
HOUSE BILL 1015

State of Washington

63rd Legislature

2013 Regular Session

By Representatives McCoy, Santos, Hunt, Appleton, Moscoso, Klippert, Ryu, Sells, Stanford, Haigh, Tharinger, Kirby, Ormsby, and Pollet

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1 AN ACT Relating to reducing costs by reducing state assessment
2 requirements; amending RCW 28A.155.170, 28A.165.025, 28A.195.010,
3 28A.200.010, 28A.230.090, 28A.230.122, 28A.230.125, 28A.305.130,
4 28A.600.310, 28A.655.061, 28A.655.066, 28A.655.068, 28A.655.185,
5 28A.655.200, and 28A.655.070; reenacting and amending RCW 28B.15.067;
6 creating a new section; and repealing RCW 28A.155.045, 28A.180.100,
7 28A.600.405, 28A.655.0611, 28A.655.063, 28A.655.065, and 28B.50.534.

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

9 NEW SECTION. **Sec. 1.** The legislature finds that in the area of
10 student performance assessments, a balance must be found between
11 accountability and cost. The federal government mandates student
12 testing in reading and mathematics at grades three through eight and
13 high school, plus testing in science at elementary, middle, and high
14 school. Over the years, Washington has incrementally added more
15 requirements for students and schools, starting with a writing
16 assessment, and then establishing two high school mathematics
17 assessments. Washington also requires students to meet the state
18 standard on assessments in four different subjects for purposes of high
19 school graduation, which necessitates making provisions for retakes,

1 multiple test administrations during the year, and alternative
2 assessment options. Given the financial challenges facing the state
3 and school districts, the legislature finds that corrective action is
4 needed to reduce the cost and burden of testing, and therefore intends
5 to base student and school accountability on only those assessment
6 requirements that are mandated under federal law.

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

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

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

22 (3) A student's participation in a graduation ceremony and receipt
23 of a certificate of attendance under this section shall not be
24 construed as the student's receipt of (~~either~~
25 ~~(a))~~ a high school diploma pursuant to RCW 28A.230.120(~~or~~
26 ~~(b) A certificate of individual achievement pursuant to RCW~~
27 ~~28A.155.045))~~).

28 **Sec. 3.** RCW 28A.165.025 and 2009 c 556 s 1 are each amended to
29 read as follows:

30 (1) A participating school district shall submit the district's
31 plan for using learning assistance funds to the office of the
32 superintendent of public instruction for approval, to the extent
33 required under subsection (2) of this section. The program plan must
34 identify the program activities to be implemented from RCW 28A.165.035
35 and implement all of the elements in (a) through (h) of this
36 subsection. The school district plan shall include the following:

1 (a) District and school-level data on reading(~~(, writing,)~~) and
2 mathematics achievement as reported pursuant to chapter 28A.655 RCW and
3 relevant federal law;

4 (b) Processes used for identifying the underachieving students to
5 be served by the program, including the identification of school or
6 program sites providing program activities;

7 (c) How accelerated learning plans are developed and implemented
8 for participating students. Accelerated learning plans may be
9 developed as part of existing student achievement plan process such as
10 student plans for achieving state high school graduation standards,
11 individual student academic plans, or the achievement plans for groups
12 of students. Accelerated learning plans shall include:

13 (i) Achievement goals for the students;

14 (ii) Roles of the student, parents, or guardians and teachers in
15 the plan;

16 (iii) Communication procedures regarding student accomplishment;
17 and

18 (iv) Plan reviews and adjustments processes;

19 (d) How state level and classroom assessments are used to inform
20 instruction;

21 (e) How focused and intentional instructional strategies have been
22 identified and implemented;

23 (f) How highly qualified instructional staff are developed and
24 supported in the program and in participating schools;

25 (g) How other federal, state, district, and school resources are
26 coordinated with school improvement plans and the district's strategic
27 plan to support underachieving students; and

28 (h) How a program evaluation will be conducted to determine
29 direction for the following school year.

