
SENATE BILL 6300

State of Washington

69th Legislature

2026 Regular Session

By Senators McCune, J. Wilson, Fortunato, Dozier, Braun, Short, Torres, and Warnick

1 AN ACT Relating to authorizing school districts to adopt
2 alternative learning standards; amending RCW 28A.150.220,
3 28A.655.070, 28A.190.140, 28A.230.055, 28A.230.300, 28A.230.305,
4 28A.300.475, 28A.320.600, 28A.400.312, 28A.415.430, 28A.700.060, and
5 28A.710.040; reenacting and amending RCW 28A.320.230; and crating new
6 sections.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8 **Sec. 1.** RCW 28A.150.220 and 2025 c 256 s 4 are each amended to
9 read as follows:

10 (1) In order for students to have the opportunity to develop the
11 basic education knowledge and skills under RCW 28A.150.210, school
12 districts must provide instruction of sufficient quantity and quality
13 and give students the opportunity to complete graduation requirements
14 that are intended to prepare them for postsecondary education,
15 gainful employment, and citizenship. The program established under
16 this section shall be the minimum instructional program of basic
17 education offered by school districts.

18 (2) Each school district shall make available to students the
19 following minimum instructional offering each school year:

20 (a) For students enrolled in grades one through 12, at least a
21 district-wide annual average of 1,000 hours, which shall be increased

1 beginning in the 2015-16 school year to at least 1,080 instructional
2 hours for students enrolled in grades nine through 12 and at least
3 1,000 instructional hours for students in grades one through eight,
4 all of which may be calculated by a school district using a district-
5 wide annual average of instructional hours over grades one through
6 12; and

7 (b) For students enrolled in kindergarten, at least 450
8 instructional hours, which shall be increased to at least 1,000
9 instructional hours according to the implementation schedule under
10 RCW 28A.150.315.

11 (3) The instructional program of basic education provided by each
12 school district shall include:

13 (a) Instruction in the state learning standards under RCW
14 28A.655.070 or in district alternative learning standards under
15 subsection (4) of this section;

16 (b) Instruction that provides students the opportunity to
17 complete 24 credits for high school graduation. Course distribution
18 requirements may be established by the state board of education under
19 RCW 28A.230.090;

20 (c) If the state learning standards include a requirement of
21 languages other than English, the requirement may be met by students
22 receiving instruction in one or more American Indian languages;

23 (d) Supplemental instruction and services for students who are
24 not meeting academic standards through the learning assistance
25 program under RCW 28A.165.005 through 28A.165.065;

26 (e) Supplemental instruction and services for eligible and
27 enrolled students and exited students whose primary language is other
28 than English through the transitional bilingual instruction program
29 under RCW 28A.180.010 through 28A.180.080;

30 (f) The opportunity for an appropriate education at public
31 expense as defined by RCW 28A.155.020 for all eligible students with
32 disabilities as defined in RCW 28A.155.020; and

33 (g) Programs for highly capable students under RCW 28A.185.010
34 through 28A.185.030.

35 (4) As an alternative to the state learning standards in RCW
36 28A.655.070, a school district board of directors may develop or
37 adopt alternative learning standards for use within the school
38 district. District alternative learning standards must be:

1 (a) Consistent with the student learning goals under RCW
2 28A.150.210 as determined by the office of the superintendent of
3 public instruction; and

4 (b) Published on the district's website and filed with the office
5 of the superintendent of public instruction.

6 (5) Nothing contained in this section shall be construed to
7 require individual students to attend school for any particular
8 number of hours per day or to take any particular courses.

9 ~~((+5))~~ (6)(a) Each school district's kindergarten through 12th
10 grade basic educational program shall be accessible to all students
11 who are five years of age, as provided by RCW 28A.225.160, and less
12 than 21 years of age, and shall remain accessible to students with
13 disabilities as defined in RCW 28A.155.020 from age 21 until the end
14 of the school year in which those students turn 22 years of age. The
15 program of basic education shall consist of a minimum of 180 school
16 days per school year in such grades as are conducted by a school
17 district, and 180 half-days of instruction, or equivalent, in
18 kindergarten, to be increased to a minimum of 180 school days per
19 school year according to the implementation schedule under RCW
20 28A.150.315.

21 (b) Schools administering the Washington kindergarten inventory
22 of developing skills may use up to three school days at the beginning
23 of the school year to meet with parents and families as required in
24 the parent involvement component of the inventory.

25 (c) In the case of students who are graduating from high school,
26 a school district may schedule the last five school days of the 180-
27 day school year for noninstructional purposes including, but not
28 limited to, the observance of graduation and early release from
29 school upon the request of a student. All such students may be
30 claimed as a full-time equivalent student to the extent they could
31 otherwise have been so claimed for the purposes of RCW 28A.150.250
32 and 28A.150.260. Any hours scheduled by a school district for
33 noninstructional purposes during the last five school days for such
34 students shall count toward the instructional hours requirement in
35 subsection (2) (a) of this section.

36 ~~((+6))~~ (7) Subject to RCW 28A.150.276, nothing in this section
37 precludes a school district from enriching the instructional program
38 of basic education, such as offering additional instruction or
39 providing additional services, programs, or activities that the

1 school district determines to be appropriate for the education of the
2 school district's students.

3 ~~((7))~~ (8) The state board of education shall adopt rules to
4 implement and ensure compliance with the program requirements imposed
5 by this section, RCW 28A.150.250 and 28A.150.260, and such related
6 supplemental program approval requirements as the state board may
7 establish.

