

---

**SENATE BILL 5014**

---

**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** Senators McCoy, Hasegawa, Wilson, C., Hunt, and Saldaña

Prefiled 12/07/18. Read first time 01/14/19. 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 Washington has  
12 increased expectations for schools and students by implementing  
13 significantly more challenging learning standards along with tests  
14 aligned to those standards. At the same time, the state is requiring  
15 students to complete more coursework in order to graduate. Each of  
16 these changes creates a higher bar for graduation, improves student  
17 achievement, and will better prepare students to be college and  
18 career ready.

19 The legislature also recognizes that Washington still continues  
20 to use state tests as graduation requirements even though research  
21 shows that the use of tests as a high stakes graduation requirement

1 does not consistently improve student achievement; reduce the  
2 opportunity gap; or increase graduation rates, postsecondary  
3 attainment, or workforce outcomes. Instead, the negative impacts of a  
4 high stakes testing system often disproportionately affect the  
5 state's most vulnerable students.

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

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

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

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

24 ~~(a))~~ a high school diploma pursuant to RCW 28A.230.120 ~~((; or~~

25 ~~(b) A certificate of individual achievement pursuant to RCW~~  
26 ~~28A.155.045))~~).

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

29 The office of the superintendent of public instruction and the  
30 state board for community and technical colleges shall jointly  
31 develop a program plan to provide a continuing education option for  
32 students who are eligible for the state transitional bilingual  
33 instruction program and who need more time to develop language  
34 proficiency but who are more age-appropriately suited for a  
35 postsecondary learning environment than for a high school. ~~((In~~  
36 ~~developing the plan, the superintendent of public instruction shall~~  
37 ~~consider options to formally recognize the accomplishments of~~  
38 ~~students in the state transitional bilingual instruction program who~~

1 ~~have completed the twelfth grade but have not earned a certificate of~~  
2 ~~academic achievement.))~~ By December 1, 2004, the agencies shall  
3 report to the legislative education and fiscal committees with any  
4 recommendations for legislative action and any resources necessary to  
5 implement the plan.

6 **Sec. 4.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended to  
7 read as follows:

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

15 The administrative or executive authority of private schools or  
16 private school districts shall file each year with the state board of  
17 education a statement certifying that the minimum requirements  
18 hereinafter set forth are being met, noting any deviations. The state  
19 board of education may request clarification or additional  
20 information. After review of the statement, the state board of  
21 education will notify schools or school districts of any concerns,  
22 deficiencies, and deviations which must be corrected. If there are  
23 any unresolved concerns, deficiencies, or deviations, the school or  
24 school district may request or the state board of education on its  
25 own initiative may grant provisional status for one year in order  
26 that the school or school district may take action to meet the  
27 requirements. The state board of education shall not require private  
28 school students to meet the student learning goals, (~~obtain a~~  
29 ~~certificate of academic achievement, or a certificate of individual~~  
30 ~~achievement to graduate from high school,~~) to ((~~master~~)) learn the  
31 essential academic learning requirements, or to be assessed pursuant  
32 to RCW ((~~28A.655.061~~)) 28A.655.070. However, private schools may  
33 choose, on a voluntary basis, to have their students ((~~master~~)) learn  
34 these essential academic learning requirements((~~r~~)) or take the  
35 assessments((~~r and obtain a certificate of academic achievement or a~~  
36 ~~certificate of individual achievement~~)). Minimum requirements shall  
37 be as follows:

38 (1) The minimum school year for instructional purposes shall  
39 consist of no less than one hundred eighty school days or the

1 equivalent in annual minimum instructional hour offerings, with a  
2 school-wide annual average total instructional hour offering of one  
3 thousand hours for students enrolled in grades one through twelve,  
4 and at least four hundred fifty hours for students enrolled in  
5 kindergarten.

6 (2) The school day shall be the same as defined in RCW  
7 28A.150.203.

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

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

13 (b) In exceptional cases, people of unusual competence but  
14 without certification may teach students so long as a certified  
15 person exercises general supervision. Annual written statements shall  
16 be submitted to the state board of education reporting and explaining  
17 such circumstances.

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

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

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

29 (c) The certificated person spend a minimum average each month of  
30 one contact hour per week with each student under his or her  
31 supervision who is enrolled in the approved private school extension  
32 program;

33 (d) Each student's progress be evaluated by the certificated  
34 person; and

35 (e) The certificated employee shall not supervise more than  
36 thirty students enrolled in the approved private school's extension  
37 program.

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

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

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

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

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

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

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

27 (a) File annually a signed declaration of intent that he or she  
28 is planning to cause his or her child to receive home-based  
29 instruction. The statement shall include the name and age of the  
30 child, shall specify whether a certificated person will be  
31 supervising the instruction, and shall be written in a format  
32 prescribed by the superintendent of public instruction. Each parent  
33 shall file the statement by September 15th of the school year or  
34 within two weeks of the beginning of any public school quarter,  
35 trimester, or semester with the superintendent of the public school  
36 district within which the parent resides or the district that accepts  
37 the transfer, and the student shall be deemed a transfer student of  
38 the nonresident district. Parents may apply for transfer under RCW  
39 28A.225.220;

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

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

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

33 **Sec. 6.** RCW 28A.230.090 and 2018 c 229 s 1 are each amended to  
34 read as follows:

35 (1) The state board of education shall establish high school  
36 graduation requirements or equivalencies for students, except as  
37 provided in RCW 28A.230.122 and except those equivalencies  
38 established by local high schools or school districts under RCW  
39 28A.230.097. The purpose of a high school diploma is to declare that

1 a student is ready for success in postsecondary education, gainful  
2 employment, and citizenship, and is equipped with the skills to be a  
3 lifelong learner.

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

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

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

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

19 (iii) The high school and beyond plan must be updated to reflect  
20 high school assessment results in RCW 28A.655.070(3)(b) and to review  
21 transcripts, assess progress toward identified goals, and revised as  
22 necessary for changing interests, goals, and needs. The plan must  
23 identify available interventions and academic support, courses, or  
24 both, that are designed for students who have not met the high school  
25 graduation standard, to enable them to meet the standard. School  
26 districts are encouraged to involve parents and guardians in the  
27 process of developing and updating the high school and beyond plan,  
28 and the plan must be provided to the students' parents or guardians  
29 in their native language if that language is one of the two most  
30 frequently spoken non-English languages of students in the district.  
31 Nothing in this subsection (1) ~~((e))~~ (b) (iii) prevents districts  
32 from providing high school and beyond plans to parents and guardians  
33 in additional languages that are not required by this subsection.

