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**HOUSE BILL 1785**

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**State of Washington****64th Legislature****2015 Regular Session**

**By** Representatives Reykdal, Taylor, Ortiz-Self, Dunshee, Moscoso, Appleton, S. Hunt, Takko, Gregory, Fitzgibbon, Gregerson, Pollet, Stanford, Sells, Fey, Blake, Ormsby, Peterson, Tarleton, Pike, Shea, Griffey, Klippert, Tharinger, Van De Wege, Goodman, Bergquist, Farrell, Riccelli, McBride, Condotta, and Young; by request of Superintendent of Public Instruction

Read first time 01/28/15. Referred to Committee on Education.

1 AN ACT Relating to eliminating the certificate of academic  
2 achievement as a requirement for high school graduation; amending RCW  
3 28A.230.090, 28A.230.125, 28A.195.010, 28A.200.010, 28A.230.122,  
4 28A.300.575, 28A.305.130, 28A.320.190, 28A.320.195, 28A.320.208,  
5 28A.600.310, 28A.655.068, 28A.655.070, and 28A.700.080; creating a  
6 new section; and repealing RCW 28A.155.045, 28A.155.170, 28A.600.405,  
7 28A.655.061, 28A.655.063, 28A.655.065, 28A.655.066, and 28B.50.534.

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

9 NEW SECTION. **Sec. 1.** (1) The legislature finds that high school  
10 students in Washington have been required to meet a standard on high  
11 school assessments since 2008 to earn a certificate of academic  
12 achievement and graduate. The majority of high school students take  
13 these assessments for the first time by the conclusion of tenth  
14 grade. Over time, the state has adopted several alternative methods  
15 to allow students who do not meet the standard on the tenth grade  
16 assessment to demonstrate their competency to graduate. These  
17 alternatives include the opportunity to retake the assessment, a  
18 comparison of grades earned, collections of evidence, and college  
19 entrance or dual credit course exams.

20 (2) The legislature further finds that studies of other states  
21 show that high-stakes exit exams like Washington's can have the

1 effect of lowering the statewide graduation rate and widening the  
2 opportunity gap. Evidence also shows that students who pass exit  
3 exams do not have higher rates of enrollment or graduation in  
4 postsecondary education, or achievement in labor markets.

5 (3) The legislature recognizes that, in today's competitive  
6 global economy, it is not enough for Washington's students to meet a  
7 minimum level of competency. To be successful in postsecondary  
8 education, gainful employment, and citizenship requires increased  
9 rigor and achievement. To that end, the state has recently adopted  
10 new, academically rigorous policies to better prepare students for  
11 future success. Starting in spring 2015, Washington students will be  
12 tested using a comprehensive assessment system developed with a  
13 multistate consortium. This system, the smarter balanced assessment,  
14 will evaluate students in grades three through eight and grade eleven  
15 on their college and career readiness based on the Washington state  
16 learning standards in English language arts and mathematics and will  
17 be used for state and federal accountability purposes. In addition,  
18 students beginning with the graduating class of 2019 will also have  
19 the requirement to earn twenty-four credits for high school  
20 graduation and obtain a more meaningful diploma. Schools also have  
21 put a great deal of time and effort into ensuring quality teachers  
22 and administrators through the teacher and principal evaluation  
23 program, a four-tiered system that establishes eight new criteria for  
24 teachers' and principals' evaluations.

25 (4) The legislature further finds that the transition to the  
26 smarter balanced assessment system has markedly complicated the  
27 development and administration of the statewide assessment graduation  
28 requirement and the state's confusing array of alternative  
29 assessments. The classes of 2016 through 2018 will be required to  
30 take end-of-course exams or comprehensive assessments in the tenth  
31 grade to fulfill graduation requirements for English language arts,  
32 mathematics, and biology. In addition, they will be required to take  
33 the smarter balanced assessments in the eleventh grade to determine  
34 if they are college and career ready and for school and district  
35 accountability.

