
SUBSTITUTE HOUSE BILL 1120

State of Washington

66th Legislature

2020 Regular Session

By House Education (originally sponsored by Representative Dolan; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/27/20.

1 AN ACT Relating to updating the term essential academic learning
2 requirements to state learning standards to reflect current
3 terminology; amending RCW 28A.150.220, 28A.210.360, 28A.230.095,
4 28A.230.130, 28A.300.130, 28A.300.440, 28A.300.462, 28A.305.215,
5 28A.320.173, 28A.320.240, 28A.410.046, 28A.655.071, 28A.655.075,
6 28A.655.130, 28A.655.140, 28A.710.040, 43.06B.020, and 79A.05.351;
7 and repealing RCW 28A.655.010.

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

9 **Sec. 1.** RCW 28A.150.220 and 2017 3rd sp.s. c 13 s 506 are each
10 amended to read as follows:

11 (1) In order for students to have the opportunity to develop the
12 basic education knowledge and skills under RCW 28A.150.210, school
13 districts must provide instruction of sufficient quantity and quality
14 and give students the opportunity to complete graduation requirements
15 that are intended to prepare them for postsecondary education,
16 gainful employment, and citizenship. The program established under
17 this section shall be the minimum instructional program of basic
18 education offered by school districts.

19 (2) Each school district shall make available to students the
20 following minimum instructional offering each school year:

1 (a) For students enrolled in grades one through twelve, at least
2 a district-wide annual average of one thousand hours, which shall be
3 increased beginning in the 2015-16 school year to at least one
4 thousand eighty instructional hours for students enrolled in grades
5 nine through twelve and at least one thousand instructional hours for
6 students in grades one through eight, all of which may be calculated
7 by a school district using a district-wide annual average of
8 instructional hours over grades one through twelve; and

9 (b) For students enrolled in kindergarten, at least four hundred
10 fifty instructional hours, which shall be increased to at least one
11 thousand instructional hours according to the implementation schedule
12 under RCW 28A.150.315.

13 (3) The instructional program of basic education provided by each
14 school district shall include:

15 (a) Instruction in the (~~essential-academic~~) state learning
16 (~~requirements~~) standards under RCW 28A.655.070;

17 (b) Instruction that provides students the opportunity to
18 complete twenty-four credits for high school graduation, beginning
19 with the graduating class of 2019 or as otherwise provided in RCW
20 28A.230.090. Course distribution requirements may be established by
21 the state board of education under RCW 28A.230.090;

22 (c) If the (~~essential-academic~~) state learning (~~requirements~~)
23 standards include a requirement of languages other than English, the
24 requirement may be met by students receiving instruction in one or
25 more American Indian languages;

26 (d) Supplemental instruction and services for students who are
27 not meeting academic standards through the learning assistance
28 program under RCW 28A.165.005 through 28A.165.065;

29 (e) Supplemental instruction and services for eligible and
30 enrolled students and exited students whose primary language is other
31 than English through the transitional bilingual instruction program
32 under RCW 28A.180.010 through 28A.180.080;

33 (f) The opportunity for an appropriate education at public
34 expense as defined by RCW 28A.155.020 for all eligible students with
35 disabilities as defined in RCW 28A.155.020; and

36 (g) Programs for highly capable students under RCW 28A.185.010
37 through 28A.185.030.

38 (4) Nothing contained in this section shall be construed to
39 require individual students to attend school for any particular
40 number of hours per day or to take any particular courses.

1 (5) (a) Each school district's kindergarten through twelfth grade
2 basic educational program shall be accessible to all students who are
3 five years of age, as provided by RCW 28A.225.160, and less than
4 twenty-one years of age and shall consist of a minimum of one hundred
5 eighty school days per school year in such grades as are conducted by
6 a school district, and one hundred eighty half-days of instruction,
7 or equivalent, in kindergarten, to be increased to a minimum of one
8 hundred eighty school days per school year according to the
9 implementation schedule under RCW 28A.150.315.

10 (b) Schools administering the Washington kindergarten inventory
11 of developing skills may use up to three school days at the beginning
12 of the school year to meet with parents and families as required in
13 the parent involvement component of the inventory.

14 (c) In the case of students who are graduating from high school,
15 a school district may schedule the last five school days of the one
16 hundred eighty day school year for noninstructional purposes
17 including, but not limited to, the observance of graduation and early
18 release from school upon the request of a student. All such students
19 may be claimed as a full-time equivalent student to the extent they
20 could otherwise have been so claimed for the purposes of RCW
21 28A.150.250 and 28A.150.260. Any hours scheduled by a school district
22 for noninstructional purposes during the last five school days for
23 such students shall count toward the instructional hours requirement
24 in subsection (2) (a) of this section.

25 (6) Subject to RCW 28A.150.276, nothing in this section precludes
26 a school district from enriching the instructional program of basic
27 education, such as offering additional instruction or providing
28 additional services, programs, or activities that the school district
29 determines to be appropriate for the education of the school
30 district's students.

31 (7) The state board of education shall adopt rules to implement
32 and ensure compliance with the program requirements imposed by this
33 section, RCW 28A.150.250 and 28A.150.260, and such related
34 supplemental program approval requirements as the state board may
35 establish.

