

## School District Requirements, by school year<sup>1</sup>:

The following is a compilation of requirements, by school year, for public school districts. This information may be useful if your PTA or Council is considering local advocacy regarding implementation and/or engagement with your local school board and school district administrators.

### 2021-22 School Year

#### NEW

- [ESHB 1113](#) – changes when a district must file a civil action for truancy, modifying the starting threshold from five to seven unexcused absences and changes the 10 unexcused absences to 15. “After the child’s 7<sup>th</sup> unexcused absence within any month during the current school year and not later than the 15<sup>th</sup> unexcused absence during the current school year, the school district shall file a petition ...” OSPI shall develop and publish best practice guidance to eliminate or reduce student absences. This bill is linked to E2SSB 5290 (see below). (Chapter 119, Laws of 2021)
- [E2SSHB 1139](#) – requires sampling and testing of any fixture for lead in drinking water in school buildings built (or with all plumbing replaced) before 2016, and remediation for drinking water at levels above 5 ppb except when the levels for drinking water enter the building at a higher level. Districts must annually communicate with students’ families and staff about lead contamination in drinking water, except when initial testing or post-remediation testing does not detect 5 ppb at any drinking water outlet. Requires the adoption of a school action plan. (Chapter 154, Laws of 2021)
- [ESHB 1176](#) – prohibits withholding grades or transcript from a student with fines/fees; allows for the diploma to be withheld until outstanding fines/fees are paid. (Chapter 120, Laws of 2021)
- [ESHB 1214](#) – requires a policy and procedure on safety and security staff roles; adds annual data reporting to OSPI; requires school safety training to be completed prior to working in a building; requires explanation of roles and responsibilities of safety & security staff to students and parents/guardians at the beginning of each school year. (Chapter 38, Laws of 2021)
- [E2SHB 1295](#) – requires school districts to provide access to world language proficiency tests, ASL proficiency tests, and general education development tests to students in or released from an institutional education facility. (Chapter 164, Laws of 2021)
- [SHB 1302](#) – expands College in the High School to 9<sup>th</sup> graders, requires inclusion of certain CIHS information in high school course catalogues/school websites. (Chapter 71, Laws of 2021)
- [EHB 1342](#) – eliminates lunch copays for students in preK – 12 grades who qualify for reduced-price lunches (state funded, ongoing). (Chapter 74, Laws of 2021)
- [SHB 1356](#) – prohibits the use of Native American names, symbols or images after 1/1/2022, except after consultation with and agreement from the nearest federally recognized tribe with a

---

<sup>1</sup> These are short synopses of each bill. Please read the full session law for all details and requirements.

reservation or tribal lands in the county or adjacent county where the school district is located. (Chapter 128, Laws of 2021)

- [SHB 1363](#) – requires districts to adopt a policy and procedure regarding staff mental health in the workplace and establish a district-wide workforce mental health committee. (Chapter 129, Laws of 2021)
- [SHB 1373](#) - requires every public school that maintains a website to publish onto the home page access information to suicide prevention, substance abuse, mental health support, and more. (Chapter 167, Laws of 2021)
- [ESSB 5044](#) – requires one state-funded PD day to be spent on cultural competency, diversity, equity, and inclusion for all staff; every other year (2023-24, 2025-26, etc. afterwards). Requires school directors to complete training developed by WSSDA. (Chapter 197, Laws of 2021)
- [SB 5184](#) – requires each K-12 public school to have a building point of contact for students in the foster care system and requires training for these building liaisons. (Chapter 95, Laws of 2021)

#### *Passed in 2020*

- [ESHB 2816](#) (Chapter 235, Laws of 2020) requires each school district to adopt or amend policies and procedures that, at a minimum, support a positive social and emotional school and classroom climate that meets specified requirements under the bill. Going forward, school districts must periodically review their policies and procedures for consistency with updated versions of the WSSDA-developed model policy, which will be available by March 1, 2021.
- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires school districts to offer all public school students in grades 6-12 comprehensive sexual health education. The instruction must be offered twice in grades 6-8 and twice in grades 9-12. Also requires school districts to begin notifying parents and guardians, in writing, that the school will be providing comprehensive sexual health education during the school year and must give the parent or guardian the opportunity to preview the curriculum and/or opt out their student from instruction.