30 (2) If a school district has received approval of its plan once, it
31 is not required to submit a plan for approval under RCW 28A.165.045 or
32 this section unless the district has made a significant change to the
33 plan. If a district has made a significant change to only a portion of
34 the plan the district need only submit a description of the changes
35 made and not the entire plan. Plans or descriptions of changes to the
36 plan must be submitted by July 1st as required under this section. The
37 office of the superintendent of public instruction shall establish
38 guidelines for what a "significant change" is.

1 **Sec. 4.** RCW 28A.195.010 and 2009 c 548 s 303 are each amended to
2 read as follows:

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

10 Principals of private schools or superintendents of private school
11 districts shall file each year with the state superintendent of public
12 instruction a statement certifying that the minimum requirements
13 hereinafter set forth are being met, noting any deviations. After
14 review of the statement, the state superintendent will notify schools
15 or school districts of those deviations which must be corrected. In
16 case of major deviations, the school or school district may request and
17 the state board of education may grant provisional status for one year
18 in order that the school or school district may take action to meet the
19 requirements. The state board of education shall not require private
20 school students to meet the student learning goals, (~~obtain a~~
21 ~~certificate of academic achievement, or a certificate of individual~~
22 ~~achievement to graduate from high school,~~) to master the essential
23 academic learning requirements, or to be assessed pursuant to RCW
24 (~~(28A.655.061)~~) 28A.655.070. However, private schools may choose, on
25 a voluntary basis, to have their students master these essential
26 academic learning requirements(~~(7)~~) or take the assessments(~~(7, and~~
27 ~~obtain a certificate of academic achievement or a certificate of~~
28 ~~individual achievement)~~). Minimum requirements shall be as follows:

29 (1) The minimum school year for instructional purposes shall
30 consist of no less than one hundred eighty school days or the
31 equivalent in annual minimum instructional hour offerings, with a
32 school-wide annual average total instructional hour offering of one
33 thousand hours for students enrolled in grades one through twelve, and
34 at least four hundred fifty hours for students enrolled in
35 kindergarten.

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

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

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

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

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

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

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

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

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

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

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

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

35 (7) Private school curriculum shall include instruction of the
36 basic skills of occupational education, science, mathematics, language,
37 social studies, history, health, reading, writing, spelling, and the

1 development of appreciation of art and music, all in sufficient units
2 for meeting state board of education graduation requirements.

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

6 All decisions of policy, philosophy, selection of books, teaching
7 material, curriculum, except as in subsection (7) of this section
8 provided, school rules and administration, or other matters not
9 specifically referred to in this section, shall be the responsibility
10 of the administration and administrators of the particular private
11 school involved.

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

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

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

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

1 (c) Ensure that a standardized achievement test approved by the
2 state board of education is administered annually to the child by a
3 qualified individual or that an annual assessment of the student's
4 academic progress is written by a certificated person who is currently
5 working in the field of education. The state board of education shall
6 not require these children to meet the student learning goals, master
7 the essential academic learning requirements, ~~((to))~~ or take the
8 assessments ~~((, or to obtain a certificate of academic achievement or a
9 certificate of individual achievement pursuant to RCW 28A.655.061 and
10 28A.155.045))~~ under RCW 28A.655.070. The standardized test
11 administered or the annual academic progress assessment written shall
12 be made a part of the child's permanent records. If, as a result of
13 the annual test or assessment, it is determined that the child is not
14 making reasonable progress consistent with his or her age or stage of
15 development, the parent shall make a good faith effort to remedy any
16 deficiency.

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

22 **Sec. 6.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to
23 read as follows:

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

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

35 (b) ~~((The certificate of academic achievement requirements under
36 RCW 28A.655.061 or the certificate of individual achievement~~

1 ~~requirements under RCW 28A.155.045 are required for graduation from a~~
2 ~~public high school but are not the only requirements for graduation.~~

3 (e)) Any decision on whether a student has met the state board's
4 high school graduation requirements for a high school and beyond plan
5 shall remain at the local level.

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

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

21 (c) The state board shall forward any proposed changes to the high
22 school graduation requirements to the education committees of the
23 legislature for review and to the quality education council established
24 under RCW 28A.290.010. The legislature shall have the opportunity to
25 act during a regular legislative session before the changes are adopted
26 through administrative rule by the state board. Changes that have a
27 fiscal impact on school districts, as identified by a fiscal analysis
28 prepared by the office of the superintendent of public instruction,
29 shall take effect only if formally authorized and funded by the
30 legislature through the omnibus appropriations act or other enacted
31 legislation.

