

1 their individual education programs. The determination of whether the
2 high school assessment system is appropriate shall be made by the
3 student's individual education program team. (~~Except as provided in~~
4 ~~RCW 28A.655.0611, for these students, the certificate of individual~~
5 ~~achievement is required for graduation from a public high school, but~~
6 ~~need not be the only requirement for graduation.~~) When measures
7 other than the high school assessment system (~~as defined in RCW~~
8 ~~28A.655.061~~) established in accordance with RCW 28A.655.070 are
9 used, the measures shall be in agreement with the appropriate
10 educational opportunity provided for the student as required by this
11 chapter. The superintendent of public instruction shall develop the
12 guidelines for determining which students should not be required to
13 participate in the high school assessment system and which types of
14 assessments are appropriate to use.

15 When measures other than the high school assessment system (~~as~~
16 ~~defined in RCW 28A.655.061~~) established in accordance with RCW
17 28A.655.070 are used for high school graduation purposes, the
18 student's high school transcript shall note whether that student
19 (~~has earned a certificate of individual achievement~~) was assessed
20 with alternative assessments.

21 Nothing in this section shall be construed to deny a student the
22 right to participation in the high school assessment system (~~as~~
23 ~~defined in RCW 28A.655.061, and, upon successfully meeting the high~~
24 ~~school standard, receipt of the certificate of academic achievement~~)
25 established in accordance with RCW 28A.655.070.

26 **Sec. 102.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
27 read as follows:

28 (1) Beginning July 1, 2007, each school district that operates a
29 high school shall establish a policy and procedures that permit any
30 student who is receiving special education or related services under
31 an individualized education program pursuant to state and federal law
32 and who will continue to receive such services between the ages of
33 eighteen and twenty-one to participate in the graduation ceremony and
34 activities after four years of high school attendance with his or her
35 age-appropriate peers and receive a certificate of attendance.

36 (2) Participation in a graduation ceremony and receipt of a
37 certificate of attendance under this section does not preclude a
38 student from continuing to receive special education and related

1 services under an individualized education program beyond the
2 graduation ceremony.

3 (3) A student's participation in a graduation ceremony and
4 receipt of a certificate of attendance under this section shall not
5 be construed as the student's receipt of (~~either~~
6 ~~(a))~~) a high school diploma pursuant to RCW 28A.230.120 (~~(or~~
7 ~~(b) A certificate of individual achievement pursuant to RCW~~
8 ~~28A.155.045))~~).

9 **Sec. 103.** RCW 28A.230.090 and 2017 3rd sp.s. c 31 s 4 are each
10 amended to read as follows:

11 (1) The state board of education shall establish high school
12 graduation requirements or equivalencies for students, except as
13 provided in RCW 28A.230.122 and except those equivalencies
14 established by local high schools or school districts under RCW
15 28A.230.097. The purpose of a high school diploma is to declare that
16 a student is ready for success in postsecondary education, gainful
17 employment, and citizenship, and is equipped with the skills to be a
18 lifelong learner.

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

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

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

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

34 (iii) The high school and beyond plan must be updated to reflect
35 results from the high school assessment (~~results in RCW~~
36 ~~28A.655.070(3)(b))~~) system established in accordance with RCW
37 28A.655.070 and to review transcripts, assess progress toward
38 identified goals, and revised as necessary for changing interests,
39 goals, and needs. The plan must identify available interventions and

1 academic support, courses, or both, that (~~are designed for students~~
2 ~~who have not met the high school graduation standard, to enable them~~
3 ~~to meet the standard~~) will assist students who are not on track to
4 meet all graduation requirements to do so. School districts are
5 encouraged to involve parents and guardians in the process of
6 developing and updating the high school and beyond plan.

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

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

11 (B) Identification of educational goals;

12 (C) A four-year plan for course taking that fulfills state and
13 local graduation requirements and aligns with the student's career
14 and educational goals; and

15 (D) By the end of the twelfth grade, a current resume or activity
16 log that provides a written compilation of the student's education,
17 any work experience, and any community service and how the school
18 district has recognized the community service pursuant to RCW
19 28A.320.193.

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

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

1 and high school and beyond plan with agreement of the student's
2 parent or guardian or agreement of the school counselor or principal.

3 (ii) School districts may apply to the state board of education
4 for a waiver to implement the career and college ready graduation
5 requirement proposal beginning with the graduating class of 2020 or
6 2021 instead of the graduating class of 2019. In the application, a
7 school district must describe why the waiver is being requested, the
8 specific impediments preventing timely implementation, and efforts
9 that will be taken to achieve implementation with the graduating
10 class proposed under the waiver. The state board of education shall
11 grant a waiver under this subsection (1)((+e+)) (d) to an applying
12 school district at the next subsequent meeting of the board after
13 receiving an application.

14 (iii) A school district must update the high school and beyond
15 plans for each student who has not earned a score of level 3 or level
16 4 on the middle school mathematics assessment identified in RCW
17 28A.655.070 by ninth grade, to ensure that the student takes a
18 mathematics course in both ninth and tenth grades. This course may
19 include career and technical education equivalencies in mathematics
20 adopted pursuant to RCW 28A.230.097.

