

CERTIFICATION OF ENROLLMENT

HOUSE BILL 2110

Chapter 66, Laws of 2024

68th Legislature
2024 Regular Session

HIGH SCHOOL GRADUATION—STATUTORY REORGANIZATION

EFFECTIVE DATE: June 6, 2024

Passed by the House February 8, 2024
Yeas 97 Nays 0

LAURIE JINKINS

**Speaker of the House of
Representatives**

Passed by the Senate February 29,
2024
Yeas 46 Nays 0

DENNY HECK

President of the Senate

Approved March 13, 2024 2:10 PM

JAY INSLEE
Governor of the State of Washington

CERTIFICATE

I, Bernard Dean, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **HOUSE BILL 2110** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BERNARD DEAN

Chief Clerk

FILED

March 14, 2024

**Secretary of State
State of Washington**

HOUSE BILL 2110

Passed Legislature - 2024 Regular Session

State of Washington

68th Legislature

2024 Regular Session

By Representatives Nance, Simmons, Callan, Lekanoff, and Reeves

Prefiled 01/03/24. Read first time 01/08/24. Referred to Committee on Education.

1 AN ACT Relating to reorganizing statutory requirements governing
2 high school graduation by reordering requirements, making
3 nonsubstantive revisions, and removing expired provisions; amending
4 RCW 28A.230.090, 28A.655.260, 28A.230.212, 28A.230.300, 28A.230.320,
5 28A.150.220, 28A.300.900, 28A.300.750, and 28A.305.130; reenacting
6 and amending RCW 28A.655.250; adding new sections to chapter 28A.230
7 RCW; and recodifying RCW 28A.320.208, 28A.655.250, and 28A.655.260.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.230
10 RCW to read as follows:

11 (1) The purpose of a high school diploma is to declare that a
12 student is ready for success in postsecondary education, gainful
13 employment, and citizenship, and is equipped with the skills to be a
14 lifelong learner.

15 (2) Except as provided in RCW 28A.230.320, graduation from a
16 public high school and the earning of a high school diploma must
17 include the following:

18 (a) Satisfying the graduation requirements established by the
19 state board of education under RCW 28A.230.090 and any graduation
20 requirements established by the applicable public high school or
21 school district;

1 (b) Satisfying credit and subject area requirements for
2 graduation;

3 (c) Demonstrating career and college readiness through completion
4 of the high school and beyond plan required by RCW 28A.230.212; and

5 (d) Meeting the requirements of at least one graduation pathway
6 option required by RCW 28A.655.250 (as recodified by this act).

7 (3) Successful completion of the requirements in subsection (2)
8 of this section signals a student's readiness to graduate with a
9 meaningful high school diploma that fulfills the purpose of a diploma
10 as established by this section.

11 **Sec. 2.** RCW 28A.230.090 and 2023 c 271 s 2 are each amended to
12 read as follows:

13 (1) ~~((The))~~ In accordance with statutory authority of the state
14 board of education provided in RCW 28A.305.130(4), the state board of
15 education shall establish high school graduation requirements or
16 equivalencies for students, except as provided in RCW 28A.230.122 and
17 28A.655.250 (as recodified by this act) and except those
18 equivalencies established by local high schools or school districts
19 under RCW 28A.230.097. ~~((The purpose of a high school diploma is to~~
20 ~~declare that a student is ready for success in postsecondary~~
21 ~~education, gainful employment, and citizenship, and is equipped with~~
22 ~~the skills to be a lifelong learner.~~

23 ~~(a) Any course in Washington state history and government used to~~
24 ~~fulfill high school graduation requirements shall consider including~~
25 ~~information on the culture, history, and government of the American~~
26 ~~Indian peoples who were the first inhabitants of the state.~~

27 ~~(b) Except as provided otherwise in this subsection, the~~
28 ~~certificate of academic achievement requirements under RCW~~
29 ~~28A.655.061 or the certificate of individual achievement requirements~~
30 ~~under RCW 28A.155.045 are required for graduation from a public high~~
31 ~~school but are not the only requirements for graduation. The~~
32 ~~requirement to earn a certificate of academic achievement to qualify~~
33 ~~for graduation from a public high school concludes with the~~
34 ~~graduating class of 2019. The obligation of qualifying students to~~
35 ~~earn a certificate of individual achievement as a prerequisite for~~
36 ~~graduation from a public high school concludes with the graduating~~
37 ~~class of 2021.~~

38 ~~(c) Each student must have a high school and beyond plan to guide~~
39 ~~the student's high school experience and inform course taking that is~~

1 aligned with the student's goals for education or training and career
2 after high school as provided for under RCW 28A.230.212 and
3 28A.230.215. Any decision on whether a student has met the state
4 board's high school graduation requirements for a high school and
5 beyond plan shall remain at the local level. Effective with the
6 graduating class of 2015, the state board of education may not
7 establish a requirement for students to complete a culminating
8 project for graduation. A district may establish additional, local
9 requirements for a high school and beyond plan to serve the needs and
10 interests of its students and the purposes of this section.

