
SUBSTITUTE HOUSE BILL 1273

State of Washington

68th Legislature

2023 Regular Session

By House Education (originally sponsored by Representatives Berg, Reed, and Pollet; by request of Superintendent of Public Instruction)

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, and 28A.230.320;
3 adding new sections to chapter 28A.230 RCW; creating a new section;
4 and repealing RCW 28A.655.270.

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

6 NEW SECTION. **Sec. 1.** (1) The legislature finds that promoting
7 career awareness, exploration, and preparation is important for all
8 students as they progress through their educational experiences. This
9 promotion is consistent with ongoing legislative efforts to create an
10 education system focused on individualized student learning that is
11 relevant and culturally responsive to Washington's diverse student
12 population, and empowers students to make progress towards their own
13 education and career goals.

14 (2) The legislature finds also that the promotion of a consistent
15 and equitable continuum of career development supports is fostered by
16 a system that helps to guide each student's career and college
17 exploration and preparation efforts. This system should include
18 access to an online course and goal planning platform that allows
19 each student to work with teachers, parents or guardians, school
20 counselors, and other adults who support their academic progress and
21 career development. This platform should allow students, in

1 partnership with these supportive adults, to develop meaningful high
2 school and beyond plans that promote the attainment of their career
3 and college goals.

4 (3) The legislature recognizes the need for a uniform, online
5 high school and beyond plan platform that enables students and others
6 to understand the steps needed to meet graduation requirements and to
7 prepare for postsecondary education and training. A statewide high
8 school and beyond plan platform can also ensure that qualified adults
9 who support students can have access to applicable information as
10 they guide students' high school experiences and assist in preparing
11 students for postsecondary education or training and career
12 engagement.

13 (4) The legislature, therefore, intends to revise and strengthen
14 high school and beyond plan requirements and to direct the office of
15 the superintendent of public instruction to facilitate the transition
16 to and adoption of a statewide online platform for high school and
17 beyond plans to guide students' secondary education experiences and
18 ensure preparation for their postsecondary plans.

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

21 (1) The state board of education shall establish high school
22 graduation requirements or equivalencies for students, except as
23 provided in RCW 28A.230.122 and 28A.655.250 and except those
24 equivalencies established by local high schools or school districts
25 under RCW 28A.230.097. The purpose of a high school diploma is to
26 declare that a student is ready for success in postsecondary
27 education, gainful employment, and citizenship, and is equipped with
28 the skills to be a lifelong learner.

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

33 (b) Except as provided otherwise in this subsection, the
34 certificate of academic achievement requirements under RCW
35 28A.655.061 or the certificate of individual achievement requirements
36 under RCW 28A.155.045 are required for graduation from a public high
37 school but are not the only requirements for graduation. The
38 requirement to earn a certificate of academic achievement to qualify
39 for graduation from a public high school concludes with the

1 graduating class of 2019. The obligation of qualifying students to
2 earn a certificate of individual achievement as a prerequisite for
3 graduation from a public high school concludes with the graduating
4 class of 2021.

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

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

13 ~~(B) For students with an individualized education program, the~~
14 ~~high school and beyond plan must be developed in alignment with their~~
15 ~~individualized education program. The high school and beyond plan~~
16 ~~must be developed in a similar manner and with similar school~~
17 ~~personnel as for all other students.~~

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

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

32 ~~(iv) School districts are encouraged to involve parents and~~
33 ~~guardians in the process of developing and updating the high school~~
34 ~~and beyond plan, and the plan must be provided to the students'~~
35 ~~parents or guardians in their native language if that language is one~~
36 ~~of the two most frequently spoken non-English languages of students~~
37 ~~in the district. Nothing in this subsection (1)(c)(iv) prevents~~
38 ~~districts from providing high school and beyond plans to parents and~~
39 ~~guardians in additional languages that are not required by this~~
40 ~~subsection.~~

1 ~~(v) All high school and beyond plans must, at a minimum, include~~
2 ~~the following elements:~~

3 ~~(A) Identification of career goals, aided by a skills and~~
4 ~~interest assessment;~~

5 ~~(B) Identification of educational goals;~~

6 ~~(C) Identification of dual credit programs and the opportunities~~
7 ~~they create for students, including eligibility for automatic~~
8 ~~enrollment in advanced classes under RCW 28A.320.195, career and~~
9 ~~technical education programs, running start programs, AP courses,~~
10 ~~international baccalaureate programs, and college in the high school~~
11 ~~programs;~~

