BILL REQUEST - CODE REVISER'S OFFICE

BILL REQ. #: Z-0071.3/27 3rd draft

ATTY/TYPIST: CC:jlb

BRIEF DESCRIPTION: Modernizing graduation requirements to better meet the needs of students and making technical changes.

This version of the bill language is outdated. Please refer to this link for the most up to date bill language.

AN ACT Relating to modernizing graduation requirements to better meet the needs of students and making technical changes; amending RCW 28A.230.010, 28A.230.060, 28A.230.090, 28A.230.094, 28A.230.700, 28A.230.050, 28A.230.095, 28A.230.097, 28A.230.130, 28A.230.215, 28A.230.300, 28A.230.305, 28A.230.310, 28A.230.100, and 28A.230.170; reenacting and amending RCW 28A.230.212; adding a new section to chapter 28A.255 RCW; adding new sections to chapter 28A.300 RCW; adding a new section to chapter 28A.305 RCW; creating new sections; repealing RCW 28A.230.122, 28A.230.710, 28A.230.720, and 28A.300.815; and providing an expiration date.

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

PART I
STUDENT HIGH SCHOOL GRADUATION REQUIREMENTS

NEW SECTION. **Sec. 101.** (1) Students, families, educators, employers, higher education representatives, community organizations, and policymakers have expressed that Washington's high school graduation requirements should better support meaningful learning, real-world skill development, and preparation for life after high school.

(2) The state board of education, consistent with its statutory responsibility to establish and periodically review high school graduation requirements, convened the FutureReady task force to collaboratively evaluate Washington's graduation requirements and develop recommendations for updates. The task force included students, families, educators, employers, higher education representatives, community organizations, and policymakers. Over the course of this work, the state board of education gathered input from hundreds of community members through community listening sessions and engaged in formal and informal consultation with tribes.

(3) Through this collaborative process, the FutureReady task force and state board of education developed a shared vision that Washington's graduation framework should maintain high expectations while providing meaningful opportunities for students to personalize their education, explore their interests, and develop the knowledge and skills needed to succeed in a changing world. The framework should: Support development of critical thinking, communication, problem-solving, collaboration, and practical life skills alongside core academic knowledge; recognize that readiness extends beyond academic preparation to include health, well-being, and social-emotional development; and provide students with thoughtful structure and guidance to make informed choices about their education and future.

(4) The legislature recognizes that equitable access to learning opportunities and supports is essential to ensuring that students' choices during high school do not unintentionally limit their future opportunities. Equitable access also requires learning environments that affirm students' identities, cultures, languages, and lived experiences.

(5) The legislature intends to support the state board of education's FutureReady graduation requirement framework by making the statutory changes necessary to implement the framework and by providing specific resources identified as necessary to support implementation, including development of model curricula for health or physical education and for financial education, life skills, and high school and beyond planning.

Sec. 102. RCW 28A.230.010 and 2019 c 221 s 1 are each amended to read as follows:

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: (a) The basic education skills identified in RCW 28A.150.210; (b) the graduation requirements under RCW 28A.230.090; (c) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and (d) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.

(2) ((~~Until September 1, 2021, school~~)) (a) School district boards of directors must provide ((~~high school students~~)) each high school student enrolled in the school district with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under RCW 28A.700.070.

((~~(3) On and after September 1, 2021, any~~)) (b) Every student must have the opportunity to access the course at least once during the four years after the student begins ninth grade.

(c) Any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

((~~(4)~~)) (3)(a) School district boards of directors must provide each high school student enrolled in the school district with the opportunity to access and complete at least one preparatory secondary career and technical education program that meets the criteria in RCW 28A.700.030.

(b) Every student who accesses a program must have the opportunity to complete the program within the four years after the student begins ninth grade.

(4) Students may access statewide equivalency courses and preparatory secondary career and technical education programs at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.