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

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

5 (a) The course was taken with high school students, if the academic
6 level of the course exceeds the requirements for seventh and eighth
7 grade classes, and the student has successfully passed by completing
8 the same course requirements and examinations as the high school
9 students enrolled in the class; or

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

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

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

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

23 (1) A student who fulfills the requirements specified in subsection
24 (3) of this section toward completion of an international baccalaureate
25 diploma programme is considered to have satisfied state minimum
26 requirements for graduation from a public high school, except that((+

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

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

33 (2) School districts may require students under this section to
34 complete local graduation requirements that are in addition to state
35 minimum requirements before issuing a high school diploma under RCW
36 28A.230.120. However, school districts are encouraged to waive local

1 requirements as necessary to encourage students to pursue an
2 international baccalaureate diploma.

3 (3) To receive a high school diploma under this section, a student
4 must complete and pass all required international baccalaureate diploma
5 programme courses as scored at the local level; pass all internal
6 assessments as scored at the local level; successfully complete all
7 required projects and products as scored at the local level; and
8 complete the final examinations administered by the international
9 baccalaureate organization in each of the required subjects under the
10 diploma programme.

11 **Sec. 8.** RCW 28A.230.125 and 2011 1st sp.s. c 11 s 130 are each
12 amended to read as follows:

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

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

24 **Sec. 9.** RCW 28A.305.130 and 2011 1st sp.s. c 6 s 1 are each
25 amended to read as follows:

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

35 (1) Hold regularly scheduled meetings at such time and place within

1 the state as the board shall determine and may hold such special
2 meetings as may be deemed necessary for the transaction of public
3 business;

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

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

8 (4) For purposes of statewide accountability:

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

32 (b) Identify the scores students must achieve in order to meet the
33 standard on the statewide student assessment (~~and, for high school~~
34 ~~students, to obtain a certificate of academic achievement)). The board~~
35 shall also determine student scores that identify levels of student
36 performance below and beyond the standard. (~~The board shall consider~~
37 ~~the incorporation of the standard error of measurement into the~~
38 ~~decision regarding the award of the certificates.)) The board shall~~

1 set such performance standards and levels in consultation with the
2 superintendent of public instruction and after consideration of any
3 recommendations that may be developed by any advisory committees that
4 may be established for this purpose. ~~((The legislature shall be
5 advised of the initial performance standards for the high school
6 statewide student assessment. Any changes recommended by the board in
7 the performance standards for the high school assessment shall be
8 presented to the education committees of the house of representatives
9 and the senate by November 30th of the school year in which the changes
10 will take place to permit the legislature to take statutory action
11 before the changes are implemented if such action is deemed warranted
12 by the legislature.))~~ The legislature shall be advised of the initial
13 performance standards and any changes made to the ~~((elementary level
14 performance standards and the middle school level))~~ performance
15 standards. The board must provide an explanation of and rationale for
16 all initial performance standards and any changes, for all grade levels
17 of the statewide student assessment. If the board changes the
18 performance standards for any grade level or subject, the
19 superintendent of public instruction must recalculate the results from
20 the previous ten years of administering that assessment regarding
21 students below, meeting, and beyond the state standard, to the extent
22 that this data is available, and post a comparison of the original and
23 recalculated results on the superintendent's web site;

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

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

32 (5) Accredite, subject to such accreditation standards and
33 procedures as may be established by the state board of education, all
34 private schools that apply for accreditation, and approve, subject to
35 the provisions of RCW 28A.195.010, private schools carrying out a
36 program for any or all of the grades kindergarten through twelve.
37 However, no private school may be approved that operates a kindergarten

1 program only and no private school shall be placed upon the list of
2 accredited schools so long as secret societies are knowingly allowed to
3 exist among its students by school officials;

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

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

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

21 **Sec. 10.** RCW 28A.600.310 and 2012 c 229 s 702 are each amended to
22 read as follows:

23 (1) Eleventh and twelfth grade students or students who have not
24 yet received the credits required for the award of a high school
25 diploma and are eligible to be in the eleventh or twelfth grades may
26 apply to a participating institution of higher education to enroll in
27 courses or programs offered by the institution of higher education. A
28 student receiving home-based instruction enrolling in a public high
29 school for the sole purpose of participating in courses or programs
30 offered by institutions of higher education shall not be counted by the
31 school district in any required state or federal accountability
32 reporting if the student's parents or guardians filed a declaration of
33 intent to provide home-based instruction and the student received home-
34 based instruction during the school year before the school year in
35 which the student intends to participate in courses or programs offered
36 by the institution of higher education. Students receiving home-based
37 instruction under chapter 28A.200 RCW and students attending private

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

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

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

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

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

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

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

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

35 (5) The state board for community and technical colleges, in
36 collaboration with the other institutions of higher education that
37 participate in the running start program and the office of the
38 superintendent of public instruction, shall identify, assess, and

1 report on alternatives for providing ongoing and adequate financial
2 support for the program. Such alternatives shall include but are not
3 limited to student tuition, increased support from local school
4 districts, and reallocation of existing state financial support among
5 the community and technical college system to account for differential
6 running start enrollment levels and impacts. The state board for
7 community and technical colleges shall report the assessment of
8 alternatives to the governor and to the appropriate fiscal and policy
9 committees of the legislature by September 1, 2010.

10 **Sec. 11.** RCW 28A.655.061 and 2011 1st sp.s. c 22 s 2 are each
11 amended to read as follows:

12 ~~(1) ((The high school assessment system shall include but need not
13 be limited to the statewide student assessment, opportunities for a
14 student to retake the content areas of the assessment in which the
15 student was not successful, and, if approved by the legislature
16 pursuant to subsection (10) of this section, one or more objective
17 alternative assessments for a student to demonstrate achievement of
18 state academic standards. The objective alternative assessments for
19 each content area shall be comparable in rigor to the skills and
20 knowledge that the student must demonstrate on the statewide student
21 assessment for each content area.~~

22 ~~(2) Subject to the conditions in this section, a certificate of
23 academic achievement shall be obtained by most students at about the
24 age of sixteen, and is evidence that the students have successfully met
25 the state standard in the content areas included in the certificate.
26 With the exception of students satisfying the provisions of RCW
27 28A.155.045 or 28A.655.0611, acquisition of the certificate is required
28 for graduation from a public high school but is not the only
29 requirement for graduation.~~

30 ~~(3) Beginning with the graduating class of 2008, with the exception
31 of students satisfying the provisions of RCW 28A.155.045, a student who
32 meets the state standards on the reading, writing, and mathematics
33 content areas of the high school statewide student assessment shall
34 earn a certificate of academic achievement. If a student does not
35 successfully meet the state standards in one or more content areas
36 required for the certificate of academic achievement, then the student
37 may retake the assessment in the content area up to four times at no~~

1 ~~cost to the student. If the student successfully meets the state~~
2 ~~standards on a retake of the assessment then the student shall earn a~~
3 ~~certificate of academic achievement. Once objective alternative~~
4 ~~assessments are authorized pursuant to subsection (10) of this section,~~
5 ~~a student may use the objective alternative assessments to demonstrate~~
6 ~~that the student successfully meets the state standards for that~~
7 ~~content area if the student has taken the statewide student assessment~~
8 ~~at least once. If the student successfully meets the state standards~~
9 ~~on the objective alternative assessments then the student shall earn a~~
10 ~~certificate of academic achievement.~~

11 ~~(4) Beginning with the graduating class of 2015, a student must~~
12 ~~meet the state standards in science in addition to the other content~~
13 ~~areas required under subsection (3) of this section on the statewide~~
14 ~~student assessment or the objective alternative assessments in order to~~
15 ~~earn a certificate of academic achievement.~~

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

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

23 ~~(7) School districts must make available to students the following~~
24 ~~options:~~

25 ~~(a) To retake the statewide student assessment up to four times in~~
26 ~~the content areas in which the student did not meet the state standards~~
27 ~~if the student is enrolled in a public school; or~~

