
HOUSE BILL 1363

State of Washington

64th Legislature

2015 Regular Session

By Representatives S. Hunt, Haler, Muri, Appleton, Moscoso, Sells, Ryu, Dunshee, Taylor, Short, G. Hunt, Fey, Stanford, Riccelli, Reykdal, Blake, Fitzgibbon, Santos, Bergquist, Pollet, and Ortiz-Self

Read first time 01/19/15. Referred to Committee on Education.

1 AN ACT Relating to eliminating the requirement to obtain a
2 certificate of academic achievement or certificate of individual
3 achievement to graduate from high school; 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.415.360, 28A.600.310, 28A.655.061,
6 28A.655.068, 28A.655.070, 28A.700.080, 28B.15.067, and 28B.15.520;
7 creating a new section; and repealing RCW 28A.155.045, 28A.600.405,
8 28A.655.063, 28A.655.065, 28A.655.066, and 28B.50.534.

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

10 NEW SECTION. **Sec. 1.** The legislature finds that Washington is
11 increasing expectations for schools and students by implementing new
12 and significantly more challenging learning standards along with new
13 tests aligned to those standards. At the same time, the state is
14 requiring students to complete more coursework in order to graduate.
15 Each of these changes creates a higher bar for graduation, improves
16 student achievement, and will better prepare students to be college
17 and career ready.

18 The legislature also recognizes that Washington still continues
19 to use state tests as graduation requirements even though recent
20 research shows that the use of tests as a high stakes graduation
21 requirement does not consistently improve student achievement; reduce

1 the opportunity gap; or increase graduation rates, postsecondary
2 attainment, or workforce outcomes. Instead, the negative impacts of a
3 high stakes testing system often disproportionately affect the
4 state's most vulnerable students.

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

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

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

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

23 ~~(a)) a high school diploma pursuant to RCW 28A.230.120(~~or~~~~
24 ~~(b) A certificate of individual achievement pursuant to RCW~~
25 ~~28A.155.045)).~~

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

28 The office of the superintendent of public instruction and the
29 state board for community and technical colleges shall jointly
30 develop a program plan to provide a continuing education option for
31 students who are eligible for the state transitional bilingual
32 instruction program and who need more time to develop language
33 proficiency but who are more age-appropriately suited for a
34 postsecondary learning environment than for a high school. In
35 developing the plan, the superintendent of public instruction shall
36 consider options to formally recognize the accomplishments of
37 students in the state transitional bilingual instruction program who
38 have completed the twelfth grade but have not earned a (~~certificate~~

1 of academic achievement. By December 1, 2004, the agencies shall
2 report to the legislative education and fiscal committees with any
3 recommendations for legislative action and any resources necessary to
4 implement the plan)) high school diploma.

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

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

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

34 (1) The minimum school year for instructional purposes shall
35 consist of no less than one hundred eighty school days or the
36 equivalent in annual minimum instructional hour offerings, with a
37 school-wide annual average total instructional hour offering of one
38 thousand hours for students enrolled in grades one through twelve,

1 and at least four hundred fifty hours for students enrolled in
2 kindergarten.

3 (2) The school day shall be the same as defined in RCW
4 28A.150.203.

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

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

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

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

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

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

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

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

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

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

36 (6) The physical facilities of the school or district shall be
37 adequate to meet the program offered by the school or district:
38 PROVIDED, That each school building shall meet reasonable health and
39 fire safety requirements. A residential dwelling of the parent,
40 guardian, or custodian shall be deemed to be an adequate physical

1 facility when a parent, guardian, or person having legal custody is
2 instructing his or her child under subsection (4) of this section.

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

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

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

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

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

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

35 (b) Ensure that test scores or annual academic progress
36 assessments and immunization records, together with any other records
37 that are kept relating to the instructional and educational
38 activities provided, are forwarded to any other public or private
39 school to which the child transfers. At the time of a transfer to a

1 public school, the superintendent of the local school district in
2 which the child enrolls may require a standardized achievement test
3 to be administered and shall have the authority to determine the
4 appropriate grade and course level placement of the child after
5 consultation with parents and review of the child's records; and

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

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

28 **Sec. 6.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to
29 read as follows:

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

38 (a) Any course in Washington state history and government used to
39 fulfill high school graduation requirements shall consider including

1 information on the culture, history, and government of the American
2 Indian peoples who were the first inhabitants of the state.

