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SENATE BILL 6144

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State of Washington                      65th Legislature                      2018 Regular Session

By Senators Wellman, Nelson, Lias, Keiser, Hunt, Saldaña, and Kuderer

Read first time 01/09/18. Referred to Committee on Early Learning & K-12 Education.

1            AN ACT Relating to reducing state assessment requirements to only  
2 those required for federal purposes in order to facilitate removal of  
3 inequitable barriers to students; amending RCW 28A.155.170,  
4 28A.180.100, 28A.195.010, 28A.200.010, 28A.230.090, 28A.230.122,  
5 28A.230.125, 28A.305.130, 28A.320.190, 28A.320.208, 28A.415.360,  
6 28A.600.310, 28A.655.061, 28A.655.066, 28A.655.068, 28A.655.090,  
7 28A.655.185, 28A.655.200, 28A.655.070, 28A.700.080, and 28B.15.520;  
8 creating a new section; and repealing RCW 28A.155.045, 28A.600.405,  
9 28A.655.063, and 28A.655.065.

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

11            NEW SECTION.    **Sec. 1.** The legislature finds that time spent on  
12 state tests not required for federal accountability steals time from  
13 the engaging and challenging teaching and learning that occurs in the  
14 classroom. The legislature further finds that requiring students to  
15 pass these high stakes tests to graduate from high school creates  
16 inequitable barriers that most negatively affect students of color,  
17 immigrants, special education students, foster children, homeless  
18 children, and other vulnerable students.

19            The legislature also recognizes that beginning with the  
20 graduating class of 2019, the number of credits that students must  
21 earn to graduate from high school increases from twenty to twenty-

1 four. The legislature further recognizes that the twenty-four credit  
2 requirement reflects a broad and challenging curriculum. The  
3 legislature acknowledges that students who successfully meet the  
4 twenty-four credit requirement should receive a high school diploma  
5 and not be denied a diploma just because they did not pass a state  
6 assessment.

7 Therefore, the legislature intends to eliminate nonfederally  
8 required tests, and remove the statewide assessments as a high school  
9 graduation requirement in order to create a balanced education  
10 system.

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

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

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

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

29 ~~(a)) a high school diploma pursuant to RCW 28A.230.120(~~or~~~~  
30 ~~(b) A certificate of individual achievement pursuant to RCW~~  
31 ~~28A.155.045)).~~

32 **Sec. 3.** RCW 28A.180.100 and 2004 c 19 s 105 are each amended to  
33 read as follows:

34 The office of the superintendent of public instruction and the  
35 state board for community and technical colleges shall jointly  
36 develop a program plan to provide a continuing education option for  
37 students who are eligible for the state transitional bilingual  
38 instruction program and who need more time to develop language

1 proficiency but who are more age-appropriately suited for a  
2 postsecondary learning environment than for a high school. (~~In~~  
3 ~~developing the plan, the superintendent of public instruction shall~~  
4 ~~consider options to formally recognize the accomplishments of~~  
5 ~~students in the state transitional bilingual instruction program who~~  
6 ~~have completed the twelfth grade but have not earned a certificate of~~  
7 ~~academic achievement.~~) By December 1, 2004, the agencies shall  
8 report to the legislative education and fiscal committees with any  
9 recommendations for legislative action and any resources necessary to  
10 implement the plan.

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

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

20 Principals of private schools or superintendents of private  
21 school districts shall file each year with the state superintendent  
22 of public instruction a statement certifying that the minimum  
23 requirements hereinafter set forth are being met, noting any  
24 deviations. After review of the statement, the state superintendent  
25 will notify schools or school districts of those deviations which  
26 must be corrected. In case of major deviations, the school or school  
27 district may request and the state board of education may grant  
28 provisional status for one year in order that the school or school  
29 district may take action to meet the requirements. The state board of  
30 education shall not require private school students to meet the  
31 student learning goals, (~~obtain a certificate of academic~~  
32 ~~achievement, or a certificate of individual achievement to graduate~~  
33 ~~from high school,~~) to ((~~master~~)) learn the essential academic  
34 learning requirements, or to be assessed pursuant to RCW  
35 ((~~28A.655.061~~)) 28A.655.070. However, private schools may choose, on  
36 a voluntary basis, to have their students ((~~master~~)) learn these  
37 essential academic learning requirements((~~7~~)) or take the  
38 assessments((~~7 and obtain a certificate of academic achievement or a~~

1 ~~certificate of individual achievement~~)). Minimum requirements shall  
2 be as follows:

3 (1) The minimum school year for instructional purposes shall  
4 consist of no less than one hundred eighty school days or the  
5 equivalent in annual minimum instructional hour offerings, with a  
6 school-wide annual average total instructional hour offering of one  
7 thousand hours for students enrolled in grades one through twelve,  
8 and at least four hundred fifty hours for students enrolled in  
9 kindergarten.

10 (2) The school day shall be the same as defined in RCW  
11 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

10 (7) Private school curriculum shall include instruction of the  
11 basic skills of occupational education, science, mathematics,  
12 language, social studies, history, health, reading, writing,  
13 spelling, and the development of appreciation of art and music, all  
14 in sufficient units for meeting state board of education graduation  
15 requirements.

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

19 All decisions of policy, philosophy, selection of books, teaching  
20 material, curriculum, except as in subsection (7) of this section  
21 provided, school rules and administration, or other matters not  
22 specifically referred to in this section, shall be the responsibility  
23 of the administration and administrators of the particular private  
24 school involved.

