

SB 5639 - H COMM AMD
By Committee on Appropriations

ADOPTED 04/10/2017

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

3 "PART I
4 DISCONTINUING CERTIFICATES OF ACADEMIC AND INDIVIDUAL ACHIEVEMENT AS
5 GRADUATION REQUIREMENTS

6 **Sec. 101.** RCW 28A.155.045 and 2007 c 354 s 3 are each amended to
7 read as follows:

8 Beginning with the graduating class of 2008, students served
9 under this chapter, who are not appropriately assessed by the high
10 school Washington assessment system (~~((as defined in RCW 28A.655.061))~~)
11 established in accordance with RCW 28A.655.070, even with
12 accommodations, may (~~((earn a certificate of individual achievement.~~
13 ~~The certificate may be earned using multiple ways to)), through
14 multiple options, demonstrate skills and abilities commensurate with
15 their individual education programs. The determination of whether the
16 high school assessment system is appropriate shall be made by the
17 student's individual education program team. (~~((Except as provided in~~
18 ~~RCW 28A.655.0611, for these students, the certificate of individual~~
19 ~~achievement is required for graduation from a public high school, but~~
20 ~~need not be the only requirement for graduation.))~~) When measures
21 other than the high school assessment system (~~((as defined in RCW~~
22 ~~28A.655.061))~~) established in accordance with RCW 28A.655.070 are
23 used, the measures shall be in agreement with the appropriate
24 educational opportunity provided for the student as required by this
25 chapter. The superintendent of public instruction shall develop the
26 guidelines for determining which students should not be required to
27 participate in the high school assessment system and which types of
28 assessments are appropriate to use.~~

29 When measures other than the high school assessment system (~~((as~~
30 ~~defined in RCW 28A.655.061))~~) established in accordance with RCW
31 28A.655.070 are used for high school graduation purposes, the

1 student's high school transcript shall note whether that student
2 (~~has earned a certificate of individual achievement~~) was assessed
3 with alternative assessments.

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

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

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

19 (2) Participation in a graduation ceremony and receipt of a
20 certificate of attendance under this section does not preclude a
21 student from continuing to receive special education and related
22 services under an individualized education program beyond the
23 graduation ceremony.

24 (3) A student's participation in a graduation ceremony and
25 receipt of a certificate of attendance under this section shall not
26 be construed as the student's receipt of (~~either:~~

27 ~~(a))~~ a high school diploma pursuant to RCW 28A.230.120 (~~or~~
28 ~~(b) A certificate of individual achievement pursuant to RCW~~
29 ~~28A.155.045~~)).

30 **Sec. 103.** RCW 28A.230.090 and 2016 c 162 s 2 are each amended to
31 read as follows:

32 (1) The state board of education shall establish high school
33 graduation requirements or equivalencies for students, except as
34 provided in RCW 28A.230.122 and except those equivalencies
35 established by local high schools or school districts under RCW
36 28A.230.097. The purpose of a high school diploma is to declare that
37 a student is ready for success in postsecondary education, gainful

1 employment, and citizenship, and is equipped with the skills to be a
2 lifelong learner.

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

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

11 ~~(e))~~ Any decision on whether a student has met the state board's
12 high school graduation requirements for a high school and beyond plan
13 shall remain at the local level. Effective with the graduating class
14 of 2015, the state board of education may not establish a requirement
15 for students to complete a culminating project for graduation.

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

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

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,))~~ complete the program and earn
14 the program's certificate or credential, and complete other state and
15 local graduation requirements.

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

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

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

38 (a) The course was taken with high school students, if the
39 academic level of the course exceeds the requirements for seventh and
40 eighth grade classes, and the student has successfully passed by

1 completing the same course requirements and examinations as the high
2 school students enrolled in the class; or

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

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

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

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

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

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

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

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

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

1 the international baccalaureate organization in each of the required
2 subjects under the diploma programme.

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

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

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

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

19 **Sec. 106.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to
20 read as follows:

21 (1) The superintendent of public instruction shall develop
22 essential academic learning requirements that identify the knowledge
23 and skills all public school students need to know and be able to do
24 based on the student learning goals in RCW 28A.150.210, develop
25 student assessments, and implement the accountability recommendations
26 and requests regarding assistance, rewards, and recognition of the
27 state board of education.

