
SUBSTITUTE HOUSE BILL 2556

State of Washington

64th Legislature

2016 Regular Session

By House Education (originally sponsored by Representatives S. Hunt, Appleton, Ormsby, and Scott; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/05/16.

1 AN ACT Relating to eliminating the certificate of academic
2 achievement as a requirement for high school graduation; amending RCW
3 28A.230.090, 28A.655.068, 28A.655.070, 28A.230.125, 28A.195.010,
4 28A.200.010, 28A.230.122, 28A.300.575, 28A.305.130, 28A.320.190,
5 28A.320.195, 28A.320.208, 28A.600.310, 28A.700.080, and 28A.155.170;
6 and repealing RCW 28A.155.045, 28A.600.405, 28A.655.061, 28A.655.063,
7 28A.655.065, and 28A.655.066.

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

9 **Sec. 1.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to
10 read as follows:

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

19 (a) Any course in Washington state history and government used to
20 fulfill high school graduation requirements shall consider including

1 information on the culture, history, and government of the American
2 Indian peoples who were the first inhabitants of the state.

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

7 ~~(e))~~ (i) Beginning in the 2016-17 school year, students in grade
8 twelve who have not met the state standard on the English language
9 arts or mathematics statewide student assessment provided for in RCW
10 28A.655.070 must take and pass a locally determined course in the
11 content area in which the student was not successful. Taking and
12 passing the locally determined course is a graduation requirement for
13 these students. The course shall be consistent with the student's
14 college and career goals identified in his or her high school and
15 beyond plan. When available, school districts should prioritize
16 enrolling such students in high school transition courses.

17 (ii) As used in this subsection (1), "high school transition
18 course" means an English language arts, mathematics, or science
19 course offered in high school whose successful completion by a high
20 school student will ensure the student college-level placement at a
21 public institution of higher education as defined in RCW 28B.10.016.
22 High school transition courses must satisfy core or elective credit
23 graduation requirements established by the state board of education
24 under this section. A student's successful completion of a high
25 school transition course does not entitle the student to be admitted
26 to any public institution of higher education as defined in RCW
27 28B.10.016.

28 (iii) As used in this subsection (1), "not met the state
29 standard" means a score on the statewide student assessment at either
30 a level one or a level two in a four-level scoring system.

31 (c) Each student shall have a high school and beyond plan to
32 guide the student's high school experience and ensure preparation for
33 postsecondary education or training and career. The high school and
34 beyond plan must meet the following requirements and available high
35 school transition courses:

36 (i) The plan must be adopted for each student before the
37 student's enrollment in high school;

38 (ii) The plan must be updated during the high school grades by
39 reviewing transcripts, assessing progress toward identified goals,
40 and revising as necessary for changing interests, goals, and needs;

1 (iii) The plan must include a four-year plan for course-taking
2 that will ensure fulfillment of state and local graduation
3 requirements and align with the student's career and educational
4 goals;

5 (iv) For students in grade twelve who have not met the standard
6 on the statewide student assessment, the high school and beyond plan
7 must include the following information:

8 (A) The student's results on the state assessment;

9 (B) If the student is in the transitional bilingual program, the
10 score on his or her Washington language proficiency assessment;

11 (C) Any credit deficiencies;

12 (D) The student's attendance rates over the previous two years;

13 (E) The student's progress toward meeting state and local
14 graduation requirements; and

15 (F) The courses, competencies, and other steps needed to be taken
16 by the student to meet state academic standards and be eligible for
17 graduation, including available programs offered through skill
18 centers or community and technical colleges and available high school
19 transition courses.

20 (d) Any decision on whether a student has met the state board's
21 high school graduation requirements for a high school and beyond plan
22 shall remain at the local level. Effective with the graduating class
23 of 2015, the state board of education may not establish a requirement
24 for students to complete a culminating project for graduation.

25 ~~((d))~~ (e)(i) The state board of education shall adopt rules to
26 implement the career and college ready graduation requirement
27 proposal adopted under board resolution on November 10, 2010, and
28 revised on January 9, 2014, to take effect beginning with the
29 graduating class of 2019 or as otherwise provided in this subsection

30 ~~(1)((d))~~ (e). The rules must include authorization for a school
31 district to waive up to two credits for individual students based on
32 unusual circumstances and in accordance with written policies that
33 must be adopted by each board of directors of a school district that
34 grants diplomas. The rules must also provide that the content of the
35 third credit of mathematics and the content of the third credit of
36 science may be chosen by the student based on the student's interests
37 and high school and beyond plan with agreement of the student's
38 parent or guardian or agreement of the school counselor or principal.