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

7 ~~(e))~~ Any decision on whether a student has met the state board's
8 high school graduation requirements for a high school and beyond plan
9 shall remain at the local level. Effective with the graduating class
10 of 2015, the state board of education may not establish a requirement
11 for students to complete a culminating project for graduation.

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

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

37 (2)(a) In recognition of the statutory authority of the state
38 board of education to establish and enforce minimum high school
39 graduation requirements, the state board shall periodically
40 reevaluate the graduation requirements and shall report such findings

1 to the legislature in a timely manner as determined by the state
2 board.

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

13 (c) The state board shall forward any proposed changes to the
14 high school graduation requirements to the education committees of
15 the legislature for review and to the quality education council
16 established under RCW 28A.290.010. The legislature shall have the
17 opportunity to act during a regular legislative session before the
18 changes are adopted through administrative rule by the state board.
19 Changes that have a fiscal impact on school districts, as identified
20 by a fiscal analysis prepared by the office of the superintendent of
21 public instruction, shall take effect only if formally authorized and
22 funded by the legislature through the omnibus appropriations act or
23 other enacted legislation.

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

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

36 (a) The course was taken with high school students, if the
37 academic level of the course exceeds the requirements for seventh and
38 eighth grade classes, and the student has successfully passed by
39 completing the same course requirements and examinations as the high
40 school students enrolled in the class; or

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

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

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

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

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

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

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

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

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

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

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

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

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

17 **Sec. 9.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each
18 amended to read as follows:

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

29 (1) Hold regularly scheduled meetings at such time and place
30 within the state as the board shall determine and may hold such
31 special meetings as may be deemed necessary for the transaction of
32 public business;

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

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

37 (4) For purposes of statewide accountability:

38 (a) Adopt and revise performance improvement goals in reading,
39 writing, science, and mathematics, by subject and grade level, once

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

22 (b)(i) Identify the scores students must achieve in order to meet
23 the standard on the statewide student assessments ~~((and, for high
24 school students, to obtain a certificate of academic achievement))~~.
25 The board shall also determine student scores that identify levels of
26 student performance below and beyond the standard. ~~((The board shall
27 consider the incorporation of the standard error of measurement into
28 the decision regarding the award of the certificates.))~~ The board
29 shall set such performance standards and levels in consultation with
30 the superintendent of public instruction and after consideration of
31 any recommendations that may be developed by any advisory committees
32 that may be established for this purpose.

33 (ii) ~~((By the end of the 2014-15 school year, establish the
34 scores students must achieve to meet the standard and earn a
35 certificate of academic achievement on the tenth grade English
36 language arts assessment and the end-of-course mathematics
37 assessments developed in accordance with RCW 28A.655.070 to be used
38 as the state transitions to high school assessments developed with a
39 multistate consortium.~~

1 ~~(iii))~~) By the end of the 2014-15 school year, establish the
2 scores students must achieve to meet the standard and earn a
3 certificate of academic achievement on the high school English
4 language arts assessment and the comprehensive mathematics assessment
5 developed with a multistate consortium in accordance with RCW
6 28A.655.070. To determine the appropriate score, the state board
7 shall review the transition experience of Washington students to the
8 consortium-developed assessments(~~(7)~~) and examine the student scores
9 used in other states that are administering the consortium-developed
10 assessments(~~(7 and review the scores in other states that require~~
11 ~~passage of an eleventh grade assessment as a high school graduation~~
12 ~~requirement. The scores established by the state board of education~~
13 ~~for the purposes of earning a certificate of academic achievement and~~
14 ~~graduation from high school may be different from the scores used for~~
15 ~~the purpose of determining a student's career and college readiness.~~

