
ENGROSSED SECOND SUBSTITUTE SENATE BILL 5243

AS AMENDED BY THE HOUSE

Passed Legislature - 2023 Regular Session

State of Washington 68th Legislature 2023 Regular Session

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

READ FIRST TIME 02/22/23.

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

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

7 NEW SECTION. **Sec. 1.** (1) The legislature recognizes that the
8 high school and beyond plan is both a graduation requirement and a
9 critical component in our education system. However, the practices
10 and technologies that school districts employ for facilitating high
11 school and beyond plans vary significantly. These variances can
12 create inequities for students and families, and do not reflect the
13 legislature's vision for the role of the high school and beyond plan
14 in promoting student success in secondary and postsecondary
15 endeavors.

16 (2) A universal online high school and beyond plan platform that
17 can be readily accessed by students, parents, teachers, and others
18 who support academic progress will alleviate equity issues and create
19 new opportunities for students to develop and curate plans that align
20 with their needs and interests. With the assistance of a flexible,
21 portable, and expandable platform, all students with high school and

1 beyond plans will be able to easily personalize and revise their
2 plans, explore education options of relevance and interest, and
3 receive supports that will help them make informed choices about
4 their education and career objectives.

5 (3) The legislature, therefore, intends to revise and strengthen
6 high school and beyond plan requirements and to direct the office of
7 the superintendent of public instruction to facilitate the transition
8 to a universal online high school and beyond plan platform to guide
9 students' secondary education experiences and ensure preparation for
10 their postsecondary goals.

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

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

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

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

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

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

5 ~~(B) For students with an individualized education program, the~~
6 ~~high school and beyond plan must be developed in alignment with their~~
7 ~~individualized education program. The high school and beyond plan~~
8 ~~must be developed in a similar manner and with similar school~~
9 ~~personnel as for all other students.~~

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

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

24 ~~(iv) School districts are encouraged to involve parents and~~
25 ~~guardians in the process of developing and updating the high school~~
26 ~~and beyond plan, and the plan must be provided to the students'~~
27 ~~parents or guardians in their native language if that language is one~~
28 ~~of the two most frequently spoken non-English languages of students~~
29 ~~in the district. Nothing in this subsection (1)(c)(iv) prevents~~
30 ~~districts from providing high school and beyond plans to parents and~~
31 ~~guardians in additional languages that are not required by this~~
32 ~~subsection.~~

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

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

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

38 ~~(C) Identification of dual credit programs and the opportunities~~
39 ~~they create for students, including eligibility for automatic~~
40 ~~enrollment in advanced classes under RCW 28A.320.195, career and~~

1 technical education programs, running start programs, AP courses,
2 international baccalaureate programs, and college in the high school
3 programs;

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

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

7 (I) Includes information about options for satisfying state and
8 local graduation requirements;

9 (II) Satisfies state and local graduation requirements;

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

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

15 (V) Includes information about the college bound scholarship
16 program, the Washington college grant, and other scholarship
17 opportunities;

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

21 (I) Information about the documentation necessary for completing
22 the applications; application timeliness and submission deadlines;
23 the importance of submitting applications early; information specific
24 to students who are or have been in foster care; information specific
25 to students who are, or are at risk of being, homeless; information
26 specific to students whose family member or guardians will be
27 required to provide financial and tax information necessary to
28 complete applications; and

29 (II) Opportunities to participate in sessions that assist
30 students and, when necessary, their family members or guardians, fill
31 out financial aid applications; and

32 (G) By the end of the twelfth grade, a current resume or activity
33 log that provides a written compilation of the student's education,
34 any work experience, and any community service and how the school
35 district has recognized the community service pursuant to RCW
36 28A.320.193.

37 (d)) as provided for under section 3 of this act and RCW
38 28A.230.215. Any decision on whether a student has met the state
39 board's high school graduation requirements for a high school and
40 beyond plan shall remain at the local level. Effective with the

1 graduating class of 2015, the state board of education may not
2 establish a requirement for students to complete a culminating
3 project for graduation. A district may establish additional, local
4 requirements for a high school and beyond plan to serve the needs and
5 interests of its students and the purposes of this section.

