

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

The following is a compilation of requirements, by school year, for public school districts. It also includes information about opportunities or information based on bills passed from the current and immediate past legislative session. Pages 1-7 provide current information; the remainder are reminders and opportunities.

### 2023-24 School Year Requirements

#### **NEW – 2023 Legislative Session**

- [EHB 1210](#) requires school board of director's meetings, when final action is taken or when public comment is offered, to be audio-recorded and retained for public disclosure for one year. The bill **takes effect June 30, 2024**. (Chapter XX, Laws of 2023)
- [HB 1230](#) requires each school district that maintains a website to post a prominent link on the homepage, and the homepage for each school within the district, to information developed by the Department of Health that addresses substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.  
Each school district must also make the information from the Department of Health accessible through other internet-based communications, such as social media accounts used by the district and through other digital and nondigital communications of the district. Posting required by the law may be made many times annually but no less frequently than twice each school year. (Chapter XX, Laws of 2023)
- [E2SHB 1238](#) requires school districts to provide breakfast and lunch each school day to any student who requests a meal at no charge to the student and at no consideration of the student's income eligibility. The requirements apply to public schools in which educational services are provided to students in grades K-4 and 30% or more of the enrolled students meet federal eligibility requirements for free or reduced price lunches.

The obligation to provide breakfast and lunch to students who request the meals:

- Begins in the 2023-24 school year for schools in which 40% or more of the enrolled students meet federal eligibility requirements for free or reduced-price lunches;
- Begins in the 2024-25 school year for schools in which the percentage of enrolled students that meet federal eligibility requirements for free or reduced-prices lunches is at least 30% and less than 40%.
- The requirements do not apply to schools participating in the Community Eligibility Provision that have not completed the duration of the provision's four-year cycle.

OSPI shall reimburse school districts on a per meal reimbursement for meals that are not already reimbursed at the federal free rate. School districts may be exempted from the requirements of the new law, under RCW 28A.235.160.

School districts must continue collecting free and reduced-price meal eligibility applications where applicable and run direct certification at least monthly. School districts shall also annually monitor data

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

for eligibility in the Community Eligibility Provision and apply where eligible as required in RCW 28A.235.300. (Chapter XX, Laws of 2023)

- [SSB 5072](#) requires school districts to conduct universal screenings to find students who may qualify for potential highly capable program placement. Each district must select a grade level to implement universal screening procedures for each student, but must occur once in or before 2<sup>nd</sup> grade, and again in or before 6<sup>th</sup> grade. Screenings or additional assessments must be conducted within the school day at the school the student attends, except that school districts, on a case-by-case basis and with the consent of the parent/guardian, may offer a student screenings or additional assessment opportunities during the summer, outside of school hours, or at an alternative site.

Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community. (Chapter XX, Laws of 2023)

- [E2SSB 5243](#) requires school districts to update requirements associated with High School and Beyond Plans. Here are some details from the bill:
  - Beginning in the 7<sup>th</sup> grade, each student must be administered a career interest and skills inventory which is intended to be used to inform 8<sup>th</sup> grade course taking and development of an initial High School and Beyond Plan (HSBP).
  - No later than 8<sup>th</sup> grade, each student must have begun development of a HSBP that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals.
  - For each student who has not earned a score of level 3 or 4 on the middle school math assessment by 9<sup>th</sup> grade, the HSBP must be updated so the student takes math in both 9<sup>th</sup> and 10<sup>th</sup> grades.
  - The HSBP must be updated in 10<sup>th</sup> grade to reflect high school assessment results, ensure access to advanced course options per the district's academic acceleration policy, etc.
  - The plan must be provided to the student and the student's parents or legal guardians in a language the student and parents/guardians understand.
  - School districts must annually provide students in grades 8-12 and their parents/guardians with comprehensive information about the graduation pathway options and are strongly encouraged to begin providing this information in the 6<sup>th</sup> grade.
  - The bill lists elements of the HSBP, which include some additions.