39 (ii) School districts may apply to the state board of education
40 for a waiver to implement the career and college ready graduation

1 requirement proposal beginning with the graduating class of 2020 or
2 2021 instead of the graduating class of 2019. In the application, a
3 school district must describe why the waiver is being requested, the
4 specific impediments preventing timely implementation, and efforts
5 that will be taken to achieve implementation with the graduating
6 class proposed under the waiver. The state board of education shall
7 grant a waiver under this subsection (1)((~~d~~)) (e) to an applying
8 school district at the next subsequent meeting of the board after
9 receiving an application.

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

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

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

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

1 to have satisfied the state or local school district graduation
2 requirement for instruction in one or more languages other than
3 English.

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

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

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

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

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

25 **Sec. 2.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
26 amended to read as follows:

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

32 (2)(a) The superintendent of public instruction may develop or
33 adopt science end-of-course assessments or a comprehensive science
34 assessment (~~that includes subjects in addition to biology for~~
35 ~~purposes of RCW 28A.655.061,~~) when so directed by the legislature.
36 (~~The legislature intends to transition from a biology end-of-course~~
37 ~~assessment to a more comprehensive science assessment in a manner~~
38 ~~consistent with the way in which the state transitioned to an English~~
39 ~~language arts assessment and a comprehensive mathematics assessment.~~

~~1 The legislature further intends that the transition will include at
2 least two years of using the student assessment results from either
3 the biology end-of-course assessment or the more comprehensive
4 assessment in order to provide students with reasonable opportunities
5 to demonstrate high school competencies while being mindful of the
6 increasing rigor of the new assessment.))~~

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

~~11 ((c) Before the next subsequent school year after the
12 legislature directs the superintendent to develop or adopt a new
13 science assessment, the superintendent of public instruction shall
14 review the objective alternative assessments for the science
15 assessment and make recommendations to the legislature regarding
16 additional objective alternatives, if any.))~~

17 (3) The superintendent of public instruction may participate with
18 consortia of multiple states as common student learning standards and
19 assessments in science are developed. The superintendent of public
20 instruction, in consultation with the state board of education, may
21 modify the essential academic learning requirements and statewide
22 student assessments in science, including the high school assessment,
23 according to the multistate common student learning standards and
24 assessments as long as the education committees of the legislature
25 have opportunities for review before the modifications are adopted,
26 as provided under RCW 28A.655.070.

~~27 ((4) The statewide high school assessment under this section
28 shall be used to demonstrate that a student meets the state standards
29 in the science content area of the statewide student assessment for
30 purposes of RCW 28A.655.061.))~~

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

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

1 (2) The superintendent of public instruction shall:

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

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

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

35 ~~((Effective with the 2009 administration of the Washington
36 assessment of student learning and continuing with the statewide
37 student assessment, the superintendent shall redesign the assessment
38 in the content areas of reading, mathematics, and science in all
39 grades except high school by shortening test administration and
40 reducing the number of short answer and extended response questions.~~

1 ~~(e))~~ (i) By the 2014-15 school year, the superintendent of
2 public instruction, in consultation with the state board of
3 education, shall modify the statewide student assessment system to
4 transition to assessments developed with a multistate consortium(~~(7~~
5 ~~as provided in this subsection:~~

6 ~~(i))~~).

7 (ii) The assessments developed with a multistate consortium to
8 assess student proficiency in English language arts and mathematics
9 shall be administered beginning in the 2014-15 school year. The
10 reading and writing assessments shall not be administered by the
11 superintendent of public instruction or schools after the 2013-14
12 school year.

13 ~~((iii))~~ (iii) The high school assessments in English language
14 arts and mathematics (~~(in (e)(i) of this subsection)~~) developed with
15 the multistate consortium shall be used (~~(for the purposes of earning~~
16 ~~a certificate of academic achievement for high school graduation~~
17 ~~under the timeline established in RCW 28A.655.061 and)~~) for assessing
18 student career and college readiness.

