
SENATE BILL 5343

State of Washington

66th Legislature

2019 Regular Session

By Senators Mullet, Rivers, Palumbo, Hobbs, Salomon, and Wilson, C.

1 AN ACT Relating to facilitating high school success; amending RCW
2 28A.320.195, 28A.165.035, 28A.175.074, 28A.150.260, 28A.600.045, and
3 28A.230.090; adding a new section to chapter 28A.320 RCW; and adding
4 a new section to chapter 28A.175 RCW.

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

6 **PART I**

7 **ACADEMIC ACCELERATION POLICY**

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

10 (1) By the 2021-22 school year, each school district board of
11 directors (~~(is encouraged to)~~) shall adopt an academic acceleration
12 policy for high school students as provided under this section.

13 (2) Under an academic acceleration policy:

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

1 ~~courses that offer the opportunity to earn dual credit for high~~
2 ~~school and college):~~

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

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

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

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

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

27 (c) Students who achieve an eligible score on either the
28 mathematics statewide student assessment or the mathematics sections
29 of the preliminary scholastic aptitude test are also eligible for
30 enrollment in advanced courses in mathematics, science, computer
31 science, and other related subjects.

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

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

- 1 (a) Extended learning time opportunities occurring:
2 (i) Before or after the regular school day;
3 (ii) On Saturday; and
4 (iii) Beyond the regular school year;
5 (b) Services under RCW 28A.320.190;
6 (c) Professional development for certificated and classified
7 staff that focuses on:
8 (i) The needs of a diverse student population;
9 (ii) Specific literacy and mathematics content and instructional
10 strategies; and
11 (iii) The use of student work to guide effective instruction and
12 appropriate assistance;
13 (d) Consultant teachers to assist in implementing effective
14 instructional practices by teachers serving participating students;
15 (e) Tutoring support for participating students;
16 (f) Outreach activities and support for parents of participating
17 students, including employing parent and family engagement
18 coordinators; and
19 (g) Up to five percent of a district's learning assistance
20 program allocation may be used for development of partnerships with
21 community-based organizations, educational service districts, and
22 other local agencies to deliver academic and nonacademic supports to
23 participating students who are significantly at risk of not being
24 successful in school to reduce barriers to learning, increase student
25 engagement, and enhance students' readiness to learn. The school
26 board must approve in an open meeting any community-based
27 organization or local agency before learning assistance funds may be
28 expended.
- 29 (2) In addition to the state menu developed under RCW
30 28A.655.235, the office of the superintendent of public instruction
31 shall convene a panel of experts, including the Washington state
32 institute for public policy, to develop additional state menus of
33 best practices and strategies for use in the learning assistance
34 program to assist struggling students at all grade levels in English
35 language arts and mathematics and reduce disruptive behaviors in the
36 classroom. The office of the superintendent of public instruction
37 shall publish the state menus by July 1, 2015, and update the state
38 menus by each July 1st thereafter.
- 39 (3) (a) Beginning in the 2016-17 school year, except as provided
40 in (b) or (c) of this subsection, school districts must use a

1 practice or strategy that is on a state menu developed under
2 subsection (2) of this section or RCW 28A.655.235.

3 (b) Beginning in the 2016-17 school year, school districts may
4 use a practice or strategy that is not on a state menu developed
5 under subsection (2) of this section for two school years initially.
6 If the district is able to demonstrate improved outcomes for
7 participating students over the previous two school years at a level
8 commensurate with the best practices and strategies on the state
9 menu, the office of the superintendent of public instruction shall
10 approve use of the alternative practice or strategy by the district
11 for one additional school year. Subsequent annual approval by the
12 superintendent of public instruction to use the alternative practice
13 or strategy is dependent on the district continuing to demonstrate
14 increased improved outcomes for participating students.

15 ~~(c) ((Beginning in the 2016-17 school year, school districts may~~
16 ~~enter cooperative agreements with state agencies, local governments,~~
17 ~~or school districts for administrative or operational costs needed to~~
18 ~~provide services in accordance with the state menus developed under~~
19 ~~this section and RCW 28A.655.235.))~~ School districts may expend a
20 portion of the district's learning assistance program allocation on
21 interventions for students identified as at risk of not graduating
22 using the dropout early warning and intervention data system as
23 defined in RCW 28A.175.074 that includes the data specified in
24 section 203 of this act.