(5) ((~~On and after January 1, 2019, school~~)) School district boards of directors of school districts with fewer than ((~~two thousand~~)) 2,000 students may apply to the superintendent of public instruction for a waiver from the provisions of subsections (2) and (3) of this section and RCW 28A.230.097(2) under RCW 28A.230.015.

Sec. 103. RCW 28A.230.060 and 1991 c 116 s 7 are each amended to read as follows:

Students in the ((~~twelfth~~)) 11th or 12th grade who have not completed a course of study in Washington's history and state government because of previous residence outside the state may have the requirement in RCW ((~~28A.230.090~~)) 28A.230.170 waived by their principal.

Sec. 104. RCW 28A.230.090 and 2024 c 66 s 2 are each amended to read as follows:

(1) In accordance with statutory authority of the state board of education provided in RCW 28A.305.130((~~(4)~~)), the state board of education shall establish ((~~high school~~)) graduation requirements or equivalencies for high school students, ((~~except as provided in RCW 28A.230.122 and 28A.230.710 and~~)) except those equivalencies established by local high schools or school districts under RCW 28A.230.097.

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

~~(b) School districts may apply to the state board of education for a waiver to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall~~

~~grant a waiver under this subsection (2)(b) to an applying school district at the next subsequent meeting of the board after receiving an application.~~

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

~~(3)~~)) graduation requirements in rule that ensure each student is able to demonstrate proficiency in alignment with the goals of basic education established in RCW 28A.150.210 and the purpose of a diploma described in RCW 28A.230.700 through completion of the required courses or competency assessments used to grant students competency-based credit. The rules must take effect beginning with the graduating class of 2032 or as otherwise provided by rule in this subsection (2).

(b) School districts may apply to the state board of education for a waiver to delay implementation of the graduation requirements revised by this act until the graduating class of 2033 instead.

(c)(i) The adopted rules must define all of the following within the 24 credits required by RCW 28A.150.220(3)(b):

(A) Required core credits that all students must complete;

(B) Default personalized pathway requirement credits that all school districts must offer and that serve as the default credits for each student. A student, in consultation with a student's parent or legal guardian and educators, may substitute with other credits when appropriate to support the student's postsecondary plan as documented in the student's high school and beyond plan; and

(C) Elective credits that allow for exploration, specialization, or enrichment.

(ii) The adopted rules must allow students to opt out of up to two credits based on the student's postsecondary plan identified within their high school and beyond plan in consultation with the student's family and the school counselor or principal, provided that none of the waived credits are identified as required core credits by the state board of education.

(3) Pursuant to RCW 28A.150.220, school districts shall give all students the opportunity to complete the graduation requirements established by the state board of education on a schedule that enables all students to complete the graduation requirements within four years of entering ninth grade.

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

(a) Periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board of education, but not less than every 10 years;

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

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

Sec. 105. RCW 28A.230.094 and 2025 c 369 s 203 are each amended to read as follows:

(1)(a) ((~~Beginning with or before the 2020-21 school year, each school district that operates a~~)) Each school district, charter school, and state-tribal education compact school that operates at least one high school must provide a mandatory ((~~one-half credit stand-alone~~)) course in civics for each high school student. ((~~Except as provided by (c) of this subsection, civics content and instruction embedded in other social studies courses do not satisfy the requirements of this subsection.~~))

(b) Credit awarded to students who complete the civics course must be applied to course credit requirements in social studies that are required for high school graduation.

(c) Civics content and instruction required by this section may be embedded in social studies courses that offer students the opportunity to earn both high school and postsecondary credit.