28 (2) The superintendent of public instruction shall:

29 (a) Periodically revise the essential academic learning
30 requirements, as needed, based on the student learning goals in RCW
31 28A.150.210. Goals one and two shall be considered primary. To the
32 maximum extent possible, the superintendent shall integrate goal four
33 and the knowledge and skill areas in the other goals in the essential
34 academic learning requirements; and

35 (b) Review and prioritize the essential academic learning
36 requirements and identify, with clear and concise descriptions, the
37 grade level content expectations to be assessed on the statewide
38 student assessment and used for state or federal accountability

1 purposes. The review, prioritization, and identification shall result
2 in more focus and targeting with an emphasis on depth over breadth in
3 the number of grade level content expectations assessed at each grade
4 level. Grade level content expectations shall be articulated over the
5 grades as a sequence of expectations and performances that are
6 logical, build with increasing depth after foundational knowledge and
7 skills are acquired, and reflect, where appropriate, the sequential
8 nature of the discipline. The office of the superintendent of public
9 instruction, within seven working days, shall post on its web site
10 any grade level content expectations provided to an assessment vendor
11 for use in constructing the statewide student assessment.

12 (3)(a) In consultation with the state board of education, the
13 superintendent of public instruction shall maintain and continue to
14 develop and revise a statewide academic assessment system in the
15 content areas of reading, writing, mathematics, and science for use
16 in the elementary, middle, and high school years designed to
17 determine if each student has mastered the essential academic
18 learning requirements identified in subsection (1) of this section.
19 School districts shall administer the assessments under guidelines
20 adopted by the superintendent of public instruction. The academic
21 assessment system may include a variety of assessment methods,
22 including criterion-referenced and performance-based measures.

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

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

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

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

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

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

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

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

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

37 (a) Information on classroom-based and other assessments that may
38 provide additional achievement information for individual students;
39 and

1 (b) A collection of diagnostic tools that educators may use to
2 evaluate the academic status of individual students. The tools shall
3 be designed to be inexpensive, easily administered, and quickly and
4 easily scored, with results provided in a format that may be easily
5 shared with parents and students.

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

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

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

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

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

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

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

28 **PART II**

29 **MODIFICATIONS TO PROVISIONS OF EDUCATION AGENCIES**

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

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

1 developing the plan, the superintendent of public instruction shall
2 consider options to formally recognize the accomplishments of
3 students in the state transitional bilingual instruction program who
4 have completed the twelfth grade but have not (~~earned a certificate~~
5 ~~of academic achievement~~) met all applicable graduation requirements.
6 By December 1, 2004, the agencies shall report to the legislative
7 education and fiscal committees with any recommendations for
8 legislative action and any resources necessary to implement the plan.

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

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

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

38 (1) The minimum school year for instructional purposes shall
39 consist of no less than one hundred eighty school days or the

1 equivalent in annual minimum instructional hour offerings, with a
2 school-wide annual average total instructional hour offering of one
3 thousand hours for students enrolled in grades one through twelve,
4 and at least four hundred fifty hours for students enrolled in
5 kindergarten.

6 (2) The school day shall be the same as defined in RCW
7 28A.150.203.

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

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

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

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

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

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

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

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

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

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

39 (6) The physical facilities of the school or district shall be
40 adequate to meet the program offered by the school or district:

1 PROVIDED, That each school building shall meet reasonable health and
2 fire safety requirements. A residential dwelling of the parent,
3 guardian, or custodian shall be deemed to be an adequate physical
4 facility when a parent, guardian, or person having legal custody is
5 instructing his or her child under subsection (4) of this section.

