

SSB 5548 - S AMD 139
By Senator McCoy

NOT CONSIDERED 12/23/2019

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature finds that Washington has
4 increased expectations for schools and students by implementing
5 significantly more challenging learning standards along with tests
6 aligned to those standards. At the same time, the state is requiring
7 students to complete more coursework in order to graduate. Each of
8 these changes creates a higher bar for graduation, improves student
9 achievement, and will better prepare students to be college and
10 career ready.

11 The legislature also recognizes that Washington still continues
12 to use state tests as graduation requirements even though research
13 shows that the use of tests as a high stakes graduation requirement
14 does not consistently improve student achievement; reduce the
15 opportunity gap; or increase graduation rates, postsecondary
16 attainment, or workforce outcomes. Instead, the negative impacts of a
17 high stakes testing system often disproportionately affect the
18 state's most vulnerable students.

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

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

29 (2) Participation in a graduation ceremony and receipt of a
30 certificate of attendance under this section does not preclude a
31 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. 3.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended to
10 read as follows:

11 The office of the superintendent of public instruction and the
12 state board for community and technical colleges shall jointly
13 develop a program plan to provide a continuing education option for
14 students who are eligible for the state transitional bilingual
15 instruction program and who need more time to develop language
16 proficiency but who are more age-appropriately suited for a
17 postsecondary learning environment than for a high school. (~~In~~
18 ~~developing the plan, the superintendent of public instruction shall~~
19 ~~consider options to formally recognize the accomplishments of~~
20 ~~students in the state transitional bilingual instruction program who~~
21 ~~have completed the twelfth grade but have not earned a certificate of~~
22 ~~academic achievement.)) By December 1, 2004, the agencies shall
23 report to the legislative education and fiscal committees with any
24 recommendations for legislative action and any resources necessary to
25 implement the plan.~~

26 **Sec. 4.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended to
27 read as follows:

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

35 The administrative or executive authority of private schools or
36 private school districts shall file each year with the state board of
37 education a statement certifying that the minimum requirements
38 hereinafter set forth are being met, noting any deviations. The state

1 board of education may request clarification or additional
2 information. After review of the statement, the state board of
3 education will notify schools or school districts of any concerns,
4 deficiencies, and deviations which must be corrected. If there are
5 any unresolved concerns, deficiencies, or deviations, the school or
6 school district may request or the state board of education on its
7 own initiative may grant provisional status for one year in order
8 that the school or school district may take action to meet the
9 requirements. The state board of education shall not require private
10 school students to meet the student learning goals, (~~obtain a~~
11 ~~certificate of academic achievement, or a certificate of individual~~
12 ~~achievement to graduate from high school,~~) to ((~~master~~)) learn the
13 essential academic learning requirements, or to be assessed pursuant
14 to RCW ((~~28A.655.061~~)) 28A.655.070. However, private schools may
15 choose, on a voluntary basis, to have their students ((~~master~~)) learn
16 these essential academic learning requirements((~~7~~)) or take the
17 assessments((~~7 and obtain a certificate of academic achievement or a~~
18 ~~certificate of individual achievement~~)). Minimum requirements shall
19 be as follows:

20 (1) The minimum school year for instructional purposes shall
21 consist of no less than one hundred eighty school days or the
22 equivalent in annual minimum instructional hour offerings, with a
23 school-wide annual average total instructional hour offering of one
24 thousand hours for students enrolled in grades one through twelve,
25 and at least four hundred fifty hours for students enrolled in
26 kindergarten.

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

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

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

34 (b) In exceptional cases, people of unusual competence but
35 without certification may teach students so long as a certified
36 person exercises general supervision. Annual written statements shall
37 be submitted to the state board of education reporting and explaining
38 such circumstances.

39 (4) An approved private school may operate an extension program
40 for parents, guardians, or persons having legal custody of a child to

1 teach children in their custody. The extension program shall require
2 at a minimum that:

3 (a) The parent, guardian, or custodian be under the supervision
4 of an employee of the approved private school who is certificated
5 under chapter 28A.410 RCW;

6 (b) The planning by the certificated person and the parent,
7 guardian, or person having legal custody include objectives
8 consistent with this subsection and subsections (1), (2), (5), (6),
9 and (7) of this section;

10 (c) The certificated person spend a minimum average each month of
11 one contact hour per week with each student under his or her
12 supervision who is enrolled in the approved private school extension
13 program;

14 (d) Each student's progress be evaluated by the certificated
15 person; and

16 (e) The certificated employee shall not supervise more than
17 thirty students enrolled in the approved private school's extension
18 program.

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

21 (6) The physical facilities of the school or district shall be
22 adequate to meet the program offered by the school or district:
23 PROVIDED, That each school building shall meet reasonable health and
24 fire safety requirements. A residential dwelling of the parent,
25 guardian, or custodian shall be deemed to be an adequate physical
26 facility when a parent, guardian, or person having legal custody is
27 instructing his or her child under subsection (4) of this section.

28 (7) Private school curriculum shall include instruction of the
29 basic skills of occupational education, science, mathematics,
30 language, social studies, history, health, reading, writing,
31 spelling, and the development of appreciation of art and music, all
32 in sufficient units for meeting state board of education graduation
33 requirements.

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

37 All decisions of policy, philosophy, selection of books, teaching
38 material, curriculum, except as in subsection (7) of this section
39 provided, school rules and administration, or other matters not
40 specifically referred to in this section, shall be the responsibility

1 of the administration and administrators of the particular private
2 school involved.

3 **Sec. 5.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended to
4 read as follows:

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

7 (a) File annually a signed declaration of intent that he or she
8 is planning to cause his or her child to receive home-based
9 instruction. The statement shall include the name and age of the
10 child, shall specify whether a certificated person will be
11 supervising the instruction, and shall be written in a format
12 prescribed by the superintendent of public instruction. Each parent
13 shall file the statement by September 15th of the school year or
14 within two weeks of the beginning of any public school quarter,
15 trimester, or semester with the superintendent of the public school
16 district within which the parent resides or the district that accepts
17 the transfer, and the student shall be deemed a transfer student of
18 the nonresident district. Parents may apply for transfer under RCW
19 28A.225.220;

20 (b) Ensure that test scores or annual academic progress
21 assessments and immunization records, together with any other records
22 that are kept relating to the instructional and educational
23 activities provided, are forwarded to any other public or private
24 school to which the child transfers. At the time of a transfer to a
25 public school, the superintendent of the local school district in
26 which the child enrolls may require a standardized achievement test
27 to be administered and shall have the authority to determine the
28 appropriate grade and course level placement of the child after
29 consultation with parents and review of the child's records; and

30 (c) Ensure that a standardized achievement test approved by the
31 state board of education is administered annually to the child by a
32 qualified individual or that an annual assessment of the student's
33 academic progress is written by a certificated person who is
34 currently working in the field of education. The state board of
35 education shall not require these children to meet the student
36 learning goals, (~~((master))~~) learn the essential academic learning
37 requirements, (~~((to))~~) or take the assessments(~~((, or to obtain a~~
38 ~~certificate of academic achievement or a certificate of individual~~
39 ~~achievement pursuant to RCW 28A.655.061 and 28A.155.045))~~) under RCW

1 28A.655.070. The standardized test administered or the annual
2 academic progress assessment written shall be made a part of the
3 child's permanent records. If, as a result of the annual test or
4 assessment, it is determined that the child is not making reasonable
5 progress consistent with his or her age or stage of development, the
6 parent shall make a good faith effort to remedy any deficiency.