12 ~~(D) Information about the college bound scholarship program~~
13 ~~established in chapter 28B.118 RCW;~~

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

15 ~~(I) Includes information about options for satisfying state and~~
16 ~~local graduation requirements;~~

17 ~~(II) Satisfies state and local graduation requirements;~~

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

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

23 ~~(V) Includes information about the college bound scholarship~~
24 ~~program, the Washington college grant, and other scholarship~~
25 ~~opportunities;~~

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

29 ~~(I) Information about the documentation necessary for completing~~
30 ~~the applications; application timeliness and submission deadlines;~~
31 ~~the importance of submitting applications early; information specific~~
32 ~~to students who are or have been in foster care; information specific~~
33 ~~to students who are, or are at risk of being, homeless; information~~
34 ~~specific to students whose family member or guardians will be~~
35 ~~required to provide financial and tax information necessary to~~
36 ~~complete applications; and~~

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

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

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

14 ~~(e)) that meets the requirements established in section 3 of~~
15 ~~this act.~~

16 (d)(i) The state board of education shall adopt rules to
17 implement the career and college ready graduation requirement
18 proposal adopted under board resolution on November 10, 2010, and
19 revised on January 9, 2014, to take effect beginning with the
20 graduating class of 2019 or as otherwise provided in this subsection
21 ~~(1)((e))~~ (d). The rules must include authorization for a school
22 district to waive up to two credits for individual students based on
23 a student's circumstances, provided that none of the waived credits
24 are identified as mandatory core credits by the state board of
25 education. School districts must adhere to written policies
26 authorizing the waivers that must be adopted by each board of
27 directors of a school district that grants diplomas. The rules must
28 also provide that the content of the third credit of mathematics and
29 the content of the third credit of science may be chosen by the
30 student based on the student's interests and high school and beyond
31 plan with agreement of the student's parent or guardian or agreement
32 of the school counselor or principal, or as provided in RCW
33 28A.230.300(4).

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

1 class proposed under the waiver. The state board of education shall
2 grant a waiver under this subsection (1) ~~((e))~~ (d) to an applying
3 school district at the next subsequent meeting of the board after
4 receiving an application.

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

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

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

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

37 (d) The state board of education may not require students to
38 complete a culminating project as a graduation prerequisite.

39 (3) Pursuant to any requirement for instruction in languages
40 other than English established by the state board of education or a

1 local school district, or both, for purposes of high school
2 graduation, students who receive instruction in American sign
3 language or one or more American Indian languages shall be considered
4 to have satisfied the state or local school district graduation
5 requirement for instruction in one or more languages other than
6 English.

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

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

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

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

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

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

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

33 (2)(a) Beginning in grade seven, each student must be
34 administered a career interest and skills inventory that is intended
35 to inform grade eight course taking and the development of a high
36 school and beyond plan. No later than grade eight, each student must
37 have a high school and beyond plan that includes a proposed plan for
38 first-year high school courses aligned with graduation requirements
39 and secondary and postsecondary goals.

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

8 (3) Students, with staff support, must update their high school
9 and beyond plan annually, at a minimum, to review academic progress
10 and inform future course taking.

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

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

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

31 (4) School districts shall involve parents and legal guardians to
32 the greatest extent feasible in the process of developing and
33 updating the high school and beyond plan. The plan must be provided
34 to the student and the students' parents or legal guardians in a
35 language the student and parents or legal guardians understand.

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

1 (6) School districts are strongly encouraged to partner with
2 student serving community-based organizations that support career
3 exploration and preparation for postsecondary and career pathways.
4 These partnerships may include high school and beyond plan
5 coordination and planning, data-sharing agreements, and secure access
6 to individual student high school and beyond plans.