(Chapter XX, Laws of 2023)

- [SB 5403](#) requires school districts with fewer than 2,000 students to establish a depreciation subfund within their general fund to reserve funds for future facility and equipment needs. Up to 2% of a school district's general fund may be deposited into the depreciation subfund each fiscal year for emergency facility needs and preventative maintenance. (Chapter XX, Laws of 2023)
- [SSB 5617](#) requires interdistrict cooperative agreements between all participating school districts in a skill center to stipulate that any course equivalencies approved by OSPI or a host district must be honored by other participating districts and would require OSPI to review CTE course equivalency implementation and to provide technical assistance to districts to ensure CTE course equivalencies are being consistently offered for academic credit. (Chapter XX, Laws of 2023)

*Passed in the 2022 session*

- [E2SHB 1153](#) requires school districts with at least 50 percent ELL student enrollment or greater than 75 languages used by students or families to either employ a full-time language access coordinator or annually report to OSPI the number of hours school district staff spent performing language access coordinator duties.
  - In addition, beginning in the 2023-24 school year, all school districts must provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.
  - With the exception of school districts that have fewer than 1,000 students and less than 10% ELL students, each school district must implement a language access program for culturally responsive, systemic family engagement, including a language access plan; administering the self-assessment developed by OSPI; creating and periodically updating policies and procedures; collaborating with community-based organizations on how to work effectively with interpreters; and publishing and translating information, including notice to families about their right to free language access services, in common languages understood by students' families. (Chapter 107, Laws of 2022)
- [SSB 5376](#) requires schools and districts, **beginning August 1, 2023**, to annually notify parents, students, and school employees at the time of initial enrollment or admission about the services available through the Office of the Education Ombuds. The OEO will develop model information for district use. (Chapter 222, Laws of 2022)
- [2SSB 5720](#) requires school districts, **by March 1, 2023**, to adopt one or more goals for expanding financial education instruction to students. The Financial Education Public-Private Partnership will develop a non-exhaustive list of goals by September 1, 2022 for school district consideration. (Chapter 238, Laws of 2022)
- [ESSB 5878](#) requires school districts with more than 200 enrolled students to offer regular instruction in at least one visual or performing art throughout the academic year. Instruction must primarily be provided by either a certificated teacher with an endorsement in the relevant arts discipline or a certificated teacher actively pursuing an endorsement in the relevant arts discipline. In addition:
  - Each student must receive instruction in at least one arts discipline throughout their K-8 education experience; and
  - Each student in grades 9-12 must be given the opportunity to take arts coursework each academic year. (Chapter 250, Laws of 2022)

*Passed in 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)
- [ESSB 5044](#) – requires one state-funded professional development day to be provided on cultural competency, diversity, equity, and inclusion for all staff; and then every other year (2023-24, 2025-26,

etc. afterwards). Requires school directors to complete training developed by WSSDA. (Chapter 197, Laws of 2021)

## 2023-24 Opportunities and Information/Awareness of Changes

*The following bills were passed in the 2023 legislative session and create opportunities or make changes for the upcoming school year.*

- [2SHB 1013](#) establishes the Regional Apprenticeship Preparation Pilot Program with five program sites at ESDs located statewide, two of which would be in Eastern Washington.
  - [SHB 1015](#) sets the minimum employment requirements as: must be 18 years of age and hold a high school diploma or its equivalent and meet one of the following requirements:
    - Have received a passing score on one of the assessments approved by the Paraeducator Board;
    - Hold an AA degree;
    - Have earned 72 quarter credits or 48 semester credits at an institution of higher education; or
    - Have completed a registered apprenticeship program.
- (Chapter 19, Laws of 2023)
- [HB 1232](#) requires only College Bound Scholarship eligible students seeking direct admission to a public or private four-year institution of higher education to graduate with at least a C grade point average. (Chapter XX, Laws of 2023)
  - [HB 1308](#) authorizes an additional graduation pathway option that allows students to meet pathway requirements by completing a performance-based learning experience in math and English Language Arts. (Chapter XX, Laws of 2023)
  - [2SHB 1316](#) increases Running Start students to be funded up to a combined maximum enrollment of 1.4 FTE and directs OSPI to adopt rules to fund student enrollment in Running Start courses during the summer academic term up to a maximum of 10 college credits per student per summer academic term. (Chapter XX, Laws of 2023)
  - [SHB 1346](#) establishes the Purple Star Designation to recognize school districts that demonstrate educational and social-emotional support to students of military service members as they face transitions to a new school. (Chapter XX, Laws of 2023)
  - [SHB 1658](#) authorizes high school students aged 16 and over to earn up to two elective credits through paid work experience if specified requirements are met. These include:
    - Proposals must be approved in advance and in writing by the applicable school counselor, principal, or designee of the principal, and a work-based sponsor;
    - Be reflected in the High School and Beyond Plan;
    - Include a student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education; and
    - Provisions for demonstrating or otherwise assessing the student's:
      - Grade-level proficiencies on the state Financial Education learning standards for employment and income or financial decisions (RCW 28A.300.469); and