36 **Sec. 2.** RCW 28A.210.360 and 2004 c 138 s 2 are each amended to
37 read as follows:

38 (1) Consistent with the (~~essential—academic~~) state learning
39 (~~requirements~~) standards for health and fitness, including

1 nutrition, the Washington state school directors' association, with
2 the assistance of the office of the superintendent of public
3 instruction, the department of health, and the Washington alliance
4 for health, physical education, recreation and dance, shall convene
5 an advisory committee to develop a model policy regarding access to
6 nutritious foods, opportunities for developmentally appropriate
7 exercise, and accurate information related to these topics. The
8 policy shall address the nutritional content of foods and beverages,
9 including fluoridated bottled water, sold or provided throughout the
10 school day or sold in competition with the federal school breakfast
11 and lunch program and the availability and quality of health,
12 nutrition, and physical education and fitness curriculum. The model
13 policy should include the development of a physical education and
14 fitness curriculum for students. For middle school students, physical
15 education and fitness curriculum means a daily period of physical
16 activity, a minimum of twenty minutes of which is aerobic activity in
17 the student's target heart rate zone, which includes instruction and
18 practice in basic movement and fine motor skills, progressive
19 physical fitness, athletic conditioning, and nutrition and wellness
20 instruction through age-appropriate activities.

21 (2) The school directors' association shall submit the model
22 policy and recommendations on the related issues, along with a
23 recommendation for local adoption, to the governor and the
24 legislature and shall post the model policy on its web site by
25 January 1, 2005.

26 (3) Each district's board of directors shall establish its own
27 policy by August 1, 2005.

28 **Sec. 3.** RCW 28A.230.095 and 2011 c 185 s 5 are each amended to
29 read as follows:

30 (1) By the end of the 2008-09 school year, school districts shall
31 have in place in elementary schools, middle schools, and high schools
32 assessments or other strategies chosen by the district to assure that
33 students have an opportunity to learn the ((essential—academic))
34 state learning ((requirements)) standards in social studies, the
35 arts, and health and fitness. Social studies includes history,
36 geography, civics, economics, and social studies skills. Health and
37 fitness includes, but is not limited to, mental health and suicide
38 prevention education. Beginning with the 2008-09 school year, school
39 districts shall annually submit an implementation verification report

1 to the office of the superintendent of public instruction. The office
2 of the superintendent of public instruction may not require school
3 districts to use a classroom-based assessment in social studies, the
4 arts, and health and fitness to meet the requirements of this section
5 and shall clearly communicate to districts their option to use other
6 strategies chosen by the district.

7 (2) Beginning with the 2008-09 school year, school districts
8 shall require students in the seventh or eighth grade, and the
9 eleventh or twelfth grade to each complete at least one classroom-
10 based assessment in civics. Beginning with the 2010-11 school year,
11 school districts shall require students in the fourth or fifth grade
12 to complete at least one classroom-based assessment in civics. The
13 civics assessment may be selected from a list of classroom-based
14 assessments approved by the office of the superintendent of public
15 instruction. Beginning with the 2008-09 school year, school districts
16 shall annually submit implementation verification reports to the
17 office of the superintendent of public instruction documenting the
18 use of the classroom-based assessments in civics.

19 (3) Verification reports shall require school districts to report
20 only the information necessary to comply with this section.

21 **Sec. 4.** RCW 28A.230.130 and 2011 c 77 s 2 are each amended to
22 read as follows:

23 (1) All public high schools of the state shall provide a program,
24 directly or in cooperation with a community college or another school
25 district, for students whose educational plans include application
26 for entrance to a baccalaureate-granting institution after being
27 granted a high school diploma. The program shall help these students
28 to meet at least the minimum entrance requirements under RCW
29 28B.10.050.

30 (2) All public high schools of the state shall provide a program,
31 directly or in cooperation with a community or technical college, a
32 (~~skills~~[~~skill~~]) skill center, an apprenticeship committee, or
33 another school district, for students who plan to pursue career or
34 work opportunities other than entrance to a baccalaureate-granting
35 institution after being granted a high school diploma. These programs
36 may:

37 (a) Help students demonstrate the application of (~~essential~~
38 ~~academic~~) state learning (~~requirements~~) standards to the world of

1 work, occupation-specific skills, knowledge of more than one career
2 in a chosen pathway, and employability and leadership skills; and

3 (b) Help students demonstrate the knowledge and skill needed to
4 prepare for industry certification, and/or have the opportunity to
5 articulate to postsecondary education and training programs.

6 (3) Within existing resources, all public high schools in the
7 state shall:

8 (a) Work towards the goal of offering a sufficient number of high
9 school courses that give students the opportunity to earn the
10 equivalent of a year's worth of postsecondary credit towards a
11 certificate, apprenticeship program, technical degree, or associate
12 or baccalaureate degree. These high school courses are those advanced
13 courses that have accompanying proficiency exams or demonstrated
14 competencies that are used to demonstrate postsecondary knowledge and
15 skills; and

16 (b) Inform students and their families, emphasizing communication
17 to underrepresented groups, about the program offerings and the
18 opportunities to take courses that qualify for postsecondary credit
19 through demonstrated competencies or if the student earns the
20 qualifying score on the proficiency exam. This information shall
21 encourage students to use the twelfth grade as the launch year for an
22 advance start on their career and postsecondary education.

23 (4) A middle school that receives approval from the office of the
24 superintendent of public instruction to provide a career and
25 technical program in science, technology, engineering, or mathematics
26 directly to students shall receive funding at the same rate as a high
27 school operating a similar program. Additionally, a middle school
28 that provides a hands-on experience in science, technology,
29 engineering, or mathematics with an integrated curriculum of academic
30 content and career and technical education, and includes a career and
31 technical education exploratory component shall also qualify for the
32 career and technical education funding.

33 **Sec. 5.** RCW 28A.300.130 and 2016 c 72 s 804 are each amended to
34 read as follows:

35 (1) To facilitate access to information and materials on
36 educational improvement and research, the superintendent of public
37 instruction, subject to the availability of amounts appropriated for
38 this specific purpose, shall establish the center for the improvement
39 of student learning. The center shall work in conjunction with

1 parents, educational service districts, institutions of higher
2 education, and education, parent, community, and business
3 organizations.