#### *Passed in 2019*

- [E2SSB 5290](#) (Chapter 312, Laws of 2019) removes the use of court-ordered detention for student truancy proceedings, starting July 1, 2021. This bill is linked to ESHB 1113 above (Chapter 119, Laws of 2021) which changes the action thresholds from five to seven unexcused absences and changes the 10 unexcused absences to 15.
- [E3SHB 1257](#) (Chapter 285, Laws of 2019) 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](#) (Chapter 252, Laws of 2019) 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*

- [SHB 1085](#) – requires school districts to provide individual health plans for students with epilepsy or other seizure disorders; requires the board of directors to adopt a policy related to implementation of the act; and requires training for parent-designated adults who are district employees. Parent-designated adults who are not district employees must show evidence of training in proper procedures for care of students with epilepsy or other seizure disorders. WSSDA shall develop a model policy and procedure by 12/15/21 for implementation of the act. (Chapter 29, Laws of 2021)
- [ESHB 1273](#) – requires school districts to make menstrual hygiene products available at no cost in all gender-neutral bathrooms and bathrooms designated for female students located in schools that service students in any of grades six through twelve. Requires schools that serve students in grades three through five to make menstrual hygiene products available in a school health room or other location as designated by the school principal. (Chapter 163, Laws of 2021)
- [SSB 5030](#) – requires each school district to develop and implement a written plan for a comprehensive school counseling program that is based on regularly updated standards developed by a national organization representing school counselors. By 12/1/21, OSPI shall develop guidance for small districts that is appropriate for the staffing resources, school counselor to student ratios, and range of duties performed by school counselors and ESAs in small school districts. (Chapter 174, Laws of 2021)
- [SB 5299](#) – allows a computer science course aligned to the state learning standards to be used as the third credit of math or science for graduation purposes. This bill amends [RCW 28A.230.300](#), which requires each school district that operates a high school to provide an opportunity to access an elective computer science course that is available to all high school students, starting in the 2022-23 school year. (Chapter 307, Laws of 2021)

### *Passed in 2020*

- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires all school districts to offer comprehensive sexual health education. Instruction must be aligned with state learning standards. For grades K-3, instruction is only in social and emotional learning, and is only required to be offered once during the grade band of K-3. Sexual health education must be offered once in grade band 4-5, twice in the grade band of 6-8, and twice in the grade band of 9-12.

### *Passed in 2019*

- [E2SHB 1599](#) (Chapter 252, Laws of 2019) 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 8<sup>th</sup> 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](#) (Chapter 386, Laws of 2019) and [2SSB 5903](#) (Chapter 360, Laws of 2019) 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.
- [SB 5088](#) (Chapter 180, Laws of 2019) each district that operates a high school must provide the opportunity to access an elective computer science course that is available to all high school students. Districts are encouraged to consider community-based or public-private partnerships to establish and administer a course, but any such course must be aligned to the state learning standards for computer science or mathematics.

## 2023-24 School Year

### *Passed in 2021*

- [ESSB 5044](#) – requires one state-funded PD day to be spend on cultural competency, diversity, equity, and inclusion for all staff; every other year (2023-24, 2025-26, etc. afterwards). Requires school directors to complete training developed by WSSDA. (Chapter 197, Laws of 2021)

## Previous School Year Requirements – Reminders for Implementation

### 2019-20 School Year

#### Passed in 2019

- [ESHB 2551](#) (Chapter 35, Laws of 2020) precludes school districts, public schools, and institutions of higher education from prohibiting students who are members of a federally recognized tribe from wearing traditional tribal regalia or objects of Native American cultural significance at graduation ceremonies or related school events. The bill is effective immediately upon signature by Governor Jay Inslee.

