
SENATE BILL 5068

State of Washington

66th Legislature

2019 Regular Session

By Senators Wellman and Zeiger; by request of Superintendent of Public Instruction

Prefiled 01/03/19.

1 AN ACT Relating to updating the term essential academic learning
2 requirements to state learning standards to reflect current
3 terminology; amending RCW 28A.150.220, 28A.195.010, 28A.200.010,
4 28A.210.360, 28A.230.095, 28A.230.130, 28A.300.130, 28A.300.440,
5 28A.300.462, 28A.305.215, 28A.320.173, 28A.320.240, 28A.410.046,
6 28A.600.310, 28A.655.061, 28A.655.068, 28A.655.070, 28A.655.071,
7 28A.655.075, 28A.655.130, 28A.655.140, 28A.710.040, 43.06B.020, and
8 79A.05.351; and repealing RCW 28A.655.010.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

36 **Sec. 2.** RCW 28A.195.010 and 2018 c 177 s 201 are each amended to
37 read as follows:

38 The legislature hereby recognizes that private schools should be
39 subject only to those minimum state controls necessary to insure the

1 health and safety of all the students in the state and to insure a
2 sufficient basic education to meet usual graduation requirements. The
3 state, any agency or official thereof, shall not restrict or dictate
4 any specific educational or other programs for private schools except
5 as hereinafter in this section provided.

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

29 (1) The minimum school year for instructional purposes shall
30 consist of no less than one hundred eighty school days or the
31 equivalent in annual minimum instructional hour offerings, with a
32 school-wide annual average total instructional hour offering of one
33 thousand hours for students enrolled in grades one through twelve,
34 and at least four hundred fifty hours for students enrolled in
35 kindergarten.

36 (2) The school day shall be the same as defined in RCW
37 28A.150.203.

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

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

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

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

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

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

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

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

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

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

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

38 (7) Private school curriculum shall include instruction of the
39 basic skills of occupational education, science, mathematics,
40 language, social studies, history, health, reading, writing,

1 spelling, and the development of appreciation of art and music, all
2 in sufficient units for meeting state board of education graduation
3 requirements.

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

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

13 **Sec. 3.** RCW 28A.200.010 and 2004 c 19 s 107 are each amended to
14 read as follows:

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

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

30 (b) Ensure that test scores or annual academic progress
31 assessments and immunization records, together with any other records
32 that are kept relating to the instructional and educational
33 activities provided, are forwarded to any other public or private
34 school to which the child transfers. At the time of a transfer to a
35 public school, the superintendent of the local school district in
36 which the child enrolls may require a standardized achievement test
37 to be administered and shall have the authority to determine the
38 appropriate grade and course level placement of the child after
39 consultation with parents and review of the child's records; and

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

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

23 **Sec. 4.** RCW 28A.210.360 and 2004 c 138 s 2 are each amended to
24 read as follows:

25 (1) Consistent with the (~~essential—academic~~) state learning
26 (~~requirements~~) standards for health and fitness, including
27 nutrition, the Washington state school directors' association, with
28 the assistance of the office of the superintendent of public
29 instruction, the department of health, and the Washington alliance
30 for health, physical education, recreation and dance, shall convene
31 an advisory committee to develop a model policy regarding access to
32 nutritious foods, opportunities for developmentally appropriate
33 exercise, and accurate information related to these topics. The
34 policy shall address the nutritional content of foods and beverages,
35 including fluoridated bottled water, sold or provided throughout the
36 school day or sold in competition with the federal school breakfast
37 and lunch program and the availability and quality of health,
38 nutrition, and physical education and fitness curriculum. The model
39 policy should include the development of a physical education and

1 fitness curriculum for students. For middle school students, physical
2 education and fitness curriculum means a daily period of physical
3 activity, a minimum of twenty minutes of which is aerobic activity in
4 the student's target heart rate zone, which includes instruction and
5 practice in basic movement and fine motor skills, progressive
6 physical fitness, athletic conditioning, and nutrition and wellness
7 instruction through age-appropriate activities.

8 (2) The school directors' association shall submit the model
9 policy and recommendations on the related issues, along with a
10 recommendation for local adoption, to the governor and the
11 legislature and shall post the model policy on its web site by
12 January 1, 2005.