11 ~~(d)(i))~~ (2)(a) The state board of education shall adopt rules to
12 implement the career and college ready graduation requirement
13 proposal adopted under board resolution on November 10, 2010, and
14 revised on January 9, 2014, to take effect beginning with the
15 graduating class of 2019 or as otherwise provided in this subsection
16 ~~((1)(d))~~ (2). The rules must include authorization for a school
17 district to waive up to two credits for individual students based on
18 a student's circumstances, provided that none of the waived credits
19 are identified as mandatory core credits by the state board of
20 education. School districts must adhere to written policies
21 authorizing the waivers that must be adopted by each board of
22 directors of a school district that grants diplomas. The rules must
23 also provide that the content of the third credit of mathematics and
24 the content of the third credit of science may be chosen by the
25 student based on the student's interests and high school and beyond
26 plan with agreement of the student's parent or guardian or agreement
27 of the school counselor or principal, or as provided in RCW
28 28A.230.300(4).

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

1 ~~((2) (a) In recognition of the statutory authority of the state~~
2 ~~board of education to establish and enforce minimum high school~~
3 ~~graduation requirements, the state board shall periodically~~
4 ~~reevaluate the graduation requirements and shall report such findings~~
5 ~~to the legislature in a timely manner as determined by the state~~
6 ~~board.~~

7 ~~(b) The state board shall reevaluate the graduation requirements~~
8 ~~for students enrolled in vocationally intensive and rigorous career~~
9 ~~and technical education programs, particularly those programs that~~
10 ~~lead to a certificate or credential that is state or nationally~~
11 ~~recognized. The purpose of the evaluation is to ensure that students~~
12 ~~enrolled in these programs have sufficient opportunity to complete~~
13 ~~the program and earn the program's certificate or credential, and~~
14 ~~complete other state and local graduation requirements.~~

15 ~~(c) The state board shall forward any proposed changes to the~~
16 ~~high school graduation requirements to the education committees of~~
17 ~~the legislature for review. The legislature shall have the~~
18 ~~opportunity to act during a regular legislative session before the~~
19 ~~changes are adopted through administrative rule by the state board.~~
20 ~~Changes that have a fiscal impact on school districts, as identified~~
21 ~~by a fiscal analysis prepared by the office of the superintendent of~~
22 ~~public instruction, shall take effect only if formally authorized and~~
23 ~~funded by the legislature through the omnibus appropriations act or~~
24 ~~other enacted legislation.~~

25 ~~(3) Pursuant to any requirement for instruction in languages~~
26 ~~other than English established by the state board of education or a~~
27 ~~local school district, or both, for purposes of high school~~
28 ~~graduation, students who receive instruction in American sign~~
29 ~~language or one or more American Indian languages shall be considered~~
30 ~~to have satisfied the state or local school district graduation~~
31 ~~requirement for instruction in one or more languages other than~~
32 ~~English.~~

33 ~~(4) Unless requested otherwise by the student and the student's~~
34 ~~family, a student who has completed high school courses before~~
35 ~~attending high school shall be given high school credit which shall~~
36 ~~be applied to fulfilling high school graduation requirements if:~~

37 ~~(a) The course was taken with high school students, if the~~
38 ~~academic level of the course exceeds the requirements for seventh and~~
39 ~~eighth grade classes, and the student has successfully passed by~~

1 ~~completing the same course requirements and examinations as the high~~
2 ~~school students enrolled in the class; or~~

3 ~~(b) The academic level of the course exceeds the requirements for~~
4 ~~seventh and eighth grade classes and the course would qualify for~~
5 ~~high school credit, because the course is similar or equivalent to a~~
6 ~~course offered at a high school in the district as determined by the~~
7 ~~school district board of directors.~~

8 ~~(5) Students who have taken and successfully completed high~~
9 ~~school courses under the circumstances in subsection (4) of this~~
10 ~~section shall not be required to take an additional competency~~
11 ~~examination or perform any other additional assignment to receive~~
12 ~~credit.~~

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

15 Graduation requirements established by the state board of
16 education may not obligate students to complete a culminating project
17 as a graduation prerequisite.

18 (3) In accordance with the duties required by subsection (1) of
19 this section, the state board of education shall also:

20 (a) Periodically reevaluate the graduation requirements and shall
21 report such findings to the legislature in a timely manner as
22 determined by the state board of education;

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

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

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

3 (1) Any course in Washington state history and government used to
4 fulfill high school graduation requirements established by the state
5 board of education shall consider including information on the
6 culture, history, and government of the American Indian peoples who
7 were the first inhabitants of the state.