8 **Sec. 2.** RCW 28A.320.230 and 2024 c 316 s 3 and 2024 c 157 s 3
9 are each reenacted and amended to read as follows:

10 (1) Every board of directors, unless otherwise specifically
11 provided by law, shall:

12 (a) In accordance with RCW 28A.345.130 or district alternative
13 learning standards adopted under RCW 28A.150.220(4), prepare,
14 negotiate, set forth in writing and adopt, policy relative to the
15 selection or deletion of instructional materials. Such policy shall:

16 (i) State the school district's goals and principles relative to
17 instructional materials;

18 (ii) Delegate responsibility for the preparation and
19 recommendation of teachers' reading lists and specify the procedures
20 to be followed in the selection of all instructional materials
21 including text books;

22 (iii) Establish an instructional materials committee to be
23 appointed, with the approval of the school board, by the school
24 district's chief administrative officer. This committee shall consist
25 of: Representative members of the district's professional staff,
26 including representation from the district's curriculum development
27 committees; one or more parents of enrolled students, with the parent
28 members equaling less than one-half of the total membership of the
29 committee; and in the case of districts that operate elementary
30 school(s) only, the educational service district superintendent, one
31 of whose responsibilities shall be to assure the correlation of those
32 elementary district adoptions with those of the high school
33 district(s) which serve their children. School districts shall
34 develop and implement comprehensive outreach programs to parents of
35 enrolled students in the district for the purpose of recruiting a
36 diverse pool of parent members for instructional materials committees
37 that reflects the demographics and learning needs in the district to
38 the greatest extent possible;

1 (iv) Instructional materials committees that are unable to
2 recruit at least one parent of an enrolled student to serve on the
3 committee must, while they are without a parent member, report
4 quarterly to the school district board of directors and the public on
5 their efforts to recruit one or more parents to serve on the
6 committee;

7 (v) Provide for reasonable notice to parents of the opportunity
8 to serve on the committee and for terms of office for members of the
9 instructional materials committee;

10 (vi) Provide a system for receiving, considering and acting upon
11 written complaints regarding instructional materials used by the
12 school district. The system required by this subsection (1)(a)(vi)
13 must:

14 (A) Require that complaints be in writing from a parent or legal
15 guardian of a student who is enrolled in the district and submitted
16 to a principal from a school where the materials that are the subject
17 of the complaint are used;

18 (B) Seek to resolve complaints through, if requested by the
19 parent or guardian, a meeting with the parent or guardian, a
20 certificated teacher who uses the materials that are the subject of
21 the complaint, and the principal to whom the complaint was submitted;

22 (C) Require, if a resolution cannot be agreed upon with the
23 parent or guardian and the school principal, the instructional
24 materials committee to provide a written decision on the matter
25 within: (I) 60 days of a meeting held under (a)(vi)(B) of this
26 subsection; or (II) 90 days after the complaint was received by the
27 principal, whichever date is later. Decisions made in accordance with
28 this subsection (1)(a)(vi) must be in conformity with RCW 28A.320.233
29 and may be limited in application to only the student or students of
30 the parent or guardian who submitted the complaint; and

31 (D) Provide a process for appealing decisions of the
32 instructional materials committee, by the parent or guardian, a
33 certificated teacher who uses the materials that are the subject of
34 the complaint, or a principal from a school where the materials that
35 are the subject of the complaint are used, to the superintendent of
36 the school district or a designee of the superintendent. Appeal
37 requests must be made in writing and decisions by the superintendent
38 or designee under this subsection are not subject to appeal. Final
39 decisions at any point in the process made in accordance with this
40 subsection (1)(a)(vi) may not be reconsidered for a minimum of three

1 years unless there is a substantive change of circumstances as
2 determined by the superintendent; and

3 (vii) Provide free text books, supplies and other instructional
4 materials to be loaned to the pupils of the school, when, in its
5 judgment, the best interests of the district will be subserved
6 thereby and prescribe rules and regulations to preserve such books,
7 supplies and other instructional materials from unnecessary damage;
8 and

9 (b) Establish a depreciation scale for determining the value of
10 texts which students wish to purchase.

11 (2) Recommendation of instructional materials shall be by the
12 district's instructional materials committee in accordance with
13 district policy. Recommendations made in accordance with this section
14 must include recommendations for culturally and experientially
15 representative instructional materials including materials on the
16 study of the role and contributions of individuals or groups that are
17 part of a protected class under RCW 28A.642.010 and 28A.640.010, but
18 approval or disapproval shall be by the local school district's board
19 of directors.

20 (3) Districts may pay the necessary travel and subsistence
21 expenses for expert counsel from outside the district. In addition,
22 the committee's expenses incidental to visits to observe other
23 districts' selection procedures may be reimbursed by the school
24 district.

25 (4) Districts may, within limitations stated in board policy, use
26 and experiment with instructional materials for a period of time
27 before general adoption is formalized.

28 (5) Within the limitations of board policy, a school district's
29 chief administrator may purchase instructional materials to meet
30 deviant needs or rapidly changing circumstances.

31 **Sec. 3.** RCW 28A.655.070 and 2024 c 157 s 4 are each amended to
32 read as follows:

33 (1) The superintendent of public instruction shall develop state
34 learning standards that identify the knowledge and skills all public
35 school students need to know and be able to do based on the student
36 learning goals in RCW 28A.150.210, develop student assessments, and
37 implement the accountability recommendations and requests regarding
38 assistance, rewards, and recognition of the state board of education.

