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**SENATE BILL 5902**

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**State of Washington**

**67th Legislature**

**2022 Regular Session**

**By** Senator Wellman; by request of Superintendent of Public Instruction

1 AN ACT Relating to the implementation of high school graduation  
2 credit requirements; amending RCW 28A.230.090, 28A.230.300,  
3 28A.230.215, 28A.230.310, 28A.230.320, 28A.655.250, and 28A.300.900;  
4 creating a new section; 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 ~~(e)(i))~~ Each student must have a high school and beyond plan to  
11 guide the student's high school experience and inform course taking  
12 that is aligned with the student's goals for education or training  
13 and career after high school under the provisions of section 2 of  
14 this act. Any decision on whether a student has met the state board's  
15 high school graduation requirements for a high school and beyond plan  
16 must be made at the local level. Effective with the graduating class  
17 of 2015, the state board of education may not establish a requirement  
18 for students to complete a culminating project for graduation. A  
19 district may establish additional local requirements for a high  
20 school and beyond plan to serve the needs and interests of its  
21 students and the purposes of this section.

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

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

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

1       ~~(B) For students with an individualized education program, the~~  
2 ~~high school and beyond plan must be updated in alignment with their~~  
3 ~~school to postschool transition plan. The high school and beyond plan~~  
4 ~~must be updated in a similar manner and with similar school personnel~~  
5 ~~as for all other students.~~

6       ~~(iv) School districts are encouraged to involve parents and~~  
7 ~~guardians in the process of developing and updating the high school~~  
8 ~~and beyond plan, and the plan must be provided to the students'~~  
9 ~~parents or guardians in their native language if that language is one~~  
10 ~~of the two most frequently spoken non-English languages of students~~  
11 ~~in the district. Nothing in this subsection (1)(c)(iv) prevents~~  
12 ~~districts from providing high school and beyond plans to parents and~~  
13 ~~guardians in additional languages that are not required by this~~  
14 ~~subsection.~~

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

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

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

20       ~~(C) Identification of dual credit programs and the opportunities~~  
21 ~~they create for students, including eligibility for automatic~~  
22 ~~enrollment in advanced classes under RCW 28A.320.195, career and~~  
23 ~~technical education programs, running start programs, AP courses,~~  
24 ~~international baccalaureate programs, and college in the high school~~  
25 ~~programs;~~

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

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

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

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

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

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

37       ~~(V) Includes information about the college bound scholarship~~  
38 ~~program, the Washington college grant, and other scholarship~~  
39 ~~opportunities;~~

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

4 ~~(I) Information about the documentation necessary for completing~~  
5 ~~the applications; application timeliness and submission deadlines;~~  
6 ~~the importance of submitting applications early; information specific~~  
7 ~~to students who are or have been in foster care; information specific~~  
8 ~~to students who are, or are at risk of being, homeless; information~~  
9 ~~specific to students whose family member or guardians will be~~  
10 ~~required to provide financial and tax information necessary to~~  
11 ~~complete applications; and~~

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

15 ~~(G) By the end of the twelfth grade, a current resume or activity~~  
16 ~~log that provides a written compilation of the student's education,~~  
17 ~~any work experience, and any community service and how the school~~  
18 ~~district has recognized the community service pursuant to RCW~~  
19 ~~28A.320.193.~~

20 ~~(d) Any decision on whether a student has met the state board's~~  
21 ~~high school graduation requirements for a high school and beyond plan~~  
22 ~~shall remain at the local level. Effective with the graduating class~~  
23 ~~of 2015, the state board of education may not establish a requirement~~  
24 ~~for students to complete a culminating project for graduation. A~~  
25 ~~district may establish additional, local requirements for a high~~  
26 ~~school and beyond plan to serve the needs and interests of its~~  
27 ~~students and the purposes of this section.~~