- Growth in proficiency in meeting the state Financial Education learning standards that occurred between prework and post work experiences.

Students will be awarded 0.5 elective high school credit for each 180 hours of paid and verified work experience.

Proposals for earning elective high school credit through paid work experience may only be approved at high schools that provide students with the opportunity to learn and master the state Financial Education learning standards adopted in [RCW 28A.300.469](#). (Chapter XX, Laws of 2023)

- [HB 1777](#) authorizes state agencies or school districts to independently or through the Department of Enterprise Services to finance energy conservation projects at public facilities, enter into performance-based contracts for energy services, and contract to sell energy savings from a conservation project. Also authorizes school districts to enter into “energy as a service” contracts. (Chapter XX, Laws of 2023)
- [SB 5000](#) – encourages public schools to designate time in January for appropriate activities in commemoration of the lives, history, achievements, and contributions of Chinese Americans and Americans of Chinese descent. (Chapter XX, Laws of 2023)
- [SB 5031](#) requires OSPI to distribute safety net awards on a quarterly basis for high-cost students served by nonpublic agencies located outside of Washington as long as certain conditions are met. (Chapter XX, Laws of 2023).
- [2SSB 5048](#) establishes a no-fee College in the High School course program for all students in grades 9-12 at public high schools. (Chapter XX, Laws of 2023)
- [SB 5065](#) encourages school districts that serve students in grades 9-12 to offer instruction in awareness of bone marrow donation. Beginning with the 2023-24 school year, instruction in awareness of bone marrow donation may be included in at least one health class necessary for graduation. Instruction must be an instructional program provided by the National Marrow Donor Program or other relevant nationally recognized organization. OSPI must post on its website a link to the instructional program. (Chapter XX, Laws of 2023)
- [SSB 5127](#) makes personal information of a child enrolled or who has been enrolled in a school district contained in any records, including correspondence, held by the district exempt from public disclosure requirements. (Chapter XX, Laws of 2023)
- [SSB 5275](#) allows school board directors, employee organizations representing school employees, and tribal compact schools to enter into a contract with the Health Care Authority to provide health care benefits to their employees through the School Employee Benefits Board, beginning January 1, 2024. Employers opting in to coverage under SEBB may determine the terms of employee and depended eligibility and must pay premiums set by HCA. (Chapter XX, Laws of 2023)
- [E2SSB 5315](#) changes the term “nonpublic agency” to “authorized entity,” which means a private school approved by the State Board of Education (SBE), another private in-state entity, or any out-of-state entity that has been authorized by OSPI to contract with a school district to provide a program of

special education for students with disabilities. Authorizes OSPI to establish standards for authorizing, monitoring, and investigating authorized entities, including that standards must ensure than any student has the same rights, protections, and access to special education and related services that they would have if served by a school district. (Chapter XX, Laws of 2023)