28 ~~(b) To retake the statewide student assessment up to four times in~~
29 ~~the content areas in which the student did not meet the state standards~~
30 ~~if the student is enrolled in a high school completion program at a~~
31 ~~community or technical college. The superintendent of public~~
32 ~~instruction and the state board for community and technical colleges~~
33 ~~shall jointly identify means by which students in these programs can be~~
34 ~~assessed.~~

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

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

3 ~~(10)(a) The office of the superintendent of public instruction~~
4 ~~shall develop options for implementing objective alternative~~
5 ~~assessments, which may include an appeals process for students' scores,~~
6 ~~for students to demonstrate achievement of the state academic~~
7 ~~standards. The objective alternative assessments shall be comparable~~
8 ~~in rigor to the skills and knowledge that the student must demonstrate~~
9 ~~on the statewide student assessment and be objective in its~~
10 ~~determination of student achievement of the state standards. Before~~
11 ~~any objective alternative assessments in addition to those authorized~~
12 ~~in RCW 28A.655.065 or (b) of this subsection are used by a student to~~
13 ~~demonstrate that the student has met the state standards in a content~~
14 ~~area required to obtain a certificate, the legislature shall formally~~
15 ~~approve the use of any objective alternative assessments through the~~
16 ~~omnibus appropriations act or by statute or concurrent resolution.~~

17 ~~(b)(i) A student's score on the mathematics, reading or English, or~~
18 ~~writing portion of the SAT or the ACT may be used as an objective~~
19 ~~alternative assessment under this section for demonstrating that a~~
20 ~~student has met or exceeded the state standards for the certificate of~~
21 ~~academic achievement. The state board of education shall identify the~~
22 ~~scores students must achieve on the relevant portion of the SAT or ACT~~
23 ~~to meet or exceed the state standard in the relevant content area on~~
24 ~~the statewide student assessment. A student's score on the science~~
25 ~~portion of the ACT or the science subject area tests of the SAT may be~~
26 ~~used as an objective alternative assessment under this section as soon~~
27 ~~as the state board of education determines that sufficient data is~~
28 ~~available to identify reliable equivalent scores for the science~~
29 ~~content area of the statewide student assessment. After the first~~
30 ~~scores are established, the state board may increase but not decrease~~
31 ~~the scores required for students to meet or exceed the state standards.~~

32 ~~(ii) A student who scores at least a three on the grading scale of~~
33 ~~one to five for selected AP examinations may use the score as an~~
34 ~~objective alternative assessment under this section for demonstrating~~
35 ~~that a student has met or exceeded state standards for the certificate~~
36 ~~of academic achievement. A score of three on the AP examinations in~~
37 ~~calculus or statistics may be used as an alternative assessment for the~~
38 ~~mathematics portion of the statewide student assessment. A score of~~

1 ~~three on the AP examinations in English language and composition may be~~
2 ~~used as an alternative assessment for the writing portion of the~~
3 ~~statewide student assessment. A score of three on the AP examinations~~
4 ~~in English literature and composition, macroeconomics, microeconomics,~~
5 ~~psychology, United States history, world history, United States~~
6 ~~government and politics, or comparative government and politics may be~~
7 ~~used as an alternative assessment for the reading portion of the~~
8 ~~statewide student assessment. A score of three on the AP examination~~
9 ~~in biology, physics, chemistry, or environmental science may be used as~~
10 ~~an alternative assessment for the science portion of the statewide~~
11 ~~student assessment.~~

12 ~~(11) By December 15, 2004, the house of representatives and senate~~
13 ~~education committees shall obtain information and conclusions from~~
14 ~~recognized, independent, national assessment experts regarding the~~
15 ~~validity and reliability of the high school Washington assessment of~~
16 ~~student learning for making individual student high school graduation~~
17 ~~determinations.~~

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

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

- 33 (a) The student's results on the state assessment;
- 34 (b) If the student is in the transitional bilingual program, the
35 score on his or her Washington language proficiency test II;
- 36 (c) Any credit deficiencies;
- 37 (d) The student's attendance rates over the previous two years;

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

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

6 (g) Remediation strategies and alternative education options
7 available to students, including informing students of the option to
8 continue to receive instructional services after grade twelve or until
9 the age of twenty-one;

10 (h) (~~The alternative assessment options available to students~~
11 ~~under this section and RCW 28A.655.065;~~

12 ~~(i)~~) School district programs, high school courses, and career and
13 technical education options available for students to meet graduation
14 requirements; and

15 ~~((j))~~ (i) Available programs offered through skill centers or
16 community and technical colleges, including the college high school
17 diploma options under RCW 28B.50.535.

