
SECOND SUBSTITUTE SENATE BILL 5243

State of Washington

68th Legislature

2023 Regular Session

By Senate Ways & Means (originally sponsored by Senators Wellman, Hunt, Kuderer, Nobles, and C. Wilson; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/22/23.

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 and RCW
13 28A.230.215. Any decision on whether a student has met the state
14 board's high school graduation requirements for a high school and
15 beyond plan shall remain at the local level. Effective with the
16 graduating class of 2015, the state board of education may not
17 establish a requirement for students to complete a culminating
18 project for graduation. A district may establish additional, local
19 requirements for a high school and beyond plan to serve the needs and
20 interests of its students and the 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 by 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 an
37 initial high school and beyond plan. No later than eighth grade, each
38 student must have begun development of a high school and beyond plan
39 that includes a proposed plan for first-year high school courses

1 aligned with graduation requirements and secondary and postsecondary
2 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) With staff support, students must update their high school
11 and beyond plan annually, at a minimum, to review academic progress
12 and inform future 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 parents or legal guardians shall be notified about these
25 opportunities as included in the student's high school and beyond
26 plan, preferably through a student-led conference, including the
27 parents or legal guardians, and at least annually until the student
28 is on track to graduate.

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

34 (3) School districts shall involve parents and legal guardians to
35 the greatest extent feasible in the process of developing and
36 updating the high school and beyond plan.

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) School districts are strongly encouraged to partner with
13 student serving, community-based organizations that support career
14 and college exploration and preparation for postsecondary and career
15 pathways. Partnerships may include high school and beyond plan
16 coordination and planning, data sharing agreements, and safe and
17 secure access to individual student's high school and beyond plans.

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

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

22 (b) Identification of secondary and postsecondary education and
23 training goals;

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

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

27 (ii) Satisfies state and local graduation requirements;

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

30 (iv) Identifies available advanced course sequences per the
31 school district's academic acceleration policy, as described in RCW
32 28A.320.195, that include dual credit courses or other programs and
33 are aligned with the student's postsecondary goals;

34 (v) Informs students about the potential impacts of their course
35 selections on postsecondary opportunities;

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

1 (vii) If applicable, identifies career and technical education
2 and work-based learning opportunities that can lead to technical
3 college certifications and apprenticeships; and

4 (viii) If applicable, identifies opportunities for credit
5 recovery and acceleration, including partial and mastery-based credit
6 accrual to eliminate barriers for on-time grade level progression and
7 graduation per RCW 28A.320.192;

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

11 (i) The college bound scholarship program established in chapter
12 28B.118 RCW, the Washington college grant created in RCW 28B.92.200,
13 and other scholarship opportunities;

14 (ii) The documentation necessary for completing state and federal
15 financial aid applications; application timeliness and submission
16 deadlines; and the importance of submitting applications early;

17 (iii) Information specific to students who are or have been the
18 subject of a dependency proceeding pursuant to chapter 13.34 RCW, who
19 are or are at risk of being homeless, and whose family member or
20 legal guardian will be required to provide financial and tax
21 information necessary to complete applications;

22 (iv) Opportunities to participate in advising days and seminars
23 that assist students and, when necessary, their parents or legal
24 guardians, with filling out financial aid applications in accordance
25 with RCW 28A.300.815; and

26 (v) A sample financial aid letter and a link to the financial aid
27 calculator created in RCW 28B.77.280; and

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

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

39 (7) The state board of education shall adopt rules to implement
40 this section.

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

3 (1) The legislature finds that fully realizing the potential of
4 high school and beyond plans as meaningful tools for articulating and
5 revising pathways for graduation will require additional school
6 counselors and family coordinators. The legislature further finds
7 that the development and implementation of an online electronic
8 platform for high school and beyond plans will be an appropriate and
9 supportive action that will assist students, parents and guardians,
10 educators, ~~((and))~~ school counselors, and other staff who support
11 students' career and college preparation as the legislature explores
12 options for funding additional school counselors.

13 (2) ~~((Subject to the availability of amounts appropriated for~~
14 ~~this specific purpose, the office of the superintendent of public~~
15 ~~instruction shall facilitate the creation of a list of available~~
16 ~~electronic platforms for the high school and beyond plan. Platforms~~
17 ~~eligible to be included on the list must meet the following~~
18 ~~requirements:~~

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

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

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

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

30 ~~(e) Comply with state and federal requirements for student~~
31 ~~privacy;~~

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

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

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

1 ~~((4))~~ (3) The office of the superintendent of public
2 instruction shall facilitate the transition to a universal online
3 high school and beyond plan platform that will ensure consistent and
4 equitable access to the needed information and support to guide
5 students' educational experience and ensure preparation for their
6 postsecondary plans.