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

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

38 (B) Identification of educational goals;

39 (C) Identification of dual credit programs and the opportunities  
40 they create for students, including but not limited to career and

1 technical education programs, running start programs, and college in  
2 the high school programs;

3 (D) Information about the college bound scholarship program  
4 established in chapter 28B.118 RCW;

5 (E) A four-year plan for course taking that:

6 (I) Includes information about options for satisfying state and  
7 local graduation requirements;

8 (II) Satisfies state and local graduation requirements;

9 (III) Aligns with the student's secondary and postsecondary  
10 goals;

11 (IV) Identifies dual credit programs and the opportunities they  
12 create for students; and

13 (V) Includes information about the college bound scholarship  
14 program; and

15 (F) By the end of the twelfth grade, a current resume or activity  
16 log that provides a written compilation of the student's education,  
17 any work experience, and any community service and how the school  
18 district has recognized the community service pursuant to RCW  
19 28A.320.193.

20 ~~((d))~~ (c) Any decision on whether a student has met the state  
21 board's high school graduation requirements for a high school and  
22 beyond plan shall remain at the local level. Effective with the  
23 graduating class of 2015, the state board of education may not  
24 establish a requirement for students to complete a culminating  
25 project for graduation. A district may establish additional, local  
26 requirements for a high school and beyond plan to serve the needs and  
27 interests of its students and the purposes of this section.

28 ~~((e))~~ (d)(i) The state board of education shall adopt rules to  
29 implement the career and college ready graduation requirement  
30 proposal adopted under board resolution on November 10, 2010, and  
31 revised on January 9, 2014, to take effect beginning with the  
32 graduating class of 2019 or as otherwise provided in this subsection  
33 (1)~~((e))~~ (d). The rules must include authorization for a school  
34 district to waive up to two credits for individual students based on  
35 unusual circumstances and in accordance with written policies that  
36 must be adopted by each board of directors of a school district that  
37 grants diplomas. The rules must also provide that the content of the  
38 third credit of mathematics and the content of the third credit of  
39 science may be chosen by the student based on the student's interests



1 and high school and beyond plan with agreement of the student's  
2 parent or guardian or agreement of the school counselor or principal.

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

14 (iii) A school district must update the high school and beyond  
15 plans for each student who has not earned a score of level 3 or level  
16 4 on the middle school mathematics assessment identified in RCW  
17 28A.655.070 by ninth grade, to ensure that the student takes a  
18 mathematics course in both ninth and tenth grades. This course may  
19 include career and technical education equivalencies in mathematics  
20 adopted pursuant to RCW 28A.230.097.

21 (2)(a) In recognition of the statutory authority of the state  
22 board of education to establish and enforce minimum high school  
23 graduation requirements, the state board shall periodically  
24 reevaluate the graduation requirements and shall report such findings  
25 to the legislature in a timely manner as determined by the state  
26 board.

27 (b) The state board shall reevaluate the graduation requirements  
28 for students enrolled in vocationally intensive and rigorous career  
29 and technical education programs, particularly those programs that  
30 lead to a certificate or credential that is state or nationally  
31 recognized. The purpose of the evaluation is to ensure that students  
32 enrolled in these programs have sufficient opportunity to (~~earn a~~  
33 ~~certificate of academic achievement~~) meet the state's essential  
34 academic learning requirements, complete the program and earn the  
35 program's certificate or credential, and complete other state and  
36 local graduation requirements.

37 (c) The state board shall forward any proposed changes to the  
38 high school graduation requirements to the education committees of  
39 the legislature for review. The legislature shall have the  
40 opportunity to act during a regular legislative session before the

1 changes are adopted through administrative rule by the state board.  
2 Changes that have a fiscal impact on school districts, as identified  
3 by a fiscal analysis prepared by the office of the superintendent of  
4 public instruction, shall take effect only if formally authorized and  
5 funded by the legislature through the omnibus appropriations act or  
6 other enacted legislation.

7 (3) Pursuant to any requirement for instruction in languages  
8 other than English established by the state board of education or a  
9 local school district, or both, for purposes of high school  
10 graduation, students who receive instruction in American sign  
11 language or one or more American Indian languages shall be considered  
12 to have satisfied the state or local school district graduation  
13 requirement for instruction in one or more languages other than  
14 English.

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

19 (a) The course was taken with high school students, if the  
20 academic level of the course exceeds the requirements for seventh and  
21 eighth grade classes, and the student has successfully passed by  
22 completing the same course requirements and examinations as the high  
23 school students enrolled in the class; or

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

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

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

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

38 (1) A student who fulfills the requirements specified in  
39 subsection (3) of this section toward completion of an international

1 baccalaureate diploma programme is considered to have satisfied state  
2 minimum requirements for graduation from a public high school, except  
3 that( (÷

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

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

10 (2) School districts may require students under this section to  
11 complete local graduation requirements that are in addition to state  
12 minimum requirements before issuing a high school diploma under RCW  
13 28A.230.120. However, school districts are encouraged to waive local  
14 requirements as necessary to encourage students to pursue an  
15 international baccalaureate diploma.

16 (3) To receive a high school diploma under this section, a  
17 student must complete and pass all required international  
18 baccalaureate diploma programme courses as scored at the local level;  
19 pass all internal assessments as scored at the local level;  
20 successfully complete all required projects and products as scored at  
21 the local level; and complete the final examinations administered by  
22 the international baccalaureate organization in each of the required  
23 subjects under the diploma programme.

