

**ESHB 1046 - H AMD 686**

By Representative Stonier

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

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

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

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

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

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

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

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

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

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

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

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

30 **Sec. 103.** RCW 28A.230.090 and 2017 3rd sp.s. c 31 s 4 are each  
31 amended to read as follows:

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

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

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

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

11 ~~(e))~~(i) Each student must have a high school and beyond plan to  
12 guide the student's high school experience and prepare the student  
13 for postsecondary education or training and career.

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

18 (iii) The high school and beyond plan must be updated to reflect  
19 results from the high school assessment ~~((results in RCW  
20 28A.655.070(3)(b))~~) system established in accordance with RCW  
21 28A.655.070 and to review transcripts, assess progress toward  
22 identified goals, and revised as necessary for changing interests,  
23 goals, and needs. The plan must identify available interventions and  
24 academic support, courses, or both, that ~~((are designed for students  
25 who have not met the high school graduation standard, to enable them  
26 to meet the standard))~~ will assist students who are not on track to  
27 meet all graduation requirements to do so. School districts are  
28 encouraged to involve parents and guardians in the process of  
29 developing and updating the high school and beyond plan.

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

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

34 (B) Identification of educational goals;

35 (C) A four-year plan for course taking that fulfills state and  
36 local graduation requirements and aligns with the student's career  
37 and educational goals; and

38 (D) By the end of the twelfth grade, a current resume or activity  
39 log that provides a written compilation of the student's education,  
40 any work experience, and any community service and how the school

1 district has recognized the community service pursuant to RCW  
2 28A.320.193.

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

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

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

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

1 include career and technical education equivalencies in mathematics  
2 adopted pursuant to RCW 28A.230.097.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 pass all internal assessments as scored at the local level;  
2 successfully complete all required projects and products as scored at  
3 the local level; and complete the final examinations administered by  
4 the international baccalaureate organization in each of the required  
5 subjects under the diploma programme.

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

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

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

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

22 **Sec. 106.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each  
23 amended to read as follows:

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

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

1 ~~the biology end-of-course assessment or the more comprehensive~~  
2 ~~assessment in order to provide students with reasonable opportunities~~  
3 ~~to demonstrate high school competencies while being mindful of the~~  
4 ~~increasing rigor of the new assessment.)) Beginning with the  
5 graduating class of 2018, the assessment required by this section  
6 must be a comprehensive assessment of the science essential academic  
7 learning requirements adopted by the superintendent of public  
8 instruction in 2013.~~

9 (b) The superintendent of public instruction shall ~~((develop or~~  
10 ~~adopt a science assessment in accordance with RCW 28A.655.070(10)~~  
11 ~~that is)) ensure that assessments adopted under this section are not  
12 biased toward persons with different learning styles, racial or  
13 ethnic backgrounds, or on the basis of gender.~~

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

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

30 ~~((4) The statewide high school assessment under this section~~  
31 ~~shall be used to demonstrate that a student meets the state standards~~  
32 ~~in the science content area of the statewide student assessment until~~  
33 ~~a comprehensive science assessment is required under RCW~~  
34 ~~28A.655.061.))~~

35 **Sec. 107.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to  
36 read as follows:

37 (1) The superintendent of public instruction shall develop  
38 essential academic learning requirements that identify the knowledge  
39 and skills all public school students need to know and be able to do



1 based on the student learning goals in RCW 28A.150.210, develop  
2 student assessments, and implement the accountability recommendations  
3 and requests regarding assistance, rewards, and recognition of the  
4 state board of education.

5 (2) The superintendent of public instruction shall:

6 (a) Periodically revise the essential academic learning  
7 requirements, as needed, based on the student learning goals in RCW  
8 28A.150.210. Goals one and two shall be considered primary. To the  
9 maximum extent possible, the superintendent shall integrate goal four  
10 and the knowledge and skill areas in the other goals in the essential  
11 academic learning requirements; and

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

27 (3)(a)(i) In consultation with the state board of education, the  
28 superintendent of public instruction shall maintain and continue to  
29 develop and revise a statewide academic assessment system in the  
30 content areas of reading, writing, mathematics, and science for use  
31 in the elementary, middle, and high school years designed to  
32 determine if each student has mastered the essential academic  
33 learning requirements identified in subsection (1) of this section.  
34 Beginning with the graduating class of 2020, the high school English  
35 language arts and comprehensive mathematics assessments developed  
36 with the multistate consortium and administered in accordance with  
37 this subsection (3) must be administered in the tenth grade.

38 (ii) School districts shall administer the assessments under  
39 guidelines adopted by the superintendent of public instruction. The  
40 academic assessment system may include a variety of assessment

1 methods, including criterion-referenced and performance-based  
2 measures.