- [SB 5350](#) provides a one-time, 3% increase to the retirement benefits of retirees in the Teachers' Retirement System Plan 1, up to \$110 per month. The bill also delays the contribution rate impact of the increase in benefits until July 1, 2027, and directs the Select Committee on Pension Policy to study and recommend an ongoing cost-of-living adjustment during the 2023-25 fiscal biennium. (Chapter XX, Laws of 2023)
- [SB 5403](#) allows school districts with fewer than 2,000 students to establish a depreciation sub fund that can be used to reserve funds for future facility and equipment needs. (Chapter XX, Laws of 2023)
- [ESB 5650](#) sets the inflationary adjustment index to 3.7%. Beginning with the 2024-25 school year, the inflationary adjustment index will be the Implicit Price Deflator (IPD) for the **previous calendar year as of the beginning of the school year**. (Chapter 50, Laws of 2023)

For the 2022-23 school year, the statewide average salary allocations were as follows:

- Certificated Instructional Staff: \$72,728
- Certificated Administrative Staff: \$107,955; and
- Classified Staff: \$52,173

## 2024-25 School Year Requirements

### **NEW – Passed in the 2023 Legislative Session**

- [SHB 1207](#) requires school districts to begin to use the model student handbook language developed by OSPI that includes information about policies and complaint procedures related to discrimination, harassment, intimidation, and bullying. Requires school districts to include the language in their handbooks and publish it on their websites. Begins in the 2024-25 school year. (Chapter XX, Laws of 2023)
- [EHB 1210](#) requires school board of director's meetings, when final action is taken or when public comment is offered, to be audio-recorded and retained for public disclosure for one year. The bill takes effect **June 30, 2024**. (Chapter XX, Laws of 2023)
- [ESSB 5257](#) requires public schools to offer a minimum of 30 minutes of daily recess within the school day for all students in grades K-5 or students in grades K-6 who attend an elementary school for each school day that exceeds five hours. OSPI may waive the requirement for the 2024-25 school year for public schools demonstrating that they are unable to comply with the requirement. Time spent changing to and from clothes for outdoor play should not be used to meet the minimum 30 minutes. Recess must be supervised, and student directed. It may include organized games, but the student use of computers, tablets, or phones during recess should be avoided.

By the beginning of the 2024-25 school year, school districts must adopt or amend, if necessary, policies and procedures that, at a minimum, incorporate all the elements developed in the WSSDA model policy, which will be available by April 1, 2024. (Chapter XX, Laws of 2023)

*Passed in the 2022 legislative session*

- [SSB 5252](#) requires school board directors and certain staff to complete the tribal consultation training developed by WSSDA and OSPI every three years, beginning September 1, 2024. (Chapter 9, Laws of 2022)

## 2025-26 School Year Requirements

### **NEW – Passed in the 2023 Legislative Session**

- [E2SSB 5243](#) directs OSPI to review and adopt a universal, online platform for High School and Beyond Plans. By **October 1, 2024**, OSPI must develop an implementation plan, including both an estimated timeline and updated costs estimates, including the technical assistance, technology updates, ongoing maintenance requirements, and adjustments to the technology funding formula, and statewide professional development that may be needed, for completing full statewide implementation of the universal platform in all school districts. OSPI may include a cost alternative for ESDs to host the universal platform for school districts with fewer than 2,000 students when such a district does not have sufficient technology resources to implement and maintain the universal platform.
- [ESB 5355](#) requires school districts to provide instruction on sex trafficking prevention and identification at least once between grades 7 and 12, beginning no later than the 2025-26 school year. The instruction may be integrated into other relevant courses, or an existing course may be repurposed to include this instruction depending on the school or school district funding and circumstances. The instruction must include the following:
  - Information related to race, gender, and socioeconomic status in sex trafficking as it relates to both victims and perpetrators;
  - Medically and legally accurate definitions of sex trafficking and information related to how terms become stigmatized, which in turn leads to a lack of reporting and difficulties with detecting and prosecuting the crime; and
  - Information related to reporting systems and community engagement opportunities with local, state, or national organizations against sex trafficking and basic identification training to determine if an individual is at risk or has been sex trafficked.