4 (2) The center, subject to the availability of amounts
5 appropriated for this specific purpose, and in conjunction with other
6 staff in the office of the superintendent of public instruction,
7 shall:

8 (a) Serve as a clearinghouse for information regarding successful
9 educational improvement and parental involvement programs in schools
10 and districts, and information about efforts within institutions of
11 higher education in the state to support educational improvement
12 initiatives in Washington schools and districts;

13 (b) Provide best practices research that can be used to help
14 schools develop and implement: Programs and practices to improve
15 instruction; systems to analyze student assessment data, with an
16 emphasis on systems that will combine the use of state and local data
17 to monitor the academic progress of each and every student in the
18 school district; comprehensive, school-wide improvement plans;
19 school-based shared decision-making models; programs to promote
20 lifelong learning and community involvement in education; school-to-
21 work transition programs; programs to meet the needs of highly
22 capable students; programs and practices to meet the needs of
23 students with disabilities; programs and practices to meet the
24 diverse needs of students based on gender, racial, ethnic, economic,
25 and special needs status; research, information, and technology
26 systems; and other programs and practices that will assist educators
27 in helping students learn the (~~essential-academic~~) state learning
28 (~~requirements~~) standards;

29 (c) Develop and maintain an internet web site to increase the
30 availability of information, research, and other materials;

31 (d) Work with appropriate organizations to inform teachers,
32 district and school administrators, and school directors about the
33 waivers available and the broadened school board powers under RCW
34 28A.320.015;

35 (e) Provide training and consultation services, including
36 conducting regional summer institutes;

37 (f) Identify strategies for improving the success rates of ethnic
38 and racial student groups and students with disabilities, with
39 disproportionate academic achievement;

1 (g) Work with parents, teachers, and school districts in
2 establishing a model absentee notification procedure that will
3 properly notify parents when their student has not attended a class
4 or has missed a school day. The office of the superintendent of
5 public instruction shall consider various types of communication with
6 parents including, but not limited to, email, phone, and postal mail;
7 and

8 (h) Perform other functions consistent with the purpose of the
9 center as prescribed in subsection (1) of this section.

10 (3) The superintendent of public instruction shall select and
11 employ a director for the center.

12 (4) The superintendent may enter into contracts with individuals
13 or organizations including but not limited to: School districts;
14 educational service districts; educational organizations; teachers;
15 higher education faculty; institutions of higher education; state
16 agencies; business or community-based organizations; and other
17 individuals and organizations to accomplish the duties and
18 responsibilities of the center. In carrying out the duties and
19 responsibilities of the center, the superintendent, whenever
20 possible, shall use practitioners to assist agency staff as well as
21 assist educators and others in schools and districts.

22 (5) The office of the superintendent of public instruction shall
23 report to the legislature by September 1, 2007, and thereafter
24 biennially, regarding the effectiveness of the center for the
25 improvement of student learning, how the services provided by the
26 center for the improvement of student learning have been used and by
27 whom, and recommendations to improve the accessibility and
28 application of knowledge and information that leads to improved
29 student learning and greater family and community involvement in the
30 public education system.

31 **Sec. 6.** RCW 28A.300.440 and 2012 c 198 s 5 are each amended to
32 read as follows:

33 (1) The natural science, wildlife, and environmental education
34 grant program is hereby created, subject to the availability of
35 funds. The program is created to promote proven and innovative
36 natural science, wildlife, and environmental education programs that
37 are fully aligned with the state(~~'s essential academic~~) learning
38 (~~requirements~~) standards, and includes but is not limited to

1 instruction about renewable resources, responsible use of resources,
2 and conservation.

3 (2) The superintendent of public instruction shall establish and
4 publish funding criteria for environmental, natural science,
5 wildlife, forestry, and agricultural education grants. The office of
6 the superintendent of public instruction shall involve a cross-
7 section of stakeholder groups to develop socially, economically, and
8 environmentally balanced funding criteria. These criteria shall be
9 based on compliance with the (~~essential-academic~~) state learning
10 (~~requirements~~) standards and use methods that encourage critical
11 thinking. The criteria must also include environmental, natural
12 science, wildlife, forestry, and agricultural education programs with
13 one or more of the following features:

14 (a) Interdisciplinary approaches to environmental, natural
15 science, wildlife, forestry, and agricultural issues;

16 (b) Programs that target underserved, disadvantaged, and
17 multicultural populations;

18 (c) Programs that reach out to schools across the state that
19 would otherwise not have access to specialized environmental, natural
20 science, wildlife, forestry, and agricultural education programs;

21 (d) Proven programs offered by innovative community partnerships
22 designed to improve student learning and strengthen local
23 communities.

24 (3) Eligible uses of grants include, but are not limited to:

25 (a) Continuing in-service and preservice training for educators
26 with materials specifically developed to enable educators to teach
27 (~~essential-academic~~) state learning (~~requirements~~) standards in a
28 compelling and effective manner;

29 (b) Proven, innovative programs that align the basic subject
30 areas of the common school curriculum in chapter 28A.230 RCW with the
31 (~~essential-academic~~) state learning (~~requirements~~) standards; the
32 basic subject areas should be integrated by using environmental
33 education, natural science, wildlife, forestry, agricultural, and
34 natural environment curricula to meet the needs of various learning
35 styles; and

36 (c) Support and equipment needed for the implementation of the
37 programs in this section.

38 (4) Grants may only be disbursed to nonprofit organizations
39 exempt from income tax under section 501(c) of the federal internal
40 revenue code that can provide matching funds or in-kind services.

1 (5) Grants may not be used for any partisan or political
2 activities.

3 **Sec. 7.** RCW 28A.300.462 and 2011 c 262 s 2 are each amended to
4 read as follows:

5 (1) School districts are encouraged to voluntarily adopt the
6 jumpstart coalition national standards in K-12 personal finance
7 education and provide students with an opportunity to master the
8 standards.