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

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

36 (c) The state board shall forward any proposed changes to the
37 high school graduation requirements to the education committees of
38 the legislature for review. The legislature shall have the
39 opportunity to act during a regular legislative session before the
40 changes are adopted through administrative rule by the state board.

1 Changes that have a fiscal impact on school districts, as identified
2 by a fiscal analysis prepared by the office of the superintendent of
3 public instruction, shall take effect only if formally authorized and
4 funded by the legislature through the omnibus appropriations act or
5 other enacted legislation.

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

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

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

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

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

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

35 **Sec. 104.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
36 read as follows:

37 (1) A student who fulfills the requirements specified in
38 subsection (3) of this section toward completion of an international
39 baccalaureate diploma programme is considered to have satisfied state

1 minimum requirements for graduation from a public high school, except
2 that((÷

3 ~~(a) The provisions of RCW 28A.655.061 regarding the certificate~~
4 ~~of academic achievement or RCW 28A.155.045 regarding the certificate~~
5 ~~of individual achievement apply to students under this section; and~~

6 ~~(b))~~ the provisions of RCW 28A.230.170 regarding study of the
7 United States Constitution and the Washington state Constitution
8 apply to students under this section.

9 (2) School districts may require students under this section to
10 complete local graduation requirements that are in addition to state
11 minimum requirements before issuing a high school diploma under RCW
12 28A.230.120. However, school districts are encouraged to waive local
13 requirements as necessary to encourage students to pursue an
14 international baccalaureate diploma.

15 (3) To receive a high school diploma under this section, a
16 student must complete and pass all required international
17 baccalaureate diploma programme courses as scored at the local level;
18 pass all internal assessments as scored at the local level;
19 successfully complete all required projects and products as scored at
20 the local level; and complete the final examinations administered by
21 the international baccalaureate organization in each of the required
22 subjects under the diploma programme.

23 **Sec. 105.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
24 read as follows:

25 (1) The superintendent of public instruction, in consultation
26 with the four-year institutions as defined in RCW 28B.76.020, the
27 state board for community and technical colleges, and the workforce
28 training and education coordinating board, shall develop for use by
29 all public school districts a standardized high school transcript.
30 The superintendent shall establish clear definitions for the terms
31 "credits" and "hours" so that school programs operating on the
32 quarter, semester, or trimester system can be compared.

33 ~~(2) ((The standardized high school transcript shall include a~~
34 ~~notation of whether the student has earned a certificate of~~
35 ~~individual achievement or a certificate of academic achievement.~~

36 ~~(3))~~ The standardized high school transcript may include a
37 notation of whether the student has earned the Washington state seal
38 of biliteracy established under RCW 28A.300.575.

1 **Sec. 106.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each
2 amended to read as follows:

3 (1) Beginning in the 2011-12 school year, the statewide high
4 school assessment in science shall be an end-of-course assessment for
5 biology that measures the state standards for life sciences, in
6 addition to systems, inquiry, and application as they pertain to life
7 sciences.

8 (2)(a) The superintendent of public instruction may develop or
9 adopt science end-of-course assessments or a comprehensive science
10 assessment that includes subjects in addition to biology (~~(for~~
11 ~~purposes of RCW 28A.655.061,~~) when so directed by the legislature.
12 (~~The legislature intends to transition from a biology end-of-course~~
13 ~~assessment to a more comprehensive science assessment in a manner~~
14 ~~consistent with the way in which the state transitioned to an English~~
15 ~~language arts assessment and a comprehensive mathematics assessment.~~
16 ~~The legislature further intends that the transition will include at~~
17 ~~least two years of using the student assessment results from either~~
18 ~~the biology end-of-course assessment or the more comprehensive~~
19 ~~assessment in order to provide students with reasonable opportunities~~
20 ~~to demonstrate high school competencies while being mindful of the~~
21 ~~increasing rigor of the new assessment.)) Beginning with the
22 graduating class of 2018, the assessment required by this section
23 must be a comprehensive assessment of the science essential academic
24 learning requirements adopted by the superintendent of public
25 instruction in 2013.~~

26 (b) The superintendent of public instruction shall (~~develop or~~
27 ~~adopt a science assessment in accordance with RCW 28A.655.070(10)~~
28 ~~that is~~) ensure that assessments adopted under this section are not
29 biased toward persons with different learning styles, racial or
30 ethnic backgrounds, or on the basis of gender.

31 (~~(c) Before the next subsequent school year after the~~
32 ~~legislature directs the superintendent to develop or adopt a new~~
33 ~~science assessment, the superintendent of public instruction shall~~
34 ~~review the objective alternative assessments for the science~~
35 ~~assessment and make recommendations to the legislature regarding~~
36 ~~additional objective alternatives, if any.))~~

37 (3) The superintendent of public instruction may participate with
38 consortia of multiple states as common student learning standards and
39 assessments in science are developed. The superintendent of public
40 instruction, in consultation with the state board of education, may

1 modify the essential academic learning requirements and statewide
2 student assessments in science, including the high school assessment,
3 according to the multistate common student learning standards and
4 assessments as long as the education committees of the legislature
5 have opportunities for review before the modifications are adopted,
6 as provided under RCW 28A.655.070.