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

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

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

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

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

33 (4) If the superintendent proposes any modification to the  
34 essential academic learning requirements or the statewide  
35 assessments, then the superintendent shall, upon request, provide  
36 opportunities for the education committees of the house of  
37 representatives and the senate to review the assessments and proposed  
38 modifications to the essential academic learning requirements before  
39 the modifications are adopted.

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

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

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

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

20 (b) A collection of diagnostic tools that educators may use to  
21 evaluate the academic status of individual students. The tools shall  
22 be designed to be inexpensive, easily administered, and quickly and  
23 easily scored, with results provided in a format that may be easily  
24 shared with parents and students.

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

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

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

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

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

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

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

7 **PART II**

8 **MODIFICATIONS TO PROVISIONS OF EDUCATION AGENCIES**

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

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

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

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

35 Principals of private schools or superintendents of private  
36 school districts shall file each year with the state superintendent  
37 of public instruction a statement certifying that the minimum

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

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

25 (2) The school day shall be the same as defined in RCW  
26 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

28       (c) Ensure that a standardized achievement test approved by the  
29 state board of education is administered annually to the child by a  
30 qualified individual or that an annual assessment of the student's  
31 academic progress is written by a certificated person who is  
32 currently working in the field of education. The state board of  
33 education shall not require these children to meet the student  
34 learning goals((~~7~~)) or master the essential academic learning  
35 requirements, to take the assessments(~~(, or to obtain a certificate~~  
36 ~~of academic achievement or a certificate of individual achievement~~  
37 ~~pursuant to RCW 28A.655.061 and 28A.155.045)))). The standardized test  
38 administered or the annual academic progress assessment written shall  
39 be made a part of the child's permanent records. If, as a result of  
40 the annual test or assessment, it is determined that the child is not~~

1 making reasonable progress consistent with his or her age or stage of  
2 development, the parent shall make a good faith effort to remedy any  
3 deficiency.

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

10 **Sec. 204.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each  
11 amended to read as follows:

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

22 (1) Hold regularly scheduled meetings at such time and place  
23 within the state as the board shall determine and may hold such  
24 special meetings as may be deemed necessary for the transaction of  
25 public business;

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

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

30 (4) For purposes of statewide accountability:

31 (a) Adopt and revise performance improvement goals in reading,  
32 writing, science, and mathematics, by subject and grade level, once  
33 assessments in these subjects are required statewide; academic and  
34 technical skills, as appropriate, in secondary career and technical  
35 education programs; and student attendance, as the board deems  
36 appropriate to improve student learning. The goals shall be  
37 consistent with student privacy protection provisions of RCW  
38 28A.655.090(7) and shall not conflict with requirements contained in  
39 Title I of the federal elementary and secondary education act of



1 1965, or the requirements of the Carl D. Perkins vocational education  
2 act of 1998, each as amended. The goals may be established for all  
3 students, economically disadvantaged students, limited English  
4 proficient students, students with disabilities, and students from  
5 disproportionately academically underachieving racial and ethnic  
6 backgrounds. The board may establish school and school district goals  
7 addressing high school graduation rates and dropout reduction goals  
8 for students in grades seven through twelve. The board shall adopt  
9 the goals by rule. However, before each goal is implemented, the  
10 board shall present the goal to the education committees of the house  
11 of representatives and the senate for the committees' review and  
12 comment in a time frame that will permit the legislature to take  
13 statutory action on the goal if such action is deemed warranted by  
14 the legislature;

15 (b)(i) Identify the scores students must achieve in order to meet  
16 the standard on the statewide student assessment. The board shall  
17 also determine student scores that identify levels of student  
18 performance below and beyond the standard. The board shall set such  
19 performance standards and levels in consultation with the  
20 superintendent of public instruction and after consideration of any  
21 recommendations that may be developed by any advisory committees that  
22 may be established for this purpose;

23 (ii)((A)) The legislature intends to continue the  
24 implementation of chapter 22, Laws of 2013, 2nd sp. sess. when the  
25 legislature expressed the intent for the state board of education to  
26 identify the student performance standard that demonstrates a  
27 student's career and college readiness for the eleventh grade  
28 consortium-developed assessments. Therefore, by December 1, 2018, the  
29 state board of education, in consultation with the superintendent of  
30 public instruction, must identify and report to the governor and the  
31 education policy and fiscal committees of the legislature on the  
32 equivalent student performance standard that a tenth grade student  
33 would need to achieve on the state assessments to be on track to be  
34 career and college ready at the end of the student's high school  
35 experience;