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

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

11 (b) Identification of secondary and postsecondary education and
12 training goals;

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

14 (i) Includes information about options for satisfying state and
15 local graduation requirements;

16 (ii) Satisfies state and local graduation requirements;

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

19 (iv) Identifies available advanced course sequences per the
20 school district's academic acceleration policy, as described in RCW
21 28A.320.195, that include dual credit courses or other programs and
22 are aligned with the student's goals;

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

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

28 (vii) Identifies, if applicable, career and technical education
29 and paid work experience opportunities that can lead to technical
30 college certifications and apprenticeships; and

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

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

38 (i) The college bound scholarship program established in chapter
39 28B.118 RCW, the Washington college grant, and other scholarship
40 opportunities;

1 (ii) The documentation necessary for completing state and federal
2 financial aid scholarship applications; application timeliness and
3 submission deadlines; and the importance of submitting applications
4 early;

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

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

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

19 (8) Any decision on whether a student has met the high school
20 graduation requirements established by the state board of education
21 for a high school and beyond plan remain at the local level.

22 (9) School districts may establish additional, local requirements
23 for a high school and beyond plan to serve the needs and interests of
24 their students and the purposes of this section.

25 (10) The state board of education shall adopt and revise rules as
26 necessary to implement this section.

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

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

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

7 (a) Enable students to create, personalize, and revise their high
8 school and beyond plan as required by (~~RCW 28A.230.090~~) section 3
9 of this act;

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

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

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

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

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

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

26 (3) Beginning in the 2020-21 school year, each school district
27 must ensure that an electronic high school and beyond plan platform
28 is available to all students who are required to have a high school
29 and beyond plan. School districts shall subsequently adopt a
30 statewide online platform for high school and beyond plans in
31 accordance with section 5 of this act.

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

34 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.230
35 RCW to read as follows:

36 (1)(a) The office of the superintendent of public instruction
37 shall facilitate the transition to and adoption of a statewide online
38 platform for high school and beyond plans required by RCW
39 28A.230.090. In meeting the requirements of this subsection (1), the

1 office of the superintendent of public instruction must conduct a
2 cost analysis and feasibility study to inform development or adoption
3 of the platform. The analysis must:

4 (i) Include an inventory of existing vendors who meet the
5 criteria provided in (b) of this subsection (1) and RCW
6 28A.230.215(2) and section 3 of this act;

7 (ii) Include an estimate of the anticipated costs associated with
8 the development of the platform that incorporates the requirements
9 provided in (b) of this subsection (1) and RCW 28A.230.215(2);

10 (iii) Address the need for technical assistance and professional
11 development to support the transition to a statewide platform; and

12 (iv) Be submitted to the governor, and the education policy and
13 fiscal committees of the legislature by September 2024.

14 (b) The statewide platform must include the following features
15 and capabilities to ensure equity in high school and beyond plan
16 implementation and engagement throughout the state:

17 (i) Full integration between high school and beyond plan course
18 planning capabilities and the most commonly used student information
19 data platforms;

20 (ii) College, career, and aptitude assessments that provide
21 relevant career exploration recommendations to students;

22 (iii) Capabilities permitting students, parents or legal
23 guardians, applicable school district personnel, and approved
24 community partners who support students' career and college
25 preparation to develop support and recovery plans for students, if
26 needed;

27 (iv) Accessibility options for students needing accommodations
28 including visual aids and voice dictation;

29 (v) Document printing capabilities that align with student and
30 staff needs;

31 (vi) The ability to retrieve student course and grade
32 information;

33 (vii) Sufficient flexibility for incorporating differing and
34 locally determined school district requirements; and

35 (viii) The ability to grant secure access to the platform to
36 student serving community-based providers that support career
37 exploration and postsecondary and career pathways.

38 (c) In meeting the requirements of this section, the office of
39 the superintendent of public instruction must also address how the
40 statewide online platform will align with school to postschool

1 transition plans for students with an individualized education
2 program transition plan.

3 (2)(a) Subject to the availability of amounts appropriated for
4 this specific purpose, and after the requirements in subsection (1)
5 of this section have been met, the office of the superintendent of
6 public instruction shall develop and adopt a statewide online
7 platform for the high school and beyond plans required by RCW
8 28A.230.090.

9 (b) Within two years of adoption of the statewide platform
10 required by this subsection (2), school districts must transition to
11 the adopted platform.

12 (c) The office of the superintendent of public instruction shall
13 develop guidance, provide technical assistance, and support the
14 facilitation of statewide professional development for school
15 districts and partner organizations in transitioning to the statewide
16 platform.