7 ~~((4) The statewide high school assessment under this section
8 shall be used to demonstrate that a student meets the state standards
9 in the science content area of the statewide student assessment until
10 a comprehensive science assessment is required under RCW
11 28A.655.061.))~~

12 **Sec. 107.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to
13 read as follows:

14 (1) The superintendent of public instruction shall develop
15 essential academic learning requirements that identify the knowledge
16 and skills all public school students need to know and be able to do
17 based on the student learning goals in RCW 28A.150.210, develop
18 student assessments, and implement the accountability recommendations
19 and requests regarding assistance, rewards, and recognition of the
20 state board of education.

21 (2) The superintendent of public instruction shall:

22 (a) Periodically revise the essential academic learning
23 requirements, as needed, based on the student learning goals in RCW
24 28A.150.210. Goals one and two shall be considered primary. To the
25 maximum extent possible, the superintendent shall integrate goal four
26 and the knowledge and skill areas in the other goals in the essential
27 academic learning requirements; and

28 (b) Review and prioritize the essential academic learning
29 requirements and identify, with clear and concise descriptions, the
30 grade level content expectations to be assessed on the statewide
31 student assessment and used for state or federal accountability
32 purposes. The review, prioritization, and identification shall result
33 in more focus and targeting with an emphasis on depth over breadth in
34 the number of grade level content expectations assessed at each grade
35 level. Grade level content expectations shall be articulated over the
36 grades as a sequence of expectations and performances that are
37 logical, build with increasing depth after foundational knowledge and
38 skills are acquired, and reflect, where appropriate, the sequential
39 nature of the discipline. The office of the superintendent of public

1 instruction, within seven working days, shall post on its web site
2 any grade level content expectations provided to an assessment vendor
3 for use in constructing the statewide student assessment.

4 (3)(a)(i) In consultation with the state board of education, the
5 superintendent of public instruction shall maintain and continue to
6 develop and revise a statewide academic assessment system in the
7 content areas of reading, writing, mathematics, and science for use
8 in the elementary, middle, and high school years designed to
9 determine if each student has mastered the essential academic
10 learning requirements identified in subsection (1) of this section.
11 Beginning with the graduating class of 2020, the high school English
12 language arts and comprehensive mathematics assessments developed
13 with the multistate consortium and administered in accordance with
14 this subsection (3) must be administered in the tenth grade.

15 (ii) School districts shall administer the assessments under
16 guidelines adopted by the superintendent of public instruction. The
17 academic assessment system may include a variety of assessment
18 methods, including criterion-referenced and performance-based
19 measures.

20 (b) Effective with the 2009 administration of the Washington
21 assessment of student learning and continuing with the statewide
22 student assessment, the superintendent shall redesign the assessment
23 in the content areas of reading, mathematics, and science in all
24 grades except high school by shortening test administration and
25 reducing the number of short answer and extended response questions.

26 (c) By the 2014-15 school year, the superintendent of public
27 instruction, in consultation with the state board of education, shall
28 modify the statewide student assessment system to transition to
29 assessments developed with a multistate consortium, as provided in
30 this subsection:

31 (i) The assessments developed with a multistate consortium to
32 assess student proficiency in English language arts and mathematics
33 shall be administered beginning in the 2014-15 school year. The
34 reading and writing assessments shall not be administered by the
35 superintendent of public instruction or schools after the 2013-14
36 school year.

37 (ii) The high school assessments in English language arts and
38 mathematics in (c)(i) of this subsection shall be used for ~~((the~~
39 ~~purposes of earning a certificate of academic achievement for high~~

1 ~~school graduation under the timeline established in RCW 28A.655.061~~
2 ~~and for~~) assessing student career and college readiness.

3 ~~((iii) During the transition period specified in RCW~~
4 ~~28A.655.061, the superintendent of public instruction shall use test~~
5 ~~items and other resources from the consortium assessment to develop~~
6 ~~and administer a tenth grade high school English language arts~~
7 ~~assessment, an end-of-course mathematics assessment to assess the~~
8 ~~standards common to algebra I and integrated mathematics I, and an~~
9 ~~end-of-course mathematics assessment to assess the standards common~~
10 ~~to geometry and integrated mathematics II.))~~

11 (4) If the superintendent proposes any modification to the
12 essential academic learning requirements or the statewide
13 assessments, then the superintendent shall, upon request, provide
14 opportunities for the education committees of the house of
15 representatives and the senate to review the assessments and proposed
16 modifications to the essential academic learning requirements before
17 the modifications are adopted.

18 (5) The assessment system shall be designed so that the results
19 under the assessment system are used by educators as tools to
20 evaluate instructional practices, and to initiate appropriate
21 educational support for students who have not mastered the essential
22 academic learning requirements at the appropriate periods in the
23 student's educational development.

24 (6) By September 2007, the results for reading and mathematics
25 shall be reported in a format that will allow parents and teachers to
26 determine the academic gain a student has acquired in those content
27 areas from one school year to the next.