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

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

18 (1) Unless requested otherwise by the student and the student's
19 family, a student who has completed high school courses before
20 attending high school must be given high school credit that is
21 applied to fulfilling high school graduation requirements if:

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

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

32 (2) Students who have taken and successfully completed high
33 school courses under the circumstances in subsection (1) of this
34 section may not be required to take an additional competency
35 examination or perform any other additional assignment to receive
36 credit.

37 (3) At the college or university level, five quarter or three
38 semester hours equals one high school credit.

1 **Sec. 5.** RCW 28A.655.250 and 2023 c 349 s 2 and 2023 c 271 s 10
2 are each reenacted and amended to read as follows:

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

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

10 ~~(ii) Satisfying credit requirements for graduation;~~

11 ~~(iii) Demonstrating career and college readiness through~~
12 ~~completion of the high school and beyond plan as required by RCW~~
13 ~~28A.230.090 and in accordance with RCW 28A.230.212 and 28A.230.215;~~
14 ~~and~~

15 ~~(iv) Meeting the requirements of at least one graduation pathway~~
16 ~~option established in this section.~~

17 ~~(b) Successful completion of the components in (a) of this~~
18 ~~subsection together signals a student's readiness to graduate with a~~
19 ~~meaningful high school diploma that fulfills the diploma purpose~~
20 ~~established in RCW 28A.230.090.~~

21 ~~(2))~~ Each student graduating from a public high school and
22 earning a high school diploma must meet the requirements of at least
23 one graduation pathway option established in this section. The
24 graduation pathway options ~~((established in this section))~~ are
25 intended to provide a student with multiple ways, including test-
26 based, course-based, and performance-based options, to demonstrate
27 readiness in furtherance of the student's individual goals for high
28 school and beyond. For the purposes of this section, "demonstrate
29 readiness" means the student meets or exceeds state learning
30 standards addressed in the graduation pathway option. A student may
31 choose to pursue one or more of the graduation pathway options under
32 subsection ~~((3))~~ (2) of this section, but any graduation pathway
33 option used by a student to demonstrate career and college readiness
34 must be in alignment with the student's high school and beyond plan.

35 ~~((3))~~ (2) The following graduation pathway options may be used
36 to demonstrate career and college readiness ~~((in accordance with~~
37 ~~subsection (1)(a)(iv) of this section))~~:

38 (a) Meet or exceed the graduation standard established by the
39 state board of education under RCW 28A.305.130 on the statewide high

1 school assessments in English language arts and mathematics as
2 provided for under RCW 28A.655.070;

3 (b) Complete and qualify for college credit in dual credit
4 courses in English language arts and mathematics. For the purposes of
5 this subsection, "dual credit course" means a course in which a
6 student qualifies for college and high school credit in English
7 language arts or mathematics upon successfully completing the course;

8 (c) Earn high school credit in a high school transition course in
9 English language arts and mathematics, an example of which includes a
10 bridge to college course. For the purposes of this subsection (~~((3))~~)
11 (2)(c), "high school transition course" means an English language
12 arts or mathematics course offered in high school where successful
13 completion by a high school student ensures the student college-level
14 placement at participating institutions of higher education as
15 defined in RCW 28B.10.016. High school transition courses must
16 satisfy core or elective credit graduation requirements established
17 by the state board of education. A student's successful completion of
18 a high school transition course does not entitle the student to be
19 admitted to an institution of higher education as defined in RCW
20 28B.10.016;

21 (d) Earn high school credit, with a C+ grade or higher in AP,
22 international baccalaureate, or Cambridge international courses in
23 English language arts and mathematics; or earn at least the minimum
24 scores outlined in RCW 28B.10.054(1) on the corresponding exams. The
25 state board of education shall establish by rule the list of AP,
26 international baccalaureate, and Cambridge international courses of
27 which successful completion meets the standard in this subsection for
28 English language arts and for mathematics;

29 (e) Meet or exceed the scores established by the state board of
30 education for the mathematics portion and the reading, English, or
31 writing portion of the SAT or ACT;

32 (f)(i) Complete a performance-based learning experience through
33 which the student demonstrates knowledge and skills in a real-world
34 context, providing evidence that the student meets or exceeds state
35 learning standards in English language arts and mathematics. The
36 performance-based learning experience may take a variety of forms,
37 such as a project, practicum, work-related experience, community
38 service, or cultural activity, and may result in a variety of
39 products that can be evaluated, such as a performance, presentation,
40 portfolio, report, film, or exhibit.