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

1 (iii) The legislature shall be advised of the initial performance  
2 standards and any changes made to the elementary, middle, and high  
3 school level performance standards. The board must provide an  
4 explanation of and rationale for all initial performance standards  
5 and any changes, for all grade levels of the statewide student  
6 assessment. If the board changes the performance standards for any  
7 grade level or subject, the superintendent of public instruction must  
8 recalculate the results from the previous ten years of administering  
9 that assessment regarding students below, meeting, and beyond the  
10 state standard, to the extent that this data is available, and post a  
11 comparison of the original and recalculated results on the  
12 superintendent's web site;

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

18 (d) Include in the biennial report required under RCW  
19 28A.305.035, information on the progress that has been made in  
20 achieving goals adopted by the board;

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

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

34 (7) Hire an executive director and an administrative assistant to  
35 reside in the office of the superintendent of public instruction for  
36 administrative purposes. Any other personnel of the board shall be  
37 appointed as provided by RCW 28A.300.020. The board may delegate to  
38 the executive director by resolution such duties as deemed necessary  
39 to efficiently carry on the business of the board including, but not  
40 limited to, the authority to employ necessary personnel and the

1 authority to enter into, amend, and terminate contracts on behalf of  
2 the board. The executive director, administrative assistant, and all  
3 but one of the other personnel of the board are exempt from civil  
4 service, together with other staff as now or hereafter designated as  
5 exempt in accordance with chapter 41.06 RCW; and

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

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

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

18 (a) When each assessment will be administered;

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

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

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

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

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

34 **Sec. 206.** RCW 28A.655.066 and 2013 2nd sp.s. c 22 s 3 are each  
35 amended to read as follows:

36 (1)(a) In consultation with the state board of education, the  
37 superintendent of public instruction shall develop statewide end-of-  
38 course assessments for high school mathematics that measure student

1 achievement of the state mathematics standards. The superintendent  
2 shall take steps to ensure that the language of the assessments is  
3 responsive to a diverse student population. The assessments shall be  
4 implemented statewide in the 2010-11 school year.

5 (b) The superintendent shall develop end-of-course assessments  
6 for the first year of high school mathematics that include the  
7 standards common to algebra I and integrated mathematics I and for  
8 the second year of high school mathematics that include the standards  
9 common to geometry and integrated mathematics II. The assessments  
10 under this subsection (1)(b) shall be used to demonstrate that a  
11 student meets the state standard on the mathematics content area of  
12 the high school statewide student assessment (~~(for purposes of RCW~~  
13 ~~28A.655.061)~~).

14 (c) The superintendent of public instruction shall also develop  
15 subtests for the end-of-course assessments that measure standards for  
16 the first two years of high school mathematics that are unique to  
17 algebra I, integrated mathematics I, geometry, and integrated  
18 mathematics II. The results of the subtests shall be reported at the  
19 student, teacher, school, and district level.

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

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

29 **Sec. 207.** 2013 2nd sp.s. c 22 s 13 (uncodified) is amended to  
30 read as follows:

31 RCW 28A.655.066 (Statewide end-of-course assessments for high  
32 school mathematics—Use for Washington assessment of student  
33 learning), as now existing or hereafter amended, and 2018 c . . . s  
34 206 (section 206 of this act), 2013 2nd sp.s. c 22 s 3, 2011 c 25 s  
35 2, 2009 c 310 s 3, & 2008 c 163 s 3 are each repealed, effective  
36 September 1, (~~(2019))~~ 2018.

37 **PART III**

38 **ADDITIONAL AND REPEALED PROVISIONS**

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

3       (1) Subject to funds appropriated for this purpose, targeted  
4 professional development programs, to be known as learning  
5 improvement days, are authorized to further the development of  
6 outstanding mathematics, science, and reading teaching and learning  
7 opportunities in the state of Washington. The intent of this section  
8 is to provide guidance for the learning improvement days in the  
9 omnibus appropriations act. The learning improvement days authorized  
10 in this section shall not be considered part of the definition of  
11 basic education.

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

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

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

19       (c) Increased use of curriculum materials with supporting  
20 diagnostic and supplemental materials that align with state  
21 standards;

22       (d) ~~((Skillful guidance for students participating in alternative  
23 assessment activities;~~

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

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

28       ~~((g))~~ (f) Increased student success on state achievement  
29 measures; and

30       ~~((h))~~ (g) Increased student appreciation of the value and uses  
31 of mathematics, science, and reading knowledge and exploration of  
32 related careers.

33       (3) School districts receiving resources under this section shall  
34 submit reports to the superintendent of public instruction  
35 documenting how the use of the funds contributes to measurable  
36 improvement in the outcomes described under subsection (2) of this  
37 section; and how other professional development resources and  
38 programs authorized in statute or in the omnibus appropriations act  
39 contribute to the expected outcomes. The superintendent of public

1 instruction and the office of financial management shall collaborate  
2 on required report content and format.