28 (7) To assist parents and teachers in their efforts to provide
29 educational support to individual students, the superintendent of
30 public instruction shall provide as much individual student
31 performance information as possible within the constraints of the
32 assessment system's item bank. The superintendent shall also provide
33 to school districts:

34 (a) Information on classroom-based and other assessments that may
35 provide additional achievement information for individual students;
36 and

37 (b) A collection of diagnostic tools that educators may use to
38 evaluate the academic status of individual students. The tools shall
39 be designed to be inexpensive, easily administered, and quickly and

1 easily scored, with results provided in a format that may be easily
2 shared with parents and students.

3 (8) To the maximum extent possible, the superintendent shall
4 integrate knowledge and skill areas in development of the
5 assessments.

6 (9) Assessments for goals three and four of RCW 28A.150.210 shall
7 be integrated in the essential academic learning requirements and
8 assessments for goals one and two.

9 (10) The superintendent shall develop assessments that are
10 directly related to the essential academic learning requirements, and
11 are not biased toward persons with different learning styles, racial
12 or ethnic backgrounds, or on the basis of gender.

13 (11) The superintendent shall consider methods to address the
14 unique needs of special education students when developing the
15 assessments under this section.

16 (12) The superintendent shall consider methods to address the
17 unique needs of highly capable students when developing the
18 assessments under this section.

19 (13) The superintendent shall post on the superintendent's web
20 site lists of resources and model assessments in social studies, the
21 arts, and health and fitness.

22 (14) The superintendent shall integrate financial education
23 skills and content knowledge into the state learning standards
24 pursuant to RCW 28A.300.460(2)(d).

25 **PART II**
26 **MODIFICATIONS TO PROVISIONS OF EDUCATION AGENCIES**

27 **Sec. 201.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended
28 to read as follows:

29 The office of the superintendent of public instruction and the
30 state board for community and technical colleges shall jointly
31 develop a program plan to provide a continuing education option for
32 students who are eligible for the state transitional bilingual
33 instruction program and who need more time to develop language
34 proficiency but who are more age-appropriately suited for a
35 postsecondary learning environment than for a high school. In
36 developing the plan, the superintendent of public instruction shall
37 consider options to formally recognize the accomplishments of
38 students in the state transitional bilingual instruction program who

1 have completed the twelfth grade but have not (~~earned a certificate~~
2 ~~of academic achievement~~) met all applicable graduation requirements.
3 By December 1, 2004, the agencies shall report to the legislative
4 education and fiscal committees with any recommendations for
5 legislative action and any resources necessary to implement the plan.

6 **Sec. 202.** RCW 28A.195.010 and 2009 c 548 s 303 are each amended
7 to read as follows:

8 The legislature hereby recognizes that private schools should be
9 subject only to those minimum state controls necessary to insure the
10 health and safety of all the students in the state and to insure a
11 sufficient basic education to meet usual graduation requirements. The
12 state, any agency or official thereof, shall not restrict or dictate
13 any specific educational or other programs for private schools except
14 as hereinafter in this section provided.

15 Principals of private schools or superintendents of private
16 school districts shall file each year with the state superintendent
17 of public instruction a statement certifying that the minimum
18 requirements hereinafter set forth are being met, noting any
19 deviations. After review of the statement, the state superintendent
20 will notify schools or school districts of those deviations which
21 must be corrected. In case of major deviations, the school or school
22 district may request and the state board of education may grant
23 provisional status for one year in order that the school or school
24 district may take action to meet the requirements. The state board of
25 education shall not require private school students to meet the
26 student learning goals, (~~obtain a certificate of academic~~
27 ~~achievement, or a certificate of individual achievement to graduate~~
28 ~~from high school,~~) to master the essential academic learning
29 requirements, or to be assessed pursuant to RCW (~~28A.655.061~~)
30 28A.655.070. However, private schools may choose, on a voluntary
31 basis, to have their students master these essential academic
32 learning requirements(~~(,)~~) and take the assessments(~~(, and obtain a~~
33 ~~certificate of academic achievement or a certificate of individual~~
34 ~~achievement)~~). Minimum requirements shall be as follows:

35 (1) The minimum school year for instructional purposes shall
36 consist of no less than one hundred eighty school days or the
37 equivalent in annual minimum instructional hour offerings, with a
38 school-wide annual average total instructional hour offering of one
39 thousand hours for students enrolled in grades one through twelve,

1 and at least four hundred fifty hours for students enrolled in
2 kindergarten.

3 (2) The school day shall be the same as defined in RCW
4 28A.150.203.

5 (3) All classroom teachers shall hold appropriate Washington
6 state certification except as follows:

7 (a) Teachers for religious courses or courses for which no
8 counterpart exists in public schools shall not be required to obtain
9 a state certificate to teach those courses.

10 (b) In exceptional cases, people of unusual competence but
11 without certification may teach students so long as a certified
12 person exercises general supervision. Annual written statements shall
13 be submitted to the office of the superintendent of public
14 instruction reporting and explaining such circumstances.

