
HOUSE BILL 2868

State of Washington

65th Legislature

2018 Regular Session

By Representatives Pettigrew, Stokesbary, Muri, Johnson, and Slatter

Read first time 01/18/18. Referred to Committee on Education.

1 AN ACT Relating to facilitating high school success; amending RCW
2 28A.320.195, 28A.600.290, 28A.600.310, 28A.600.320, 28A.600.385,
3 28A.165.035, and 28A.175.074; adding a new section to chapter 28A.320
4 RCW; adding a new section to chapter 28A.300 RCW; and adding a new
5 section to chapter 28A.175 RCW.

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

7 PART I

8 ACADEMIC ACCELERATION POLICY

9 **Sec. 101.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
10 read as follows:

11 (1) Each school district board of directors (~~(is encouraged to))~~
12 shall adopt an academic acceleration policy for high school students
13 as provided under this section.

14 (2) Under an academic acceleration policy:

15 (a) The district shall automatically enroll(~~(s any student who~~
16 ~~meets))~~ the (~~(state standard on the high school statewide student~~
17 ~~assessment))~~ following students in the next most rigorous level of
18 advanced courses or program offered by the high school(~~(. Students~~
19 ~~who successfully complete such an advanced course are then enrolled~~
20 ~~in the next most rigorous level of advanced course, with the~~

1 ~~objective that students will eventually be automatically enrolled in~~
2 ~~courses that offer the opportunity to earn dual credit for high~~
3 ~~school and college)):~~

4 (i) Any student who meets the state standard on the high school
5 English language arts or mathematics statewide student assessment;
6 and

7 (ii) Any student whose score on the preliminary scholastic
8 aptitude test meets the college and career readiness benchmarks on
9 the reading and the writing and language sections, or the mathematics
10 section, for the grade in which the student is enrolled.

11 (b) Each school district may include additional eligibility
12 criteria for students to participate in the academic acceleration
13 policy so long as the district criteria does not create inequities in
14 the demographic enrollments in the advanced course or program.

15 (3)(a) The subject matter of the advanced courses or program in
16 which ((the)) a student is automatically enrolled depends on the
17 content area or areas of the ((statewide student)) assessments where
18 the student has met the ((state standard. Students who meet the state
19 standard on both end-of-course mathematics assessments are considered
20 to have met the state standard for high school mathematics))
21 eligibility score under subsection (2) of this section.

22 (b) Students who ((meet the state standard in both reading and
23 writing)) achieve an eligible score on either the English language
24 arts statewide student assessment or both the reading and the writing
25 and language sections of the preliminary scholastic aptitude test are
26 also eligible for enrollment in advanced courses in English, social
27 studies, humanities, and other related subjects.

28 ((+)) (4)(a) Students who successfully complete an advanced
29 course in accordance with subsection (3) of this section, are then
30 enrolled in the next most rigorous level of advanced course.

31 (b) Students who successfully complete the advanced course in
32 accordance with this subsection are then enrolled in the next most
33 rigorous level of advanced course with the objective that students
34 will eventually be automatically enrolled in courses that offer the
35 opportunity to earn dual credit for high school and college.

36 (5) The district must notify students and parents or guardians
37 regarding the academic acceleration policy and the advanced courses
38 or program available to students, including dual credit courses or
39 programs.

1 ~~((d))~~ (6) The district must provide a parent or guardian of a
2 high school student with an opportunity to opt the student out of the
3 academic acceleration policy and enroll ~~((a))~~ the student in an
4 alternative course or program.

5 NEW SECTION. **Sec. 102.** A new section is added to chapter
6 28A.320 RCW to read as follows:

7 (1) Notwithstanding the dual credit requirements established in
8 RCW 28A.320.195, 28A.320.196, 28A.600.290, and 28B.15.821, each
9 school district shall enroll any student in a dual credit course or
10 program who wants to enroll in a dual credit course or program.

