

# High School & Beyond Plan (HSBP) Equitable Access

Staffing and Training Practice Guidance with Considerations for Flexible Learning Options and Non-Traditional Settings

## Purpose of this resource:

The purpose of this resource is to guide school districts in establishing staffing and training practices that ensure **equitable**, consistent implementation of the **universal High School & Beyond Plan (HSBP)** experience for students in flexible learning options and nontraditional settings. It clarifies district responsibilities related to training, platform access, and collaboration so that all students experience a comparable, aligned HSBP process regardless of setting or program type. This resource supports coherence between HSBP development, instructional planning, and transition planning to strengthen student engagement and postsecondary outcomes.

## Staffing and Training Policies and Procedures

Washington's SchoolLinks HSBP platform is a student-directed, longitudinal planning tool and a statewide graduation requirement for all students, beginning no later than 7th grade<sup>1</sup>. As the state moves toward a universal HSBP platform<sup>2</sup>, districts remain responsible for ensuring equitable access, implementation, and support for students across **all learning options**.

This includes, and is not limited to, flexible and non-traditional settings such as:

- Non-traditional programs such as Alternative Learning Experience (ALE) and Open Doors Youth Reengagement,
- Flexible learning options such as online, remote, and/or site-based learning,
- Off-site transition services and education for adult students,
- Dual credit programs such as Running Start
- Non-public agencies and other contracted placements for special education services, and
- Institutional Education settings, including juvenile detention centers, DCYF JR facilities, and DSHS habilitation centers



To meet this responsibility, districts must make intentional, proactive decisions about policies, procedures, and practices that ensure students experience a universal HSBP process, with access to appropriately trained staff and meaningful collaboration across roles and systems. This moves beyond students' platform access and requires districts to implement policies, procedures, and practices that provide equitable access to the supports that benefit all students to make progress in a meaningful HSBP experience to prepare them for their post-secondary goals.

*Key considerations fall within three interrelated domains: platform access, training, and educator collaboration.*

<sup>1</sup> [\(RCW\) 28A.230.212, 28A.230.215](#)

<sup>2</sup> [SSB 5243](#)





## HSBP Platform Access

- Ensure all staff responsible for supporting or advising students on the HSBP, across every district-offered program and option, have appropriate access to the universal HSBP platform and receive training on navigation, documentation, and use of reports.
- Address access considerations for students and staff in off-site or partner-based programs, including secure login procedures, technology availability, and accommodations as needed.
- Establish reciprocal access to the HSBP and IEP transition components so IEP team members and staff leading HSBP development can reference one another's plans, ensuring alignment of postsecondary goals, course of study, and transition services while avoiding duplication of efforts.



## HSBP Training

- Ensure HSBP training opportunities are available to all staff who support students' HSBP planning and goal development, including general educators, special educators, school counselors, social workers, reengagement specialists, ALE staff, and other personnel working in flexible learning options.
- Design training content that explicitly addresses how to deliver equitable HSBP instruction and guidance in non-traditional and off-site settings, including asynchronous, hybrid, and community-based models.
- Include strategies for supporting students with diverse learning needs, disabilities, and barriers to engagement.
- Clarify staff roles and shared responsibilities for HSBP development, monitoring, and updates across different programs and placements to promote consistency for students.
- Communicate the requirement that for students who have an Individualized Education Program (IEP):
  - the HSBP must be developed and updated in alignment with the student's IEP Transition Plans and that students receive similar HSBP planning with similar staff, as all students.<sup>3</sup>
  - Individualized supports, services, accommodations, and modifications documented in the IEP are implemented as required and considered, as applicable, to ensure the HSBP is accessible, meaningful, and responsive to the student's individual needs.<sup>4</sup>



## Collaboration

- Intentionally position the HSBP as a shared tool to support student engagement, relevance, and access by integrating information about students' interests, strengths, and postsecondary goals into instructional planning and support services.

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<sup>3</sup> WAC 180-51-220(5).

<sup>4</sup> WAC 392-172A-03090

- Develop structures and routines that encourage collaboration between staff leading HSBP development and other educators with specialized expertise, such as Open Doors Youth Reengagement staff, ALE instructors, career and technical education (CTE) staff, and special educators.
- Use HSBP information to inform differentiated instruction, tailored learning options, career-connected learning experiences, and reengagement strategies.
- Establish district-level expectations and communication protocols that support ongoing collaboration across programs, ensuring students experience a coherent, student-centered planning process regardless of setting or enrollment type.

## Resources

Learn more about an accessible and meaningful HSBP:

- [Guidelines for Aligning High School & Beyond Plans \(HSBP\) and IEP Transition Plans](#)
- [Guidance on Supporting Running Start Students' HSBP Completion](#)
- [HSBP Youtube Playlist](#)
- [SchoolLinks Roles and Capabilities Crosswalk](#)