15 (4) An approved private school may operate an extension program
16 for parents, guardians, or persons having legal custody of a child to
17 teach children in their custody. The extension program shall require
18 at a minimum that:

19 (a) The parent, guardian, or custodian be under the supervision
20 of an employee of the approved private school who is certified under
21 chapter 28A.410 RCW;

22 (b) The planning by the certified person and the parent,
23 guardian, or person having legal custody include objectives
24 consistent with this subsection and subsections (1), (2), (5), (6),
25 and (7) of this section;

26 (c) The certified person spend a minimum average each month of
27 one contact hour per week with each student under his or her
28 supervision who is enrolled in the approved private school extension
29 program;

30 (d) Each student's progress be evaluated by the certified person;
31 and

32 (e) The certified employee shall not supervise more than thirty
33 students enrolled in the approved private school's extension program.

34 (5) Appropriate measures shall be taken to safeguard all
35 permanent records against loss or damage.

36 (6) The physical facilities of the school or district shall be
37 adequate to meet the program offered by the school or district:
38 PROVIDED, That each school building shall meet reasonable health and
39 fire safety requirements. A residential dwelling of the parent,
40 guardian, or custodian shall be deemed to be an adequate physical

1 facility when a parent, guardian, or person having legal custody is
2 instructing his or her child under subsection (4) of this section.

3 (7) Private school curriculum shall include instruction of the
4 basic skills of occupational education, science, mathematics,
5 language, social studies, history, health, reading, writing,
6 spelling, and the development of appreciation of art and music, all
7 in sufficient units for meeting state board of education graduation
8 requirements.

9 (8) Each school or school district shall be required to maintain
10 up-to-date policy statements related to the administration and
11 operation of the school or school district.

12 All decisions of policy, philosophy, selection of books, teaching
13 material, curriculum, except as in subsection (7) of this section
14 provided, school rules and administration, or other matters not
15 specifically referred to in this section, shall be the responsibility
16 of the administration and administrators of the particular private
17 school involved.

18 **Sec. 203.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended
19 to read as follows:

20 (1) Each parent whose child is receiving home-based instruction
21 under RCW 28A.225.010(4) shall have the duty to:

22 (a) File annually a signed declaration of intent that he or she
23 is planning to cause his or her child to receive home-based
24 instruction. The statement shall include the name and age of the
25 child, shall specify whether a certificated person will be
26 supervising the instruction, and shall be written in a format
27 prescribed by the superintendent of public instruction. Each parent
28 shall file the statement by September 15th of the school year or
29 within two weeks of the beginning of any public school quarter,
30 trimester, or semester with the superintendent of the public school
31 district within which the parent resides or the district that accepts
32 the transfer, and the student shall be deemed a transfer student of
33 the nonresident district. Parents may apply for transfer under RCW
34 28A.225.220;

35 (b) Ensure that test scores or annual academic progress
36 assessments and immunization records, together with any other records
37 that are kept relating to the instructional and educational
38 activities provided, are forwarded to any other public or private
39 school to which the child transfers. At the time of a transfer to a

1 public school, the superintendent of the local school district in
2 which the child enrolls may require a standardized achievement test
3 to be administered and shall have the authority to determine the
4 appropriate grade and course level placement of the child after
5 consultation with parents and review of the child's records; and

6 (c) Ensure that a standardized achievement test approved by the
7 state board of education is administered annually to the child by a
8 qualified individual or that an annual assessment of the student's
9 academic progress is written by a certificated person who is
10 currently working in the field of education. The state board of
11 education shall not require these children to meet the student
12 learning goals((~~7~~)) or master the essential academic learning
13 requirements, to take the assessments(~~(, or to obtain a certificate~~
14 ~~of academic achievement or a certificate of individual achievement~~
15 ~~pursuant to RCW 28A.655.061 and 28A.155.045))~~). The standardized test
16 administered or the annual academic progress assessment written shall
17 be made a part of the child's permanent records. If, as a result of
18 the annual test or assessment, it is determined that the child is not
19 making reasonable progress consistent with his or her age or stage of
20 development, the parent shall make a good faith effort to remedy any
21 deficiency.

22 (2) Failure of a parent to comply with the duties in this section
23 shall be deemed a failure of such parent's child to attend school
24 without valid justification under RCW 28A.225.020. Parents who do
25 comply with the duties set forth in this section shall be presumed to
26 be providing home-based instruction as set forth in RCW
27 28A.225.010(4).