11 (2) For the purposes of this section, "a dual credit course or
12 program" means a course or program administered by either an
13 institution of higher education or a high school, through which a
14 high school student who has not yet received the credits required for
15 a high school diploma, enrolls in a course or program to
16 simultaneously earn high school and college credit.

17 (3) In addition to the state funding provided under RCW
18 28A.320.196 and 28A.600.310 through 28A.600.400, the state must
19 allocate funding to the superintendent of public instruction to
20 provide for the cost of examination fees for dual credit courses or
21 programs for each student who completes a dual credit course or
22 program and is eligible for free or reduced priced meals.

23 NEW SECTION. **Sec. 103.** A new section is added to chapter
24 28A.300 RCW to read as follows:

25 In accordance with section 102 of this act, the superintendent of
26 public instruction shall reimburse school districts for costs
27 associated with offering the preliminary scholastic aptitude test to
28 students who are eligible for free or reduced priced meals. School
29 districts shall submit evidence from the test provider to the
30 superintendent of public instruction verifying the number of tests
31 completed and scored. Within the amounts provided, the office of the
32 superintendent of public instruction shall reimburse individual
33 school districts for the number of tests taken at a uniform statewide
34 per test rate.

35 **Sec. 104.** RCW 28A.600.290 and 2015 c 202 s 3 are each amended to
36 read as follows:

1 (1)(a) Subject to the availability of amounts appropriated for
2 this specific purpose and commencing with the 2015-16 school year,
3 funding may be allocated at an amount per college credit for
4 (~~eleventh and twelfth grade students or~~) high school students who
5 have not yet received a high school diploma or its equivalent and
6 (~~are eligible to be in the eleventh or twelfth grade who~~) are
7 enrolled in college in the high school courses under this section as
8 specified in the omnibus appropriations act and adjusted for
9 inflation from the 2015-16 school year. The maximum annual number of
10 allocated credits per participating student shall be specified in the
11 omnibus appropriations act, which must not exceed ten credits.
12 Funding shall be prioritized in the following order:

13 (i) High schools offering a running start in the high school
14 program in school year 2014-15. These schools shall only receive
15 prioritized funding in school year 2015-16;

16 (ii) Students whose residence or the high school in which they
17 are enrolled is located twenty driving miles or more as measured by
18 the most direct route from the nearest eligible institution of higher
19 education offering a running start program, whichever is greater; and

20 (iii) High schools eligible for the small school funding
21 enhancement in the omnibus appropriations act.

22 (b)(i) Subject to the availability of amounts appropriated for
23 this specific purpose and commencing with the 2015-16 school year,
24 and only after the programs in (a) of this subsection are funded, a
25 subsidy may be provided per college credit for (~~eleventh and twelfth
26 grade students or~~) high school students who have not yet received a
27 high school diploma or its equivalent and (~~are eligible to be in the
28 eleventh or twelfth grade~~) who have been deemed eligible for free or
29 reduced-price lunch and are enrolled in college in the high school
30 courses under this section as specified in the omnibus appropriations
31 act and adjusted for inflation from the 2015-16 school year. The
32 maximum annual number of subsidized credits per participating student
33 shall be specified in the omnibus appropriations act, which must not
34 exceed five credits.

35 (ii) Districts wishing to participate in the subsidy program must
36 apply to the office of the superintendent of public instruction by
37 July 1st of each year and report the preliminary estimate of eligible
38 students to receive the subsidy and the total number of projected
39 credit hours.

1 (iii) The office of the superintendent of public instruction
2 shall notify districts by September 1st of each school year if the
3 district's students will receive the subsidy. If more districts apply
4 than funding is available, the office of the superintendent of public
5 instruction shall prioritize the district applications. The
6 superintendent shall develop factors to determine priority including,
7 but not limited to, the number of dual credit opportunities available
8 for low-income students in the districts.