39 (2) The superintendent of public instruction shall:

1 (a) Periodically revise the state learning standards, as needed,
2 based on the student learning goals in RCW 28A.150.210. Goals one and
3 two shall be considered primary. To the maximum extent possible, the
4 superintendent shall integrate goal four and the knowledge and skill
5 areas in the other goals in the state learning standards;

6 (b) Include a screening for biased content in each development or
7 revision of a state learning standard and ensure that the concepts of
8 diversity, equity, and inclusion, as those terms are defined in RCW
9 28A.415.443, are incorporated into each new or revised state learning
10 standard. In meeting the requirements of this subsection (2)(b), the
11 superintendent of public instruction shall consult with the
12 applicable commissions established in Title 43 RCW and other persons
13 and organizations with relevant expertise; and

14 (c) Review and prioritize the state learning standards and
15 identify, with clear and concise descriptions, the grade level
16 content expectations to be assessed on the statewide student
17 assessment and used for state or federal accountability purposes. The
18 review, prioritization, and identification shall result in more focus
19 and targeting with an emphasis on depth over breadth in the number of
20 grade level content expectations assessed at each grade level. Grade
21 level content expectations shall be articulated over the grades as a
22 sequence of expectations and performances that are logical, build
23 with increasing depth after foundational knowledge and skills are
24 acquired, and reflect, where appropriate, the sequential nature of
25 the discipline. The office of the superintendent of public
26 instruction, within seven working days, shall post on its website any
27 grade level content expectations provided to an assessment vendor for
28 use in constructing the statewide student assessment.

29 (3)(a) In consultation with the state board of education, the
30 superintendent of public instruction shall maintain and continue to
31 develop and revise a statewide academic assessment system in the
32 content areas of reading, writing, mathematics, and science for use
33 in the elementary, middle, and high school years designed to
34 determine if each student has mastered the state learning standards
35 identified in subsection (1) of this section. School districts shall
36 administer the assessments under guidelines adopted by the
37 superintendent of public instruction. The academic assessment system
38 may include a variety of assessment methods, including criterion-
39 referenced and performance-based measures.

1 (b) Effective with the 2009 administration of the Washington
2 assessment of student learning and continuing with the statewide
3 student assessment, the superintendent shall redesign the assessment
4 in the content areas of reading, mathematics, and science in all
5 grades except high school by shortening test administration and
6 reducing the number of short answer and extended response questions.

7 (c) By the 2014-15 school year, the superintendent of public
8 instruction, in consultation with the state board of education, shall
9 modify the statewide student assessment system to transition to
10 assessments developed with a multistate consortium, as provided in
11 this subsection:

12 (i) The assessments developed with a multistate consortium to
13 assess student proficiency in English language arts and mathematics
14 shall be administered beginning in the 2014-15 school year, and
15 beginning with the graduating class of 2020, the assessments must be
16 administered to students in the tenth grade. The reading and writing
17 assessments shall not be administered by the superintendent of public
18 instruction or schools after the 2013-14 school year.

19 (ii) The high school assessments in English language arts and
20 mathematics in (c)(i) of this subsection shall be used for the
21 purposes of federal and state accountability and for assessing
22 student career and college readiness.

23 (d) The statewide academic assessment system must also include
24 the Washington access to instruction and measurement assessment for
25 students with significant cognitive challenges.

26 (4) If the superintendent proposes any modification to the state
27 learning standards or the statewide assessments, then the
28 superintendent shall, upon request, provide opportunities for the
29 education committees of the house of representatives and the senate
30 to review the assessments and proposed modifications to the state
31 learning standards before the modifications are adopted.

32 (5) The assessment system shall be designed so that the results
33 under the assessment system are used by educators as tools to
34 evaluate instructional practices, and to initiate appropriate
35 educational support for students who have not mastered the state
36 learning standards at the appropriate periods in the student's
37 educational development.

38 (6) By September 2007, the results for reading and mathematics
39 shall be reported in a format that will allow parents and teachers to

1 determine the academic gain a student has acquired in those content
2 areas from one school year to the next.

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

9 (a) Information on classroom-based and other assessments that may
10 provide additional achievement information for individual students;
11 and

12 (b) A collection of diagnostic tools that educators may use to
13 evaluate the academic status of individual students. The tools shall
14 be designed to be inexpensive, easily administered, and quickly and
15 easily scored, with results provided in a format that may be easily
16 shared with parents and students.

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

20 (9) Assessments for goals three and four of RCW 28A.150.210 shall
21 be integrated in the state learning standards and assessments for
22 goals one and two.

23 (10) The superintendent shall develop assessments that are
24 directly related to the state learning standards, and are not biased
25 toward persons with different learning styles, racial or ethnic
26 backgrounds, or on the basis of gender.

27 (11) The superintendent shall review available and appropriate
28 options for competency-based assessments that meet the state learning
29 standards. In accordance with the review required by this subsection,
30 the superintendent shall provide a report and recommendations to the
31 education committees of the house of representatives and the senate
32 by November 1, 2019.

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

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

1 (14) The superintendent shall post on the superintendent's
2 website lists of resources and model assessments in social studies,
3 the arts, and health and fitness.

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

7 (16)(a) The superintendent shall notify the state board of
8 education in writing before initiating the development or revision of
9 the state learning standards under subsections (1) and (2) of this
10 section. The notification must be provided to the state board of
11 education in advance for review at a regularly scheduled or special
12 board meeting and must include the following information:

13 (i) The subject matter of the state learning standards;

14 (ii) The reason or reasons the superintendent is initiating the
15 development or revision; and

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

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

21 (c) Prior to adoption by the superintendent of any new or revised
22 state learning standards, the superintendent shall submit the
23 proposed new or revised state learning standards to the state board
24 of education in advance in writing for review at a regularly
25 scheduled or special board meeting. The state board of education may
26 provide a response to the superintendent's proposal for consideration
27 prior to final adoption.

28 (17) The state board of education may propose new or revised
29 state learning standards to the superintendent. The superintendent
30 must respond to the state board of education's proposal in writing.

31 (18) The superintendent shall produce and post on its website a
32 schedule for the revision of state learning standards under
33 subsection (2) of this section by September 1, 2025. In addition to
34 notifying parents, schools, and the public of the revision schedules
35 and timelines, the website posting must be updated as necessary to
36 inform persons of the status of any pending revisions, and of any
37 plans or actions related to developing new state learning standards
38 under subsection (1) of this section.

39 (19) The superintendent of public instruction shall adopt rules
40 for the review of district alternative learning standards adopted

1 under RCW 28A.150.220(4). The superintendent's review under this
2 subsection is limited to ensuring that district alternative learning
3 standards are consistent with the student learning goals under RCW
4 28A.150.210.