7 (2) Failure of a parent to comply with the duties in this section
8 shall be deemed a failure of such parent's child to attend school
9 without valid justification under RCW 28A.225.020. Parents who do
10 comply with the duties set forth in this section shall be presumed to
11 be providing home-based instruction as set forth in RCW
12 28A.225.010(4).

13 **Sec. 6.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to
14 read as follows:

15 (1) The state board of education shall establish high school
16 graduation requirements or equivalencies for students, except as
17 provided in RCW 28A.230.122 and except those equivalencies
18 established by local high schools or school districts under RCW
19 28A.230.097. The purpose of a high school diploma is to declare that
20 a student is ready for success in postsecondary education, gainful
21 employment, and citizenship, and is equipped with the skills to be a
22 lifelong learner.

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

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

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

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

38 (iii) The high school and beyond plan must be updated to reflect
39 high school assessment results in RCW 28A.655.070(3)(b) and to review

1 transcripts, assess progress toward identified goals, and revised as
2 necessary for changing interests, goals, and needs. The plan must
3 identify available interventions and academic support, courses, or
4 both, that are designed for students who have not met the high school
5 graduation standard, to enable them to meet the standard. School
6 districts are encouraged to involve parents and guardians in the
7 process of developing and updating the high school and beyond plan,
8 and the plan must be provided to the students' parents or guardians
9 in their native language if that language is one of the two most
10 frequently spoken non-English languages of students in the district.
11 Nothing in this subsection (1)~~((e))~~ (b)(iii) prevents districts
12 from providing high school and beyond plans to parents and guardians
13 in additional languages that are not required by this subsection.

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

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

18 (B) Identification of educational goals;

19 (C) Identification of dual credit programs and the opportunities
20 they create for students, including but not limited to career and
21 technical education programs, running start programs, and college in
22 the high school programs;

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

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

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

28 (II) Satisfies state and local graduation requirements;

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

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

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

35 (F) By the end of the twelfth grade, a current resume or activity
36 log that provides a written compilation of the student's education,
37 any work experience, and any community service and how the school
38 district has recognized the community service pursuant to RCW
39 28A.320.193.

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

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

23 (ii) School districts may apply to the state board of education
24 for a waiver to implement the career and college ready graduation
25 requirement proposal beginning with the graduating class of 2020 or
26 2021 instead of the graduating class of 2019. In the application, a
27 school district must describe why the waiver is being requested, the
28 specific impediments preventing timely implementation, and efforts
29 that will be taken to achieve implementation with the graduating
30 class proposed under the waiver. The state board of education shall
31 grant a waiver under this subsection (1)~~((e))~~ (d) to an applying
32 school district at the next subsequent meeting of the board after
33 receiving an application.

34 (iii) A school district must update the high school and beyond
35 plans for each student who has not earned a score of level 3 or level
36 4 on the middle school mathematics assessment identified in RCW
37 28A.655.070 by ninth grade, to ensure that the student takes a
38 mathematics course in both ninth and tenth grades. This course may
39 include career and technical education equivalencies in mathematics
40 adopted pursuant to RCW 28A.230.097.

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

7 (b) The state board shall reevaluate the graduation requirements
8 for students enrolled in vocationally intensive and rigorous career
9 and technical education programs, particularly those programs that
10 lead to a certificate or credential that is state or nationally
11 recognized. The purpose of the evaluation is to ensure that students
12 enrolled in these programs have sufficient opportunity to (~~earn a~~
13 ~~certificate of academic achievement~~) meet the state's essential
14 academic learning requirements, complete the program and earn the
15 program's certificate or credential, and complete other state and
16 local graduation requirements.

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

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

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

39 (a) The course was taken with high school students, if the
40 academic level of the course exceeds the requirements for seventh and

1 eighth grade classes, and the student has successfully passed by
2 completing the same course requirements and examinations as the high
3 school students enrolled in the class; or

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

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

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

16 **Sec. 7.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to
17 read as follows:

18 (1) A student who fulfills the requirements specified in
19 subsection (3) of this section toward completion of an international
20 baccalaureate diploma programme is considered to have satisfied state
21 minimum requirements for graduation from a public high school, except
22 that((÷

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

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

29 (2) School districts may require students under this section to
30 complete local graduation requirements that are in addition to state
31 minimum requirements before issuing a high school diploma under RCW
32 28A.230.120. However, school districts are encouraged to waive local
33 requirements as necessary to encourage students to pursue an
34 international baccalaureate diploma.

35 (3) To receive a high school diploma under this section, a
36 student must complete and pass all required international
37 baccalaureate diploma programme courses as scored at the local level;
38 pass all internal assessments as scored at the local level;
39 successfully complete all required projects and products as scored at

1 the local level; and complete the final examinations administered by
2 the international baccalaureate organization in each of the required
3 subjects under the diploma programme.

4 **Sec. 8.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to
5 read as follows:

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

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

17 ~~(3))~~ (2) The standardized high school transcript may include a
18 notation of whether the student has earned the Washington state seal
19 of biliteracy established under RCW 28A.300.575.

20 **Sec. 9.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each
21 amended to read as follows:

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

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

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

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

3 (4) For purposes of statewide accountability:

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

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

35 (ii) (A) The legislature intends to continue the implementation of
36 chapter 22, Laws of 2013, 2nd sp. sess. when the legislature
37 expressed the intent for the state board of education to identify the
38 student performance standard that demonstrates a student's career and
39 college readiness for the eleventh grade consortium-developed
40 assessments. Therefore, by December 1, 2018, the state board of

1 education, in consultation with the superintendent of public
2 instruction, must identify and report to the governor and the
3 education policy and fiscal committees of the legislature on the
4 equivalent student performance standard that a tenth grade student
5 would need to achieve on the state assessments to be on track to be
6 career and college ready at the end of the student's high school
7 experience;

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

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

24 (c) Annually review the assessment reporting system to ensure
25 fairness, accuracy, timeliness, and equity of opportunity, especially
26 with regard to schools with special circumstances and unique
27 populations of students, and a recommendation to the superintendent
28 of public instruction of any improvements needed to the system; and

29 (d) Include in the biennial report required under RCW
30 28A.305.035, information on the progress that has been made in
31 achieving goals adopted by the board;

32 (5) Accredite, subject to such accreditation standards and
33 procedures as may be established by the state board of education, all
34 private schools that apply for accreditation, and approve, subject to
35 the provisions of RCW 28A.195.010, private schools carrying out a
36 program for any or all of the grades kindergarten through twelve.
37 However, no private school may be approved that operates a
38 kindergarten program only and no private school shall be placed upon
39 the list of accredited schools so long as secret societies are
40 knowingly allowed to exist among its students by school officials;

1 (6) Articulate with the institutions of higher education,
2 workforce representatives, and early learning policymakers and
3 providers to coordinate and unify the work of the public school
4 system;

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

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

19 **Sec. 10.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
20 read as follows:

21 (1) The extended learning opportunities program is created for
22 eligible eleventh and twelfth grade students who are not on track to
23 meet local or state graduation requirements as well as eighth grade
24 students who need additional assistance in order to have the
25 opportunity for a successful entry into high school. The program
26 shall provide early notification of graduation status and information
27 on education opportunities including preapprenticeship programs that
28 are available.