9 (c) Districts shall remit any allocations or subsidies on behalf
10 of participating students under (a) and (b) of this subsection to the
11 participating institution of higher education and those students
12 shall not be required to pay for the credits.

13 (d) The minimum allocation and subsidy under this section is
14 sixty-five dollars per quarter credit for credit-bearing
15 postsecondary coursework. The office of the superintendent of public
16 instruction, the student achievement council, the state board for
17 community and technical colleges, and the public baccalaureate
18 institutions shall review funding levels for the program every four
19 years beginning in 2017 and recommend changes.

20 (e) Students may pay college in the high school fees with
21 advanced college tuition payment program tuition units at a rate set
22 by the advanced college tuition payment program governing body under
23 chapter 28B.95 RCW.

24 (2) For the purposes of funding students enrolled in the college
25 in the high school program in accordance with subsection (1) of this
26 section, college in the high school is defined as a dual credit
27 program located on a high school campus or in a high school
28 environment in which a high school student is able to earn both high
29 school and postsecondary credit by completing postsecondary level
30 courses with a passing grade.

31 (3) College in the high school programs may include both academic
32 and career and technical education.

33 (4) College in the high school programs shall each be governed by
34 a local contract between the district and the participating
35 institution of higher education, in compliance with the rules adopted
36 by the superintendent of public instruction under this section.

37 (5) The college in the high school program must include the
38 provisions in this subsection.

39 (a) The high school and participating institution of higher
40 education together shall define the criteria for student eligibility.

1 The institution of higher education may charge tuition fees to
2 participating students. If specific funding is provided in the
3 omnibus appropriations act for the per credit allocations and per
4 credit subsidies under subsection (1) of this section, the maximum
5 per credit fee charged to any enrolled student may not exceed the
6 amount of the per credit allocation or subsidy.

7 (b) The funds received by the participating institution of higher
8 education may not be deemed tuition or operating fees and may be
9 retained by the institution of higher education.

10 (c) Enrollment information on persons registered under this
11 section must be maintained by the institution of higher education
12 separately from other enrollment information and may not be included
13 in official enrollment reports, nor may such persons be considered in
14 any enrollment statistics that would affect higher education
15 budgetary determinations.

16 (d) A school district must grant high school credit to a student
17 enrolled in a program course if the student successfully completes
18 the course. If no comparable course is offered by the school
19 district, the school district superintendent shall determine how many
20 credits to award for the course. The determination shall be made in
21 writing before the student enrolls in the course. The credits shall
22 be applied toward graduation requirements and subject area
23 requirements. Evidence of successful completion of each program
24 course shall be included in the student's secondary school records
25 and transcript.

26 (e) A participating institution of higher education must grant
27 college credit to a student enrolled in a program course if the
28 student successfully completes the course. The college credit shall
29 be applied toward general education requirements or degree
30 requirements at institutions of higher education. Evidence of
31 successful completion of each program course must be included in the
32 student's college transcript.

33 ~~(f) ((Tenth, eleventh, and twelfth grade students or students who
34 have not yet received a high school diploma or its equivalent and are
35 eligible to be in the tenth, eleventh, or twelfth grades may
36 participate in the college in the high school program.~~

37 ~~(g))~~ Participating school districts must provide general
38 information about the college in the high school program to all
39 students in grades nine through twelve and to the parents and
40 guardians of those students.

1 (~~(h)~~) (g) Full-time and part-time faculty at institutions of
2 higher education, including adjunct faculty, are eligible to teach
3 program courses.

4 (6) The superintendent of public instruction shall adopt rules
5 for the administration of this section. The rules shall be jointly
6 developed by the superintendent of public instruction, the state
7 board for community and technical colleges, the student achievement
8 council, and the public baccalaureate institutions. The association
9 of Washington school principals must be consulted during the rules
10 development. The rules must outline quality and eligibility standards
11 that are informed by nationally recognized standards or models. In
12 addition, the rules must encourage the maximum use of the program and
13 may not narrow or limit the enrollment options.