*Passed in the 2021 legislative session*

- [SHB 1208](#) – By the 2025-26 school year, a district must allocate Learning Assistance Program (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. (Chapter 111, Laws of 2021)

## Green Building Compliance Requirements (pages 8-10)

The Legislature enacted the Clean Buildings Act in 2019 ([E3SHB 1257, Chapter 285](#)), which required Commerce to establish by rule state energy performance standards (Standard) for covered commercial buildings. Covered commercial buildings include those where the sum of nonresidential, hotel, motel, and dormitory floor areas exceeds 50,000 gross square feet, excluding the parking garage area.

In the 2022 legislative session, the Legislature modified the Clean Buildings Act, enacting [SSB 5722 \(Chapter 177\)](#), adding energy management and benchmarking requirements, and reporting requirements.

In broad terms, the state energy performance standards seek to maximize reductions in GHG emissions from the building sector. The Standard includes energy use intensity targets by building type and methods of conditional compliance that include an energy management plan, operations and maintenance program, energy efficiency audits, and investments in energy efficiency measures designed to meet the targets.

Commerce may impose an administrative penalty upon a building owner for failing to submit documentation demonstrating compliance with the requirements of the Standard. The penalty may not exceed \$5,000 plus an amount based on the duration of any continuing violation. The additional amount for a continuing violation may not exceed a daily amount equal to \$1 per year per gross square foot of floor area. Commerce may by rule, adjust the maximum penalty rates for inflation. Commerce must include exemptions for financial hardship and an appeal process for administrative determinations, including penalties.

### Definitions.

- Tier 1 covered buildings include buildings where the sum of nonresidential, hotel, motel, and dormitory floor areas exceeds 50,000 gross square feet, excluding the parking garage area.
- Tier 2 covered buildings include multifamily residential, nonresidential, hotel, motel, and dormitory floor areas that are greater than 20,000 square feet and less than 50,000 square feet, excluding the parking garage area. Tier 2 covered buildings also include multifamily residential buildings where the floor areas are equal to or greater than 50,000 square feet, excluding the parking garage area.

Compliance Schedule A building owner of a Tier 1 covered commercial building must meet the following compliance schedule:

- June 1, 2026, for a building with more than 220,000 gross square feet;
- June 1, 2027, for a building with more than 90,000 gross square feet but less than 220,001 gross square feet; and
- June 1, 2028, for a building with more than 50,000 gross square feet but less than 90,001 gross square feet.

A covered commercial building is exempt from the Energy Performance Standard if it meets at least one of several listed criteria, including: the building did not have a certificate of occupancy or temporary certificate of occupancy for all 12 months of the calendar year prior to the building owner compliance schedule; the building is an agricultural structure; or the primary use of the building is manufacturing or other industrial purposes.

Early Adopter Incentive Program. The law includes an early adopter incentive program for Tier 1 and Tier 2 covered building owners who comply with the Standard before the required date. Tier 1 covered building owners can receive a base incentive payment of \$0.85 per gross square foot of floor area, excluding parking, unconditioned, or semi conditioned spaces; Tier 2 eligible building owners may receive a base incentive

payment of \$0.30 per gross square foot of floor area, excluding parking, unconditioned, or semi-conditioned spaces. Commerce may not approve incentive payments that exceed \$75 million.

Energy Management and Benchmarking Requirements. By December 1, 2023, Commerce must adopt state energy management and benchmarking requirements to include Tier 2 covered buildings. Adopted requirements must be consistent with the Standard for covered commercial buildings. A small business economic impact statement must be included as part of the rule making process. Commerce must provide a support program to building owners including certain elements such as outreach and informational materials. Commerce is also authorized to establish a tiered incentive program to supplement the cost to the building owner or tenant to implement the requirements.

Commerce must notify Tier 2 building owners with the requirements by July 1, 2025. Tier 2 covered building owners must submit reports with their compliance plans to Commerce by July 1, 2027. Every five years thereafter, Tier 2 covered building owners must submit a report to Commerce detailing their compliance with the requirements adopted by Commerce. Reports must include energy management plans, operations and maintenance plans, and energy use analysis.

By July 1, 2029, Commerce must evaluate benchmarking data to determine energy use and greenhouse-gas emissions averages by building type. Commerce must submit a report to the Legislature and the Governor by October 1, 2029, outlining recommendations for cost-effective building performance standards for Tier 2 covered buildings, the estimated costs for building owners to implement the Standards, and anticipated implementation challenges.