24 **Sec. 8.** RCW 28A.230.125 and 2014 c 102 s 3 are each amended to  
25 read as follows:

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

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

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

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

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

13       (1) Hold regularly scheduled meetings at such time and place  
14 within the state as the board shall determine and may hold such  
15 special meetings as may be deemed necessary for the transaction of  
16 public business;

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

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

21       (4) For purposes of statewide accountability:

22       (a) Adopt and revise performance improvement goals in (~~reading,~~  
23 ~~writing~~) English language arts, science, and mathematics, by subject  
24 and grade level, once assessments in these subjects are required  
25 statewide; academic and technical skills, as appropriate, in  
26 secondary career and technical education programs; and student  
27 attendance, as the board deems appropriate to improve student  
28 learning. The goals shall be consistent with student privacy  
29 protection provisions of RCW 28A.655.090(7) and shall not conflict  
30 with requirements contained in Title I of the federal elementary and  
31 secondary education act of 1965, or the requirements of the Carl D.  
32 Perkins vocational education act of 1998, each as amended. The goals  
33 may be established for all students, economically disadvantaged  
34 students, limited English proficient students, students with  
35 disabilities, and students from disproportionately academically  
36 underachieving racial and ethnic backgrounds. The board may establish  
37 school and school district goals addressing high school graduation  
38 rates and dropout reduction goals for students in grades seven  
39 through twelve. The board shall adopt the goals by rule. However,  
40 before each goal is implemented, the board shall present the goal to

1 the education committees of the house of representatives and the  
2 senate for the committees' review and comment in a time frame that  
3 will permit the legislature to take statutory action on the goal if  
4 such action is deemed warranted by the legislature;

5 (b) (i) Identify the scores students must achieve in order to meet  
6 the standard on the statewide student assessment. The board shall  
7 also determine student scores that identify levels of student  
8 performance below and beyond the standard. The board shall set such  
9 performance standards and levels in consultation with the  
10 superintendent of public instruction and after consideration of any  
11 recommendations that may be developed by any advisory committees that  
12 may be established for this purpose;

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

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

30 (iii) The legislature shall be advised of the initial performance  
31 standards and any changes made to the (~~elementary, middle, and high~~  
32 ~~school level~~) performance standards. The board must provide an  
33 explanation of and rationale for all initial performance standards  
34 and any changes, for all grade levels of the statewide student  
35 assessment. If the board changes the performance standards for any  
36 grade level or subject, the superintendent of public instruction must  
37 recalculate the results from the previous ten years of administering  
38 that assessment regarding students below, meeting, and beyond the  
39 state standard, to the extent that this data is available, and post a

1 comparison of the original and recalculated results on the  
2 superintendent's web site;

3 (c) Annually review the assessment reporting system to ensure  
4 fairness, accuracy, timeliness, and equity of opportunity, especially  
5 with regard to schools with special circumstances and unique  
6 populations of students, and a recommendation to the superintendent  
7 of public instruction of any improvements needed to the system; and

8 (d) Include in the biennial report required under RCW  
9 28A.305.035, information on the progress that has been made in  
10 achieving goals adopted by the board;

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

20 (6) Articulate with the institutions of higher education,  
21 workforce representatives, and early learning policymakers and  
22 providers to coordinate and unify the work of the public school  
23 system;

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

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

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

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

9 (2) Under the extended learning opportunities program and to the  
10 extent funds are available for that purpose, districts shall make  
11 available to students in grade twelve who have failed to meet one or  
12 more local or state graduation requirements the option of continuing  
13 enrollment in the school district in accordance with RCW 28A.225.160.  
14 Districts are authorized to use basic education program funding to  
15 provide instruction to eligible students under RCW 28A.150.220(~~(+3+)~~)  
16 (5).

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

25 (a) Individual or small group instruction;

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

29 ~~(e+))~~ Attendance in a public high school or public alternative  
30 school classes or at a skill center;

31 (~~(+d+)~~) (c) Inclusion in remediation programs, including summer  
32 school;

33 (~~(+e+)~~) (d) Language development instruction for English language  
34 learners;

35 (~~(+f+)~~) (e) Online curriculum and instructional support,  
36 including programs for credit retrieval and (~~Washington~~) statewide  
37 student assessment (~~(of student learning)~~) preparatory classes; and

38 (~~(+g+)~~) (f) Reading improvement specialists available at the  
39 educational service districts to serve eighth, eleventh, and twelfth  
40 grade educators through professional development in accordance with

1 RCW 28A.415.350. The reading improvement specialist may also provide  
2 direct services to eligible students and those students electing to  
3 continue a fifth year in a high school program who are still  
4 struggling with basic reading skills.

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

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

15 (a) When each assessment will be administered;

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

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

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

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

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

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

33 (1) Subject to funds appropriated for this purpose, targeted  
34 professional development programs, to be known as learning  
35 improvement days, are authorized to further the development of  
36 outstanding mathematics, science, and reading teaching and learning  
37 opportunities in the state of Washington. The intent of this section  
38 is to provide guidance for the learning improvement days in the



1 omnibus appropriations act. The learning improvement days authorized  
2 in this section shall not be considered part of the definition of  
3 basic education.

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

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

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

11 (c) Increased use of curriculum materials with supporting  
12 diagnostic and supplemental materials that align with state  
13 standards;

14 (d) ~~((Skillful guidance for students participating in alternative  
15 assessment activities;~~

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

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

20 ~~((g))~~ (f) Increased student success on state achievement  
21 measures; and

22 ~~((h))~~ (g) Increased student appreciation of the value and uses  
23 of mathematics, science, and reading knowledge and exploration of  
24 related careers.

25 (3) School districts receiving resources under this section shall  
26 submit reports to the superintendent of public instruction  
27 documenting how the use of the funds contributes to measurable  
28 improvement in the outcomes described under subsection (2) of this  
29 section; and how other professional development resources and  
30 programs authorized in statute or in the omnibus appropriations act  
31 contribute to the expected outcomes. The superintendent of public  
32 instruction and the office of financial management shall collaborate  
33 on required report content and format.

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

36 (1)(a) Eleventh and twelfth grade students or students who have  
37 not yet received the credits required for the award of a high school  
38 diploma and are eligible to be in the eleventh or twelfth grades may

1 apply to a participating institution of higher education to enroll in  
2 courses or programs offered by the institution of higher education.

3 (b) The course sections and programs offered as running start  
4 courses must also be open for registration to matriculated students  
5 at the participating institution of higher education and may not be a  
6 course consisting solely of high school students offered at a high  
7 school campus.