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

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

29 (a) File annually a signed declaration of intent that he or she  
30 is planning to cause his or her child to receive home-based  
31 instruction. The statement shall include the name and age of the  
32 child, shall specify whether a certificated person will be  
33 supervising the instruction, and shall be written in a format  
34 prescribed by the superintendent of public instruction. Each parent  
35 shall file the statement by September 15th of the school year or  
36 within two weeks of the beginning of any public school quarter,  
37 trimester, or semester with the superintendent of the public school  
38 district within which the parent resides or the district that accepts  
39 the transfer, and the student shall be deemed a transfer student of

1 the nonresident district. Parents may apply for transfer under RCW  
2 28A.225.220;

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

13 (c) Ensure that a standardized achievement test approved by the  
14 state board of education is administered annually to the child by a  
15 qualified individual or that an annual assessment of the student's  
16 academic progress is written by a certificated person who is  
17 currently working in the field of education. The state board of  
18 education shall not require these children to meet the student  
19 learning goals, (~~((master))~~) learn the essential academic learning  
20 requirements, (~~((to))~~) or take the assessments(~~((, or to obtain a~~  
21 ~~certificate of academic achievement or a certificate of individual~~  
22 ~~achievement pursuant to RCW 28A.655.061 and 28A.155.045))~~) under RCW  
23 28A.655.070. The standardized test administered or the annual  
24 academic progress assessment written shall be made a part of the  
25 child's permanent records. If, as a result of the annual test or  
26 assessment, it is determined that the child is not making reasonable  
27 progress consistent with his or her age or stage of development, the  
28 parent shall make a good faith effort to remedy any deficiency.

29 (2) Failure of a parent to comply with the duties in this section  
30 shall be deemed a failure of such parent's child to attend school  
31 without valid justification under RCW 28A.225.020. Parents who do  
32 comply with the duties set forth in this section shall be presumed to  
33 be providing home-based instruction as set forth in RCW  
34 28A.225.010(4).

35 **Sec. 6.** RCW 28A.230.090 and 2017 3rd sp.s. c 31 s 4 are each  
36 amended to read as follows:

37 (1) The state board of education shall establish high school  
38 graduation requirements or equivalencies for students, except as  
39 provided in RCW 28A.230.122 and except those equivalencies

1 established by local high schools or school districts under RCW  
2 28A.230.097. The purpose of a high school diploma is to declare that  
3 a student is ready for success in postsecondary education, gainful  
4 employment, and citizenship, and is equipped with the skills to be a  
5 lifelong learner.

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

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

14 ~~(c))~~(i) Each student must have a high school and beyond plan to  
15 guide the student's high school experience and prepare the student  
16 for postsecondary education or training and career.

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

21 (iii) The high school and beyond plan must be updated to reflect  
22 high school assessment results in RCW 28A.655.070(3)(b) and to review  
23 transcripts, assess progress toward identified goals, and revised as  
24 necessary for changing interests, goals, and needs. The plan must  
25 identify available interventions and academic support, courses, or  
26 both, that are designed for students who have not met the high school  
27 graduation standard, to enable them to meet the standard. School  
28 districts are encouraged to involve parents and guardians in the  
29 process of 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))~~ meet the state's essential  
16 academic learning requirements, complete the program and earn the  
17 program's certificate or credential, and complete other state and  
18 local graduation requirements.

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

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

37 (4) If requested by the student and his or her family, a student  
38 who has completed high school courses before attending high school  
39 shall be given high school credit which shall be applied to  
40 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. 7.** 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. 8.** 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))~~ 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. 9.** RCW 28A.305.130 and 2017 3rd sp.s. c 31 s 3 are each  
23 amended to read as follows:

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

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

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

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

5 (4) For purposes of statewide accountability:

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

29 (b)(i) Identify the scores students must achieve in order to meet  
30 the standard on the statewide student assessment. The board shall  
31 also determine student scores that identify levels of student  
32 performance below and beyond the standard. The board shall set such  
33 performance standards and levels in consultation with the  
34 superintendent of public instruction and after consideration of any  
35 recommendations that may be developed by any advisory committees that  
36 may be established for this purpose;

37 (ii)(A) The legislature intends to continue the implementation of  
38 chapter 22, Laws of 2013, 2nd sp. sess. when the legislature  
39 expressed the intent for the state board of education to identify the  
40 student performance standard that demonstrates a student's career and

1 college readiness for the eleventh grade consortium-developed  
2 assessments. Therefore, by December 1, 2018, the state board of  
3 education, in consultation with the superintendent of public  
4 instruction, must identify and report to the governor and the  
5 education policy and fiscal committees of the legislature on the  
6 equivalent student performance standard that a tenth grade student  
7 would need to achieve on the state assessments to be on track to be  
8 career and college ready at the end of the student's high school  
9 experience;

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

14 (iii) The legislature shall be advised of the initial performance  
15 standards and any changes made to the (~~elementary, middle, and high~~  
16 ~~school level~~) performance standards. The board must provide an  
17 explanation of and rationale for all initial performance standards  
18 and any changes, for all grade levels of the statewide student  
19 assessment. If the board changes the performance standards for any  
20 grade level or subject, the superintendent of public instruction must  
21 recalculate the results from the previous ten years of administering  
22 that assessment regarding students below, meeting, and beyond the  
23 state standard, to the extent that this data is available, and post a  
24 comparison of the original and recalculated results on the  
25 superintendent's web site;

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

31 (d) Include in the biennial report required under RCW  
32 28A.305.035, information on the progress that has been made in  
33 achieving goals adopted by the board;

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

1 the list of accredited schools so long as secret societies are  
2 knowingly allowed to exist among its students by school officials;

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

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

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

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

23 (1) The extended learning opportunities program is created for  
24 eligible eleventh and twelfth grade students who are not on track to  
25 meet local or state graduation requirements as well as eighth grade  
26 students who need additional assistance in order to have the  
27 opportunity for a successful entry into high school. The program  
28 shall provide early notification of graduation status and information  
29 on education opportunities including preapprenticeship programs that  
30 are available.