1 (ii) The performance-based learning experience must conform to
2 state requirements established in rule by the state board of
3 education addressing the safety and quality of the performance-based
4 learning experience and the authentic performance-based assessment
5 criteria for determining the student has demonstrated the applicable
6 learning standards. The rules adopted by the state board of education
7 to implement the graduation pathway option established in this
8 subsection (2)(f) may allow external parties, including community
9 leaders and professionals, to participate in the evaluation of the
10 student's performance and must include at least one certificated
11 teacher with an endorsement in each relevant subject area or with
12 other applicable qualifications as permitted by the professional
13 educator standards board.

14 (iii) To support implementation of the performance-based learning
15 experience graduation pathway option, the state board of education,
16 in collaboration with the office of the superintendent of public
17 instruction, shall establish graduation proficiency targets and
18 associated rubrics aligned with state learning standards in English
19 language arts and mathematics.

20 (iv) Prior to offering the performance-based learning experience
21 graduation pathway option in this subsection (~~((3))~~) (2)(f) to
22 students, the school district board of directors shall adopt a
23 written policy in conformity with applicable state requirements;

24 (g) Meet any combination of at least one English language arts
25 option and at least one mathematics option established in (a) through
26 (f) of this subsection;

27 (h) Meet standard in the armed services vocational aptitude
28 battery; and

29 (i) Complete a sequence of career and technical education courses
30 that are relevant to a student's postsecondary pathway, including
31 those leading to workforce entry, state or nationally approved
32 apprenticeships, or postsecondary education, and that meet either:
33 The curriculum requirements of core plus programs for aerospace,
34 maritime, health care, information technology, or construction and
35 manufacturing; or the minimum criteria identified in RCW 28A.700.030.
36 Nothing in this subsection (~~((3))~~) (2)(i) requires a student to
37 enroll in a preparatory course that is approved under RCW 28A.700.030
38 for the purposes of demonstrating career and college readiness under
39 this section.

1 (~~(4)~~) (3) While the legislature encourages school districts to
2 make all graduation pathway options established in this section
3 available to their high school students, and to expand their
4 graduation pathway options until that goal is met, school districts
5 have discretion in determining which (~~(pathway)~~) options under this
6 section they will offer to students.

7 (4) School districts(~~(, however,)~~) must annually provide students
8 in grades eight through 12 and their parents or legal guardians with
9 comprehensive information about the graduation pathway options
10 offered by the school district and are strongly encouraged to begin
11 providing this information (~~(beginning in sixth grade)~~) to students
12 in grade six. School districts must provide this information in a
13 manner that conforms with the school district's language access
14 policy and procedures as required under RCW 28A.183.040.

15 (5) The state board of education shall adopt rules to implement
16 the graduation pathway options established in this section.

17 **Sec. 6.** RCW 28A.655.260 and 2023 c 349 s 3 are each amended to
18 read as follows:

19 (1) The superintendent of public instruction shall collect the
20 following information from school districts: Which (~~(of the)~~)
21 graduation (~~(pathways under RCW 28A.655.250)~~) pathway options
22 established in RCW 28A.655.250 are available to students at each (~~(of~~
23 ~~the)~~) school district(~~(s)~~); and the number of students using each
24 graduation pathway option for graduation purposes. This information
25 shall be reported annually to the education committees of the
26 legislature beginning January 10, 2021. To the extent feasible, data
27 on student participation in each (~~(of the)~~) graduation pathway(~~(s)~~)
28 option shall be disaggregated by race, ethnicity, gender, and receipt
29 of free or reduced-price lunch.

30 (2) The state board of education shall review and monitor the
31 implementation of the graduation pathway options to ensure school
32 district compliance with requirements established under RCW
33 28A.655.250 (as recodified by this act) and subsection (3) of this
34 section. The reviews and monitoring required by this subsection may
35 be conducted concurrently with other oversight and monitoring
36 conducted by the state board of education. The information shall be
37 collected annually and reported to the education committees of the
38 legislature by January 10, 2025, and biennially thereafter.

1 (3) (a) At least annually, school districts shall examine data on
2 student groups participating in and completing each graduation
3 pathway option offered by the school district. At a minimum, the data
4 on graduation pathway participation and completion must be
5 disaggregated by the student groups described in RCW 28A.300.042 (1)
6 and (3), and by:

7 (i) Gender;

8 (ii) Students who are the subject of a dependency proceeding
9 pursuant to chapter 13.34 RCW;

10 (iii) Students who are experiencing homelessness as defined in
11 RCW 28A.300.542(~~(4)~~); and

12 (iv) Multilingual/English learners.

13 (b) If the results of the analysis required under (a) of this
14 subsection show disproportionate participation and completion rates
15 by student groups, (~~then~~) the school district shall identify
16 reasons for the observed disproportionality and implement strategies
17 as appropriate to ensure the graduation pathway options are equitably
18 available to all students in the school district.

