

2019 Legislative Session End of Session Report

Prepared for the Washington State PTA

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Legislature ends session on time, passes \$52.4 billion operating budget

For the first time since 2009, the Washington State Legislature ended a 105-day budget session on time with just minutes to spare. This was the second year in a row, however, for lawmakers to make the deadline. The two-year operating budget – the largest ever passed – includes revenue growth driven by a strong economy and new taxes and fees to support higher education, special education, and mental health.

Like the 2018 session, Democrats controlled both chambers and the Governor’s office. The size of the majorities differed this session, with several seats flipping parties, 28 new legislators¹ elected in the 2018 November election and two members appointed in January due to resignations. House Democrats held a 57-41 majority, while Senate Democrats increased their majority to 28-21 (with Sen. Tim Sheldon, D-Shelton, continuing to caucus with the Republicans).

Good year for WSPTA priorities

Washington State PTA adopted a two-year prioritized platform in October 2018 at the Legislative Assembly. It was a robust proposal that received much support during the 2019 session. Top priorities were: changes to local levy authority, increased funding for special education, codifying social emotional learning, improving school construction funding, preventing gun violence, addressing the teacher shortage, and changing policies related to state assessments and school safety.

More than 40 WSPTA members testified before House and Senate committees, and several bills were introduced at the association’s request. Despite the cancellation of Focus Day due to “Snowmageddon,” many WSPTA members organized their own trips to Olympia to meet with legislators and promote the legislative agenda.

Specific legislation supported by the WSPTA platform that passed this session includes:

- Creation of the Social Emotional Learning Work Group in statute and formal adoption of the SEL framework by OSPI after a review by the newly constituted workgroup;
- Additional levy authority and protection of Local Effort Assistance for school districts struggling to provide student-focused enrichment programs;
- Funding increases (although not fully closing the gap between the cost to deliver services under a student’s IEP and state funding) for students receiving special education services, and a focus on inclusionary classrooms for students with disabilities;
- Passage of comprehensive bills to address the teacher shortage issue and improve school safety, including the addition of student/family reunification as part of school safety planning;
- Adoption of legislation to address gun violence, including new laws to review the opportunity for a single point of reference on background checks, prohibiting undetectable firearms, clarifying Extreme Risk Protection Orders, removing firearms from certain individuals, and new requirements for individuals seeking Concealed Pistol Licenses;
- Funding for demonstration sites to prove the concept of 20-minute seated school lunch;

¹ New member breakdown includes: 12 House Democrats, 11 House Republicans, 6 Senate Democrats, 1 Senate Republican.

- Funding for two days of training in the Fundamental Course of Study for paraeducators, starting with the 2019-20 school year;
- Expansion of the opportunity for income-eligible preschool students to attend ECEAP;
- Removal of barriers to individuals applying to teacher preparation programs to improve diversity in the classroom without lowering standards; and
- Raising the legal age to use tobacco and/or vape products to 21.

In addition, WSPTA was engaged and partnered with other state associations and legislators on a variety of other issues, which are highlighted in this report.

Legislature increases levy authority, starting January 1, 2020

On the last day of the session, lawmakers agreed to increase levy authority. Specifically, [ESSB 5313](#) (Chapter 410, Laws of 2019) increased the existing levy limit of \$1.50 per \$1,000 assessed value to \$2.50 per \$1,000 assessed value. The bill maintained the per student maximum level of \$2,500 for districts with fewer than 40,000 students and increased the per student maximum level to \$3,000 for districts with 40,000 or more students (Seattle Public Schools). So, the new formula for all districts but Seattle for Calendar Year 2020 is: \$2.50 per \$1,000 assessed value or \$2,500 per student, whichever is less.

Also, under ESSB 5313, local effort assistance (LEA) is provided to school districts that do not generate an enrichment levy of at least \$1,550 (\$1,593 with CPI inflation) per student when levying at a rate of \$1.50 per \$1,000 of assessed value. According to legislators, this was put in place to protect any districts that did not or could not change their levy authority above the \$1.50 per \$1,000 assessed value. For school districts under the \$1.50 threshold, LEA will be pro-rated at the new rate.

In exchange for the increased local levy authority, the new law requires detailed annual reporting (Section 3 of the bill) and directs the State Auditor’s Office to report to OSPI use of local levies for “basic education” activities. See page 29 for the new supplemental expenditure schedule by revenue source that requires the amount spent by object for enrichment activities beyond the state-funded amount.

Additional one-time funding, special education

The legislature also took an unprecedented step of tapping \$58.4 million from the Budget Stabilization Account (Rainy Day fund) to provide one-time funding to an estimated 95 school districts. The bill, [ESHB 2163](#), was signed by the Governor May 21st.

On special education, the legislature passed [E2SSB 5091](#) (Chapter 387, Laws of 2019), which increases the student excess cost multiplier from 0.9609 to 0.995 for the 2019-20 school year. For the 2020-21 school year, the multiplier will increase to 1.0075 for students receiving special education services who are included in general education classrooms 80 percent or more of the school day; and remain at 0.995 for students spending less than 80 percent of a school day in a general education classroom. To help districts prepare for more inclusive classrooms, the legislature appropriated \$25 million for professional development. (See page 19 for a description of the training.)

In addition, accessing the special education safety net should be easier starting in the 2019-20 school year: awards will be considered if the student’s IEP costs exceed 2.3 times the average per-pupil expenditure under the federal Every Student Succeeds Act of 2015.

High school assessments “delinked” from graduation requirements, new “pathways” adopted

Since 2006, a high school student has been required to earn a Certificate of Academic Achievement by meeting a cut score set by the State Board of Education on statewide-administered assessments in English Language Arts, math and science (e.g., WASL, Algebra or Geometry end-of-course exams, biology end-of-course exams, or SBAC). Under [E2SHB 1599](#), this requirement ends after the class of 2019.

The expedited appeals waiver, which allows a student who hasn't met one or more of the required state tests from the classes of 2014-2018 to graduate, was extended to the classes of 2019 and 2020, and the [waiver](#) and appeal requirements for this year's seniors are posted to the OSPI website.

Starting with the class of 2020, to graduate with a high school diploma, students will need to complete a High School and Beyond Plan, meet all the district and/or high school requirements, and meet the state credit requirements set by the State Board of Education.

In addition, starting with the class of 2020, in order to demonstrate "career and college readiness" a student must achieve one or more of the following pathways in *English Language Arts* and

Mathematics:

1. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education;
2. Complete and qualify for college credit in dual credit courses, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit after completing the course;
3. Earn credit in a high school transition course (e.g., Bridge to College), when completion of the course will ensure college-level placement in a community college or state college or university;
4. Earn high school credit, with a C+ grade or score of 3 or higher on the AP exam; C+ in relevant courses in International Baccalaureate courses or a 4 on the IB exam; or C+ in Cambridge International courses (but no score equivalent);
5. Meet or exceed the scores established by the State Board of Education for the SAT or ACT;
 - Meet any combination of at least one ELA option and at least one Math option above;
6. Meet standard in the Armed Services Vocational Aptitude Battery; and
7. Complete a sequence of CTE courses that are relevant to a student's postsecondary pathway, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, and that meet either:
 - The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
 - The minimum criteria identified in [RCW 28A.700.030](#).

The bill charges the State Board of Education (SBE) with reviewing the new graduation pathways and discussing with "interested parties" more options or pathways. It also directs OSPI to survey school districts on pathways offered to students in each high school and share that information with the SBE. A report by the SBE on additional pathways is due to the education committees of the legislature by December 1, 2022.

In addition, starting in the 2021-22 school year, every school district must adopt an academic acceleration policy that would automatically place a student meeting or exceeding standard on a federally mandated test in the next available most rigorous course. Parents and/or guardians would have the option of opting out their student and the course is required to align with a student's High School & Beyond Plan.

For a more detailed description of the entire assessment bill and other changes, see Appendix A, beginning on page 33.

How to read this report

Pages 4-9 describe Top 5 positions, including successes and status of work to go. A summary of what passed related to Also Supported Positions and Resolutions begins on page 10, and a summary of bills being tracked that didn't pass begins on page 13. On pages 17-22, highlights of the operating and capital budget are described. On pages 22-28, a summary of new work groups and reports required is provided. Those interested in how policy or budget provisos will affect the school district by school year will find that information on pages 28-32.

Top 5 Legislative Priorities

| Topic | Position Objectives | Status | Success |
|---|--|--|---------|
| Social Emotional Learning | Codify Social Emotional Learning Work Group and support adoption of the SEL framework; provide training; ensure adequate staffing of psychologists, counselors, social workers, behavioral specialists, and nurses in schools. | <ul style="list-style-type: none"> • 2SSB 5082 creates the Social Emotional Learning work group in statute. It also describes membership on the work group; responsibilities and tasks; and reports due. The bill also requires school districts, beginning in the 2020-21 school year and every other year, to use one of the state-funded professional development days for training in social emotional learning, trauma-informed practices, adverse childhood experiences, anti-harassment/intimidation/bullying, and related topics. • 2SSB 5903 implements recommendations from the Children’s Mental Health Work Group, includes the same requirement as above for professional development training for all school employees using existing state-funded days, starting in the 2020-21 school year and every other year. • Still to go: increasing staffing levels to meet the needs of students. | √ |
| School Construction and Simple Majority for Bonds | Assist districts to fund their capital needs for the 21 st century to lower K-3 and Career and Technical Education (CTE) class sizes and address capacity, growth, modernization and safety. Adopt simple majority for bonds. | <ul style="list-style-type: none"> • While bills were introduced to increase the student space allocation and simple majority for bonds, all were unsuccessful. | — |

Prevent Gun Violence

Support legislation to reduce dangerous access to firearms through various strategies, including incentivizing safe storage of all firearms, raising standards for purchase and sales of firearms and semi-automatic rifles, ensuring appropriate eligibility for gun ownership; and allowing the Washington State Patrol to destroy guns used in criminal acts.