31 (2) Under the extended learning opportunities program and to the  
32 extent funds are available for that purpose, districts shall make  
33 available to students in grade twelve who have failed to meet one or  
34 more local or state graduation requirements the option of continuing  
35 enrollment in the school district in accordance with RCW 28A.225.160.  
36 Districts are authorized to use basic education program funding to  
37 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)  
38 (5).

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

9 (a) Individual or small group instruction;

10 (b) ~~((Instruction in English language arts and/or mathematics  
11 that eligible students need to pass all or part of the Washington  
12 assessment of student learning;~~

13 ~~(c))~~ Attendance in a public high school or public alternative  
14 school classes or at a skill center;

15 ~~((d))~~ (c) Inclusion in remediation programs, including summer  
16 school;

17 ~~((e))~~ (d) Language development instruction for English language  
18 learners;

19 ~~((f))~~ (e) Online curriculum and instructional support,  
20 including programs for credit retrieval and ~~((Washington))~~ statewide  
21 student assessment ~~((of student learning))~~ preparatory classes; and

22 ~~((g))~~ (f) Reading improvement specialists available at the  
23 educational service districts to serve eighth, eleventh, and twelfth  
24 grade educators through professional development in accordance with  
25 RCW 28A.415.350. The reading improvement specialist may also provide  
26 direct services to eligible students and those students electing to  
27 continue a fifth year in a high school program who are still  
28 struggling with basic reading skills.

29 **Sec. 11.** RCW 28A.320.208 and 2013 2nd sp.s. c 22 s 8 are each  
30 amended to read as follows:

31 (1) At the beginning of each school year, school districts must  
32 notify parents and guardians of enrolled students from eighth through  
33 twelfth grade about each student assessment required by the state,  
34 the minimum state-level graduation requirements, and any additional  
35 school district graduation requirements. The information may be  
36 provided when the student is enrolled, contained in the student or  
37 parent handbook, or posted on the school district's web site. The  
38 notification must include the following:

39 (a) When each assessment will be administered;

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

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

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

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

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

16           **Sec. 12.** RCW 28A.415.360 and 2009 c 548 s 403 are each amended  
17 to read as follows:

18           (1) Subject to funds appropriated for this purpose, targeted  
19 professional development programs, to be known as learning  
20 improvement days, are authorized to further the development of  
21 outstanding mathematics, science, and reading teaching and learning  
22 opportunities in the state of Washington. The intent of this section  
23 is to provide guidance for the learning improvement days in the  
24 omnibus appropriations act. The learning improvement days authorized  
25 in this section shall not be considered part of the definition of  
26 basic education.

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

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

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

34           (c) Increased use of curriculum materials with supporting  
35 diagnostic and supplemental materials that align with state  
36 standards;

37           ~~(d) ((Skillful guidance for students participating in alternative~~  
38 ~~assessment activities;~~



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

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

5       ~~((g))~~ (f) Increased student success on state achievement  
6 measures; and

7       ~~((h))~~ (g) Increased student appreciation of the value and uses  
8 of mathematics, science, and reading knowledge and exploration of  
9 related careers.

10       (3) School districts receiving resources under this section shall  
11 submit reports to the superintendent of public instruction  
12 documenting how the use of the funds contributes to measurable  
13 improvement in the outcomes described under subsection (2) of this  
14 section; and how other professional development resources and  
15 programs authorized in statute or in the omnibus appropriations act  
16 contribute to the expected outcomes. The superintendent of public  
17 instruction and the office of financial management shall collaborate  
18 on required report content and format.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1       **Sec. 14.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each  
2 amended to read as follows:

3       ~~(1) ((The high school assessment system shall include but need  
4 not be limited to the statewide student assessment, opportunities for  
5 a student to retake the content areas of the assessment in which the  
6 student was not successful, and, if approved by the legislature  
7 pursuant to subsection (10) of this section, one or more objective  
8 alternative assessments for a student to demonstrate achievement of  
9 state academic standards. The objective alternative assessments for  
10 each content area shall be comparable in rigor to the skills and  
11 knowledge that the student must demonstrate on the statewide student  
12 assessment for each content area.~~

13       ~~(2) Subject to the conditions in this section, a certificate of  
14 academic achievement shall be obtained and is evidence that the  
15 students have successfully met the state standard in the content  
16 areas included in the certificate. With the exception of students  
17 satisfying the provisions of RCW 28A.155.045 or 28A.655.0611,  
18 acquisition of the certificate is required for graduation from a  
19 public high school but is not the only requirement for graduation.~~

20       ~~(3)(a) Beginning with the graduating class of 2008 through the  
21 graduating class of 2015, with the exception of students satisfying  
22 the provisions of RCW 28A.155.045, a student who meets the state  
23 standards on the English language arts and mathematics high school  
24 statewide student assessment shall earn a certificate of academic  
25 achievement. The mathematics assessment shall be the end-of-course  
26 assessment for the first year of high school mathematics that  
27 assesses the standards common to algebra I and integrated mathematics  
28 I or the end-of-course assessment for the second year of high school  
29 mathematics that assesses standards common to geometry and integrated  
30 mathematics II.~~