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

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

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

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

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

3 (i) Running start students shall pay to the community or  
4 technical college all other mandatory fees as established by each  
5 community or technical college and, in addition, the state board for  
6 community and technical colleges may authorize a fee of up to ten  
7 percent of tuition and fees as defined in RCW 28B.15.020 and  
8 28B.15.041; and

9 (ii) All other institutions of higher education operating a  
10 running start program may charge running start students a fee of up  
11 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
12 28B.15.041 in addition to technology fees.

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

15 (c) Students may pay fees under this subsection with advanced  
16 college tuition payment program tuition units at a rate set by the  
17 advanced college tuition payment program governing body under chapter  
18 28B.95 RCW.

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

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

1 that information about waivers is visible, compelling, and reaches  
2 the maximum number of students and families that can benefit.

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

24 NEW SECTION. **Sec. 303.** A new section is added to chapter  
25 28A.655 RCW to read as follows:

26 To help assure continued progress in academic achievement as a  
27 foundation for high school graduation and to assure that students are  
28 on track for high school graduation, each school district shall:

29 (1) Provide students who are not on track to meet all graduation  
30 requirements with the opportunity to access interventions and  
31 academic supports, courses, or both, that are designed to enable  
32 students to do so. These interventions, supports, or courses must be  
33 rigorous and consistent with the student's educational and career  
34 goals identified in his or her high school and beyond plan, and may  
35 include career and technical education equivalencies in English  
36 language arts or mathematics adopted pursuant to RCW 28A.230.097; and

37 (2) Prepare student learning plans and notify students and their  
38 parents or legal guardians as provided in this section. Student  
39 learning plans are required for eighth grade students who were not



1 successful on any or all of the content areas of the state assessment  
2 during the previous school year or who may not be on track to  
3 graduate due to credit deficiencies or absences. The parent or legal  
4 guardian must be notified about the information in the student  
5 learning plan, preferably through a parent conference and at least  
6 annually. To the extent feasible, schools serving English language  
7 learner students and their parents must translate the plan into the  
8 primary language of the family. The plan must include the following  
9 information as applicable:

10 (a) The student's results on the state assessment;

11 (b) If the student is in the transitional bilingual instruction  
12 program, the score on his or her Washington language proficiency test  
13 II;

14 (c) Any credit deficiencies;

15 (d) The student's attendance rates over the previous two years;

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

18 (f) Remediation strategies and alternative education options  
19 available to students, including informing students of the option to  
20 continue to receive instructional services after grade twelve or  
21 until the age of twenty-one;

22 (g) School district programs, high school courses, and career and  
23 technical education options available for students to meet graduation  
24 requirements; and

25 (h) Available programs offered through skill centers or community  
26 and technical colleges, including the college high school diploma  
27 options under RCW 28B.50.535.

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

30 (1) RCW 28A.600.405 (Participation in high school completion  
31 pilot program—Eligible students—Funding allocations—Rules—  
32 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &  
33 2007 c 355 s 4;

34 (2) RCW 28A.655.061 (High school assessment system—Certificate of  
35 academic achievement—Exception—Options to retake high school  
36 assessment—Objective alternative assessments—Locally determined  
37 courses—High school transition courses—Interventions and academic  
38 supports—Student learning plans) and 2017 3rd sp.s. c 31 s 1, 2017

1 3rd sp.s. c 31 s 5, 2015 3rd sp.s. c 42 s 2, 2013 2nd sp.s. c 22 s 2,  
2 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1, 2009 c 524 s 5, & 2008 c 321  
3 s 2;

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

7 (4) RCW 28A.655.065 (Objective alternative assessment methods—  
8 Appeals from assessment scores—Waivers and appeals from assessment  
9 requirements—Rules) and 2017 3rd sp.s. c 31 s 2, 2009 c 556 s 19,  
10 2008 c 170 s 205, 2007 c 354 s 6, & 2006 c 115 s 1.

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

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

17 Correct the title.

EFFECT: (1) Updates provisions as necessary to reflect  
legislation enacted in 2017 (i.e., ESHB 2224) and to preserve  
requirements in ESHB 2224 that: (a) Directed the administration of  
English language arts and mathematics assessments to occur in tenth  
grade beginning with the class of 2020; (b) directed districts to  
provide certain students with the opportunity to access  
interventions, academic supports, and courses to help students  
graduate; and (c) specified the content basis for the statewide high  
school science assessment.

(2) Makes technical changes to temporary provisions governing  
end-of-course high school mathematics assessments and repeals the  
current and amendatory provisions on September 1, 2018, instead of  
September 1, 2019.

--- END ---