28 ~~(e)(i))~~ (c)(i) The state board of education shall adopt rules to  
29 implement the career and college ready graduation requirement  
30 proposal adopted under board resolution on November 10, 2010, and  
31 revised on January 9, 2014, to take effect beginning with the  
32 graduating class of 2019 or as otherwise provided in this subsection  
33 ~~(1)((e))~~ (c). The rules must include authorization for a school  
34 district to waive up to two credits for individual students based on  
35 a student's circumstances, provided that none of the waived credits  
36 are identified as mandatory core credits by the state board of  
37 education. School districts must adhere to written policies  
38 authorizing the waivers that must be adopted by each board of  
39 directors of a school district that grants diplomas. ~~((The rules must~~  
40 ~~also provide that the content of the third credit of mathematics and~~

1 ~~the content of the third credit of science may be chosen by the~~  
2 ~~student based on the student's interests and high school and beyond~~  
3 ~~plan with agreement of the student's parent or guardian or agreement~~  
4 ~~of the school counselor or principal, or as provided in RCW~~  
5 ~~28A.230.300(4).)~~)

6 (ii) School districts may apply to the state board of education  
7 for a waiver to implement the career and college ready graduation  
8 requirement proposal beginning with the graduating class of 2020 or  
9 2021 instead of the graduating class of 2019. In the application, a  
10 school district must describe why the waiver is being requested, the  
11 specific impediments preventing timely implementation, and efforts  
12 that will be taken to achieve implementation with the graduating  
13 class proposed under the waiver. The state board of education shall  
14 grant a waiver under this subsection (1)(~~(e)~~) (c) to an applying  
15 school district at the next subsequent meeting of the board after  
16 receiving an application.

17 (iii) ~~((A school district must update the high school and beyond~~  
18 ~~plans for each student who has not earned a score of level 3 or level~~  
19 ~~4 on the middle school mathematics assessment identified in RCW~~  
20 ~~28A.655.070 by ninth grade, to ensure that the student takes a~~  
21 ~~mathematics course in both ninth and tenth grades. This course may~~  
22 ~~include career and technical education equivalencies in mathematics~~  
23 ~~adopted pursuant to RCW 28A.230.097))~~ (A) The state board of  
24 education shall adopt rules, to take effect beginning with the  
25 graduating class of 2022, that incorporate, at a minimum, the  
26 following credit requirements for graduation:

27 (I) Seven combined credits of social studies and English language  
28 arts, with no less than three credits in either social studies or  
29 English language arts;

30 (II) Six combined credits of mathematics and science, with no  
31 less than two credits in either mathematics or science.

32 (B) Rules adopted under this subsection (1)(c)(iii) may not  
33 increase the overall credit amount required for graduation  
34 established by rule making under (c)(i) of this subsection, nor does  
35 this subsection alter the graduation pathway options under RCW  
36 28A.655.250.

37 (C) The rules adopted under this subsection (1)(c)(iii) must also  
38 provide that the content of any credits beyond the first two credits  
39 in mathematics and the first two credits of science may be chosen by  
40 the student based on the student's interests and high school and

1 beyond plan with the agreement of the student's parent or legal  
2 guardian, an agreement of the school counselor or principal, or as  
3 provided in RCW 28A.230.300(4).

4 (D) In selecting courses to meet the graduation requirements  
5 under this subsection (1)(c)(iii), each student's high school and  
6 beyond plan must be updated to assess progress toward identified  
7 goals, and revised as necessary for changing interests, goals, and  
8 needs, as required under section 2(2)(a) of this act. The school  
9 counselor or other designated staff must also document and provide  
10 the student and student's parent or legal guardian with notification  
11 of the impacts of the credit selection on postsecondary  
12 opportunities.

13 (2) ~~((a))~~ In recognition of the statutory authority of the state  
14 board of education to establish and enforce minimum high school  
15 graduation requirements, the state board shall periodically  
16 reevaluate the graduation requirements and shall ~~((report such~~  
17 findings to the legislature in a timely manner as determined by the  
18 state board)) forward any proposed changes to the high school  
19 graduation requirements to the education committees of the  
20 legislature for review. The legislature shall have the opportunity to  
21 act during a regular legislative session before the changes are  
22 adopted through administrative rule by the state board. Changes that  
23 have a fiscal impact on school districts, as identified by a fiscal  
24 analysis prepared by the office of the superintendent of public  
25 instruction, shall take effect only if formally authorized and funded  
26 by the legislature through the omnibus operating appropriations act  
27 or other enacted legislation.