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

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

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

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

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

25 (a) File annually a signed declaration of intent that he or she
26 is planning to cause his or her child to receive home-based
27 instruction. The statement shall include the name and age of the
28 child, shall specify whether a certificated person will be
29 supervising the instruction, and shall be written in a format
30 prescribed by the superintendent of public instruction. Each parent
31 shall file the statement by September 15th of the school year or
32 within two weeks of the beginning of any public school quarter,
33 trimester, or semester with the superintendent of the public school
34 district within which the parent resides or the district that accepts
35 the transfer, and the student shall be deemed a transfer student of
36 the nonresident district. Parents may apply for transfer under RCW
37 28A.225.220;

38 (b) Ensure that test scores or annual academic progress
39 assessments and immunization records, together with any other records

1 that are kept relating to the instructional and educational
2 activities provided, are forwarded to any other public or private
3 school to which the child transfers. At the time of a transfer to a
4 public school, the superintendent of the local school district in
5 which the child enrolls may require a standardized achievement test
6 to be administered and shall have the authority to determine the
7 appropriate grade and course level placement of the child after
8 consultation with parents and review of the child's records; and

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

25 (2) Failure of a parent to comply with the duties in this section
26 shall be deemed a failure of such parent's child to attend school
27 without valid justification under RCW 28A.225.020. Parents who do
28 comply with the duties set forth in this section shall be presumed to
29 be providing home-based instruction as set forth in RCW
30 28A.225.010(4).

31 **Sec. 204.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
32 amended to read as follows:

33 The purpose of the state board of education is to provide
34 advocacy and strategic oversight of public education; implement a
35 standards-based accountability framework that creates a unified
36 system of increasing levels of support for schools in order to
37 improve student academic achievement; provide leadership in the
38 creation of a system that personalizes education for each student and
39 respects diverse cultures, abilities, and learning styles; and

1 promote achievement of the goals of RCW 28A.150.210. In addition to
2 any other powers and duties as provided by law, the state board of
3 education shall:

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

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

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

12 (4) For purposes of statewide accountability:

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

36 (b)(i) Identify the scores students must achieve in order to meet
37 the standard on the statewide student assessment (~~(and, for high~~
38 ~~school students, to obtain a certificate of academic achievement)~~).
39 The board shall also determine student scores that identify levels of
40 student performance below and beyond the standard. (~~The board shall~~

1 ~~consider the incorporation of the standard error of measurement into~~
2 ~~the decision regarding the award of the certificates.))~~ The board
3 shall set such performance standards and levels in consultation with
4 the superintendent of public instruction and after consideration of
5 any recommendations that may be developed by any advisory committees
6 that may be established for this purpose.

7 (ii) ~~((By the end of the 2014-15 school year, establish the~~
8 ~~scores students must achieve to meet the standard and earn a~~
9 ~~certificate of academic achievement on the tenth grade English~~
10 ~~language arts assessment and the end-of-course mathematics~~
11 ~~assessments developed in accordance with RCW 28A.655.070 to be used~~
12 ~~as the state transitions to high school assessments developed with a~~
13 ~~multistate consortium.~~

14 (iii) ~~By the end of the 2014-15 school year, establish the scores~~
15 ~~students must achieve to meet the standard and earn a certificate of~~
16 ~~academic achievement on the high school English language arts~~
17 ~~assessment and the comprehensive mathematics assessment developed~~
18 ~~with a multistate consortium in accordance with RCW 28A.655.070. To~~
19 ~~determine the appropriate score, the state board shall review the~~
20 ~~transition experience of Washington students to the consortium-~~
21 ~~developed assessments, examine the student scores used in other~~
22 ~~states that are administering the consortium-developed assessments,~~
23 ~~and review the scores in other states that require passage of an~~
24 ~~eleventh grade assessment as a high school graduation requirement.~~
25 ~~The scores established by the state board of education for the~~
26 ~~purposes of earning a certificate of academic achievement and~~
27 ~~graduation from high school may be different from the scores used for~~
28 ~~the purpose of determining a student's career and college readiness.~~

29 (iv)) The legislature shall be advised of the initial
30 performance standards for the high school statewide student
31 assessment. Any changes recommended by the board in the performance
32 standards for the high school assessment shall be presented to the
33 education committees of the house of representatives and the senate
34 by November 30th of the school year in which the changes will take
35 place to permit the legislature to take statutory action before the
36 changes are implemented if such action is deemed warranted by the
37 legislature. The legislature shall be advised of the initial
38 performance standards and any changes made to the elementary level
39 performance standards and the middle school level performance
40 standards. The board must provide an explanation of and rationale for