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

28 ~~(5))~~ School districts may use learning assistance program
29 allocations to meet the screening and intervention requirements of
30 RCW 28A.320.260, even if the student being screened or provided with
31 supports is not eligible to participate in the learning assistance
32 program. The learning assistance program allocations may also be used
33 for school district staff trainings necessary to implement the
34 provisions of RCW 28A.320.260.

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

37 The definitions in this section apply throughout ~~((section 3,~~
38 ~~chapter 243, Laws of 2010 and))~~ RCW 28A.165.035, 28A.175.075, and

1 section 203 of this act unless the context clearly requires
2 otherwise.

3 (1) "Critical community members" means representatives in the
4 local community from among the following agencies and organizations:
5 Student/parent organizations, parents and families, local government,
6 law enforcement, juvenile corrections, any tribal organization in the
7 local school district, the local health district, nonprofit and
8 social service organizations serving youth, and faith organizations.

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

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

13 (b) Tracks, at a minimum, real time data on attendance, behavior,
14 and course performance, such as grade point average, course grades,
15 and missing assignments;

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

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

23 (e) Catalogs student interventions ((, and));

24 (f) Monitors student progress towards graduation; and

25 (g) Transfers relevant student data between schools as students
26 move to the next grade level or transfer schools.

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

31 (a) Engaging in school improvement planning specifically focused
32 on improving high school graduation rates, including goal-setting and
33 action planning, based on a comprehensive assessment of strengths and
34 challenges and prioritizing school-wide tier one preventions and
35 interventions;

36 (b) Providing prevention activities including, but not limited
37 to, emotionally and physically safe school environments,
38 implementation of a comprehensive guidance and counseling model
39 facilitated by certified school counselors, core academic
40 instruction, ((and)) career and technical education exploratory and

1 preparatory programs, grade-level transition and seminar courses, and
2 courses teaching basic life skills and building blocks for academic
3 success, such as time management, study habits, note taking, personal
4 organization, and effective communication;

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

7 (d) Timely academic and nonacademic group and individual
8 interventions for vulnerable students based on a multitiered response
9 to intervention model, including planning and sharing of information
10 at critical academic transitions;

11 (e) Establishing success teams of teachers, counselors,
12 administrators, instructional support staff, and family involvement
13 coordinators within a common grade level tasked with implementing a
14 dropout early warning and intervention data system for their grade
15 level;

16 (f) Assigning a team lead for a grade level's success team tasked
17 with managing the team, facilitating team meetings, and driving
18 continuous improvement;

19 (g) Providing time for teachers and instructional support staff
20 within a common grade level to collaborate on a regular, frequent
21 basis to identify vulnerable students who are at risk of not
22 graduating, assess individual student needs, plan supports, track
23 progress, and make ongoing adjustments until a student is no longer
24 at risk of not graduating;

25 (h) Assigning a specific staff member for each vulnerable student
26 who is off track as the adult responsible for engaging with the
27 student and the student's parents or guardians, ensuring supports are
28 planned and implemented, and progress is monitored until a student is
29 no longer at risk of not graduating;

30 (i) Providing graduation coaches, mentors, certified school
31 counselors, and/or case managers for vulnerable students identified
32 as needing a more intensive one-on-one adult relationship;

33 ~~((f))~~ (j) Establishing and providing staff to coordinate a
34 school/family/community partnership that assists in building and
35 implementing a K-12 dropout prevention, intervention, and
36 reengagement system;

37 ~~((g))~~ (k) Providing rigorous credit retrieval or reentry
38 activities including, but not limited to, summer school; ~~((and~~

39 ~~(h) Providing alternative educational programming including, but~~
40 ~~not limited to, credit retrieval and online learning opportunities))~~

1 (l) Ongoing professional development for teachers,
2 administrators, and other school staff on instructional best
3 practices related to dropout early warning and intervention data
4 systems and a multitiered response to intervention models and other
5 dropout prevention, intervention, and reengagement practices,
6 including coaching for success team leads and members; and

7 (m) Providing evidence-based strategies for improving school-wide
8 and individual student attendance rates including, but not limited
9 to, attendance coaches.

10 (4) "School/family/community partnership" means a partnership
11 between a school or schools, families, and the community, that
12 engages critical community members in a formal, structured
13 partnership with local school districts in a coordinated effort to
14 provide comprehensive support services and improve outcomes for
15 vulnerable youth.