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

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

17 (1) By the end of the 2008-09 school year, school districts shall
18 have in place in elementary schools, middle schools, and high schools
19 assessments or other strategies chosen by the district to assure that
20 students have an opportunity to learn the (~~essential-academic~~)
21 state learning (~~requirements~~) standards in social studies, the
22 arts, and health and fitness. Social studies includes history,
23 geography, civics, economics, and social studies skills. Health and
24 fitness includes, but is not limited to, mental health and suicide
25 prevention education. Beginning with the 2008-09 school year, school
26 districts shall annually submit an implementation verification report
27 to the office of the superintendent of public instruction. The office
28 of the superintendent of public instruction may not require school
29 districts to use a classroom-based assessment in social studies, the
30 arts, and health and fitness to meet the requirements of this section
31 and shall clearly communicate to districts their option to use other
32 strategies chosen by the district.

33 (2) Beginning with the 2008-09 school year, school districts
34 shall require students in the seventh or eighth grade, and the
35 eleventh or twelfth grade to each complete at least one classroom-
36 based assessment in civics. Beginning with the 2010-11 school year,
37 school districts shall require students in the fourth or fifth grade
38 to complete at least one classroom-based assessment in civics. The
39 civics assessment may be selected from a list of classroom-based

1 assessments approved by the office of the superintendent of public
2 instruction. Beginning with the 2008-09 school year, school districts
3 shall annually submit implementation verification reports to the
4 office of the superintendent of public instruction documenting the
5 use of the classroom-based assessments in civics.

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

8 **Sec. 6.** RCW 28A.230.130 and 2011 c 77 s 2 are each amended to
9 read as follows:

10 (1) All public high schools of the state shall provide a program,
11 directly or in cooperation with a community college or another school
12 district, for students whose educational plans include application
13 for entrance to a baccalaureate-granting institution after being
14 granted a high school diploma. The program shall help these students
15 to meet at least the minimum entrance requirements under RCW
16 28B.10.050.

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

24 (a) Help students demonstrate the application of (~~essential~~
25 ~~academic~~) state learning (~~requirements~~) standards to the world of
26 work, occupation-specific skills, knowledge of more than one career
27 in a chosen pathway, and employability and leadership skills; and

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

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

33 (a) Work towards the goal of offering a sufficient number of high
34 school courses that give students the opportunity to earn the
35 equivalent of a year's worth of postsecondary credit towards a
36 certificate, apprenticeship program, technical degree, or associate
37 or baccalaureate degree. These high school courses are those advanced
38 courses that have accompanying proficiency exams or demonstrated

1 competencies that are used to demonstrate postsecondary knowledge and
2 skills; and

3 (b) Inform students and their families, emphasizing communication
4 to underrepresented groups, about the program offerings and the
5 opportunities to take courses that qualify for postsecondary credit
6 through demonstrated competencies or if the student earns the
7 qualifying score on the proficiency exam. This information shall
8 encourage students to use the twelfth grade as the launch year for an
9 advance start on their career and postsecondary education.

10 (4) A middle school that receives approval from the office of the
11 superintendent of public instruction to provide a career and
12 technical program in science, technology, engineering, or mathematics
13 directly to students shall receive funding at the same rate as a high
14 school operating a similar program. Additionally, a middle school
15 that provides a hands-on experience in science, technology,
16 engineering, or mathematics with an integrated curriculum of academic
17 content and career and technical education, and includes a career and
18 technical education exploratory component shall also qualify for the
19 career and technical education funding.

20 **Sec. 7.** RCW 28A.300.130 and 2016 c 72 s 804 are each amended to
21 read as follows:

22 (1) To facilitate access to information and materials on
23 educational improvement and research, the superintendent of public
24 instruction, subject to the availability of amounts appropriated for
25 this specific purpose, shall establish the center for the improvement
26 of student learning. The center shall work in conjunction with
27 parents, educational service districts, institutions of higher
28 education, and education, parent, community, and business
29 organizations.

30 (2) The center, subject to the availability of amounts
31 appropriated for this specific purpose, and in conjunction with other
32 staff in the office of the superintendent of public instruction,
33 shall:

34 (a) Serve as a clearinghouse for information regarding successful
35 educational improvement and parental involvement programs in schools
36 and districts, and information about efforts within institutions of
37 higher education in the state to support educational improvement
38 initiatives in Washington schools and districts;