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

37 ~~(c) The state board shall forward any proposed changes to the~~  
38 ~~high school graduation requirements to the education committees of~~  
39 ~~the legislature for review. The legislature shall have the~~  
40 ~~opportunity to act during a regular legislative session before the~~

1 ~~changes are adopted through administrative rule by the state board.~~  
2 ~~Changes that have a fiscal impact on school districts, as identified~~  
3 ~~by a fiscal analysis prepared by the office of the superintendent of~~  
4 ~~public instruction, shall take effect only if formally authorized and~~  
5 ~~funded by the legislature through the omnibus appropriations act or~~  
6 ~~other enacted legislation.))~~

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

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

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

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

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

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

36 NEW SECTION. **Sec. 2.** HIGH SCHOOL AND BEYOND PLAN. (1)(a) A high  
37 school and beyond plan must be initiated for each student during the  
38 seventh or eighth grade. Each student must be administered a career  
39 interest and skills inventory and develop a proposed plan for first-

1 year high school courses aligned with graduation requirements and  
2 secondary and postsecondary goals. The initial development of the  
3 high school and beyond plan must take into consideration: Assessment  
4 results in RCW 28A.655.070(3)(b); students' interests, goals, and  
5 needs; and available interventions and academic supports, courses, or  
6 both, that are designed for students entering high school who are  
7 potentially not on track to graduate, to enable them to fulfill high  
8 school graduation requirements.

9 (i) Each school district shall provide students who have not met  
10 the standard on state assessments with the opportunity to access  
11 interventions and academic supports, courses, or both, designed to  
12 enable students to meet high school graduation requirements. The  
13 parent or legal guardian shall be notified about these opportunities  
14 as included in the student's high school and beyond plan, preferably  
15 through a parent conference and at least annually until the student  
16 is on track to graduate.

17 (ii) A school district must update the high school and beyond  
18 plan for each student who has not earned a score of level three or  
19 level four on the middle school mathematics assessment identified in  
20 RCW 28A.655.070 by ninth grade, to ensure that the student takes a  
21 mathematics course in both ninth and 10th grades. This course may  
22 include career and technical education equivalencies in mathematics  
23 adopted pursuant to RCW 28A.230.097.

24 (iii) To the extent feasible, schools serving students whose home  
25 language is a language other than English shall translate the high  
26 school and beyond plan into the primary language of the family.

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

32 (2) Each student's high school and beyond plan must be updated  
33 annually to account for students' changing interests, progress toward  
34 graduation and postsecondary goals, and to inform course taking  
35 decisions for the following year.

36 (a) To inform junior year course taking, the high school and  
37 beyond plan must also reflect high school assessment results in RCW  
38 28A.655.070(3)(b) and include a review of transcripts.

39 (b) The plan must identify available interventions and academic  
40 supports, courses, or both, that are designed for students who are



1 not on track to graduate, to enable them to fulfill high school  
2 graduation requirements.

3 (c) The plan must reflect student and parent or legal guardian  
4 understanding of the potential impacts of their course selections on  
5 postsecondary opportunities.

6 (3) School districts are encouraged to involve parents and legal  
7 guardians in the process of developing and updating the high school  
8 and beyond plan, and the plan must be provided to the students'  
9 parents or legal guardians in their native language if that language  
10 is one of the two most frequently spoken non-English languages of  
11 students in the district. Nothing in this section prevents districts  
12 from providing high school and beyond plans to parents and legal  
13 guardians in additional languages that are not required by this  
14 subsection.