### 2020-21 School Year

#### Passed in 2020

- [3SHB 1660](#) (Chapter 13, Laws of 2020) requires that each school district that has an ASB must publish (and annually update) the following information on its website by August 31<sup>st</sup>:
  - Data related to high school student possession of an ASB card and high school student participation in school-based extracurricular activities.
  - The school district's extracurricular activity opportunity gap reduction plan, if required.
  - A list of optional noncredit extracurricular event attendance and participation fees and the school district policy for waiving and reducing these fees as described under RCW 28A.325.010.
- [EHB 2040](#) (Chapter 225, Laws of 2020) changes the calculation of a non-high school district's local levy payments to a high school district to serve a non-high school student.
- [ESHB 2455](#) (Chapter 339, Laws of 2020) requires school districts to provide transportation upon request for “parenting” students for transporting an infant.
- [SHB 2589](#) (Chapter 39, Laws of 2020) requires, within existing resources, public elementary and secondary schools, and public institutions of higher education, *that issue student or staff identification cards* to have printed on newly issued or replacement cards the following: the contact information for a national suicide prevention organization and the contact information for one or more campus, local, state, or national organizations specializing in suicide prevention, crisis intervention, or counseling, if available.
- [ESHB 2660](#) (Chapter 288, Laws of 2020) requires, with limited exceptions, each school with students in or below grade 8 with 62.5 percent or more of its students eligible for free meals through a direct certification process to participate in the federal Community Eligibility Provision (CEP), thereby making school meals available to all students at no charge.
- [ESHB 2731](#) (Chapter 347, Laws of 2020) requires public schools to annually report to the Department of Health information about each diagnosed concussion sustained by a student during athletic and other activities.

- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires any school district providing comprehensive sexual health education to ensure its curriculum includes information about consent and bystander training.
- [SB 6102](#) (Chapter 95, Laws of 2020) changes the state requirement so that the letters for the word "stop" displayed on a school bus stop arm be at least 5.9 inches high.
- [SB 6103](#) (Chapter 61, Laws of 2020) requires new reporting from school districts to OSPI on data related to student growth to align with the Every Student Succeeds Act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.); and changes reporting requirements to OSPI, including requiring school districts to report the per-pupil expenditures of federal, state, and local funds including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.
- [ESSB 6141](#) (Chapter 307, Laws of 2020) requires school districts with high schools or serving high school seniors to administer financial aid advising day with information sharing requirements contained in the High School and Beyond Plan (HSBP) and requires that the HSBP include information about the Washington College Grant and other scholarship opportunities.
- [ESSB 6168](#) (Chapter 357, Laws of 2020) is the 2020 supplemental operating budget. Section 505 (b) requires school districts to use the equivalent of one day of salary and benefits for each of the funded full-time equivalent certificated instructional staff units to train school district staff on racial literacy, cultural responsiveness, and stereotype threat for purposes of closing persistent opportunity gaps.

*Passed in 2019*

- [2SHB 1216](#) (Chapter 333, Laws of 2019) 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](#) (Chapter 252, Laws of 2019) 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](#) (Chapter 176, Laws of 2019) 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](#) (Chapter 411, Laws of 2019) 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](#) (Chapter 279, Laws of 2019) 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](#) (Chapter 386, Laws of 2019) and [2SSB 5903](#) (Chapter 360, Laws of 2019) 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. The first year of the requirement is the 2020-21 school year.
- [SSB 5380](#) (Chapter 314, Laws of 2019, 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.

#### *Opportunities & Information*

##### *2020-21, 2021-22 School Years*

- [EHB 1121](#) – grants the State Board of Education the authority to waive graduation requirements, including credits and pathways, in times of local, state, or national emergencies under certain conditions. Requires school district board of directors to adopt by resolution a written plan for granting students waivers, including an appeals and option to decline a waiver process. Requires districts to demonstrate a “good faith effort” to support the student in meeting graduation requirements; maintain a record of courses and requirements waived; include a notification on the student’s transcript; report student-level data to OSPI; review waivers for disproportionality among student subgroups receiving emergency waivers. Effective immediately (Chapter 7, Laws of 2021)