Energy Performance Standards. Commerce must adopt rules to include Tier 2 covered buildings in the Standard by December 31, 2030. In adopting the performance standards, the department must consider the age of the building in setting energy use intensity targets. Commerce must include a small business economic impact statement as part of rulemaking. The rules may not take effect before the end of the 2031 legislative session.

Building Requirements for Electric Vehicle Infrastructure. By July 1, 2023, the State Building Code Council (Council) must develop rules for electric vehicle infrastructure that require electric vehicle charging capability at all new buildings that provide on-site parking. Where parking is provided, the greater of one parking space or 10 percent of parking spaces, rounded to the next whole number, must be provided with wiring or raceway size to accommodate 208/240 V 40-amp or equivalent electric vehicle charging.

Electrical rooms serving buildings with on-site parking must be sized to accommodate the potential for electrical equipment and distribution required to serve a minimum of 20 percent of the total parking spaces with 208/240 V 40-amp or equivalent electric vehicle charging. Load management infrastructure may be used to adjust the size and capacity of the required building electric service equipment and circuits on the customer facilities, as well as electric utility owned infrastructure, as allowed by applicable local and national electrical code.

For accessible parking spaces, the greater of one parking space or 10 percent of accessible parking spaces, rounded to the next whole number, must be provided with electric vehicle charging infrastructure that may also serve adjacent parking spaces not designated as accessible parking.

However, for “occupancies” classified as assembly, education, or mercantile, the requirements of this section only apply to employee parking spaces. The requirements do not apply to occupancies classified as residential R-3, utility, or miscellaneous.

## 2023 Legislative Session

In the 2023 legislative session, Senator Mark Mullet introduced [SSB 5057](#), which would have delayed by one year the Tier 1 covered buildings energy use intensity target reporting schedule required to comply with the State Energy Performance Standard. The bill also would have created a work group convened by the Department of Commerce, to report on the financial impacts to all Tier 1 covered buildings required to comply with the Standard; and make specific recommendations to the Legislature regarding energy efficiency in the building sector. The Work Group is in the budget proviso below.

### [ESSB 5200, Sec. 1017. 2023-25 Clean Energy Fund Program – Work Group Created](#)

(1)(a) \$500,000 of the appropriation in this section is provided solely for the department to convene a work group to:

- (i) Analyze the financial investments required for owners of tier 1 covered buildings to comply with the state energy performance standard under RCW 19.27A.210; and
- (ii) Make recommendations to the legislature to assist building owners in attaining compliance, which must include, but are not limited to:
  - a. Identifying energy efficiency investments or other strategies and related timelines for increasing energy efficiency in the buildings sector;
  - b. Providing a cost-benefit analysis of options, including energy efficiency, to meet the goal of reducing greenhouse gas emissions from the buildings sector; and
  - c. Recommendations to balance financial investments while maximizing clean energy benefits for the state, including statutory changes that may be necessary for this purpose.

(b) The work group membership convened under this section must include, but is not limited to: One representative of the office of the superintendent of public instruction; one representative of a K-12 maintenance and operation administrators association; one representative of each of the state's public four-year institutions of higher education; one representative of the state board for community and technical colleges; one representative of the department of social and health services; one representative of the department of corrections; one representative of the department of enterprise services; one representative of a health care organization; one representative from a local government; one representative from an organization representing privately owned Tier 1 covered buildings; one representative from a business specializing in performance contracting for energy services; one representative from a nonprofit specializing in clean energy; and two representatives of a national association for industrial and office parks.

(c) The department must submit to the appropriate committees of the legislature: analysis of financial investments as required by this section by December 15, 2023; and a final report with recommendations as required by this section by September 1, 2024.