36 (5) The legislature finds that requiring schools to administer  
37 six high school assessments—the smarter balanced English language  
38 arts assessment, smarter balanced mathematics, the end-of-course  
39 assessment for biology, two mathematics end-of-course assessments,  
40 and the English language arts exit exam—creates a costly system in

1 which too much classroom time and too many state resources are  
2 devoted to taking and retaking tests for graduation purposes. The  
3 time and funding that are now invested in Washington's current state  
4 graduation assessments do not result in students meeting a college or  
5 career ready measure accepted by postsecondary institutions and  
6 organizations.

7 (6) The legislature further finds that locally directed  
8 remediation and intervention strategies, including twelfth grade  
9 transition courses, opportunities to retake courses, and more  
10 sustained focus on providing college and career guidance through  
11 students' high school and beyond plans, would prepare students for  
12 postsecondary college and career opportunities. State and local  
13 resources that are now directed to develop and administer graduation  
14 assessments should be redirected to courses and programs better  
15 suited for student needs during high school.

16 (7) The legislature further finds that taxpayers and tuition  
17 payers can save substantial money by avoiding remedial courses taught  
18 at public institutions of higher education. An unprecedented  
19 agreement among Washington's public institutions of higher education  
20 now ensures that high school graduates who successfully complete  
21 twelfth grade high school transition courses in English language arts  
22 and mathematics will move directly to college-level English and  
23 mathematics courses at participating institutions without remediation  
24 or additional placement testing.

25 (8) The legislature therefore intends to eliminate the assessment  
26 graduation requirements and the certificate of academic achievement  
27 to allow school districts to focus on keeping students engaged  
28 through graduation and preparing them to be college and career ready.  
29 To better ensure that Washington graduates are college and career  
30 ready, the legislature further intends to require students who fail  
31 to meet the standard on the smarter balanced assessment to take and  
32 pass locally determined courses in their senior year that align with  
33 their college or career goals, including, when available, high school  
34 transition courses.

35 **Sec. 2.** RCW 28A.230.090 and 2014 c 217 s 202 are each amended to  
36 read as follows:

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

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

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

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

14 ~~(c))~~ (i) Beginning in the 2015-16 school year, students in grade  
15 twelve who have not met the state standard on the English language  
16 arts or mathematics statewide student assessment provided for in RCW  
17 28A.655.070 must take and pass a locally determined course in the  
18 content area in which the student was not successful. The course  
19 shall be consistent with the student's college and career goals  
20 identified in his or her high school and beyond plan. When available,  
21 school districts should prioritize enrolling such students in high  
22 school transition courses.

23 (ii) As used in this subsection (1), "high school transition  
24 course" means an English language arts, mathematics, or science  
25 course offered in high school whose successful completion by a high  
26 school student will ensure the student college-level placement at  
27 participating public institutions of higher education as defined in  
28 RCW 28B.10.016. High school transition courses must satisfy core or  
29 elective credit graduation requirements established by the state  
30 board of education under this section. A student's successful  
31 completion of a high school transition course does not entitle the  
32 student to be admitted to any public institution of higher education  
33 as defined in RCW 28B.10.016.

34 (iii) As used in this subsection (1), "not met the state  
35 standard" means a score on the statewide student assessment at either  
36 a level one or a level two in a four-level scoring system.

37 (c) Each student shall have a high school and beyond plan to  
38 guide the student's high school experience and ensure preparation for  
39 postsecondary education or training and career. The high school and

1 beyond plan must meet the following requirements and available high  
2 school transition courses:

3 (i) The plan must be adopted for each student before the  
4 student's enrollment in high school;

5 (ii) The plan must be updated during the high school grades by  
6 reviewing transcripts, assessing progress toward identified goals,  
7 and revising as necessary for changing interests, goals, and needs;

8 (iii) The plan must include a four-year plan for course-taking  
9 that will ensure fulfillment of state and local graduation  
10 requirements and align with the student's career and educational  
11 goals;

