
SENATE BILL 5243

State of Washington

68th Legislature

2023 Regular Session

By Senator Wellman; 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, 28A.230.320,
3 28A.300.900, and 28A.655.250; adding a new section to chapter 28A.230
4 RCW; and repealing RCW 28A.655.270.

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

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

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

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

20 (b) Except as provided otherwise in this subsection, the
21 certificate of academic achievement requirements under RCW

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

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

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

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

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

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

37 ~~(iv) School districts are encouraged to involve parents and~~
38 ~~guardians in the process of developing and updating the high school~~
39 ~~and beyond plan, and the plan must be provided to the students'~~
40 ~~parents or guardians in their native language if that language is one~~

1 of the two most frequently spoken non-English languages of students
2 in the district. Nothing in this subsection (1)(c)(iv) prevents
3 districts from providing high school and beyond plans to parents and
4 guardians in additional languages that are not required by this
5 subsection.

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

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

10 (B) Identification of educational goals;

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

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

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

20 (I) Includes information about options for satisfying state and
21 local graduation requirements;

22 (II) Satisfies state and local graduation requirements;

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

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

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

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

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

1 required to provide financial and tax information necessary to
2 complete applications; and

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

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

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

20 ~~((e))~~ (d)(i) The state board of education shall adopt rules to
21 implement the career and college ready graduation requirement
22 proposal adopted under board resolution on November 10, 2010, and
23 revised on January 9, 2014, to take effect beginning with the
24 graduating class of 2019 or as otherwise provided in this subsection
25 ~~(1)((e))~~ (d). The rules must include authorization for a school
26 district to waive up to two credits for individual students based on
27 a student's circumstances, provided that none of the waived credits
28 are identified as mandatory core credits by the state board of
29 education. School districts must adhere to written policies
30 authorizing the waivers that must be adopted by each board of
31 directors of a school district that grants diplomas. The rules must
32 also provide that the content of the third credit of mathematics and
33 the content of the third credit of science may be chosen by the
34 student based on the student's interests and high school and beyond
35 plan with agreement of the student's parent or guardian or agreement
36 of the school counselor or principal, or as provided in RCW
37 28A.230.300(4).

38 (ii) School districts may apply to the state board of education
39 for a waiver to implement the career and college ready graduation
40 requirement proposal beginning with the graduating class of 2020 or

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

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

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

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

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

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

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

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

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

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

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

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

32 (1)(a) Beginning in the seventh grade, each student must be
33 administered a career interest and skills inventory which is intended
34 to be used to inform eighth grade course taking and development of a
35 high school and beyond plan. No later than eighth grade, each student
36 must have a high school and beyond plan that includes a proposed plan
37 for first-year high school courses aligned with graduation
38 requirements 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 ninth grade, the high school and beyond plan must be
4 updated to ensure that the student takes a mathematics course in both
5 ninth and 10th grades. These courses may include career and technical
6 education equivalencies in mathematics adopted pursuant to RCW
7 28A.230.097.

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

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

31 (3) 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, adhering to the principles
34 outlined in RCW 28A.183.020.

35 (a) The plan must be provided to the student and the students'
36 parents or legal guardians in a language the student and parents or
37 legal guardians understand and in accordance with the school
38 district's language access policy and procedures as required under
39 chapter 28A.183 RCW, which may require language assistance for

1 students and parents or legal guardians with limited English
2 proficiency.