(2) The content of the civics course must include, but is not limited to:

(a) Federal, state, tribal, and local government organization and procedures;

(b) Rights and responsibilities of citizens addressed in the Washington state and United States Constitutions, including the statement of student rights and materials delineated in RCW 28A.230.005;

(c) Current issues addressed at each level of government;

(d) Electoral issues, including elections, ballot measures, initiatives, and referenda;

(e) The study and completion of the civics component of the federally administered naturalization test required of persons seeking to become naturalized United States citizens; ((~~and~~))

(f) The importance in a free society of living the basic values and character traits specified in RCW 28A.150.211; and

(g) Beginning with the graduating class of 2032, content in contemporary world history, geography, and problems, or equivalent content as defined under rules adopted by the state board of education.

(3) ((~~By September 1, 2020, the~~)) The office of the superintendent of public instruction, in collaboration with the Washington state association of county auditors and a 501(c)(3) nonprofit organization engaged in voter outreach and increasing voter participation, shall identify and make available civics materials and resources for use in courses under this section. The materials and resources must be posted on the office of the superintendent of public instruction's website.

Sec. 106. RCW 28A.230.212 and 2026 c 147 s 2 and 2026 c 122 s 2 are each reenacted and amended to read as follows:

(1) Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

(2)(a) By grade seven, each student must be administered a career interest and skills inventory which is intended to be used to inform grade eight course taking and development of an initial high school and beyond plan. No later than grade eight, each student must have begun development of a high school and beyond plan that includes a

proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.

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

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

(a) The high school and beyond plan must be updated in grade 10 to reflect high school assessment results under RCW 28A.655.070(3), ensure student access to advanced course options per the district's academic acceleration policy in RCW 28A.320.195, and assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs.

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

(c) For students with an individualized education program, the high school and beyond plan must be developed and updated in alignment with their school to postschool transition plan. The high school and beyond plan must be (i) developed and updated in a similar manner and with similar school personnel as for all other students and (ii) integrated with the statewide online system for individualized education programs developed under RCW 28A.155.275, to the greatest extent possible, in order to relieve duplication between the two plans.

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

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

(b) School districts must annually provide students in grades eight through 12, and their parents or legal guardians, with comprehensive information about the graduation ((~~pathway options offered by the district and~~)) requirements established by the state board of education under RCW 28A.230.090 and any local district requirements. School districts are strongly encouraged to begin providing this information to students in grade six. School districts must provide this information in a manner that conforms with the school district's language access policy and procedures as required under chapter 28A.183 RCW.

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

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

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

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

(c) An academic plan for course taking that:

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

(ii) Satisfies state and local graduation requirements;

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

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

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

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

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

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

(d) A postsecondary financial aid application element that includes:

(i) Identification of whether the student is enrolled in the college bound scholarship program established in chapter 28B.118 RCW;

(ii) Evidence that the student has received information about completing postsecondary financial aid applications that are required for obtaining financial aid for which the student may be eligible;

(iii) Identification of whether the student has completed state or federal financial aid applications; and

(iv) Evidence that the student has received the following:

(A) Information about the college bound scholarship program, the Washington college grant created in RCW 28B.92.200, the Washington opportunity scholarship established in chapter 28B.145 RCW, and other scholarship opportunities. Beginning with the 2027-28 school year, information provided to the student in accordance with this subsection (6)(d)(iv)(A) must be reviewed by the student and the appropriate staff, to the extent practicable, after the student has indicated completing an applicable postsecondary financial aid application. The purpose of the review is to determine whether the student is or may be eligible for the college bound scholarship program, the Washington college grant, the Washington opportunity scholarship, or other scholarship opportunities, and has completed an applicable postsecondary financial aid application;

(B) The documentation necessary for completing state and federal financial aid applications, including information about application timeliness and submission deadlines, and the importance of submitting applications early;

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

(D) Information about opportunities to participate in advising days and seminars that assist students and, when necessary, their parents or legal guardians, with filling out financial aid applications in accordance with RCW ((~~28A.300.815; and~~)) 28A.230.310;

(E) As part of the financial aid advising day in RCW 28A.230.310, or through other means if necessary, information on completion of the state or federal financial aid form;