12 (iv) For students in grade twelve who have not met the state  
13 standard on the statewide student assessment, the high school and  
14 beyond plan must include the following information:

15 (A) The student's results on the state assessment;

16 (B) If the student is in the transitional bilingual program, the  
17 score on his or her Washington language proficiency assessment;

18 (C) Any credit deficiencies;

19 (D) The student's attendance rates over the previous two years;

20 (E) The student's progress toward meeting state and local  
21 graduation requirements; and

22 (F) The courses, competencies, and other steps needed to be taken  
23 by the student to meet state academic standards and be eligible for  
24 graduation, including available programs offered through skill  
25 centers or community and technical colleges and available high school  
26 transition courses.

27 (d) Any decision on whether a student has met the state board's  
28 high school graduation requirements for a high school and beyond plan  
29 shall remain at the local level. Effective with the graduating class  
30 of 2015, the state board of education may not establish a requirement  
31 for students to complete a culminating project for graduation.

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

1 grants diplomas. The rules must also provide that the content of the  
2 third credit of mathematics and the content of the third credit of  
3 science may be chosen by the student based on the student's interests  
4 and high school and beyond plan with agreement of the student's  
5 parent or guardian or agreement of the school counselor or principal.

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

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

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

32 (c) The state board shall forward any proposed changes to the  
33 high school graduation requirements to the education committees of  
34 the legislature for review and to the quality education council  
35 established under RCW 28A.290.010. The legislature shall have the  
36 opportunity to act during a regular legislative session before the  
37 changes are adopted through administrative rule by the state board.  
38 Changes that have a fiscal impact on school districts, as identified  
39 by a fiscal analysis prepared by the office of the superintendent of  
40 public instruction, shall take effect only if formally authorized and

1 funded by the legislature through the omnibus appropriations act or  
2 other enacted legislation.

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

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

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

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

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

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

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

34 (1) The superintendent of public instruction, in consultation  
35 with the four-year institutions as defined in RCW 28B.76.020, the  
36 state board for community and technical colleges, and the workforce  
37 training and education coordinating board, shall develop for use by  
38 all public school districts a standardized high school transcript.  
39 The superintendent shall establish clear definitions for the terms

1 "credits" and "hours" so that school programs operating on the  
2 quarter, semester, or trimester system can be compared.

3 (2) The standardized high school transcript shall include a  
4 notation of whether the student has (~~earned a certificate of~~  
5 ~~individual achievement or a certificate of academic achievement~~) met  
6 the career and college readiness standard on the statewide high  
7 school assessment identified in RCW 28A.655.070.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

35 **Sec. 6.** RCW 28A.230.122 and 2011 c 203 s 1 are each amended to  
36 read as follows:

37 (1) A student who fulfills the requirements specified in  
38 subsection ~~((3))~~ (4) of this section toward completion of an  
39 international baccalaureate diploma programme is considered to have

1 satisfied state minimum requirements for graduation from a public  
2 high school(~~(, except that:~~

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

7 (2) 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))~~ (3) School districts may require students under this  
11 section to complete local graduation requirements that are in  
12 addition to state minimum requirements before issuing a high school  
13 diploma under RCW 28A.230.120. However, school districts are  
14 encouraged to waive local requirements as necessary to encourage  
15 students to pursue an international baccalaureate diploma.

16 ~~((+3))~~ (4) To receive a high school diploma under this section,  
17 a 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. 7.** RCW 28A.300.575 and 2014 c 102 s 2 are each amended to  
25 read as follows:

26 (1) The Washington state seal of biliteracy is established to  
27 recognize public high school graduates who have attained a high level  
28 of proficiency in speaking, reading, and writing in one or more world  
29 languages in addition to English. School districts are encouraged to  
30 award the seal of biliteracy to graduating high school students who  
31 meet the criteria established by the office of the superintendent of  
32 public instruction under this section. Participating school districts  
33 shall place a notation on a student's high school diploma and high  
34 school transcript indicating that the student has earned the seal.