1 all initial performance standards and any changes, for all grade
2 levels of the statewide student assessment. If the board changes the
3 performance standards for any grade level or subject, the
4 superintendent of public instruction must recalculate the results
5 from the previous ten years of administering that assessment
6 regarding students below, meeting, and beyond the state standard, to
7 the extent that this data is available, and post a comparison of the
8 original and recalculated results on the superintendent's web site;

9 (c) Annually review the assessment reporting system to ensure
10 fairness, accuracy, timeliness, and equity of opportunity, especially
11 with regard to schools with special circumstances and unique
12 populations of students, and a recommendation to the superintendent
13 of public instruction of any improvements needed to the system; and

14 (d) Include in the biennial report required under RCW
15 28A.305.035, information on the progress that has been made in
16 achieving goals adopted by the board;

17 (5) Accredite, subject to such accreditation standards and
18 procedures as may be established by the state board of education, all
19 private schools that apply for accreditation, and approve, subject to
20 the provisions of RCW 28A.195.010, private schools carrying out a
21 program for any or all of the grades kindergarten through twelve.
22 However, no private school may be approved that operates a
23 kindergarten program only and no private school shall be placed upon
24 the list of accredited schools so long as secret societies are
25 knowingly allowed to exist among its students by school officials;

26 (6) Articulate with the institutions of higher education,
27 workforce representatives, and early learning policymakers and
28 providers to coordinate and unify the work of the public school
29 system;

30 (7) Hire an executive director and an administrative assistant to
31 reside in the office of the superintendent of public instruction for
32 administrative purposes. Any other personnel of the board shall be
33 appointed as provided by RCW 28A.300.020. The board may delegate to
34 the executive director by resolution such duties as deemed necessary
35 to efficiently carry on the business of the board including, but not
36 limited to, the authority to employ necessary personnel and the
37 authority to enter into, amend, and terminate contracts on behalf of
38 the board. The executive director, administrative assistant, and all
39 but one of the other personnel of the board are exempt from civil

1 service, together with other staff as now or hereafter designated as
2 exempt in accordance with chapter 41.06 RCW; and

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

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

7 (1) At the beginning of each school year, school districts must
8 notify parents and guardians of enrolled students from eighth through
9 twelfth grade about each student assessment required by the state,
10 the minimum state-level graduation requirements, and any additional
11 school district graduation requirements. The information may be
12 provided when the student is enrolled, contained in the student or
13 parent handbook, or posted on the school district's web site. The
14 notification must include the following:

15 (a) When each assessment will be administered;

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

19 ~~(c))~~ Whether the results of the assessment will be used for
20 program placement or grade-level advancement;

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

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

27 (2) The office of the superintendent of public instruction shall
28 provide information to the school districts to enable the districts
29 to provide the information to the parents and guardians in accordance
30 with subsection (1) of this section.

31 PART III

32 ADDITIONAL AND REPEALED PROVISIONS

33 **Sec. 301.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended
34 to read as follows:

35 (1) Subject to funds appropriated for this purpose, targeted
36 professional development programs, to be known as learning
37 improvement days, are authorized to further the development of

1 outstanding mathematics, science, and reading teaching and learning
2 opportunities in the state of Washington. The intent of this section
3 is to provide guidance for the learning improvement days in the
4 omnibus appropriations act. The learning improvement days authorized
5 in this section shall not be considered part of the definition of
6 basic education.

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

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

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

14 (c) Increased use of curriculum materials with supporting
15 diagnostic and supplemental materials that align with state
16 standards;

17 ~~((Skillful guidance for students participating in alternative
18 assessment activities;~~

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

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

23 ~~((g))~~ (f) Increased student success on state achievement
24 measures; and

25 ~~((h))~~ (g) Increased student appreciation of the value and uses
26 of mathematics, science, and reading knowledge and exploration of
27 related careers.

28 (3) School districts receiving resources under this section shall
29 submit reports to the superintendent of public instruction
30 documenting how the use of the funds contributes to measurable
31 improvement in the outcomes described under subsection (2) of this
32 section; and how other professional development resources and
33 programs authorized in statute or in the omnibus appropriations act
34 contribute to the expected outcomes. The superintendent of public
35 instruction and the office of financial management shall collaborate
36 on required report content and format.