28 **Sec. 204.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each
29 amended to read as follows:

30 The purpose of the state board of education is to provide
31 advocacy and strategic oversight of public education; implement a
32 standards-based accountability framework that creates a unified
33 system of increasing levels of support for schools in order to
34 improve student academic achievement; provide leadership in the
35 creation of a system that personalizes education for each student and
36 respects diverse cultures, abilities, and learning styles; and
37 promote achievement of the goals of RCW 28A.150.210. In addition to
38 any other powers and duties as provided by law, the state board of
39 education shall:

1 (1) Hold regularly scheduled meetings at such time and place
2 within the state as the board shall determine and may hold such
3 special meetings as may be deemed necessary for the transaction of
4 public business;

5 (2) Form committees as necessary to effectively and efficiently
6 conduct the work of the board;

7 (3) Seek advice from the public and interested parties regarding
8 the work of the board;

9 (4) For purposes of statewide accountability:

10 (a) Adopt and revise performance improvement goals in reading,
11 writing, science, and mathematics, by subject and grade level, once
12 assessments in these subjects are required statewide; academic and
13 technical skills, as appropriate, in secondary career and technical
14 education programs; and student attendance, as the board deems
15 appropriate to improve student learning. The goals shall be
16 consistent with student privacy protection provisions of RCW
17 28A.655.090(7) and shall not conflict with requirements contained in
18 Title I of the federal elementary and secondary education act of
19 1965, or the requirements of the Carl D. Perkins vocational education
20 act of 1998, each as amended. The goals may be established for all
21 students, economically disadvantaged students, limited English
22 proficient students, students with disabilities, and students from
23 disproportionately academically underachieving racial and ethnic
24 backgrounds. The board may establish school and school district goals
25 addressing high school graduation rates and dropout reduction goals
26 for students in grades seven through twelve. The board shall adopt
27 the goals by rule. However, before each goal is implemented, the
28 board shall present the goal to the education committees of the house
29 of representatives and the senate for the committees' review and
30 comment in a time frame that will permit the legislature to take
31 statutory action on the goal if such action is deemed warranted by
32 the legislature;

33 (b)(i) Identify the scores students must achieve in order to meet
34 the standard on the statewide student assessment. The board shall
35 also determine student scores that identify levels of student
36 performance below and beyond the standard. The board shall set such
37 performance standards and levels in consultation with the
38 superintendent of public instruction and after consideration of any
39 recommendations that may be developed by any advisory committees that
40 may be established for this purpose;

1 (ii)((A)) The legislature intends to continue the
2 implementation of chapter 22, Laws of 2013, 2nd sp. sess. when the
3 legislature expressed the intent for the state board of education to
4 identify the student performance standard that demonstrates a
5 student's career and college readiness for the eleventh grade
6 consortium-developed assessments. Therefore, by December 1, 2018, the
7 state board of education, in consultation with the superintendent of
8 public instruction, must identify and report to the governor and the
9 education policy and fiscal committees of the legislature on the
10 equivalent student performance standard that a tenth grade student
11 would need to achieve on the state assessments to be on track to be
12 career and college ready at the end of the student's high school
13 experience;

14 ~~((B) Nothing in this section prohibits the state board of
15 education from identifying a college and career readiness score that
16 is different from the score required for high school graduation
17 purposes;))~~

18 (iii) The legislature shall be advised of the initial performance
19 standards and any changes made to the elementary, middle, and high
20 school level performance standards. The board must provide an
21 explanation of and rationale for all initial performance standards
22 and any changes, for all grade levels of the statewide student
23 assessment. If the board changes the performance standards for any
24 grade level or subject, the superintendent of public instruction must
25 recalculate the results from the previous ten years of administering
26 that assessment regarding students below, meeting, and beyond the
27 state standard, to the extent that this data is available, and post a
28 comparison of the original and recalculated results on the
29 superintendent's web site;

30 (c) Annually review the assessment reporting system to ensure
31 fairness, accuracy, timeliness, and equity of opportunity, especially
32 with regard to schools with special circumstances and unique
33 populations of students, and a recommendation to the superintendent
34 of public instruction of any improvements needed to the system; and

35 (d) Include in the biennial report required under RCW
36 28A.305.035, information on the progress that has been made in
37 achieving goals adopted by the board;

38 (5) Accredite, subject to such accreditation standards and
39 procedures as may be established by the state board of education, all
40 private schools that apply for accreditation, and approve, subject to

1 the provisions of RCW 28A.195.010, private schools carrying out a
2 program for any or all of the grades kindergarten through twelve.
3 However, no private school may be approved that operates a
4 kindergarten program only and no private school shall be placed upon
5 the list of accredited schools so long as secret societies are
6 knowingly allowed to exist among its students by school officials;

7 (6) Articulate with the institutions of higher education,
8 workforce representatives, and early learning policymakers and
9 providers to coordinate and unify the work of the public school
10 system;

11 (7) Hire an executive director and an administrative assistant to
12 reside in the office of the superintendent of public instruction for
13 administrative purposes. Any other personnel of the board shall be
14 appointed as provided by RCW 28A.300.020. The board may delegate to
15 the executive director by resolution such duties as deemed necessary
16 to efficiently carry on the business of the board including, but not
17 limited to, the authority to employ necessary personnel and the
18 authority to enter into, amend, and terminate contracts on behalf of
19 the board. The executive director, administrative assistant, and all
20 but one of the other personnel of the board are exempt from civil
21 service, together with other staff as now or hereafter designated as
22 exempt in accordance with chapter 41.06 RCW; and

23 (8) Adopt a seal that shall be kept in the office of the
24 superintendent of public instruction.