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

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

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

15 (b) Identification of educational goals;

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

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

19 (ii) Satisfies state and local graduation requirements;

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

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

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

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

31 (vii) If applicable, identifies opportunities for partial credit
32 accrual, including accrual of mastery-based credit, to eliminate
33 barriers for on-time grade level progression and graduation per RCW
34 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 the applications;
2 application timeliness and submission deadlines; the importance of
3 submitting applications early;

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

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

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

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

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

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

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

37 (2) Subject to the availability of amounts appropriated for this
38 specific purpose, the office of the superintendent of public
39 instruction shall facilitate the creation of a list of available

1 electronic platforms for the high school and beyond plan. Platforms
2 eligible to be included on the list must meet the following
3 requirements:

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

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

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

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

16 (e) Comply with state and federal requirements for student
17 privacy;

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

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

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

27 (4) The office of the superintendent of public instruction shall
28 facilitate the transition to and adoption of a common online platform
29 for the high school and beyond plan. The office must conduct a cost
30 analysis and feasibility study to inform development or adoption of a
31 statewide platform. The analysis must include an inventory of
32 existing vendors who meet the criteria outlined in (a) of this
33 subsection and subsection (2) of this section and section 2 of this
34 act, and costs associated with the development of a statewide
35 platform that incorporates all requirements indicated in (a) of this
36 subsection and subsection (2) of this section. The office must submit
37 costs to the governor, and the education policy and fiscal committees
38 of the legislature by September 2024.

39 (a) In addition to the requirements outlined in subsection (2) of
40 this section, the statewide platform must include the following

1 elements and capabilities to ensure equity in high school and beyond
2 plans implementation and engagement across the state:

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

6 (ii) College, career, and aptitude assessments that provide in-
7 platform relevant recommendations to students;

8 (iii) The ability for staff to make notes and develop support and
9 recovery plans for students, if needed;

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

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

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

19 (vii) The ability for school districts to customize or add
20 features to align with local needs and local graduation requirements.

21 (b) The office must also include considerations around how the
22 statewide tool will operate in alignment with school to postschool
23 transition plans required for students with an individualized
24 education program transition plan to create efficiencies and reduce
25 redundancy with the high school and beyond plan process and statewide
26 tool.

27 (c) The cost and feasibility study must include needs for
28 statewide technical assistance and professional development to
29 support the transition to a statewide tool.

30 (5) Subject to the availability of amounts appropriated for this
31 specific purpose, the office of the superintendent of public
32 instruction must develop or adopt a universal high school and beyond
33 planning tool.

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

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

39 (7) In carrying out subsections (4) and (5) of this section, the
40 office of the superintendent of public instruction shall seek input

1 from the state board of education, educators, school and district
2 administrators, school counselors, families, students, higher
3 education, and community partners who support students' career and
4 college preparation.

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

7 **Sec. 4.** RCW 28A.230.091 and 2018 c 229 s 2 are each amended to
8 read as follows:

9 Subject to the availability of amounts appropriated for this
10 specific purpose, the office of the superintendent of public
11 instruction shall work with school districts, including teachers,
12 principals, and school counselors, educational service districts, the
13 Washington state school directors' association, institutions of
14 higher education as defined in RCW 28B.10.016, students, and parents
15 and guardians to identify best practices for high school and beyond
16 plans that districts and schools may employ when complying with high
17 school and beyond plan requirements adopted in accordance with ((RCW
18 ~~28A.230.090~~)) section 2 of this act. The identified best practices,
19 which must consider differences in enrollment and other factors that
20 distinguish districts from one another, must be posted on the website
21 of the office of the superintendent of public instruction by
22 September 1, 2019, and may be revised periodically as necessary.

23 **Sec. 5.** RCW 28A.230.310 and 2020 c 307 s 4 are each amended to
24 read as follows:

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

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

- 32 (i) The eligibility requirements of the Washington college grant;
33 (ii) The requirements of the financial aid advising day;
34 (iii) The process for opting out of the financial aid advising
35 day; and
36 (iv) Any community-based resources available to assist parents
37 and guardians in understanding the requirements of and how to

1 complete the free application for federal student aid and the
2 Washington application for state financial aid.

3 (2) Districts may administer the financial aid advising day, as
4 defined in RCW 28A.300.815, in accordance with information-sharing
5 requirements set in the high school and beyond plan in ((RCW
6 ~~28A.230.090~~)) section 2 of this act.