7 (a) By January 1, 2024, the office of the superintendent of
8 public instruction must develop a preliminary list of existing
9 vendors who can provide or build a platform that meets the criteria
10 outlined in subsection (4) of this section and that supports the high
11 school and beyond plan elements identified in section 2 of this act
12 and has the capabilities to support the new elements identified in
13 section 4 of this act. The office of the superintendent of public
14 instruction must submit the list of existing vendors and estimated
15 costs associated with statewide implementation of the universal
16 platform to the governor and the education policy and fiscal
17 committees of the legislature.

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

22 (c) By October 1, 2024, the office of the superintendent of
23 public instruction must develop an implementation plan including both
24 an estimated timeline and updated cost estimates, including the
25 technical assistance and statewide professional development that may
26 be needed, for completing full statewide implementation of the
27 universal platform.

28 (4) (a) In addition to the requirements outlined in section 2 of
29 this act, the universal platform must have the capability to be
30 routinely updated and modified in order to include the following
31 elements and capabilities to ensure equity in high school and beyond
32 plans implementation and engagement across the state that:

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

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

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

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

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

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

17 (vii) Include a catalog containing meaningful, high quality
18 career exploration opportunities and resources beyond the traditional
19 college, career, and aptitude assessments that are submitted by
20 approved entities (community organizations, institutions of higher
21 education, and employers) and vetted by state-selected approvers that
22 allow students to register for or apply to participate in the
23 opportunities (programs, classes, internships, preapprenticeships,
24 online courses, etc.) or access the resources. The universal platform
25 should use completion data from these opportunities to make
26 recommendations to students to include in their high school beyond
27 plans;

28 (viii) A dedicated space in which to build a direct connection to
29 potential employers, including industry associations, trade
30 associations, labor unions, service branches of the military,
31 nonprofit organizations, and other state and local community
32 organizations so students can learn from experts in different
33 occupational fields about career opportunities and any necessary
34 education and training requirements;

35 (ix) A secure space for staff, parents or guardians, and approved
36 community partners who support students' academic progress and career
37 and college preparation, to make notes that can inform staff efforts
38 to connect students to academic and career connected learning
39 opportunities and develop support and credit recovery plans for
40 students, as needed;

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

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

9 (xii) Inclusion of in-state labor market, apprenticeship, and
10 postsecondary education performance data, including employment and
11 earning outcomes, certificate and degree completion outcomes, and
12 demographics of enrolled students or employees, to inform students'
13 exploration and consideration of postsecondary options;

14 (xiii) A dedicated space where students can store additional
15 evidence of their learning and postsecondary preparation, such as
16 videos, essays, art, awards and recognitions, screencasts, letters of
17 recommendation, industry certifications, microcredentials or other
18 mastery-based learning recognitions, and work-integrated learning
19 experiences. The universal platform should include the ability for
20 students and staff to provide access to this portfolio in its
21 entirety or in selected parts to relevant third parties, including
22 higher education institutions, branches of the military, potential
23 employers, or preapprenticeship opportunities;

24 (xiv) Access to data reporting features that allow schools,
25 districts, and state agencies to review data stored within the
26 universal platform, and allow data to be broken down by demographic,
27 socioeconomic, and other identified characteristics, for the purposes
28 of analyzing student use of the universal platform, improving student
29 access to the information, guidance, and opportunities that can help
30 them maximize their secondary education experience and postsecondary
31 preparation, and informing state-level support for high school and
32 beyond plan implementation;

33 (xv) A space for the student to indicate the graduation pathway
34 option or options the student has selected to complete and how the
35 selected option or options align with the student's career and
36 postsecondary education goals; and

37 (xvi) The ability for school districts to customize or add
38 features unique to local needs and local graduation requirements,
39 including the capability to auto-align data with the local school

1 districts' graduation requirements or the ability to enter those
2 requirements manually.

3 (b) The office of the superintendent of public instruction must
4 also include considerations around how the universal platform will
5 operate in alignment with school to postschool transition plans
6 required for students with an individualized education program
7 transition plan to create efficiencies and reduce redundancy with the
8 high school and beyond plan process and statewide tool.

9 (5) (a) Within two years of completing the universal platform
10 development and alignment with the requirements in this section and
11 section 2 of this act, school districts must provide students with
12 access to the adopted universal platform.

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

17 (6) In carrying out subsections (3) (b) and (4) of this section,
18 the office of the superintendent of public instruction shall seek
19 input from the state board of education, educators, school and
20 district administrators, school counselors, career counseling
21 specialists, families, students, the Washington student achievement
22 council, public institutions of higher education that are authorized
23 to participate in state financial aid programs under chapter 28B.92
24 RCW, and community partners who support students' career and college
25 preparation. The office of the superintendent of public instruction
26 may partner with existing community and regional networks and
27 organizations who support students' career and college preparation in
28 the analysis, selection, and implementation of the universal
29 platform.