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

(G) Beginning with the 2028-29 school year, between September 1st and December 1st of the student's 12th grade year, exposure to federal financial aid eligibility tools and net price calculators and the opportunity to practice, with guidance, filling out the free application for federal student aid or the Washington applications for student financial aid. A student is not required to practice filling out a free application for federal student aid or the Washington application for student financial aid for state financial aid if:

(I) The student or the student's parent or legal guardian affirmatively declines to practice filling out the application; or

(II) Authorized school personnel determines it is not feasible for the student to practice filling out an application; and

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

(7) Any decision on whether a student has met the state board of education's requirements for a high school and beyond plan shall remain at the local level, and a school district may establish additional, local requirements for a high school and beyond plan to serve the needs and interests of its students and the purposes of this section.

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

Sec. 107. RCW 28A.230.700 and 2024 c 66 s 1 are each amended to read as follows:

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

(2) Except as provided in RCW 28A.230.320, ((~~graduation~~)) to graduate from a public high school and ((~~the earning of~~)) earn a high school diploma ((~~must include the following~~)), students must:

(a) ((~~Satisfying~~)) Satisfy the graduation requirements established by the state board of education under RCW 28A.230.090 and complete the high school and beyond plan required by RCW 28A.230.212; and

(b) Satisfy any graduation requirements established by the applicable public high school or school district((~~;~~

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

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

~~(d) Meeting the requirements of at least one graduation pathway option required by RCW 28A.230.710~~)).

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

PART II
SCHOOL DISTRICT REQUIREMENTS

Sec. 201. RCW 28A.230.050 and 2006 c 263 s 416 are each amended to read as follows:

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That individual students ((~~may~~)) must be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

Sec. 202. RCW 28A.230.095 and 2011 c 185 s 5 are each amended to read as follows:

(1) ((~~By the end of the 2008-09 school year, school districts shall~~)) School districts must have in place in elementary schools, middle schools, and high schools assessments or other strategies chosen by the district to assure that students have an opportunity to learn the ((~~essential academic learning requirements~~)) state learning standards in social studies, the arts, and health and fitness. Social studies includes history, geography, civics, economics, and social studies skills. Health and fitness includes, but is not limited to, mental health and suicide prevention education. ((~~Beginning with the 2008-09 school year, school~~)) School districts shall annually submit an implementation verification report to the office of the superintendent of public instruction. The office of the superintendent of public instruction may not require school districts to use a classroom-based assessment in social studies, the arts, and health and fitness to meet the requirements of this section and shall clearly communicate to districts their option to use other strategies chosen by the district.

(2) ((~~Beginning with the 2008-09 school year, school~~)) School districts shall require students in the fourth or fifth grade, seventh or eighth grade, and the ((~~eleventh~~)) 11th or ((~~twelfth~~)) 12th grade to each complete at least one classroom-based assessment in civics. ((~~Beginning with the 2010-11 school year, school districts shall require students in the fourth or fifth grade to complete at least one classroom-based assessment in civics.~~)) The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. ((~~Beginning with the 2008-09 school year, school~~)) School districts shall annually submit implementation verification reports to the office of the superintendent of public instruction documenting the use of the classroom-based assessments in civics.

(3) Verification reports shall require school districts to report only the information necessary to comply with this section.

Sec. 203. RCW 28A.230.097 and 2023 c 407 s 2 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A

career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as ((~~equivalent to~~)) substitutes for high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year.

(2) ((~~School~~)) Pursuant to RCW 28A.230.010, school district boards of directors must, at a minimum, grant academic course equivalency for at least one statewide equivalency high school career and technical course from the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

(3)(a) If the list of courses is revised ((~~after the 2015-16 school year, the~~)), school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(b) Each high school or school district board of directors may additionally adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070 as local equivalency courses in support of RCW 28A.700.070.

(c) Approved local or state equivalency courses at any core, branch, or satellite skill center must be offered for academic credit to all students participating in courses at those sites.