29 (2) Under the extended learning opportunities program and to the
30 extent funds are available for that purpose, districts shall make
31 available to students in grade twelve who have failed to meet one or
32 more local or state graduation requirements the option of continuing
33 enrollment in the school district in accordance with RCW 28A.225.160.
34 Districts are authorized to use basic education program funding to
35 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
36 (5).

37 (3) Under the extended learning opportunities program,
38 instructional services for eligible students can occur during the
39 regular school day, evenings, on weekends, or at a time and location

1 deemed appropriate by the school district, including the educational
2 service district, in order to meet the needs of these students.
3 Instructional services provided under this section do not include
4 services offered at private schools. Instructional services can
5 include, but are not limited to, the following:

6 (a) Individual or small group instruction;

7 ~~(b) ((Instruction in English language arts and/or mathematics
8 that eligible students need to pass all or part of the Washington
9 assessment of student learning;~~

10 ~~(c))~~ Attendance in a public high school or public alternative
11 school classes or at a skill center;

12 ~~((d))~~ (c) Inclusion in remediation programs, including summer
13 school;

14 ~~((e))~~ (d) Language development instruction for English language
15 learners;

16 ~~((f))~~ (e) Online curriculum and instructional support,
17 including programs for credit retrieval and ~~((Washington))~~ statewide
18 student assessment ~~((of student learning))~~ preparatory classes; and

19 ~~((g))~~ (f) Reading improvement specialists available at the
20 educational service districts to serve eighth, eleventh, and twelfth
21 grade educators through professional development in accordance with
22 RCW 28A.415.350. The reading improvement specialist may also provide
23 direct services to eligible students and those students electing to
24 continue a fifth year in a high school program who are still
25 struggling with basic reading skills.

26 **Sec. 11.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
27 amended to read as follows:

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

36 (a) When each assessment will be administered;

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

1 ~~(e)~~) Whether the results of the assessment will be used for
2 program placement or grade-level advancement;

3 ~~((d))~~ (c) When the assessment results will be released to
4 parents or guardians and whether there will be an opportunity for
5 parents and teachers to discuss strategic adjustments; and

6 ~~((e))~~ (d) Whether the assessment is required by the school
7 district, state, federal government, or more than one of these
8 entities.

9 (2) The office of the superintendent of public instruction shall
10 provide information to the school districts to enable the districts
11 to provide the information to the parents and guardians in accordance
12 with subsection (1) of this section.

13 **Sec. 12.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
14 to read as follows:

15 (1) Subject to funds appropriated for this purpose, targeted
16 professional development programs, to be known as learning
17 improvement days, are authorized to further the development of
18 outstanding mathematics, science, and reading teaching and learning
19 opportunities in the state of Washington. The intent of this section
20 is to provide guidance for the learning improvement days in the
21 omnibus appropriations act. The learning improvement days authorized
22 in this section shall not be considered part of the definition of
23 basic education.

24 (2) A school district is eligible to receive funding for learning
25 improvement days that are limited to specific activities related to
26 student learning that contribute to the following outcomes:

27 (a) Provision of meaningful, targeted professional development
28 for all teachers in mathematics, science, or reading;

29 (b) Increased knowledge and instructional skill for mathematics,
30 science, or reading teachers;

31 (c) Increased use of curriculum materials with supporting
32 diagnostic and supplemental materials that align with state
33 standards;

34 (d) ~~((Skillful guidance for students participating in alternative
35 assessment activities;~~

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

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

1 ~~((g))~~ (f) Increased student success on state achievement
2 measures; and

3 ~~((h))~~ (g) Increased student appreciation of the value and uses
4 of mathematics, science, and reading knowledge and exploration of
5 related careers.

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

15 **Sec. 13.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
16 read as follows:

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

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

27 (c) A student receiving home-based instruction enrolling in a
28 public high school for the sole purpose of participating in courses
29 or programs offered by institutions of higher education shall not be
30 counted by the school district in any required state or federal
31 accountability reporting if the student's parents or guardians filed
32 a declaration of intent to provide home-based instruction and the
33 student received home-based instruction during the school year before
34 the school year in which the student intends to participate in
35 courses or programs offered by the institution of higher education.
36 Students receiving home-based instruction under chapter 28A.200 RCW
37 and students attending private schools approved under chapter 28A.195
38 RCW shall not be required to meet the student learning goals(~~(7~~
39 ~~obtain a certificate of academic achievement or a certificate of~~

1 ~~individual achievement to graduate from high school,~~) or to
2 ((~~master~~)) learn the essential academic learning requirements.
3 However, students are eligible to enroll in courses or programs in
4 participating universities only if the board of directors of the
5 student's school district has decided to participate in the program.
6 Participating institutions of higher education, in consultation with
7 school districts, may establish admission standards for these
8 students. If the institution of higher education accepts a secondary
9 school pupil for enrollment under this section, the institution of
10 higher education shall send written notice to the pupil and the
11 pupil's school district within ten days of acceptance. The notice
12 shall indicate the course and hours of enrollment for that pupil.

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

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

21 (ii) All other institutions of higher education operating a
22 running start program may charge running start students a fee of up
23 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
24 28B.15.041 in addition to technology fees.

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

27 (c) Students may pay fees under this subsection with advanced
28 college tuition payment program tuition units at a rate set by the
29 advanced college tuition payment program governing body under chapter
30 28B.95 RCW.

31 (3) (a) The institutions of higher education must make available
32 fee waivers for low-income running start students. Each institution
33 must establish a written policy for the determination of low-income
34 students before offering the fee waiver. A student shall be
35 considered low income and eligible for a fee waiver upon proof that
36 the student is currently qualified to receive free or reduced-price
37 lunch. Acceptable documentation of low-income status may also
38 include, but is not limited to, documentation that a student has been
39 deemed eligible for free or reduced-price lunches in the last five
40 years, or other criteria established in the institution's policy.