17 (3) In implementing subsections (1) and (2) of this section, the
18 office of the superintendent of public instruction shall seek input
19 from the state board of education, educators, school and district
20 administrators, school counselors, families, students, the student
21 achievement council, institutions of higher education as defined in
22 RCW 28B.10.016, and community partners who support students' career
23 and college preparation.

24 (4) The office of the superintendent of public instruction may
25 partner with community and regional networks and organizations that
26 support students' career and college preparation in the analysis,
27 selection, and implementation of a statewide platform for the high
28 school and beyond plans.

29 (5) The office of the superintendent of public instruction may
30 adopt and revise rules as necessary to implement this section.

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

33 Subject to the availability of amounts appropriated for this
34 specific purpose, the office of the superintendent of public
35 instruction shall work with school districts, including teachers,
36 principals, and school counselors, educational service districts, the
37 Washington state school directors' association, institutions of
38 higher education (~~as defined in RCW 28B.10.016~~) that are authorized
39 to participate in state student financial aid programs under chapter

1 28B.92 RCW, students, and parents and guardians to identify best
2 practices for high school and beyond plans that districts and schools
3 may employ when complying with high school and beyond plan
4 requirements adopted (~~(in accordance with RCW 28A.230.090)~~) under
5 section 3 of this act. The identified best practices, which must
6 consider differences in enrollment and other factors that distinguish
7 districts from one another, must be posted on the website of the
8 office of the superintendent of public instruction by September 1,
9 2019, and may be revised periodically as necessary.

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

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

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

19 (i) The eligibility requirements of the Washington college grant;
20 (ii) The requirements of the financial aid advising day;
21 (iii) The process for opting out of the financial aid advising
22 day; and

23 (iv) Any community-based resources available to assist parents
24 and guardians in understanding the requirements of and how to
25 complete the free application for federal student aid and the
26 Washington application for state financial aid.

27 (2) Districts may administer the financial aid advising day, as
28 defined in RCW 28A.300.815, in accordance with information-sharing
29 requirements (~~(set in)~~) for the high school and beyond plan (~~(in)~~)
30 required by RCW 28A.230.090.

31 (3) The Washington state school directors' association, with
32 assistance from the office of the superintendent of public
33 instruction and the Washington student achievement council, shall
34 develop a model policy and procedure that school district board of
35 directors may adopt. The model policy and procedure must describe
36 minimum standards for a financial aid advising day as defined in RCW
37 28A.300.815.

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

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

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

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

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

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

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

18 (d) The student has demonstrated skills and knowledge indicating
19 preparation for the next steps identified in their high school and
20 beyond plan (~~under~~) required by RCW 28A.230.090 and for success in
21 postsecondary education, gainful employment, and civic engagement.

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

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

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

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

31 (d) Report student level emergency waiver data to the office of
32 the superintendent of public instruction in a manner determined by
33 the superintendent of public instruction in consultation with the
34 state board of education;

35 (e) Determine if there is disproportionality among student
36 subgroups receiving emergency waivers and, if so, take appropriate
37 corrective actions to ensure equitable administration. At a minimum,
38 the subgroups to be examined must include those referenced in RCW

1 28A.300.042(3). If further disaggregation of subgroups is available,
2 the school district shall also examine those subgroups; and

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

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

11 (b) The state board of education, by December 15, 2021, and
12 within existing resources, shall provide the education committees of
13 the legislature with a summary of the emergency waiver data provided
14 by the office of the superintendent of public instruction under this
15 subsection (3) for students in the graduating classes of 2020 and
16 2021. The summary must include the following information:

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

23 (ii) An analysis of any concerns regarding school district
24 implementation, including any concerns related to school district
25 demonstrations of good faith efforts as required by subsection (1)(b)
26 of this section, identified by the state board of education during
27 its review of the data.

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

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

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

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

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

40 (5) For purposes of this section:

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

4 (b) "School district" means any school district, charter school
5 established under chapter 28A.710 RCW, tribal compact school operated
6 according to the terms of state-tribal education compacts authorized
7 under chapter 28A.715 RCW, private school, state school established
8 under chapter 72.40 RCW, and community and technical college granting
9 high school diplomas.

10 NEW SECTION. **Sec. 9.** RCW 28A.655.270 (Student support for
11 graduation—Student learning plans) and 2019 c 252 s 203 are each
12 repealed.

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