14 (7) The definitions in this subsection apply throughout this
15 section.

16 (a) "Institution of higher education" has the definition in RCW
17 28B.10.016, and also includes a public tribal college located in
18 Washington and accredited by the Northwest commission on colleges and
19 universities or another accrediting association recognized by the
20 United States department of education.

21 (b) "Program course" means a college course offered in a high
22 school under the college in the high school program.

23 **Sec. 105.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
24 read as follows:

25 (1)(a) (~~(Eleventh and twelfth grade)~~) High school students or
26 students who have not yet received the credits required for the award
27 of a high school diploma (~~(and are eligible to be in the eleventh or~~
28 ~~twelfth grades)~~) may apply to a participating institution of higher
29 education to enroll in courses or programs offered by the institution
30 of higher education.

31 (b) The course sections and programs offered as running start
32 courses must also be open for registration to matriculated students
33 at the participating institution of higher education and may not be a
34 course consisting solely of high school students offered at a high
35 school campus.

36 (c) A student receiving home-based instruction enrolling in a
37 public high school for the sole purpose of participating in courses
38 or programs offered by institutions of higher education shall not be
39 counted by the school district in any required state or federal

1 accountability reporting if the student's parents or guardians filed
2 a declaration of intent to provide home-based instruction and the
3 student received home-based instruction during the school year before
4 the school year in which the student intends to participate in
5 courses or programs offered by the institution of higher education.
6 Students receiving home-based instruction under chapter 28A.200 RCW
7 and students attending private schools approved under chapter 28A.195
8 RCW shall not be required to meet the student learning goals, obtain
9 a certificate of academic achievement or a certificate of individual
10 achievement to graduate from high school, or to master the essential
11 academic learning requirements. However, students are eligible to
12 enroll in courses or programs in participating universities only if
13 the board of directors of the student's school district has decided
14 to participate in the program. Participating institutions of higher
15 education, in consultation with school districts, may establish
16 admission standards for these students. If the institution of higher
17 education accepts a secondary school pupil for enrollment under this
18 section, the institution of higher education shall send written
19 notice to the pupil and the pupil's school district within ten days
20 of acceptance. The notice shall indicate the course and hours of
21 enrollment for that pupil.

22 (2)(a) In lieu of tuition and fees, as defined in RCW 28B.15.020
23 and 28B.15.041:

24 (i) Running start students shall pay to the community or
25 technical college all other mandatory fees as established by each
26 community or technical college and, in addition, the state board for
27 community and technical colleges may authorize a fee of up to ten
28 percent of tuition and fees as defined in RCW 28B.15.020 and
29 28B.15.041; and

30 (ii) All other institutions of higher education operating a
31 running start program may charge running start students a fee of up
32 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
33 28B.15.041 in addition to technology fees.

34 (b) The fees charged under this subsection (2) shall be prorated
35 based on credit load.

36 (c) Students may pay fees under this subsection with advanced
37 college tuition payment program tuition units at a rate set by the
38 advanced college tuition payment program governing body under chapter
39 28B.95 RCW.

1 (3)(a) The institutions of higher education must make available
2 fee waivers for low-income running start students. Each institution
3 must establish a written policy for the determination of low-income
4 students before offering the fee waiver. A student shall be
5 considered low income and eligible for a fee waiver upon proof that
6 the student is currently qualified to receive free or reduced-price
7 lunch. Acceptable documentation of low-income status may also
8 include, but is not limited to, documentation that a student has been
9 deemed eligible for free or reduced-price lunches in the last five
10 years, or other criteria established in the institution's policy.