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

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

36 **Sec. 14.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
37 amended to read as follows:

38 (1) ~~((The high school assessment system shall include but need
39 not be limited to the statewide student assessment, opportunities for~~

1 ~~a student to retake the content areas of the assessment in which the~~
2 ~~student was not successful, and, if approved by the legislature~~
3 ~~pursuant to subsection (10) of this section, one or more objective~~
4 ~~alternative assessments for a student to demonstrate achievement of~~
5 ~~state academic standards. The objective alternative assessments for~~
6 ~~each content area shall be comparable in rigor to the skills and~~
7 ~~knowledge that the student must demonstrate on the statewide student~~
8 ~~assessment for each content area.~~

9 ~~(2) Subject to the conditions in this section, a certificate of~~
10 ~~academic achievement shall be obtained and is evidence that the~~
11 ~~students have successfully met the state standard in the content~~
12 ~~areas included in the certificate. With the exception of students~~
13 ~~satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,~~
14 ~~acquisition of the certificate is required for graduation from a~~
15 ~~public high school but is not the only requirement for graduation.~~

16 ~~(3) (a) Beginning with the graduating class of 2008 through the~~
17 ~~graduating class of 2015, with the exception of students satisfying~~
18 ~~the provisions of RCW 28A.155.045, a student who meets the state~~
19 ~~standards on the English language arts and mathematics high school~~
20 ~~statewide student assessment shall earn a certificate of academic~~
21 ~~achievement. The mathematics assessment shall be the end-of-course~~
22 ~~assessment for the first year of high school mathematics that~~
23 ~~assesses the standards common to algebra I and integrated mathematics~~
24 ~~I or the end-of-course assessment for the second year of high school~~
25 ~~mathematics that assesses standards common to geometry and integrated~~
26 ~~mathematics II.~~

27 ~~(b) As the state transitions from reading and writing assessments~~
28 ~~to an English language arts assessment and from end-of-course~~
29 ~~assessments to a comprehensive assessment for high school~~
30 ~~mathematics, a student in a graduating class of 2016 through 2018~~
31 ~~shall earn a certificate of academic achievement if the student meets~~
32 ~~the high school graduation standard as follows:~~

33 ~~(i) Students in the graduating class of 2016 may use the results~~
34 ~~from:~~

35 ~~(A) The reading and writing assessment or the English language~~
36 ~~arts assessment developed with the multistate consortium; and~~

37 ~~(B) The end-of-course assessment for the first year of high~~
38 ~~school mathematics, the end-of-course assessment for the second year~~
39 ~~of high school mathematics, or the comprehensive mathematics~~
40 ~~assessment developed with the multistate consortium.~~

1 ~~(ii) Students in the graduating classes of 2017 and 2018 may use~~
2 ~~the results from:~~

3 ~~(A) The tenth grade English language arts assessment developed by~~
4 ~~the superintendent of public instruction using resources from the~~
5 ~~multistate consortium or the English language arts assessment~~
6 ~~developed with the multistate consortium; and~~

7 ~~(B) The end-of-course assessment for the first year of high~~
8 ~~school mathematics, the end-of-course assessment for the second year~~
9 ~~of high school mathematics, or the comprehensive mathematics~~
10 ~~assessment developed with the multistate consortium.~~

11 ~~(c) Beginning with the graduating class of 2019, a student who~~
12 ~~meets the high school graduation standard on the high school English~~
13 ~~language arts assessment developed with the multistate consortium and~~
14 ~~the comprehensive mathematics assessment developed with the~~
15 ~~multistate consortium shall earn a certificate of academic~~
16 ~~achievement.~~

17 ~~(d) Beginning with the graduating class of 2020, a student who~~
18 ~~meets the high school graduation standard on the high school English~~
19 ~~language arts assessment developed with the multistate consortium and~~
20 ~~the comprehensive mathematics assessment developed with the~~
21 ~~multistate consortium to be administered in tenth grade shall earn a~~
22 ~~certificate of academic achievement.~~

23 ~~(e) If a student does not successfully meet the state standards~~
24 ~~in one or more content areas required for the certificate of academic~~
25 ~~achievement, then the student may retake the assessment in the~~
26 ~~content area at least twice a year at no cost to the student. If the~~
27 ~~student successfully meets the state standards on a retake of the~~
28 ~~assessment then the student shall earn a certificate of academic~~
29 ~~achievement. Once objective alternative assessments are authorized~~
30 ~~pursuant to subsection (10) of this section, a student may use the~~
31 ~~objective alternative assessments to demonstrate that the student~~
32 ~~successfully meets the state standards for that content area if the~~
33 ~~student has taken the statewide student assessment at least once. If~~
34 ~~the student successfully meets the state standards on the objective~~
35 ~~alternative assessments then the student shall earn a certificate of~~
36 ~~academic achievement.~~

37 ~~(4) Beginning with the graduating class of 2021, a student must~~
38 ~~meet the state standards in science in addition to the other content~~
39 ~~areas required under subsection (3) of this section on the statewide~~
40 ~~student assessment, a retake, or the objective alternative~~

1 ~~assessments in order to earn a certificate of academic achievement.~~
2 ~~The assessment under this subsection must be a comprehensive~~
3 ~~assessment of the science essential academic learning requirements~~
4 ~~adopted by the superintendent of public instruction in 2013.~~

5 ~~(5) The state board of education may not require the acquisition~~
6 ~~of the certificate of academic achievement for students in home-based~~
7 ~~instruction under chapter 28A.200 RCW, for students enrolled in~~
8 ~~private schools under chapter 28A.195 RCW, or for students satisfying~~
9 ~~the provisions of RCW 28A.155.045.~~

10 ~~(6) A student may retain and use the highest result from each~~
11 ~~successfully completed content area of the high school assessment.~~

12 ~~(7) School districts must make available to students the~~
13 ~~following options:~~

14 ~~(a) To retake the statewide student assessment at least twice a~~
15 ~~year in the content areas in which the student did not meet the state~~
16 ~~standards if the student is enrolled in a public school; or~~

17 ~~(b) To retake the statewide student assessment at least twice a~~
18 ~~year in the content areas in which the student did not meet the state~~
19 ~~standards if the student is enrolled in a high school completion~~
20 ~~program at a community or technical college. The superintendent of~~
21 ~~public instruction and the state board for community and technical~~
22 ~~colleges shall jointly identify means by which students in these~~
23 ~~programs can be assessed.~~

24 ~~(8) Students who achieve the standard in a content area of the~~
25 ~~high school assessment but who wish to improve their results shall~~
26 ~~pay for retaking the assessment, using a uniform cost determined by~~
27 ~~the superintendent of public instruction.~~

28 ~~(9) Opportunities to retake the assessment at least twice a year~~
29 ~~shall be available to each school district.~~

30 ~~(10)(a) The office of the superintendent of public instruction~~
31 ~~shall develop options for implementing objective alternative~~
32 ~~assessments, which may include an appeals process for students'~~
33 ~~scores, for students to demonstrate achievement of the state academic~~
34 ~~standards. The objective alternative assessments shall be comparable~~
35 ~~in rigor to the skills and knowledge that the student must~~
36 ~~demonstrate on the statewide student assessment and be objective in~~
37 ~~its determination of student achievement of the state standards.~~
38 ~~Before any objective alternative assessments in addition to those~~
39 ~~authorized in RCW 28A.655.065 or (b) of this subsection are used by a~~
40 ~~student to demonstrate that the student has met the state standards~~

1 in a content area required to obtain a certificate, the legislature
2 shall formally approve the use of any objective alternative
3 assessments through the omnibus appropriations act or by statute or
4 concurrent resolution.