16 ~~(iv) The legislature shall be advised of the initial performance~~
17 ~~standards for the high school statewide student assessment. Any~~
18 ~~changes recommended by the board in the performance standards for the~~
19 ~~high school assessment shall be presented to the education committees~~
20 ~~of the house of representatives and the senate by November 30th of~~
21 ~~the school year in which the changes will take place to permit the~~
22 ~~legislature to take statutory action before the changes are~~
23 ~~implemented if such action is deemed warranted by the legislature)).~~
24 The legislature shall be advised of the initial performance standards
25 and any changes made to the (~~elementary level performance standards~~
26 ~~and the middle school level~~) performance standards. The board must
27 provide an explanation of and rationale for all initial performance
28 standards and any changes, for all grade levels of the statewide
29 student assessment. If the board changes the performance standards
30 for any grade level or subject, the superintendent of public
31 instruction must recalculate the results from the previous ten years
32 of administering that assessment regarding students below, meeting,
33 and beyond the state standard, to the extent that this data is
34 available, and post a comparison of the original and recalculated
35 results on the superintendent's web site;

36 (c) Annually review the assessment reporting system to ensure
37 fairness, accuracy, timeliness, and equity of opportunity, especially
38 with regard to schools with special circumstances and unique
39 populations of students, and a recommendation to the superintendent
40 of public instruction of any improvements needed to the system; and

1 (d) Include in the biennial report required under RCW
2 28A.305.035, information on the progress that has been made in
3 achieving goals adopted by the board;

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

13 (6) Articulate with the institutions of higher education,
14 workforce representatives, and early learning policymakers and
15 providers to coordinate and unify the work of the public school
16 system;

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

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

31 **Sec. 10.** 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
39 omnibus appropriations act. The learning improvement days authorized

1 in this section shall not be considered part of the definition of
2 basic education.

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

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

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

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

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

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

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

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

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

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

33 **Sec. 11.** RCW 28A.600.310 and 2012 c 229 s 702 are each amended
34 to read as follows:

35 (1) Eleventh and twelfth grade students or students who have not
36 yet received the credits required for the award of a high school
37 diploma and are eligible to be in the eleventh or twelfth grades may
38 apply to a participating institution of higher education to enroll in
39 courses or programs offered by the institution of higher education. A

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

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

28 (i) Running start students shall pay to the community or
29 technical college all other mandatory fees as established by each
30 community or technical college and, in addition, the state board for
31 community and technical colleges may authorize a fee of up to ten
32 percent of tuition and fees as defined in RCW 28B.15.020 and
33 28B.15.041; and

34 (ii) All other institutions of higher education operating a
35 running start program may charge running start students a fee of up
36 to ten percent of tuition and fees as defined in RCW 28B.15.020 and
37 28B.15.041 in addition to technology fees.

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

1 (3)(a) The institutions of higher education must make available
2 fee waivers for low-income running start students. Each institution
3 must establish a written policy for the determination of low-income
4 students before offering the fee waiver. A student shall be
5 considered low income and eligible for a fee waiver upon proof that
6 the student is currently qualified to receive free or reduced-price
7 lunch. Acceptable documentation of low-income status may also
8 include, but is not limited to, documentation that a student has been
9 deemed eligible for free or reduced-price lunches in the last five
10 years, or other criteria established in the institution's policy.

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

25 (4) The pupil's school district shall transmit to the institution
26 of higher education an amount per each full-time equivalent college
27 student at statewide uniform rates for vocational and nonvocational
28 students. The superintendent of public instruction shall separately
29 calculate and allocate moneys appropriated for basic education under
30 RCW 28A.150.260 to school districts for purposes of making such
31 payments and for granting school districts seven percent thereof to
32 offset program related costs. The calculations and allocations shall
33 be based upon the estimated statewide annual average per full-time
34 equivalent high school student allocations under RCW 28A.150.260,
35 excluding small high school enhancements, and applicable rules
36 adopted under chapter 34.05 RCW. The superintendent of public
37 instruction, participating institutions of higher education, and the
38 state board for community and technical colleges shall consult on the
39 calculation and distribution of the funds. The funds received by the
40 institution of higher education from the school district shall not be

1 deemed tuition or operating fees and may be retained by the
2 institution of higher education. A student enrolled under this
3 subsection shall be counted for the purpose of meeting enrollment
4 targets in accordance with terms and conditions specified in the
5 omnibus appropriations act.