## Previous School Year Requirements – Reminders for Implementation

### 2022-23 School Year Requirements

*Passed in the 2022 legislative session*

- [E2SHB 1153](#) requires all school districts to annually collect data on the language in which each student and student's family prefers to communicate and whether a qualified interpreter was requested and provided for meetings about student progress. In addition, school districts, with the exception of districts with fewer than 1,000 students and less than 10% ELL, are required by October 1, 2022 to adopt a language access policy and procedures that adheres to the principles of an effective language access program for culturally responsive, systemic family engagement, using the model policy and procedures developed by WSSDA; and to designate a language access liaison to facilitate district compliance with state and federal laws related to family engagement, including those adopted under Section 6 of the law. (Chapter 107, Laws of 2022)
- [SHB 1617](#) requires Juneteenth (June 19<sup>th</sup>) to be treated as a state holiday with no school. (Chapter 198, Laws of 2022)
- [ESHB 1630](#) expands the prohibition against knowingly carrying and possessing weapons in areas of school facilities while being used for official meetings of a school district board of directors; requires posting signs providing notice of the restrictions on possession of firearms and other weapons as described by [RCW 9.41.280](#) at facilities being used for official meetings of the school board. (Chapter 106, Laws of 2022)
- [2SHB 1664](#) increases the prototypical school formulas for Physical, Social, and Emotional Support staff in schools and requires school districts to prioritize staff in these positions with a valid Educational Staff Associate (ESA certificate). (Chapter 109, Laws of 2022)
  - Designates certain staff positions as PSES staff and specifies that OSPI may only allocate funding for these positions to the extent of and proportionate to a school district's demonstrated actual ratios of PSES staff, up to the combined minimum allocations.
  - Defines PSES staff as nurses, social workers, psychologists, counselors, classified staff providing student and staff safety, parent involvement coordinators, and other school district employees and contractors who provide physical, social, and emotional support to students as defined by OSPI.
- [HB 1834](#) requires districts to add a new category of excused student absence for a mental health reason, as defined in rule by OSPI. (Chapter 31, Laws of 2022)
- [SHB 1878](#) requires participation in the Community Eligibility Provision (CEP) of the US Department of Agriculture's school meal programs for schools or groups of schools with an identified student percentage of 40 percent, or lower if permitted by federal law. School districts, to the extent practicable, are required to group schools for the purpose of maximizing the number of schools eligible

to participate in the CEP; grouping allows schools with less than 40 percent to be grouped as long as the total percentage is at least 40 percent. (Chapter 7, Laws of 2022)

- [SHB 1941](#) changes the requirements on school safety drills to prohibit active shooter simulations that are not trauma-informed and age and developmentally appropriate. (Chapter 77, Laws of 2022)
- [SHB 1955](#) makes several changes to education and other requirements related to students who are the “subject of a dependency proceeding,” similar to requirements governing provisions related to students in the foster care system, including: transmission of a student’s education records within two days of receiving the request; obtaining and assessing the student’s educational history within two business days to meet the student’s unique needs; providing transportation when it is determined in the best interest of the student to continue to attend the school they were attending at the time of the placement; and ensuring the foster care liaison is helping facilitate school district compliance with relevant state and federal laws. (Chapter 78, Laws of 2022)
- [SB 5498](#) requires school districts, if requested by the student’s parent, guardian/custodian, to issue a high school diploma to a deceased student if the student was academically eligible to graduate or had completed at least 75 percent of the number of credits required to graduate and died after completing the 11<sup>th</sup> grade school year. Districts are not required to award a diploma at the same time as a ceremony or event as other graduating students. (Chapter 224, Laws of 2022)

*Passed in the 2021 legislative session*

- [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 legislative session*

- [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 legislative session*

- [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.

## 2021-22 School Year Requirements

*Passed in the 2021 legislative session*

- [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 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 legislative session*

- [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 legislative session*

- [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 legislative session*

- [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.

## 2020-21 School Year Requirements

### *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 legislative session*

- [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 than 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 legislative session*

- [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.

## 2019-20 School Year Requirements

*Passed in 2019 legislative session*

- [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.