5 (b) (i) A student's score on the mathematics, reading or English,
6 or writing portion of the SAT or the ACT may be used as an objective
7 alternative assessment under this section for demonstrating that a
8 student has met or exceeded the state standards for the certificate
9 of academic achievement. The state board of education shall identify
10 the scores students must achieve on the relevant portion of the SAT
11 or ACT to meet or exceed the state standard in the relevant content
12 area on the statewide student assessment. A student's score on the
13 science portion of the ACT or the science subject area tests of the
14 SAT may be used as an objective alternative assessment under this
15 section as soon as the state board of education determines that
16 sufficient data is available to identify reliable equivalent scores
17 for the science content area of the statewide student assessment.
18 After the first scores are established, the state board may increase
19 but not decrease the scores required for students to meet or exceed
20 the state standards.

21 (ii) A student who scores at least a three on the grading scale
22 of one to five for selected AP examinations may use the score as an
23 objective alternative assessment under this section for demonstrating
24 that a student has met or exceeded state standards for the
25 certificate of academic achievement. A score of three on the AP
26 examinations in calculus or statistics may be used as an alternative
27 assessment for the mathematics portion of the statewide student
28 assessment. A score of three on the AP examinations in English
29 language and composition may be used as an alternative assessment for
30 the writing portion of the statewide student assessment; and for the
31 English language arts portion of the assessment developed with the
32 multistate consortium, once established in the 2014-15 school year. A
33 score of three on the AP examinations in English literature and
34 composition, macroeconomics, microeconomics, psychology, United
35 States history, world history, United States government and politics,
36 or comparative government and politics may be used as an alternative
37 assessment for the reading portion of the statewide student
38 assessment; and for the English language arts portion of the
39 assessment developed with the multistate consortium, once established
40 in the 2014-15 school year. A score of three on the AP examination in

1 ~~biology, physics, chemistry, or environmental science may be used as~~
2 ~~an alternative assessment for the science portion of the statewide~~
3 ~~student assessment.~~

4 ~~(iii) A student who scores at least a four on selected externally~~
5 ~~administered international baccalaureate (IB) examinations may use~~
6 ~~the score as an objective alternative assessment under this section~~
7 ~~for demonstrating that the student has met or exceeded state~~
8 ~~standards for the certificate of academic achievement. A score of~~
9 ~~four on the higher level IB examinations for any of the IB English~~
10 ~~language and literature courses or for any of the IB individuals and~~
11 ~~societies courses may be used as an alternative assessment for the~~
12 ~~reading, writing, or English language arts portions of the statewide~~
13 ~~student assessment. A score of four on the higher level IB~~
14 ~~examinations for any of the IB mathematics courses may be used as an~~
15 ~~alternative assessment for the mathematics portion of the statewide~~
16 ~~student assessment. A score of four on the higher level IB~~
17 ~~examinations for IB biology, chemistry, or physics may be used as an~~
18 ~~alternative assessment for the science portion of the statewide~~
19 ~~student assessment.~~

20 ~~(iv) (A) Beginning in the 2018-19 school year, high school~~
21 ~~students who have not earned a certificate of academic achievement~~
22 ~~due to not meeting the high school graduation standard on the~~
23 ~~mathematics or English language arts assessment may take and pass a~~
24 ~~locally determined course in the content area in which the student~~
25 ~~was not successful, and may use the passing score on a locally~~
26 ~~administered assessment tied to that course and approved under the~~
27 ~~provisions of this subsection (10)(b)(iv), as an objective~~
28 ~~alternative assessment for demonstrating that the student has met or~~
29 ~~exceeded the high school graduation standard. High school transition~~
30 ~~courses and the assessments offered in association with high school~~
31 ~~transition courses shall be considered an approved locally determined~~
32 ~~course and assessment for demonstrating that the student met or~~
33 ~~exceeded the high school graduation standard. The course must be~~
34 ~~rigorous and consistent with the student's educational and career~~
35 ~~goals identified in his or her high school and beyond plan, and may~~
36 ~~include career and technical education equivalencies in English~~
37 ~~language arts or mathematics adopted pursuant to RCW 28A.230.097.~~
38 ~~School districts shall record students' participation in locally~~
39 ~~determined courses under this section in the statewide individual~~
40 ~~data system.~~

1 ~~(B) The office of the superintendent of public instruction shall~~
2 ~~develop a process by which local school districts can submit~~
3 ~~assessments for review and approval for use as objective alternative~~
4 ~~assessments for graduation as allowed by (b) (iv) of this subsection.~~
5 ~~This process shall establish means to determine whether a local~~
6 ~~school district-administered assessment is comparable in rigor to the~~
7 ~~skills and knowledge that the student must demonstrate on the~~
8 ~~statewide student assessment and is objective in its determination of~~
9 ~~student achievement of the state standards. The office of the~~
10 ~~superintendent of public instruction shall post on its agency web~~
11 ~~site a compiled list of local school district-administered~~
12 ~~assessments approved as objective alternative assessments, including~~
13 ~~the comparable scores on these assessments necessary to meet the~~
14 ~~standard.~~

15 ~~(C) For the purpose of this section, "high school transition~~
16 ~~course" means an English language arts or mathematics course offered~~
17 ~~in high school where successful completion by a high school student~~
18 ~~ensures the student college-level placement at participating~~
19 ~~institutions of higher education as defined in RCW 28B.10.016. High~~
20 ~~school transition courses must, in accordance with this section,~~
21 ~~satisfy core or elective credit graduation requirements established~~
22 ~~by the state board of education. A student's successful completion of~~
23 ~~a high school transition course does not entitle the student to be~~
24 ~~admitted to any institution of higher education as defined in RCW~~
25 ~~28B.10.016.~~

26 ~~(v) A student who completes a dual credit course in English~~
27 ~~language arts or mathematics in which the student earns college~~
28 ~~credit may use passage of the course as an objective alternative~~
29 ~~assessment under this section for demonstrating that the student has~~
30 ~~met or exceeded the high school graduation standard for the~~
31 ~~certificate of academic achievement.~~

32 ~~(11)) To help assure continued progress in academic achievement~~
33 ~~as a foundation for high school graduation and to assure that~~
34 ~~students are on track for high school graduation, each school~~
35 ~~district shall((÷~~

36 ~~(a) Provide students who have not earned a certificate of~~
37 ~~academic achievement before the beginning of grade eleven with the~~
38 ~~opportunity to access interventions and academic supports, courses,~~
39 ~~or both, designed to enable students to meet the high school~~
40 ~~graduation standard. These interventions, supports, or courses must~~

1 ~~be rigorous and consistent with the student's educational and career~~
2 ~~goals identified in his or her high school and beyond plan, and may~~
3 ~~include career and technical education equivalencies in English~~
4 ~~language arts or mathematics adopted pursuant to RCW 28A.230.097; and~~

5 ~~(b))~~ prepare student learning plans and notify students and
6 their parents or legal guardians as provided in this ~~((subsection))~~
7 section. Student learning plans are required for eighth grade
8 students who were not successful on any or all of the content areas
9 of the state assessment during the previous school year or who may
10 not be on track to graduate due to credit deficiencies or absences.
11 The parent or legal guardian shall be notified about the information
12 in the student learning plan, preferably through a parent conference
13 and at least annually. To the extent feasible, schools serving
14 English language learner students and their parents shall translate
15 the plan into the primary language of the family.