- [EHB 1465](#) removes a provision allowing a dealer to deliver a pistol to a purchaser who produces a valid concealed pistol license prior to the completion of a state background check. The bill also links this change to SHB 1949, related to the single point of contact study.
- [SHB 1739](#) establishes criminal penalties applicable to undetectable firearms and untraceable firearms.
- [SHB 1949](#) requires the Office of Financial Management (OFM) to conduct a feasibility study and make recommendations regarding the establishment of a single point of contact system for conducting firearm background checks. The report is due to the Governor and Legislature by December 1, 2019.
- [ESSB 5027](#) addresses Extreme Risk Protection Orders and clarifies that ERPOs may be brought against a person under age 18 and that parents and guardians must secure their firearms under the order.
- [SB 5205](#), among other elements, prohibits a person who has a history of one or more violent acts from possessing a firearm following the dismissal of nonfelony charges on the basis the person is found incompetent to stand trial, unless the court restores their firearm rights.
- [SB 5508](#) requires that a background check for an original Concealed Pistol License must be conducted through the Washington State Patrol Criminal

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*Prevent Gun Violence
continued*

Identification Section and must include a national check from the FBI through the submission of fingerprints.

- [SSB 5954](#) allows Washington residents the opportunity to turn in up to five bump-fire stocks for a payment before the federal law banning the possession of bump-fire stocks takes effect, or June, 30, 2019, whichever is earlier. Alternatively, Washington residents may provide the Washington State Patrol a receipt from ATF or a Washington law enforcement agency, as proof that a bump-fire stock was relinquished prior to any federal rule prohibiting possession of bump-fire stocks and receive a financial payment from the state. The bill also funds this buy-back program.

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Strategies to Address the
Teacher Shortage

Support policies that recruit and retain effective educators, develop a diverse workforce, and ensure equity and access to educator preparation programs.

- [E2SHB 1139](#) is a comprehensive approach to the teacher shortage. It creates new educator recruitment and retention policies related to, for example: regional educator recruitment; recruitment of military personnel; educator discipline; microcredentials; and a Professional Educator Collaborative. The bill revises educator recruitment and retention policies related to, for example: the Recruiting Washington Teachers Program; student teacher field placement; financial incentives, assistance, and supports for people pursuing educator certificates, including grants, conditional scholarships,

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*Strategies to Address the
Teacher Shortage
continued*

and loan repayment; the Beginning Educator Support Team Program; the Principal Internship Support Program certification requirements; postretirement employment options; and evaluation of classroom teachers and principals.

- [SHB 1621](#) removes the requirement that applicants to a teacher preparation program pass a basic skills assessment and allows for the use of alternative assessments.

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Strategic K-12
Investments to Close
Gaps

Using non-regressive revenue sources, invest in activities such as: closing Special Education funding gaps; increasing school staffing to Initiative 1351 levels; adding a categorical allocation for high mobility students; lowering the High-Poverty Learning Assistance Program (LAP) threshold; and allowing school districts to choose between levy caps and increasing the Local Effort Assistance ceiling.

Several bills were introduced to address the High-Poverty LAP threshold and school staffing, but none were successful this session. OSPI has convened a small group to discuss increasing school staffing, and plans to bring forward recommendations for the 2020 session and beyond.

No bills were introduced this session to address a new category for highly mobile students, such as foster youth, students who are homeless, students from military families and students at risk.

- [E2SSB 5091](#) increases special education, starting in the 2019-20 school year. The bill also makes changes to the safety net program and requires the State Auditor's Office to review special education data and report back to the Legislature by December 1, 2020.

Special Education Excess Cost Multiplier. The special education excess cost multiplier for enrolled students is increased from 0.9609 to 0.995 in school year 2019-20. Beginning in the 2020-21 school year, a tiered multiplier applies as follows:

- 1.0075 for K-12 students receiving special education and reported to be in the general education setting for 80 percent or more of the school day; and
- 0.995 for K-12 students receiving special education and reported to be in the general education setting for less than 80 percent of the school day.

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Safety Net Funding. Beginning in the 2019-20 school year, a high-need student is eligible for safety net awards if the student's IEP costs exceed 2.3 times the average per-pupil expenditure under the federal Every Student Succeeds Act of 2015. Language referring to special education students is changed to students with disabilities.

Professional Learning Days. OSPI must calculate each school district's professional learning allocation separately from the minimum state allocation for salaries and associated fringe benefits. The allocation must be equal to the proportional increase in professional learning days required by statute. For programs funded on a per-student basis, professional learning allocations must be included in per-pupil calculations.

Audits. The State Auditor is required to review special education data during audits of districts in the 2018-2019 school year. The State Auditor is required to compile and submit the data reported under the audits to the Legislature by December 1, 2020. The following information must be reviewed:

- Special education revenues and the sources of those revenues; and
- Special education expenditures and the object of those expenditures.

- [ESSB 5313](#) is the levy authority bill and has three main components:



Local levies and LEA: It increases local enrichment levy authority from \$1.50/\$1000 AV to \$2.50/\$1000 AV; maintains the \$2,500 per student maximum for districts under 40,000 students; and increases the per student maximum to \$3,000 for districts with 40,000 or more students. It also changes the maximum LEA to \$1,550 per student, plus inflation. It provides LEA to school districts that don't generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50/\$1000 AV, and prorates LEA for school districts levying at a rate of less than \$1.50/\$1000 AV;

Reporting: Requires school districts, beginning in the 2019-20 school year, to provide an expenditure schedule that identifies the amount expended on certain supplementary enrichment activities; and

Auditing: Requires, if the State Auditor find that a school district has used local revenues for non-enrichment activities, that the school district's maximum enrichment levy collection must be reduced.

What Passed²:

In addition to the bills that passed above, WSPTA had some successes with the Also Supported Platform and issues related to Resolutions. The following describes bills and/or budget provisos that were signed into law.

Also Supported Platform Issues (in alphabetical order)

Best Practices for School Meals

- While HB 1272 didn't pass, the Legislature included \$166,000 in the 2019-21 operating budget to fund five school demonstration sites and update WSSDA's model policy on school meals.

Fund Paraeducator Training

- The 2019-21 operation budget includes \$12 million for two days of training for paraeducators, beginning in the 2019-20 school year. This is short the \$56 million requested by the Professional Educator Standards Board for four days of training but is a start. With a supplemental budget, lawmakers can approve a second round of training for the 2020-21 school year.
- [SHB 1658](#) provides that, if state funding is appropriated for the fundamental course of study, then one day of the training must be provided in person. The bill also modifies deadlines by which districts must provide the fundamental course of study to paraeducators hired for the 2020-21 school year and beyond. This assumes the state is funding all four days of required training in the fundamental course of study.

Increase Access to High-Quality Preschool

- [2SSB 5347](#) allows the enrollment of children, who do not meet the definition of "eligible child" in ECEAP, as space is available, if the number of such children equals not more than 25 percent of total statewide enrollment and the family income is: above 110 percent of FPL but less than or equal to 130 percent; or above 130 percent of FPL but less than or equal to 200 percent and the child meets has at least one of the risk factor criterion.

Raise Age of Tobacco and Electric Nicotine Delivery Systems to 21

- [EHB 1074](#) prohibits the sale of cigarettes, tobacco products, and vapor products to persons under the age of 21.

Safe School Plans and Emergency Preparedness

- [2SHB 1216](#) is a comprehensive school safety bill that addresses various activities, including establishes a Regional School Safety Center at each ESD; requires each school district to establish a School-Based Threat Assessment Program by the beginning of the 2020-21 school year; codifies the School Safety Center and the School Safety and Student Well-being Advisory Committee, and makes the duties subject to state funding; requires OSPI to monitor certain safety-related programs and plans; directs the Joint Legislative Audit and Review Committee to complete a study on the first responder mapping information system by January 31, 2020; adds a student/parent reunification element to safe school plans; establishes requirements for optional school district school resource

² All bills are effective July 28, 2019 unless a different effective date is listed.

officer (SRO) programs related to SRO training and law enforcement-school district agreements; and creates a grant program to fund training for SROs and makes SRO training materials available.

Resolution-related Issues:

Access and Affordability to Postsecondary Education

- [E2SHB 1131](#) extends the College Bound Scholarship to 9th graders who were previously income-ineligible.
- [2SHB 1973](#) establishes the Washington Dual Enrollment Scholarship Pilot Program to provide scholarships and textbook vouchers to low-income students enrolled in Running Start or College in the High School Programs. The bill also requires the K-12 school districts to provide documentation of a student's low-income status directly to institutions of higher education for the purpose of the Running Start fee waiver.
- [E2SHB 2158](#) establishes the Washington College Grant Program (replaces the State Need Grant (SNG)) and the Washington Student Loan Refinancing Program. Under the Washington College Grant Program, eligible students must be residents, file a financial aid application, not already have a bachelor's degree, be enrolled in a higher education institution or apprenticeship program, and demonstrate financial need.
 - Until academic year 2020-21, students with family incomes at or below 70 percent of the state Median Family Income (MFI) qualify as demonstrating financial need. Beginning with academic year 2020-21, students with family incomes at or below 100 percent of state MFI qualify.
 - Maximum grants awards are pro-rated as follows:

| Median Family Income Range | Percentage of Maximum Grant |
|-----------------------------------|------------------------------------|
| 0-55 percent | 100 percent award |
| 56-60 percent | 70 percent award |
| 61-65 percent | 60 percent award |
| 66-70 percent | 50 percent award |
| 71-75 percent | 24.5 percent award |
| 76-100 percent | 10 percent award |

- A maximum Washington College Grant covers tuition fees, building fees, and services and activities fees at the public higher education institutions. Grants for students attending private institutions are tied to the current SNG levels, with increases per year tied to the tuition growth factor.