6 (5) The state board for community and technical colleges, in
7 collaboration with the other institutions of higher education that
8 participate in the running start program and the office of the
9 superintendent of public instruction, shall identify, assess, and
10 report on alternatives for providing ongoing and adequate financial
11 support for the program. Such alternatives shall include but are not
12 limited to student tuition, increased support from local school
13 districts, and reallocation of existing state financial support among
14 the community and technical college system to account for
15 differential running start enrollment levels and impacts. The state
16 board for community and technical colleges shall report the
17 assessment of alternatives to the governor and to the appropriate
18 fiscal and policy committees of the legislature by September 1, 2010.

19 **Sec. 12.** RCW 28A.655.061 and 2013 2nd sp.s. c 22 s 2 are each
20 amended to read as follows:

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

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

38 ~~(3)(a) Beginning with the graduating class of 2008 through the
39 graduating class of 2015, with the exception of students satisfying~~

1 ~~the provisions of RCW 28A.155.045, a student who meets the state~~
2 ~~standards on the reading, writing, and mathematics high school~~
3 ~~statewide student assessment shall earn a certificate of academic~~
4 ~~achievement. The mathematics assessment shall be the end-of-course~~
5 ~~assessment for the first year of high school mathematics that~~
6 ~~assesses the standards common to algebra I and integrated mathematics~~
7 ~~I or the end-of-course assessment for the second year of high school~~
8 ~~mathematics that assesses standards common to geometry and integrated~~
9 ~~mathematics II.~~

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

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

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

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

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

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

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

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

39 ~~(d) If a student does not successfully meet the state standards~~
40 ~~in one or more content areas required for the certificate of academic~~

1 ~~achievement, then the student may retake the assessment in the~~
2 ~~content area at least twice a year at no cost to the student. If the~~
3 ~~student successfully meets the state standards on a retake of the~~
4 ~~assessment then the student shall earn a certificate of academic~~
5 ~~achievement. Once objective alternative assessments are authorized~~
6 ~~pursuant to subsection (10) of this section, a student may use the~~
7 ~~objective alternative assessments to demonstrate that the student~~
8 ~~successfully meets the state standards for that content area if the~~
9 ~~student has taken the statewide student assessment at least once. If~~
10 ~~the student successfully meets the state standards on the objective~~
11 ~~alternative assessments then the student shall earn a certificate of~~
12 ~~academic achievement.~~

13 ~~(4) Beginning with the graduating class of 2015, a student must~~
14 ~~meet the state standards in science in addition to the other content~~
15 ~~areas required under subsection (3) of this section on the statewide~~
16 ~~student assessment, a retake, or the objective alternative~~
17 ~~assessments in order to earn a certificate of academic achievement.~~

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

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

25 ~~(7) School districts must make available to students the~~
26 ~~following options:~~

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

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

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

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

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

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

34 ~~(ii) A student who scores at least a three on the grading scale~~
35 ~~of one to five for selected AP examinations may use the score as an~~
36 ~~objective alternative assessment under this section for demonstrating~~
37 ~~that a student has met or exceeded state standards for the~~
38 ~~certificate of academic achievement. A score of three on the AP~~
39 ~~examinations in calculus or statistics may be used as an alternative~~
40 ~~assessment for the mathematics portion of the statewide student~~