1 (b) Provide best practices research that can be used to help
2 schools develop and implement: Programs and practices to improve
3 instruction; systems to analyze student assessment data, with an
4 emphasis on systems that will combine the use of state and local data
5 to monitor the academic progress of each and every student in the
6 school district; comprehensive, school-wide improvement plans;
7 school-based shared decision-making models; programs to promote
8 lifelong learning and community involvement in education; school-to-
9 work transition programs; programs to meet the needs of highly
10 capable students; programs and practices to meet the needs of
11 students with disabilities; programs and practices to meet the
12 diverse needs of students based on gender, racial, ethnic, economic,
13 and special needs status; research, information, and technology
14 systems; and other programs and practices that will assist educators
15 in helping students learn the (~~essential academic~~) state learning
16 (~~requirements~~) standards;

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

19 (d) Work with appropriate organizations to inform teachers,
20 district and school administrators, and school directors about the
21 waivers available and the broadened school board powers under RCW
22 28A.320.015;

23 (e) Provide training and consultation services, including
24 conducting regional summer institutes;

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

28 (g) Work with parents, teachers, and school districts in
29 establishing a model absentee notification procedure that will
30 properly notify parents when their student has not attended a class
31 or has missed a school day. The office of the superintendent of
32 public instruction shall consider various types of communication with
33 parents including, but not limited to, email, phone, and postal mail;
34 and

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

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

39 (4) The superintendent may enter into contracts with individuals
40 or organizations including but not limited to: School districts;

1 educational service districts; educational organizations; teachers;
2 higher education faculty; institutions of higher education; state
3 agencies; business or community-based organizations; and other
4 individuals and organizations to accomplish the duties and
5 responsibilities of the center. In carrying out the duties and
6 responsibilities of the center, the superintendent, whenever
7 possible, shall use practitioners to assist agency staff as well as
8 assist educators and others in schools and districts.

9 (5) The office of the superintendent of public instruction shall
10 report to the legislature by September 1, 2007, and thereafter
11 biennially, regarding the effectiveness of the center for the
12 improvement of student learning, how the services provided by the
13 center for the improvement of student learning have been used and by
14 whom, and recommendations to improve the accessibility and
15 application of knowledge and information that leads to improved
16 student learning and greater family and community involvement in the
17 public education system.

18 **Sec. 8.** RCW 28A.300.440 and 2012 c 198 s 5 are each amended to
19 read as follows:

20 (1) The natural science, wildlife, and environmental education
21 grant program is hereby created, subject to the availability of
22 funds. The program is created to promote proven and innovative
23 natural science, wildlife, and environmental education programs that
24 are fully aligned with the state(~~(essential-academic)~~) learning
25 (~~(requirements)~~) standards, and includes but is not limited to
26 instruction about renewable resources, responsible use of resources,
27 and conservation.

28 (2) The superintendent of public instruction shall establish and
29 publish funding criteria for environmental, natural science,
30 wildlife, forestry, and agricultural education grants. The office of
31 the superintendent of public instruction shall involve a cross-
32 section of stakeholder groups to develop socially, economically, and
33 environmentally balanced funding criteria. These criteria shall be
34 based on compliance with the (~~(essential-academic)~~) state learning
35 (~~(requirements)~~) standards and use methods that encourage critical
36 thinking. The criteria must also include environmental, natural
37 science, wildlife, forestry, and agricultural education programs with
38 one or more of the following features:

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

3 (b) Programs that target underserved, disadvantaged, and
4 multicultural populations;

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

8 (d) Proven programs offered by innovative community partnerships
9 designed to improve student learning and strengthen local
10 communities.

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

12 (a) Continuing in-service and preservice training for educators
13 with materials specifically developed to enable educators to teach
14 (~~essential academic~~) state learning (~~requirements~~) standards in a
15 compelling and effective manner;

16 (b) Proven, innovative programs that align the basic subject
17 areas of the common school curriculum in chapter 28A.230 RCW with the
18 (~~essential academic~~) state learning (~~requirements~~) standards; the
19 basic subject areas should be integrated by using environmental
20 education, natural science, wildlife, forestry, agricultural, and
21 natural environment curricula to meet the needs of various learning
22 styles; and

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

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

28 (5) Grants may not be used for any partisan or political
29 activities.

30 **Sec. 9.** RCW 28A.300.462 and 2011 c 262 s 2 are each amended to
31 read as follows:

32 (1) School districts are encouraged to voluntarily adopt the
33 jumpstart coalition national standards in K-12 personal finance
34 education and provide students with an opportunity to master the
35 standards.

36 (2) Subject to funds appropriated specifically for this purpose,
37 the office of the superintendent of public instruction and the
38 financial education public-private partnership shall provide
39 technical assistance and grants to support demonstration projects for

1 district-wide adoption and implementation of the financial education
2 learning standards under this section.