7 (3) The Washington state school directors' association, with
8 assistance from the office of the superintendent of public
9 instruction and the Washington student achievement council, shall
10 develop a model policy and procedure that school district board of
11 directors may adopt. The model policy and procedure must describe
12 minimum standards for a financial aid advising day as defined in RCW
13 28A.300.815.

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

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

18 **Sec. 6.** RCW 28A.230.320 and 2021 c 7 s 2 are each amended to
19 read as follows:

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

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

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

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

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

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

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

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

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

8 (d) Report student level emergency waiver data to the office of
9 the superintendent of public instruction in a manner determined by
10 the superintendent of public instruction in consultation with the
11 state board of education;

12 (e) Determine if there is disproportionality among student
13 subgroups receiving emergency waivers and, if so, take appropriate
14 corrective actions to ensure equitable administration. At a minimum,
15 the subgroups to be examined must include those referenced in RCW
16 28A.300.042(3). If further disaggregation of subgroups is available,
17 the school district shall also examine those subgroups; and

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

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

26 (b) The state board of education, by December 15, 2021, and
27 within existing resources, shall provide the education committees of
28 the legislature with a summary of the emergency waiver data provided
29 by the office of the superintendent of public instruction under this
30 subsection (3) for students in the graduating classes of 2020 and
31 2021. The summary must include the following information:

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

38 (ii) An analysis of any concerns regarding school district
39 implementation, including any concerns related to school district
40 demonstrations of good faith efforts as required by subsection (1)(b)

1 of this section, identified by the state board of education during
2 its review of the data.

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

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

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

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

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

15 (5) For purposes of this section:

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

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

25 **Sec. 7.** RCW 28A.300.900 and 2018 c 228 s 1 are each amended to
26 read as follows:

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

34 (2) In accordance with this section, by November 1, 2018, the
35 office of the superintendent of public instruction shall solicit
36 input from persons and organizations with an interest or relevant
37 expertise in registered preapprenticeship programs, registered youth
38 apprenticeship programs, or both, and employer-based
39 preapprenticeship and youth apprenticeship programs, and provide a

1 report to the governor and the education committees of the house of
2 representatives and the senate that includes recommendations for:

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

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

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

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

24 **Sec. 8.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
25 read as follows:

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

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

33 (ii) Satisfying credit requirements for graduation;

34 (iii) Demonstrating career and college readiness through
35 completion of the high school and beyond plan as required by ((~~RCW~~
36 ~~28A.230.090~~)) section 2 of this act; and

37 (iv) Meeting the requirements of at least one graduation pathway
38 option established in this section. The pathway options established
39 in this section are intended to provide a student with multiple

1 pathways to graduating with a meaningful high school diploma that are
2 tailored to the goals of the student. A student may choose to pursue
3 one or more of the pathway options under (b) of this subsection, but
4 any pathway option used by a student to demonstrate career and
5 college readiness must be in alignment with the student's high school
6 and beyond plan.

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

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

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

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

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

1 politics; or any of the international baccalaureate individuals and
2 societies courses. For mathematics, successfully completing any of
3 the following courses meets the standard: AP statistics, computer
4 science, computer science principles, or calculus; or any of the
5 international baccalaureate mathematics courses;

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

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

12 (vii) Meet standard in the armed services vocational aptitude
13 battery; and

14 (viii) Complete a sequence of career and technical education
15 courses that are relevant to a student's postsecondary pathway,
16 including those leading to workforce entry, state or nationally
17 approved apprenticeships, or postsecondary education, and that meet
18 either: The curriculum requirements of core plus programs for
19 aerospace, maritime, health care, information technology, or
20 construction and manufacturing; or the minimum criteria identified in
21 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a
22 student to enroll in a preparatory course that is approved under RCW
23 28A.700.030 for the purposes of demonstrating career and college
24 readiness under this section.

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

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

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

--- END ---