25 **Sec. 205.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
26 amended to read as follows:

27 (1) At the beginning of each school year, school districts must
28 notify parents and guardians of enrolled students from eighth through
29 twelfth grade about each student assessment required by the state,
30 the minimum state-level graduation requirements, and any additional
31 school district graduation requirements. The information may be
32 provided when the student is enrolled, contained in the student or
33 parent handbook, or posted on the school district's web site. The
34 notification must include the following:

35 (a) When each assessment will be administered;

36 (b) ~~((Which assessments will be required for graduation and what
37 options students have to meet graduation requirements if they do not
38 pass a given assessment;~~

1 ~~(e)~~) Increased rigor of course offerings especially in
2 mathematics, science, and reading;

3 ~~((f))~~ (e) Increased student opportunities for focused, applied
4 mathematics and science classes;

5 ~~((g))~~ (f) Increased student success on state achievement
6 measures; and

7 ~~((h))~~ (g) Increased student appreciation of the value and uses
8 of mathematics, science, and reading knowledge and exploration of
9 related careers.

10 (3) School districts receiving resources under this section shall
11 submit reports to the superintendent of public instruction
12 documenting how the use of the funds contributes to measurable
13 improvement in the outcomes described under subsection (2) of this
14 section; and how other professional development resources and
15 programs authorized in statute or in the omnibus appropriations act
16 contribute to the expected outcomes. The superintendent of public
17 instruction and the office of financial management shall collaborate
18 on required report content and format.

19 **Sec. 302.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
20 read as follows:

21 (1)(a) Eleventh and twelfth grade students or students who have
22 not yet received the credits required for the award of a high school
23 diploma and are eligible to be in the eleventh or twelfth grades may
24 apply to a participating institution of higher education to enroll in
25 courses or programs offered by the institution of higher education.

26 (b) The course sections and programs offered as running start
27 courses must also be open for registration to matriculated students
28 at the participating institution of higher education and may not be a
29 course consisting solely of high school students offered at a high
30 school campus.

31 (c) A student receiving home-based instruction enrolling in a
32 public high school for the sole purpose of participating in courses
33 or programs offered by institutions of higher education shall not be
34 counted by the school district in any required state or federal
35 accountability reporting if the student's parents or guardians filed
36 a declaration of intent to provide home-based instruction and the
37 student received home-based instruction during the school year before
38 the school year in which the student intends to participate in
39 courses or programs offered by the institution of higher education.

1 Students receiving home-based instruction under chapter 28A.200 RCW
2 and students attending private schools approved under chapter 28A.195
3 RCW shall not be required to meet the student learning goals(~~(~~
4 ~~obtain a certificate of academic achievement or a certificate of~~
5 ~~individual achievement to graduate from high school,~~) or to master
6 the essential academic learning requirements. However, students are
7 eligible to enroll in courses or programs in participating
8 universities only if the board of directors of the student's school
9 district has decided to participate in the program. Participating
10 institutions of higher education, in consultation with school
11 districts, may establish admission standards for these students. If
12 the institution of higher education accepts a secondary school pupil
13 for enrollment under this section, the institution of higher
14 education shall send written notice to the pupil and the pupil's
15 school district within ten days of acceptance. The notice shall
16 indicate the course and hours of enrollment for that pupil.

17 (2)(a) In lieu of tuition and fees, as defined in RCW 28B.15.020
18 and 28B.15.041:

19 (i) Running start students shall pay to the community or
20 technical college all other mandatory fees as established by each
21 community or technical college and, in addition, the state board for
22 community and technical colleges may authorize a fee of up to ten
23 percent of tuition and fees as defined in RCW 28B.15.020 and
24 28B.15.041; and

25 (ii) All other institutions of higher education operating a
26 running start program may charge running start students a fee of up
27 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
28 28B.15.041 in addition to technology fees.

29 (b) The fees charged under this subsection (2) shall be prorated
30 based on credit load.

31 (c) Students may pay fees under this subsection with advanced
32 college tuition payment program tuition units at a rate set by the
33 advanced college tuition payment program governing body under chapter
34 28B.95 RCW.

35 (3)(a) The institutions of higher education must make available
36 fee waivers for low-income running start students. Each institution
37 must establish a written policy for the determination of low-income
38 students before offering the fee waiver. A student shall be
39 considered low income and eligible for a fee waiver upon proof that
40 the student is currently qualified to receive free or reduced-price

1 lunch. Acceptable documentation of low-income status may also
2 include, but is not limited to, documentation that a student has been
3 deemed eligible for free or reduced-price lunches in the last five
4 years, or other criteria established in the institution's policy.

5 (b) Institutions of higher education, in collaboration with
6 relevant student associations, shall aim to have students who can
7 benefit from fee waivers take advantage of these waivers.
8 Institutions shall make every effort to communicate to students and
9 their families the benefits of the waivers and provide assistance to
10 students and their families on how to apply. Information about
11 waivers shall, to the greatest extent possible, be incorporated into
12 financial aid counseling, admission information, and individual
13 billing statements. Institutions also shall, to the greatest extent
14 possible, use all means of communication, including but not limited
15 to web sites, online catalogues, admission and registration forms,
16 mass email messaging, social media, and outside marketing to ensure
17 that information about waivers is visible, compelling, and reaches
18 the maximum number of students and families that can benefit.