Assessments, CTE and Graduation Requirements

- [2SHB 1424](#) relates to increasing access to state CTE course equivalencies. It requires school districts through September 1, 2021, to provide high school students with the opportunity to access at least one statewide equivalency career and technical education (CTE) course from a list of courses approved by OSPI as meeting academic graduation requirements. Beginning September 1, 2021, any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic credit; school districts with fewer than 2,000 students may seek a waiver from OSPI from this requirement. In addition, high schools and school boards are authorized to adopt local course equivalencies for CTE courses that are not on the list of courses approved by the OSPI.

- [E2SHB 1599](#) - Please see Appendix A, starting on page 29.
- [ESHB 2140](#) requires the state Employment Security Department to provide sufficient funding from amounts appropriated for the Career-Connected Learning program to OSPI to provide a grant to each of the nine ESDs for costs of employing one full-time equivalent employee to support the expansion of career-connected learning opportunities.
- [E2SHB 2158](#) creates a career connected learning (CCL) cross-agency work group and grant program. The work group's purpose is to coordinate agency functions and external partnerships to carry out a variety of CCL responsibilities, such as creating a statewide CCL system, expanding participation in CCL, making budget recommendations to the Office of Financial Management regarding CCL education programs, supporting the formation and operation of regional networks to guide CCL, and developing a data enclave for CCL. The CCL grant program is established to support regional CCL networks in rural and urban areas and to support CCL program intermediaries. The CCL grant program is administered by the Employment Security Office, with consultation provided by the Office of the Governor. The grant program is subject to appropriations.

Resolutions, Legislative Principles, General Interest and National PTA Positions

- [E2SHB 1112](#) restricts hydrofluorocarbons (HFCs) and other substitutes for ozone-depleting substances (ODS) in products and equipment covered by a court-vacated 2015 United States Environmental Protection Agency regulation, and authorizes the Department of Ecology to adopt related rules.
- [ESHB 1130](#) directs OSPI and the Office of the Education Ombuds to jointly convene a work group to improve meaningful, equitable access for public school students and their family members who have language access barriers, and report findings and recommendations to the Legislature by October 1, 2020. School districts are required to document the preferred language of families of special education students and whether a qualified interpreter was provided at certain meetings.
- [E3SHB 1257](#) (Section 13) is designed to encourage more electric vehicles by requiring new buildings after July 1, 2021 to include parking spaces and infrastructure for electric vehicles. For schools, 10 percent of the parking spaces for staff must be set aside.
- [EHB 1638](#) removes the use of philosophical or personal objection to exempt a child from the measles, mumps, and rubella vaccine. This applies to public schools and day care centers.
- [HB 1803](#) increases from five to 10 the number of school districts with fewer than 500 students that can request a “economies and efficiencies” waiver of the 180-day school year, basically allowing a four-day school week. At least two of the 10 must be reserved for districts with fewer than 150 students.
- [SHB 2140](#) started life as a levy authority “change” bill and ended up as a catch-all bill that:
 - Directs all of the second state property tax levy collected in fiscal year 2019 to be deposited into the Education Legacy Trust Account.
 - Allows school districts to use money deposited in a capital projects fund for preventative maintenance and infrastructure improvement during the 2019-2021 fiscal biennium.

- Delays the enrollment of Education Service District (ESD) employees that are not covered by a collective bargaining agreement in School Employees' Benefits until January 1, 2024. Allows ESDs to enroll non-represented employees in Public Employees' Benefits until December 31, 2023.
 - Amends the Career Connected Learning (CCL) Grant Program created in [E2SHB 2158](#) to require that funding be provided from the program to OSPI for a full-time employee at each of the nine ESDs to support the expansion of career-connected learning opportunities.
 - Makes a technical correction to the hold harmless provision in SB 6362 from the 2018 session to align with amounts already budgeted.
- [E2SSB 5116](#) was Governor Jay Inslee's lead climate change bill this session. Elements include: by January 1, 2030, each electric utility must make all retail sales of electricity to Washington customers GHG neutral; by December 31, 2025, all electric utilities must eliminate from their allocation of electricity coal-fired resources; and by January 1, 2045, each electric utility must meet 100 percent of its retail electric load to Washington customers using non-emitting electric generation and electricity from renewable resources.
 - [E2SSB 5290](#) changes the use of detention for non-criminal offenses such as truancy. After July 1, 2020, no youth may be placed in detention as a contempt sanction or based on a warrant pursuant to laws related to Child in Need of Services status or dependency. After July 1, 2021, no youth may be placed in detention as a contempt sanction or based on a warrant pursuant to laws related to truancy. After July 1, 2023, no youth may be placed in detention as a contempt sanction or based on a warrant pursuant to laws related to At Risk Youth status.
 - [SSB 5380](#) (sections 39-42) relates to the opioid use crisis and makes requirements, starting in the 2020-21 school year, for public high schools in school districts with more than 2,000 students to ensure access to at least one dose of opioid reversal medication.
 - [E2SSB 5497](#) is titled, "Keep Washington Working." Among its many provisions the bill does not allow school resource officers, when acting in their official capacity as a school resource officer, to Inquire into or collect information about an individual's immigration or citizenship status, or place of birth, or to provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law.

What Didn't Pass

The following section details bills that were introduced but didn't pass in the 2019 session. Any bills that were introduced and not adopted are eligible for reconsideration in the 2020 session.

WSPTA Top 5

Social Emotional Learning

- [SHB 1479/SB 5777](#) would have created a work group and, based on the recommendations of the work group, adopt, require educators to meet, and implement a continuing education program that meets the knowledge, skill, and performance standards related to student mental health and well-being.
- See staffing bills under Strategic K-12 Investments below.

School Construction & Simple Majority for Bonds

- [HB 1184](#) would have changed the 60 percent threshold to pass bonds to simple majority.
- [HJR 4203](#) would have put a constitutional amendment to the voters of Washington state to lower the 60 percent threshold to pass bonds to simple majority.
- [SSB 5066](#) would have changed the 60 percent threshold to pass bonds to simple majority.
- [SB 5252](#) would have changed the 60 percent threshold to pass bonds to 55 percent.
- [ESSB 5853](#) would have changed the student space allocation formula for grades K-6, phasing in higher levels of per student square foot dimensions, and would have limited school construction assistance to no more than 30 percent of total state general obligation bond appropriations by reducing the Construction Cost Allocation funding formula component in the omnibus capital appropriations act.
- [SSJR 8201](#) would have put a constitutional amendment to the voters of Washington state to lower the 60 percent threshold to pass bonds to simple majority and would have eliminated the 40 percent requirement for participation.
- [SJR 8202](#) would have put a constitutional amendment to the voters of Washington state to lower the 60 percent threshold to pass bonds to 55 percent.

Preventing Gun Violence

- [SHB 1010](#) would have allowed the Washington State Patrol to destroy firearms collected by the agency.
- [HB 1035](#) would have required OSPI to allocate state funding to school districts for one school resource officer on each school campus.
- [SHB 1068/SB 5062](#) would have limited firearms to hold no more than 10 rounds.
- [HB 1315/SSB 5174](#) would have modified provisions for concealed pistol licenses.
- [HB 1530/ESSB 5434](#) would have prohibited a person from carrying or possessing a weapon on licensed child care center premises, child care center-provided transportation, or areas of facilities used primarily for child care, and in libraries, or a local government's neighborhood, community, or regional park facilities at which children and youth were likely to be present.

Strategies to Address the Teacher Shortage

- [HB 1468/SB 5070](#) would have authorized annual bonuses for certificated instructional staff with a bilingual endorsement and instructional paraeducators with an ELL endorsement.
- [HB 2012](#) would have awarded bonuses to certificated instructional staff who are not eligible for certification through the National Board for Professional Teaching Standards, but who attain national certification through relevant national professional associations.

Strategic K-12 Investments to Close Gaps

- [SHB 1265](#) would have increased allocations for guidance counselors under the prototypical school funding model are phased in over three school years to: 0.800 for a prototypical elementary school; and 1.728 for a prototypical middle school. NOTE: funding was provided in the 2019-21 operating budget for 20 of the lowest performing schools, larger than 150 students, grades K-8.
- [HB 1384](#) would have lowered the High-Poverty LAP threshold from 50 percent of students eligible for free and reduced-price meals to the state average.
- [HB 1910](#) would have increased the excess student cost multiplier to 1.07.

- [HB 1943](#) would have increased prototypical school funding allocations by one educational staff associate per school.
- [HB 2029](#) would have modified the definition of a High-Poverty LAP qualifying school to be a school in which the three-year rolling average, based on enrollments two to four years prior to the school year for which qualification is determined, of the total annual average enrollment that qualifies for free or reduced-price meals equals or exceeds 50 percent or more of its total annual average enrollment.
- [HB 2073](#) would have created additional thresholds for High-Poverty LAP funding, maintaining the 50 percent to receive 1.1 additional hour for qualifying student, and creating new levels for schools with percentages of eligible students from 45 percent to less than 47.5 percent, and 47.5 percent and less than 50 percent.
- [HB 2084](#) would have increased all prototypical school funding formula allocations, possibly in line with I-1351 levels.
- [HB 2108](#) would have delayed the K-3 class size compliance to the 2020-21 school year.
- [2SSB 5315](#) (OFM request) would have required additional allocations to be provided for school nurses, social workers, psychologists, and guidance counselors, beginning in the 2019-2021 biennium and beginning with school districts with the highest percentage of students eligible for free and reduced-price meals in the prior school year.
- [SB 5465](#) (OSPI request) would have required funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in beginning with the 2021-2023 biennium and continue to be phased in each year until fiscal year 2025.
- [SB 5685](#) would have required a primary contact in schools to recognize, screen and respond to emotional or behavioral distress in students.