35 (2) The office of the superintendent of public instruction shall  
36 adopt rules establishing criteria for award of the Washington state  
37 seal of biliteracy. The criteria must require a student to  
38 demonstrate proficiency in English by meeting state high school  
39 graduation requirements in English(~~(, including through state~~

1 ~~assessments and credits,~~) and proficiency in one or more world  
2 languages other than English. The criteria must permit a student to  
3 demonstrate proficiency in another world language through multiple  
4 methods including nationally or internationally recognized language  
5 proficiency tests and competency-based world language credits awarded  
6 under the model policy adopted by the Washington state school  
7 directors' association.

8 (3) For the purposes of this section, a world language other than  
9 English must include American sign language and Native American  
10 languages.

11 **Sec. 8.** RCW 28A.305.130 and 2013 2nd sp.s. c 22 s 7 are each  
12 amended to read as follows:

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

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

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

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

31 (4) For purposes of statewide accountability:

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

1 Title I of the federal elementary and secondary education act of  
2 1965, or the requirements of the Carl D. Perkins vocational education  
3 act of 1998, each as amended. The goals may be established for all  
4 students, economically disadvantaged students, limited English  
5 proficient students, students with disabilities, and students from  
6 disproportionately academically underachieving racial and ethnic  
7 backgrounds. The board may establish school and school district goals  
8 addressing high school graduation rates and dropout reduction goals  
9 for students in grades seven through twelve. The board shall adopt  
10 the goals by rule. However, before each goal is implemented, the  
11 board shall present the goal to the education committees of the house  
12 of representatives and the senate for the committees' review and  
13 comment in a time frame that will permit the legislature to take  
14 statutory action on the goal if such action is deemed warranted by  
15 the legislature;

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

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

34 (~~iii~~)) By the end of the 2014-15 school year, establish the  
35 scores students must achieve to meet the standard (~~(and earn a~~  
36 ~~certificate of academic achievement)~~) on the high school English  
37 language arts assessment and the comprehensive mathematics assessment  
38 developed with a multistate consortium in accordance with RCW  
39 28A.655.070. To determine the appropriate score, the state board  
40 shall review the transition experience of Washington students to the

1 consortium-developed assessments((7)) and examine the student scores  
2 used in other states that are administering the consortium-developed  
3 assessments(~~(7 and review the scores in other states that require~~  
4 ~~passage of an eleventh grade assessment as a high school graduation~~  
5 ~~requirement. The scores established by the state board of education~~  
6 ~~for the purposes of earning a certificate of academic achievement and~~  
7 ~~graduation from high school may be different from the scores used for~~  
8 ~~the purpose of determining a student's career and college~~  
9 ~~readiness)).~~

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

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

35 (d) Include in the biennial report required under RCW  
36 28A.305.035, information on the progress that has been made in  
37 achieving goals adopted by the board;

38 (5) Accredite, subject to such accreditation standards and  
39 procedures as may be established by the state board of education, all  
40 private schools that apply for accreditation, and approve, subject to

1 the provisions of RCW 28A.195.010, private schools carrying out a  
2 program for any or all of the grades kindergarten through twelve.  
3 However, no private school may be approved that operates a  
4 kindergarten program only and no private school shall be placed upon  
5 the list of accredited schools so long as secret societies are  
6 knowingly allowed to exist among its students by school officials;

7 (6) Articulate with the institutions of higher education,  
8 workforce representatives, and early learning policymakers and  
9 providers to coordinate and unify the work of the public school  
10 system;

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

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

25 **Sec. 9.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to  
26 read as follows:

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

35 (2) Under the extended learning opportunities program and to the  
36 extent funds are available for that purpose, districts shall make  
37 available to students in grade twelve who have failed to meet one or  
38 more local or state graduation requirements the option of continuing  
39 enrollment in the school district in accordance with RCW 28A.225.160.

1 Districts are authorized to use basic education program funding to  
2 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)  
3 (5).