5 **Sec. 4.** RCW 28A.190.140 and 2022 c 234 s 2 are each amended to
6 read as follows:

7 (1) Subject to the availability and sufficiency of amounts
8 appropriated for this specific purpose in addition to the amounts
9 appropriated through the institutional education funding formulas
10 specified in the omnibus appropriations act, and subject to staffing
11 availability, each school district operating an institutional
12 education program for youth in state long-term juvenile institutions
13 must provide an opportunity to access an elective computer science
14 course in accordance with RCW 28A.230.300(1).

15 (2) If, due to facility or technology security limitations, a
16 school district cannot provide a computer science course that is
17 fully aligned with all state computer science learning standards or
18 district alternative learning standards adopted under RCW
19 28A.150.220(4), the school district must adapt the course curriculum
20 and instructional activities to align with as many ((state)) computer
21 science learning standards as possible.

22 (3) Each school district operating an institutional education
23 program for youth in state long-term juvenile institutions must
24 annually report the following information to the office of the
25 superintendent of public instruction:

26 (a) Data indicating the number of students who enrolled in a
27 computer science course in the prior school year, disaggregated by
28 gender, race, ethnicity, and age;

29 (b) A brief description of each computer science course and
30 whether the course is fully aligned to state computer science
31 learning standards or district alternative learning standards adopted
32 under RCW 28A.150.220(4); and

33 (c) A brief description of any facility or technology security
34 limitations that prevent the school district from offering a course
35 fully aligned with state computer science learning standards or
36 district alternative learning standards adopted under RCW
37 28A.150.220(4), and the actions the district is taking to address
38 those limitations.

1 **Sec. 5.** RCW 28A.230.055 and 2017 c 80 s 1 are each amended to
2 read as follows:

3 (1) Beginning in the 2018-19 school year, all school districts
4 must conduct an annual review of their physical education programs
5 that includes:

6 (a) The number of individual students completing a physical
7 education class during the school year;

8 (b) The average number of minutes per week of physical education
9 received by students in grades one through eight, expressed in
10 appropriate reporting ranges;

11 (c) The number of students granted waivers from physical
12 education requirements;

13 (d) An indication of whether all physical education classes are
14 taught by instructors who possess a valid health and fitness
15 endorsement;

16 (e) The physical education class sizes, expressed in appropriate
17 reporting ranges;

18 (f) The frequency with which physical education is provided to
19 students;

20 (g) An indication of whether there is sufficient dedicated gym
21 space and sheltered areas to support the minimum amount of physical
22 activity required of students by law or agency rule;

23 (h) An indication of whether the physical education curriculum of
24 the district addresses the Washington state K-12 learning standards
25 or the district alternative learning standards adopted under RCW
26 28A.150.220(4);

27 (i) An indication of whether, as a matter of policy or procedure,
28 the district routinely modifies and adapts its physical education
29 curriculum for students with disabilities; and

30 (j) An indication of whether the district routinely excludes
31 students from physical education classes for disciplinary reasons.

32 (2) The results of the review required by this section must be
33 submitted by the school district to the district's wellness committee
34 and to the office of the superintendent of public instruction. The
35 office of the superintendent of public instruction, upon receipt of
36 the review data, must aggregate and analyze the data, summarize the
37 information provided by each district, and post the summarized
38 information, by district, on its website.

39 (3) In fulfilling the requirements of this section, the K-12 data
40 governance group established under RCW 28A.300.507 shall develop the

1 data protocols and guidance for school districts in the collection of
2 data to provide a clearer understanding of physical education
3 instructional minutes and certification.

4 **Sec. 6.** RCW 28A.230.300 and 2024 c 66 s 8 are each amended to
5 read as follows:

6 (1) Beginning no later than the 2022-23 school year, each school
7 district that operates a high school must, at a minimum, provide an
8 opportunity to access an elective computer science course that is
9 available to all high school students. School districts are
10 encouraged to consider community-based or public-private partnerships
11 in establishing and administering a course, but any course offered in
12 accordance with this section must be aligned to the state learning
13 standards for computer science or mathematics or the district
14 alternative learning standards adopted under RCW 28A.150.220(4).

15 (2) In accordance with the requirements of this section,
16 beginning in the 2019-20 school year, school districts may award
17 academic credit for computer science to students based on student
18 completion of a competency examination that is aligned with the state
19 learning standards for computer science or mathematics and course
20 equivalency requirements adopted by the office of the superintendent
21 of public instruction to implement this section. Each school district
22 board of directors in districts that award credit under this
23 subsection shall develop a written policy for awarding such credit
24 that includes:

- 25 (a) A course equivalency approval procedure;
26 (b) Procedures for awarding competency-based credit for skills
27 learned partially or wholly outside of a course; and
28 (c) An approval process for computer science courses taken before
29 attending high school under RCW 28A.230.740.

30 (3) Prior to the use of any competency examination under this
31 section that may be used to award academic credit to students, the
32 office of the superintendent of public instruction must review the
33 examination to ensure its alignment with:

- 34 (a) The state learning standards for computer science or
35 mathematics; and
36 (b) Course equivalency requirements adopted by the office of the
37 superintendent of public instruction to implement this section.

38 (4) (a) For purposes of meeting graduation requirements under RCW
39 28A.230.090, a student may substitute a computer science course

1 aligned to state computer science learning standards or district
2 alternative learning standards adopted under RCW 28A.150.220(4) as an
3 alternative to a third year mathematics or third year science course
4 if:

5 (i) Prior to the substitution, the school counselor provides the
6 student and the student's parent or guardian with written
7 notification of the consequences of the substitution on postsecondary
8 opportunities;

9 (ii) The student, the student's parent or guardian, and the
10 student's school counselor or principal agree to the substitution;
11 and

12 (iii) The substitution is aligned with the student's high school
13 and beyond plan.