16 (2) The plan shall include the following information as
17 applicable:

18 ~~((i))~~ (a) The student's results on the state assessment;

19 ~~((ii))~~ (b) If the student is in the transitional bilingual
20 program, the score on his or her Washington language proficiency test
21 II;

22 ~~((iii))~~ (c) Any credit deficiencies;

23 ~~((iv))~~ (d) The student's attendance rates over the previous two
24 years;

25 ~~((v))~~ (e) The student's progress toward meeting state and local
26 graduation requirements;

27 ~~((vi))~~ (f) The courses, competencies, and other steps needed to
28 be taken by the student to meet state academic standards and stay on
29 track for graduation;

30 ~~((vii))~~ (g) Remediation strategies and alternative education
31 options available to students, including informing students of the
32 option to continue to receive instructional services after grade
33 twelve or until the age of twenty-one;

34 ~~((viii) The alternative assessment options available to students~~
35 ~~under this section and RCW 28A.655.065;~~

36 ~~((ix))~~ (h) School district programs, high school courses, and
37 career and technical education options available for students to meet
38 graduation requirements; and

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

4 **Sec. 15.** RCW 28A.655.066 and 2013 2nd sp.s. c 22 s 3 are each
5 amended to read as follows:

6 (1)(a) In consultation with the state board of education, the
7 superintendent of public instruction shall develop statewide end-of-
8 course assessments for high school mathematics that measure student
9 achievement of the state mathematics standards as provided in this
10 section. The superintendent shall take steps to ensure that the
11 language of the assessments is responsive to a diverse student
12 population. The assessments shall be implemented statewide in the
13 2010-11 school year.

14 (b) The superintendent shall develop end-of-course assessments
15 for the first year of high school mathematics that include the
16 standards common to algebra I and integrated mathematics I ~~((and for~~
17 ~~the second year of high school mathematics that include the standards~~
18 ~~common to geometry and integrated mathematics II))~~. The assessments
19 under this subsection (1)(b) shall be used to demonstrate that a
20 student meets the state standard on the mathematics content area of
21 the high school statewide student assessment for purposes of ~~((RCW~~
22 ~~28A.655.061))~~ state and federal accountability.

23 (c) The superintendent of public instruction shall also develop
24 subtests for the end-of-course assessments that measure standards for
25 the first ~~((two))~~ year~~((s))~~ of high school mathematics that are
26 unique to algebra I~~((r))~~ and integrated mathematics I~~((r geometry,~~
27 ~~and integrated mathematics II))~~. The results of the subtests shall be
28 reported at the student, teacher, school, and district level.

29 (2) ~~((All of the objective alternative assessments available to~~
30 ~~students under RCW 28A.655.061 and 28A.655.065 shall be available to~~
31 ~~any student who has taken an end-of-course assessment once but does~~
32 ~~not meet the state mathematics standard on an end-of-course~~
33 ~~assessment.~~

34 ~~(3))~~ The superintendent of public instruction shall report at
35 least annually or more often if necessary to keep the education
36 committees of the legislature informed on each step of the
37 development and implementation process under this section.

1 **Sec. 16.** 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 purposes
11 of RCW 28A.655.061, when so directed by the legislature. The
12 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.

22 (b) The superintendent of public instruction shall develop or
23 adopt ((a)) the science assessment (~~(in accordance with RCW~~
24 ~~28A.655.070(10))~~) that is not biased toward persons with different
25 learning styles, racial or ethnic backgrounds, or on the basis of
26 gender.

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

33 (3) The superintendent of public instruction may participate with
34 consortia of multiple states as common student learning standards and
35 assessments in science are developed. The superintendent of public
36 instruction, in consultation with the state board of education, may
37 modify the essential academic learning requirements and statewide
38 student assessments in science, including the high school assessment,
39 according to the multistate common student learning standards and
40 assessments as long as the education committees of the legislature

1 have opportunities for review before the modifications are adopted,
2 as provided under RCW 28A.655.070.

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

8 **Sec. 17.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to
9 read as follows:

10 (1) By September 10, 1998, and by September 10th each year
11 thereafter, the superintendent of public instruction shall report to
12 schools, school districts, and the legislature on the results of the
13 ~~((Washington))~~ statewide student assessment ~~((of student learning))~~
14 and state-mandated norm-referenced standardized tests.

15 (2) The reports shall include the assessment results by school
16 and school district, and include changes over time. For the
17 ~~((Washington))~~ statewide student assessment ~~((of student learning))~~,
18 results shall be reported as follows:

19 (a) The percentage of students meeting the standards;

20 (b) The percentage of students performing at each level of the
21 assessment;

22 (c) Disaggregation of results by at least the following subgroups
23 of students: White, Black, Hispanic, American Indian/Alaskan Native,
24 Asian, Pacific Islander/Hawaiian Native, low income, transitional
25 bilingual, migrant, special education, and, beginning with the
26 2009-10 school year, students covered by section 504 of the federal
27 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

28 (d) A learning improvement index that shows changes in student
29 performance within the different levels of student learning reported
30 on the ~~((Washington))~~ statewide student assessment ~~((of student
31 learning))~~.

32 (3) The reports shall contain data regarding the different
33 characteristics of schools, such as poverty levels, percent of
34 English as a second language students, dropout rates, attendance,
35 percent of students in special education, and student mobility so
36 that districts and schools can learn from the improvement efforts of
37 other schools and districts with similar characteristics.

38 (4) The reports shall contain student scores on mandated tests by
39 comparable Washington schools of similar characteristics.

1 (5) The reports shall contain information on public school choice
2 options available to students, including vocational education.

3 (6) The reports shall be posted on the superintendent of public
4 instruction's internet web site.

5 (7) To protect the privacy of students, the results of schools
6 and districts that test fewer than ten students in a grade level
7 shall not be reported. In addition, in order to ensure that results
8 are reported accurately, the superintendent of public instruction
9 shall maintain the confidentiality of statewide data files until the
10 superintendent determines that the data are complete and accurate.

11 (8) The superintendent of public instruction shall monitor the
12 percentage and number of special education and limited English-
13 proficient students exempted from taking the assessments by schools
14 and school districts to ensure the exemptions are in compliance with
15 exemption guidelines.

16 **Sec. 18.** RCW 28A.655.185 and 2013 2nd sp.s. c 22 s 9 are each
17 amended to read as follows:

18 (1) It is the intent of the legislature, through the creation of
19 the apple award, to honor and reward students in Washington's public
20 elementary schools who have shown significant improvement in their
21 school's results on the statewide student assessment.

22 (2) The apple award program is created to honor and reward public
23 elementary schools that have the greatest combined average increase
24 in the percentage of students meeting the fourth grade (~~(reading,~~)
25 English language arts and mathematics(~~(, and writing)~~) standards on
26 the statewide student assessment each school year. Beginning in the
27 2014-15 school year, the award shall be based on the percentage of
28 students meeting the fourth grade English language arts and
29 mathematics standards. The program shall be administered by the
30 superintendent of public instruction.