WSPTA Also Supported Positions & Resolutions

Best Practices for School Meals

- [SHB 1272](#) didn't pass, but the 2019-21 operating budget included \$66,000 to support demonstration sites for two years and updating/developing a WSSDA model policy on school meals.

Best Practices for School Recess

- No bills introduced.

Engaging Families in Student Success

- [SB 5465](#) would have required funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in beginning with the 2021-2023 biennium and continue to be phased in each year until fiscal year 2025.

Fund Paraeducator Training

- The Professional Educator Standards Board requested funding for four days of paraeducator training. The legislature provided \$12 million, which is enough for one year of two days of training in the fundamental course of study. School districts are required to provide the two days of training in the 2019-20 school year and will be reimbursed after the training has been conducted, likely in June 2020.

Raise Age of Tobacco and Electronic Delivery Systems to 21

- [SJM 8008](#) would have urged federal legislation to prohibit the sale of tobacco and vapor products to anyone under the age of 21.

Safe School Plans and Emergency Preparedness

- [SHB 1191/SB 5554](#) would have required certain school employees to follow specific notification provisions regarding the receipt of information about sex offenses, violent offenses, registered sex offenders, and kidnapping offenders.
- [HB 1200/SB 5247](#) would have required the Washington Military Department, in consultation with OSPI, to develop guidance for catastrophic incident plans for local schools.

Resolutions, Legislative Principles, General Interest and National PTA Positions

- [SHB 1163/SB 5188](#) would have created the expanded learning grant program to create demonstration projects within selected school districts of up to five years in length that support more time for instruction and opportunities for enrichment in order to combat summer learning loss and increase student achievement.
- [HB 1182](#) would have modified the Learning Assistance Program, to create more flexibility for districts and schools.
- [HB 1322/SB 5607](#) would have required OSPI to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning and created a dual language early learning grant program.
- [HB 1459](#) would have established a Running Start summer school pilot program.
- [SHB 1454](#) would have created some demonstration projects in schools to improve inclusion for students with disabilities.
- [HB 1496/SB 5070](#) would have required K-12 schools to give instruction in science with special reference to the environmental and sustainability standards. NOTE: the bill also had a professional development component for Next Generation Science Standards, which was funded in the 2019-21 operating budget.
- [HB 1641/SSB 5354](#) would have required school districts to conduct universal screenings to find students who need further assessment for potential highly capable program placement.
- [HB 1685](#) would have made changes to a bill enacted in 2018 regarding school meal debt, student notification, and other issues related to school meals.
- [HB 1860](#) would have required schools, at least every three years, to test each outlet used for drinking water or cooking in each school built before 2000 for lead and would have established notice procedures for the school to follow if testing showed a high level of lead.
- [ESHB 1998](#) would have created a task force on Title IX protections and compliance to examine options, develop model policies, and recommend oversight on campus sexual violence at higher education institutions.
- [HB 1407/ESSB 5395](#) would have required school districts to implement a comprehensive sexual health education curriculum in grades 7-12. NOTE: The 2019-21 operating budget directs OSPI to convene a work group to consider the challenges of implementation and to recommend options.
- [ESSB 5395](#) would have required school districts to implement a comprehensive sexual health education curriculum in grades 7-12. NOTE: The 2019-21 operating budget directs OSPI to convene a work group to consider the challenges of implementation and to recommend options.
- [SSB 5532](#) would have made changes to family engagement regarding students with disabilities, along with other changes.
- [SSB 5593](#) would have required a school district, upon knowledge of a low-income student's enrollment in running start, to coordinate with institutions of higher education to provide documentation of low-income status.
- [SB 5534](#) would have required the Washington Institute for Public Policy to conduct a study on outcomes of the state's ECEAP early learning program.

2019-21 Operating Budget

Projected revenue for the 2019-21 biennial budget was \$5.6 billion more than expected. The windfall, however, was muted by \$5.8 billion in projected costs for continuing current programs and other mandatory cost adjustments such as the Trueblood settlement over mental health services. Lawmakers debated on various tax increases, ultimately passing a graduated real estate excise tax, 20 percent B&O tax increase on most professional services, and some targeted tax preference adjustments and increases.

The following are NEW appropriations or adjusted appropriations for the biennium starting July 1, 2019 and ending June 30, 2021:

Section 103: JLARC School Mapping Study

- \$266,000 is provided to the Joint Legislative Audit & Review Committee to study how safe school plans and mapping systems are being used.

Section 213: State Health Care Authority, SEBB

- In 2017 under ESHB 2242 (Chapter 13, 3rd special session PV), the legislature committed to a state system of health benefits for all school employees. Despite efforts to modify or slow down the process and fiscal impact, enrollment in the new School Employee Benefits (SEBB) program will begin January 1, 2020 for employees who work a minimum of 630 hours in a school year. Under the enacted budget, for the 2019-20 school year, state funding for monthly premiums is provided for state-funded school employees at a rate of:
 - \$973 per month from September 1, 2019-December 31, 2019;
 - \$994 per month from January 1, 2020 to June 30, 2020; and
 - \$1,056 per month from July 1, 2020-August 31, 2020.
 - For the 2020-21 school year, monthly premiums are provided at \$1,056.
- In addition, HCA has some report responsibilities in the budget:
 - February 6, 2020, HCA shall report to legislative committees on the total amount by school district, ESD, and charter school billed for January benefits and a detailed list of school districts, ESDs and charter schools that have not remitted payment for January coverage as of January 31, 2020.
 - By November 15, 2020, HCA must study the potential cost savings and improved efficiency in providing insurance benefits to the employers and employees participating in the PEBB and SEBB systems that could be gained through consolidation.

Section 225: Department of Children, Youth & Families

- DCYF must develop a methodology to identify, at the school district level, the geographic locations where ECEAP slots are needed to meet the entitlement specified in [RCW 43.216.556](#). Must include estimates of the number of slots needed at each school district and the corresponding facility needs required to meet the entitlement. The methodology must be included as part of the budget submittal documentation required by [RCW 43.88.030](#).

Section 501: OSPI

- (3)(g) SEL work group: \$200,000 in FY20 and \$200,000 in FY21 to implement SB 5082.
- (3)(h)(i)(A): Sexual health work group: OSPI to convene a work group to review provisions related to sexual health education in the Health and PE learning standards adopted in 2016; revising existing curricula in use in the state for the purpose of identifying gaps or potential inconsistencies with the standards; consider revisions to sexual health education provisions in statute; and consider the merits and challenges associated with requiring all public schools to offer comprehensive sexual health education to students in all grades by September 1, 2022.

- All school districts shall submit to OSPI, through the Washington school health profiles survey, or other reporting mechanisms, the curricula used in the district to teach sexual health education. The data survey must include a list of the schools within the boundaries of each school district that offer sexual health education and in which grade levels, and the curricula used to teach sexual health education. In addition, the data survey must also include the rate of teen pregnancy, sexually transmitted infections, suicide, depression, and ACE in each of the previous five years for which data is available. To the extent data allows, the information may be disaggregated by age, race, ethnicity, FRPL eligibility, sexual orientation, gender identity and expression, and geography, including school district population density, and conveyed, in the maximum extent possible, in a manner that complies with WAC 392-117-060. Data may combine multiple years to comply with student privacy requirements.
- (4)(f)(iii) \$1.268 million each fiscal year to ESDs to implement HB 1216 (school safety).
- (4)(m) School meal demonstration projects and model policy = \$66,000 FY20 and \$60,000 FY21 of which \$30,000 each fiscal year is for annual grant awards of \$5,000 each to the six school districts selected to serve as school demonstration sites for 20 minutes of seated lunch, grades K-6.
- (4)(p) \$225,000 each fiscal year to OSPI to develop or expand a mentoring program for persons employed as educational interpreters in public schools, including providing mentoring services, in the 2019-20 school year, to any requesting school district. Funds may only be used for recruiting, hiring, and training persons to be employed by Washington Sensory Disability Services, who must provide mentoring services in different geographic regions of the state.
- (4)(u) \$125,000 each fiscal year to OSPI to conduct a pilot program in five school districts of a dropout early warning and intervention data system as defined in [RCW 28A.175.074](#), to identify students beginning in grade 8 who are at risk of not graduating from high school and require additional supports.

Section 503: Professional Educator Standards Board

- (3)(a) \$12 million in FY21 for grants to districts to provide two days of training in the fundamental course of study to all paraeducators. Funds are for reimbursement to districts that provide the training during the 2019-20 school year.

Section 504: Prototypical School Funding Formula

- (2)(d)(ii)(A) For the 20 schools serving students in grades K-8 with enrollments greater than 150, with the lowest overall school score for all students in the 2018-19 school year, as determined by the state school improvement framework, additional funding for guidance counselors for each level of prototypical school as follows:
 - Elementary: 0.307
 - Middle: 0.512

School districts must distribute the additional guidance counselors allocation to the schools that generate the allocation.

- (8)(a)(i) MSOC rates/student FTE: 2019-20: \$1,293.16 | 2020-21: \$1,320.32.
- (8)(d) MSOC for 9-12 grade students: 2019-20: \$177.64 | 2020-21: \$181.37.
- (9) Substitute teachers' daily rate is \$151.86.
- (20) For the 2019-21 biennium, general apportionment payments are not reduced for school districts receiving federal forest revenues.