14 (b) A substitution permitted under this subsection (4) may only
15 be used once per student.

16 **Sec. 7.** RCW 28A.230.305 and 2022 c 250 s 3 are each amended to
17 read as follows:

18 (1) Beginning with the 2023-24 school year, school districts with
19 more than 200 enrolled students shall offer regular instruction in at
20 least one visual art or at least one performing art, throughout the
21 school year. Each student must receive instruction in at least one
22 arts discipline throughout their elementary and middle education
23 experience. For grades nine through 12, all students must be given
24 the opportunity to take arts coursework each academic year.

25 (2) Every student must have access to arts education, as part of
26 basic education under RCW 28A.150.210. Arts instruction must be
27 accessible by all students, in a manner that is commensurate with
28 instruction in other core subject areas.

29 (3)(a) Except as provided in (b) of this subsection, arts
30 instruction must be provided by either: A certificated teacher with
31 an endorsement in the relevant arts discipline; or a certificated
32 teacher actively pursuing an endorsement in the relevant arts
33 discipline.

34 (b) A person holding a limited teaching certificate may provide
35 arts instruction while either: (i) The school district recruits and
36 hires a certificated teacher with the qualifications provided in (a)
37 of this subsection; or (ii) the certificated teacher with
38 qualifications provided in (a) of this subsection takes leave as

1 provided in the school district's written leave policy required by
2 RCW 28A.400.300.

3 (4) Instruction under this section must be solely for the arts
4 discipline in the skills and craft of each specific arts discipline
5 as their own end, rather than as a vehicle to enhance learning in any
6 other nonarts subject area. If schools wish to integrate or infuse
7 the arts into other subject matter, they must do so in addition to
8 the regular, formal arts instruction required by this section.

9 (5) The arts instructors in each school district, as subject
10 matter experts, shall be consulted to determine which specific visual
11 and performing arts courses to offer at given grade levels, so that
12 instruction is properly aligned to state learning standards in the
13 arts or district alternative learning standards adopted under RCW
14 28A.150.220(4) and students' developmental stages, and vertically
15 aligned to give arts-focused students the best chance for success in
16 their arts college or career pathway.

17 **Sec. 8.** RCW 28A.300.475 and 2020 c 188 s 1 are each amended to
18 read as follows:

19 (1)(a)(i) In accordance with the requirements of this section,
20 every public school shall provide comprehensive sexual health
21 education to each student by the 2022-23 school year. The curriculum,
22 instruction, and materials used to provide the comprehensive sexual
23 health education must be medically and scientifically accurate, age-
24 appropriate, and inclusive of all students, regardless of their
25 protected class status under chapter 49.60 RCW, and must include
26 information about abstinence and other methods of preventing
27 unintended pregnancy and sexually transmitted diseases. Abstinence
28 may not be taught to the exclusion of other materials and instruction
29 on contraceptives and disease prevention.

30 (ii)(A) Beginning in the 2020-21 school year, any public school
31 that provides comprehensive sexual health education must ensure that
32 the curriculum, instruction, and materials include information about
33 affirmative consent and bystander training.

34 (B) The school district boards of directors of one or more public
35 schools that are not providing comprehensive sexual health education
36 in either the 2019-20 school year, the 2020-21 school year, or both,
37 must prepare for incorporating information about affirmative consent
38 and bystander training into the comprehensive sexual health education
39 curriculum, instruction, and materials required by this section. In

1 satisfying the requirements of this subsection (1)(a)(ii)(B), school
2 district boards of directors must also, no later than the 2020-21
3 school year, consult with parents and guardians of students, local
4 communities, and the Washington state school directors' association.

5 (b) A public school may choose to use separate, outside speakers
6 or prepared curriculum to teach different content areas or units
7 within its comprehensive sexual health education program if all
8 speakers, curriculum, and materials used are in compliance with this
9 section.

10 (c) Comprehensive sexual health education must be consistent with
11 the Washington state health and physical education K-12 learning
12 standards or the district alternative learning standards adopted
13 under RCW 28A.150.220(4) and the January 2005 guidelines for sexual
14 health information and disease prevention developed by the department
15 of health and the office of the superintendent of public instruction.

16 (2)(a) Beginning in the 2021-22 school year, comprehensive sexual
17 health education must be provided to all public school students in
18 grades six through twelve.

19 (b) Beginning in the 2022-23 school year, comprehensive sexual
20 health education must be provided to all public school students.

21 (c) The provision of comprehensive sexual health education to
22 public school students as required by (a) and (b) of this subsection
23 (2) must be provided no less than:

24 (i) Once to students in kindergarten through grade three;

25 (ii) Once to students in grades four through five;

26 (iii) Twice to students in grades six through eight; and

27 (iv) Twice to students in grades nine through twelve.

28 (3) The office of the superintendent of public instruction and
29 the department of health shall make the Washington state health and
30 physical education K-12 learning standards and the January 2005
31 guidelines for sexual health information and disease prevention
32 available to public schools, teachers, and guest speakers on their
33 websites. Within available resources, the office of the
34 superintendent of public instruction and the department of health
35 shall also, and to the extent permitted by applicable federal law,
36 make any related information, model policies, curricula, or other
37 resources available on their websites.

38 (4) The office of the superintendent of public instruction, in
39 consultation with the department of health, shall develop a list of
40 comprehensive sexual health education curricula that are consistent

1 with the 2005 guidelines for sexual health information and disease
2 prevention, the Washington state health and physical education K-12
3 learning standards, and this section. This list, which may serve as a
4 resource for schools, teachers, or any other organization or
5 community group, must be updated at least annually, and must be made
6 available on the websites of the office of the superintendent of
7 public instruction and the department of health.