(4) ((~~On and after September 1, 2021, any~~)) Any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit.

(5) Career and technical courses determined to be equivalent to academic core courses as established by rule by the state board of education in accordance with RCW 28A.230.090, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college

credit, or preapprenticeship, as applicable. The certificate shall be part of the student's high school and beyond plan. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

(6) Prior to course scheduling or course registration for the next school term, each public school that serves students in any of grades nine through 12 must provide all students and their parents or legal guardians with information about the opportunities for meeting credit-based graduation requirements through equivalency courses, including those available within the school district or at a skill center.

Sec. 204. RCW 28A.230.130 and 2011 c 77 s 2 are each amended to read as follows:

(1) All public high schools of the state shall provide a program, directly or in cooperation with a community college or another school district, for students whose educational plans include application for entrance to a baccalaureate-granting institution after being granted a high school diploma. The program shall help these students to meet at least the minimum entrance requirements under RCW 28B.10.050.

(2) All public high schools of the state shall provide a program, directly or in cooperation with a community or technical college, a ((~~skills [skill]~~)) skill center, an apprenticeship committee, or another school district, for students who plan to pursue career or work opportunities other than entrance to a baccalaureate-granting institution after being granted a high school diploma. These programs may:

(a) Help students demonstrate the application of ((~~essential academic learning requirements~~)) state learning standards to the world of work, occupation-specific skills, knowledge of more than one career in a chosen pathway, and employability and leadership skills; and

(b) Help students demonstrate the knowledge and skill needed to prepare for industry certification, and/or have the opportunity to articulate to postsecondary education and training programs.

(3) Within existing resources, all public high schools in the state shall:

(a) Work towards the goal of offering a sufficient number of high school courses that give students the opportunity to earn the

equivalent of a year's worth of postsecondary credit towards a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree. These high school courses are those advanced courses that have accompanying proficiency exams or demonstrated competencies that are used to demonstrate postsecondary knowledge and skills; and

(b) Inform students and their families, emphasizing communication to underrepresented groups, about the program offerings and the opportunities to take courses that qualify for postsecondary credit through demonstrated competencies or if the student earns the qualifying score on the proficiency exam. This information shall encourage students to use the twelfth grade as the launch year for an advance start on their career and postsecondary education.

(4) A middle school that receives approval from the office of the superintendent of public instruction to provide a career and technical program in science, technology, engineering, or mathematics directly to students shall receive funding at the same rate as a high school operating a similar program. Additionally, a middle school that provides a hands-on experience in science, technology, engineering, or mathematics with an integrated curriculum of academic content and career and technical education, and includes a career and technical education exploratory component shall also qualify for the career and technical education funding.

Sec. 205. RCW 28A.230.215 and 2026 c 122 s 1 are each amended to read as follows:

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

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

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

(a) By January 1, 2024, the office of the superintendent of public instruction must develop a preliminary list of existing vendors who can provide or build a platform that meets the criteria outlined in subsection (4) of this section and that supports the high school and beyond plan elements identified in RCW 28A.230.212 and has the capabilities to support the new elements identified in section 5, chapter 271, Laws of 2023. The office of the superintendent of public instruction must submit the list of existing vendors and estimated costs associated with statewide implementation of the universal platform to the governor and the education policy and fiscal committees of the legislature.

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

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

(4)(a) In addition to the requirements outlined in RCW 28A.230.212, the universal platform must have the capability to be routinely updated and modified in order to include the following elements and capabilities to ensure equity in high school and beyond plans implementation and engagement across the state that:

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

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

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

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

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

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

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

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

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

(x) Allow for accessibility options for students needing accommodations including, but not limited to, visual aids and voice dictation for students with limited literacy skills;

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

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

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

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

(xv) Provide a space for the student to indicate the ((~~graduation pathway option or options the student has selected to complete and how the selected option or options align with the student's career and postsecondary education goals~~)) personalized pathway requirement courses the student has selected to complete in alignment with the student's career and postsecondary education goals as identified in the student's high school and beyond plan;