19 **Sec. 7.** RCW 28A.230.212 and 2023 c 271 s 3 are each amended to
20 read as follows:

21 (1) (~~This section establishes the school district, content, and~~
22 ~~other substantive requirements for the high school and beyond plan~~
23 ~~required by RCW 28A.230.090~~) Each student must have a high school
24 and beyond plan to guide the student's high school experience and
25 inform course taking that is aligned with the student's goals for
26 education or training and career after high school.

27 (2) (a) (~~Beginning by the seventh~~) By grade seven, each student
28 must be administered a career interest and skills inventory which is
29 intended to be used to inform (~~eighth~~) grade eight course taking
30 and development of an initial high school and beyond plan. No later
31 than (~~eighth~~) grade eight, each student must have begun development
32 of a high school and beyond plan that includes a proposed plan for
33 first-year high school courses aligned with graduation requirements
34 and secondary and postsecondary goals.

35 (b) For each student who has not earned a score of level 3 or 4
36 on the middle school mathematics assessment identified in RCW
37 28A.655.070 by (~~ninth~~) grade nine, the high school and beyond plan
38 must be updated to ensure that the student takes a mathematics course
39 in both (~~ninth and 10th~~) grades nine and 10. These courses may

1 include career and technical education equivalencies in mathematics
2 adopted pursuant to RCW 28A.230.097.

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

6 (a) The high school and beyond plan must be updated in ~~((10th))~~
7 grade 10 to reflect high school assessment results in RCW
8 28A.655.061, ensure student access to advanced course options per the
9 district's academic acceleration policy in RCW 28A.320.195, assess
10 progress toward identified goals, and revised as necessary for
11 changing interests, goals, and needs.

12 (b) Each school district shall provide students who have not met
13 the standard on state assessments or who are behind in completion of
14 credits or graduation pathway options with the opportunity to access
15 interventions and academic supports, courses, or both, designed to
16 enable students to meet all high school graduation requirements. The
17 parents or legal guardians shall be notified about these
18 opportunities as included in the student's high school and beyond
19 plan, preferably through a student-led conference, including the
20 parents or legal guardians, and at least annually until the student
21 is on track to graduate.

22 (c) For students with an individualized education program, the
23 high school and beyond plan must be developed and updated in
24 alignment with their school to postschool transition plan. The high
25 school and beyond plan must be developed and updated in a similar
26 manner and with similar school personnel as for all other students.

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

30 (a) ~~((The plan))~~ High school and beyond plans must be provided to
31 ~~((the))~~ students and ~~((the—students'))~~ their parents or legal
32 guardians in a language the students and parents or legal guardians
33 understand and in accordance with the school district's language
34 access policy and procedures as required under chapter 28A.183 RCW,
35 which may require language assistance for students and parents or
36 legal guardians with limited English proficiency.

37 (b) School districts must annually provide students in grades
38 eight through 12, and their parents or legal guardians, with
39 comprehensive information about the graduation pathway options
40 offered by the district and are strongly encouraged to begin

1 providing this information (~~(beginning in sixth)~~) to students in
2 grade six. School districts must provide this information in a manner
3 that conforms with the school district's language access policy and
4 procedures as required under chapter 28A.183 RCW.

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

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

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

15 (b) Identification of secondary and postsecondary education and
16 training goals;

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

18 (i) Informs students about course options for satisfying state
19 and 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 postsecondary goals;

27 (v) Informs students about 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;

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

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

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

4 (i) The college bound scholarship program established in chapter
5 28B.118 RCW, the Washington college grant created in RCW 28B.92.200,
6 and other scholarship opportunities;

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

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

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

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

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

26 (7) (~~In accordance with RCW 28A.230.090(1)(c) any~~) Any decision
27 on whether a student has met the state (~~board's high school~~
28 ~~graduation~~) board of education's requirements for a high school and
29 beyond plan shall remain at the local level, and a school district
30 may establish additional, local requirements for a high school and
31 beyond plan to serve the needs and interests of its students and the
32 purposes of this section.

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

35 **Sec. 8.** RCW 28A.230.300 and 2021 c 307 s 1 are each amended to
36 read as follows:

37 (1) Beginning no later than the 2022-23 school year, each school
38 district that operates a high school must, at a minimum, provide an
39 opportunity to access an elective computer science course that is

1 available to all high school students. School districts are
2 encouraged to consider community-based or public-private partnerships
3 in establishing and administering a course, but any course offered in
4 accordance with this section must be aligned to the state learning
5 standards for computer science or mathematics.