1 ~~assessment. A score of three on the AP examinations in English~~
2 ~~language and composition may be used as an alternative assessment for~~
3 ~~the writing portion of the statewide student assessment; and for the~~
4 ~~English language arts portion of the assessment developed with the~~
5 ~~multistate consortium, once established in the 2014-15 school year. A~~
6 ~~score of three on the AP examinations in English literature and~~
7 ~~composition, macroeconomics, microeconomics, psychology, United~~
8 ~~States history, world history, United States government and politics,~~
9 ~~or comparative government and politics may be used as an alternative~~
10 ~~assessment for the reading portion of the statewide student~~
11 ~~assessment; and for the English language arts portion of the~~
12 ~~assessment developed with the multistate consortium, once established~~
13 ~~in the 2014-15 school year. A score of three on the AP examination in~~
14 ~~biology, physics, chemistry, or environmental science may be used as~~
15 ~~an alternative assessment for the science portion of the statewide~~
16 ~~student assessment.~~

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

33 ~~(11))~~ (2) To help assure continued progress in academic
34 achievement as a foundation for high school graduation and to assure
35 that students are on track for high school graduation, each school
36 district shall prepare plans for and notify students and their
37 parents or legal guardians as provided in this subsection. Student
38 learning plans are required for eighth grade students who were not
39 successful on any or all of the content areas of the state assessment
40 during the previous school year or who may not be on track to

1 graduate due to credit deficiencies or absences. The parent or legal
2 guardian shall be notified about the information in the student
3 learning plan, preferably through a parent conference and at least
4 annually. To the extent feasible, schools serving English language
5 learner students and their parents shall translate the plan into the
6 primary language of the family. The plan shall include the following
7 information as applicable:

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

9 (b) If the student is in the transitional bilingual program, the
10 score on his or her Washington language proficiency test II;

11 (c) Any credit deficiencies;

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

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

15 (f) The courses, competencies, and other steps needed to be taken
16 by the student to meet state academic standards and stay on track for
17 graduation;

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

22 ~~(h) ((The alternative assessment options available to students
23 under this section and RCW 28A.655.065;~~

24 ~~(i))~~ School district programs, high school courses, and career
25 and technical education options available for students to meet
26 graduation requirements; and

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

30 **Sec. 13.** RCW 28A.655.068 and 2013 2nd sp.s. c 22 s 4 are each
31 amended to read as follows:

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

37 (2)(a) The superintendent of public instruction may develop or
38 adopt science end-of-course assessments or a comprehensive science
39 assessment that includes subjects in addition to biology for purposes

1 of RCW (~~28A.655.061~~) 28A.655.070, when so directed by the
2 legislature. The legislature intends to transition from a biology
3 end-of-course assessment to a more comprehensive science assessment
4 in a manner consistent with the way in which the state transitioned
5 to an English language arts assessment and a comprehensive
6 mathematics assessment. (~~The legislature further intends that the
7 transition will include at least two years of using the student
8 assessment results from either the biology end-of-course assessment
9 or the more comprehensive assessment in order to provide students
10 with reasonable opportunities to demonstrate high school competencies
11 while being mindful of the increasing rigor of the new assessment.~~)

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

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

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

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

36 **Sec. 14.** RCW 28A.655.070 and 2013 2nd sp.s. c 22 s 5 are each
37 amended to read as follows:

38 (1) The superintendent of public instruction shall develop
39 essential academic learning requirements that identify the knowledge

1 and skills all public school students need to know and be able to do
2 based on the student learning goals in RCW 28A.150.210, develop
3 student assessments, and implement the accountability recommendations
4 and requests regarding assistance, rewards, and recognition of the
5 state board of education.

6 (2) The superintendent of public instruction shall:

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

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

28 (3)(a) In consultation with the state board of education, the
29 superintendent of public instruction shall maintain and continue to
30 develop and revise a statewide academic assessment system in the
31 content areas of reading, writing, mathematics, and science for use
32 in the elementary, middle, and high school years designed to
33 determine if each student has (~~mastered~~) learned the essential
34 academic learning requirements identified in subsection (1) of this
35 section and for school and school district state and federal
36 accountability purposes. School districts shall administer the
37 assessments under guidelines adopted by the superintendent of public
38 instruction. The academic assessment system may include a variety of
39 assessment methods, including criterion-referenced and performance-
40 based measures.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 **Sec. 15.** RCW 28A.700.080 and 2008 c 170 s 301 are each amended
2 to read as follows:

3 (1) Subject to funds appropriated for this purpose, the office of
4 the superintendent of public instruction shall develop and conduct an
5 ongoing campaign for career and technical education to increase
6 awareness among teachers, counselors, students, parents, principals,
7 school administrators, and the general public about the opportunities
8 offered by rigorous career and technical education programs. Messages
9 in the campaign shall emphasize career and technical education as a
10 high quality educational pathway for students, including for students
11 who seek advanced education that includes a bachelor's degree or
12 beyond. In particular, the office shall provide information about the
13 following:

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

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

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

20 ~~(d))~~ The availability of scholarships for postsecondary
21 workforce education, including the Washington award for vocational
22 excellence, and apprenticeships through the opportunity grant program
23 under RCW 28B.50.271, grants under RCW 28A.700.090, and other
24 programs; and

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

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

32 (3) The office shall seek advice, participation, and financial
33 assistance from the workforce training and education coordinating
34 board, higher education institutions, foundations, employers,
35 apprenticeship and training councils, workforce development councils,
36 and business and labor organizations for the campaign.

37 **Sec. 16.** RCW 28B.15.067 and 2013 2nd sp.s. c 4 s 958 are each
38 amended to read as follows:

1 (1) Tuition fees shall be established under the provisions of
2 this chapter.

3 (2) Beginning in the 2011-12 academic year, reductions or
4 increases in full-time tuition fees shall be as provided in the
5 omnibus appropriations act for resident undergraduate students at
6 community and technical colleges. The governing boards of the state
7 universities, regional universities, and The Evergreen State College;
8 and the state board for community and technical colleges may reduce
9 or increase full-time tuition fees for all students other than
10 resident undergraduates, including nonresident students, summer
11 school students, and students in other self-supporting degree
12 programs. Percentage increases in full-time tuition may exceed the
13 fiscal growth factor. Except during the 2013-2015 fiscal biennium,
14 the state board for community and technical colleges may pilot or
15 institute differential tuition models. The board may define scale,
16 scope, and rationale for the models.

17 (3)(a) Beginning with the 2011-12 academic year and through the
18 end of the 2014-15 academic year, the governing boards of the state
19 universities, the regional universities, and The Evergreen State
20 College may reduce or increase full-time tuition fees for all
21 students, including summer school students and students in other
22 self-supporting degree programs. Percentage increases in full-time
23 tuition fees may exceed the fiscal growth factor. Reductions or
24 increases may be made for all or portions of an institution's
25 programs, campuses, courses, or students; however, during the
26 2013-2015 fiscal biennium, reductions or increases in tuition must be
27 uniform among resident undergraduate students.

28 (b) Prior to reducing or increasing tuition for each academic
29 year, the governing boards of the state universities, the regional
30 universities, and The Evergreen State College shall consult with
31 existing student associations or organizations with student
32 undergraduate and graduate representatives regarding the impacts of
33 potential tuition increases. Each governing board shall make public
34 its proposal for tuition and fee increases twenty-one days before the
35 governing board of the institution considers adoption and allow
36 opportunity for public comment. However, the requirement to make
37 public a proposal for tuition and fee increases twenty-one days
38 before the governing board considers adoption shall not apply if the
39 omnibus appropriations act has not passed the legislature by May
40 15th. Governing boards shall be required to provide data regarding

1 the percentage of students receiving financial aid, the sources of
2 aid, and the percentage of total costs of attendance paid for by aid.

3 (c) Prior to reducing or increasing tuition for each academic
4 year, the state board for community and technical college system
5 shall consult with existing student associations or organizations
6 with undergraduate student representation regarding the impacts of
7 potential tuition increases. The state board for community and
8 technical colleges shall provide data regarding the percentage of
9 students receiving financial aid, the sources of aid, and the
10 percentage of total costs of attendance paid for by aid.