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

17 (a) In foster care((τ)):

18 (b) Involved in the juvenile justice system((τ)):

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

22 (d) Migrant students;

23 (e) Recent immigrants((τ)):

24 (f) English language learners;

25 (g) Homeless((τ)):

26 (h) Emotionally traumatized((τ-or-are)):

27 (i) Facing behavioral health issues((τ)): and

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

30 NEW SECTION. Sec. 203. A new section is added to chapter
31 28A.175 RCW to read as follows:

32 (1) By the 2021-22 school year, each school district must use a
33 dropout early warning and intervention data system, as defined in RCW
34 28A.175.074, to identify students, beginning with students in grade
35 five or earlier, who are at risk of not graduating from high school.
36 At a minimum, a school district's dropout early warning and
37 intervention data system must measure attendance, behavior, and
38 course performance. School districts may also use additional

1 information to make the determination that a student is at risk of
2 not graduating from high school.

3 (2) (a) By the 2021-22 school year, each school district must have
4 in place and be using a K-12 dropout prevention, intervention, and
5 reengagement system, as defined in RCW 28A.175.074, for students in
6 the first year of middle school and the first year of high school.
7 School districts must implement these systems as soon as applicable
8 in these grades, even if other system functions are still under
9 development.

10 (b) Beginning in the 2021-22 school year and every two years
11 thereafter, by September 1st, each school district must submit a
12 report to the superintendent of public instruction that provides
13 evidence of all the functions included in the definition of the K-12
14 dropout prevention, intervention, and reengagement system as defined
15 in RCW 28A.175.074.

16 (3) School districts are encouraged to use the needs assessment
17 from the Washington integrated student supports protocol, developed
18 by the center for the improvement of student learning within the
19 office of the superintendent of public instruction, in accordance
20 with the protocol framework established in RCW 28A.300.139. School
21 districts may use the protocol to:

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

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

26 (c) Plan personalized supports for students.

27 (4) The superintendent of public instruction shall work with the
28 state-level building bridges work group established under RCW
29 28A.175.075 to develop rules to implement this section and
30 implementation guidelines and technical support for school districts
31 to implement this section.

32 (5) School districts must annually report to the office of the
33 superintendent of public instruction: The number of students
34 identified as at risk of not graduating through their dropout early
35 warning and intervention data system; and the number of students who
36 returned to being on track to graduate over the course of the school
37 year. The office of the superintendent of public instruction is
38 encouraged to report this data on the school report card at the
39 school level and disaggregated by the subgroups listed in RCW
40 28A.300.042.

1 (6) Subject to funds appropriated specifically for this purpose,
2 the office of the superintendent of public instruction shall allocate
3 funds to middle and high schools to support the professional
4 development of success teams implementing a K-12 dropout prevention,
5 intervention, and reengagement system, collaboration time for success
6 teams, and coaching for success team leads.

7 (7) Subject to the availability of funds appropriated for this
8 specific purpose, the office of the superintendent of public
9 instruction shall develop and maintain a dropout early warning and
10 intervention data system, as defined in RCW 28A.175.074, that can be
11 voluntarily utilized by school districts in meeting the requirements
12 of this section.

13 **PART III**
14 **GUIDANCE COUNSELING**

15 **Sec. 301.** RCW 28A.150.260 and 2018 c 266 s 101 are each amended
16 to read as follows:

17 The purpose of this section is to provide for the allocation of
18 state funding that the legislature deems necessary to support school
19 districts in offering the minimum instructional program of basic
20 education under RCW 28A.150.220. The allocation shall be determined
21 as follows:

22 (1) The governor shall and the superintendent of public
23 instruction may recommend to the legislature a formula for the
24 distribution of a basic education instructional allocation for each
25 common school district.

26 (2)(a) The distribution formula under this section shall be for
27 allocation purposes only. Except as may be required under subsections
28 (4)(b) and (c), (5)(b), and (9) of this section, chapter 28A.155,
29 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations,
30 nothing in this section requires school districts to use basic
31 education instructional funds to implement a particular instructional
32 approach or service. Nothing in this section requires school
33 districts to maintain a particular classroom teacher-to-student ratio
34 or other staff-to-student ratio or to use allocated funds to pay for
35 particular types or classifications of staff. Nothing in this section
36 entitles an individual teacher to a particular teacher planning
37 period.