31       ~~(b) As the state transitions from reading and writing assessments  
32 to an English language arts assessment and from end-of-course  
33 assessments to a comprehensive assessment for high school  
34 mathematics, a student in a graduating class of 2016 through 2018  
35 shall earn a certificate of academic achievement if the student meets  
36 the high school graduation standard as follows:~~

37       ~~(i) Students in the graduating class of 2016 may use the results  
38 from:~~

39       ~~(A) The reading and writing assessment or the English language  
40 arts assessment developed with the multistate consortium; and~~

1       ~~(B) The end of course assessment for the first year of high~~  
2 ~~school mathematics, the end of course assessment for the second year~~  
3 ~~of high school mathematics, or the comprehensive mathematics~~  
4 ~~assessment developed with the multistate consortium.~~

5       ~~(ii) Students in the graduating classes of 2017 and 2018 may use~~  
6 ~~the results from:~~

7       ~~(A) The tenth grade English language arts assessment developed by~~  
8 ~~the superintendent of public instruction using resources from the~~  
9 ~~multistate consortium or the English language arts assessment~~  
10 ~~developed with the multistate consortium; and~~

11       ~~(B) The end of course assessment for the first year of high~~  
12 ~~school mathematics, the end of course assessment for the second year~~  
13 ~~of high school mathematics, or the comprehensive mathematics~~  
14 ~~assessment developed with the multistate consortium.~~

15       ~~(c) Beginning with the graduating class of 2019, a student who~~  
16 ~~meets the high school graduation standard on the high school English~~  
17 ~~language arts assessment developed with the multistate consortium and~~  
18 ~~the comprehensive mathematics assessment developed with the~~  
19 ~~multistate consortium shall earn a certificate of academic~~  
20 ~~achievement.~~

21       ~~(d) Beginning with the graduating class of 2020, a student who~~  
22 ~~meets the high school graduation standard on the high school English~~  
23 ~~language arts assessment developed with the multistate consortium and~~  
24 ~~the comprehensive mathematics assessment developed with the~~  
25 ~~multistate consortium to be administered in tenth grade shall earn a~~  
26 ~~certificate of academic achievement.~~

27       ~~(e) If a student does not successfully meet the state standards~~  
28 ~~in one or more content areas required for the certificate of academic~~  
29 ~~achievement, then the student may retake the assessment in the~~  
30 ~~content area at least twice a year at no cost to the student. If the~~  
31 ~~student successfully meets the state standards on a retake of the~~  
32 ~~assessment then the student shall earn a certificate of academic~~  
33 ~~achievement. Once objective alternative assessments are authorized~~  
34 ~~pursuant to subsection (10) of this section, a student may use the~~  
35 ~~objective alternative assessments to demonstrate that the student~~  
36 ~~successfully meets the state standards for that content area if the~~  
37 ~~student has taken the statewide student assessment at least once. If~~  
38 ~~the student successfully meets the state standards on the objective~~  
39 ~~alternative assessments then the student shall earn a certificate of~~  
40 ~~academic achievement.~~

1       ~~(4) Beginning with the graduating class of 2021, a student must~~  
2 ~~meet the state standards in science in addition to the other content~~  
3 ~~areas required under subsection (3) of this section on the statewide~~  
4 ~~student assessment, a retake, or the objective alternative~~  
5 ~~assessments in order to earn a certificate of academic achievement.~~  
6 ~~The assessment under this subsection must be a comprehensive~~  
7 ~~assessment of the science essential academic learning requirements~~  
8 ~~adopted by the superintendent of public instruction in 2013.~~

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

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

16       ~~(7) School districts must make available to students the~~  
17 ~~following options:~~

18       ~~(a) To retake the statewide student assessment at least twice a~~  
19 ~~year in the content areas in which the student did not meet the state~~  
20 ~~standards if the student is enrolled in a public school; or~~

21       ~~(b) To retake the statewide student assessment at least twice a~~  
22 ~~year in the content areas in which the student did not meet the state~~  
23 ~~standards if the student is enrolled in a high school completion~~  
24 ~~program at a community or technical college. The superintendent of~~  
25 ~~public instruction and the state board for community and technical~~  
26 ~~colleges shall jointly identify means by which students in these~~  
27 ~~programs can be assessed.~~

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

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

34       ~~(10)(a) The office of the superintendent of public instruction~~  
35 ~~shall develop options for implementing objective alternative~~  
36 ~~assessments, which may include an appeals process for students'~~  
37 ~~scores, for students to demonstrate achievement of the state academic~~  
38 ~~standards. The objective alternative assessments shall be comparable~~  
39 ~~in rigor to the skills and knowledge that the student must~~  
40 ~~demonstrate on the statewide student assessment and be objective in~~

1 ~~its determination of student achievement of the state standards.~~  
2 ~~Before any objective alternative assessments in addition to those~~  
3 ~~authorized in RCW 28A.655.065 or (b) of this subsection are used by a~~  
4 ~~student to demonstrate that the student has met the state standards~~  
5 ~~in a content area required to obtain a certificate, the legislature~~  
6 ~~shall formally approve the use of any objective alternative~~  
7 ~~assessments through the omnibus appropriations act or by statute or~~  
8 ~~concurrent resolution.~~