## *Opportunities & Information – Reminders*

### 2022 Legislative Session

- [SHB 1644](#) expands allowable uses of funds in the Transportation Vehicle Fund to include purchase, installation, and repair of vehicle charging stations; converting or repowering existing gas or diesel vehicles to electric or zero-emission pupil transportation vehicles; and for feasibility planning to transition to electric or zero-emission vehicles for pupil transportation. (Chapter 200, Laws of 2022)
- [E2SHB 1723](#) requires the State Broadband Office to develop a state digital equity plan, including engaging school districts in the development of the plan, by December 1, 2023; and establishes the Digital Equity Planning Grant Program to provide grants to fund the development of a digital equity plan for specific regions. In awarding grants, Commerce must consider how the grants awarded will increase the number of PreK-12 students gaining greater access to digital inclusion. (Chapter 265, Laws of 2022) *Includes \$50 million grant program*
- [SHB 1732](#) delays the implementation of the long-term care employee program until July 1, 2023. The law also allows individuals born before January 1, 1968 who do not meet the 10-year minimum for paying Trust Program premiums to receive partial benefits based on the number of years of premium payments. (Chapter 1, Laws of 2022)

- [ESHB 1733](#) establishes voluntary exemptions to the long-term care employee program, including for certain veterans; spouses and registered domestic partners of military service members; nonimmigrant temporary workers; and employees who work in Washington but live outside of the state. (Chapter 2, Laws of 2022)
- [SHB 1735](#) clarifies that law enforcement is still able to intervene when responding to mental health calls and noncriminal calls. Specifically calls out ability to perform community caretaking functions, including interactions with minors. Signed by Gov Inslee on March 4<sup>th</sup> (Ch. 4, Laws of 2022)
- [HB 1833](#) requires OSPI to develop and implement a statewide electronic repository of household income information required for a student's enrollment in, or eligibility for, the national school lunch program, the school breakfast program or both for the purpose of providing a voluntary, secure, and convenient online portal to collect household income information for participation in these programs. (Chapter 111, Laws of 2022)
- [SHB 2068](#) creates the Imagination Library Program to contract with the Dolly Parton foundation to mail age-appropriate, high-quality books each month to eligible children (birth to 5) at no cost. (Chapter 39, Laws of 2022)
- [2SHB 2078](#) establishes the Outdoor School for All program for 5<sup>th</sup> and 6<sup>th</sup> grade students. (Chapter 112, Laws of 2022) *Funded at \$10 million a year, ongoing*
- [SSB 5252](#) directs WSSDA to convene annual, regional meetings and invite Tribal councils from the federally recognized tribes for the purposes of establishing government-to-government relationships and dialogue between the Tribal councils and school district boards of directors. (Chapter 9, Laws of 2022)
- [2SSB 5720](#) creates a Financial Literacy Education Professional Development Grant Program, for professional development of certificated staff. (Chapter 238, Laws of 2022) *\$2 million funded, ongoing*
  - To qualify for a grant, the grant proposal must provide that the grantee integrates financial literacy education into at least 7 hours of its current in-person PD schedule over the course of the entire school year for which the district receives the grant.
  - Grants must be allocated at \$7.50 per enrolled student and must be made available for the 2023-24, 2024-25, and 2025-26 school years.
  - A school district that receives a grant for one school year can't receive a grant in other cycles.
- [SSB 5933](#) establishes a school seismic safety grant program for school districts and state-tribal compact schools for remediation of seismic or tsunami hazards in schools built prior to 1998 that haven't received a seismic retrofit to 2005 seismic standards. (Chapter 113, Laws of 2022) *\$100 million 2021-23; \$400 million future biennia*
- [ESSB 5974](#) includes [\\$290 million](#) for Safe Routes to Schools over the next 16 years. (Chapter 182, Laws of 2022)

## 2021 Legislative Session

- [2SHB 1028](#) – eliminates the requirement for teacher candidates to take and pass the edTPA to be recommended for residency teacher certification. (Chapter 198, Laws of 2021)
- [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 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)

- [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)

- [ESSB 5321](#) – 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)
- [SB 5322](#) – starting with the 2022 plan year, individuals are limited to a single enrollment in medical, dental and vision plans in either the School Employees' Benefits Board (SEBB) or the Public Employees' Benefits Board (PEBB). (Chapter 18, Laws of 2021)