9 (2) Subject to funds appropriated specifically for this purpose,
10 the office of the superintendent of public instruction and the
11 financial education public-private partnership shall provide
12 technical assistance and grants to support demonstration projects for
13 district-wide adoption and implementation of the financial education
14 learning standards under this section.

15 (3) School districts may apply on a competitive basis to
16 participate as a demonstration project. The office and the
17 partnership shall select up to four school districts as demonstration
18 projects, with two districts located in eastern Washington and two
19 districts located in western Washington, if possible.

20 (4) Selected districts must:

21 (a) Adopt the jumpstart coalition national standards in K-12
22 personal finance education as the (~~essential—academic~~) state
23 learning (~~requirements~~) standards for financial education and
24 provide students with an opportunity to master the standards;

25 (b) Make a commitment to integrate financial education into
26 instruction at all grade levels and in all schools in the district;

27 (c) Establish local partnerships within the community to promote
28 financial education in the schools; and

29 (d) Conduct pre and posttesting of students' financial literacy.

30 (5) The office of the superintendent of public instruction, with
31 the advice of the financial education public-private partnership,
32 shall provide assistance to the demonstration projects regarding
33 curriculum, professional development, and innovative instructional
34 programs to implement the financial education standards.

35 (6) The selected districts must report findings and results of
36 the demonstration project to the office of the superintendent of
37 public instruction and appropriate committees of the legislature
38 annually.

1 **Sec. 8.** RCW 28A.305.215 and 2009 c 310 s 5 are each amended to
2 read as follows:

3 (1) The activities in this section revise and strengthen the
4 state learning standards that implement the goals of RCW
5 28A.150.210(~~(, known as the essential academic learning~~
6 ~~requirements,)~~) and improve alignment of school district curriculum
7 to the standards.

8 (2) The state board of education shall be assisted in its work
9 under subsections (3), (4), and (5) of this section by: (a) An expert
10 national consultant in each of mathematics and science retained by
11 the state board; and (b) (~~the~~) mathematics and science advisory
12 panels (~~(created under RCW 28A.305.219)~~), as appropriate, which shall
13 provide review and formal comment on proposed recommendations to the
14 superintendent of public instruction and the state board of education
15 on new revised standards and curricula.

16 (3) By September 30, 2007, the state board of education shall
17 recommend to the superintendent of public instruction revised
18 (~~(essential academic)~~) state learning (~~(requirements)~~) standards and
19 grade level expectations in mathematics. The recommendations shall be
20 based on:

21 (a) Considerations of clarity, rigor, content, depth, coherence
22 from grade to grade, specificity, accessibility, and measurability;

23 (b) Study of:

24 (i) Standards used in countries whose students demonstrate high
25 performance on the trends in international mathematics and science
26 study and the programme for international student assessment;

27 (ii) College readiness standards;

28 (iii) The national council of teachers of mathematics focal
29 points and the national assessment of educational progress content
30 frameworks; and

31 (iv) Standards used by three to five other states, including
32 California, and the nation of Singapore; and

33 (c) Consideration of information presented during public comment
34 periods.

35 (4) (a) By February 29, 2008, the superintendent of public
36 instruction shall revise the (~~(essential academic)~~) state learning
37 (~~(requirements)~~) standards and the grade level expectations for
38 mathematics and present the revised standards to the state board of
39 education and the education committees of the senate and the house of
40 representatives as required by RCW 28A.655.070(4).

1 (b) The state board of education shall direct an expert national
2 consultant in mathematics to:

3 (i) Analyze the February 2008 version of the revised standards,
4 including a comparison to exemplar standards previously reviewed
5 under this section;

6 (ii) Recommend specific language and content changes needed to
7 finalize the revised standards; and

8 (iii) Present findings and recommendations in a draft report to
9 the state board of education.

10 (c) By May 15, 2008, the state board of education shall review
11 the consultant's draft report, consult the mathematics advisory
12 panel, hold a public hearing to receive comment, and direct any
13 subsequent modifications to the consultant's report. After the
14 modifications are made, the state board of education shall forward
15 the final report and recommendations to the superintendent of public
16 instruction for implementation.

17 (d) By July 1, 2008, the superintendent of public instruction
18 shall revise the mathematics standards to conform precisely to and
19 incorporate each of the recommendations of the state board of
20 education under (c) of this subsection and submit the revisions to
21 the state board of education.

22 (e) By July 31, 2008, the state board of education shall either
23 approve adoption by the superintendent of public instruction of the
24 final revised standards as the (~~essential-academic~~) state learning
25 (~~requirements~~) standards and grade level expectations for
26 mathematics, or develop a plan for ensuring that the recommendations
27 under (c) of this subsection are implemented so that final revised
28 mathematics standards can be adopted by September 25, 2008.

29 (5) By June 30, 2008, the state board of education shall
30 recommend to the superintendent of public instruction revised
31 (~~essential-academic~~) state learning (~~requirements~~) standards and
32 grade level expectations in science. The recommendations shall be
33 based on:

34 (a) Considerations of clarity, rigor, content, depth, coherence
35 from grade to grade, specificity, accessibility, and measurability;

36 (b) Study of standards used by three to five other states and in
37 countries whose students demonstrate high performance on the trends
38 in international mathematics and science study and the programme for
39 international student assessment; and

1 (c) Consideration of information presented during public comment
2 periods.

3 (6) By December 1, 2008, the superintendent of public instruction
4 shall revise the (~~essential—academic~~) state learning
5 (~~requirements~~) standards and the grade level expectations for
6 science and present the revised standards to the state board of
7 education and the education committees of the senate and the house of
8 representatives as required by RCW 28A.655.070(4). The superintendent
9 shall adopt the revised (~~essential—academic~~) state learning
10 (~~requirements~~) standards and grade level expectations unless
11 otherwise directed by the legislature during the 2009 legislative
12 session.