11 (b) Institutions of higher education, in collaboration with
12 relevant student associations, shall aim to have students who can
13 benefit from fee waivers take advantage of these waivers.
14 Institutions shall make every effort to communicate to students and
15 their families the benefits of the waivers and provide assistance to
16 students and their families on how to apply. Information about
17 waivers shall, to the greatest extent possible, be incorporated into
18 financial aid counseling, admission information, and individual
19 billing statements. Institutions also shall, to the greatest extent
20 possible, use all means of communication, including but not limited
21 to web sites, online catalogues, admission and registration forms,
22 mass email messaging, social media, and outside marketing to ensure
23 that information about waivers is visible, compelling, and reaches
24 the maximum number of students and families that can benefit.

25 (4) The pupil's school district shall transmit to the institution
26 of higher education an amount per each full-time equivalent college
27 student at statewide uniform rates for vocational and nonvocational
28 students. The superintendent of public instruction shall separately
29 calculate and allocate moneys appropriated for basic education under
30 RCW 28A.150.260 to school districts for purposes of making such
31 payments and for granting school districts seven percent thereof to
32 offset program related costs. The calculations and allocations shall
33 be based upon the estimated statewide annual average per full-time
34 equivalent high school student allocations under RCW 28A.150.260,
35 excluding small high school enhancements, and applicable rules
36 adopted under chapter 34.05 RCW. The superintendent of public
37 instruction, participating institutions of higher education, and the
38 state board for community and technical colleges shall consult on the
39 calculation and distribution of the funds. The funds received by the
40 institution of higher education from the school district shall not be

1 deemed tuition or operating fees and may be retained by the
2 institution of higher education. A student enrolled under this
3 subsection shall be counted for the purpose of meeting enrollment
4 targets in accordance with terms and conditions specified in the
5 omnibus appropriations act.

6 **Sec. 106.** RCW 28A.600.320 and 2009 c 524 s 4 are each amended to
7 read as follows:

8 A school district shall provide general information about the
9 program to all high school pupils (~~(in grades ten, eleven, and~~
10 ~~twelve))~~) and the parents and guardians of those pupils, including
11 information about the opportunity to enroll in the program through
12 online courses available at community and technical colleges and
13 other state institutions of higher education and including the
14 college high school diploma options under RCW 28B.50.535. To assist
15 the district in planning, a pupil shall inform the district of the
16 pupil's intent to enroll in courses at an institution of higher
17 education for credit. Students are responsible for applying for
18 admission to the institution of higher education.

19 **Sec. 107.** RCW 28A.600.385 and 1998 c 63 s 2 are each amended to
20 read as follows:

21 (1) School districts in Washington and community colleges in
22 Oregon and Idaho may enter into cooperative agreements under chapter
23 39.34 RCW for the purpose of allowing (~~(eleventh and twelfth grade))~~)
24 high school students who are enrolled in the school districts to earn
25 high school and college credit concurrently.

26 (2) Except as provided in subsection (3) of this section, if a
27 school district exercises the authority granted in subsection (1) of
28 this section, the provisions of RCW 28A.600.310 through 28A.600.360
29 and 28A.600.380 through 28A.600.400 shall apply to the agreements.

30 (3) A school district may enter an agreement in which the
31 community college agrees to accept an amount less than the statewide
32 uniform rate under RCW 28A.600.310(~~(+2)~~) (4) if the community
33 college does not charge participating students tuition and fees. A
34 school district may not pay a per-credit rate in excess of the
35 statewide uniform rate under RCW 28A.600.310(~~(+2)~~) (4).

36 (4) To the extent feasible, the agreements shall permit
37 participating students to attend the community college without paying
38 any tuition and fees. The agreements shall not permit the community

1 college to charge participating students nonresident tuition and fee
2 rates.

3 (5) The agreements shall ensure that participating students are
4 permitted to enroll only in courses that are transferable to one or
5 more institutions of higher education as defined in RCW 28B.10.016.