18 **Sec. 12.** RCW 28A.655.066 and 2011 c 25 s 2 are each amended to
19 read as follows:

20 (1)(a) In consultation with the state board of education, the
21 superintendent of public instruction shall develop statewide end-of-
22 course assessments for high school mathematics that measure student
23 achievement of the state mathematics standards as provided in this
24 section. The superintendent shall take steps to ensure that the
25 language of the assessments is responsive to a diverse student
26 population. The assessments shall be implemented statewide in the
27 2010-11 school year.

28 (b) The superintendent shall develop end-of-course assessments for
29 the first year of high school mathematics that include the standards
30 common to algebra I and integrated mathematics I (~~and for the second~~
31 ~~year of high school mathematics that include the standards common to~~
32 ~~geometry and integrated mathematics II)). The assessments under this~~
33 subsection (1)(b) shall be used to demonstrate that a student meets the
34 state standard on the mathematics content area of the high school
35 ~~(Washington))~~ statewide student assessment (~~of student learning~~) for
36 purposes of (~~RCW 28A.655.061~~) state and federal accountability.

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

7 ~~((For the graduating classes of 2013 and 2014 and for purposes~~
8 ~~of the certificate of academic achievement under RCW 28A.655.061, a~~
9 ~~student may use: (a) Results from the end-of-course assessment for the~~
10 ~~first year of high school mathematics or the results from the end-of-~~
11 ~~course assessment for the second year of high school mathematics; or~~
12 ~~(b) results from a high school mathematics retake assessment.~~

13 ~~(3) Beginning with the graduating class of 2015 and for purposes of~~
14 ~~the certificate of academic achievement under RCW 28A.655.061, the~~
15 ~~mathematics content area of the Washington assessment of student~~
16 ~~learning shall be assessed using the end-of-course assessment for the~~
17 ~~first year of high school mathematics plus the end-of-course assessment~~
18 ~~for the second year of high school mathematics, or results from a high~~
19 ~~school mathematics retake assessment for the end-of-course assessments~~
20 ~~in which the student did not meet the standard.~~

21 ~~(4) All of the objective alternative assessments available to~~
22 ~~students under RCW 28A.655.061 and 28A.655.065 shall be available to~~
23 ~~any student who has taken the sequence of end-of-course assessments~~
24 ~~once but does not meet the state mathematics standard on the sequence~~
25 ~~of end-of-course assessments.~~

26 ~~(5))~~ The superintendent of public instruction shall report at
27 least annually or more often if necessary to keep the education
28 committees of the legislature informed on each step of the development
29 and implementation process under this section.

30 **Sec. 13.** RCW 28A.655.068 and 2011 1st sp.s. c 22 s 3 are each
31 amended to read as follows:

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

36 ~~((The superintendent of public instruction may develop science~~

1 ~~end of course assessments in subjects in addition to biology for~~
2 ~~purposes of RCW 28A.655.061, when so directed by the legislature.~~

3 (3)) The superintendent of public instruction may participate with
4 consortia of multiple states as common student learning standards and
5 assessments in science are developed. The superintendent of public
6 instruction, in consultation with the state board of education, may
7 modify the essential academic learning requirements and statewide
8 student assessments in science, including the high school assessment,
9 according to the multistate common student learning standards and
10 assessments as long as the education committees of the legislature have
11 opportunities for review before the modifications are adopted, as
12 provided under RCW 28A.655.070.