8 (5) Subject to the availability of amounts appropriated for this
9 specific purpose, the office of the superintendent of public
10 instruction shall periodically review and revise, as necessary,
11 training materials, which may be in an electronic format, for
12 classroom teachers and principals to implement the applicable
13 requirements of this section. The initial review required by this
14 subsection (5) must be completed by March 1, 2021.

15 (6) (a) Public schools are encouraged to review their
16 comprehensive sexual health education curricula and choose a
17 curriculum from the list developed under subsection (4) of this
18 section. Any public school may identify, choose, or develop any other
19 curriculum if it complies with the requirements of this section.

20 (b) If a public school chooses a curriculum that is not from the
21 list developed under subsection (4) of this section, the public
22 school or applicable school district, in consultation with the office
23 of the superintendent of public instruction, must conduct a review of
24 the selected or developed curriculum to ensure compliance with the
25 requirements of this section using a comprehensive sexual health
26 education curriculum analysis tool of the office of the
27 superintendent of public instruction.

28 (c) The office of the superintendent of public instruction shall
29 provide technical assistance to public schools and school districts
30 that is consistent with the curricula review, selection, and
31 development provisions in (a) and (b) of this subsection (6).

32 (7) (a) Any parent or legal guardian who wishes to have his or her
33 child excused from any planned instruction in comprehensive sexual
34 health education may do so upon filing a written request with the
35 school district board of directors or its designee, or the principal
36 of the school his or her child attends, or the principal's designee.
37 The person or entity to whom the request is directed must grant the
38 written request to have the student excused from this instruction in
39 accordance with this subsection. In addition, any parent or legal
40 guardian may review the comprehensive sexual health education

1 curriculum provided in his or her child's school by filing a written
2 request with the school district board of directors, the principal of
3 the school his or her child attends, or the principal's designee.

4 (b) At the beginning of the 2021-22 school year, each school
5 providing comprehensive sexual health education must notify parents
6 and guardians, in writing or in accordance with the methods the
7 school finds most effective in communicating with parents, that the
8 school will be providing comprehensive sexual health education during
9 the school year. The notice must include, or provide a means for
10 electronic access to, all course materials, by grade, that will be
11 used at the school during the instruction.

12 (8)(a) Public schools shall annually, by September 1st, identify
13 to the office of the superintendent of public instruction any
14 curricula used by the school to provide comprehensive sexual health
15 education as required by this section. Materials provided by schools
16 under this subsection (8)(a) must also describe how the provided
17 classroom instruction aligns with the requirements of this section.

18 (b) The office of the superintendent of public instruction shall
19 summarize and, in accordance with RCW 43.01.036, report the results
20 provided under (a) of this subsection (8) to the education committees
21 of the house of representatives and the senate biennially, beginning
22 after the 2022-23 school year.

23 (9) RCW 28A.600.480(2), which encourages school employees,
24 students, and volunteers to report harassment, intimidation, or
25 bullying, applies to this section.

26 (10) Nothing in this section expresses legislative intent to
27 require that comprehensive sexual health education, or components of
28 comprehensive sexual health education, be integrated into curriculum,
29 materials, or instruction in unrelated subject matters or courses.

30 (11) For the purposes of this section:

31 (a) "Affirmative consent" means a conscious and voluntary
32 agreement to engage in sexual activity as a requirement before sexual
33 activity;

34 (b) "Comprehensive sexual health education" means recurring
35 instruction in human development and reproduction that is age-
36 appropriate and inclusive of all students, regardless of their
37 protected class status under chapter 49.60 RCW. All curriculum,
38 instruction, and materials used in providing comprehensive sexual
39 health education must be medically and scientifically accurate and
40 must use language and strategies that recognize all members of

1 protected classes under chapter 49.60 RCW. Comprehensive sexual
2 health education for students in kindergarten through grade three
3 must be instruction in social-emotional learning that is consistent
4 with learning standards and benchmarks adopted by the office of the
5 superintendent of public instruction under RCW 28A.300.478 or
6 district alternative learning standards adopted under RCW
7 28A.150.220(4). Comprehensive sexual health education for students in
8 grades four through twelve must include information about:

9 (i) The physiological, psychological, and sociological
10 developmental processes experienced by an individual;

11 (ii) The development of intrapersonal and interpersonal skills to
12 communicate, respectfully and effectively, to reduce health risks,
13 and choose healthy behaviors and relationships that are based on
14 mutual respect and affection, and are free from violence, coercion,
15 and intimidation;

16 (iii) Health care and prevention resources;

17 (iv) The development of meaningful relationships and avoidance of
18 exploitative relationships;

19 (v) Understanding the influences of family, peers, community, and
20 the media throughout life on healthy sexual relationships; and

21 (vi) Affirmative consent and recognizing and responding safely
22 and effectively when violence, or a risk of violence, is or may be
23 present with strategies that include bystander training;

24 (c) "Medically and scientifically accurate" means information
25 that is verified or supported by research in compliance with
26 scientific methods, is published in peer-reviewed journals, where
27 appropriate, and is recognized as accurate and objective by
28 professional organizations and agencies with expertise in the field
29 of sexual health including but not limited to the American college of
30 obstetricians and gynecologists, the Washington state department of
31 health, and the federal centers for disease control and prevention;
32 and

33 (d) "Public schools" has the same meaning as in RCW 28A.150.010.

34 **Sec. 9.** RCW 28A.320.600 and 2021 c 174 s 2 are each amended to
35 read as follows:

36 By the beginning of the 2022-23 school year each school district
37 shall develop and implement a written plan for a comprehensive school
38 counseling program that is based on regularly updated standards

1 developed by a national organization representing school counselors.
2 The written plan must:

3 (1) Establish a comprehensive school counseling program that uses
4 state and nationally recognized counselor frameworks and is
5 systemically aligned to state learning standards or district
6 alternative learning standards adopted under RCW 28A.150.220(4);

7 (2) Provide a process for identifying student needs through a
8 multilevel school data review and analysis that includes, at a
9 minimum, use-of-time data, program results data, and data regarding
10 communication with administrators, parents, students, and
11 stakeholders;

12 (3) Explain how direct and indirect services will be delivered
13 through the comprehensive school counseling program; and

14 (4) Establish an annual review and assessment process for the
15 comprehensive school counseling program that includes building
16 administrators and stakeholders.