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

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

35 (i) Running start students shall pay to the community or  
36 technical college all other mandatory fees as established by each  
37 community or technical college and, in addition, the state board for  
38 community and technical colleges may authorize a fee of up to ten  
39 percent of tuition and fees as defined in RCW 28B.15.020 and  
40 28B.15.041; and

1 (ii) All other institutions of higher education operating a  
2 running start program may charge running start students a fee of up  
3 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
4 28B.15.041 in addition to technology fees.

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

7 (c) Students may pay fees under this subsection with advanced  
8 college tuition payment program tuition units at a rate set by the  
9 advanced college tuition payment program governing body under chapter  
10 28B.95 RCW.

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

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

35 (4) The pupil's school district shall transmit to the institution  
36 of higher education an amount per each full-time equivalent college  
37 student at statewide uniform rates for vocational and nonvocational  
38 students. The superintendent of public instruction shall separately  
39 calculate and allocate moneys appropriated for basic education under  
40 RCW 28A.150.260 to school districts for purposes of making such

1 payments and for granting school districts seven percent thereof to  
2 offset program related costs. The calculations and allocations shall  
3 be based upon the estimated statewide annual average per full-time  
4 equivalent high school student allocations under RCW 28A.150.260,  
5 excluding small high school enhancements, and applicable rules  
6 adopted under chapter 34.05 RCW. The superintendent of public  
7 instruction, participating institutions of higher education, and the  
8 state board for community and technical colleges shall consult on the  
9 calculation and distribution of the funds. The funds received by the  
10 institution of higher education from the school district shall not be  
11 deemed tuition or operating fees and may be retained by the  
12 institution of higher education. A student enrolled under this  
13 subsection shall be counted for the purpose of meeting enrollment  
14 targets in accordance with terms and conditions specified in the  
15 omnibus appropriations act.

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

18 ~~(1) ((The high school assessment system shall include but need  
19 not be limited to the statewide student assessment, opportunities for  
20 a student to retake the content areas of the assessment in which the  
21 student was not successful, and, if approved by the legislature  
22 pursuant to subsection (10) of this section, one or more objective  
23 alternative assessments for a student to demonstrate achievement of  
24 state academic standards. The objective alternative assessments for  
25 each content area shall be comparable in rigor to the skills and  
26 knowledge that the student must demonstrate on the statewide student  
27 assessment for each content area.~~

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

35 ~~(3)(a) Beginning with the graduating class of 2008 through the  
36 graduating class of 2015, with the exception of students satisfying  
37 the provisions of RCW 28A.155.045, a student who meets the state  
38 standards on the English language arts and mathematics high school  
39 statewide student assessment shall earn a certificate of academic~~

1 ~~achievement. The mathematics assessment shall be the end-of-course~~  
2 ~~assessment for the first year of high school mathematics that~~  
3 ~~assesses the standards common to algebra I and integrated mathematics~~  
4 ~~I or the end-of-course assessment for the second year of high school~~  
5 ~~mathematics that assesses standards common to geometry and integrated~~  
6 ~~mathematics II.~~

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

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

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

17 ~~(B) The end-of-course assessment for the first year of high~~  
18 ~~school mathematics, the end-of-course assessment for the second year~~  
19 ~~of high school mathematics, or the comprehensive mathematics~~  
20 ~~assessment developed with the multistate consortium.~~

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

23 ~~(A) The tenth grade English language arts assessment developed by~~  
24 ~~the superintendent of public instruction using resources from the~~  
25 ~~multistate consortium or the English language arts assessment~~  
26 ~~developed with the multistate consortium; and~~

27 ~~(B) The end-of-course assessment for the first year of high~~  
28 ~~school mathematics, the end-of-course assessment for the second year~~  
29 ~~of high school mathematics, or the comprehensive mathematics~~  
30 ~~assessment developed with the multistate consortium.~~

31 ~~(c) Beginning with the graduating class of 2019, a student who~~  
32 ~~meets the high school graduation standard on the high school English~~  
33 ~~language arts assessment developed with the multistate consortium and~~  
34 ~~the comprehensive mathematics assessment developed with the~~  
35 ~~multistate consortium shall earn a certificate of academic~~  
36 ~~achievement.~~

37 ~~(d) Beginning with the graduating class of 2020, a student who~~  
38 ~~meets the high school graduation standard on the high school English~~  
39 ~~language arts assessment developed with the multistate consortium and~~  
40 ~~the comprehensive mathematics assessment developed with the~~

1 ~~multistate consortium to be administered in tenth grade shall earn a~~  
2 ~~certificate of academic achievement.~~

3 ~~(e) If a student does not successfully meet the state standards~~  
4 ~~in one or more content areas required for the certificate of academic~~  
5 ~~achievement, then the student may retake the assessment in the~~  
6 ~~content area at least twice a year at no cost to the student. If the~~  
7 ~~student successfully meets the state standards on a retake of the~~  
8 ~~assessment then the student shall earn a certificate of academic~~  
9 ~~achievement. Once objective alternative assessments are authorized~~  
10 ~~pursuant to subsection (10) of this section, a student may use the~~  
11 ~~objective alternative assessments to demonstrate that the student~~  
12 ~~successfully meets the state standards for that content area if the~~  
13 ~~student has taken the statewide student assessment at least once. If~~  
14 ~~the student successfully meets the state standards on the objective~~  
15 ~~alternative assessments then the student shall earn a certificate of~~  
16 ~~academic achievement.~~

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

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

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

32 ~~(7) School districts must make available to students the~~  
33 ~~following options:~~

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

37 ~~(b) To retake the statewide student assessment at least twice a~~  
38 ~~year in the content areas in which the student did not meet the state~~  
39 ~~standards if the student is enrolled in a high school completion~~  
40 ~~program at a community or technical college. The superintendent of~~

1 ~~public instruction and the state board for community and technical~~  
2 ~~colleges shall jointly identify means by which students in these~~  
3 ~~programs can be assessed.~~