(xvi) Has the ability for school districts to customize or add features unique to local needs and local graduation requirements, including the capability to auto-align data with the local school districts' graduation requirements or the ability to enter those requirements manually;

(xvii) Import financial aid application data maintained by the Washington student achievement council to provide an easily accessible way for students, parents or guardians, and authorized school staff to view the student's progress and completion status of state and federal financial aid applications; and

(xviii) Provide electronic notifications, at least annually, to students enrolled in the college bound scholarship program established in chapter 28B.118 RCW that remind them of their enrollment in the program and associated eligibility and other program requirements, and to complete postsecondary financial aid applications required for obtaining financial aid for which the student may be eligible. If possible, notifications provided under this subsection (4)(a)(xviii) should also be provided to the student's parents or guardians.

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

(5)(a) Within two years of completing the universal platform development and alignment with the requirements in this section and RCW 28A.230.212, school districts must provide students with access to the adopted universal platform.

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

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

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

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

Sec. 206. RCW 28A.230.300 and 2024 c 66 s 8 are each amended to read as follows:

(1) ((~~Beginning no later than the 2022-23 school year, each~~)) Each school district that operates a high school must, at a minimum, provide an opportunity to access an elective computer science course that is available to all high school students at least once in the four years within starting ninth grade. School districts are encouraged to consider community-based or public-private partnerships in establishing and administering a course, but any course offered in accordance with this section must be aligned to the state learning standards for computer science or mathematics.

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

(a) A course equivalency approval procedure;

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

(c) An approval process for computer science courses taken before attending high school under RCW 28A.230.740.

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

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

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

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

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

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

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

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

(5) Schools must integrate computer science, technology, and media literacy learning standards in any core required subject areas as established by rule by the state board of education in accordance with RCW 28A.230.090 or as standalone computer science courses.

Sec. 207. RCW 28A.230.305 and 2022 c 250 s 3 are each amended to read as follows:

(1) ((~~Beginning with the 2023-24 school year, school~~)) School districts with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art, throughout the school year. Each student must receive instruction in at least one arts discipline throughout their

elementary and middle education experience. For grades nine through 12, all students must be given the opportunity to take arts coursework each academic year.

(2) Every student must have access to arts education, as part of basic education under RCW 28A.150.210. Arts instruction must be accessible by all students, in a manner that is commensurate with instruction in other core subject areas.

(3)(a) Except as provided in (b) of this subsection, arts instruction must be provided by either: A certificated teacher with an endorsement in the relevant arts discipline; or a certificated teacher actively pursuing an endorsement in the relevant arts discipline.

(b) A person holding a limited teaching certificate may provide arts instruction while either: (i) The school district recruits and hires a certificated teacher with the qualifications provided in (a) of this subsection; or (ii) the certificated teacher with qualifications provided in (a) of this subsection takes leave as provided in the school district's written leave policy required by RCW 28A.400.300.

(4) Instruction under this section must be solely for the arts discipline in the skills and craft of each specific arts discipline as their own end, rather than as a vehicle to enhance learning in any other nonarts subject area. If schools wish to integrate or infuse the arts into other subject matter, they must do so in addition to the regular, formal arts instruction required by this section.

(5) The arts instructors in each school district, as subject matter experts, shall be consulted to determine which specific visual and performing arts courses to offer at given grade levels, so that instruction is properly aligned to state learning standards in the arts and students' developmental stages and vertically aligned to give arts-focused students the best chance for success in their arts college or career pathway.