13 (7)(a) Within six months after the standards under subsection (4)
14 of this section are adopted, the superintendent of public instruction
15 shall present to the state board of education recommendations for no
16 more than three basic mathematics curricula each for elementary,
17 middle, and high school grade spans.

18 (b) Within two months after the presentation of the recommended
19 curricula, the state board of education shall provide official
20 comment and recommendations to the superintendent of public
21 instruction regarding the recommended mathematics curricula. The
22 superintendent of public instruction shall make any changes based on
23 the comment and recommendations from the state board of education and
24 adopt the recommended curricula.

25 (c) By June 30, 2009, the superintendent of public instruction
26 shall present to the state board of education recommendations for no
27 more than three basic science curricula each for elementary and
28 middle school grade spans and not more than three recommendations for
29 each of the major high school courses within the following science
30 domains: Earth and space science, physical science, and life science.

31 (d) Within two months after the presentation of the recommended
32 curricula, the state board of education shall provide official
33 comment and recommendations to the superintendent of public
34 instruction regarding the recommended science curricula. The
35 superintendent of public instruction shall make any changes based on
36 the comment and recommendations from the state board of education and
37 adopt the recommended curricula.

38 (e) In selecting the recommended curricula under this subsection
39 (7), the superintendent of public instruction shall provide
40 information to (~~the~~) mathematics and science advisory panels

1 (~~created under RCW 28A.305.219~~), as appropriate, and seek the
2 advice of the appropriate panel regarding the curricula that shall be
3 included in the recommendations.

4 (f) The recommended curricula under this subsection (7) shall
5 align with the revised (~~essential-academic~~) state learning
6 (~~requirements~~) standards and grade level expectations. In addition
7 to the recommended basic curricula, appropriate diagnostic and
8 supplemental materials shall be identified as necessary to support
9 each curricula.

10 (g) Subject to funds appropriated for this purpose and
11 availability of the curricula, at least one of the curricula in each
12 grade span and in each of mathematics and science shall be available
13 to schools and parents online at no cost to the school or parent.

14 (8) By December 1, 2007, the state board of education shall
15 revise the high school graduation requirements under RCW 28A.230.090
16 to include a minimum of three credits of mathematics, one of which
17 may be a career and technical course equivalent in mathematics, and
18 prescribe the mathematics content in the three required credits.

19 (9) Nothing in this section requires a school district to use one
20 of the recommended curricula under subsection (7) of this section.
21 However, the statewide accountability plan adopted by the state board
22 of education under RCW 28A.305.130 shall recommend conditions under
23 which school districts should be required to use one of the
24 recommended curricula. The plan shall also describe the conditions
25 for exception to the curriculum requirement, such as the use of
26 integrated academic and career and technical education curriculum.
27 Required use of the recommended curricula as an intervention strategy
28 must be authorized by the legislature (~~as required by RCW~~
29 ~~28A.305.130(4)(e)~~) before implementation.

30 (10) The superintendent of public instruction shall conduct a
31 comprehensive survey of the mathematics curricula being used by
32 school districts at all grade levels and the textbook and curriculum
33 purchasing cycle of the districts and report the results of the
34 survey to the education committees of the legislature by November 15,
35 2008.

36 **Sec. 9.** RCW 28A.320.173 and 2018 c 266 s 409 are each amended to
37 read as follows:

38 (1) Public schools may develop curricula that:

1 (a) Links student learning with engagement in seasonal or
2 nonseasonal outdoor-based activities, including activities related to
3 academic requirements in science, health and fitness, and career and
4 technical education;

5 (b) Aligns with the (~~essential—academic~~) state learning
6 (~~requirements~~) standards under RCW 28A.655.070 that are a component
7 of the state's instructional program of basic education; and

8 (c) Includes locally administered competency based assessments
9 that align with the Washington state learning standards.

10 (2) Public schools that develop curricula under this section may
11 request authorization from the superintendent of public instruction
12 as provided in RCW 28A.300.790 to consider student participation in
13 seasonal or nonseasonal outdoor-based activities as instructional
14 days for the purposes of basic education requirements established in
15 RCW 28A.150.220(5).

16 **Sec. 10.** RCW 28A.320.240 and 2015 c 27 s 1 are each amended to
17 read as follows:

18 (1) The purpose of this section is to identify quality criteria
19 for school library information and technology programs that support
20 the student learning goals under RCW 28A.150.210, the (~~essential—~~
21 ~~academic~~) state learning (~~requirements~~) standards under RCW
22 28A.655.070, and high school graduation requirements adopted under
23 RCW 28A.230.090.

24 (2) Every board of directors shall provide resources and
25 materials for the operation of school library information and
26 technology programs as the board deems necessary for the proper
27 education of the district's students or as otherwise required by law
28 or rule of the superintendent of public instruction.

29 (3) "Teacher-librarian" means a certificated teacher with a
30 library media endorsement under rules adopted by the professional
31 educator standards board.

32 (4) "School library information and technology program" means a
33 school-based program that is staffed by a certificated teacher-
34 librarian and provides a broad, flexible array of services,
35 resources, and instruction that support student mastery of the
36 (~~essential—academic~~) state learning (~~requirements~~) standards and
37 state standards in all subject areas and the implementation of the
38 district's school improvement plan.

1 (5) The teacher-librarian, through the school library information
2 and technology program, shall collaborate as an instructional partner
3 to help all students meet the content goals in all subject areas, and
4 assist high school students completing high school and beyond plans
5 required for graduation.