6 **PART II**

7 **DROPOUT PREVENTION PROGRAMS**

8 **Sec. 201.** RCW 28A.165.035 and 2016 c 72 s 803 are each amended
9 to read as follows:

10 (1) Use of best practices that have been demonstrated through
11 research to be associated with increased student achievement
12 magnifies the opportunities for student success. To the extent they
13 are included as a best practice or strategy in one of the state menus
14 or an approved alternative under this section or RCW 28A.655.235, the
15 following are services and activities that may be supported by the
16 learning assistance program:

17 (a) Extended learning time opportunities occurring:

18 (i) Before or after the regular school day;

19 (ii) On Saturday; and

20 (iii) Beyond the regular school year;

21 (b) Services under RCW 28A.320.190;

22 (c) Professional development for certificated and classified
23 staff that focuses on:

24 (i) The needs of a diverse student population;

25 (ii) Specific literacy and mathematics content and instructional
26 strategies; and

27 (iii) The use of student work to guide effective instruction and
28 appropriate assistance;

29 (d) Consultant teachers to assist in implementing effective
30 instructional practices by teachers serving participating students;

31 (e) Tutoring support for participating students;

32 (f) Outreach activities and support for parents of participating
33 students, including employing parent and family engagement
34 coordinators; and

35 (g) Up to five percent of a district's learning assistance
36 program allocation may be used for development of partnerships with
37 community-based organizations, educational service districts, and
38 other local agencies to deliver academic and nonacademic supports to

1 participating students who are significantly at risk of not being
2 successful in school to reduce barriers to learning, increase student
3 engagement, and enhance students' readiness to learn. The school
4 board must approve in an open meeting any community-based
5 organization or local agency before learning assistance funds may be
6 expended.

7 (2) In addition to the state menu developed under RCW
8 28A.655.235, the office of the superintendent of public instruction
9 shall convene a panel of experts, including the Washington state
10 institute for public policy, to develop additional state menus of
11 best practices and strategies for use in the learning assistance
12 program to assist struggling students at all grade levels in English
13 language arts and mathematics and reduce disruptive behaviors in the
14 classroom. The office of the superintendent of public instruction
15 shall publish the state menus by July 1, 2015, and update the state
16 menus by each July 1st thereafter.

17 (3)(a) (~~Beginning in the 2016-17 school year,~~) Except as
18 provided in (b), (c), or (d) of this subsection, school districts
19 must use a practice or strategy that is on a state menu developed
20 under subsection (2) of this section or RCW 28A.655.235.

21 (b) Beginning in the 2016-17 school year, school districts may
22 use a practice or strategy that is not on a state menu developed
23 under subsection (2) of this section for two school years initially.
24 If the district is able to demonstrate improved outcomes for
25 participating students over the previous two school years at a level
26 commensurate with the best practices and strategies on the state
27 menu, the office of the superintendent of public instruction shall
28 approve use of the alternative practice or strategy by the district
29 for one additional school year. Subsequent annual approval by the
30 superintendent of public instruction to use the alternative practice
31 or strategy is dependent on the district continuing to demonstrate
32 increased improved outcomes for participating students.

33 (c) (~~Beginning in the 2016-17 school year,~~) During the 2018-19
34 and 2019-20 school years only, school districts may expend a portion
35 of the district's learning assistance program allocation to develop a
36 dropout early warning and intervention data system as defined in RCW
37 28A.175.074 and includes the data specified in section 203 of this
38 act. During the 2018-19 and 2019-20 school years, the office of the
39 superintendent of public instruction may retain up to one-half of one
40 percent of learning assistance program allocation funds generated by

1 middle school and high school students for the purpose of supporting
2 districts in meeting the requirements of section 203 of this act
3 including, but not limited to, data collection and reporting and
4 providing professional development and technical assistance. The
5 office of the superintendent of public instruction is encouraged to
6 work with the educational service districts to provide these
7 services.

8 (d) School districts may expend a portion of the district's
9 learning assistance program allocation on interventions for students
10 identified as at risk of not graduating using the dropout early
11 warning and intervention data system defined in RCW 28A.175.074 and
12 includes the data specified in section 203 of this act.