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

17 (a) Identification of career goals, aided by a skills and  
18 interest assessment;

19 (b) Identification of educational goals;

20 (c) Identification of dual credit programs and the opportunities  
21 they create for students, including eligibility for automatic  
22 enrollment in advanced classes under RCW 28A.320.195, such as career  
23 and technical education, running start, advanced placement,  
24 international baccalaureate, Cambridge International, and college in  
25 the high school programs;

26 (d) Information about the college bound scholarship program  
27 established in chapter 28B.118 RCW, the Washington college grant, and  
28 other scholarship opportunities;

29 (e) An academic plan for course taking that:

30 (i) Includes information about options for satisfying state and  
31 local graduation requirements;

32 (ii) Satisfies state and local graduation requirements;

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

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

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

4 (i) Information about the documentation necessary for completing  
5 the applications; application timeliness and submission deadlines;  
6 the importance of submitting applications early; information specific  
7 to students who are or have been in foster care; information specific  
8 to students who are, or are at risk of, experiencing homelessness;  
9 information specific to students whose family member or legal  
10 guardians will be required to provide financial and tax information  
11 necessary to complete applications; and

12 (ii) Opportunities to participate in sessions that assist  
13 students and, when necessary, their family members or guardians, with  
14 filling out financial aid applications in accordance with RCW  
15 28A.300.815; and

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

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

27 **Sec. 3.** RCW 28A.230.300 and 2021 c 307 s 1 are each amended to  
28 read as follows:

29 (1) Beginning no later than the 2022-23 school year, each school  
30 district that operates a high school must, at a minimum, provide an  
31 opportunity to access an elective computer science course that is  
32 available to all high school students. School districts are  
33 encouraged to consider community-based or public-private partnerships  
34 in establishing and administering a course, but any course offered in  
35 accordance with this section must be aligned to the state learning  
36 standards for computer science or mathematics.

37 (2) In accordance with the requirements of this section,  
38 beginning in the 2019-20 school year, school districts may award  
39 academic credit for computer science to students based on student

1 completion of a competency examination that is aligned with the state  
2 learning standards for computer science or mathematics and course  
3 equivalency requirements adopted by the office of the superintendent  
4 of public instruction to implement this section. Each school district  
5 board of directors in districts that award credit under this  
6 subsection shall develop a written policy for awarding such credit  
7 that includes:

8 (a) A course equivalency approval procedure;

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

11 (c) An approval process for computer science courses taken before  
12 attending high school under RCW 28A.230.090 (4) and (5).

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

17 (a) The state learning standards for computer science or  
18 mathematics; and

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

21 (4) (a) For purposes of meeting graduation requirements under RCW  
22 28A.230.090, a student may substitute a computer science course  
23 aligned to state computer science learning standards as an  
24 alternative to a third year mathematics or third year science course  
25 if:

26 (i) Prior to the substitution, the school counselor or other  
27 designated staff provides the student and the student's parent or  
28 guardian with written notification of the (~~consequences~~) potential  
29 impacts of the substitution on postsecondary opportunities;

30 (ii) The student, the student's parent or guardian, and the  
31 student's school counselor or principal agree to the substitution;  
32 and

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

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

37 (5) A student may not substitute a computer science course for a  
38 mathematics or science course if the substitution would prevent the  
39 student from obtaining the minimum mathematics and science credit  
40 requirements under RCW 28A.230.090(1)(c)(iii).

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

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

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

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

22       (b) Grant parents or guardians, educators, ~~((and))~~ school  
23 counselors, and staff who support student's career and college  
24 preparation appropriate access to students' high school and beyond  
25 plans;

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

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

33       (e) Comply with state and federal requirements for student  
34 privacy;

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

38       (g) Allow for downloading and printing of all high school and  
39 beyond plan components as a single document; and

1        (h) To the extent possible, include platforms in use by school  
2 districts during the ((2018-19)) 2021-22 school year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

40 (5) For purposes of this section:

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

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

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

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

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

19 (ii) Satisfying credit requirements for graduation;

20 (iii) Demonstrating career and college readiness through  
21 completion of the high school and beyond plan as required by ((RCW  
22 ~~28A.230.090~~)) section 2 of this act; and

23 (iv) Meeting the requirements of at least one graduation pathway  
24 option established in this section. The pathway options established  
25 in this section are intended to provide a student with multiple  
26 pathways to graduating with a meaningful high school diploma that are  
27 tailored to the goals of the student. A student may choose to pursue  
28 one or more of the pathway options under (b) of this subsection, but  
29 any pathway option used by a student to demonstrate career and  
30 college readiness must be in alignment with the student's high school  
31 and beyond plan.