17 **Sec. 10.** RCW 28A.400.312 and 2025 c 369 s 401 are each amended
18 to read as follows:

19 (1) School district employees and directors may not take an
20 adverse employment action against any employee of the school district
21 for:

22 (a) Supporting students in the exercise of their legal rights,
23 including their right to a learning environment with historically and
24 scientifically accurate information that: Includes the histories,
25 contributions, and perspectives of historically marginalized and
26 underrepresented groups as provided in RCW 28A.345.130; and provides
27 students with an appreciation for the contributions and perspectives
28 of diverse, global cultures; or

29 (b) Performing work in a manner consistent with RCW 28A.642.080,
30 28A.642.020, 28A.605.005, 28A.320.209, and 28A.230.005 and section
31 201, chapter 369, Laws of 2025.

32 (2) In addition to the prohibitions established in subsection (1)
33 of this section, school district employees and directors may not take
34 an adverse employment action against a teacher of the school district
35 for:

36 (a) Instructing students in a manner consistent with state
37 learning standards when the school district board of directors has
38 not adopted district alternative learning standards under RCW
39 28A.150.220(4); or

1 (b) Using instructional materials approved in accordance with RCW
2 28A.320.230 that are culturally and experientially representative,
3 including materials on the study of the role and contributions of
4 individuals or groups that are part of a protected class under RCW
5 28A.642.010 and 28A.640.010.

6 (3) For the purposes of this section, an "adverse employment
7 action" includes termination, demotion, suspension, discipline,
8 denial of promotion, reassignment, negatively impacting the
9 evaluation of certificated staff under RCW 28A.405.100, removal from,
10 or denying access to, a supplemental contract, or otherwise taking
11 any negative employment action against the employee.

12 (4) This section governs school operation and management under
13 RCW 28A.710.040 and 28A.715.020, and applies to charter schools
14 established under chapter 28A.710 RCW and state-tribal education
15 compact schools subject to chapter 28A.715 RCW to the same extent as
16 it applies to school districts.

17 **Sec. 11.** RCW 28A.415.430 and 2016 c 77 s 2 are each amended to
18 read as follows:

19 (1) The term "professional learning" means a comprehensive,
20 sustained, job-embedded, and collaborative approach to improving
21 teachers' and principals' effectiveness in raising student
22 achievement. Professional learning fosters collective responsibility
23 for improved student performance and must comprise learning that is
24 aligned with student learning needs, educator development needs, and
25 school district((~~r~~)) or state improvement goals. Professional
26 learning shall have as its primary focus the improvement of teachers'
27 and school leaders' effectiveness in assisting all students to meet
28 the state learning standards or the district alternative learning
29 standards adopted under RCW 28A.150.220(4).

30 (2) Professional learning is an ongoing process that is
31 measurable by multiple indicators and includes learning experiences
32 that support the acquisition and transfer of learning, knowledge, and
33 skills into the classroom and daily practice.

34 (3) Professional learning shall incorporate differentiated,
35 coherent, sustained, and evidence-based strategies that improve
36 educator effectiveness and student achievement, including job-
37 embedded coaching or other forms of assistance to support educators'
38 transfer of new knowledge and skills into their practice.

1 (4) Professional learning should include the work of established
2 collaborative teams of teachers, school leaders, and other
3 administrative, instructional, and educational services staff
4 members, who commit to working together on an ongoing basis to
5 accomplish common goals and who are engaged in a continuous cycle of
6 professional improvement that is focused on:

7 (a) Identifying student and educator learning needs using
8 multiple sources of data;

9 (b) Defining a clear set of educator learning goals based on the
10 rigorous analysis of these multiple data sources and the collective
11 and personalized learning needs of teachers and administrators;

12 (c) Continuously assessing the effectiveness of the professional
13 learning in achieving identified learning goals, improving teaching,
14 and assisting all students in meeting state academic learning
15 standards or district alternative learning standards adopted under
16 RCW 28A.150.220(4) through reflection, observation, and sustained
17 support;

18 (d) Using formative and summative measures to assess the
19 effectiveness of professional learning in achieving educator learning
20 goals;

21 (e) Realizing the three primary purposes for professional
22 learning: (i) Individual improvement aligned with individual goals;
23 (ii) school and team improvement aligned with school and team
24 improvement (~~(+goals+)~~) goals; and (iii) program implementation
25 aligned with state, district, and school improvement goals and
26 initiatives.

27 (5) Professional learning should be facilitated by well-prepared
28 school and district leaders who incorporate knowledge, skills, and
29 dispositions for leading professional learning of adults and meet the
30 standards described in RCW (~~(28A.300.602)~~) 28A.415.432. These
31 facilitators may include but are not limited to: Curriculum
32 specialists, central office administrators, principals, coaches,
33 mentors, master teachers, and other teacher leaders.

34 (6) Principals should assist staff with alignment of professional
35 learning tied to curriculum, instruction, and state and local
36 learning goals and assessments.

37 (7) Professional learning may be supported by external expert
38 assistance or additional activities that will be held to the same
39 definition and standards as internally supported professional
40 learning, and that:

- 1 (a) Address defined student and educator learning goals;
- 2 (b) Include, but are not limited to, courses, workshops,
3 institutes, networks, studio residencies, virtual learning modules,
4 and conferences provided by for-profit and nonprofit entities outside
5 the school such as universities, educational service districts,
6 technical assistance providers, networks of content specialists, and
7 other education organizations and associations; and
- 8 (c) Advance ongoing school-based professional learning that
9 occurs throughout the year with opportunities for regular practice
10 and feedback while developing new skills.