19 (4) The pupil's school district shall transmit to the institution
20 of higher education an amount per each full-time equivalent college
21 student at statewide uniform rates for vocational and nonvocational
22 students. The superintendent of public instruction shall separately
23 calculate and allocate moneys appropriated for basic education under
24 RCW 28A.150.260 to school districts for purposes of making such
25 payments and for granting school districts seven percent thereof to
26 offset program related costs. The calculations and allocations shall
27 be based upon the estimated statewide annual average per full-time
28 equivalent high school student allocations under RCW 28A.150.260,
29 excluding small high school enhancements, and applicable rules
30 adopted under chapter 34.05 RCW. The superintendent of public
31 instruction, participating institutions of higher education, and the
32 state board for community and technical colleges shall consult on the
33 calculation and distribution of the funds. The funds received by the
34 institution of higher education from the school district shall not be
35 deemed tuition or operating fees and may be retained by the
36 institution of higher education. A student enrolled under this
37 subsection shall be counted for the purpose of meeting enrollment
38 targets in accordance with terms and conditions specified in the
39 omnibus appropriations act.

1 NEW SECTION. **Sec. 303.** A new section is added to chapter
2 28A.655 RCW to read as follows:

3 To help assure continued progress in academic achievement as a
4 foundation for high school graduation and to assure that students are
5 on track for high school graduation, each school district shall:

6 (1) Provide students who are not on track to meet all graduation
7 requirements with the opportunity to access interventions and
8 academic supports, courses, or both, that are designed to enable
9 students to do so. These interventions, supports, or courses must be
10 rigorous and consistent with the student's educational and career
11 goals identified in his or her high school and beyond plan, and may
12 include career and technical education equivalencies in English
13 language arts or mathematics adopted pursuant to RCW 28A.230.097; and

14 (2) Prepare student learning plans and notify students and their
15 parents or legal guardians as provided in this section. Student
16 learning plans are required for eighth grade students who were not
17 successful on any or all of the content areas of the state assessment
18 during the previous school year or who may not be on track to
19 graduate due to credit deficiencies or absences. The parent or legal
20 guardian must be notified about the information in the student
21 learning plan, preferably through a parent conference and at least
22 annually. To the extent feasible, schools serving English language
23 learner students and their parents must translate the plan into the
24 primary language of the family. The plan must include the following
25 information as applicable:

26 (a) The student's results on the state assessment;

27 (b) If the student is in the transitional bilingual instruction
28 program, the score on his or her Washington language proficiency test
29 II;

30 (c) Any credit deficiencies;

31 (d) The student's attendance rates over the previous two years;

32 (e) The student's progress toward meeting state and local
33 graduation requirements;

34 (f) Remediation strategies and alternative education options
35 available to students, including informing students of the option to
36 continue to receive instructional services after grade twelve or
37 until the age of twenty-one;

38 (g) School district programs, high school courses, and career and
39 technical education options available for students to meet graduation
40 requirements; and

1 (h) Available programs offered through skill centers or community
2 and technical colleges, including the college high school diploma
3 options under RCW 28B.50.535.

4 NEW SECTION. **Sec. 304.** The following acts or parts of acts are
5 each repealed:

6 (1) RCW 28A.600.405 (Participation in high school completion
7 pilot program—Eligible students—Funding allocations—Rules—
8 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &
9 2007 c 355 s 4;

10 (2) RCW 28A.655.061 (High school assessment system—Certificate of
11 academic achievement—Exception—Options to retake high school
12 assessment—Objective alternative assessments—Locally determined
13 courses—High school transition courses—Interventions and academic
14 supports—Student learning plans) and 2017 3rd sp.s. c 31 s 1, 2017
15 3rd sp.s. c 31 s 5, 2015 3rd sp.s. c 42 s 2, 2013 2nd sp.s. c 22 s 2,
16 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1, 2009 c 524 s 5, & 2008 c 321
17 s 2;

18 (3) RCW 28A.655.063 (Objective alternative assessments—
19 Reimbursement of costs—Testing fee waivers) and 2007 c 354 s 7 & 2006
20 c 115 s 5;

21 (4) RCW 28A.655.065 (Objective alternative assessment methods—
22 Appeals from assessment scores—Waivers and appeals from assessment
23 requirements—Rules) and 2017 3rd sp.s. c 31 s 2, 2009 c 556 s 19,
24 2008 c 170 s 205, 2007 c 354 s 6, & 2006 c 115 s 1; and

25 (5) RCW 28A.655.066 (Statewide end-of-course assessments for high
26 school mathematics) and 2013 2nd sp.s. c 22 s 3, 2011 c 25 s 2, 2009
27 c 310 s 3, & 2008 c 163 s 3.

28 NEW SECTION. **Sec. 305.** This act applies beginning with the
29 graduating class of 2014.

30 NEW SECTION. **Sec. 306.** This act is necessary for the immediate
31 preservation of the public peace, health, or safety, or support of
32 the state government and its existing public institutions, and takes
33 effect immediately.

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