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

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

10 ~~(10)(a) The office of the superintendent of public instruction~~  
11 ~~shall develop options for implementing objective alternative~~  
12 ~~assessments, which may include an appeals process for students'~~  
13 ~~scores, for students to demonstrate achievement of the state academic~~  
14 ~~standards. The objective alternative assessments shall be comparable~~  
15 ~~in rigor to the skills and knowledge that the student must~~  
16 ~~demonstrate on the statewide student assessment and be objective in~~  
17 ~~its determination of student achievement of the state standards.~~  
18 ~~Before any objective alternative assessments in addition to those~~  
19 ~~authorized in RCW 28A.655.065 or (b) of this subsection are used by a~~  
20 ~~student to demonstrate that the student has met the state standards~~  
21 ~~in a content area required to obtain a certificate, the legislature~~  
22 ~~shall formally approve the use of any objective alternative~~  
23 ~~assessments through the omnibus appropriations act or by statute or~~  
24 ~~concurrent resolution.~~

25 ~~(b)(i) A student's score on the mathematics, reading or English,~~  
26 ~~or writing portion of the SAT or the ACT may be used as an objective~~  
27 ~~alternative assessment under this section for demonstrating that a~~  
28 ~~student has met or exceeded the state standards for the certificate~~  
29 ~~of academic achievement. The state board of education shall identify~~  
30 ~~the scores students must achieve on the relevant portion of the SAT~~  
31 ~~or ACT to meet or exceed the state standard in the relevant content~~  
32 ~~area on the statewide student assessment. A student's score on the~~  
33 ~~science portion of the ACT or the science subject area tests of the~~  
34 ~~SAT may be used as an objective alternative assessment under this~~  
35 ~~section as soon as the state board of education determines that~~  
36 ~~sufficient data is available to identify reliable equivalent scores~~  
37 ~~for the science content area of the statewide student assessment.~~  
38 ~~After the first scores are established, the state board may increase~~  
39 ~~but not decrease the scores required for students to meet or exceed~~  
40 ~~the state standards.~~

1       ~~(ii) A student who scores at least a three on the grading scale~~  
2 ~~of one to five for selected AP examinations may use the score as an~~  
3 ~~objective alternative assessment under this section for demonstrating~~  
4 ~~that a student has met or exceeded state standards for the~~  
5 ~~certificate of academic achievement. A score of three on the AP~~  
6 ~~examinations in calculus or statistics may be used as an alternative~~  
7 ~~assessment for the mathematics portion of the statewide student~~  
8 ~~assessment. A score of three on the AP examinations in English~~  
9 ~~language and composition may be used as an alternative assessment for~~  
10 ~~the writing portion of the statewide student assessment; and for the~~  
11 ~~English language arts portion of the assessment developed with the~~  
12 ~~multistate consortium, once established in the 2014-15 school year. A~~  
13 ~~score of three on the AP examinations in English literature and~~  
14 ~~composition, macroeconomics, microeconomics, psychology, United~~  
15 ~~States history, world history, United States government and politics,~~  
16 ~~or comparative government and politics may be used as an alternative~~  
17 ~~assessment for the reading portion of the statewide student~~  
18 ~~assessment; and for the English language arts portion of the~~  
19 ~~assessment developed with the multistate consortium, once established~~  
20 ~~in the 2014-15 school year. A score of three on the AP examination in~~  
21 ~~biology, physics, chemistry, or environmental science may be used as~~  
22 ~~an alternative assessment for the science portion of the statewide~~  
23 ~~student assessment.~~

24       ~~(iii) A student who scores at least a four on selected externally~~  
25 ~~administered international baccalaureate (IB) examinations may use~~  
26 ~~the score as an objective alternative assessment under this section~~  
27 ~~for demonstrating that the student has met or exceeded state~~  
28 ~~standards for the certificate of academic achievement. A score of~~  
29 ~~four on the higher level IB examinations for any of the IB English~~  
30 ~~language and literature courses or for any of the IB individuals and~~  
31 ~~societies courses may be used as an alternative assessment for the~~  
32 ~~reading, writing, or English language arts portions of the statewide~~  
33 ~~student assessment. A score of four on the higher level IB~~  
34 ~~examinations for any of the IB mathematics courses may be used as an~~  
35 ~~alternative assessment for the mathematics portion of the statewide~~  
36 ~~student assessment. A score of four on the higher level IB~~  
37 ~~examinations for IB biology, chemistry, or physics may be used as an~~  
38 ~~alternative assessment for the science portion of the statewide~~  
39 ~~student assessment.~~



1       ~~(iv) (A) Beginning in the 2018-19 school year, high school~~  
2 ~~students who have not earned a certificate of academic achievement~~  
3 ~~due to not meeting the high school graduation standard on the~~  
4 ~~mathematics or English language arts assessment may take and pass a~~  
5 ~~locally determined course in the content area in which the student~~  
6 ~~was not successful, and may use the passing score on a locally~~  
7 ~~administered assessment tied to that course and approved under the~~  
8 ~~provisions of this subsection (10) (b) (iv), as an objective~~  
9 ~~alternative assessment for demonstrating that the student has met or~~  
10 ~~exceeded the high school graduation standard. High school transition~~  
11 ~~courses and the assessments offered in association with high school~~  
12 ~~transition courses shall be considered an approved locally determined~~  
13 ~~course and assessment for demonstrating that the student met or~~  
14 ~~exceeded the high school graduation standard. The course must be~~  
15 ~~rigorous and consistent with the student's educational and career~~  
16 ~~goals identified in his or her high school and beyond plan, and may~~  
17 ~~include career and technical education equivalencies in English~~  
18 ~~language arts or mathematics adopted pursuant to RCW 28A.230.097.~~  
19 ~~School districts shall record students' participation in locally~~  
20 ~~determined courses under this section in the statewide individual~~  
21 ~~data system.~~

22       ~~(B) The office of the superintendent of public instruction shall~~  
23 ~~develop a process by which local school districts can submit~~  
24 ~~assessments for review and approval for use as objective alternative~~  
25 ~~assessments for graduation as allowed by (b) (iv) of this subsection.~~  
26 ~~This process shall establish means to determine whether a local~~  
27 ~~school district-administered assessment is comparable in rigor to the~~  
28 ~~skills and knowledge that the student must demonstrate on the~~  
29 ~~statewide student assessment and is objective in its determination of~~  
30 ~~student achievement of the state standards. The office of the~~  
31 ~~superintendent of public instruction shall post on its agency web~~  
32 ~~site a compiled list of local school district-administered~~  
33 ~~assessments approved as objective alternative assessments, including~~  
34 ~~the comparable scores on these assessments necessary to meet the~~  
35 ~~standard.~~