31 (3) Within the amounts appropriated for this purpose, each school
32 that receives an apple award shall be provided with a twenty-five
33 thousand dollar grant to be used for capital construction purposes
34 that have been selected by students in the school and approved by the
35 district's school directors. The funds may be used exclusively for
36 capital construction projects on school property or on other public
37 property in the community, city, or county in which the school is
38 located.

1 **Sec. 19.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
2 read as follows:

3 (1) The legislature intends to permit school districts to offer
4 norm-referenced assessments, make diagnostic tools available to
5 school districts, and provide funding for diagnostic assessments to
6 enhance student learning at all grade levels and provide early
7 intervention before the high school (~~(Washington)~~) statewide student
8 assessment (~~(of student learning)~~).

9 (2) In addition to the diagnostic assessments provided under this
10 section, school districts may, at their own expense, administer norm-
11 referenced assessments to students.

12 (3) Subject to the availability of amounts appropriated for this
13 purpose, the office of the superintendent of public instruction shall
14 post on its web site for voluntary use by school districts, a guide
15 of diagnostic assessments. The assessments in the guide, to the
16 extent possible, shall include the characteristics listed in
17 subsection (4) of this section.

18 (4) Subject to the availability of amounts appropriated for this
19 purpose, (~~(beginning September 1, 2007,)~~) the office of the
20 superintendent of public instruction shall make diagnostic
21 assessments in (~~(reading, writing)~~) English language arts,
22 mathematics, and science in elementary, middle, and high school
23 grades available to school districts. Subject to funds appropriated
24 for this purpose, the office of the superintendent of public
25 instruction shall also provide funding to school districts for
26 administration of diagnostic assessments to help improve student
27 learning, identify academic weaknesses, enhance student planning and
28 guidance, and develop targeted instructional strategies to assist
29 students before the high school (~~(Washington)~~) statewide student
30 assessment (~~(of student learning)~~). To the greatest extent possible,
31 the assessments shall be:

32 (a) Aligned to the state's grade level expectations;

33 (b) Individualized to each student's performance level;

34 (c) Administered efficiently to provide results either
35 immediately or within two weeks;

36 (d) Capable of measuring individual student growth over time and
37 allowing student progress to be compared to other students across the
38 country;

39 (e) Readily available to parents; and

40 (f) Cost-effective.

1 (5) The office of the superintendent of public instruction shall
2 offer training at statewide and regional staff development activities
3 in:

4 (a) The interpretation of diagnostic assessments; and

5 (b) Application of instructional strategies that will increase
6 student learning based on diagnostic assessment data.

7 **Sec. 20.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
8 to read as follows:

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

16 (2) The superintendent of public instruction shall:

17 (a) Periodically revise the essential academic learning
18 requirements, as needed, based on the student learning goals in RCW
19 28A.150.210. Goals one and two shall be considered primary. To the
20 maximum extent possible, the superintendent shall integrate goal four
21 and the knowledge and skill areas in the other goals in the essential
22 academic learning requirements; and

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

38 (3) (a) In consultation with the state board of education, the
39 superintendent of public instruction shall maintain and continue to

1 develop and revise a statewide academic assessment system in the
2 content areas of (~~reading, writing~~) English language arts,
3 mathematics, and science for use in the elementary, middle, and high
4 school years designed to determine if each student has (~~mastered~~)
5 learned the essential academic learning requirements identified in
6 subsection (1) of this section. School districts shall administer the
7 assessments under guidelines adopted by the superintendent of public
8 instruction. The academic assessment system may include a variety of
9 assessment methods, including criterion-referenced and performance-
10 based measures.

11 (b) Effective with the 2009 administration of the Washington
12 assessment of student learning and continuing with the statewide
13 student assessment, the superintendent shall redesign the assessment
14 in the content areas of reading, mathematics, and science in all
15 grades except high school by shortening test administration and
16 reducing the number of short answer and extended response questions.

17 (c) By the 2014-15 school year, the superintendent of public
18 instruction, in consultation with the state board of education, shall
19 modify the statewide student assessment system to transition to
20 assessments developed with a multistate consortium, as provided in
21 this subsection:

22 (i) The assessments developed with a multistate consortium to
23 assess student proficiency in English language arts and mathematics
24 shall be administered beginning in the 2014-15 school year. The
25 reading and writing assessments shall not be administered by the
26 superintendent of public instruction or schools after the 2013-14
27 school year.

28 (ii) The high school assessments in English language arts and
29 mathematics in (c)(i) of this subsection shall be used for the
30 purposes of earning a certificate of academic achievement for high
31 school graduation under the timeline established in RCW 28A.655.061
32 and for assessing student career and college readiness.

33 (iii) During the transition period specified in RCW 28A.655.061,
34 the superintendent of public instruction shall use test items and
35 other resources from the consortium assessment to develop and
36 administer a tenth grade high school English language arts
37 assessment, an end-of-course mathematics assessment to assess the
38 standards common to algebra I and integrated mathematics I, and an
39 end-of-course mathematics assessment to assess the standards common
40 to geometry and integrated mathematics II.

1 (4) If the superintendent proposes any modification to the
2 essential academic learning requirements or the statewide
3 assessments, then the superintendent shall, upon request, provide
4 opportunities for the education committees of the house of
5 representatives and the senate to review the assessments and proposed
6 modifications to the essential academic learning requirements before
7 the modifications are adopted.

8 (5) The assessment system shall be designed so that the results
9 under the assessment system are used by educators as tools to
10 evaluate instructional practices, and to initiate appropriate
11 educational support for students who have not (~~mastered~~) learned
12 the essential academic learning requirements at the appropriate
13 periods in the student's educational development.

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

18 (7) To assist parents and teachers in their efforts to provide
19 educational support to individual students, the superintendent of
20 public instruction shall provide as much individual student
21 performance information as possible within the constraints of the
22 assessment system's item bank. The superintendent shall also provide
23 to school districts:

24 (a) Information on classroom-based and other assessments that may
25 provide additional achievement information for individual students;
26 and

27 (b) A collection of diagnostic tools that educators may use to
28 evaluate the academic status of individual students. The tools shall
29 be designed to be inexpensive, easily administered, and quickly and
30 easily scored, with results provided in a format that may be easily
31 shared with parents and students.

32 (8) To the maximum extent possible, the superintendent shall
33 integrate knowledge and skill areas in development of the
34 assessments.

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

38 (10) The superintendent shall develop assessments that are
39 directly related to the essential academic learning requirements, and

1 are not biased toward persons with different learning styles, racial
2 or ethnic backgrounds, or on the basis of gender.

3 (11) The superintendent shall review available and appropriate
4 options for competency-based assessments that meet the essential
5 academic learning requirements. In accordance with the review
6 required by this subsection, the superintendent shall provide a
7 report and recommendations to the education committees of the house
8 of representatives and the senate by November 1, 2019.

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

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

15 (14) The superintendent shall post on the superintendent's web
16 site lists of resources and model assessments in social studies, the
17 arts, and health and fitness.