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

24 (ii) School districts may apply to the state board of education
25 for a waiver to implement the career and college ready graduation
26 requirement proposal beginning with the graduating class of 2020 or
27 2021 instead of the graduating class of 2019. In the application, a
28 school district must describe why the waiver is being requested, the
29 specific impediments preventing timely implementation, and efforts
30 that will be taken to achieve implementation with the graduating
31 class proposed under the waiver. The state board of education shall
32 grant a waiver under this subsection ~~(1)~~~~((e))~~ (d) to an applying
33 school district at the next subsequent meeting of the board after
34 receiving an application.

35 ~~((iii)) A school district must update the high school and beyond~~
36 ~~plans for each student who has not earned a score of level 3 or level~~
37 ~~4 on the middle school mathematics assessment identified in RCW~~
38 ~~28A.655.070 by ninth grade, to ensure that the student takes a~~
39 ~~mathematics course in both ninth and tenth grades. This course may~~

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

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

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

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

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

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

1 (a) The course was taken with high school students, if the
2 academic level of the course exceeds the requirements for seventh and
3 eighth grade classes, and the student has successfully passed by
4 completing the same course requirements and examinations as the high
5 school students enrolled in the class; or

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

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

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

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

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

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

31 (b) For each student who has not earned a score of level 3 or 4
32 on the middle school mathematics assessment identified in RCW
33 28A.655.070 by ninth grade, the high school and beyond plan must be
34 updated to ensure that the student takes a mathematics course in both
35 ninth and 10th grades. These courses may include career and technical
36 education equivalencies in mathematics adopted pursuant to RCW
37 28A.230.097.

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

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

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

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

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

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

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

1 school district's language access policy and procedures as required
2 under chapter 28A.183 RCW.

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

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

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

13 (b) Identification of secondary and postsecondary education and
14 training goals;

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

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

18 (ii) Satisfies state and local graduation requirements;

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

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

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

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

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

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

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

1 (i) The college bound scholarship program established in chapter
2 28B.118 RCW, the Washington college grant created in RCW 28B.92.200,
3 and other scholarship opportunities;

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

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

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

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

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

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

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

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

33 (1) The legislature finds that fully realizing the potential of
34 high school and beyond plans as meaningful tools for articulating and
35 revising pathways for graduation will require additional school
36 counselors and family coordinators. The legislature further finds
37 that the development and implementation of an online electronic
38 platform for high school and beyond plans will be an appropriate and
39 supportive action that will assist students, parents and guardians,

1 educators, ~~((and))~~ school counselors, and other staff who support
2 students' career and college preparation as the legislature explores
3 options for funding additional school counselors.

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

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

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

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

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

21 ~~(e) Comply with state and federal requirements for student~~
22 ~~privacy;~~

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

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

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

32 ~~((4))~~ (3) The office of the superintendent of public
33 instruction shall facilitate the transition to a universal online
34 high school and beyond plan platform that will ensure consistent and
35 equitable access to the needed information and support to guide
36 students' educational experience and ensure preparation for their
37 postsecondary plans.

38 (a) By January 1, 2024, the office of the superintendent of
39 public instruction must develop a preliminary list of existing
40 vendors who can provide or build a platform that meets the criteria

1 outlined in subsection (4) of this section and that supports the high
2 school and beyond plan elements identified in section 3 of this act
3 and has the capabilities to support the new elements identified in
4 section 5 of this act. The office of the superintendent of public
5 instruction must submit the list of existing vendors and estimated
6 costs associated with statewide implementation of the universal
7 platform to the governor and the education policy and fiscal
8 committees of the legislature.

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

13 (c) By October 1, 2024, the office of the superintendent of
14 public instruction must develop an implementation plan including both
15 an estimated timeline and updated cost estimates, including the
16 technical assistance, technology updates, ongoing maintenance
17 requirements, and adjustments to the technology funding formula, and
18 statewide professional development that may be needed, for completing
19 full statewide implementation of the universal platform in all school
20 districts. In the implementation plan, the office of the
21 superintendent of public instruction may include a cost alternative
22 for educational service districts to host the universal platform for
23 school districts of the second class when such a district does not
24 have sufficient technology resources to implement and maintain the
25 universal platform.