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

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

34 NEW SECTION. Sec. 4. (1) After selection of the vendor for the
35 universal online high school and beyond plan platform as required in
36 RCW 28A.230.215, the office of the superintendent of public
37 instruction, in consultation with the state board of education, shall
38 report to the governor and education committees of the legislature
39 recommendations for additional policy changes related to

1 transitioning the current high school and beyond plan and universal
2 platform into a more robust online learning platform that can be used
3 starting as early as fifth grade and that will provide greater
4 student agency over student learning and provide opportunities for
5 students to more meaningfully explore their strengths, interests, and
6 future aspirations. In addition to the existing high school and
7 beyond plan elements identified in RCW 28A.230.215, the
8 recommendations should examine and incorporate the following
9 elements:

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

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

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

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

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

27 (2) The state board of education shall develop recommendations on
28 how the high school and beyond plan could be modified to further
29 support student choice and flexibility in meeting graduation
30 requirements and preparing for postsecondary education and training,
31 including increasing access to mastery-based learning and mastery-
32 based crediting opportunities. The state board of education shall
33 report the recommendations developed under this subsection to the
34 governor and education committees of the legislature.

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

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

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 and RCW 28A.230.215. The
13 identified best practices, which must consider differences in
14 enrollment and other factors that distinguish districts from one
15 another, must be posted on the website of the office of the
16 superintendent of public instruction by September 1, 2019, and may be
17 revised periodically as necessary.

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

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

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

27 (i) The eligibility requirements of the Washington college grant;

28 (ii) The requirements of the financial aid advising day;

29 (iii) The process for opting out of the financial aid advising
30 day; and

31 (iv) Any community-based resources available to assist parents
32 and guardians in understanding the requirements of and how to
33 complete the free application for federal student aid and the
34 Washington application for state financial aid.

35 (2) Districts may administer the financial aid advising day, as
36 defined in RCW 28A.300.815, in accordance with information-sharing
37 requirements set in the high school and beyond plan in ((RCW
38 ~~28A.230.090~~)) section 2 of this act and RCW 28A.230.215.

1 (3) The Washington state school directors' association, with
2 assistance from the office of the superintendent of public
3 instruction and the Washington student achievement council, shall
4 develop a model policy and procedure that school district board of
5 directors may adopt. The model policy and procedure must describe
6 minimum standards for a financial aid advising day as defined in RCW
7 28A.300.815.

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

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

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

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

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

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

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

27 (d) The student has demonstrated skills and knowledge indicating
28 preparation for the next steps identified in their high school and
29 beyond plan under (~~RCW 28A.230.090~~) section 2 of this act and RCW
30 28A.230.215 and for success in postsecondary education, gainful
31 employment, and civic engagement.

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

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

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

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

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

8 (e) Determine if there is disproportionality among student
9 subgroups receiving emergency waivers and, if so, take appropriate
10 corrective actions to ensure equitable administration. At a minimum,
11 the subgroups to be examined must include those referenced in RCW
12 28A.300.042(3). If further disaggregation of subgroups is available,
13 the school district shall also examine those subgroups; and

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

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

22 (b) The state board of education, by December 15, 2021, and
23 within existing resources, shall provide the education committees of
24 the legislature with a summary of the emergency waiver data provided
25 by the office of the superintendent of public instruction under this
26 subsection (3) for students in the graduating classes of 2020 and
27 2021. The summary must include the following information:

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

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

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

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

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

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

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

13 (5) For purposes of this section:

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

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

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

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

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

1 (a) Improving alignment between college-level vocational courses
2 at institutions of higher education and high school curriculum and
3 graduation requirements, including high school and beyond plans
4 required by (~~RCW 28A.230.090~~) section 2 of this act and RCW
5 28A.230.215. Recommendations provided under this subsection may
6 include recommendations for the development or revision of career and
7 technical education course equivalencies established in accordance
8 with RCW 28A.700.080(1)(b) for college-level vocational courses
9 successfully completed by a student while in high school and taken
10 for dual credit;

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

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

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

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

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

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

31 (ii) Satisfying credit requirements for graduation;

32 (iii) Demonstrating career and college readiness through
33 completion of the high school and beyond plan as required by (~~RCW~~
34 ~~28A.230.090~~) section 2 of this act and RCW 28A.230.215; and

35 (iv) Meeting the requirements of at least one graduation pathway
36 option established in this section. The pathway options established
37 in this section are intended to provide a student with multiple
38 pathways to graduating with a meaningful high school diploma that are
39 tailored to the goals of the student. A student may choose to pursue

1 one or more of the pathway options under (b) of this subsection, but
2 any pathway option used by a student to demonstrate career and
3 college readiness must be in alignment with the student's high school
4 and beyond plan.

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

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

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

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

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

1 the following courses meets the standard: AP statistics, computer
2 science, computer science principles, or calculus; or any of the
3 international baccalaureate mathematics courses;

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

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

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

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

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

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

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

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