Sec. 208. RCW 28A.230.310 and 2023 c 271 s 7 are each amended to read as follows:

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

~~(b) Districts~~)) All school districts, charter schools, and state-tribal education compact schools with a high school must provide both

a financial aid advising day and notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the ((~~twelfth~~)) 12th grade. The notification must include information regarding:

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

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

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

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

(2) ((~~Districts may administer the financial aid advising day, as defined in RCW 28A.300.815, in accordance with information-sharing requirements set in the high school and beyond plan in RCW 28A.230.212 and 28A.230.215.~~

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

((~~(4)~~)) (3) As part of the financial aid advising day, school districts may provide the opportunity for students to meet the financial aid application practice opportunities under RCW 28A.230.212.

(4) The office of the superintendent of public instruction shall coordinate with the Washington student achievement council, institutions of higher education, and community-based organizations whenever possible to assist school districts in facilitating opportunities outside of regular school hours for parents and legal guardians to take part in seminars on completing the free application for federal student aid and the Washington application for state financial aid.

(5)(a) Schools must allow students over the age of 18 to opt out and parents or legal guardians of students under the age of 18 to opt their students out of scheduled financial aid advising day activities.

(b) A student may not be denied a diploma or otherwise penalized for failing to complete financial aid applications or for opting out of activities under this subsection (5).

(6) Educational staff, including instructional, administrative, and counseling staff, may not be assessed or penalized on the basis of students' completion of financial aid forms or students' decisions to opt out under subsection (5) of this section.

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

((~~(5)~~)) (8) The office of the superintendent of public instruction may adopt rules for the implementation of this section

(9) For the purposes of this section, a "financial aid advising day" means a day or series of days between September 1st and December 1st of each year that includes, but is not limited to, dedicated time during regular school hours for staff to:

(a) Provide information to 12th grade students on completion of the free application for federal student aid, the Washington application for state financial aid, and the college board's CSS profile;

(b) Assist 12th grade students and their parents and legal guardians in completing the free application for federal student aid and the Washington application for state financial aid; and

(c) In conjunction with the Washington student achievement council, distribute information on the Washington college grant and demonstrate the use of the college financial aid calculator created in RCW 28B.77.280.

NEW SECTION. **Sec. 209.** A new section is added to chapter 28A.255 RCW to read as follows:

(1) Every school district board of directors shall adopt or develop a written policy and procedure for granting students competency-based credit. The school district policy and procedure must include the competency-based crediting methods adopted in rule by the state board of education, and may include additional methods.

(2) Prior to course scheduling or course registration for the next school term, each public school that serves students in any of grades nine through 12 must provide all students and their parents or legal guardians with information about the opportunities for meeting credit-based graduation requirements through competency-based credit

opportunities, including those available within the school district as well as community-based learning.

(3) The Washington state school directors' association shall develop a model policy and procedure in accordance with state board of education rule to support school district implementation with the requirements in this section.

PART III
RULE MAKING AND IMPLEMENTATION

Sec. 301. RCW 28A.230.100 and 2019 c 180 s 3 are each amended to read as follows:

(1) The superintendent of public instruction, in consultation with the state board of education, the student achievement council, the state board for community and technical colleges, ((~~and~~)) the workforce training and education coordinating board, and an organization representing the presidents of the public four-year institutions of higher education, shall adopt rules pursuant to chapter 34.05 RCW, to implement the course requirements set forth in RCW 28A.230.090. The rules shall include, as the superintendent deems necessary, granting equivalencies for, and temporary exemptions from, the course requirements in RCW 28A.230.090 and special alterations of the course requirements in RCW 28A.230.090. In developing such rules the superintendent shall recognize the relevance of vocational and applied courses and allow such courses to fulfill in whole or in part the courses required for graduation in RCW 28A.230.090, as determined by the high school or school district in accordance with RCW 28A.230.097.

(2) The rules created under subsection (1) of this section must include provisions for:

(a) Competency testing in lieu of such courses required for graduation in RCW 28A.230.090;

(b) Competency testing in lieu of electives, including computer science electives created under RCW 28A.230.300, provided applicable state learning standards and equivalency requirements are met; and

(c) Demonstration of specific skill proficiency or understanding of concepts through work or experience.

NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) By August 1, 2028, the office of the superintendent of public instruction shall develop a model curriculum for a half-credit course in health or physical education that addresses topics that include:

(a) Interpersonal communication;

(b) Self-advocacy;

(c) Stress management;

(d) Expressing emotions and needs; and

(e) Emotional, mental, and behavioral health.

(2) The office of the superintendent of public instruction shall collaborate with the social-emotional learning committee created in RCW 28A.300.477 to develop the model curriculum.

(3) The model curriculum must be made available on the website of the office of the superintendent of public instruction.

NEW SECTION. **Sec. 303.** A new section is added to chapter 28A.300 RCW to read as follows:

(1) By December 31, 2027, the office of the superintendent of public instruction shall develop a model curriculum, in collaboration with the state board of education, to support implementation of a financial education, life skills, and high school and beyond plan course.

(2)(a) The curriculum must address:

(i) Life skills related standards, including relevant standards from the family and consumer sciences career and technical education program area;

(ii) The specific high school and beyond plan activities completed by each student in the course, which must be those applicable to the student's grade level and must conform to state requirements established in rule by the state board of education;

(iii) Workplace readiness, including the concepts, context, and practical skills workers need to understand and exercise their rights, including wage and hour protections, paid and unpaid leave, protection from discrimination and harassment, the right to a safe and healthy workplace, the knowledge and skills to successfully navigate professional settings, and how to successfully complete job application materials; and

(iv) Financial education, incorporating curricula developed by or endorsed by the financial education public-private partnership pursuant to RCW 28A.300.460.

(b) School districts may provide students access to this course at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, educational service districts, through other partnerships, or through online learning.

NEW SECTION. **Sec. 304.** A new section is added to chapter 28A.305 RCW to read as follows:

(1) The state board of education, in collaboration with the office of the superintendent of public instruction, shall identify key metrics and collect related data to monitor implementation of and ensure compliance with the graduation requirements under RCW 28A.230.090.

(2) The state board of education shall submit an interim report by December 15, 2031, and a final report by December 15, 2033, to the appropriate committees of the legislature in accordance with RCW 43.01.036. The reports must include the key metrics and available related data identified under subsection (1) of this section, and may include recommendations for policy, statutory, and funding changes.

(3) The data collection required by this section may be conducted concurrently with other oversight and monitoring conducted by the state board of education.

(4) The office of the superintendent of public instruction and school districts shall provide the information and data requested by the state board of education to complete the duties required under this section.

(5) This section expires July 1, 2034.

Sec. 305. RCW 28A.230.170 and 2011 c 203 s 3 are each amended to read as follows:

The study of the Constitution of the United States and the Constitution of the state of Washington shall be a condition prerequisite to graduation from the public and private high schools of this state. The superintendent of public instruction shall provide by rule for the implementation of this section. ((~~The superintendent of public instruction may adopt a rule permitting students who meet the criteria in RCW 28A.230.122 to meet the prerequisite through noncredit-based study.~~))

NEW SECTION. **Sec. 306.** The following acts or parts of acts are each repealed:

(1) RCW 28A.230.122 (International baccalaureate diplomas) and 2019 c 252 s 110 & 2011 c 203 s 1;

(2) RCW 28A.230.710 (Graduation pathway options) and 2024 c 66 s 5;

(3) RCW 28A.230.720 (Graduation pathway options—Review and monitoring—Participation data) and 2024 c 66 s 6, 2023 c 349 s 3, 2021 c 144 s 3, & 2019 c 252 s 202; and

(4) RCW 28A.300.815 (Financial aid advising day) and 2020 c 307 s 5.

NEW SECTION. **Sec. 307.** The graduation requirements of this act, with the exception of the repeal of the graduation pathway requirements, which apply beginning with the class of 2027, apply beginning with the class of 2032 or as otherwise provided by adopted rules of the state board of education.

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