

ESHB 1046 - H AMD 840

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 are used for high school graduation~~

1 ~~purposes, the student's high school transcript shall note whether~~
2 ~~that student has earned a certificate of individual achievement.))~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32 (B) Identification of educational goals;

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

36 (D) By the end of the twelfth grade, a current resume or activity
37 log that provides a written compilation of the student's education,
38 any work experience, and any community service and how the school
39 district has recognized the community service pursuant to RCW
40 28A.320.193.

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

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

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

34 (iii) A school district must update the high school and beyond
35 plans for each student who has not earned a score of level 3 or level
36 4 on the middle school mathematics assessment identified in RCW
37 28A.655.070 by ninth grade, to ensure that the student takes a
38 mathematics course in both ninth and tenth grades. This course may
39 include career and technical education equivalencies in mathematics
40 adopted pursuant to RCW 28A.230.097.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 ~~increasing rigor of the new assessment.))~~ Beginning with the
2 graduating class of 2018, the assessment required by this section
3 must be a comprehensive assessment of the science essential academic
4 learning requirements adopted by the superintendent of public
5 instruction in 2013.

6 (b) The superintendent of public instruction shall ~~((develop or~~
7 ~~adopt a science assessment in accordance with RCW 28A.655.070(10)~~
8 ~~that is))~~ ensure that assessments adopted under this section are not
9 biased toward persons with different learning styles, racial or
10 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 until~~
30 ~~a comprehensive science assessment is required under RCW~~
31 ~~28A.655.061.))~~

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

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

1 and requests regarding assistance, rewards, and recognition of the
2 state board of education.

3 (2) The superintendent of public instruction shall:

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

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

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

36 (ii) School districts shall administer the assessments under
37 guidelines adopted by the superintendent of public instruction. The
38 academic assessment system may include a variety of assessment
39 methods, including criterion-referenced and performance-based
40 measures.

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

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

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

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

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

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

38 (5) The assessment system shall be designed so that the results
39 under the assessment system are used by educators as tools to
40 evaluate instructional practices, and to initiate appropriate

1 educational support for students who have not mastered the essential
2 academic learning requirements at the appropriate periods in the
3 student's educational development.

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

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

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

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

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

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

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

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

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

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

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

4 **PART II**

5 **MODIFICATIONS TO PROVISIONS OF EDUCATION AGENCIES**

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

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

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

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

32 Principals of private schools or superintendents of private
33 school districts shall file each year with the state superintendent
34 of public instruction a statement certifying that the minimum
35 requirements hereinafter set forth are being met, noting any
36 deviations. After review of the statement, the state superintendent
37 will notify schools or school districts of those deviations which

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

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

22 (2) The school day shall be the same as defined in RCW
23 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 development, the parent shall make a good faith effort to remedy any
2 deficiency.

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

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

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

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

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

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

29 (4) For purposes of statewide accountability:

30 (a) Adopt and revise performance improvement goals in reading,
31 writing, science, and mathematics, by subject and grade level, once
32 assessments in these subjects are required statewide; academic and
33 technical skills, as appropriate, in secondary career and technical
34 education programs; and student attendance, as the board deems
35 appropriate to improve student learning. The goals shall be
36 consistent with student privacy protection provisions of RCW
37 28A.655.090(7) and shall not conflict with requirements contained in
38 Title I of the federal elementary and secondary education act of
39 1965, or the requirements of the Carl D. Perkins vocational education

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

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

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

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

39 (iii) The legislature shall be advised of the initial performance
40 standards and any changes made to the elementary, middle, and high

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

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

16 (d) Include in the biennial report required under RCW
17 28A.305.035, information on the progress that has been made in
18 achieving goals adopted by the board;

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

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

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

1 but one of the other personnel of the board are exempt from civil
2 service, together with other staff as now or hereafter designated as
3 exempt in accordance with chapter 41.06 RCW; and

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

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

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

16 (a) When each assessment will be administered;

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

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

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

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

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

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

34 (1)(a) In consultation with the state board of education, the
35 superintendent of public instruction shall develop statewide end-of-
36 course assessments for high school mathematics that measure student
37 achievement of the state mathematics standards. The superintendent
38 shall take steps to ensure that the language of the assessments is

1 responsive to a diverse student population. The assessments shall be
2 implemented statewide in the 2010-11 school year.

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

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

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

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

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

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

35 **PART III**

36 **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.

(3) Modifies requirements governing high school transcripts for
special education students by removing a provision requiring a
student's high school transcript to note whether the student has
earned a certificate of individual achievement.

--- END ---