Section 505: Compensation

Statewide Minimum Salary Allocation (plus regionalization factor shown in [LEAP Doc 3](#)):

- 2019-20:
 - CIS - \$66,520
 - CAS - \$98,741
 - CLS - \$47,720
- 2020-21:
 - CIS – \$67,917
 - CAS – \$100,815
 - CLS - \$48,722

Section 506: Salary Adjustments

- (1) Salary increases are 2.0% in the 2019-20 school year; and 2.1% in the 2020-21 school year.
- (2) In addition to salary allocations specified, funding includes two days of professional learning for each of the funded FTE CIS staff units in school year 2019-20, and three days in 2020-21.
- (4) School Employee Benefits: (a) For the 2019-20 school year:
 - \$973 per month from September 1, 2019 to December 31, 2019;
 - \$994 per month from January 1, 2020 to June 30, 2020; and
 - \$1,056 per month from July 1, 2020 to August 31, 2020 and
- (b) For the 2020-21 school year: \$1,056 per month

Section 507: Pupil Transportation

- \$10 million each fiscal year for a transportation alternate funding grant program based on the alternate funding process established in RCW 28A.160.191. OSPI must include a review of school district efficiency rating, key performance indicators and local school district characteristics such as unique geographic constraints in the grant award process.

Section 508: School Meals

- \$119,000 each fiscal year to increase the number of schools participating in the federal community eligibility program and to support Breakfast after the Bell programs authorized by the Legislature that have adopted the community eligibility provision.

Section 509: Special Education

- (7) For the safety net: \$71.253 million in FY20 and \$87.253 million in FY21, and \$29.574 million from federal funds for safety net awards for districts with demonstrated needs for special education funding.
- (12) \$30.746 million for FY20 and \$46.425 million for FY21 to support changes to the special education multiplier (SB 5091).
- (13) \$10 million for FY20 and \$15 million for FY21 are provided for OSPI to support professional development in inclusionary practices for classroom teachers. The primary form of support to public school classroom teachers must be for mentors who are experts in best practices for inclusive instruction. Funding for mentors must be prioritized to the public schools with the highest percentage of students with IEPs, ages 6-21 who spend the least amount of time in general education classrooms.

Section 515: Beginning Educator Support Teams, Teacher Evaluations

- (e) \$10.5 million for each fiscal year to support the Beginning Educator Support Program. Shall prioritize first-year educators in the mentoring program.

- (f) \$4 million each fiscal year to train teachers, principals and principal evaluators in TPEP.

Section 522: Grants & Pass Through Funding

- \$4.9 million each fiscal year for grants to implement dual credit programs and subsidized AP exam fees, IB class fees, and exam and course fees for low-income students.
- (2)(d) \$2.127 million for annual startup, expansion or maintenance of existing programs in maritime, construction, aerospace, and advanced manufacturing programs. To be eligible for funding, the skills center and high schools must agree to engage in developing local business and industry partnerships for oversight and input regarding program components. Program instructors must also agree to participate in professional development leading to student employment or certification in maritime, construction, aerospace, or advanced manufacturing industries, as determined by OSPI.
 - of this, \$300,000 each FY is for maritime programs;
 - of this, \$150,000 each FY is for construction programs.
- (4)(c) \$3 million each fiscal year to provide grants to school districts and ESDs for science teacher training in the Next Generation Science Standards, including training in the climate science standards. At a minimum, school districts shall ensure that teachers in one grade level in each elementary, middle and high school participate in this science training. Of the amount appropriated, \$1 million is for community-based nonprofits to partner with public schools for NGSS.
- (10) \$1.425 million each fiscal year for SHB 1445 (2017) dual language/early learning & K-12). In selecting recipients of the K-12 dual language grant, OSPI must prioritize districts that received grants under Section 501(33), chapter 299, Laws of 2018.
- (12)(d) \$1 million each fiscal year for the computer science and education grant program to support these three purposes: train and credential teachers in computer sciences; provide and upgrade technology needed to learn computer science; and, for Computer Science Frontiers grants to introduce students to and engage them in computer science.
- (12)(f) \$62,000 each fiscal year for competitive grants to school districts to increase the capacity of high schools to offer AP computer science courses. In making grant allocations, OSPI must give priority to schools and districts in rural areas with substantial enrollments of low-income students, and that do not offer AP computer science.
- (15) \$250,000 for a grant program for districts to reduce ASB fees for students who are eligible to participate in the free and reduced-price meals program. Grants are for the 2020-21 school year and must be distributed by August 10, 2020. Each grant is up to \$5,000; applicants must show a demonstrated need for additional support. Grant awards are prioritized as follows:
 - high schools implementing the USDA community eligibility provision; high schools with the highest percentage of students in grades 9-12 eligible to participate in FRPL program; and high school located in school districts enrolling 5,000 or fewer students.

Section 613: HB 1139 (15) Educator workforce shortage

- \$1.65 million each fiscal year are provided for funding of the Student Teaching Grant program; the Teacher Endorsement and Certification Help program, and the Educator Conditional Scholarship and loan repayment programs under RCW 28B.102, including the pipeline for paraeducators program, the retooling to teach conditional loan programs, the teacher shortage conditional scholarship program, the CTE conditional scholarship program, and the federal student loan repayment in exchange for teaching service program.

Section 947: I-732 Cost-of-Living Increases

- Funding is also provided for an additional increase of 0.2 percent on July 1, 2019. Funding is provided for a salary increase on July 1, 2020, of 2.8% for these employees, for a nominal total of a 6 percent increase during the 2019-21 biennium.

Section 990: Education Legacy Account uses

- During the 2019-21 biennium, the Education Legacy Account may be used for: support of common schools, expanding access to higher education through funding for new enrollments and financial aid and other educational improvement efforts, and for support of early learning programs.

2019-21 Capital Budget

This section describes appropriations beginning July 1, 2019 and ending June 30, 2021:

Section 1037: 2019-21 Early Learning Facilities grants

- \$4.186 million for competitively selected projects. School districts can apply again in the spring of 2020 for funding in the 2021-23 operating budget.
- \$18.214 million for early learning projects to eligible organizations, *excluding* school districts.

Section 5012: 2019-21 School Construction Assistance Program

- \$1.042 billion for projects in the OSPI queue.

Section 5016: 2019-21 School District Health and Safety grants:

- \$2 million for emergency repair grants to address unexpected and imminent health and safety hazards at K-12 public schools, *including* skill centers, that will impact the day-to-day operations of a school facility. A district Board of Directors must issue an emergency declaration, which includes a description of the imminent health and safety hazard, the possible cause, the proposed scope of emergency repair work and related cost estimate, and identification of local funding to be applied to the project.
- \$3 million for urgent repair grants to address nonrecurring urgent small repair projects at K-12 public schools, *excluding* skill centers, that could impact the health and safety of students and staff if not completed. OSPI shall develop criteria and assurances for providing funding for specific projects through a competitive grant program. These include: limiting school districts to one grant, not to exceed \$200,000, per three-year period; prioritizing applications based on limited school district financial resources for the project; and requiring any district receiving funding to demonstrate a consistent commitment to addressing school facility needs. Grants may be used for but are not limited to repair or replacement of failing building systems; abatement of potentially hazardous materials; and safety-related structural improvements.
- \$1 million for facility repairs and alternations at K-12 schools, *including* skill centers, to improve compliance with ADA and IDEA.

Section 5017: 2019-21 Healthy Kids/Healthy Schools:

- \$250,000 for planning and developing green stormwater infrastructure on public school properties that have been identified as needing to reduce stormwater runoff.
- \$3 million for projects that are consistent with the Healthiest Next Generation priorities. Remaining funding may be used for water bottle filling stations and to purchase equipment or make repairs related to improving children's physical health, which could include: fitness playground equipment, covered play areas, and PE equipment or related structures or renovation, and to purchase

equipment or make repairs improving children’s nutrition, which may include garden-related structures and greenhouses, and kitchen equipment or upgrades.

Section 5019: 2019-21 Career Preparation and Launch Equipment Grants:

- \$1 million for competitive grants to purchase and install CTE equipment that expands work-integrated learning opportunities.
- Districts with a high percentage of students who are eligible and enrolled in the FRPM program must be prioritized.
- \$100,000 is the limit per district.

Section 5023: K-3 Class-size Reduction grants (from 2015-17 biennium)

- \$109.4 million is re-appropriated. Before June 30, 2020, OSPI must verify that projects receiving grant awards are either in the design phase or under construction, or funding for those projects will lapse on that date.

Section 5028: 2019-21 Small District Modernization Grants (for school districts of 1000 students or less):

- \$1 million for planning grants to small school districts interested in seeking modernization grants. OSPI may prioritize planning grants for school districts with the most serious building deficiencies and the most limited financial capacity. Planning grants are capped at \$50,000 per district.
- \$19 million for modernization grants for small school districts with significant building system deficiencies and limited financial capacity. OSPI shall submit a prioritized list of projects to the legislature by January 15, 2020. State funding may not exceed \$5 million per project.

Section 5030: Distressed Schools:

- \$5 million for competitive grants for modular classrooms made with mass timber products, including cross-laminated timber, for the purpose of replacing portables in school districts with space challenges due to unavailable land for new school facilities to accommodate enrollment growth or with an overdependent use of portables to provide classroom space.

Projects will be priorities based on the following criteria, in the following order:

- School districts with high ratios of portable classrooms to permanent classrooms;
- School district with low acreage of land available for new construction;
- Projects that achieve lowest cost per classroom with highest percentage of mass timber products in the overall construction of the project; and
- Projects that demonstrate multistory application of mass timber products.