6 (6) The teacher-librarian's duties may include, but are not
7 limited to, collaborating with his or her schools to:

8 (a) Integrate information and technology into curriculum and
9 instruction, including but not limited to instructing other
10 certificated staff about using and integrating information and
11 technology literacy into instruction through workshops, modeling
12 lessons, and individual peer coaching;

13 (b) Provide information management instruction to students and
14 staff about how to effectively use emerging learning technologies for
15 school and lifelong learning, as well as in the appropriate use of
16 computers and mobile devices in an educational setting;

17 (c) Help teachers and students efficiently and effectively access
18 the highest quality information available while using information
19 ethically;

20 (d) Instruct students in digital citizenship including how to be
21 critical consumers of information and provide guidance about
22 thoughtful and strategic use of online resources; and

23 (e) Create a culture of reading in the school community by
24 developing a diverse, student-focused collection of materials that
25 ensures all students can find something of quality to read and by
26 facilitating school-wide reading initiatives along with providing
27 individual support and guidance for students.

28 **Sec. 11.** RCW 28A.410.046 and 2011 c 209 s 2 are each amended to
29 read as follows:

30 (1) For the purposes of this section, an elementary mathematics
31 specialist is a certificated teacher who has demonstrated at least
32 the following knowledge and skills:

33 (a) Enhanced mathematics content knowledge and skills necessary
34 to provide students in grades kindergarten through eight a deep
35 understanding of the ((essential—academic)) state learning
36 ((requirements)) standards and performance expectations in
37 mathematics;

38 (b) Knowledge and skills in a variety of instructional strategies
39 for teaching mathematics content; and

1 (c) Knowledge and skills in instructional strategies targeted for
2 students struggling with mathematics.

3 (2) The legislature encourages the professional educator
4 standards board to develop standards for and adopt a specialty
5 endorsement for elementary mathematics specialists as defined under
6 this section.

7 (3) School districts may work with local colleges and
8 universities, educator preparation programs, and educational service
9 districts to develop and offer training and professional development
10 opportunities in the knowledge and skills necessary for a teacher to
11 be considered an elementary mathematics specialist under this
12 section.

13 (4) School districts are encouraged to use elementary mathematics
14 specialists for direct instruction of students using an itinerant
15 teacher model where the specialist rotates from classroom to
16 classroom within the school.

17 **Sec. 12.** RCW 28A.655.071 and 2010 c 235 s 601 are each amended
18 to read as follows:

19 (1) By August 2, 2010, the superintendent of public instruction
20 may revise the state (~~essential-academic~~) learning (~~requirements~~)
21 standards authorized under RCW 28A.655.070 for mathematics, reading,
22 writing, and communication by provisionally adopting a common set of
23 standards for students in grades kindergarten through twelve. The
24 revised state (~~essential-academic~~) learning (~~requirements~~)
25 standards may be substantially identical with the standards developed
26 by a multistate consortium in which Washington participated, must be
27 consistent with the requirements of RCW 28A.655.070, and may include
28 additional standards if the additional standards do not exceed
29 fifteen percent of the standards for each content area. However, the
30 superintendent of public instruction shall not take steps to
31 implement the provisionally adopted standards until the education
32 committees of the house of representatives and the senate have an
33 opportunity to review the standards.

34 (2) By January 1, 2011, the superintendent of public instruction
35 shall submit to the education committees of the house of
36 representatives and the senate:

37 (a) A detailed comparison of the provisionally adopted standards
38 and the state (~~essential-academic~~) learning (~~requirements~~)
39 standards as of June 10, 2010, including the comparative level of

1 rigor and specificity of the standards and the implications of any
2 identified differences; and

3 (b) An estimated timeline and costs to the state and to school
4 districts to implement the provisionally adopted standards, including
5 providing necessary training, realignment of curriculum, adjustment
6 of state assessments, and other actions.

7 (3) The superintendent may implement the revisions to the
8 (~~essential-academic~~) state learning (~~requirements~~) standards
9 under this section after the 2011 legislative session unless
10 otherwise directed by the legislature.

11 **Sec. 13.** RCW 28A.655.075 and 2007 c 396 s 16 are each amended to
12 read as follows:

13 (1) Within funds specifically appropriated therefor, by December
14 1, 2008, the superintendent of public instruction shall develop
15 (~~essential-academic~~) state learning (~~requirements~~) standards and
16 grade level expectations for educational technology literacy and
17 technology fluency that identify the knowledge and skills that all
18 public school students need to know and be able to do in the areas of
19 technology and technology literacy. The development process shall
20 include a review of current standards that have been developed or are
21 used by other states and national and international technology
22 associations. To the maximum extent possible, the superintendent
23 shall integrate goal four and the knowledge and skill areas in the
24 other goals in the technology (~~essential-academic~~) state learning
25 (~~requirements~~) standards.

26 (a) As used in this section, "technology literacy" means the
27 ability to responsibly, creatively, and effectively use appropriate
28 technology to communicate; access, collect, manage, integrate, and
29 evaluate information; solve problems and create solutions; build and
30 share knowledge; and improve and enhance learning in all subject
31 areas and experiences.

32 (b) Technology fluency builds upon technology literacy and is
33 demonstrated when students: Apply technology to real-world
34 experiences; adapt to changing technologies; modify current and
35 create new technologies; and personalize technology to meet personal
36 needs, interests, and learning styles.

37 (2)(a) Within funds specifically appropriated therefor, the
38 superintendent shall obtain or develop education technology
39 assessments that may be administered in the elementary, middle, and

1 high school grades to assess the (~~essential—academic~~) state
2 learning (~~requirements~~) standards for technology. The assessments
3 shall be designed to be classroom or project-based so that they can
4 be embedded in classroom instruction and be administered and scored
5 by school staff throughout the regular school year using consistent
6 scoring criteria and procedures. By the 2010-11 school year, these
7 assessments shall be made available to school districts for the
8 districts' voluntary use. If a school district uses the assessments
9 created under this section, then the school district shall notify the
10 superintendent of public instruction of the use. The superintendent
11 shall report annually to the legislature on the number of school
12 districts that use the assessments each school year.

