 and
24 2021. The summary must include the following information:

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

31 (ii) An analysis of any concerns regarding school district
32 implementation, including any concerns related to school district
33 demonstrations of good faith efforts as required by subsection (1) (b)
34 of this section, identified by the state board of education during
35 its review of the data.

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

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

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

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

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

10 (5) For purposes of this section:

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

14 (b) "School district" means any school district, charter school
15 established under chapter 28A.710 RCW, tribal compact school operated
16 according to the terms of state-tribal education compacts authorized
17 under chapter 28A.715 RCW, private school, state school established
18 under chapter 72.40 RCW, and community and technical college granting
19 high school diplomas.

20 **Sec. 8.** RCW 28A.300.900 and 2018 c 228 s 1 are each amended to
21 read as follows:

22 (1) Subject to the availability of amounts appropriated for this
23 specific purpose, the office of the superintendent of public
24 instruction, in consultation with the state board for community and
25 technical colleges and the Washington state apprenticeship and
26 training council, shall examine opportunities for promoting
27 recognized preapprenticeship and registered youth apprenticeship
28 opportunities for high school students.

29 (2) In accordance with this section, by November 1, 2018, the
30 office of the superintendent of public instruction shall solicit
31 input from persons and organizations with an interest or relevant
32 expertise in registered preapprenticeship programs, registered youth
33 apprenticeship programs, or both, and employer-based
34 preapprenticeship and youth apprenticeship programs, and provide a
35 report to the governor and the education committees of the house of
36 representatives and the senate that includes recommendations for:

37 (a) Improving alignment between college-level vocational courses
38 at institutions of higher education and high school curriculum and
39 graduation requirements, including high school and beyond plans

1 required by (~~RCW 28A.230.090~~) section 2 of this act.
2 Recommendations provided under this subsection may include
3 recommendations for the development or revision of career and
4 technical education course equivalencies established in accordance
5 with RCW 28A.700.080(1)(b) for college-level vocational courses
6 successfully completed by a student while in high school and taken
7 for dual credit;

8 (b) Identifying and removing barriers that prevent the wider
9 exploration and use of registered preapprenticeship and registered
10 youth apprenticeship opportunities by high school students and
11 opportunities for registered apprenticeships by graduating secondary
12 students; and

13 (c) Increasing awareness among teachers, counselors, students,
14 parents, principals, school administrators, and the public about the
15 opportunities offered by registered preapprenticeship and registered
16 youth apprenticeship programs.

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

19 **Sec. 9.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
20 read as follows:

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

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

28 (ii) Satisfying credit requirements for graduation;

29 (iii) Demonstrating career and college readiness through
30 completion of the high school and beyond plan as required by (~~RCW~~
31 ~~28A.230.090~~) section 2 of this act; and

32 (iv) Meeting the requirements of at least one graduation pathway
33 option established in this section. The pathway options established
34 in this section are intended to provide a student with multiple
35 pathways to graduating with a meaningful high school diploma that are
36 tailored to the goals of the student. A student may choose to pursue
37 one or more of the pathway options under (b) of this subsection, but
38 any pathway option used by a student to demonstrate career and

1 college readiness must be in alignment with the student's high school
2 and beyond plan.

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

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

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

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

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

1 science, computer science principles, or calculus; or any of the
2 international baccalaureate mathematics courses;

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

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

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

11 (viii) Complete a sequence of career and technical education
12 courses that are relevant to a student's postsecondary pathway,
13 including those leading to workforce entry, state or nationally
14 approved apprenticeships, or postsecondary education, and that meet
15 either: The curriculum requirements of core plus programs for
16 aerospace, maritime, health care, information technology, or
17 construction and manufacturing; or the minimum criteria identified in
18 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a
19 student to enroll in a preparatory course that is approved under RCW
20 28A.700.030 for the purposes of demonstrating career and college
21 readiness under this section.

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

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

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

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