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

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



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

6 (iii) Earn high school credit in a high school transition course  
7 in English language arts and mathematics, an example of which  
8 includes a bridge to college course. For the purposes of this  
9 subsection (1)(b)(iii), "high school transition course" means an  
10 English language arts or mathematics course offered in high school  
11 where successful completion by a high school student ensures the  
12 student college-level placement at participating institutions of  
13 higher education as defined in RCW 28B.10.016. High school transition  
14 courses must satisfy core or elective credit graduation requirements  
15 established by the state board of education. A student's successful  
16 completion of a high school transition course does not entitle the  
17 student to be admitted to an institution of higher education as  
18 defined in RCW 28B.10.016;

19 (iv) Earn high school credit, with a C+ grade, or receiving a  
20 three or higher on the AP exam, or equivalent, in AP, international  
21 baccalaureate, or Cambridge international courses in English language  
22 arts and mathematics; or receiving a four or higher on international  
23 baccalaureate exams. For English language arts, successfully  
24 completing any of the following courses meets the standard: AP  
25 English language and composition literature, macroeconomics,  
26 microeconomics, psychology, United States history, world history,  
27 United States government and politics, or comparative government and  
28 politics; or any of the international baccalaureate individuals and  
29 societies courses. For mathematics, successfully completing any of  
30 the following courses meets the standard: AP statistics, computer  
31 science, computer science principles, or calculus; or any of the  
32 international baccalaureate mathematics courses;

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

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

39 (vii) Meet standard in the armed services vocational aptitude  
40 battery; and

1 (viii) Complete a sequence of career and technical education  
2 courses that are relevant to a student's postsecondary pathway,  
3 including those leading to workforce entry, state or nationally  
4 approved apprenticeships, or postsecondary education, and that meet  
5 either: The curriculum requirements of core plus programs for  
6 aerospace, maritime, health care, information technology, or  
7 construction and manufacturing; or the minimum criteria identified in  
8 RCW 28A.700.030. Nothing in this subsection (1)(b)(viii) requires a  
9 student to enroll in a preparatory course that is approved under RCW  
10 28A.700.030 for the purposes of demonstrating career and college  
11 readiness under this section.

12 (2) While the legislature encourages school districts to make all  
13 pathway options established in this section available to their high  
14 school students, and to expand their pathway options until that goal  
15 is met, school districts have discretion in determining which pathway  
16 options under this section they will offer to students.

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

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

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

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

36 (a) Improving alignment between college-level vocational courses  
37 at institutions of higher education and high school curriculum and  
38 graduation requirements, including high school and beyond plans  
39 required by (~~RCW 28A.230.090~~) section 2 of this act.

1 Recommendations provided under this subsection may include  
2 recommendations for the development or revision of career and  
3 technical education course equivalencies established in accordance  
4 with RCW 28A.700.080(1)(b) for college-level vocational courses  
5 successfully completed by a student while in high school and taken  
6 for dual credit;

7 (b) Identifying and removing barriers that prevent the wider  
8 exploration and use of registered preapprenticeship and registered  
9 youth apprenticeship opportunities by high school students and  
10 opportunities for registered apprenticeships by graduating secondary  
11 students; and

12 (c) Increasing awareness among teachers, school counselors,  
13 students, parents, principals, school administrators, and the public  
14 about the opportunities offered by registered preapprenticeship and  
15 registered youth apprenticeship programs.

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

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

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