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

25 ~~(ii) A student who scores at least a three on the grading scale~~  
26 ~~of one to five for selected AP examinations may use the score as an~~  
27 ~~objective alternative assessment under this section for demonstrating~~  
28 ~~that a student has met or exceeded state standards for the~~  
29 ~~certificate of academic achievement. A score of three on the AP~~  
30 ~~examinations in calculus or statistics may be used as an alternative~~  
31 ~~assessment for the mathematics portion of the statewide student~~  
32 ~~assessment. A score of three on the AP examinations in English~~  
33 ~~language and composition may be used as an alternative assessment for~~  
34 ~~the writing portion of the statewide student assessment; and for the~~  
35 ~~English language arts portion of the assessment developed with the~~  
36 ~~multistate consortium, once established in the 2014-15 school year. A~~  
37 ~~score of three on the AP examinations in English literature and~~  
38 ~~composition, macroeconomics, microeconomics, psychology, United~~  
39 ~~States history, world history, United States government and politics,~~  
40 ~~or comparative government and politics may be used as an alternative~~

1 ~~assessment for the reading portion of the statewide student~~  
2 ~~assessment; and for the English language arts portion of the~~  
3 ~~assessment developed with the multistate consortium, once established~~  
4 ~~in the 2014-15 school year. A score of three on the AP examination in~~  
5 ~~biology, physics, chemistry, or environmental science may be used as~~  
6 ~~an alternative assessment for the science portion of the statewide~~  
7 ~~student assessment.~~

8 ~~(iii) A student who scores at least a four on selected externally~~  
9 ~~administered international baccalaureate (IB) examinations may use~~  
10 ~~the score as an objective alternative assessment under this section~~  
11 ~~for demonstrating that the student has met or exceeded state~~  
12 ~~standards for the certificate of academic achievement. A score of~~  
13 ~~four on the higher level IB examinations for any of the IB English~~  
14 ~~language and literature courses or for any of the IB individuals and~~  
15 ~~societies courses may be used as an alternative assessment for the~~  
16 ~~reading, writing, or English language arts portions of the statewide~~  
17 ~~student assessment. A score of four on the higher level IB~~  
18 ~~examinations for any of the IB mathematics courses may be used as an~~  
19 ~~alternative assessment for the mathematics portion of the statewide~~  
20 ~~student assessment. A score of four on the higher level IB~~  
21 ~~examinations for IB biology, chemistry, or physics may be used as an~~  
22 ~~alternative assessment for the science portion of the statewide~~  
23 ~~student assessment.~~

24 ~~(iv)(A) Beginning in the 2018-19 school year, high school~~  
25 ~~students who have not earned a certificate of academic achievement~~  
26 ~~due to not meeting the high school graduation standard on the~~  
27 ~~mathematics or English language arts assessment may take and pass a~~  
28 ~~locally determined course in the content area in which the student~~  
29 ~~was not successful, and may use the passing score on a locally~~  
30 ~~administered assessment tied to that course and approved under the~~  
31 ~~provisions of this subsection (10)(b)(iv), as an objective~~  
32 ~~alternative assessment for demonstrating that the student has met or~~  
33 ~~exceeded the high school graduation standard. High school transition~~  
34 ~~courses and the assessments offered in association with high school~~  
35 ~~transition courses shall be considered an approved locally determined~~  
36 ~~course and assessment for demonstrating that the student met or~~  
37 ~~exceeded the high school graduation standard. The course must be~~  
38 ~~rigorous and consistent with the student's educational and career~~  
39 ~~goals identified in his or her high school and beyond plan, and may~~  
40 ~~include career and technical education equivalencies in English~~



1 language arts or mathematics adopted pursuant to RCW 28A.230.097.  
2 School districts shall record students' participation in locally  
3 determined courses under this section in the statewide individual  
4 data system.

5 (B) The office of the superintendent of public instruction shall  
6 develop a process by which local school districts can submit  
7 assessments for review and approval for use as objective alternative  
8 assessments for graduation as allowed by (b)(iv) of this subsection.  
9 This process shall establish means to determine whether a local  
10 school district administered assessment is comparable in rigor to the  
11 skills and knowledge that the student must demonstrate on the  
12 statewide student assessment and is objective in its determination of  
13 student achievement of the state standards. The office of the  
14 superintendent of public instruction shall post on its agency web  
15 site a compiled list of local school district administered  
16 assessments approved as objective alternative assessments, including  
17 the comparable scores on these assessments necessary to meet the  
18 standard.

19 (C) For the purpose of this section, "high school transition  
20 course" means an English language arts or mathematics course offered  
21 in high school where successful completion by a high school student  
22 ensures the student college level placement at participating  
23 institutions of higher education as defined in RCW 28B.10.016. High  
24 school transition courses must, in accordance with this section,  
25 satisfy core or elective credit graduation requirements established  
26 by the state board of education. A student's successful completion of  
27 a high school transition course does not entitle the student to be  
28 admitted to any institution of higher education as defined in RCW  
29 28B.10.016.

30 (v) A student who completes a dual credit course in English  
31 language arts or mathematics in which the student earns college  
32 credit may use passage of the course as an objective alternative  
33 assessment under this section for demonstrating that the student has  
34 met or exceeded the high school graduation standard for the  
35 certificate of academic achievement.

