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**SENATE BILL 5343**

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**State of Washington 66th Legislature 2019 Regular Session**

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

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

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

**PART I**

**ACADEMIC ACCELERATION POLICY**

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

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

(2) Under an academic acceleration policy:

(a) The district shall automatically enroll((~~s any student who meets~~)) the ((~~state standard on the high school statewide student assessment~~)) following students in the next most rigorous level of advanced courses or program offered by the high school((~~. Students who successfully complete such an advanced course are then enrolled in the next most rigorous level of advanced course, with the objective that students will eventually be automatically enrolled in courses that offer the opportunity to earn dual credit for high school and college~~)):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PART II**

**DROPOUT PREVENTION PROGRAMS**

**Sec.**  RCW 28A.165.035 and 2018 c 75 s 7 are each amended to read as follows:

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

(a) Extended learning time opportunities occurring:

(i) Before or after the regular school day;

(ii) On Saturday; and

(iii) Beyond the regular school year;

(b) Services under RCW 28A.320.190;

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

(i) The needs of a diverse student population;

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

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

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

(e) Tutoring support for participating students;

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

(g) Up to five percent of a district's learning assistance program allocation may be used for development of partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and nonacademic supports to participating students who are significantly at risk of not being successful in school to reduce barriers to learning, increase student engagement, and enhance students' readiness to learn. The school board must approve in an open meeting any community-based organization or local agency before learning assistance funds may be expended.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(f) Monitors student progress towards graduation; and

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

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

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

(b) Providing prevention activities including, but not limited to, emotionally and physically safe school environments, implementation of a comprehensive guidance and counseling model facilitated by certified school counselors, core academic instruction, ((~~and~~)) career and technical education exploratory and preparatory programs, grade-level transition and seminar courses, and courses teaching basic life skills and building blocks for academic success, such as time management, study habits, note taking, personal organization, and effective communication;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) In foster care((~~,~~));

(b) Involved in the juvenile justice system((~~,~~));

(c) Receiving special education services under chapter 28A.155 RCW((~~,~~)) in accordance with an individualized education plan or 504 plan;

(d) Migrant students;

(e) Recent immigrants((~~,~~));

(f) English language learners;

(g) Homeless((~~,~~));

(h) Emotionally traumatized((~~, or are~~));

(i) Facing behavioral health issues((~~,~~)); and

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

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

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

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

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

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

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

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

(c) Plan personalized supports for students.

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

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

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

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

**PART III**

**GUIDANCE COUNSELING**

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

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

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

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

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

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

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

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

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

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

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

General education

average class size

Grades K-3 17.00

Grade 4 27.00

Grades 5-6 27.00

Grades 7-8 28.53

Grades 9-12 28.74

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

Laboratory science

average class size

Grades 9-12 19.98

(b)(i) Beginning September 1, 2019, funding for average K-3 class sizes in this subsection (4) may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class 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 |
| Guidance counselors, a function that includes parent outreach and graduation advising  | 0.493 | ((~~1.216~~)) 1.728 | 2.539 |
| Teaching assistance, including any aspect of educational instructional services provided by classified employees  | 0.936 | 0.700 | 0.652 |
| Office support and other noninstructional aides  | 2.012 | 2.325 | 3.269 |
| Custodians  | 1.657 | 1.942 | 2.965 |
| Classified staff providing student and staff safety  | 0.079 | 0.092 | 0.141 |
| Parent involvement coordinators  | 0.0825 | 0.00 | 0.00 |

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

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

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

Staff per 1,000

K-12 students

Technology 0.628

Facilities, maintenance, and grounds 1.813

Warehouse, laborers, and mechanics 0.332

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

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

(8)(a) Except as provided in (b) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs as provided in the 2017-18 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

Per annual average

full-time equivalent student

in grades K-12

Technology $130.76

Utilities and insurance $355.30

Curriculum and textbooks $140.39

Other supplies $278.05

Library materials $20.00

Instructional professional development for certificated and

classified staff $21.71

Facilities maintenance $176.01

Security and central office administration $121.94

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

Per annual average

full-time equivalent student

in grades 9-12

Technology $36.35

Curriculum and textbooks $39.02

Other supplies $77.28

Library materials $5.56

Instructional professional development for certificated and

classified staff $6.04

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

(a) Exploratory career and technical education courses for students in grades seven through twelve;

(b) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and

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

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

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

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

(b)(i) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction for students in grades kindergarten through six and 6.7780 hours per week in extra instruction for students in grades seven through twelve, with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this subsection (10), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.

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

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

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

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

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

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

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

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

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

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

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

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

(a) A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans. The curriculum may include such topics as analysis of students' test results; diagnostic assessments of students' academic strengths and weaknesses; use of assessment results in developing students' short-term and long-term plans; assessments of student interests and aptitude; goal((~~-~~))setting ((~~skills~~)); planning for high school course selection; ((~~independent living~~)) basic life skills and building blocks for academic success such as time management, study habits, note taking, personal organization, and effective communication; exploration of options and opportunities for career and technical education at the secondary and postsecondary level; exploration of career opportunities in emerging and high‑demand programs including apprenticeships; and postsecondary options and how to access them;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**PART IV**

**HIGH SCHOOL AND BEYOND PLANS**

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

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

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

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

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

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

(iii) The high school and beyond plan must be updated to reflect high school assessment results in RCW 28A.655.070(3)(b) and to review transcripts, assess progress toward identified goals, and revised as necessary for changing interests, goals, and needs. The plan must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation standard, to enable them to meet the standard. School districts must use the K-12 dropout prevention, intervention, and reengagement system as defined in RCW 28A.175.074 and as required under section 203 of this act, to inform updates to the high school and beyond plan for students in their first year of high school. School districts are encouraged to involve parents and guardians in the process of developing and updating the high school and beyond plan, and the plan must be provided to the students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district. Nothing in this subsection (1)(c)(iii) prevents districts from providing high school and beyond plans to parents and guardians in additional languages that are not required by this subsection.

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

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

(B) Identification of educational goals;

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

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

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

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

(II) Satisfies state and local graduation requirements;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**--- END ---**