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

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

6 (b) The course sections and programs offered as running start
7 courses must also be open for registration to matriculated students
8 at the participating institution of higher education and may not be a
9 course consisting solely of high school students offered at a high
10 school campus.

11 (c) A student receiving home-based instruction enrolling in a
12 public high school for the sole purpose of participating in courses
13 or programs offered by institutions of higher education shall not be
14 counted by the school district in any required state or federal
15 accountability reporting if the student's parents or guardians filed
16 a declaration of intent to provide home-based instruction and the
17 student received home-based instruction during the school year before
18 the school year in which the student intends to participate in
19 courses or programs offered by the institution of higher education.
20 Students receiving home-based instruction under chapter 28A.200 RCW
21 and students attending private schools approved under chapter 28A.195
22 RCW shall not be required to meet the student learning goals(~~(~~
23 ~~obtain a certificate of academic achievement or a certificate of~~
24 ~~individual achievement to graduate from high school,~~) or to master
25 the essential academic learning requirements. However, students are
26 eligible to enroll in courses or programs in participating
27 universities only if the board of directors of the student's school
28 district has decided to participate in the program. Participating
29 institutions of higher education, in consultation with school
30 districts, may establish admission standards for these students. If
31 the institution of higher education accepts a secondary school pupil
32 for enrollment under this section, the institution of higher
33 education shall send written notice to the pupil and the pupil's
34 school district within ten days of acceptance. The notice shall
35 indicate the course and hours of enrollment for that pupil.

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

38 (i) Running start students shall pay to the community or
39 technical college all other mandatory fees as established by each
40 community or technical college and, in addition, the state board for

1 community and technical colleges may authorize a fee of up to ten
2 percent of tuition and fees as defined in RCW 28B.15.020 and
3 28B.15.041; and

4 (ii) All other institutions of higher education operating a
5 running start program may charge running start students a fee of up
6 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
7 28B.15.041 in addition to technology fees.

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

10 (c) Students may pay fees under this subsection with advanced
11 college tuition payment program tuition units at a rate set by the
12 advanced college tuition payment program governing body under chapter
13 28B.95 RCW.

14 (3)(a) The institutions of higher education must make available
15 fee waivers for low-income running start students. Each institution
16 must establish a written policy for the determination of low-income
17 students before offering the fee waiver. A student shall be
18 considered low income and eligible for a fee waiver upon proof that
19 the student is currently qualified to receive free or reduced-price
20 lunch. Acceptable documentation of low-income status may also
21 include, but is not limited to, documentation that a student has been
22 deemed eligible for free or reduced-price lunches in the last five
23 years, or other criteria established in the institution's policy.

24 (b) Institutions of higher education, in collaboration with
25 relevant student associations, shall aim to have students who can
26 benefit from fee waivers take advantage of these waivers.
27 Institutions shall make every effort to communicate to students and
28 their families the benefits of the waivers and provide assistance to
29 students and their families on how to apply. Information about
30 waivers shall, to the greatest extent possible, be incorporated into
31 financial aid counseling, admission information, and individual
32 billing statements. Institutions also shall, to the greatest extent
33 possible, use all means of communication, including but not limited
34 to web sites, online catalogues, admission and registration forms,
35 mass email messaging, social media, and outside marketing to ensure
36 that information about waivers is visible, compelling, and reaches
37 the maximum number of students and families that can benefit.

38 (4) The pupil's school district shall transmit to the institution
39 of higher education an amount per each full-time equivalent college
40 student at statewide uniform rates for vocational and nonvocational

1 students. The superintendent of public instruction shall separately
2 calculate and allocate moneys appropriated for basic education under
3 RCW 28A.150.260 to school districts for purposes of making such
4 payments and for granting school districts seven percent thereof to
5 offset program related costs. The calculations and allocations shall
6 be based upon the estimated statewide annual average per full-time
7 equivalent high school student allocations under RCW 28A.150.260,
8 excluding small high school enhancements, and applicable rules
9 adopted under chapter 34.05 RCW. The superintendent of public
10 instruction, participating institutions of higher education, and the
11 state board for community and technical colleges shall consult on the
12 calculation and distribution of the funds. The funds received by the
13 institution of higher education from the school district shall not be
14 deemed tuition or operating fees and may be retained by the
15 institution of higher education. A student enrolled under this
16 subsection shall be counted for the purpose of meeting enrollment
17 targets in accordance with terms and conditions specified in the
18 omnibus appropriations act.