36 (11)) To help assure continued progress in academic achievement  
37 as a foundation for high school graduation and to assure that  
38 students are on track for high school graduation, each school  
39 district shall(+

1       ~~(a) Provide students who have not earned a certificate of~~  
2 ~~academic achievement before the beginning of grade eleven with the~~  
3 ~~opportunity to access interventions and academic supports, courses,~~  
4 ~~or both, designed to enable students to meet the high school~~  
5 ~~graduation standard. These interventions, supports, or courses must~~  
6 ~~be rigorous and consistent with the student's educational and career~~  
7 ~~goals identified in his or her high school and beyond plan, and may~~  
8 ~~include career and technical education equivalencies in English~~  
9 ~~language arts or mathematics adopted pursuant to RCW 28A.230.097; and~~

10       ~~(b))~~ prepare student learning plans and notify students and  
11 their parents or legal guardians as provided in this ~~((subsection))~~  
12 section. Student learning plans are required for eighth grade  
13 students who were not successful on any or all of the content areas  
14 of the state assessment during the previous school year or who may  
15 not be on track to graduate due to credit deficiencies or absences.  
16 The parent or legal guardian shall be notified about the information  
17 in the student learning plan, preferably through a parent conference  
18 and at least annually. To the extent feasible, schools serving  
19 English language learner students and their parents shall translate  
20 the plan into the primary language of the family.

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

23       ~~((i))~~ (a) The student's results on the state assessment;

24       ~~((ii))~~ (b) If the student is in the transitional bilingual  
25 program, the score on his or her Washington language proficiency test  
26 II;

27       ~~((iii))~~ (c) Any credit deficiencies;

28       ~~((iv))~~ (d) The student's attendance rates over the previous two  
29 years;

30       ~~((v))~~ (e) The student's progress toward meeting state and local  
31 graduation requirements;

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

35       ~~((vii))~~ (g) Remediation strategies and alternative education  
36 options available to students, including informing students of the  
37 option to continue to receive instructional services after grade  
38 twelve or until the age of twenty-one;

39       ~~((viii) The alternative assessment options available to students~~  
40 ~~under this section and RCW 28A.655.065;~~

1       ~~(ix))~~ (h) School district programs, high school courses, and  
2 career and technical education options available for students to meet  
3 graduation requirements; and

4       ~~((x))~~ (i) Available programs offered through skill centers or  
5 community and technical colleges, including the college high school  
6 diploma options under RCW 28B.50.535.

7       **Sec. 15.** RCW 28A.655.066 and 2013 2nd sp.s. c 22 s 3 are each  
8 amended to read as follows:

9       (1)(a) In consultation with the state board of education, the  
10 superintendent of public instruction shall develop statewide end-of-  
11 course assessments for high school mathematics that measure student  
12 achievement of the state mathematics standards as provided in this  
13 section. The superintendent shall take steps to ensure that the  
14 language of the assessments is responsive to a diverse student  
15 population. The assessments shall be implemented statewide in the  
16 2010-11 school year.

17       (b) The superintendent shall develop end-of-course assessments  
18 for the first year of high school mathematics that include the  
19 standards common to algebra I and integrated mathematics I ~~((and for~~  
20 ~~the second year of high school mathematics that include the standards~~  
21 ~~common to geometry and integrated mathematics II))~~. The assessments  
22 under this subsection (1)(b) shall be used to demonstrate that a  
23 student meets the state standard on the mathematics content area of  
24 the high school statewide student assessment for purposes of ~~((RCW~~  
25 ~~28A.655.061))~~ state and federal accountability.

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

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

37       ~~(3))~~ The superintendent of public instruction shall report at  
38 least annually or more often if necessary to keep the education

1 committees of the legislature informed on each step of the  
2 development and implementation process under this section.

3 **Sec. 16.** RCW 28A.655.068 and 2017 3rd sp.s. c 31 s 6 are each  
4 amended to read as follows:

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

10 (2)(a) The superintendent of public instruction may develop or  
11 adopt science end-of-course assessments or a comprehensive science  
12 assessment that includes subjects in addition to biology for purposes  
13 of RCW 28A.655.061, when so directed by the legislature. The  
14 legislature intends to transition from a biology end-of-course  
15 assessment to a more comprehensive science assessment in a manner  
16 consistent with the way in which the state transitioned to an English  
17 language arts assessment and a comprehensive mathematics assessment.  
18 The legislature further intends that the transition will include at  
19 least two years of using the student assessment results from either  
20 the biology end-of-course assessment or the more comprehensive  
21 assessment in order to provide students with reasonable opportunities  
22 to demonstrate high school competencies while being mindful of the  
23 increasing rigor of the new assessment.

24 (b) The superintendent of public instruction shall develop or  
25 adopt ((a)) the science assessment ((~~in accordance with RCW~~  
26 ~~28A.655.070(10))~~)) that is not biased toward persons with different  
27 learning styles, racial or ethnic backgrounds, or on the basis of  
28 gender.

29 (c) Before the next subsequent school year after the legislature  
30 directs the superintendent to develop or adopt a new science  
31 assessment, the superintendent of public instruction shall review the  
32 objective alternative assessments for the science assessment and make  
33 recommendations to the legislature regarding additional objective  
34 alternatives, if any.

35 (3) The superintendent of public instruction may participate with  
36 consortia of multiple states as common student learning standards and  
37 assessments in science are developed. The superintendent of public  
38 instruction, in consultation with the state board of education, may  
39 modify the essential academic learning requirements and statewide

1 student assessments in science, including the high school assessment,  
2 according to the multistate common student learning standards and  
3 assessments as long as the education committees of the legislature  
4 have opportunities for review before the modifications are adopted,  
5 as provided under RCW 28A.655.070.