19 ~~((iii) During the transition period specified in RCW~~
20 ~~28A.655.061, the superintendent of public instruction shall use test~~
21 ~~items and other resources from the consortium assessment to develop~~
22 ~~and administer a tenth grade high school English language arts~~
23 ~~assessment, an end-of-course mathematics assessment to assess the~~
24 ~~standards common to algebra I and integrated mathematics I, and an~~
25 ~~end-of-course mathematics assessment to assess the standards common~~
26 ~~to geometry and integrated mathematics II.))~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11 (2) The standardized high school transcript shall include a
12 notation of whether the student has (~~earned a certificate of~~
13 ~~individual achievement or a certificate of academic achievement~~) met
14 the career and college readiness standard on the statewide high
15 school assessment identified in RCW 28A.655.070.

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

19 **Sec. 5.** RCW 28A.195.010 and 2009 c 548 s 303 are each amended to
20 read as follows:

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

28 Principals of private schools or superintendents of private
29 school districts shall file each year with the state superintendent
30 of public instruction a statement certifying that the minimum
31 requirements hereinafter set forth are being met, noting any
32 deviations. After review of the statement, the state superintendent
33 will notify schools or school districts of those deviations which
34 must be corrected. In case of major deviations, the school or school
35 district may request and the state board of education may grant
36 provisional status for one year in order that the school or school
37 district may take action to meet the requirements. The state board of
38 education shall not require private school students to meet the
39 student learning goals, (~~obtain a certificate of academic~~

1 ~~achievement, or a certificate of individual achievement to graduate~~
2 ~~from high school,~~) to master the essential academic learning
3 requirements, or to be assessed pursuant to RCW ((~~28A.655.061~~))
4 28A.655.070. However, private schools may choose, on a voluntary
5 basis, to have their students master these essential academic
6 learning requirements((~~7~~)) or take the statewide student
7 ~~assessments((~~7~~ and obtain a certificate of academic achievement or a~~
8 ~~certificate of individual achievement))~~. Minimum requirements shall
9 be as follows:

10 (1) The minimum school year for instructional purposes shall
11 consist of no less than one hundred eighty school days or the
12 equivalent in annual minimum instructional hour offerings, with a
13 school-wide annual average total instructional hour offering of one
14 thousand hours for students enrolled in grades one through twelve,
15 and at least four hundred fifty hours for students enrolled in
16 kindergarten.

17 (2) The school day shall be the same as defined in RCW
18 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

18 (7) Private school curriculum shall include instruction of the
19 basic skills of occupational education, science, mathematics,
20 language, social studies, history, health, reading, writing,
21 spelling, and the development of appreciation of art and music, all
22 in sufficient units for meeting state board of education graduation
23 requirements.

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

27 All decisions of policy, philosophy, selection of books, teaching
28 material, curriculum, except as in subsection (7) of this section
29 provided, school rules and administration, or other matters not
30 specifically referred to in this section, shall be the responsibility
31 of the administration and administrators of the particular private
32 school involved.

33 **Sec. 6.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended to
34 read as follows:

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

37 (a) File annually a signed declaration of intent that he or she
38 is planning to cause his or her child to receive home-based
39 instruction. The statement shall include the name and age of the

1 child, shall specify whether a certificated person will be
2 supervising the instruction, and shall be written in a format
3 prescribed by the superintendent of public instruction. Each parent
4 shall file the statement by September 15th of the school year or
5 within two weeks of the beginning of any public school quarter,
6 trimester, or semester with the superintendent of the public school
7 district within which the parent resides or the district that accepts
8 the transfer, and the student shall be deemed a transfer student of
9 the nonresident district. Parents may apply for transfer under RCW
10 28A.225.220;

11 (b) Ensure that test scores or annual academic progress
12 assessments and immunization records, together with any other records
13 that are kept relating to the instructional and educational
14 activities provided, are forwarded to any other public or private
15 school to which the child transfers. At the time of a transfer to a
16 public school, the superintendent of the local school district in
17 which the child enrolls may require a standardized achievement test
18 to be administered and shall have the authority to determine the
19 appropriate grade and course level placement of the child after
20 consultation with parents and review of the child's records; and

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

37 (2) Failure of a parent to comply with the duties in this section
38 shall be deemed a failure of such parent's child to attend school
39 without valid justification under RCW 28A.225.020. Parents who do
40 comply with the duties set forth in this section shall be presumed to

1 be providing home-based instruction as set forth in RCW
2 28A.225.010(4).