6 (2) In accordance with the requirements of this section,
7 beginning in the 2019-20 school year, school districts may award
8 academic credit for computer science to students based on student
9 completion of a competency examination that is aligned with the state
10 learning standards for computer science or mathematics and course
11 equivalency requirements adopted by the office of the superintendent
12 of public instruction to implement this section. Each school district
13 board of directors in districts that award credit under this
14 subsection shall develop a written policy for awarding such credit
15 that includes:

16 (a) A course equivalency approval procedure;

17 (b) Procedures for awarding competency-based credit for skills
18 learned partially or wholly outside of a course; and

19 (c) An approval process for computer science courses taken before
20 attending high school under (~~RCW 28A.230.090 (4) and (5)~~) section 4
21 of this act.

22 (3) Prior to the use of any competency examination under this
23 section that may be used to award academic credit to students, the
24 office of the superintendent of public instruction must review the
25 examination to ensure its alignment with:

26 (a) The state learning standards for computer science or
27 mathematics; and

28 (b) Course equivalency requirements adopted by the office of the
29 superintendent of public instruction to implement this section.

30 (4) (a) For purposes of meeting graduation requirements under RCW
31 28A.230.090, a student may substitute a computer science course
32 aligned to state computer science learning standards as an
33 alternative to a third year mathematics or third year science course
34 if:

35 (i) Prior to the substitution, the school counselor provides the
36 student and the student's parent or guardian with written
37 notification of the consequences of the substitution on postsecondary
38 opportunities;

1 (ii) The student, the student's parent or guardian, and the
2 student's school counselor or principal agree to the substitution;
3 and

4 (iii) The substitution is aligned with the student's high school
5 and beyond plan.

6 (b) A substitution permitted under this subsection (4) may only
7 be used once per student.

8 **Sec. 9.** RCW 28A.230.320 and 2023 c 271 s 8 are each amended to
9 read as follows:

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

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

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

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

24 (d) The student has demonstrated skills and knowledge indicating
25 preparation for the next steps identified in their high school and
26 beyond plan (~~under RCW 28A.230.212 and 28A.230.215~~) required by RCW
27 28A.230.212 and for success in postsecondary education, gainful
28 employment, and civic engagement.

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

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

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

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

38 (d) Report student level emergency waiver data to the office of
39 the superintendent of public instruction in a manner determined by

1 the superintendent of public instruction in consultation with the
2 state board of education;

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

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

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

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

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

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

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

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

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

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

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

7 (5) For purposes of this section:

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

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

18 **Sec. 10.** RCW 28A.150.220 and 2017 3rd sp.s. c 13 s 506 are each
19 amended to read as follows:

20 (1) In order for students to have the opportunity to develop the
21 basic education knowledge and skills under RCW 28A.150.210, school
22 districts must provide instruction of sufficient quantity and quality
23 and give students the opportunity to complete graduation requirements
24 that are intended to prepare them for postsecondary education,
25 gainful employment, and citizenship. The program established under
26 this section shall be the minimum instructional program of basic
27 education offered by school districts.

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

30 (a) For students enrolled in grades one through (~~(twelve)~~) 12, at
31 least a district-wide annual average of (~~(one thousand)~~) 1,000 hours,
32 which shall be increased beginning in the 2015-16 school year to at
33 least (~~(one thousand eighty)~~) 1,080 instructional hours for students
34 enrolled in grades nine through (~~(twelve)~~) 12 and at least (~~(one~~
35 ~~thousand)~~) 1,000 instructional hours for students in grades one
36 through eight, all of which may be calculated by a school district
37 using a district-wide annual average of instructional hours over
38 grades one through (~~(twelve)~~) 12; and

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

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

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

9 (b) Instruction that provides students the opportunity to
10 complete (~~twenty-four~~) 24 credits for high school graduation(~~7~~
11 ~~beginning with the graduating class of 2019 or as otherwise provided~~
12 ~~in RCW 28A.230.090~~). Course distribution requirements may be
13 established by the state board of education under RCW 28A.230.090;

14 (c) If the (~~essential academic learning requirements~~) state
15 learning standards include a requirement of languages other than
16 English, the requirement may be met by students receiving instruction
17 in one or more American Indian languages;

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

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

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

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

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

33 (5)(a) Each school district's kindergarten through (~~twelfth~~)
34 12th grade basic educational program shall be accessible to all
35 students who are five years of age, as provided by RCW 28A.225.160,
36 and less than (~~twenty-one~~) 21 years of age and shall consist of a
37 minimum of (~~one hundred eighty~~) 180 school days per school year in
38 such grades as are conducted by a school district, and (~~one hundred~~
39 ~~eighty~~) 180 half-days of instruction, or equivalent, in
40 kindergarten, to be increased to a minimum of (~~one hundred eighty~~)

1 180 school days per school year according to the implementation
2 schedule under RCW 28A.150.315.