19 NEW SECTION. **Sec. 303.** A new section is added to chapter
20 28A.655 RCW to read as follows:

21 To help assure continued progress in academic achievement as a
22 foundation for high school graduation and to assure that students are
23 on track for high school graduation, each school district must
24 prepare plans for and notify students and their parents or legal
25 guardians as provided in this section. Student learning plans are
26 required for eighth grade students who were not successful on any or
27 all of the content areas of the state assessment during the previous
28 school year or who may not be on track to graduate due to credit
29 deficiencies or absences. The parent or legal guardian must be
30 notified about the information in the student learning plan,
31 preferably through a parent conference and at least annually. To the
32 extent feasible, schools serving English language learner students
33 and their parents must translate the plan into the primary language
34 of the family. The plan must include the following information as
35 applicable:

36 (1) The student's results on the state assessment;

37 (2) If the student is in the transitional bilingual instruction
38 program, the score on his or her Washington language proficiency test
39 II;

- 1 (3) Any credit deficiencies;
- 2 (4) The student's attendance rates over the previous two years;
- 3 (5) The student's progress toward meeting state and local
- 4 graduation requirements;
- 5 (6) The courses, competencies, and other steps needed to be taken
- 6 by the student to meet state academic standards and stay on track for
- 7 graduation;
- 8 (7) Remediation strategies and alternative education options
- 9 available to students, including informing students of the option to
- 10 continue to receive instructional services after grade twelve or
- 11 until the age of twenty-one;
- 12 (8) School district programs, high school courses, and career and
- 13 technical education options available for students to meet graduation
- 14 requirements; and
- 15 (9) Available programs offered through skill centers or community
- 16 and technical colleges, including the college high school diploma
- 17 options under RCW 28B.50.535.

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

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

24 (2) RCW 28A.655.061 (High school assessment system—Certificate of
25 academic achievement—Exemptions—Options to retake high school
26 assessment—Objective alternative assessment—Student learning plans)
27 and 2015 3rd sp.s. c 42 s 2, 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s.
28 c 22 s 2, 2010 c 244 s 1, 2009 c 524 s 5, & 2008 c 321 s 2;

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

32 (4) RCW 28A.655.065 (Objective alternative assessment methods—
33 Appeals from assessment scores—Waivers and appeals from assessment
34 requirements—Rules) and 2009 c 556 s 19, 2008 c 170 s 205, 2007 c 354
35 s 6, & 2006 c 115 s 1;

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

1 (6) RCW 28A.655.068 (Statewide high school assessment in science)
2 and 2013 2nd sp.s. c 22 s 4 & 2011 1st sp.s. c 22 s 3.

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

5 NEW SECTION. **Sec. 306.** This act is necessary for the immediate
6 preservation of the public peace, health, or safety, or support of
7 the state government and its existing public institutions, and takes
8 effect immediately."

9 Correct the title.

EFFECT: (1) Removes all provisions of the underlying bill.

(2) Decouples graduation requirements from statewide high school assessments by discontinuing the Certificate of Academic Achievement (CAA), the earning of which is currently required as proof that a student has successfully met standard on statewide assessments required for graduation.

(3) Discontinues the Certificate of Individual Achievement (CIA) for students requiring special education who are not appropriately assessed by the state assessment system.

(4) Makes numerous changes related to the discontinuation of the CAA and the CIA, including eliminating alternate assessments for students who have not met standard on statewide assessments, and modifying provisions requiring the State Board of Education (SBE) to identify scores that high school students must meet in order to earn a CAA.

(5) Preserves provisions requiring that the Superintendent of Public Instruction and the SBE maintain and continue to develop and revise a statewide assessment system for students in the content areas of reading, writing, mathematics, and science, but removes certain provisions governing mathematics and science assessments.

(6) Modifies certain high school completion programs, including discontinuing a partially expired high school completion program for qualifying students who have met all graduation requirements except earning a CIA or CAA.

(7) Applies to the graduating class of 2014 and in subsequent graduating classes.

(8) Includes an emergency clause making all provisions effective immediately.

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