6 ~~((4) The statewide high school assessment under this section  
7 shall be used to demonstrate that a student meets the state standards  
8 in the science content area of the statewide student assessment until  
9 a comprehensive science assessment is required under RCW  
10 28A.655.061.))~~

11 **Sec. 17.** RCW 28A.655.090 and 2008 c 165 s 3 are each amended to  
12 read as follows:

13 (1) By September 10, 1998, and by September 10th each year  
14 thereafter, the superintendent of public instruction shall report to  
15 schools, school districts, and the legislature on the results of the  
16 ~~((Washington))~~ statewide student assessment ~~((of student learning))~~  
17 and state-mandated norm-referenced standardized tests.

18 (2) The reports shall include the assessment results by school  
19 and school district, and include changes over time. For the  
20 ~~((Washington))~~ statewide student assessment ~~((of student learning))~~,  
21 results shall be reported as follows:

22 (a) The percentage of students meeting the standards;

23 (b) The percentage of students performing at each level of the  
24 assessment;

25 (c) Disaggregation of results by at least the following subgroups  
26 of students: White, Black, Hispanic, American Indian/Alaskan Native,  
27 Asian, Pacific Islander/Hawaiian Native, low income, transitional  
28 bilingual, migrant, special education, and, beginning with the  
29 2009-10 school year, students covered by section 504 of the federal  
30 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

31 (d) A learning improvement index that shows changes in student  
32 performance within the different levels of student learning reported  
33 on the ~~((Washington))~~ statewide student assessment ~~((of student  
34 learning))~~.

35 (3) The reports shall contain data regarding the different  
36 characteristics of schools, such as poverty levels, percent of  
37 English as a second language students, dropout rates, attendance,  
38 percent of students in special education, and student mobility so

1 that districts and schools can learn from the improvement efforts of  
2 other schools and districts with similar characteristics.

3 (4) The reports shall contain student scores on mandated tests by  
4 comparable Washington schools of similar characteristics.

5 (5) The reports shall contain information on public school choice  
6 options available to students, including vocational education.

7 (6) The reports shall be posted on the superintendent of public  
8 instruction's internet web site.

9 (7) To protect the privacy of students, the results of schools  
10 and districts that test fewer than ten students in a grade level  
11 shall not be reported. In addition, in order to ensure that results  
12 are reported accurately, the superintendent of public instruction  
13 shall maintain the confidentiality of statewide data files until the  
14 superintendent determines that the data are complete and accurate.

15 (8) The superintendent of public instruction shall monitor the  
16 percentage and number of special education and limited English-  
17 proficient students exempted from taking the assessments by schools  
18 and school districts to ensure the exemptions are in compliance with  
19 exemption guidelines.

20 **Sec. 18.** RCW 28A.655.185 and 2013 2nd sp.s. c 22 s 9 are each  
21 amended to read as follows:

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

26 (2) The apple award program is created to honor and reward public  
27 elementary schools that have the greatest combined average increase  
28 in the percentage of students meeting the fourth grade (~~(reading)~~)  
29 English language arts and mathematics(~~(, and writing)~~) standards on  
30 the statewide student assessment each school year. Beginning in the  
31 2014-15 school year, the award shall be based on the percentage of  
32 students meeting the fourth grade English language arts and  
33 mathematics standards. The program shall be administered by the  
34 superintendent of public instruction.

35 (3) Within the amounts appropriated for this purpose, each school  
36 that receives an apple award shall be provided with a twenty-five  
37 thousand dollar grant to be used for capital construction purposes  
38 that have been selected by students in the school and approved by the  
39 district's school directors. The funds may be used exclusively for

1 capital construction projects on school property or on other public  
2 property in the community, city, or county in which the school is  
3 located.

4 **Sec. 19.** RCW 28A.655.200 and 2009 c 539 s 1 are each amended to  
5 read as follows:

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

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

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

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

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

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

37 (c) Administered efficiently to provide results either  
38 immediately or within two weeks;

1 (d) Capable of measuring individual student growth over time and  
2 allowing student progress to be compared to other students across the  
3 country;

4 (e) Readily available to parents; and

5 (f) Cost-effective.

6 (5) The office of the superintendent of public instruction shall  
7 offer training at statewide and regional staff development activities  
8 in:

9 (a) The interpretation of diagnostic assessments; and

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

12 **Sec. 20.** RCW 28A.655.070 and 2015 c 211 s 3 are each amended to  
13 read as follows:

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

21 (2) The superintendent of public instruction shall:

22 (a) Periodically revise the essential academic learning  
23 requirements, as needed, based on the student learning goals in RCW  
24 28A.150.210. Goals one and two shall be considered primary. To the  
25 maximum extent possible, the superintendent shall integrate goal four  
26 and the knowledge and skill areas in the other goals in the essential  
27 academic learning requirements; and

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



1 instruction, within seven working days, shall post on its web site  
2 any grade level content expectations provided to an assessment vendor  
3 for use in constructing the statewide student assessment.

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

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

22 (c) By the 2014-15 school year, the superintendent of public  
23 instruction, in consultation with the state board of education, shall  
24 modify the statewide student assessment system to transition to  
25 assessments developed with a multistate consortium, as provided in  
26 this subsection:

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

33 (ii) The high school assessments in English language arts and  
34 mathematics in (c)(i) of this subsection shall be used for the  
35 purposes of earning a certificate of academic achievement for high  
36 school graduation under the timeline established in RCW 28A.655.061  
37 and for assessing student career and college readiness.