1 (b) To promote transparency in state funding allocations, the
2 superintendent of public instruction must report state per-pupil
3 allocations for each school district for the general apportionment,
4 special education, learning assistance, transitional bilingual,
5 highly capable, and career and technical education programs. The
6 superintendent must also report state general apportionment per-pupil
7 allocations by grade for each school district. The superintendent
8 must report this information in a user-friendly format on the main
9 page of the office's web site and on school district apportionment
10 reports. School districts must include a link to the superintendent's
11 per-pupil allocations report on the main page of the school
12 district's web site. In addition, the budget documents published by
13 the legislature for the enacted omnibus operating appropriations act
14 must report statewide average per-pupil allocations for general
15 apportionment and the categorical programs listed in this subsection.

16 (3) (a) To the extent the technical details of the formula have
17 been adopted by the legislature and except when specifically provided
18 as a school district allocation, the distribution formula for the
19 basic education instructional allocation shall be based on minimum
20 staffing and nonstaff costs the legislature deems necessary to
21 support instruction and operations in prototypical schools serving
22 high, middle, and elementary school students as provided in this
23 section. The use of prototypical schools for the distribution formula
24 does not constitute legislative intent that schools should be
25 operated or structured in a similar fashion as the prototypes.
26 Prototypical schools illustrate the level of resources needed to
27 operate a school of a particular size with particular types and grade
28 levels of students using commonly understood terms and inputs, such
29 as class size, hours of instruction, and various categories of school
30 staff. It is the intent that the funding allocations to school
31 districts be adjusted from the school prototypes based on the actual
32 number of annual average full-time equivalent students in each grade
33 level at each school in the district and not based on the grade-level
34 configuration of the school to the extent that data is available. The
35 allocations shall be further adjusted from the school prototypes with
36 minimum allocations for small schools and to reflect other factors
37 identified in the omnibus appropriations act.

38 (b) For the purposes of this section, prototypical schools are
39 defined as follows:

1 (i) A prototypical high school has six hundred average annual
2 full-time equivalent students in grades nine through twelve;

3 (ii) A prototypical middle school has four hundred thirty-two
4 average annual full-time equivalent students in grades seven and
5 eight; and

6 (iii) A prototypical elementary school has four hundred average
7 annual full-time equivalent students in grades kindergarten through
8 six.

9 (4) (a) (i) The minimum allocation for each level of prototypical
10 school shall be based on the number of full-time equivalent classroom
11 teachers needed to provide instruction over the minimum required
12 annual instructional hours under RCW 28A.150.220 and provide at least
13 one teacher planning period per school day, and based on the
14 following general education average class size of full-time
15 equivalent students per teacher:

	General education average class size
16 Grades K-3.	17.00
17 Grade 4.	27.00
18 Grades 5-6.	27.00
19 Grades 7-8.	28.53
20 Grades 9-12.	28.74

23 (ii) The minimum class size allocation for each prototypical high
24 school shall also provide for enhanced funding for class size
25 reduction for two laboratory science classes within grades nine
26 through twelve per full-time equivalent high school student
27 multiplied by a laboratory science course factor of 0.0833, based on
28 the number of full-time equivalent classroom teachers needed to
29 provide instruction over the minimum required annual instructional
30 hours in RCW 28A.150.220, and providing at least one teacher planning
31 period per school day:

	Laboratory science average class size
32 Grades 9-12.	19.98

35 (b) (i) Beginning September 1, 2019, funding for average K-3 class
36 sizes in this subsection (4) may be provided only to the extent of,
37 and proportionate to, the school district's demonstrated actual class
38 size in grades K-3, up to the funded class sizes.

(ii) The office of the superintendent of public instruction shall develop rules to implement this subsection (4)(b).

(c)(i) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level.	23.00
Skill center programs meeting the standards established by the office of the superintendent of public instruction.	20.00

(ii) Funding allocated under this subsection (4)(c) is subject to RCW 28A.150.265.

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for advanced placement and international baccalaureate courses.

(5)(a) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	1.253	1.353	1.880
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.663	0.519	0.523
Health and social services:			
School nurses.	0.076	0.060	0.096
Social workers.	0.042	0.006	0.015
Psychologists.	0.017	0.002	0.007

1	Guidance counselors, a function that includes parent outreach and graduation			
2	advising.	0.493	((1,216))	2.539
3			<u>1.728</u>	
4	Teaching assistance, including any aspect of educational instructional services			
5	provided by classified employees.	0.936	0.700	0.652
6	Office support and other noninstructional aides.	2.012	2.325	3.269
7	Custodians.	1.657	1.942	2.965
8	Classified staff providing student and staff safety.	0.079	0.092	0.141
9	Parent involvement coordinators.	0.0825	0.00	0.00

10 (b) (i) Beginning September 1, 2019, funding for guidance
11 counselors, a function that includes parent outreach and graduation
12 advising allocated for middle and high schools in this subsection
13 must be expended on comprehensive guidance and planning programs for
14 students under RCW 28A.600.045.