13 (b) Beginning December 1, 2010, and annually thereafter, the
14 superintendent of public instruction shall provide a report to the
15 relevant legislative committees regarding the use of the assessments.

16 **Sec. 14.** RCW 28A.655.130 and 1999 c 388 s 402 are each amended
17 to read as follows:

18 (1) To the extent funds are appropriated, the office of the
19 superintendent of public instruction annually shall allocate
20 accountability implementation funds to school districts. The purposes
21 of the funds are to: Develop and update student learning improvement
22 plans; implement curriculum materials and instructional strategies;
23 provide staff professional development to implement the selected
24 curricula and instruction; develop and implement assessment
25 strategies and training in assessment scoring; and fund other
26 activities intended to improve student learning for all students,
27 including students with diverse needs. Activities funded by the
28 allocations must be consistent with the school or district
29 improvement plan, designed to improve the ability of teachers and
30 other instructional certificated and classified staff to assist
31 students in meeting the (~~essential—academic~~) state learning
32 (~~requirements~~) standards, and designed to achieve state and local
33 accountability goals. Activities funded by the allocations shall be
34 designed to protect the teachers' instructional time with students
35 and minimize the use of substitute teachers.

36 (2) Schools receiving funds shall develop, update as needed, and
37 keep on file a school student learning improvement plan to achieve
38 the student learning goals and (~~essential—academic~~) state learning
39 (~~requirements~~) standards and to implement the assessment system as

1 it is developed. The plan shall delineate how the accountability
2 implementation funds will be used to accomplish the requirements of
3 this section. The plan shall be made available to the public and to
4 others upon request.

5 (3) The amount of allocations shall be determined in the omnibus
6 appropriations act.

7 (4) The state schools for the deaf and blind are eligible to
8 receive allocations under this section.

9 (5) The superintendent of public instruction may adopt timelines
10 and rules as necessary under chapter 34.05 RCW to administer the
11 program, and require that schools and districts submit reports
12 regarding the use of the funds.

13 **Sec. 15.** RCW 28A.655.140 and 1999 c 388 s 403 are each amended
14 to read as follows:

15 (1) In order to increase the availability and quality of
16 technical assistance statewide, the superintendent of public
17 instruction, subject to available funding, may employ school
18 improvement coordinators and school improvement specialists to
19 provide assistance to schools and districts. The improvement
20 specialists shall serve on a rotating basis and shall not be
21 permanent employees.

22 (2) The types of assistance provided by the improvement
23 coordinators and specialists may include, but need not be limited to:

24 (a) Assistance to schools to use student performance data and
25 develop improvement plans based on those data;

26 (b) Consultation with schools and districts concerning their
27 performance on the ~~((Washington))~~ statewide student assessment ~~((of~~
28 ~~student learning))~~ and other assessments;

29 (c) Consultation concerning curricula that aligns with the
30 ~~((essential-academic))~~ state learning ~~((requirements))~~ standards and
31 the ~~((Washington))~~ statewide student assessment ~~((of—student~~
32 ~~learning))~~ and that meets the needs of diverse learners;

33 (d) Assistance in the identification and implementation of
34 research-based instructional practices;

35 (e) Staff training that emphasizes effective instructional
36 strategies and classroom-based assessment;

37 (f) Assistance in developing and implementing family and
38 community involvement programs; and

1 (g) Other assistance to schools and school districts intended to
2 improve student learning.

3 **Sec. 16.** RCW 28A.710.040 and 2018 c 75 s 9 are each amended to
4 read as follows:

5 (1) A charter school must operate according to the terms of its
6 charter contract and the provisions of this chapter.

7 (2) A charter school must:

8 (a) Comply with local, state, and federal health, safety,
9 parents' rights, civil rights, and nondiscrimination laws applicable
10 to school districts and to the same extent as school districts,
11 including but not limited to chapter 28A.642 RCW (discrimination
12 prohibition) and chapter 28A.640 RCW (sexual equality);

13 (b) Provide a program of basic education, that meets the goals in
14 RCW 28A.150.210, including instruction in the (~~essential academic~~)
15 state learning (~~requirements~~) standards, and participate in the
16 statewide student assessment system as developed under RCW
17 28A.655.070;

18 (c) Comply with the screening and intervention requirements under
19 RCW 28A.320.260;

20 (d) Employ certificated instructional staff as required in RCW
21 28A.410.025. Charter schools, however, may hire noncertificated
22 instructional staff of unusual competence and in exceptional cases as
23 specified in RCW 28A.150.203(7);

24 (e) Comply with the employee record check requirements in RCW
25 28A.400.303;

26 (f) Adhere to generally accepted accounting principles and be
27 subject to financial examinations and audits as determined by the
28 state auditor, including annual audits for legal and fiscal
29 compliance;

30 (g) Comply with the annual performance report under RCW
31 28A.655.110;

32 (h) Be subject to the performance improvement goals adopted by
33 the state board of education under RCW 28A.305.130;

34 (i) Comply with the open public meetings act in chapter 42.30 RCW
35 and public records requirements in chapter 42.56 RCW; and

36 (j) Be subject to and comply with legislation enacted after
37 December 6, 2012, that governs the operation and management of
38 charter schools.

1 (3) Charter public schools must comply with all state statutes
2 and rules made applicable to the charter school in the school's
3 charter contract, and are subject to the specific state statutes and
4 rules identified in subsection (2) of this section. For the purpose
5 of allowing flexibility to innovate in areas such as scheduling,
6 personnel, funding, and educational programs to improve student
7 outcomes and academic achievement, charter schools are not subject
8 to, and are exempt from, all other state statutes and rules
9 applicable to school districts and school district boards of
10 directors. Except as provided otherwise by this chapter or a charter
11 contract, charter schools are exempt from all school district
12 policies.