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

5 (1) A student who fulfills the requirements specified in
6 subsection ~~((3))~~ (4) of this section toward completion of an
7 international baccalaureate diploma programme is considered to have
8 satisfied state minimum requirements for graduation from a public
9 high school ~~((, except that:~~

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

13 ~~(b))~~.

14 (2) The provisions of RCW 28A.230.170 regarding study of the
15 United States Constitution and the Washington state Constitution
16 apply to students under this section.

17 ~~((2))~~ (3) School districts may require students under this
18 section to complete local graduation requirements that are in
19 addition to state minimum requirements before issuing a high school
20 diploma under RCW 28A.230.120. However, school districts are
21 encouraged to waive local requirements as necessary to encourage
22 students to pursue an international baccalaureate diploma.

23 ~~((3))~~ (4) To receive a high school diploma under this section,
24 a student must complete and pass all required international
25 baccalaureate diploma programme courses as scored at the local level;
26 pass all internal assessments as scored at the local level;
27 successfully complete all required projects and products as scored at
28 the local level; and complete the final examinations administered by
29 the international baccalaureate organization in each of the required
30 subjects under the diploma programme.

31 **Sec. 8.** RCW 28A.300.575 and 2014 c 102 s 2 are each amended to
32 read as follows:

33 (1) The Washington state seal of biliteracy is established to
34 recognize public high school graduates who have attained a high level
35 of proficiency in speaking, reading, and writing in one or more world
36 languages in addition to English. School districts are encouraged to
37 award the seal of biliteracy to graduating high school students who
38 meet the criteria established by the office of the superintendent of

1 public instruction under this section. Participating school districts
2 shall place a notation on a student's high school diploma and high
3 school transcript indicating that the student has earned the seal.

4 (2) The office of the superintendent of public instruction shall
5 adopt rules establishing criteria for award of the Washington state
6 seal of biliteracy. The criteria must require a student to
7 demonstrate proficiency in English by meeting state high school
8 graduation requirements in English(~~(, including through state~~
9 ~~assessments and credits,)) and proficiency in one or more world
10 languages other than English. The criteria must permit a student to
11 demonstrate proficiency in another world language through multiple
12 methods including nationally or internationally recognized language
13 proficiency tests and competency-based world language credits awarded
14 under the model policy adopted by the Washington state school
15 directors' association.~~

16 (3) For the purposes of this section, a world language other than
17 English must include American sign language and Native American
18 languages.

19 **Sec. 9.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
20 amended to read as follows:

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

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

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

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

39 (4) For purposes of statewide accountability:

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

24 (b)(i) Identify the scores students must achieve in order to meet
25 the standard on the statewide student assessment (~~and, for high~~
26 ~~school students, to obtain a certificate of academic achievement~~).
27 The board shall also determine student scores that identify levels of
28 student performance below and beyond the standard. (~~The board shall~~
29 ~~consider the incorporation of the standard error of measurement into~~
30 ~~the decision regarding the award of the certificates.~~) The board
31 shall set such performance standards and levels in consultation with
32 the superintendent of public instruction and after consideration of
33 any recommendations that may be developed by any advisory committees
34 that may be established for this purpose.

35 (ii) (~~By the end of the 2014-15 school year, establish the~~
36 ~~scores students must achieve to meet the standard and earn a~~
37 ~~certificate of academic achievement on the tenth grade English~~
38 ~~language arts assessment and the end-of-course mathematics~~
39 ~~assessments developed in accordance with RCW 28A.655.070 to be used~~

1 ~~as the state transitions to high school assessments developed with a~~
2 ~~multistate consortium.~~