13 ((~~(4) The statewide high school assessment under this section shall~~
14 ~~be used to demonstrate that a student meets the state standards in the~~
15 ~~science content area of the statewide student assessment for purposes~~
16 ~~of RCW 28A.655.061.~~))

17 **Sec. 14.** RCW 28A.655.185 and 2005 c 495 s 1 are each amended to
18 read as follows:

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

24 (2) The apple award program is created to honor and reward public
25 elementary schools that have the greatest combined average increase in
26 the percentage of students meeting the fourth grade reading((~~7~~)) and
27 mathematics((~~7 and writing~~)) standards on the ((~~Washington~~)) statewide
28 student assessment ((~~of student learning~~)) each school year. The
29 program shall be administered by the state board of education.

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

1 **Sec. 15.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to
2 read as follows:

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

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

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

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

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

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

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

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

38 (e) Readily available to parents; and

1 (f) Cost-effective.

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

5 (a) The interpretation of diagnostic assessments; and

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

8 **Sec. 16.** RCW 28A.655.070 and 2008 c 163 s 2 are each amended to
9 read as follows:

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

17 (2) The superintendent of public instruction shall:

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

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

1 expectations provided to an assessment vendor for use in constructing
2 the ~~((Washington))~~ statewide student assessment ~~((of student~~
3 ~~learning))~~.

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

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

21 (4) If the superintendent proposes any modification to the
22 essential academic learning requirements or the statewide assessments,
23 then the superintendent shall, upon request, provide opportunities for
24 the education committees of the house of representatives and the senate
25 to review the assessments and proposed modifications to the essential
26 academic learning requirements before the modifications are adopted.

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

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

37 (7) To assist parents and teachers in their efforts to provide
38 educational support to individual students, the superintendent of

1 public instruction shall provide as much individual student performance
2 information as possible within the constraints of the assessment
3 system's item bank. The superintendent shall also provide to school
4 districts:

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

7 (b) A collection of diagnostic tools that educators may use to
8 evaluate the academic status of individual students. The tools shall
9 be designed to be inexpensive, easily administered, and quickly and
10 easily scored, with results provided in a format that may be easily
11 shared with parents and students.

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

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

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

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

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

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

30 **Sec. 17.** RCW 28B.15.067 and 2012 2nd sp.s. c 7 s 914 and 2012 c
31 228 s 6 are each reenacted and amended to read as follows:

32 (1) Tuition fees shall be established under the provisions of this
33 chapter.

34 (2) Beginning in the 2011-12 academic year, reductions or increases
35 in full-time tuition fees shall be as provided in the omnibus
36 appropriations act for resident undergraduate students at community and
37 technical colleges. The governing boards of the state universities,

1 regional universities, and The Evergreen State College; and the state
2 board for community and technical colleges may reduce or increase full-
3 time tuition fees for all students other than resident undergraduates,
4 including nonresident students, summer school students, and students in
5 other self-supporting degree programs. Percentage increases in full-
6 time tuition may exceed the fiscal growth factor. Except during the
7 2011-2013 fiscal biennium, the state board for community and technical
8 colleges may pilot or institute differential tuition models. The board
9 may define scale, scope, and rationale for the models.

10 (3)(a) Beginning with the 2011-12 academic year and through the end
11 of the 2014-15 academic year, the governing boards of the state
12 universities, the regional universities, and The Evergreen State
13 College may reduce or increase full-time tuition fees for all students,
14 including summer school students and students in other self-supporting
15 degree programs. Percentage increases in full-time tuition fees may
16 exceed the fiscal growth factor. Reductions or increases may be made
17 for all or portions of an institution's programs, campuses, courses, or
18 students; however, during the 2011-2013 fiscal biennium, reductions or
19 increases in tuition must be uniform among resident undergraduate
20 students.

21 (b) Prior to reducing or increasing tuition for each academic year,
22 the governing boards of the state universities, the regional
23 universities, and The Evergreen State College shall consult with
24 existing student associations or organizations with student
25 undergraduate and graduate representatives regarding the impacts of
26 potential tuition increases. Each governing board shall make public
27 its proposal for tuition and fee increases twenty-one days before the
28 governing board of the institution considers adoption and allow
29 opportunity for public comment. However, the requirement to make
30 public a proposal for tuition and fee increases twenty-one days before
31 the governing board considers adoption shall not apply if the omnibus
32 appropriations act has not passed the legislature by May 15th.
33 Governing boards shall be required to provide data regarding the
34 percentage of students receiving financial aid, the sources of aid, and
35 the percentage of total costs of attendance paid for by aid.