38 (iii) During the transition period specified in RCW 28A.655.061,  
39 the superintendent of public instruction shall use test items and  
40 other resources from the consortium assessment to develop and

1 administer a tenth grade high school English language arts  
2 assessment, an end-of-course mathematics assessment to assess the  
3 standards common to algebra I and integrated mathematics I, and an  
4 end-of-course mathematics assessment to assess the standards common  
5 to geometry and integrated mathematics II.

6 (4) If the superintendent proposes any modification to the  
7 essential academic learning requirements or the statewide  
8 assessments, then the superintendent shall, upon request, provide  
9 opportunities for the education committees of the house of  
10 representatives and the senate to review the assessments and proposed  
11 modifications to the essential academic learning requirements before  
12 the modifications are adopted.

13 (5) The assessment system shall be designed so that the results  
14 under the assessment system are used by educators as tools to  
15 evaluate instructional practices, and to initiate appropriate  
16 educational support for students who have not (~~mastered~~) learned  
17 the essential academic learning requirements at the appropriate  
18 periods in the student's educational development.

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

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

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

32 (b) A collection of diagnostic tools that educators may use to  
33 evaluate the academic status of individual students. The tools shall  
34 be designed to be inexpensive, easily administered, and quickly and  
35 easily scored, with results provided in a format that may be easily  
36 shared with parents and students.

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

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

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

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

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

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

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

20 **Sec. 21.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended  
21 to read as follows:

22 (1) Subject to funds appropriated for this purpose, the office of  
23 the superintendent of public instruction shall develop and conduct an  
24 ongoing campaign for career and technical education to increase  
25 awareness among teachers, counselors, students, parents, principals,  
26 school administrators, and the general public about the opportunities  
27 offered by rigorous career and technical education programs. Messages  
28 in the campaign shall emphasize career and technical education as a  
29 high quality educational pathway for students, including for students  
30 who seek advanced education that includes a bachelor's degree or  
31 beyond. In particular, the office shall provide information about the  
32 following:

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

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

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

1       ~~(d)~~) The availability of scholarships for postsecondary  
2 workforce education, including the Washington award for vocational  
3 excellence, and apprenticeships through the opportunity grant program  
4 under RCW 28B.50.271, grants under RCW 28A.700.090, and other  
5 programs; and

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

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

13       (3) The office shall seek advice, participation, and financial  
14 assistance from the workforce training and education coordinating  
15 board, higher education institutions, foundations, employers,  
16 apprenticeship and training councils, workforce development councils,  
17 and business and labor organizations for the campaign.

18       **Sec. 22.** RCW 28B.15.520 and 2015 c 55 s 217 are each amended to  
19 read as follows:

20       Subject to the limitations of RCW 28B.15.910, the governing  
21 boards of the community and technical colleges:

22       (1) May waive all or a portion of tuition fees and services and  
23 activities fees for students nineteen years of age or older who are  
24 eligible for resident tuition and fee rates as defined in RCW  
25 28B.15.012 through 28B.15.015, who enroll in a course of study or  
26 program which will enable them to finish their high school education  
27 and obtain a high school diploma (~~or certificate, but who are not~~  
28 ~~eligible students as defined by RCW 28A.600.405));~~

29       (2)(a) Shall waive all of tuition fees and services and  
30 activities fees for:

31       (i) Children of any law enforcement officer as defined in chapter  
32 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24 RCW, or  
33 Washington state patrol officer who lost his or her life or became  
34 totally disabled in the line of duty while employed by any public law  
35 enforcement agency or full time or volunteer fire department in this  
36 state: PROVIDED, That such persons may receive the waiver only if  
37 they begin their course of study at a community or technical college  
38 within ten years of their graduation from high school; and

1 (ii) Surviving spouses of any law enforcement officer as defined  
2 in chapter 41.26 RCW, firefighter as defined in chapter 41.26 or  
3 41.24 RCW, or Washington state patrol officer who lost his or her  
4 life or became totally disabled in the line of duty while employed by  
5 any public law enforcement agency or full time or volunteer fire  
6 department in this state.

7 (b) For the purposes of this section, "totally disabled" means a  
8 person who has become totally and permanently disabled for life by  
9 bodily injury or disease, and is thereby prevented from performing  
10 any occupation or gainful pursuit.

11 (c) The governing boards of the community and technical colleges  
12 shall report to the state board for community and technical colleges  
13 on the annual cost of tuition fees and services and activities fees  
14 waived for surviving spouses and children under (a) of this  
15 subsection. The state board for community and technical colleges  
16 shall consolidate the reports of the waived fees and annually report  
17 to the appropriate fiscal and policy committees of the legislature;  
18 and

19 (3) May waive all or a portion of the nonresident tuition fees  
20 differential for:

21 (a) Nonresident students enrolled in a community or technical  
22 college course of study or program which will enable them to finish  
23 their high school education and obtain a high school diploma (~~or~~  
24 ~~certificate but who are not eligible students as defined by RCW~~  
25 ~~28A.600.405~~). The waiver shall be in effect only for those courses  
26 which lead to a high school diploma or certificate; and

27 (b) Up to forty percent of the students enrolled in the regional  
28 education program for deaf students, subject to federal funding of  
29 such program.

30 NEW SECTION. **Sec. 23.** The following acts or parts of acts are  
31 each repealed:

32 (1) RCW 28A.155.045 (Certificate of individual achievement) and  
33 2007 c 354 s 3 & 2004 c 19 s 104;

34 (2) RCW 28A.600.405 (Participation in high school completion  
35 pilot program—Eligible students—Funding allocations—Rules—  
36 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &  
37 2007 c 355 s 4;

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

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

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