15 (ii) The office of the superintendent of public instruction shall
16 develop rules to implement this subsection.

17 (6) (a) The minimum staffing allocation for each school district
18 to provide district-wide support services shall be allocated per one
19 thousand annual average full-time equivalent students in grades K-12
20 as follows:

21		Staff per 1,000
22		K-12 students
23	Technology.	0.628
24	Facilities, maintenance, and grounds.	1.813
25	Warehouse, laborers, and mechanics.	0.332

26 (b) The minimum allocation of staff units for each school
27 district to support certificated and classified staffing of central
28 administration shall be 5.30 percent of the staff units generated
29 under subsections (4) (a) and (5) of this section and (a) of this
30 subsection.

31 (7) The distribution formula shall include staffing allocations
32 to school districts for career and technical education and skill
33 center administrative and other school-level certificated staff, as
34 specified in the omnibus appropriations act.

35 (8) (a) Except as provided in (b) of this subsection, the minimum
36 allocation for each school district shall include allocations per
37 annual average full-time equivalent student for the following

1 materials, supplies, and operating costs as provided in the 2017-18
2 school year, after which the allocations shall be adjusted annually
3 for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
4	
5	
6	
7	Technology. \$130.76
8	Utilities and insurance. \$355.30
9	Curriculum and textbooks. \$140.39
10	Other supplies \$278.05
11	Library materials. \$20.00
12	Instructional professional development for certificated and
13	classified staff. \$21.71
14	Facilities maintenance. \$176.01
15	Security and central office administration. \$121.94

16 (b) In addition to the amounts provided in (a) of this
17 subsection, beginning in the 2014-15 school year, the omnibus
18 appropriations act shall provide the following minimum allocation for
19 each annual average full-time equivalent student in grades nine
20 through twelve for the following materials, supplies, and operating
21 costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
22	
23	
24	
25	Technology. \$36.35
26	Curriculum and textbooks. \$39.02
27	Other supplies \$77.28
28	Library materials. \$5.56
29	Instructional professional development for certificated and
30	classified staff. \$6.04

31 (9) In addition to the amounts provided in subsection (8) of this
32 section and subject to RCW 28A.150.265, the omnibus appropriations
33 act shall provide an amount based on full-time equivalent student
34 enrollment in each of the following:

- 35 (a) Exploratory career and technical education courses for
- 36 students in grades seven through twelve;
- 37 (b) Preparatory career and technical education courses for
- 38 students in grades nine through twelve offered in a high school; and

1 (c) Preparatory career and technical education courses for
2 students in grades eleven and twelve offered through a skill center.

3 (10) In addition to the allocations otherwise provided under this
4 section, amounts shall be provided to support the following programs
5 and services:

6 (a)(i) To provide supplemental instruction and services for
7 students who are not meeting academic standards through the learning
8 assistance program under RCW 28A.165.005 through 28A.165.065,
9 allocations shall be based on the district percentage of students in
10 grades K-12 who were eligible for free or reduced-price meals in the
11 prior school year. The minimum allocation for the program shall
12 provide for each level of prototypical school resources to provide,
13 on a statewide average, 2.3975 hours per week in extra instruction
14 with a class size of fifteen learning assistance program students per
15 teacher.

16 (ii) In addition to funding allocated under (a)(i) of this
17 subsection, to provide supplemental instruction and services for
18 students who are not meeting academic standards in qualifying
19 schools. A qualifying school means a school in which the three-year
20 rolling average of the prior year total annual average enrollment
21 that qualifies for free or reduced-price meals equals or exceeds
22 fifty percent or more of its total annual average enrollment. The
23 minimum allocation for this additional high poverty-based allocation
24 must provide for each level of prototypical school resources to
25 provide, on a statewide average, 1.1 hours per week in extra
26 instruction with a class size of fifteen learning assistance program
27 students per teacher, under RCW 28A.165.055, school districts must
28 distribute the high poverty-based allocation to the schools that
29 generated the funding allocation.