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

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

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

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

29 **Sec. 11.** RCW 28A.300.900 and 2023 c 271 s 9 are each amended to
30 read as follows:

31 (1) Subject to the availability of amounts appropriated for this
32 specific purpose, the office of the superintendent of public
33 instruction, in consultation with the state board for community and
34 technical colleges and the Washington state apprenticeship and
35 training council, shall examine opportunities for promoting
36 recognized preapprenticeship and registered youth apprenticeship
37 opportunities for high school students.

38 (2) In accordance with this section, by November 1, 2018, the
39 office of the superintendent of public instruction shall solicit

1 input from persons and organizations with an interest or relevant
2 expertise in registered preapprenticeship programs, registered youth
3 apprenticeship programs, or both, and employer-based
4 preapprenticeship and youth apprenticeship programs, and provide a
5 report to the governor and the education committees of the house of
6 representatives and the senate that includes recommendations for:

7 (a) Improving alignment between college-level vocational courses
8 at institutions of higher education and high school curriculum and
9 graduation requirements, including high school and beyond plans
10 required by ((~~RCW 28A.230.090 and in accordance with~~)) RCW
11 28A.230.212 ((~~and 28A.230.215~~)). Recommendations provided under this
12 subsection may include recommendations for the development or
13 revision of career and technical education course equivalencies
14 established in accordance with RCW 28A.700.080(1)(b) for college-
15 level vocational courses successfully completed by a student while in
16 high school and taken for dual credit;

17 (b) Identifying and removing barriers that prevent the wider
18 exploration and use of registered preapprenticeship and registered
19 youth apprenticeship opportunities by high school students and
20 opportunities for registered apprenticeships by graduating secondary
21 students; and

22 (c) Increasing awareness among teachers, counselors, students,
23 parents, principals, school administrators, and the public about the
24 opportunities offered by registered preapprenticeship and registered
25 youth apprenticeship programs.

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

28 **Sec. 12.** RCW 28A.300.750 and 2018 c 177 s 502 are each amended
29 to read as follows:

30 (1)(a) In accordance with the criteria adopted by the state board
31 of education under subsection (2) of this section, the superintendent
32 of public instruction may grant waivers to school districts from the
33 provisions of RCW 28A.150.200 through 28A.150.220, except as provided
34 in (b) of this subsection, on the basis that such waiver or waivers
35 are necessary to implement successfully a local plan to provide for
36 all students in the district an effective education system that is
37 designed to enhance the educational program for each student. The
38 local plan may include alternative ways to provide effective

1 educational programs for students who experience difficulty with the
2 regular education program.

3 (b) The state board of education shall have authority to grant
4 waivers from the provisions of RCW 28A.150.220(3)(b) and to grant the
5 waivers set forth in RCW 28A.230.090(~~(1)(e)(ii)~~) (2) and
6 28A.655.180.

7 (2) The state board of education shall adopt rules establishing
8 the criteria to evaluate the need for a waiver or waivers under this
9 section.

10 **Sec. 13.** RCW 28A.305.130 and 2021 c 111 s 10 are each amended to
11 read as follows:

12 The purpose of the state board of education is to provide
13 advocacy and strategic oversight of public education; implement a
14 standards-based accountability framework that creates a unified
15 system of increasing levels of support for schools in order to
16 improve student academic achievement; provide leadership in the
17 creation of a system that personalizes education for each student and
18 respects diverse cultures, abilities, and learning styles; and
19 promote achievement of the goals of RCW 28A.150.210. In addition to
20 any other powers and duties as provided by law, the state board of
21 education shall:

22 (1) Hold regularly scheduled meetings at such time and place
23 within the state as the board shall determine and may hold such
24 special meetings as may be deemed necessary for the transaction of
25 public business;

26 (2) Form committees as necessary to effectively and efficiently
27 conduct the work of the board;

28 (3) Seek advice from the public and interested parties regarding
29 the work of the board;

30 (4) Establish and enforce minimum high school graduation
31 requirements;

32 (5) For purposes of statewide accountability:

33 (a) Adopt and revise performance improvement goals in reading,
34 writing, science, and mathematics, by subject and grade level, once
35 assessments in these subjects are required statewide; academic and
36 technical skills, as appropriate, in secondary career and technical
37 education programs; and student attendance, as the board deems
38 appropriate to improve student learning. The goals shall be
39 consistent with student privacy protection provisions of RCW

1 28A.655.090(7) and shall not conflict with requirements contained in
2 Title I of the federal elementary and secondary education act of
3 1965, or the requirements of the Carl D. Perkins vocational education
4 act of 1998, each as amended. The goals may be established for all
5 students, economically disadvantaged students, limited English
6 proficient students, students with disabilities, and students who are
7 not meeting academic standards as defined in RCW 28A.165.015,
8 disaggregated as described in RCW 28A.300.042(1) for student-level
9 data. The board may establish school and school district goals
10 addressing high school graduation rates and dropout reduction goals
11 for students in grades seven through (~~twelve~~) 12. The board shall
12 adopt the goals by rule. However, before each goal is implemented,
13 the board shall present the goal to the education committees of the
14 house of representatives and the senate for the committees' review
15 and comment in a time frame that will permit the legislature to take
16 statutory action on the goal if such action is deemed warranted by
17 the legislature;