18 (15) The superintendent shall integrate financial education
19 skills and content knowledge into the state learning standards
20 pursuant to RCW 28A.300.460(2)(d).

21 (16)(a) The superintendent shall notify the state board of
22 education in writing before initiating the development or revision of
23 the essential academic learning requirements under subsections (1)
24 and (2) of this section. The notification must be provided to the
25 state board of education in advance for review at a regularly
26 scheduled or special board meeting and must include the following
27 information:

28 (i) The subject matter of the essential academic learning
29 requirements;

30 (ii) The reason or reasons the superintendent is initiating the
31 development or revision; and

32 (iii) The process and timeline that the superintendent intends to
33 follow for the development or revision.

34 (b) The state board of education may provide a response to the
35 superintendent's notification for consideration in the development or
36 revision process in (a) of this subsection.

37 (c) Prior to adoption by the superintendent of any new or revised
38 essential academic learning requirements, the superintendent shall
39 submit the proposed new or revised essential academic learning
40 requirements to the state board of education in advance in writing

1 for review at a regularly scheduled or special board meeting. The
2 state board of education may provide a response to the
3 superintendent's proposal for consideration prior to final adoption.

4 (17) The state board of education may propose new or revised
5 essential academic learning requirements to the superintendent. The
6 superintendent must respond to the state board of education's
7 proposal in writing.

8 **Sec. 21.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
9 to read as follows:

10 (1) Subject to funds appropriated for this purpose, the office of
11 the superintendent of public instruction shall develop and conduct an
12 ongoing campaign for career and technical education to increase
13 awareness among teachers, counselors, students, parents, principals,
14 school administrators, and the general public about the opportunities
15 offered by rigorous career and technical education programs. Messages
16 in the campaign shall emphasize career and technical education as a
17 high quality educational pathway for students, including for students
18 who seek advanced education that includes a bachelor's degree or
19 beyond. In particular, the office shall provide information about the
20 following:

21 (a) The model career and technical education programs of study
22 developed under RCW 28A.700.060;

23 (b) Career and technical education course equivalencies and dual
24 credit for high school and college;

25 (c) ~~((The career and technical education alternative assessment
26 guidelines under RCW 28A.655.065;~~

27 ~~(d))~~ The availability of scholarships for postsecondary
28 workforce education, including the Washington award for vocational
29 excellence, and apprenticeships through the opportunity grant program
30 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
31 programs; and

32 ~~((e))~~ (d) Education, apprenticeship, and career opportunities
33 in emerging and high-demand programs.

34 (2) The office shall use multiple strategies in the campaign
35 depending on available funds, including developing an interactive web
36 site to encourage and facilitate career exploration; conducting
37 training and orientation for guidance counselors and teachers; and
38 developing and disseminating printed materials.

1 (3) The office shall seek advice, participation, and financial
2 assistance from the workforce training and education coordinating
3 board, higher education institutions, foundations, employers,
4 apprenticeship and training councils, workforce development councils,
5 and business and labor organizations for the campaign.

6 **Sec. 22.** RCW 28B.15.520 and 2015 c 55 s 217 are each amended to
7 read as follows:

8 Subject to the limitations of RCW 28B.15.910, the governing
9 boards of the community and technical colleges:

10 (1) May waive all or a portion of tuition fees and services and
11 activities fees for students nineteen years of age or older who are
12 eligible for resident tuition and fee rates as defined in RCW
13 28B.15.012 through 28B.15.015, who enroll in a course of study or
14 program which will enable them to finish their high school education
15 and obtain a high school diploma (~~or certificate, but who are not~~
16 ~~eligible students as defined by RCW 28A.600.405));~~

17 (2)(a) Shall waive all of tuition fees and services and
18 activities fees for:

19 (i) Children of any law enforcement officer as defined in chapter
20 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24 RCW, or
21 Washington state patrol officer who lost his or her life or became
22 totally disabled in the line of duty while employed by any public law
23 enforcement agency or full time or volunteer fire department in this
24 state: PROVIDED, That such persons may receive the waiver only if
25 they begin their course of study at a community or technical college
26 within ten years of their graduation from high school; and

27 (ii) Surviving spouses of any law enforcement officer as defined
28 in chapter 41.26 RCW, firefighter as defined in chapter 41.26 or
29 41.24 RCW, or Washington state patrol officer who lost his or her
30 life or became totally disabled in the line of duty while employed by
31 any public law enforcement agency or full time or volunteer fire
32 department in this state.

33 (b) For the purposes of this section, "totally disabled" means a
34 person who has become totally and permanently disabled for life by
35 bodily injury or disease, and is thereby prevented from performing
36 any occupation or gainful pursuit.

37 (c) The governing boards of the community and technical colleges
38 shall report to the state board for community and technical colleges
39 on the annual cost of tuition fees and services and activities fees

1 waived for surviving spouses and children under (a) of this
2 subsection. The state board for community and technical colleges
3 shall consolidate the reports of the waived fees and annually report
4 to the appropriate fiscal and policy committees of the legislature;
5 and

6 (3) May waive all or a portion of the nonresident tuition fees
7 differential for:

8 (a) Nonresident students enrolled in a community or technical
9 college course of study or program which will enable them to finish
10 their high school education and obtain a high school diploma (~~or~~
11 ~~certificate but who are not eligible students as defined by RCW~~
12 ~~28A.600.405~~). The waiver shall be in effect only for those courses
13 which lead to a high school diploma or certificate; and

14 (b) Up to forty percent of the students enrolled in the regional
15 education program for deaf students, subject to federal funding of
16 such program.

17 NEW SECTION. **Sec. 23.** The following acts or parts of acts are
18 each repealed:

19 (1) RCW 28A.155.045 (Certificate of individual achievement) and
20 2007 c 354 s 3 & 2004 c 19 s 104;

21 (2) RCW 28A.600.405 (Participation in high school completion
22 pilot program—Eligible students—Funding allocations—Rules—
23 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &
24 2007 c 355 s 4;

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

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

SSB 5548 - S AMD 139
By Senator McCoy

NOT CONSIDERED 12/23/2019

32 On page 1, line 1 of the title, after "Relating to" strike the
33 remainder of the title and insert "reducing state assessment

1 requirements to only those required for federal purposes in order to
2 facilitate removal of inequitable barriers to students; amending RCW
3 28A.155.170, 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.090,
4 28A.230.122, 28A.230.125, 28A.305.130, 28A.320.190, 28A.320.208,
5 28A.415.360, 28A.600.310, 28A.655.061, 28A.655.066, 28A.655.068,
6 28A.655.090, 28A.655.185, 28A.655.200, 28A.655.070, 28A.700.080, and
7 28B.15.520; creating a new section; and repealing RCW 28A.155.045,
8 28A.600.405, 28A.655.063, and 28A.655.065."

EFFECT: (1) Modifies provisions relating to graduation requirements to take effect upon effective date, rather than with the class of 2020. (2) Removes modifications to high school and beyond plans. (3) Removes provisions relating to pathway graduation framework.

--- END ---