36       ~~(C) For the purpose of this section, "high school transition~~  
37 ~~course" means an English language arts or mathematics course offered~~  
38 ~~in high school where successful completion by a high school student~~  
39 ~~ensures the student college-level placement at participating~~  
40 ~~institutions of higher education as defined in RCW 28B.10.016. High~~

1 ~~school transition courses must, in accordance with this section,~~  
2 ~~satisfy core or elective credit graduation requirements established~~  
3 ~~by the state board of education. A student's successful completion of~~  
4 ~~a high school transition course does not entitle the student to be~~  
5 ~~admitted to any institution of higher education as defined in RCW~~  
6 ~~28B.10.016.~~

7 ~~(v) A student who completes a dual credit course in English~~  
8 ~~language arts or mathematics in which the student earns college~~  
9 ~~credit may use passage of the course as an objective alternative~~  
10 ~~assessment under this section for demonstrating that the student has~~  
11 ~~met or exceeded the high school graduation standard for the~~  
12 ~~certificate of academic achievement.~~

13 ~~(11)) To help assure continued progress in academic achievement~~  
14 ~~as a foundation for high school graduation and to assure that~~  
15 ~~students are on track for high school graduation, each school~~  
16 ~~district shall( (÷~~

17 ~~(a) Provide students who have not earned a certificate of~~  
18 ~~academic achievement before the beginning of grade eleven with the~~  
19 ~~opportunity to access interventions and academic supports, courses,~~  
20 ~~or both, designed to enable students to meet the high school~~  
21 ~~graduation standard. These interventions, supports, or courses must~~  
22 ~~be rigorous and consistent with the student's educational and career~~  
23 ~~goals identified in his or her high school and beyond plan, and may~~  
24 ~~include career and technical education equivalencies in English~~  
25 ~~language arts or mathematics adopted pursuant to RCW 28A.230.097; and~~

26 ~~(b))~~ prepare student learning plans and notify students and  
27 their parents or legal guardians as provided in this ((subsection))  
28 section. Student learning plans are required for eighth grade  
29 students who were not successful on any or all of the content areas  
30 of the state assessment during the previous school year or who may  
31 not be on track to graduate due to credit deficiencies or absences.  
32 The parent or legal guardian shall be notified about the information  
33 in the student learning plan, preferably through a parent conference  
34 and at least annually. To the extent feasible, schools serving  
35 English language learner students and their parents shall translate  
36 the plan into the primary language of the family.

37 (2) The plan shall include the following information as  
38 applicable:

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

- 1        ~~((i))~~ (b) If the student is in the transitional bilingual  
2 program, the score on his or her Washington language proficiency test  
3 II;
- 4        ~~((ii))~~ (c) Any credit deficiencies;
- 5        ~~((iii))~~ (d) The student's attendance rates over the previous two  
6 years;
- 7        ~~((iv))~~ (e) The student's progress toward meeting state and local  
8 graduation requirements;
- 9        ~~((v))~~ (f) The courses, competencies, and other steps needed to  
10 be taken by the student to meet state academic standards and stay on  
11 track for graduation;
- 12        ~~((vi))~~ (g) Remediation strategies and alternative education  
13 options available to students, including informing students of the  
14 option to continue to receive instructional services after grade  
15 twelve or until the age of twenty-one;
- 16        ~~((vii) The alternative assessment options available to students  
17 under this section and RCW 28A.655.065;~~
- 18        ~~((ix))~~ (h) School district programs, high school courses, and  
19 career and technical education options available for students to meet  
20 graduation requirements; and
- 21        ~~((x))~~ (i) Available programs offered through skill centers or  
22 community and technical colleges, including the college high school  
23 diploma options under RCW 28B.50.535.

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

26        (1)(a) In consultation with the state board of education, the  
27 superintendent of public instruction shall develop statewide end-of-  
28 course assessments for high school mathematics that measure student  
29 achievement of the state mathematics standards as provided in this  
30 section. The superintendent shall take steps to ensure that the  
31 language of the assessments is responsive to a diverse student  
32 population. The assessments shall be implemented statewide in the  
33 2010-11 school year.

34        (b) The superintendent shall develop end-of-course assessments  
35 for the first year of high school mathematics that include the  
36 standards common to algebra I and integrated mathematics I (~~and for~~  
37 ~~the second year of high school mathematics that include the standards~~  
38 ~~common to geometry and integrated mathematics II)). The assessments  
39 under this subsection (1)(b) shall be used to demonstrate that a~~

1 student meets the state standard on the mathematics content area of  
2 the high school statewide student assessment for purposes of ((RCW  
3 ~~28A.655.061~~)) state and federal accountability.

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

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

15 (~~3~~)) The superintendent of public instruction shall report at  
16 least annually or more often if necessary to keep the education  
17 committees of the legislature informed on each step of the  
18 development and implementation process under this section.

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

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

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

1 (b) The superintendent of public instruction shall develop or  
2 adopt ((a)) the science assessment (~~(in accordance with RCW~~  
3 ~~28A.655.070(10))~~) that is not biased toward persons with different  
4 learning styles, racial or ethnic backgrounds, or on the basis of  
5 gender.

6 (c) Before the next subsequent school year after the legislature  
7 directs the superintendent to develop or adopt a new science  
8 assessment, the superintendent of public instruction shall review the  
9 objective alternative assessments for the science assessment and make  
10 recommendations to the legislature regarding additional objective  
11 alternatives, if any.