18 (b) (i) (A) Identify the scores students must achieve in order to
19 meet the standard on the statewide student assessment, and the SAT or
20 the ACT if used to demonstrate career and college readiness under RCW
21 28A.655.250 (as recodified by this act). The board shall also
22 determine student scores that identify levels of student performance
23 below and beyond the standard. The board shall set such performance
24 standards and levels in consultation with the superintendent of
25 public instruction and after consideration of any recommendations
26 that may be developed by any advisory committees that may be
27 established for this purpose;

28 (B) To permit the legislature to take any statutory action it
29 deems warranted before modified or newly established scores are
30 implemented, the board shall notify the education committees of the
31 house of representatives and the senate of any scores that are
32 modified or established under (b) (i) (A) of this subsection on or
33 after July 28, 2019. The notifications required by this subsection
34 (~~(4)~~) (5) (b) (i) (B) must be provided by November 30th of the year
35 proceeding the beginning of the school year in which the modified or
36 established scores will take effect;

37 (ii) The legislature intends to continue the implementation of
38 chapter 22, Laws of 2013 2nd sp. sess. when the legislature expressed
39 the intent for the state board of education to identify the student
40 performance standard that demonstrates a student's career and college

1 readiness for the (~~eleventh~~) 11th grade consortium-developed
2 assessments. Therefore, by December 1, 2018, the state board of
3 education, in consultation with the superintendent of public
4 instruction, must identify and report to the governor and the
5 education policy and fiscal committees of the legislature on the
6 equivalent student performance standard that a (~~tenth~~) 10th grade
7 student would need to achieve on the state assessments to be on track
8 to be career and college ready at the end of the student's high
9 school experience;

10 (iii) The legislature shall be advised of the initial performance
11 standards and any changes made to the elementary, middle, and high
12 school level performance standards. The board must provide an
13 explanation of and rationale for all initial performance standards
14 and any changes, for all grade levels of the statewide student
15 assessment. If the board changes the performance standards for any
16 grade level or subject, the superintendent of public instruction must
17 recalculate the results from the previous (~~ten~~) 10 years of
18 administering that assessment regarding students below, meeting, and
19 beyond the state standard, to the extent that this data is available,
20 and post a comparison of the original and recalculated results on the
21 superintendent's website;

22 (c) Annually review the assessment reporting system to ensure
23 fairness, accuracy, timeliness, and equity of opportunity, especially
24 with regard to schools with special circumstances and unique
25 populations of students, and a recommendation to the superintendent
26 of public instruction of any improvements needed to the system; and

27 (d) Include in the biennial report required under RCW
28 28A.305.035, information on the progress that has been made in
29 achieving goals adopted by the board;

30 (~~(+5)~~) (6) Accredite, subject to such accreditation standards and
31 procedures as may be established by the state board of education, all
32 private schools that apply for accreditation, and approve, subject to
33 the provisions of RCW 28A.195.010, private schools carrying out a
34 program for any or all of the grades kindergarten through (~~twelve~~)
35 12. However, no private school may be approved that operates a
36 kindergarten program only and no private school shall be placed upon
37 the list of accredited schools so long as secret societies are
38 knowingly allowed to exist among its students by school officials;

39 (~~(+6)~~) (7) Articulate with the institutions of higher education,
40 workforce representatives, and early learning policymakers and

1 providers to coordinate and unify the work of the public school
2 system;

3 ~~((7))~~ (8) Hire an executive director and an administrative
4 assistant to reside in the office of the superintendent of public
5 instruction for administrative purposes. Any other personnel of the
6 board shall be appointed as provided by RCW 28A.300.020. The board
7 may delegate to the executive director by resolution such duties as
8 deemed necessary to efficiently carry on the business of the board
9 including, but not limited to, the authority to employ necessary
10 personnel and the authority to enter into, amend, and terminate
11 contracts on behalf of the board. The executive director,
12 administrative assistant, and all but one of the other personnel of
13 the board are exempt from civil service, together with other staff as
14 now or hereafter designated as exempt in accordance with chapter
15 41.06 RCW; and

16 ~~((8))~~ (9) Adopt a seal that shall be kept in the office of the
17 superintendent of public instruction.

18 NEW SECTION. **Sec. 14.** RCW 28A.320.208, 28A.655.250, and
19 28A.655.260 are each recodified as sections in chapter 28A.230 RCW.

Passed by the House February 8, 2024.
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