- [SHB 1208](#) – removes requirements to spend Learning Assistance Program funds first on K-4 literacy, on behavior, or using the state-approved literacy, math and behavior menus but allows school districts to continue to use LAP for academic and non-academic purposes to support student achievement. By the 2025-26 school year, a district must allocate LAP funds according to a framework of the [Washington Integrated Student Supports Protocol](#), established by the Legislature in 2016. Allows up to 15% of LAP to be contracted for direct student support with Community-Based Organizations. Effective immediately (Chapter 111, Laws of 2021)
- [SHB 1225](#) – creates a school-based health center program office at the state Department of Health to provide support, training, and technical assistance to school-based health centers. The objective of the office is to expand and sustain the availability of school-based health center services to K-12 students in public schools, with a focus on historically underserved populations. (Chapter 68, Laws of 2021)
- [E2SHB 1295](#) – beginning in the 2021-22 school year, enrollments for students in residential schools, for juveniles in detention facilities, and for individuals under the age of 18 who are incarcerated in adult correctional facilities may be funded above one full-time equivalent, provided that enrollments above one FTE allow for participation in dropout reengagement programs as defined in [RCW 28A.175.105](#). (Chapter 164, Laws of 2021)
- [E2SHB 1365](#) – relates to procuring and supporting appropriate computers and devices for students and instructional staff, and training for staff and families. The purposes of the act are to: accelerate student access to learning devices and related goods and services; expand training programs and technical assistance on using technology to support student learning; and build the capacity of schools and districts to support digital navigation services for students and their families. School districts are eligible to apply directly to OSPI for a grant to: attain universal 1:1 student to learning device ratio; expand technical support and training to school and district staff; and develop district-based and school-based capacity to assist students and their families in accessing and using technology to support student learning. (Chapter 301, Laws of 2021)
- [ESHB 1370](#) – increases grant amounts for early learning facilities to:
  - \$20,000 for facility predesign grants or loans;
  - \$200,000 for minor renovations or repairs of existing early learning facilities or for predevelopment activities to advance a proposal from planning to major construction or renovation; and
  - \$1,000,000 for major construction and renovation grants or loans and grants or loans for facility purchases. (Chapter 130, Laws of 2021)
- [ESHB 1426](#) – requires 25% of training hours for administrator and teacher certificates renewed on or after July 1, 2023 to include: 10% focused on equity-based school practices; 10% focused on national professional standards for education leaders; and 5% focused on government-to-government relationships with federally recognized tribes. (Chapter 77, Laws of 2021)



- [ESHB 1476](#) – allows the 2022 calendar year enrichment levy to be based on 2019-20 school year average annual FTE enrollment if enrollment is greater than the school district’s 2020-21 school year average annual FTE enrollment **and** the school district is open for in-person instruction to all students by the beginning of the 2021-22 school year.
  - “Open for in-person instruction to all students” means that all students in all grades have the option to participate in at least 40 hours of planned in-person instruction per month and the school follows state DOH guidance and recommendation for resuming in-person instruction to the greatest extent practicable. (Chapter 221, Laws of 2021)
- [E2SSB 5128](#) – creates an ability for school districts to collect transportation funding during a local, state, or national emergency that causes a substantial disruption to full in-person instruction. In addition to transportation services allowed under RCW 28A.160, the following are expanded services to students (regardless of whether the students qualify as eligible students under RCW 28A.160.160):
  - Delivery of educational services, including transportation of materials, hardware, and other supports to assist student in accessing remote instruction, internet connectivity, or the curriculum;
  - Delivery of meals to students; and
  - Providing for the transportation of students to and from learning centers or other public or private agencies where educational and support services are being provided to students during the period of remote instruction.

These expanded services must be tracked, using a separate accounting code. (Chapter 234, Laws of 2021)
- [SSB 5249](#) – requires the State Board of Education and the Mastery-Based Work Group to develop a Washington state “profile of a graduate” describing the cross-disciplinary skills a student should have developed by the time they graduate high school. The profile is due 12/10/21. (Chapter 144, Laws of 2021)
- [ESSB 5321](#) – eliminates the pledge requirement for the Washington College Bound Scholarship Program. Requires the Washington Student Achievement Council’s Office of Student Financial Assistance to automatically enroll every eligible student in the College Bound Scholarship Program, with no action necessary by the student, student’s family, or student’s guardians. An eligible student must:
  - Graduate with at least a “C” average from a public or private high school;
  - Have no felony convictions;
  - Be a resident student as defined in RCW 28B.15.012(2)(a) through (e); and
  - Have a family income that does not exceed 65% of the state median family income at the time of high school graduation. (Chapter 283, Laws of 2021)