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

22 (~~(4) The statewide high school assessment under this section~~  
23 ~~shall be used to demonstrate that a student meets the state standards~~  
24 ~~in the science content area of the statewide student assessment until~~  
25 ~~a comprehensive science assessment is required under RCW~~  
26 ~~28A.655.061.)~~)

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

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

34 (2) The reports shall include the assessment results by school  
35 and school district, and include changes over time. For the  
36 ((Washington)) statewide student assessment ((~~of student learning~~)),  
37 results shall be reported as follows:

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

1 (b) The percentage of students performing at each level of the  
2 assessment;

3 (c) Disaggregation of results by at least the following subgroups  
4 of students: White, Black, Hispanic, American Indian/Alaskan Native,  
5 Asian, Pacific Islander/Hawaiian Native, low income, transitional  
6 bilingual, migrant, special education, and, beginning with the  
7 2009-10 school year, students covered by section 504 of the federal  
8 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794); and

9 (d) A learning improvement index that shows changes in student  
10 performance within the different levels of student learning reported  
11 on the ((Washington)) statewide student assessment ((of student  
12 learning)).

13 (3) The reports shall contain data regarding the different  
14 characteristics of schools, such as poverty levels, percent of  
15 English as a second language students, dropout rates, attendance,  
16 percent of students in special education, and student mobility so  
17 that districts and schools can learn from the improvement efforts of  
18 other schools and districts with similar characteristics.

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

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

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

25 (7) To protect the privacy of students, the results of schools  
26 and districts that test fewer than ten students in a grade level  
27 shall not be reported. In addition, in order to ensure that results  
28 are reported accurately, the superintendent of public instruction  
29 shall maintain the confidentiality of statewide data files until the  
30 superintendent determines that the data are complete and accurate.

31 (8) The superintendent of public instruction shall monitor the  
32 percentage and number of special education and limited English-  
33 proficient students exempted from taking the assessments by schools  
34 and school districts to ensure the exemptions are in compliance with  
35 exemption guidelines.

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

38 (1) It is the intent of the legislature, through the creation of  
39 the apple award, to honor and reward students in Washington's public

1 elementary schools who have shown significant improvement in their  
2 school's results on the statewide student assessment.

3 (2) The apple award program is created to honor and reward public  
4 elementary schools that have the greatest combined average increase  
5 in the percentage of students meeting the fourth grade (~~(reading,)~~)  
6 English language arts and mathematics(~~(, and writing)~~) standards on  
7 the statewide student assessment each school year. Beginning in the  
8 2014-15 school year, the award shall be based on the percentage of  
9 students meeting the fourth grade English language arts and  
10 mathematics standards. The program shall be administered by the  
11 superintendent of public instruction.

12 (3) Within the amounts appropriated for this purpose, each school  
13 that receives an apple award shall be provided with a twenty-five  
14 thousand dollar grant to be used for capital construction purposes  
15 that have been selected by students in the school and approved by the  
16 district's school directors. The funds may be used exclusively for  
17 capital construction projects on school property or on other public  
18 property in the community, city, or county in which the school is  
19 located.

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

22 (1) The legislature intends to permit school districts to offer  
23 norm-referenced assessments, make diagnostic tools available to  
24 school districts, and provide funding for diagnostic assessments to  
25 enhance student learning at all grade levels and provide early  
26 intervention before the high school (~~(Washington)~~) statewide student  
27 assessment (~~(of student learning)~~).

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

31 (3) Subject to the availability of amounts appropriated for this  
32 purpose, the office of the superintendent of public instruction shall  
33 post on its web site for voluntary use by school districts, a guide  
34 of diagnostic assessments. The assessments in the guide, to the  
35 extent possible, shall include the characteristics listed in  
36 subsection (4) of this section.

37 (4) Subject to the availability of amounts appropriated for this  
38 purpose, (~~(beginning September 1, 2007,)~~) the office of the  
39 superintendent of public instruction shall make diagnostic

1 assessments in (~~reading, writing~~) English language arts,  
2 mathematics, and science in elementary, middle, and high school  
3 grades available to school districts. Subject to funds appropriated  
4 for this purpose, the office of the superintendent of public  
5 instruction shall also provide funding to school districts for  
6 administration of diagnostic assessments to help improve student  
7 learning, identify academic weaknesses, enhance student planning and  
8 guidance, and develop targeted instructional strategies to assist  
9 students before the high school (~~Washington~~) statewide student  
10 assessment (~~of student learning~~). To the greatest extent possible,  
11 the assessments shall be:

- 12 (a) Aligned to the state's grade level expectations;
- 13 (b) Individualized to each student's performance level;
- 14 (c) Administered efficiently to provide results either  
15 immediately or within two weeks;
- 16 (d) Capable of measuring individual student growth over time and  
17 allowing student progress to be compared to other students across the  
18 country;
- 19 (e) Readily available to parents; and
- 20 (f) Cost-effective.

21 (5) The office of the superintendent of public instruction shall  
22 offer training at statewide and regional staff development activities  
23 in:

- 24 (a) The interpretation of diagnostic assessments; and
- 25 (b) Application of instructional strategies that will increase  
26 student learning based on diagnostic assessment data.

27 **Sec. 20.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended  
28 to read as follows:

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

36 (2) The superintendent of public instruction shall:

37 (a) Periodically revise the essential academic learning  
38 requirements, as needed, based on the student learning goals in RCW  
39 28A.150.210. Goals one and two shall be considered primary. To the



1 maximum extent possible, the superintendent shall integrate goal four  
2 and the knowledge and skill areas in the other goals in the essential  
3 academic learning requirements; and

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

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

31 (b) Effective with the 2009 administration of the Washington  
32 assessment of student learning and continuing with the statewide  
33 student assessment, the superintendent shall redesign the assessment  
34 in the content areas of reading, mathematics, and science in all  
35 grades except high school by shortening test administration and  
36 reducing the number of short answer and extended response questions.

37 (c) By the 2014-15 school year, the superintendent of public  
38 instruction, in consultation with the state board of education, shall  
39 modify the statewide student assessment system to transition to

1 assessments developed with a multistate consortium, as provided in  
2 this subsection:

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

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

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

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

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

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

39 (7) To assist parents and teachers in their efforts to provide  
40 educational support to individual students, the superintendent of

1 public instruction shall provide as much individual student  
2 performance information as possible within the constraints of the  
3 assessment system's item bank. The superintendent shall also provide  
4 to school districts:

5 (a) Information on classroom-based and other assessments that may  
6 provide additional achievement information for individual students;  
7 and

8 (b) A collection of diagnostic tools that educators may use to  
9 evaluate the academic status of individual students. The tools shall  
10 be designed to be inexpensive, easily administered, and quickly and  
11 easily scored, with results provided in a format that may be easily  
12 shared with parents and students.