30 (b)(i) To provide supplemental instruction and services for
31 students whose primary language is other than English, allocations
32 shall be based on the head count number of students in each school
33 who are eligible for and enrolled in the transitional bilingual
34 instruction program under RCW 28A.180.010 through 28A.180.080. The
35 minimum allocation for each level of prototypical school shall
36 provide resources to provide, on a statewide average, 4.7780 hours
37 per week in extra instruction for students in grades kindergarten
38 through six and 6.7780 hours per week in extra instruction for
39 students in grades seven through twelve, with fifteen transitional
40 bilingual instruction program students per teacher. Notwithstanding

1 other provisions of this subsection (10), the actual per-student
2 allocation may be scaled to provide a larger allocation for students
3 needing more intensive intervention and a commensurate reduced
4 allocation for students needing less intensive intervention, as
5 detailed in the omnibus appropriations act.

6 (ii) To provide supplemental instruction and services for
7 students who have exited the transitional bilingual program,
8 allocations shall be based on the head count number of students in
9 each school who have exited the transitional bilingual program within
10 the previous two years based on their performance on the English
11 proficiency assessment and are eligible for and enrolled in the
12 transitional bilingual instruction program under RCW
13 28A.180.040(1)(g). The minimum allocation for each prototypical
14 school shall provide resources to provide, on a statewide average,
15 3.0 hours per week in extra instruction with fifteen exited students
16 per teacher.

17 (c) To provide additional allocations to support programs for
18 highly capable students under RCW 28A.185.010 through 28A.185.030,
19 allocations shall be based on 5.0 percent of each school district's
20 full-time equivalent basic education enrollment. The minimum
21 allocation for the programs shall provide resources to provide, on a
22 statewide average, 2.1590 hours per week in extra instruction with
23 fifteen highly capable program students per teacher.

24 (11) The allocations under subsections (4)(a), (5), (6), and (8)
25 of this section shall be enhanced as provided under RCW 28A.150.390
26 on an excess cost basis to provide supplemental instructional
27 resources for students with disabilities.

28 (12)(a) For the purposes of allocations for prototypical high
29 schools and middle schools under subsections (4) and (10) of this
30 section that are based on the percent of students in the school who
31 are eligible for free and reduced-price meals, the actual percent of
32 such students in a school shall be adjusted by a factor identified in
33 the omnibus appropriations act to reflect underreporting of free and
34 reduced-price meal eligibility among middle and high school students.

35 (b) Allocations or enhancements provided under subsections (4),
36 (7), and (9) of this section for exploratory and preparatory career
37 and technical education courses shall be provided only for courses
38 approved by the office of the superintendent of public instruction
39 under chapter 28A.700 RCW.

1 (13)(a) This formula for distribution of basic education funds
2 shall be reviewed biennially by the superintendent and governor. The
3 recommended formula shall be subject to approval, amendment or
4 rejection by the legislature.

5 (b) In the event the legislature rejects the distribution formula
6 recommended by the governor, without adopting a new distribution
7 formula, the distribution formula for the previous school year shall
8 remain in effect.

9 (c) The enrollment of any district shall be the annual average
10 number of full-time equivalent students and part-time students as
11 provided in RCW 28A.150.350, enrolled on the first school day of each
12 month, including students who are in attendance pursuant to RCW
13 28A.335.160 and 28A.225.250 who do not reside within the servicing
14 school district. The definition of full-time equivalent student shall
15 be determined by rules of the superintendent of public instruction
16 and shall be included as part of the superintendent's biennial budget
17 request. The definition shall be based on the minimum instructional
18 hour offerings required under RCW 28A.150.220. Any revision of the
19 present definition shall not take effect until approved by the house
20 ways and means committee and the senate ways and means committee.

21 (d) The office of financial management shall make a monthly
22 review of the superintendent's reported full-time equivalent students
23 in the common schools in conjunction with RCW 43.62.050.

24 **Sec. 302.** RCW 28A.600.045 and 2008 c 170 s 303 are each amended
25 to read as follows:

26 (1) (~~The legislature encourages~~) Each middle school, junior
27 high school, and high school (~~to~~) must implement a comprehensive
28 guidance and planning program for all students. The purpose of the
29 program is to support students as they navigate their education and
30 plan their future; encourage an ongoing and personal relationship
31 between each student and an adult in the school; and involve parents
32 in students' educational decisions and plans.