13 (4) School districts may enter cooperative agreements with state
14 agencies, local governments, or school districts for administrative
15 or operational costs needed to provide services in accordance with
16 the state menus developed under this section and RCW 28A.655.235.

17 ~~((4) School districts are encouraged to implement best practices~~
18 ~~and strategies from the state menus developed under this section and~~
19 ~~RCW 28A.655.235 before the use is required.))~~

20 **Sec. 202.** RCW 28A.175.074 and 2010 c 243 s 2 are each amended to
21 read as follows:

22 The definitions in this section apply throughout ~~((section 3,~~
23 ~~chapter 243, Laws of 2010 and))~~ RCW 28A.165.035, 28A.175.075, and
24 section 203 of this act unless the context clearly requires
25 otherwise.

26 (1) "Critical community members" means representatives in the
27 local community from among the following agencies and organizations:
28 Student/parent organizations, parents and families, local government,
29 law enforcement, juvenile corrections, any tribal organization in the
30 local school district, the local health district, nonprofit and
31 social service organizations serving youth, and faith organizations.

32 (2) "Dropout early warning and intervention data system" means a
33 student information system that:

34 (a) Provides the data needed to conduct a universal screening to
35 identify students at risk of ~~((dropping out,))~~ not graduating;

36 (b) Tracks, at a minimum, real time data on attendance, behavior,
37 and course performance;

1 (c) Includes user-friendly data displays designed to make it easy
2 for teachers and other school staff to enter data, collaborate, and
3 identify and track students who are at risk of not graduating;

4 (d) Requires the teacher of record to enter grades on a regular
5 and timely basis so that students, families, teachers, and
6 administrators can access up to date information on student progress
7 in courses;

8 (e) Catalogs student interventions((τ)); and

9 (f) Monitors student progress towards graduation.

10 (3) "K-12 dropout prevention, intervention, and reengagement
11 system" means a system that provides all of the following functions
12 and utilizes a dropout early warning and intervention data system in
13 supporting these functions:

14 (a) Engaging in school improvement planning specifically focused
15 on improving high school graduation rates, including goal-setting and
16 action planning, based on a comprehensive assessment of strengths and
17 challenges and prioritizing school-wide tier one preventions and
18 interventions;

19 (b) Providing prevention activities including, but not limited
20 to, emotionally and physically safe school environments,
21 implementation of a comprehensive guidance and counseling model
22 facilitated by certified school counselors, core academic
23 instruction, ((and)) career and technical education exploratory and
24 preparatory programs, and alternative educational programming;

25 (c) Identifying vulnerable students at risk of not graduating
26 based on a dropout early warning and intervention data system;

27 (d) Timely academic and nonacademic group and individual
28 interventions for vulnerable students based on a multitiered response
29 to intervention model, including planning and sharing of information
30 at critical academic transitions;

31 (e) Providing time for teachers and instructional support staff
32 within a common grade level to collaborate on a regular, frequent
33 basis to identify vulnerable students who are at risk of not
34 graduating, assess individual student needs, plan supports, track
35 progress, and make ongoing adjustments until a student is no longer
36 at risk of not graduating;

37 (f) Assigning a specific staff member for each vulnerable student
38 who is off track as the adult responsible for engaging with the
39 student and the student's parents or guardians, ensuring supports are

1 planned and implemented, and progress is monitored until a student is
2 no longer at risk of not graduating;

3 (g) Providing graduation coaches, mentors, certified school
4 counselors, and/or case managers for vulnerable students identified
5 as needing a more intensive one-on-one adult relationship;

6 ~~((f))~~ (h) Establishing and providing staff to coordinate a
7 school/family/community partnership that assists in building and
8 implementing a K-12 dropout prevention, intervention, and
9 reengagement system;

10 ~~((g))~~ (i) Providing credit retrieval or reentry activities
11 including, but not limited to, online credit retrieval opportunities;
12 and

13 ~~((h) Providing alternative educational programming including,~~
14 ~~but not limited to, credit retrieval and online learning~~
15 ~~opportunities))~~ (j) Ongoing professional development for teachers,
16 administrators, and other school staff on instructional best
17 practices related to a multitiered response to intervention models
18 and other dropout prevention, intervention, and reengagement
19 practices.