13 (8) To the maximum extent possible, the superintendent shall  
14 integrate knowledge and skill areas in development of the  
15 assessments.

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

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

23 (11) The superintendent shall review available and appropriate  
24 options for competency-based assessments that meet the essential  
25 academic learning requirements. In accordance with the review  
26 required by this subsection, the superintendent shall provide a  
27 report and recommendations to the education committees of the house  
28 of representatives and the senate by November 1, 2019.

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

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

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

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

1 (16)(a) The superintendent shall notify the state board of  
2 education in writing before initiating the development or revision of  
3 the essential academic learning requirements under subsections (1)  
4 and (2) of this section. The notification must be provided to the  
5 state board of education in advance for review at a regularly  
6 scheduled or special board meeting and must include the following  
7 information:

8 (i) The subject matter of the essential academic learning  
9 requirements;

10 (ii) The reason or reasons the superintendent is initiating the  
11 development or revision; and

12 (iii) The process and timeline that the superintendent intends to  
13 follow for the development or revision.

14 (b) The state board of education may provide a response to the  
15 superintendent's notification for consideration in the development or  
16 revision process in (a) of this subsection.

17 (c) Prior to adoption by the superintendent of any new or revised  
18 essential academic learning requirements, the superintendent shall  
19 submit the proposed new or revised essential academic learning  
20 requirements to the state board of education in advance in writing  
21 for review at a regularly scheduled or special board meeting. The  
22 state board of education may provide a response to the  
23 superintendent's proposal for consideration prior to final adoption.

24 (17) The state board of education may propose new or revised  
25 essential academic learning requirements to the superintendent. The  
26 superintendent must respond to the state board of education's  
27 proposal in writing.

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

30 (1) Subject to funds appropriated for this purpose, the office of  
31 the superintendent of public instruction shall develop and conduct an  
32 ongoing campaign for career and technical education to increase  
33 awareness among teachers, counselors, students, parents, principals,  
34 school administrators, and the general public about the opportunities  
35 offered by rigorous career and technical education programs. Messages  
36 in the campaign shall emphasize career and technical education as a  
37 high quality educational pathway for students, including for students  
38 who seek advanced education that includes a bachelor's degree or

1 beyond. In particular, the office shall provide information about the  
2 following:

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

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

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

9 ~~(d))~~ The availability of scholarships for postsecondary  
10 workforce education, including the Washington award for vocational  
11 excellence, and apprenticeships through the opportunity grant program  
12 under RCW 28B.50.271, grants under RCW 28A.700.090, and other  
13 programs; and

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

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

21 (3) The office shall seek advice, participation, and financial  
22 assistance from the workforce training and education coordinating  
23 board, higher education institutions, foundations, employers,  
24 apprenticeship and training councils, workforce development councils,  
25 and business and labor organizations for the campaign.

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

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

30 (1) May waive all or a portion of tuition fees and services and  
31 activities fees for students nineteen years of age or older who are  
32 eligible for resident tuition and fee rates as defined in RCW  
33 28B.15.012 through 28B.15.015, who enroll in a course of study or  
34 program which will enable them to finish their high school education  
35 and obtain a high school diploma ~~((or certificate, but who are not  
36 eligible students as defined by RCW 28A.600.405))~~);

37 (2) (a) Shall waive all of tuition fees and services and  
38 activities fees for:

1 (i) Children of any law enforcement officer as defined in chapter  
2 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24 RCW, or  
3 Washington state patrol officer who lost his or her life or became  
4 totally disabled in the line of duty while employed by any public law  
5 enforcement agency or full time or volunteer fire department in this  
6 state: PROVIDED, That such persons may receive the waiver only if  
7 they begin their course of study at a community or technical college  
8 within ten years of their graduation from high school; and

9 (ii) Surviving spouses of any law enforcement officer as defined  
10 in chapter 41.26 RCW, firefighter as defined in chapter 41.26 or  
11 41.24 RCW, or Washington state patrol officer who lost his or her  
12 life or became totally disabled in the line of duty while employed by  
13 any public law enforcement agency or full time or volunteer fire  
14 department in this state.

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

19 (c) The governing boards of the community and technical colleges  
20 shall report to the state board for community and technical colleges  
21 on the annual cost of tuition fees and services and activities fees  
22 waived for surviving spouses and children under (a) of this  
23 subsection. The state board for community and technical colleges  
24 shall consolidate the reports of the waived fees and annually report  
25 to the appropriate fiscal and policy committees of the legislature;  
26 and

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

29 (a) Nonresident students enrolled in a community or technical  
30 college course of study or program which will enable them to finish  
31 their high school education and obtain a high school diploma (~~or~~  
32 ~~certificate but who are not eligible students as defined by RCW~~  
33 ~~28A.600.405)).~~ The waiver shall be in effect only for those courses  
34 which lead to a high school diploma or certificate; and

35 (b) Up to forty percent of the students enrolled in the regional  
36 education program for deaf students, subject to federal funding of  
37 such program.

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

1           (1) RCW 28A.155.045 (Certificate of individual achievement) and  
2 2007 c 354 s 3 & 2004 c 19 s 104;  
3           (2) RCW 28A.600.405 (Participation in high school completion  
4 pilot program—Eligible students—Funding allocations—Rules—  
5 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &  
6 2007 c 355 s 4;  
7           (3) RCW 28A.655.063 (Objective alternative assessments—  
8 Reimbursement of costs—Testing fee waivers) and 2007 c 354 s 7 & 2006  
9 c 115 s 5; and  
10          (4) RCW 28A.655.065 (Objective alternative assessment methods—  
11 Appeals from assessment scores—Waivers and appeals from assessment  
12 requirements—Rules) and 2017 3rd sp.s. c 31 s 2, 2009 c 556 s 19,  
13 2008 c 170 s 205, 2007 c 354 s 6, & 2006 c 115 s 1.

--- END ---