36 (c) Prior to reducing or increasing tuition for each academic year,
37 the state board for community and technical college system shall
38 consult with existing student associations or organizations with

1 undergraduate student representation regarding the impacts of potential
2 tuition increases. The state board for community and technical
3 colleges shall provide data regarding the percentage of students
4 receiving financial aid, the sources of aid, and the percentage of
5 total costs of attendance paid for by aid.

6 (4) Beginning with the 2015-16 academic year through the 2018-19
7 academic year, the governing boards of the state universities, regional
8 universities, and The Evergreen State College may set tuition for
9 resident undergraduates as follows:

10 (a) If state funding for a college or university falls below the
11 state funding provided in the operating budget for fiscal year 2011,
12 the governing board may increase tuition up to the limits set in (d) of
13 this subsection, reduce enrollments, or both;

14 (b) If state funding for a college or university is at least at the
15 level of state funding provided in the operating budget for fiscal year
16 2011, the governing board may increase tuition up to the limits set in
17 (d) of this subsection and shall continue to at least maintain the
18 actual enrollment levels for fiscal year 2011 or increase enrollments
19 as required in the omnibus appropriations act;

20 (c) If state funding is increased so that combined with resident
21 undergraduate tuition the sixtieth percentile of the total per-student
22 funding at similar public institutions of higher education in the
23 global challenge states under RCW 28B.15.068 is exceeded, the governing
24 board shall decrease tuition by the amount needed for the total per-
25 student funding to be at the sixtieth percentile under RCW 28B.15.068;
26 and

27 (d) The amount of tuition set by the governing board for an
28 institution under this subsection (4) may not exceed the sixtieth
29 percentile of the resident undergraduate tuition of similar public
30 institutions of higher education in the global challenge states.

31 (5) The tuition fees established under this chapter shall not apply
32 to high school students enrolling in participating institutions of
33 higher education under RCW 28A.600.300 through 28A.600.400.

34 (6) The tuition fees established under this chapter shall not apply
35 to eligible students enrolling in a dropout reengagement program
36 through an interlocal agreement between a school district and a
37 community or technical college under RCW 28A.175.100 through
38 28A.175.110.

1 (7) (~~The tuition fees established under this chapter shall not~~
2 ~~apply to eligible students enrolling in a community or technical~~
3 ~~college participating in the pilot program under RCW 28B.50.534 for the~~
4 ~~purpose of obtaining a high school diploma.~~

5 (8)) Beginning in the 2019-20 academic year, reductions or
6 increases in full-time tuition fees for resident undergraduates at
7 four-year institutions of higher education shall be as provided in the
8 omnibus appropriations act.

9 ((9)) (8) The legislative advisory committee to the committee on
10 advanced tuition payment established in RCW 28B.95.170 shall:

11 (a) Review the impact of differential tuition rates on the funded
12 status and future unit price of the Washington advanced college tuition
13 payment program; and

14 (b) No later than January 14, 2013, make a recommendation to the
15 appropriate policy and fiscal committees of the legislature regarding
16 how differential tuition should be addressed in order to maintain the
17 ongoing solvency of the Washington advanced college tuition payment
18 program.

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

21 (1) RCW 28A.155.045 (Certificate of individual achievement) and
22 2007 c 354 s 3 & 2004 c 19 s 104;

23 (2) RCW 28A.180.100 (Continuing education plan for older students)
24 and 2004 c 19 s 105;

25 (3) RCW 28A.600.405 (Participation in high school completion pilot
26 program--Eligible students--Funding allocations--Rules--Information for
27 students and parents) and 2012 1st sp.s. c 10 s 4 & 2007 c 355 s 4;

28 (4) RCW 28A.655.0611 (Graduation without certificate of academic
29 achievement or certificate of individual achievement) and 2009 c 17 s
30 1 & 2007 c 354 s 4;

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

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

1 (7) RCW 28B.50.534 (High school completion pilot program) and 2007
2 c 355 s 3.

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