New Work Groups

- [ESHB 1130](#) requires OSPI and the Office of the Education Ombuds to convene a work group to improve meaningful, equitable access for public school students and their family members who have language access barriers.
 - The work group must advise OSPI and WSSDA (developing a model policy) on the following topics:
 - The elements of an effective language access program for systemic family engagement and a plan for the implementation of the program;
 - The components of a technical assistance program for language access and a plan for the implementation of this program;

- The development and sharing of a tool kit to help public schools assess the language needs of their communities and develop, implement and evaluate their language access plans and services;
 - The development and sharing of educational terminology glossaries that improve all families' access to the public-school system; and
 - The development and sharing of best practices or strategies for improving meaningful, equitable access for public school students and their family members who have language access barriers, including effective use of interpreters and when to provide translated documents in other formats.
 - OSPI must select up to 25 work group members from a specified list, including the Special Education Advisory Council, WSPTA, WSSDA, WEA, AWSP and ethic commission members.
- [2SHB 1216](#) creates one work group:
 - OSPI is directed to appoint members of the newly reconstituted School Safety and Student Well-Being Advisory Committee to:
 - Make recommendation to those it advises on policies and strategies to improve school safety and student well-being;
 - Identify emerging issues and best practices for consideration and implementation, particularly as these relate to the integration of student well-being and school safety;
 - Establish priorities for training, funding, statewide data collection, and other forms of support for students, schools, and school districts;
 - Engage the public on school safety and student well-being; and
 - Perform other duties as required by law.
 - The committee is to meet quarterly and includes parent and various state education associations, among others.
- [E2SHB 1599](#) Section 202 requires the State Board of Education to conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways created under this bill in Section 201 and whether modifications should be made to any of the existing pathways.
 - Interested parties should include representatives from, among others, associations representing educators, school board members, school administrators, superintendents, and parents.
- [ESHB 1599](#) Section 301 requires the State Board of Education to convene by August 19, 2019 a work group to inform the governor, the legislature, and the public about barriers to mastery-based learning in Washington state.
 - The work group must include four legislators, one from each caucus; two students; a representative from the Educational Opportunity Gap Oversight and Accountability Committee (EGOAC); and, among others, one representative from associations of principals, counselors, school district board member or superintendent, and teacher.
- [E2SHB 2158](#) creates a career-connected learning (CCL) work group. Under the bill, career-connected learning is defined as a learning experience integrated with work-related content and skills in three categories: career awareness and exploration; career preparation; and career launch. Part 3 of the bill follows up on the work conducted in 2018, establishing a formal CCL

cross-agency work group. The work group's purpose is to coordinate agency functions and external partnerships to carry out a variety of CCL responsibilities, such as creating a statewide CCL system, expanding participation in CCL, making budget recommendations to the Office of Financial Management regarding CCL education programs, supporting the formation and operation of regional networks to guide CCL, and developing a data enclave for CCL. Members of the work group are from state agencies; The governor's office may convene additional ad hoc committees that include industry sector advisory groups and leaders including, but not limited to, high-level representatives from education, industry, philanthropy, as well as students, parents, and community partners.

- [2SSB 5082](#) creates a Social Emotional Learning Committee in statute to help students build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and life.
 - The committee shall:
 - Create a statewide framework for social-emotional learning that is trauma-informed, culturally sustaining, and developmentally appropriate;
 - Review and update the standards and benchmarks for SEL and the developmental indicators for grades K-12, and confirm they are evidence-based;
 - Align the standards and benchmarks for social-emotional learning with other relevant standards and guidelines including the health and physical education K-12 learning standards and the early learning and development guidelines;
 - Advise OSPI's duty under section 2 of this act;
 - Identify best practices or guidance for schools implementing the standards, benchmarks, and developmental indicators for social emotional learning;
 - Identify professional development opportunities for teachers and educational staff and review, update, and align as needed the social-emotional learning online education module;
 - Consider systems for collecting data about social-emotional learning and monitoring implementation efforts;
 - Identify strategies to improve coordination between early learning, K-12 education, youth-serving community partners and culturally based providers, and higher education regarding social emotional learning; and
 - Engage with stakeholders and seek feedback.
 - The committee includes a list of required members, including a representative from a currently employed K-12 educator and administrator; school psychologist, school social worker, school counselor, school nurse, and mental health counselor; and a representative from a school parent organization and member from a rural school district.
- [2019-21 Operating Budget \(ESHB 1109\)](#)
 - Section 501(c) requires OSPI, in collaboration with the Department of Social and Health Services Developmental Disabilities Administration and division of Vocational Rehabilitation to explore the development of an implementation plan to build statewide capacity among school districts to improve transitional planning for students in special education who meet criteria for services from the DDA and shall provide all school districts with an opportunity to participate.

- Section 501(3)(h)(i)(A) requires OSPI to convene a work group to review provisions related to sexual health education in the Health and PE learning standards adopted in 2016; revise existing curricula in use in the state for the purpose of identifying gaps or potential inconsistencies with the standards; consider revisions to sexual health education provisions in statute; and consider the merits and challenges associated with requiring all public schools to offer comprehensive sexual health education to students in all grades by September 1, 2022.
 - Work group representatives should include, among others: three representatives of school districts recommended by WSSDA; and three parents recommended by an association of parents, teachers and students in the following way:
 - one with a child enrolled in a public school west of the Cascades,
 - one with a child enrolled east of the Cascades, and
 - one with a child receiving special education services. The latter must be from an association of parents, teachers and students that focuses on the needs of students receiving special education services.
- Section 501 requires OSPI to collaborate with K-12 and higher education stakeholders on a study to make recommendations on how Washington can make dual credit enrollment cost-free to students who are enrolled in Running Start, CTHS, AP, IB or other qualifying dual credit programs within existing basic education apportionments.

New Required Reports

- [ESHB 1130](#) requires the work group created by OSPI and the Education Ombuds to report its findings on improving language access to students and families by October 1, 2020.
- [2SHB 1216](#) requires three reports:
 - By November 15, 2020, and every November 15th in even-number years, the committee, OSPI and the OSPI school safety center must submit a report which summarizes the committee’s activities for the past biennium and include and prioritize recommended state policies and strategies for improving school safety and student well-being, including costs to implement the recommendations.
 - OSPI must consult with interested stakeholders to develop data collection and submission requirements for school districts as they relate to [RCW 28A.320.125](#) related to comprehensive safe school plans, [RCW 28A.320.127](#) related to plans for recognition, initial screening, and response to emotional or behavioral distress in students, and related to school-based threat assessment programs. A report is due December 1, 2020, regarding OSPI’s plans for data collection and monitoring, and describing any implementation issues that could be fixed through legislation.
 - By January 31, 2020, the Joint Legislative Audit and Review Committee (JLARC) shall conduct a study of school districts’ use of the first responder mapping information system under [RCW 36.28A.060](#). The study must seek to identify:
 - Which school districts are using the system;
 - Which law enforcement, emergency first responder, and emergency management agencies have access to the system;

- Whether, and to what extent, law enforcement, emergency first responder, and emergency management agencies use the system when responding to actual safety or security incidents at or around schools;
 - How school districts use the system, including whether it is used in school safety-related drills required under [RCW 28A.320.125](#);
 - How soon after building or remodeling a school, do school districts update the system;
 - Whether school districts are using alternative methods consistent with the system, as allowed under [RCW 28A.320.125\(2\)](#), and, if so, why these districts are not using the system;
 - What are the school districts' costs for using the system or any alternative methods;
 - When the system is interoperable with other systems used by school districts and ESDs;
 - What training school district staff receive on using the system;
 - Whether it would be efficient and effective to coordinate use of the system through the ESDs; and
 - What aspects of the system school districts, law enforcement agencies, and emergency first responder agencies find helpful and what aspects, if any, could be improved, including technology updates.

- [E2SHB 1599](#) Section 202 requires OSPI to collect information from school districts on which of the graduation pathways under Section 201 are available to students at the school district and the number of students using each graduation pathway for graduation purposes. The information must be reported annually to the education committees of the legislature, starting January 10, 2021.

- [E2SHB 1599](#) Section 202 requires the State Board of Education to conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways created under this bill in Section 201 and whether modifications should be made to any of the existing pathways. The report is due by August 1, 2020, summarizing the information collected in the surveys.
 - In addition, using data OSPI collects from school districts on which of the graduation pathways are offered to students, the State Board of Education shall review existing graduation pathways, suggested changes to those graduation pathways, and report to the education committees of the legislature by December 10, 2022 on the following:
 - Recommendations on whether changes to the existing pathways should be made and what those changes should be;
 - The barriers school districts have in offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
 - Whether all students have equitable access to all the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the pathways; and
 - Whether additional graduation pathways should be included and recommendations for what those pathways should be.

- [ESHB 1599](#) Section 301 requires the State Board of Education work group on mastery-based learning to provide a preliminary report of findings and potential recommendations by December 1, 2019, with a final report due December 1, 2020.
- [2SSB 5082](#) requires the Social Emotional Learning Committee to report, beginning June 1, 2021, and annually thereafter, on progress to the governor and appropriate committees of the legislature.
 - The report must include accomplishments, state-level data regarding implementation of social-emotional learning, identification of systemic barriers or policy changes necessary to promote and expand social-emotional learning, and recommendations.
- [2019-21 Operating Budget \(ESHB 1109\)](#)
 - Section 213 requires the state Health Care Authority to:
 - Report to legislative committees on the total amount by school district, ESD, and charter school billed for January benefits and a detailed list of school districts, ESDs and charter schools that have not remitted payment for January coverage as of January 31, 2020.
 - Study the potential cost savings and improved efficiency in providing insurance benefits to the employers and employees participating in the PEBB and SEBB systems that could be gained through consolidation by November 15, 2020.
 - Section 225 requires the Department of Children, Youth and Families to:
 - Develop a methodology to identify, at the school district level, the geographic locations where ECEAP slots are needed to meet the entitlement specified in [RCW 43.216.556](#). The report must include estimates of the number of slots needed at each school district and the corresponding facility needs required to meet the entitlement. The methodology must be included as part of the budget submittal documentation required by [RCW 43.88.030](#).
 - Work with state and local law enforcement, federally recognized tribal governments, and tribal law enforcement to develop a process for expediting fingerprinting and data collection necessary to conduct background checks for tribal early learning and child-care providers.
 - Section 501(1)(s) requires OSPI to study and make recommendations on how Washington can make dual credit enrollment cost-free to students who are enrolled in Running Start, CTHS, AP, IB or other qualifying dual credit programs within existing basic education apportionments. The report is due November 1, 2019.
 - Section 501(1)(w) requires OSPI to produce a report by December 1 of each year for the LEAP committee summarizing school district level collective bargaining agreement data.
 - Section 501(3)(c) requires OSPI to submit a formal report by November 1, 2020 on an implementation plan to build statewide capacity among school districts to improve transition planning for students in special education who meet criteria for services from the Department of Social and Health Services Developmental Disabilities Administration and division of Vocational Rehabilitation.