11 **Sec. 12.** RCW 28A.700.060 and 2012 c 229 s 803 are each amended
12 to read as follows:

13 (1) The office of the superintendent of public instruction, the
14 workforce training and education coordinating board, the state board
15 for community and technical colleges, and the council of presidents
16 shall work with local school districts, workforce education programs
17 in colleges, tech prep consortia, and four-year institutions of
18 higher education to develop model career and technical education
19 programs of study as described by this section.

20 (2) Career and technical education programs of study:

- 21 (a) Incorporate secondary and postsecondary education elements;
- 22 (b) Include coherent and rigorous academic content aligned with
23 state learning standards or district alternative learning standards
24 adopted under RCW 28A.150.220(4) and relevant career and technical
25 content in a coordinated, nonduplicative progression of courses that
26 are aligned with postsecondary education in a related field;

27 (c) Include opportunities for students to earn dual high school
28 and college credit; and

29 (d) Lead to an industry-recognized credential or certificate at
30 the postsecondary level, or an associate or baccalaureate degree.

31 (3) During the 2008-09 school year, model career and technical
32 education programs of study shall be developed for the following
33 high-demand programs: Construction, health care, and information
34 technology. Each school year thereafter, the office of the
35 superintendent of public instruction, the state board for community
36 and technical colleges, and the workforce training and education
37 coordinating board shall select additional programs of study to
38 develop, with a priority on high-demand programs as identified under
39 RCW 28A.700.020.

1 **Sec. 13.** RCW 28A.710.040 and 2023 c 356 s 3 are each amended to
2 read as follows:

3 (1) A charter school must operate according to the terms of its
4 charter contract and the provisions of this chapter.

5 (2) A charter school must:

6 (a) Comply with local, state, and federal health, safety,
7 parents' rights, civil rights, and nondiscrimination laws applicable
8 to school districts and to the same extent as school districts,
9 including but not limited to chapter 28A.642 RCW (discrimination
10 prohibition), chapter 28A.640 RCW (sexual equality), chapter 28A.180
11 RCW (transitional bilingual instruction program), and chapter 28A.155
12 RCW (special education);

13 (b) Provide a program of basic education, that meets the goals in
14 RCW 28A.150.210, including instruction in the state learning
15 standards or the district alternative learning standards adopted
16 under RCW 28A.150.220(4), and participate in the statewide student
17 assessment system as developed under RCW 28A.655.070;

18 (c) Comply with the screening and intervention requirements under
19 RCW 28A.320.260;

20 (d) Employ certificated instructional staff as required in RCW
21 28A.410.025. Charter schools, however, may hire noncertificated
22 instructional staff of unusual competence and in exceptional cases as
23 specified in RCW 28A.150.203(7), according to the same limited
24 exceptions that apply to other public schools. Beginning November 1,
25 2023, and annually thereafter, charter schools shall report the
26 employment of all noncertificated instructional staff hired in
27 accordance with this subsection (2)(d) during the current and
28 preceding school year to the executive director of the commission and
29 the state board of education for inclusion in the annual report
30 required by RCW 28A.710.250;

31 (e) Comply with the employee record check requirements in RCW
32 28A.400.303;

33 (f) Adhere to generally accepted accounting principles and be
34 subject to financial examinations and audits as determined by the
35 state auditor, including annual audits for legal and fiscal
36 compliance;

37 (g) Comply with the annual performance report under RCW
38 28A.655.110;

39 (h) Be subject to the performance improvement goals adopted by
40 the state board of education under RCW 28A.305.130;

1 (i) Comply with the open public meetings act in chapter 42.30 RCW
2 and public records requirements in chapter 42.56 RCW; and

3 (j) Be subject to and comply with legislation enacted after
4 December 6, 2012, that governs the operation and management of
5 charter schools.

6 (3) Charter public schools must comply with all state statutes
7 and rules made applicable to the charter school in the school's
8 charter contract, and are subject to the specific state statutes and
9 rules identified in subsection (2) of this section. For the purpose
10 of allowing flexibility to innovate in areas such as scheduling,
11 personnel, funding, and educational programs to improve student
12 outcomes and academic achievement, charter schools are not subject
13 to, and are exempt from, all other state statutes and rules
14 applicable to school districts and school district boards of
15 directors. Except as provided otherwise by this chapter or a charter
16 contract, charter schools are exempt from all school district
17 policies.

18 (4) A charter school may not engage in any sectarian practices in
19 its educational program, admissions or employment policies, or
20 operations.

21 (5) Charter schools are subject to the supervision of the
22 superintendent of public instruction and the state board of
23 education, including accountability measures such as the Washington
24 achievement index developed by the state board of education under RCW
25 28A.657.110, to the same extent as other public schools, except as
26 otherwise provided in this chapter.

27 NEW SECTION. **Sec. 14.** (1) Subject to the availability of
28 amounts appropriated for this specific purpose, the joint legislative
29 audit review committee shall conduct a study evaluating this policy.
30 The study must include, but is not limited to, evaluation of:

31 (a) The degree of difference between alternative learning
32 standards where adopted and state learning standards under RCW
33 28A.655.070; and

34 (b) Student learning and performance in school districts that
35 adopt alternative learning standards.

36 (2) The study results must be submitted to the appropriate
37 committees of the legislature and the governor by January 1, 2030.

1 NEW SECTION. **Sec. 15.** If any part of this act is found to be in
2 conflict with federal requirements that are a prescribed condition to
3 the allocation of federal funds to the state, the conflicting part of
4 this act is inoperative solely to the extent of the conflict and with
5 respect to the agencies directly affected, and this finding does not
6 affect the operation of the remainder of this act in its application
7 to the agencies concerned. Rules adopted under this act must meet
8 federal requirements that are a necessary condition to the receipt of
9 federal funds by the state.

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