3 ~~((iii))~~ By the end of the 2014-15 school year, establish the
4 scores students must achieve to meet the standard ~~((and earn a~~
5 ~~certificate of academic achievement))~~ on the high school English
6 language arts assessment and the comprehensive mathematics assessment
7 developed with a multistate consortium in accordance with RCW
8 28A.655.070. To determine the appropriate score, the state board
9 shall review the transition experience of Washington students to the
10 consortium-developed assessments~~((,))~~ and examine the student scores
11 used in other states that are administering the consortium-developed
12 assessments~~((, and review the scores in other states that require~~
13 ~~passage of an eleventh grade assessment as a high school graduation~~
14 ~~requirement. The scores established by the state board of education~~
15 ~~for the purposes of earning a certificate of academic achievement and~~
16 ~~graduation from high school may be different from the scores used for~~
17 ~~the purpose of determining a student's career and college~~
18 ~~readiness)).~~

19 ~~((iv))~~ (iii) The legislature shall be advised of the initial
20 performance standards for the high school statewide student
21 assessment. Any changes recommended by the board in the performance
22 standards for the high school assessment shall be presented to the
23 education committees of the house of representatives and the senate
24 by November 30th of the school year in which the changes will take
25 place to permit the legislature to take statutory action before the
26 changes are implemented if such action is deemed warranted by the
27 legislature. The legislature shall be advised of the initial
28 performance standards and any changes made to the elementary level
29 performance standards and the middle school level performance
30 standards. The board must provide an explanation of and rationale for
31 all initial performance standards and any changes, for all grade
32 levels of the statewide student assessment. If the board changes the
33 performance standards for any grade level or subject, the
34 superintendent of public instruction must recalculate the results
35 from the previous ten years of administering that assessment
36 regarding students below, meeting, and beyond the state standard, to
37 the extent that this data is available, and post a comparison of the
38 original and recalculated results on the superintendent's web site;

39 (c) Annually review the assessment reporting system to ensure
40 fairness, accuracy, timeliness, and equity of opportunity, especially

1 with regard to schools with special circumstances and unique
2 populations of students, and a recommendation to the superintendent
3 of public instruction of any improvements needed to the system; and

4 (d) Include in the biennial report required under RCW
5 28A.305.035, information on the progress that has been made in
6 achieving goals adopted by the board;

7 (5) Accredite, subject to such accreditation standards and
8 procedures as may be established by the state board of education, all
9 private schools that apply for accreditation, and approve, subject to
10 the provisions of RCW 28A.195.010, private schools carrying out a
11 program for any or all of the grades kindergarten through twelve.
12 However, no private school may be approved that operates a
13 kindergarten program only and no private school shall be placed upon
14 the list of accredited schools so long as secret societies are
15 knowingly allowed to exist among its students by school officials;

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

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

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

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

36 (1) The extended learning opportunities program is created for
37 eligible eleventh and twelfth grade students who are not on track to
38 meet local or state graduation requirements as well as eighth grade
39 students who need additional assistance in order to have the

1 opportunity for a successful entry into high school. The program
2 shall provide early notification of graduation status and information
3 on education opportunities including preapprenticeship programs that
4 are available.

5 (2) Under the extended learning opportunities program and to the
6 extent funds are available for that purpose, districts shall make
7 available to students in grade twelve who have failed to meet one or
8 more local or state graduation requirements the option of continuing
9 enrollment in the school district in accordance with RCW 28A.225.160.
10 Districts are authorized to use basic education program funding to
11 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
12 (5).

13 (3) Under the extended learning opportunities program,
14 instructional services for eligible students can occur during the
15 regular school day, evenings, on weekends, or at a time and location
16 deemed appropriate by the school district, including the educational
17 service district, in order to meet the needs of these students.
18 Instructional services provided under this section do not include
19 services offered at private schools. Instructional services can
20 include, but are not limited to, the following:

21 (a) Individual or small group instruction;

22 (b) Instruction in English language arts and/or mathematics that
23 eligible students need to (~~(pass all or part of the Washington~~
24 ~~assessment of student learning)~~) meet the career and college
25 readiness standard on the statewide high school assessment identified
26 in RCW 28A.655.070;

27 (c) Attendance in a public high school or public alternative
28 school classes or at a skill center;

29 (d) Inclusion in remediation programs, including summer school;

30 (e) Language development instruction for English language
31 learners;

32 (f) Online curriculum and instructional support, including
33 programs for credit retrieval (~~(and Washington assessment of student~~
34 ~~learning preparatory classes)~~); and

35 (g) Reading improvement specialists available at the educational
36 service districts to serve eighth, eleventh, and twelfth grade
37 educators through professional development in accordance with RCW
38 28A.415.350. The reading improvement specialist may also provide
39 direct services to eligible students and those students electing to

1 continue a fifth year in a high school program who are still
2 struggling with basic reading skills.