- Section 501(3)(h)(i)(A) requires the Sexual Health Work Group convened in the operating budget to report findings to the legislature by December 1, 2019.
- Section 501(n) requires OSPI to require school districts to collect and report to the ASB executive board the 2018-2019 school year data related to students in possession of ASB cards and student participation in school-based athletic programs by January 15, 2020. School districts with more than one high school must provide each high school's ASB executive board only the data from each ASB executive board's respective high school. In addition, no later than January 15, 2020, OSPI must publish a list of schools and districts that are not complying with [RCW 28A.325.050](#). This is the ASB program fund information that is supposed to be published on the district website.

School District Requirements, by school year:

2019-20 School Year

New

- [ESHB 1130](#) requires school districts to document the language in which families of special education students prefer to communicate and whether a qualified interpreter for the student's family was provided at any planning meeting related to a student's IEP or 504 Plan, and meetings related to school discipline or truancy.
- [2SHB 1216](#) requires school districts to update their safe school plan to include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders. In addition, school districts that have a school resource officer program must ensure SROs have received training and have an agreement with the local law enforcement agency that incorporates several elements described in Section 12 of the bill.
- [E2SHB 1311](#) allows 9th graders who qualify for the federal "free or reduced-price lunches" program who were previously income ineligible in the 7th or 8th grade to now qualify for the College Bound Scholarship, starting in the 2019-20 school year.
- Starting with the Class of 2020, under [E2SHB 1599](#), students are required to use one of seven pathways to help fulfill a graduation requirement or, for the Class of 2020, use the expedited appeals waiver offered to students who haven't passed the options for both English Language Arts and math.
- [SHB 1658](#), coupled with \$12 million in funding in the 2019-21 operating budget, requires school districts to offer to all paraeducators two days of training in the fundamental course of study developed by the Professional Educator Standards Board and Paraeducator Board. At least one of the training days must be provided in person. Other deadlines may apply.
- [ESHB 2140](#) requires all school districts, ESDs with represented employees, and charter schools to offer health benefits through the State School Employee Benefits Board program to eligible state-funded employees who work at least 630 hours in the school year.

- [ESHB 2140](#) allows school districts to use their Capital Projects Fund for: renovation and replacement of facilities and systems, purchase or installation of items of equipment and furniture, including maintenance vehicles and machinery, and other preventive maintenance or infrastructure improvement purposes during the 2019-21 biennium (and school years of 2019-20, 2020-21).
- [ESSB 5313](#) requires school districts to provide a supplemental expenditure schedule by revenue source that identifies the amount expended by object for several supplementary enrichment activities beyond the state-funded amount for the following:
 - i. Minimum instructional offerings under [RCW 28A.150.220](#) or [RCW 28A.150.260](#) not otherwise included on other lines;
 - ii. Staffing ratios or program components under [RCW 28A.150.260](#), including providing additional staff for class-size reduction beyond class sizes allocated in the prototypical school model and additional staff beyond the staffing ratios allocated in the prototypical school formula;
 - iii. Program components under [RCW 28A.150.200](#), [28A.150.220](#), or [28A.150.260](#), not otherwise included on other lines;
 - iv. Program components to support students in the program of special education;
 - v. Program components of professional learning, as defined by [RCW 28A.415.430](#), beyond that allocated under [RCW 28A.150.415](#);
 - vi. Extracurricular activities;
 - vii. Extended school days or an extended school year;
 - viii. Additional course offerings beyond the minimum instructional program established in the state's statutory program of basic education;
 - ix. Activities associated with early learning programs;
 - x. Activities associated with providing the student transportation program;
 - xi. Any additional salary costs attributable to the provision or administration of the enrichment activities allowed under [RCW 28A.150.276](#);
 - xii. Additional activities or enhancements OSPI has agreed are documented and demonstrated enrichment of the state's statutory program of basic education under [RCW 28A.150.276](#); and
 - xiii. All other costs not otherwise identified in other line items.

In addition, when codified as [RCW 28A.320.330\(1\)\(d\)](#), for any salary and related benefit costs identified in (c)(xi), (xii) and (xiii), the school must maintain a record describing how these expenditures are “documented and demonstrated enrichment” of the state’s statutory program of basic education. The records must be maintained until the State Auditor has completed the audit under [RCW 43.09.2856](#).

- [SSB 5689](#), by January 31, 2020, requires school districts to adopt or amend, if necessary, policies and procedures that, at a minimum, incorporate all the elements of the model transgender student policy and procedure developed by WSSDA. The WSSDA model policy and procedures will be available by September 1, 2019. Districts must designate a primary contact per school for the anti-harassment, intimidation and bullying and transgender policies and procedures; the contact must participate in training developed by OSPI once a year.

Passed in 2018

- [HB 1508](#) (Chapter 8, Laws of 2018) requires schools with a 70% or higher poverty level to implement Breakfast after the Bell programs. Funding was provided in the 2017-19 operating

budget for one-time start-up grants (approximately \$6,000 per school) and continues in the 2019-21 biennium.

- [HB 1377](#) (Chapter 200, Laws of 2018) requires school districts with more than 2,000 students to allow at least six hours of collaboration time between school counselors, psychologists and social workers to focus on student mental health issues, with minimum focus areas defined in statute.

2020-21 School Year

New

- [2SHB 1216](#) requires each school district to adopt a policy and procedure to establish a school-based threat assessment program that meets the requirements identified in Section 5 of the bill. The school district model policy and procedures must be consistent with the model policy developed by WSSDA by January 1, 2020, and with other school district policies, procedures, and plans addressing safe and supportive learning environments.
- [E2SHB 1599](#) requires each school district to ensure that an electronic High School and Beyond Plan platform is available to all students who are required to have one, and that it meets certain conditions, as specified in Section 504 of the bill, including portability between districts.
- [2SHB 1973](#) requires school districts to, upon knowledge of a low-income student's enrollment in Running Start, provide documentation of the student's low-income status directly to the institution of higher education. The Washington Student Achievement Council will develop a centralized process for reporting to meet the requirement.
- [ESHB 2140](#) allows school districts to use the Capital Projects Fund for: renovation and replacement of facilities and systems, purchase or installation of items of equipment and furniture, including maintenance vehicles and machinery, and other preventive maintenance or infrastructure improvement purposes in the 2019-21 biennium.
- [SSB 5023](#) requires OSPI to identify and make available ethnic studies materials and resources for use in grades 7-12. By September 1, 2020, OSPI is required to adopt essential academic learning requirements and grade-level expectations that identify the knowledge and skills that all public school students need to be global citizens in a global society with appreciation for the contributions of diverse cultures.
- [SSB 5082](#) and [2SSB 5903](#) require school districts to use one of the professional development days funded by the state (*every other year*) to train school district staff in one or more of the following topics: social-emotional learning, trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices.
- [SSB 5380](#) (Sections 39-42) requires every school district with 2,000 or more students to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its high schools. A school district that demonstrates a good faith effort to obtain the opioid overdose reversal medication through a donation source, but is unable to do so, is exempt from this requirement. Related to this, school districts must offer training to at least one individual in the use of the reversal medication.

Passed in 2018

- [HB 1896](#) (Chapter 127, Laws of 2018) requires each school district that operates a high school to provide a mandatory 0.5 credit stand-alone course in civics for each high school student, unless the content is also provided in a course that gives students the opportunity to earn both high school and postsecondary credit.

2021-22 School Year

New

- [E2SSB 5290](#) removes the use of court-ordered detention for student truancy proceedings, starting July 1, 2021.
- [E3SHB 1257](#) requires new school construction to set aside the greater of one parking space or 10 percent of employee parking spaces (rounded to the next whole number) to provide electric vehicle charging capability and infrastructure. Rules shall be adopted to implement Section 18 of the bill by the State Building Code Council.
- [E2SHB 1599](#) requires that each school district board of directors adopt an academic acceleration policy for high school students, which automatically enrolls students who meet or exceed the standard on state assessments in English Language Arts or math in the next most rigorous level of courses or program offered by the high school that aligns with the student's High School and Beyond Plan. Students who meet or exceed standard on the state comprehensive assessment of science are eligible for enrollment in advanced courses in science. Districts must provide notice of the policy to parents, legal guardians and students, and give parents and legal guardians the option to opt the student out of the academic acceleration policy and enroll the student in an alternative course or program that aligns with the student's High School and Beyond Plan.

Passed in 2018

- [SB 6162](#) (Chapter 75, Laws of 2018) requires each school district and charter school to use evidence-based, multi-tiered systems of support to provide interventions to students in kindergarten through second grade who display indications of or areas of weakness associated with dyslexia.

2022-23 School Year

New

- [E2SHB 1599](#) requires each school district to provide students who did not meet or exceed the standard on the high school assessments in English Language Arts or math with the opportunity to access any combination of interventions, academic supports, or courses, that are designed to support students in meeting high school graduation requirements. Districts must also prepare student learning plans for 8th graders who were not successful on any or all of the content areas of the state assessment during the previous school year or who are not on track to graduate due to credit deficiencies or absences, and notify a parent or legal guardian, preferably through a parent conference and at least annually. To the extent feasible, schools serving English language learner students and their parents shall translate the SLPs into the primary language of the family. Specific requirements for the plan are in Section 203 of the bill.

- [SSB 5082](#) and [2SSB 5903](#) require school districts to use one of the professional development days funded by the state (*every other year*) to train school district staff in one or more of the following topics: social-emotional learning, trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices.