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

12 (a) Individual or small group instruction;

13 (b) Instruction in English language arts and/or mathematics that  
14 eligible students need to (~~pass all or part of the Washington~~  
15 ~~assessment of student learning~~) meet the career and college  
16 readiness standard on the statewide high school assessment identified  
17 in RCW 28A.655.070;

18 (c) Attendance in a public high school or public alternative  
19 school classes or at a skill center;

20 (d) Inclusion in remediation programs, including summer school;

21 (e) Language development instruction for English language  
22 learners;

23 (f) Online curriculum and instructional support, including  
24 programs for credit retrieval (~~and Washington assessment of student~~  
25 ~~learning preparatory classes~~); and

26 (g) Reading improvement specialists available at the educational  
27 service districts to serve eighth, eleventh, and twelfth grade  
28 educators through professional development in accordance with RCW  
29 28A.415.350. The reading improvement specialist may also provide  
30 direct services to eligible students and those students electing to  
31 continue a fifth year in a high school program who are still  
32 struggling with basic reading skills.

33 **Sec. 10.** RCW 28A.320.195 and 2013 c 184 s 2 are each amended to  
34 read as follows:

35 (1) Each school district board of directors is encouraged to  
36 adopt an academic acceleration policy for high school students as  
37 provided under this section.

38 (2) Under an academic acceleration policy:

1 (a) The district automatically enrolls any student who meets the  
2 state standard on the high school statewide student assessment in the  
3 next most rigorous level of advanced courses offered by the high  
4 school. Students who successfully complete such an advanced course  
5 are then enrolled in the next most rigorous level of advanced course,  
6 with the objective that students will eventually be automatically  
7 enrolled in courses that offer the opportunity to earn dual credit  
8 for high school and college.

9 (b) The subject matter of the advanced courses in which the  
10 student is automatically enrolled depends on the content area or  
11 areas of the statewide student assessment where the student has met  
12 the state standard. (~~Students who meet the state standard on both  
13 end-of-course mathematics assessments are considered to have met the  
14 state standard for high school mathematics.~~) Students who meet the  
15 state standard in (~~both reading and writing~~) English language arts  
16 are eligible for enrollment in advanced courses in English, social  
17 studies, humanities, and other related subjects.

18 (c) The district must notify students and parents or guardians  
19 regarding the academic acceleration policy and the advanced courses  
20 available to students.

21 (d) The district must provide a parent or guardian with an  
22 opportunity to opt out of the academic acceleration policy and enroll  
23 a student in an alternative course.

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

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

34 (a) When each assessment will be administered;

35 (b) (~~Which assessments will be required for graduation and~~)  
36 What options students have to meet graduation requirements if they do  
37 not pass a given assessment;

38 (c) Whether the results of the assessment will be used for  
39 program placement or grade-level advancement;

1 (d) When the assessment results will be released to parents or  
2 guardians and whether there will be an opportunity for parents and  
3 teachers to discuss strategic adjustments; and

4 (e) Whether the assessment is required by the school district,  
5 state, federal government, or more than one of these entities.

6 (2) The office of the superintendent of public instruction shall  
7 provide information to the school districts to enable the districts  
8 to provide the information to the parents and guardians in accordance  
9 with subsection (1) of this section.

10 **Sec. 12.** RCW 28A.600.310 and 2012 c 229 s 702 are each amended  
11 to read as follows:

12 (1) Eleventh and twelfth grade students or students who have not  
13 yet received the credits required for the award of a high school  
14 diploma and are eligible to be in the eleventh or twelfth grades may  
15 apply to a participating institution of higher education to enroll in  
16 courses or programs offered by the institution of higher education. A  
17 student receiving home-based instruction enrolling in a public high  
18 school for the sole purpose of participating in courses or programs  
19 offered by institutions of higher education shall not be counted by  
20 the school district in any required state or federal accountability  
21 reporting if the student's parents or guardians filed a declaration  
22 of intent to provide home-based instruction and the student received  
23 home-based instruction during the school year before the school year  
24 in which the student intends to participate in courses or programs  
25 offered by the institution of higher education. Students receiving  
26 home-based instruction under chapter 28A.200 RCW and students  
27 attending private schools approved under chapter 28A.195 RCW shall  
28 not be required 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,~~) or to master the  
31 essential academic learning requirements. However, students are  
32 eligible to enroll in courses or programs in participating  
33 universities only if the board of directors of the student's school  
34 district has decided to participate in the program. Participating  
35 institutions of higher education, in consultation with school  
36 districts, may establish admission standards for these students. If  
37 the institution of higher education accepts a secondary school pupil  
38 for enrollment under this section, the institution of higher  
39 education shall send written notice to the pupil and the pupil's

1 school district within ten days of acceptance. The notice shall  
2 indicate the course and hours of enrollment for that pupil.

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

5 (i) Running start students shall pay to the community or  
6 technical college all other mandatory fees as established by each  
7 community or technical college and, in addition, the state board for  
8 community and technical colleges may authorize a fee of up to ten  
9 percent of tuition and fees as defined in RCW 28B.15.020 and  
10 28B.15.041; and

11 (ii) All other institutions of higher education operating a  
12 running start program may charge running start students a fee of up  
13 to ten percent of tuition and fees as defined in RCW 28B.15.020 and  
14 28B.15.041 in addition to technology fees.

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

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

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

1 (4) The pupil's school district shall transmit to the institution  
2 of higher education an amount per each full-time equivalent college  
3 student at statewide uniform rates for vocational and nonvocational  
4 students. The superintendent of public instruction shall separately  
5 calculate and allocate moneys appropriated for basic education under  
6 RCW 28A.150.260 to school districts for purposes of making such  
7 payments and for granting school districts seven percent thereof to  
8 offset program related costs. The calculations and allocations shall  
9 be based upon the estimated statewide annual average per full-time  
10 equivalent high school student allocations under RCW 28A.150.260,  
11 excluding small high school enhancements, and applicable rules  
12 adopted under chapter 34.05 RCW. The superintendent of public  
13 instruction, participating institutions of higher education, and the  
14 state board for community and technical colleges shall consult on the  
15 calculation and distribution of the funds. The funds received by the  
16 institution of higher education from the school district shall not be  
17 deemed tuition or operating fees and may be retained by the  
18 institution of higher education. A student enrolled under this  
19 subsection shall be counted for the purpose of meeting enrollment  
20 targets in accordance with terms and conditions specified in the  
21 omnibus appropriations act.

22 (5) The state board for community and technical colleges, in  
23 collaboration with the other institutions of higher education that  
24 participate in the running start program and the office of the  
25 superintendent of public instruction, shall identify, assess, and  
26 report on alternatives for providing ongoing and adequate financial  
27 support for the program. Such alternatives shall include but are not  
28 limited to student tuition, increased support from local school  
29 districts, and reallocation of existing state financial support among  
30 the community and technical college system to account for  
31 differential running start enrollment levels and impacts. The state  
32 board for community and technical colleges shall report the  
33 assessment of alternatives to the governor and to the appropriate  
34 fiscal and policy committees of the legislature by September 1, 2010.

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

37 (1) Beginning in the 2011-12 school year, the statewide high  
38 school assessment in science shall be an end-of-course assessment for  
39 biology that measures the state standards for life sciences, in

1 addition to systems, inquiry, and application as they pertain to life  
2 sciences.

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

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

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

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

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

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

3       (1) The superintendent of public instruction shall develop  
4 essential academic learning requirements that identify the knowledge  
5 and skills all public school students need to know and be able to do  
6 based on the student learning goals in RCW 28A.150.210, develop  
7 student assessments, and implement the accountability recommendations  
8 and requests regarding assistance, rewards, and recognition of the  
9 state board of education.