33 (2) A comprehensive guidance and planning program is a program
34 that contains at least the following components:

35 (a) A curriculum intended to provide the skills and knowledge
36 students need to select courses, explore options, plan for their
37 future, and take steps to implement their plans. The curriculum may
38 include such topics as analysis of students' test results; diagnostic
39 assessments of students' academic strengths and weaknesses; use of

1 assessment results in developing students' short-term and long-term
2 plans; assessments of student interests and aptitude;
3 goal((-)setting ((skills)); planning for high school course
4 selection; ((~~independent living~~)) basic life skills and building
5 blocks for academic success such as time management, study habits,
6 note taking, personal organization, and effective communication;
7 exploration of options and opportunities for career and technical
8 education at the secondary and postsecondary level; exploration of
9 career opportunities in emerging and high-demand programs including
10 apprenticeships; and postsecondary options and how to access them;

11 (b) Support for high school students in pursuing the best
12 possible postsecondary options, including applying to best fit
13 colleges, apprenticeships, or other career training programs, and
14 securing scholarships, grants, and financial aid;

15 (c) Regular meetings between each student and ((~~a teacher~~)) an
16 educator who serves as an advisor throughout the student's enrollment
17 at the school;

18 ((~~e~~)) (d) Student-led conferences with the student's parents,
19 guardians, or family members and the student's advisor for the
20 purpose of demonstrating the student's accomplishments; identifying
21 weaknesses; planning and selecting courses; and setting long-term
22 goals; ((and

23 ~~d~~)) (e) Data collection that allows schools to monitor
24 students' progress;

25 (f) Support for students in completing and annually revising
26 their high school and beyond plans under RCW 28A.230.090;

27 (g) Support for enrolling eligible students in the college bound
28 scholarship program under chapter 28B.118 RCW; and

29 (h) Mental health, emotional, and social support services.

30 (3) Subject to funds appropriated for this purpose, the office of
31 the superintendent of public instruction shall provide support for
32 comprehensive guidance and planning programs in public schools,
33 including providing ongoing development and improvement of the
34 curriculum described in subsection (2) of this section.

35 (4) Funds allocated for comprehensive guidance and planning
36 programs for students under RCW 28A.150.260(5) must be used for one
37 or more of the following purposes:

38 (a) Certificated staff supervising or implementing a
39 comprehensive guidance and planning program;

1 (b) Classified staff implementing a comprehensive guidance and
2 planning program, such as graduation coaches and success teams;

3 (c) Certificated or classified staff leading success teams under
4 RCW 28A.175.074(3)(f);

5 (d) Contracting with college access programs or other nonprofit
6 providers with a proven track record of successfully supporting
7 students in a comprehensive guidance and planning program;

8 (e) Professional development for staff implementing a
9 comprehensive guidance and planning program.

10 (5) School districts must annually submit to the office of the
11 superintendent of public instruction evidence that they are meeting
12 the requirements of a comprehensive guidance and planning program,
13 including student caseload ratios for staff implementing the program,
14 the type of staff, accounting of funds allocated for this purpose,
15 and evidence of impact on student achievement, graduation rates, and
16 postsecondary enrollment.

17 **PART IV**

18 **HIGH SCHOOL AND BEYOND PLANS**

19 **Sec. 401.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
20 read as follows:

21 (1) The state board of education shall establish high school
22 graduation requirements or equivalencies for students, except as
23 provided in RCW 28A.230.122 and except those equivalencies
24 established by local high schools or school districts under RCW
25 28A.230.097. The purpose of a high school diploma is to declare that
26 a student is ready for success in postsecondary education, gainful
27 employment, and citizenship, and is equipped with the skills to be a
28 lifelong learner.

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

33 (b) The certificate of academic achievement requirements under
34 RCW 28A.655.061 or the certificate of individual achievement
35 requirements under RCW 28A.155.045 are required for graduation from a
36 public high school but are not the only requirements for graduation.

1 (c)(i) Each student must have a high school and beyond plan to
2 guide the student's high school experience and prepare the student
3 for postsecondary education or training and career.

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

8 (iii) The high school and beyond plan must be updated to reflect
9 high school assessment results in RCW 28A.655.070(3)(b) and to review
10 transcripts, assess progress toward identified goals, and revised as
11 necessary for changing interests, goals, and needs. The plan must
12 identify available interventions and academic support, courses, or
13 both, that are designed for students who have not met the high school
14 graduation standard, to enable them to meet the standard. School
15 districts must use the K-12 dropout prevention, intervention, and
16 reengagement system as defined in RCW 28A.175.074 and as required
17 under section 203 of this act, to inform updates to the high school
18 and beyond plan for students in their first year of high school.