APPENDIX A – Changes to High School Graduation Requirements
Engrossed Second Substitute [House Bill 1599](#) – As Signed into Law³

| Topic | What the bill does | Section | Other comments |
|---------------------------------|---|--|---|
| Delink | Eliminates the requirement to earn a Certificate of Academic Achievement (CAA) to graduate, which ends after the class of 2019; and eliminates the requirement to earn a Certificate of Individual Achievement, ending with the class of 2021. | Section 102, Section 103, Section 104 (CIA), Section 105 | Since 2006, a student has earned the CAA by meeting a cut score on statewide-administered assessments in English Language Arts, math and science (e.g., WASL, Algebra or Geometry end of course exams, biology end of course exams, or SBAC). This requirement ends after the class of 2019. |
| Expedited Appeals Waiver | Yes, allowed for the classes of 2019 and 2020 Section 102 takes effect May 15, 2019 | Section 102 | Here is a link to the 2018 expedited appeals waiver. The requirements didn't change under HB 1599, but an updated form is not yet available. |
| New Requirements | For students to earn a high school diploma, a student must complete a High School and Beyond Plan, meet all the district and/or high school requirements, and meet the state credit requirements (24-credits for class of 2021). In addition, a student must achieve one or more of the following pathways in English Language Arts and Mathematics : a. Meet or exceed the Smarter Balanced Assessment scores set by the State Board of Education; b. Complete and qualify for college credit in dual credit courses, such as those earned through Running Start, College in the High School, or other programs where the student earns both high school and college credit after completing the course; | Section 201 | “High school transition course” includes Bridge to College courses. AP/IB/Cambridge option: To satisfy the English Language Arts “Advanced Placement” option, the following AP courses are allowed: English language and composition literature, macroeconomics, microeconomics, psychology, US History, world history, US government and politics, or comparative government and politics. To satisfy the Math “Advanced Placement” option, the following AP courses are allowed: Statistics, computer science, computer science principles, or calculus. |

³ Signed by the Governor on May 8, 2019. All sections, except for Section 102, go into effect July 28, 2019.

- c. Earn credit in a high school transition course, when completion of the course will ensure college-level placement in a community college or state college or university;
- d. Earn high school credit, with a C+ grade or score of 3 or higher on the AP exam; C+ in relevant courses in International Baccalaureate courses or a 4 on the IB exam; or C+ in Cambridge International courses (but no score equivalent);
- e. Meet or exceed the scores established by the State Board of Education for the SAT or ACT;
 - *Meet any combination of at least one ELA option and at least one Math option as described above;*
- f. Meet standard in the Armed Services Vocational Aptitude Battery; and
- g. Complete a sequence of CTE courses that are relevant to a student’s postsecondary pathway, including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education, and that meet either:
 - The curriculum requirements of Core Plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or
 - The minimum criteria identified in [RCW 28A.700.030](#).

For International Baccalaureate courses, any of the IB Individuals and Societies courses for English Language Arts, and any of the IB math courses.

The wording is awkward after an amendment in the Senate Ways & Means Committee (Section 201, (b)(iv)), but the intention is a C+ or better in the course or a test score option.

Core Plus programs are only offered in about 60 high schools, mainly in western Washington.

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| Class of 2019 | <ol style="list-style-type: none"> 1. Can use the expedited appeals waiver (no change); 2. Can use a locally determined course in ELA and Math and a locally determined assessment to demonstrate proficiency and graduate, per Michaela Miller, Deputy Superintendent, OSPI. | Section 102 | Takes effect May 15, 2019 |
| Class of 2020 | New pathways requirements begin but students can use the expedited appeals waiver. | Section 102 | |
| | Starting with class of 2020, state assessments in English Language Arts and math must be offered in 10 th grade. | Section 119 | |
| Class of 2021 | Seven new pathways requirements only; students can no longer use an expedited appeals waiver. | Section 201 | |

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| | Final year students with disabilities may use the Certificate of Individual Achievement to earn a diploma. | Section 104 | |
| NEW: High School and Beyond Plan Elements | <p>Must inform course taking that is aligned with the student’s goals for education or training and career after high school.</p> <p>For students with an IEP, the High School and Beyond Plan must be updated in alignment with their “school to postschool transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.</p> <p>Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.</p> <p>Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.</p> | Section 103 | The State Board of Education has a lot of information about High School and Beyond Plans. |
| 24 credit – 2 credit waivers | Students may waive two of the 24 credits required to graduate, starting with the class of 2021, but cannot waive any of the SBE mandatory core academic courses. | Section 103 | Mandatory core academic courses are: 4 credits English, 3 credits math, 3 credits science, 3 credits social studies, 1.5 credits fitness, .5 credit health, 1 credit art, 1 credit CTE (17 credits total) |
| Credit in middle school | Students who have completed high school courses before attending high school shall be given high school credit which will applied to fulfilling high school graduation requirements under certain circumstances. | Section 103 | |
| Phasing out the Certificate of Individual Achievement; students with disabilities | Ending with the graduating class of 2021, students who are not appropriately served under the seven graduation pathway options, even with accommodations, may earn a Certificate of Individual Achievement. The determination about use of the pathways shall be made by the student’s IEP team. | Section 103, Section 104, Section 106 | Section 104 expires August 31, 2024. |

OSPI, in consultation with the state Special Education Advisory Council (SEAC), shall develop guidelines for determining which types of multiple measures to demonstrate skills and abilities are appropriate to use and graduation pathways that might be added to those in Section 201 of the act to support achievement of all students served under this chapter.

The statewide academic assessment system must also include the Washington Access to Instruction and Measurement (AIM) assessment for students with significant cognitive challenges.

Section 119

Assessments in 10th grade

Starting with the graduating class of 2020, the high school English Language Arts and Math assessments must be administered to students in the 10th grade.

Section 119

Pathway district Survey

OSPI shall collect data from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway. When possible, the data should be disaggregated by race, gender, and receipt of free or reduced-price lunch. The first report is due January 10, 2021, and annually thereafter, to the legislative education committees.

Section 202

While districts are encouraged to offer all the pathways listed in Section 201, they are not required to offer all to students.

SBE Pathway Review

Beginning August 1, 2019, the State Board of Education shall conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways. Includes reaching out to associations representing school board members, school administrators, superintendents, and parents. A report is due August 1, 2020, summarizing the information collected in the surveys.

Section 202

SBE District Survey Analysis

Using the data reported by OSPI, the State Board of Education shall survey a sampling of school districts unable to provide all the graduation pathways and identify the types of barriers to

Section 202

implementation by school districts. SBE shall review the data and make recommendations to the education committees by December 1, 2022 on: changes that could or should be made to the pathways; barriers school districts have and recommendations for ways to eliminate or reduce barriers; whether all students have equitable access to all the graduation pathways and recommendations for increasing access; and whether additional graduation pathways should be included and which ones.

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| Learning Plans | School districts shall provide students who do not meet or exceed standard on the ELA or math state assessments with the opportunity to access any combination of interventions, academic supports, or courses, that are designed to support students in meeting high school graduation requirements. In addition, school districts must prepare student learning plans for 8 th grade students not on track to graduate due to credit deficiencies or absences. | Section 203 | Unless appropriated in the 2019-21 omnibus operating budget, no additional funding is provided for this section. |
| Mastery-based learning work group | By August 1, 2019, the State Board of Education shall convene a 13-member work group to inform on barriers to mastery-based learning. An interim report is due December 1, 2019, and a final report is due December 1, 2020. | Section 301 | |
| Mandated academic acceleration | <p>Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8th grade state ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student’s High School and Beyond Plan goals.</p> <p>Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are <i>eligible</i> for enrollment in advanced courses in science.</p> | Section 502 | <p>Academic acceleration policies are voluntary until the 2021-22 school year. Then they become mandatory.</p> <p>OSPI administers a small grant program to support districts implementing the policy under current law. It is unclear if additional supports will be provided to all school districts with high schools that will now be required to automatically enroll students in the next most rigorous course.</p> <p>Parents/guardians may opt their students out of the academic acceleration policy under RCW</p> |

Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student’s HSBP.

[28A.320.195](#) to enroll their student in an alternative course or program aligned with the student’s High School and Beyond Plan.

NEW: High School and Beyond Plan Electronic Platform requirements

Recognizes that additional school counselors and family coordinators are needed for robust High School and Beyond Plans (HSBP) and pathways for graduation.

Section 504

While this section recognizes the need for additional staff to implement more robust High School and Beyond Plans and the multi-faceted pathways approach to demonstrating college and career-readiness, no funding is appropriated for these staff.

Directs OSPI to facilitate the creation of a list of available electronic platforms for the HSBP. Platforms eligible to be included in the list must meet the following requirements:

- Enable students to create, personalize and revise their HSBP;
- Grant parents or guardians, educators and counselors access to students’ High School and Beyond Plans;
- Use technology that can be easily modified due to statutory or administrative changes;
- Comply with requirements for student privacy;
- Allow for portability between platforms so students moving between districts can easily transfer their HSBP;
- To the extent possible, include platforms in use by school districts during the 2018-19 school year.

Beginning in the 2020-21 school year, each school district must ensure that an electronic HSBP platform is available to all students.

OSPI is given rule-making authority to adopt and revise rules to implement the section.

Maintained elements

1. Students who complete an IB Diploma are deemed to have satisfied the graduation pathway requirements.

Section 110

2. A statewide high school assessment in science shall be a comprehensive assessment but is not required for graduation.

Section 118

3. Graduation requirements prior to the bill apply to the graduating classes of 2018 and prior graduating classes. Section 401
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Repealers

1. Repeals the requirement that the state helps cover the cost of SAT and ACT tests or AP and IB exams as alternatives to the state assessment. Section 501
2. Repeals the math end-of-course assessments. Section 503