13 (4) A charter school may not engage in any sectarian practices in
14 its educational program, admissions or employment policies, or
15 operations.

16 (5) Charter schools are subject to the supervision of the
17 superintendent of public instruction and the state board of
18 education, including accountability measures, to the same extent as
19 other public schools, except as otherwise provided in this chapter.

20 **Sec. 17.** RCW 43.06B.020 and 2013 c 23 s 83 are each amended to
21 read as follows:

22 The education ombuds shall have the following powers and duties:

23 (1) To develop parental involvement materials, including
24 instructional guides developed to inform parents of the (~~essential~~
25 ~~academic~~) state learning (~~(requirements)~~) standards required by the
26 superintendent of public instruction. The instructional guides also
27 shall contain actions parents may take to assist their children in
28 meeting the requirements, and should focus on reaching parents who
29 have not previously been involved with their children's education;

30 (2) To provide information to students, parents, and interested
31 members of the public regarding this state's public elementary and
32 secondary education system;

33 (3) To identify obstacles to greater parent and community
34 involvement in school shared decision-making processes and recommend
35 strategies for helping parents and community members to participate
36 effectively in school shared decision-making processes, including
37 understanding and respecting the roles of school building
38 administrators and staff;

1 (4) To identify and recommend strategies for improving the
2 success rates of ethnic and racial student groups and students with
3 disabilities, with disproportionate academic achievement;

4 (5) To refer complainants and others to appropriate resources,
5 agencies, or departments;

6 (6) To facilitate the resolution of complaints made by parents
7 and students with regard to the state's public elementary and
8 secondary education system;

9 (7) To perform such other functions consistent with the purpose
10 of the education ombuds; and

11 (8) To consult with representatives of the following
12 organizations and groups regarding the work of the office of the
13 education ombuds, including but not limited to:

14 (a) The state parent teacher association;

15 (b) Certificated and classified school employees;

16 (c) School and school district administrators;

17 (d) Parents of special education students;

18 (e) Parents of English language learners;

19 (f) The Washington state commission on Hispanic affairs;

20 (g) The Washington state commission on African American affairs;

21 (h) The Washington state commission on Asian Pacific American
22 affairs; and

23 (i) The governor's office of Indian affairs.

24 **Sec. 18.** RCW 79A.05.351 and 2015 c 245 s 1 are each amended to
25 read as follows:

26 (1) The outdoor education and recreation grant program is hereby
27 created, subject to the availability of funds in the outdoor
28 education and recreation account. The commission shall establish and
29 implement the program by rule to provide opportunities for public
30 agencies, private nonprofit organizations, formal school programs,
31 nonformal after-school programs, and community-based programs to
32 receive grants from the account. Programs that provide outdoor
33 education opportunities to schools shall be fully aligned with the
34 state(~~'s essential academic~~) learning (~~(requirements)~~) standards.

35 (2) The program shall be phased in beginning with the schools and
36 students with the greatest needs in suburban, rural, and urban areas
37 of the state. The program shall focus on students who qualify for
38 free and reduced-price lunch, who are most likely to fail

1 academically, or who have the greatest potential to drop out of
2 school.

3 (3) The director shall set priorities and develop criteria for
4 the awarding of grants to outdoor environmental, ecological,
5 agricultural, or other natural resource-based education and
6 recreation programs considering at least the following:

7 (a) Programs that contribute to the reduction of academic failure
8 and dropout rates;

9 (b) Programs that make use of research-based, effective
10 environmental, ecological, agricultural, or other natural resource-
11 based education curriculum;

12 (c) Programs that contribute to healthy life styles through
13 outdoor recreation and sound nutrition;

14 (d) Various Washington state parks as venues and use of the
15 commission's personnel as a resource;

16 (e) Programs that maximize the number of participants that can be
17 served;

18 (f) Programs that will commit matching and in-kind resources;

19 (g) Programs that create partnerships with public and private
20 entities;

21 (h) Programs that provide students with opportunities to directly
22 experience and understand nature and the natural world;

23 (i) Programs that include ongoing program evaluation, assessment,
24 and reporting of their effectiveness; and

25 (j) Programs that utilize veterans for at least fifty percent of
26 program implementation or administration.

27 (4) The director shall create an advisory committee to assist and
28 advise the commission in the development and administration of the
29 outdoor education and recreation program. The director should solicit
30 representation on the committee from the office of the superintendent
31 of public instruction, the department of fish and wildlife, the
32 business community, outdoor organizations with an interest in
33 education, and any others the commission deems sufficient to ensure a
34 cross section of stakeholders. When the director creates such an
35 advisory committee, its members shall be reimbursed from the outdoor
36 education and recreation program account for travel expenses as
37 provided in RCW 43.03.050 and 43.03.060.

38 (5) The outdoor education and recreation program account is
39 created in the custody of the state treasurer. Funds deposited in the
40 outdoor education and recreation program account shall be transferred

1 only to the commission to be used solely for the commission's outdoor
2 education and recreation program purposes identified in this section
3 including the administration of the program. The director may accept
4 gifts, grants, donations, or moneys from any source for deposit in
5 the outdoor education and recreation program account. Any public
6 agency in this state may develop and implement outdoor education and
7 recreation programs. The director may make grants to public agencies
8 and contract with any public or private agency or person to develop
9 and implement outdoor education and recreation programs. The outdoor
10 education and recreation program account is subject to allotment
11 procedures under chapter 43.88 RCW, but an appropriation is not
12 required for expenditures.

13 NEW SECTION. **Sec. 19.** RCW 28A.655.010 (Washington commission on
14 student learning—Definitions) and 1993 c 336 s 201 are each repealed.

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