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

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

29 (A) Identification of career goals, aided by a skills and
30 interest assessment;

31 (B) Identification of educational goals;

32 (C) Identification of dual credit programs and the opportunities
33 they create for students, including ~~((but not limited to))~~
34 eligibility for automatic enrollment in advanced classes under RCW
35 28A.320.195, career and technical education programs, running start
36 programs, and college in the high school programs;

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

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

1 (I) Includes information about options for satisfying state and
2 local graduation requirements;

3 (II) Satisfies state and local graduation requirements;

4 (III) Aligns with the student's secondary and postsecondary
5 goals;

6 (IV) Identifies dual credit programs and the opportunities they
7 create for students; and

8 (V) Includes information about the college bound scholarship
9 program; and

10 (F) By the end of the twelfth grade, a current resume or activity
11 log that provides a written compilation of the student's education,
12 any work experience, and any community service and how the school
13 district has recognized the community service pursuant to RCW
14 28A.320.193.

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

23 (e)(i) The state board of education shall adopt rules to
24 implement the career and college ready graduation requirement
25 proposal adopted under board resolution on November 10, 2010, and
26 revised on January 9, 2014, to take effect beginning with the
27 graduating class of 2019 or as otherwise provided in this subsection
28 (1)(e). The rules must include authorization for a school district to
29 waive up to two credits for individual students based on unusual
30 circumstances and in accordance with written policies that must be
31 adopted by each board of directors of a school district that grants
32 diplomas. The rules must also provide that the content of the third
33 credit of mathematics and the content of the third credit of science
34 may be chosen by the student based on the student's interests and
35 high school and beyond plan with agreement of the student's parent or
36 guardian or agreement of the school counselor or principal.

37 (ii) School districts may apply to the state board of education
38 for a waiver to implement the career and college ready graduation
39 requirement proposal beginning with the graduating class of 2020 or
40 2021 instead of the graduating class of 2019. In the application, a

1 school district must describe why the waiver is being requested, the
2 specific impediments preventing timely implementation, and efforts
3 that will be taken to achieve implementation with the graduating
4 class proposed under the waiver. The state board of education shall
5 grant a waiver under this subsection (1)(e) to an applying school
6 district at the next subsequent meeting of the board after receiving
7 an application.

8 (iii) A school district must update the high school and beyond
9 plans for each student who has not earned a score of level 3 or level
10 4 on the middle school mathematics assessment identified in RCW
11 28A.655.070 by ninth grade, to ensure that the student takes a
12 mathematics course in both ninth and tenth grades. This course may
13 include career and technical education equivalencies in mathematics
14 adopted pursuant to RCW 28A.230.097.

15 (2)(a) In recognition of the statutory authority of the state
16 board of education to establish and enforce minimum high school
17 graduation requirements, the state board shall periodically
18 reevaluate the graduation requirements and shall report such findings
19 to the legislature in a timely manner as determined by the state
20 board.

21 (b) The state board shall reevaluate the graduation requirements
22 for students enrolled in vocationally intensive and rigorous career
23 and technical education programs, particularly those programs that
24 lead to a certificate or credential that is state or nationally
25 recognized. The purpose of the evaluation is to ensure that students
26 enrolled in these programs have sufficient opportunity to earn a
27 certificate of academic achievement, complete the program and earn
28 the program's certificate or credential, and complete other state and
29 local graduation requirements.

30 (c) The state board shall forward any proposed changes to the
31 high school graduation requirements to the education committees of
32 the legislature for review. The legislature shall have the
33 opportunity to act during a regular legislative session before the
34 changes are adopted through administrative rule by the state board.
35 Changes that have a fiscal impact on school districts, as identified
36 by a fiscal analysis prepared by the office of the superintendent of
37 public instruction, shall take effect only if formally authorized and
38 funded by the legislature through the omnibus appropriations act or
39 other enacted legislation.

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

9 (4) If requested by the student and his or her family, a student
10 who has completed high school courses before attending high school
11 shall be given high school credit which shall be applied to
12 fulfilling high school graduation requirements if:

13 (a) The course was taken with high school students, if the
14 academic level of the course exceeds the requirements for seventh and
15 eighth grade classes, and the student has successfully passed by
16 completing the same course requirements and examinations as the high
17 school students enrolled in the class; or

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

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

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

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