3 **Sec. 11.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to
4 read as follows:

5 (1) Each school district board of directors is encouraged to
6 adopt an academic acceleration policy for high school students as
7 provided under this section.

8 (2) Under an academic acceleration policy:

9 (a) The district automatically enrolls any student who meets the
10 state standard on the high school statewide student assessment in the
11 next most rigorous level of advanced courses offered by the high
12 school. Students who successfully complete such an advanced course
13 are then enrolled in the next most rigorous level of advanced course,
14 with the objective that students will eventually be automatically
15 enrolled in courses that offer the opportunity to earn dual credit
16 for high school and college.

17 (b) The subject matter of the advanced courses in which the
18 student is automatically enrolled depends on the content area or
19 areas of the statewide student assessment where the student has met
20 the state standard. (~~Students who meet the state standard on both~~
21 ~~end-of-course mathematics assessments are considered to have met the~~
22 ~~state standard for high school mathematics.~~) Students who meet the
23 state standard in (~~both reading and writing~~) English language arts
24 are eligible for enrollment in advanced courses in English, social
25 studies, humanities, and other related subjects.

26 (c) The district must notify students and parents or guardians
27 regarding the academic acceleration policy and the advanced courses
28 available to students.

29 (d) The district must provide a parent or guardian with an
30 opportunity to opt out of the academic acceleration policy and enroll
31 a student in an alternative course.

32 **Sec. 12.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each
33 amended to read as follows:

34 (1) At the beginning of each school year, school districts must
35 notify parents and guardians of enrolled students from eighth through
36 twelfth grade about each student assessment required by the state,
37 the minimum state-level graduation requirements, and any additional
38 school district graduation requirements. The information may be

1 provided when the student is enrolled, contained in the student or
2 parent handbook, or posted on the school district's web site. The
3 notification must include the following:

4 (a) When each assessment will be administered;

5 (b) ~~((Which assessments will be required for graduation and))~~
6 What options students have to meet graduation requirements if they do
7 not pass a given assessment;

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

10 (d) When the assessment results will be released to parents or
11 guardians and whether there will be an opportunity for parents and
12 teachers to discuss strategic adjustments; and

13 (e) Whether the assessment is required by the school district,
14 state, federal government, or more than one of these entities.

15 (2) The office of the superintendent of public instruction shall
16 provide information to the school districts to enable the districts
17 to provide the information to the parents and guardians in accordance
18 with subsection (1) of this section.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 **Sec. 14.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
2 to read as follows:

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

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

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

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

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

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

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

32 (3) The office shall seek advice, participation, and financial
33 assistance from the workforce training and education coordinating
34 board, higher education institutions, foundations, employers,
35 apprenticeship and training councils, workforce development councils,
36 and business and labor organizations for the campaign.

37 **Sec. 15.** RCW 28A.155.170 and 2007 c 318 s 2 are each amended to
38 read as follows:

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

9 (2) Participation in a graduation ceremony and receipt of a
10 certificate of attendance under this section does not preclude a
11 student from continuing to receive special education and related
12 services under an individualized education program beyond the
13 graduation ceremony.

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

17 ~~(a)) a high school diploma pursuant to RCW 28A.230.120(~~~~or~~
18 ~~(b) A certificate of individual achievement pursuant to RCW~~
19 ~~28A.155.045)).~~

20 NEW SECTION. **Sec. 16.** The following acts or parts of acts are
21 each repealed:

22 (1) RCW 28A.155.045 (Certificate of individual achievement) and
23 2007 c 354 s 3 & 2004 c 19 s 104;

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

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

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

36 (5) RCW 28A.655.065 (Objective alternative assessment methods—
37 Appeals from assessment scores—Waivers and appeals from assessment

1 requirements—Rules) and 2009 c 556 s 19, 2008 c 170 s 205, 2007 c 354
2 s 6, & 2006 c 115 s 1; and
3 (6) RCW 28A.655.066 (Statewide end-of-course assessments for high
4 school mathematics) and 2013 2nd sp.s. c 22 s 3, 2011 c 25 s 2, 2009
5 c 310 s 3, & 2008 c 163 s 3.

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