11 (4) Beginning with the 2015-16 academic year through the 2018-19
12 academic year, the governing boards of the state universities,
13 regional universities, and The Evergreen State College may set
14 tuition for resident undergraduates as follows:

15 (a) If state funding for a college or university falls below the
16 state funding provided in the operating budget for fiscal year 2011,
17 the governing board may increase tuition up to the limits set in (d)
18 of this subsection, reduce enrollments, or both;

19 (b) If state funding for a college or university is at least at
20 the level of state funding provided in the operating budget for
21 fiscal year 2011, the governing board may increase tuition up to the
22 limits set in (d) of this subsection and shall continue to at least
23 maintain the actual enrollment levels for fiscal year 2011 or
24 increase enrollments as required in the omnibus appropriations act;

25 (c) If state funding is increased so that combined with resident
26 undergraduate tuition the sixtieth percentile of the total per-
27 student funding at similar public institutions of higher education in
28 the global challenge states under RCW 28B.15.068 is exceeded, the
29 governing board shall decrease tuition by the amount needed for the
30 total per-student funding to be at the sixtieth percentile under RCW
31 28B.15.068; and

32 (d) The amount of tuition set by the governing board for an
33 institution under this subsection (4) may not exceed the sixtieth
34 percentile of the resident undergraduate tuition of similar public
35 institutions of higher education in the global challenge states.

36 (5) The tuition fees established under this chapter shall not
37 apply to high school students enrolling in participating institutions
38 of higher education under RCW 28A.600.300 through 28A.600.400.

39 (6) The tuition fees established under this chapter shall not
40 apply to eligible students enrolling in a dropout reengagement

1 program through an interlocal agreement between a school district and
2 a community or technical college under RCW 28A.175.100 through
3 28A.175.110.

4 ~~(7) ((The tuition fees established under this chapter shall not
5 apply to eligible students enrolling in a community or technical
6 college participating in the pilot program under RCW 28B.50.534 for
7 the purpose of obtaining a high school diploma.~~

8 ~~(8))~~ Beginning in the 2019-20 academic year, reductions or
9 increases in full-time tuition fees for resident undergraduates at
10 four-year institutions of higher education shall be as provided in
11 the omnibus appropriations act.

12 ~~((9))~~ (8) The legislative advisory committee to the committee
13 on advanced tuition payment established in RCW 28B.95.170 shall:

14 (a) Review the impact of differential tuition rates on the funded
15 status and future unit price of the Washington advanced college
16 tuition payment program; and

17 (b) No later than January 14, 2013, make a recommendation to the
18 appropriate policy and fiscal committees of the legislature regarding
19 how differential tuition should be addressed in order to maintain the
20 ongoing solvency of the Washington advanced college tuition payment
21 program.

22 **Sec. 17.** RCW 28B.15.520 and 2010 c 261 s 5 are each amended to
23 read as follows:

24 Subject to the limitations of RCW 28B.15.910, the governing
25 boards of the community colleges may:

26 (1)(a) Waive all or a portion of tuition fees and services and
27 activities fees for:

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

35 (ii) Children of any law enforcement officer as defined in
36 chapter 41.26 RCW, firefighter as defined in chapter 41.26 or 41.24
37 RCW, or Washington state patrol officer who lost his or her life or
38 became totally disabled in the line of duty while employed by any
39 public law enforcement agency or full time or volunteer fire

1 department in this state: PROVIDED, That such persons may receive the
2 waiver only if they begin their course of study at a community
3 college within ten years of their graduation from high school; and

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

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

17 (2) Waive all or a portion of the nonresident tuition fees
18 differential for:

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

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

28 NEW SECTION. **Sec. 18.** The following acts or parts of acts are
29 each repealed:

30 (1) RCW 28A.155.045 (Certificate of individual achievement) and
31 2007 c 354 s 3 & 2004 c 19 s 104;

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

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

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

5 (5) RCW 28A.655.066 (Statewide end-of-course assessments for high
6 school mathematics) and 2013 2nd sp.s. c 22 s 3, 2011 c 25 s 2, 2009
7 c 310 s 3, & 2008 c 163 s 3; and

8 (6) RCW 28B.50.534 (High school completion pilot program) and
9 2007 c 355 s 3.

--- END ---