26 (4) (a) In addition to the requirements outlined in section 3 of
27 this act, the universal platform must have the capability to be
28 routinely updated and modified in order to include the following
29 elements and capabilities to ensure equity in high school and beyond
30 plans implementation and engagement across the state that:

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

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

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

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

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

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

14 (vii) Include a catalog containing meaningful, high quality
15 career exploration opportunities and resources beyond the traditional
16 college, career, and aptitude assessments that are submitted by
17 approved entities (community organizations, institutions of higher
18 education that are authorized to participate in state financial aid
19 programs under chapter 28B.92 RCW, and employers) and vetted by
20 state-selected approvers that allow students to register for or apply
21 to participate in the opportunities (programs, classes, internships,
22 preapprenticeships, online courses, etc.) or access the resources.
23 The universal platform should use completion data from these
24 opportunities to make recommendations to students to include in their
25 high school beyond plans;

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

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

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

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

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

14 (xiii) A dedicated space where students can store additional
15 evidence of their learning and postsecondary preparation, such as
16 videos, essays, art, awards and recognitions, screencasts, letters of
17 recommendation, industry certifications, microcredentials or other
18 mastery-based learning recognitions, and work-integrated learning
19 experiences. The universal platform should include the ability for
20 students and staff to provide access to this portfolio in its
21 entirety or in selected parts to relevant third parties, including
22 institutions of higher education that are authorized to participate
23 in state financial aid programs under chapter 28B.92 RCW, branches of
24 the military, potential employers, or preapprenticeship
25 opportunities;

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

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

39 (xvi) The ability for school districts to customize or add
40 features unique to local needs and local graduation requirements,

1 including the capability to auto-align data with the local school
2 districts' graduation requirements or the ability to enter those
3 requirements manually.

4 (b) The office of the superintendent of public instruction must
5 also ensure that the universal platform will permit transition plans
6 required by RCW 28A.155.220 to be incorporated into the universal
7 platform in a manner that eliminates the need to create duplicate or
8 substantially similar transition plans in other electronic or
9 nonelectronic formats.

10 (5)(a) Within two years of completing the universal platform
11 development and alignment with the requirements in this section and
12 section 3 of this act, school districts must provide students with
13 access to the adopted universal platform.

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

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

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

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

35 NEW SECTION. Sec. 5. (1) After selection of the vendor for the
36 universal online high school and beyond plan platform as required in
37 RCW 28A.230.215, the office of the superintendent of public
38 instruction, in consultation with the state board of education, shall
39 report to the governor and education committees of the legislature

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

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

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

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

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

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

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

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

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

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

3 Subject to the availability of amounts appropriated for this
4 specific purpose, the office of the superintendent of public
5 instruction shall work with school districts, including teachers,
6 principals, and school counselors, educational service districts, the
7 Washington state school directors' association, institutions of
8 higher education (~~(as defined in RCW 28B.10.016)~~) that are authorized
9 to participate in state financial aid programs under chapter 28B.92
10 RCW, students, and parents and guardians to identify best practices
11 for high school and beyond plans that districts and schools may
12 employ when complying with high school and beyond plan requirements
13 adopted in accordance with (~~(RCW 28A.230.090)~~) section 3 of this act
14 and RCW 28A.230.215. The identified best practices, which must
15 consider differences in enrollment and other factors that distinguish
16 districts from one another, must be posted on the website of the
17 office of the superintendent of public instruction by September 1,
18 2019, and may be revised periodically as necessary.

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

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

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

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

36 (2) Districts may administer the financial aid advising day, as
37 defined in RCW 28A.300.815, in accordance with information-sharing
38 requirements set in the high school and beyond plan in (~~(RCW~~
39 ~~28A.230.090)~~) section 3 of this act and RCW 28A.230.215.

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

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

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

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

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

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

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

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

27 (d) The student has demonstrated skills and knowledge indicating
28 preparation for the next steps identified in their high school and
29 beyond plan under (~~RCW 28A.230.090~~) section 3 of this act and RCW
30 28A.230.215 and for success in postsecondary education, gainful
31 employment, and civic engagement.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13 (5) For purposes of this section:

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

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

23 **Sec. 9.** RCW 28A.300.900 and 2018 c 228 s 1 are each amended to
24 read as follows:

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

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

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

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

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

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

22 **Sec. 10.** RCW 28A.655.250 and 2021 c 7 s 3 are each amended to
23 read as follows:

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

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

31 (ii) Satisfying credit requirements for graduation;

32 (iii) Demonstrating career and college readiness through
33 completion of the high school and beyond plan as required by RCW
34 28A.230.090 and in accordance with section 3 of this act and RCW
35 28A.230.215; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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