20 (4) "School/family/community partnership" means a partnership
21 between a school or schools, families, and the community, that
22 engages critical community members in a formal, structured
23 partnership with local school districts in a coordinated effort to
24 provide comprehensive support services and improve outcomes for
25 vulnerable youth.

26 (5) "Vulnerable students" means students who are:

27 (a) In foster care((τ))i

28 (b) Involved in the juvenile justice system((τ))i

29 (c) Receiving special education services under chapter 28A.155
30 RCW((τ)) in accordance with an individualized education plan or 504
31 plan;

32 (d) Migrant students;

33 (e) Recent immigrants((τ))i

34 (f) English language learners;

35 (g) Homeless((τ))i

36 (h) Emotionally traumatized((τ-or-are))i

37 (i) Facing behavioral health issues((τ))i and

38 (j) Students deemed at((-))risk of school failure as identified
39 by a dropout early warning data system or other assessment.

1 NEW SECTION. **Sec. 203.** A new section is added to chapter
2 28A.175 RCW to read as follows:

3 (1) By the 2020-21 school year, each school district must use a
4 dropout early warning and intervention data system, as defined in RCW
5 28A.175.074, to identify students, beginning with students in grade
6 five or earlier, who are at risk of not graduating from high school.
7 At a minimum, a school district's dropout early warning and
8 intervention data system must measure attendance, behavior, and
9 course performance. School districts may also use additional
10 information to make the determination that a student is at risk of
11 not graduating from high school.

12 (2)(a) By the 2020-21 school year, each school district must have
13 in place and be using a K-12 dropout prevention, intervention, and
14 reengagement system as defined in RCW 28A.175.074.

15 (b) Beginning in the 2021 school year and every two years
16 thereafter, each school district must submit a report to the
17 superintendent of public instruction by September 1st, that provides
18 evidence of all the functions included in the definition of the K-12
19 dropout prevention, intervention, and reengagement system as defined
20 in RCW 28A.175.074.

21 (3) In building and implementing the dropout early warning and
22 intervention data system and the K-12 dropout prevention,
23 intervention, and reengagement system required in subsections (1) and
24 (2) of this section, school districts should prioritize identifying
25 and supporting students who are off track to graduate in the first
26 year of middle school and the first year of high school. Leading up
27 to the 2020-21 school year, school districts are encouraged to
28 implement these systems as soon as applicable in these grades, even
29 if other system functions are still under development.

30 (4) School districts are encouraged to use the needs assessment
31 from the Washington integrated student supports protocol, developed
32 by the center for the improvement of student learning within the
33 office of the superintendent of public instruction, in accordance
34 with the protocol framework established in RCW 28A.300.139. School
35 districts may use the protocol to:

36 (a) Evaluate school-wide needs and plan corresponding
37 interventions, supports, and improvements;

38 (b) Assess individual needs of students identified under
39 subsection (1) of this section; and

40 (c) Plan personalized supports for students.

1 (5) The superintendent of public instruction shall work with the
2 state-level building bridges work group established in accordance
3 with RCW 28A.175.075 to develop rules, implementation guidelines, and
4 technical support for school districts to implement this section.

5 (6) School districts must annually report to the office of the
6 superintendent of public instruction the number of students
7 identified as at risk of not graduating through their dropout early
8 warning and intervention data system and the number of students who
9 returned to being on track to graduate over the course of the school
10 year. The office of the superintendent of public instruction should
11 report this data on the school report card at the school level and
12 disaggregated by the subgroups listed in RCW 28A.300.042.

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