10       (2) The superintendent of public instruction shall:

11       (a) Periodically revise the essential academic learning  
12 requirements, as needed, based on the student learning goals in RCW  
13 28A.150.210. Goals one and two shall be considered primary. To the  
14 maximum extent possible, the superintendent shall integrate goal four  
15 and the knowledge and skill areas in the other goals in the essential  
16 academic learning requirements; and

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

32       (3)(a) In consultation with the state board of education, the  
33 superintendent of public instruction shall maintain and continue to  
34 develop and revise a statewide academic assessment system in the  
35 content areas of reading, writing, mathematics, and science for use  
36 in the elementary, middle, and high school years designed to  
37 determine if each student has mastered the essential academic  
38 learning requirements identified in subsection (1) of this section.  
39 School districts shall administer the assessments under guidelines  
40 adopted by the superintendent of public instruction. The academic

1 assessment system may include a variety of assessment methods,  
2 including criterion-referenced and performance-based measures.

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

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

14 ~~(i))~~.

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

21 ~~((ii)) (iii) The high school assessments in English language  
22 arts and mathematics ((in (c)(i) of this subsection)) developed with  
23 the multistate consortium shall be used ((for the purposes of earning  
24 a certificate of academic achievement for high school graduation  
25 under the timeline established in RCW 28A.655.061 and)) for assessing  
26 student career and college readiness.~~

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

35 (4) If the superintendent proposes any modification to the  
36 essential academic learning requirements or the statewide  
37 assessments, then the superintendent shall, upon request, provide  
38 opportunities for the education committees of the house of  
39 representatives and the senate to review the assessments and proposed

1 modifications to the essential academic learning requirements before  
2 the modifications are adopted.

3 (5) The assessment system shall be designed so that the results  
4 under the assessment system are used by educators as tools to  
5 evaluate instructional practices, and to initiate appropriate  
6 educational support for students who have not mastered the essential  
7 academic learning requirements at the appropriate periods in the  
8 student's educational development.

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

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

19 (a) Information on classroom-based and other assessments that may  
20 provide additional achievement information for individual students;  
21 and

22 (b) A collection of diagnostic tools that educators may use to  
23 evaluate the academic status of individual students. The tools shall  
24 be designed to be inexpensive, easily administered, and quickly and  
25 easily scored, with results provided in a format that may be easily  
26 shared with parents and students.

27 (8) To the maximum extent possible, the superintendent shall  
28 integrate knowledge and skill areas in development of the  
29 assessments.

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

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

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

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

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

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

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

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

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

24 ~~((The career and technical education alternative assessment  
25 guidelines under RCW 28A.655.065;~~

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

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

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

38 (3) The office shall seek advice, participation, and financial  
39 assistance from the workforce training and education coordinating

1 board, higher education institutions, foundations, employers,  
2 apprenticeship and training councils, workforce development councils,  
3 and business and labor organizations for the campaign.

4 NEW SECTION. **Sec. 16.** The following acts or parts of acts are  
5 each repealed:

6 (1) RCW 28A.155.045 (Certificate of individual achievement) and  
7 2007 c 354 s 3 & 2004 c 19 s 104;

8 (2) RCW 28A.155.170 (Graduation ceremony—Certificate of  
9 attendance—Students with individualized education programs) and 2007  
10 c 318 s 2;

11 (3) RCW 28A.600.405 (Participation in high school completion  
12 pilot program—Eligible students—Funding allocations—Rules—  
13 Information for students and parents) and 2012 1st sp.s. c 10 s 4 &  
14 2007 c 355 s 4;

15 (4) RCW 28A.655.061 (High school assessment system—Certificate of  
16 academic achievement—Exemptions—Options to retake high school  
17 assessment—Objective alternative assessment—Student learning plans)  
18 and 2013 2nd sp.s. c 22 s 2, 2011 1st sp.s. c 22 s 2, 2010 c 244 s 1,  
19 2009 c 524 s 5, & 2008 c 321 s 2;

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

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

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

30 (8) RCW 28B.50.534 (High school completion pilot program) and  
31 2007 c 355 s 3.

--- END ---