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

8 (4) Selected districts must:

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

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

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

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

18 (5) The office of the superintendent of public instruction, with
19 the advice of the financial education public-private partnership,
20 shall provide assistance to the demonstration projects regarding
21 curriculum, professional development, and innovative instructional
22 programs to implement the financial education standards.

23 (6) The selected districts must report findings and results of
24 the demonstration project to the office of the superintendent of
25 public instruction and appropriate committees of the legislature
26 annually.

27 **Sec. 10.** RCW 28A.305.215 and 2009 c 310 s 5 are each amended to
28 read as follows:

29 (1) The activities in this section revise and strengthen the
30 state learning standards that implement the goals of RCW
31 28A.150.210 ~~((, known as the essential academic learning~~
32 ~~requirements,))~~ and improve alignment of school district curriculum
33 to the standards.

34 (2) The state board of education shall be assisted in its work
35 under subsections (3), (4), and (5) of this section by: (a) An expert
36 national consultant in each of mathematics and science retained by
37 the state board; and (b) ~~((the))~~ mathematics and science advisory
38 panels ~~((created under RCW 28A.305.219))~~, as appropriate, which shall
39 provide review and formal comment on proposed recommendations to the

1 superintendent of public instruction and the state board of education
2 on new revised standards and curricula.

3 (3) By September 30, 2007, the state board of education shall
4 recommend to the superintendent of public instruction revised
5 (~~essential-academic~~) state learning (~~requirements~~) standards and
6 grade level expectations in mathematics. The recommendations shall be
7 based on:

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

10 (b) Study of:

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

14 (ii) College readiness standards;

15 (iii) The national council of teachers of mathematics focal
16 points and the national assessment of educational progress content
17 frameworks; and

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

20 (c) Consideration of information presented during public comment
21 periods.

22 (4) (a) By February 29, 2008, the superintendent of public
23 instruction shall revise the (~~essential-academic~~) state learning
24 (~~requirements~~) standards and the grade level expectations for
25 mathematics and present the revised standards to the state board of
26 education and the education committees of the senate and the house of
27 representatives as required by RCW 28A.655.070(4).

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

30 (i) Analyze the February 2008 version of the revised standards,
31 including a comparison to exemplar standards previously reviewed
32 under this section;

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

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

37 (c) By May 15, 2008, the state board of education shall review
38 the consultant's draft report, consult the mathematics advisory
39 panel, hold a public hearing to receive comment, and direct any
40 subsequent modifications to the consultant's report. After the

1 modifications are made, the state board of education shall forward
2 the final report and recommendations to the superintendent of public
3 instruction for implementation.

4 (d) By July 1, 2008, the superintendent of public instruction
5 shall revise the mathematics standards to conform precisely to and
6 incorporate each of the recommendations of the state board of
7 education under (c) of this subsection and submit the revisions to
8 the state board of education.

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

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

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

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

27 (c) Consideration of information presented during public comment
28 periods.

29 (6) By December 1, 2008, the superintendent of public instruction
30 shall revise the (~~essential-academic~~) state learning
31 (~~requirements~~) standards and the grade level expectations for
32 science and present the revised standards to the state board of
33 education and the education committees of the senate and the house of
34 representatives as required by RCW 28A.655.070(4). The superintendent
35 shall adopt the revised (~~essential-academic~~) state learning
36 (~~requirements~~) standards and grade level expectations unless
37 otherwise directed by the legislature during the 2009 legislative
38 session.

39 (7)(a) Within six months after the standards under subsection (4)
40 of this section are adopted, the superintendent of public instruction

1 shall present to the state board of education recommendations for no
2 more than three basic mathematics curricula each for elementary,
3 middle, and high school grade spans.

4 (b) Within two months after the presentation of the recommended
5 curricula, the state board of education shall provide official
6 comment and recommendations to the superintendent of public
7 instruction regarding the recommended mathematics curricula. The
8 superintendent of public instruction shall make any changes based on
9 the comment and recommendations from the state board of education and
10 adopt the recommended curricula.

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

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

24 (e) In selecting the recommended curricula under this subsection
25 (7), the superintendent of public instruction shall provide
26 information to ~~((the))~~ mathematics and science advisory panels
27 ~~((created under RCW 28A.305.219))~~, as appropriate, and seek the
28 advice of the appropriate panel regarding the curricula that shall be
29 included in the recommendations.

30 (f) The recommended curricula under this subsection (7) shall
31 align with the revised ~~((essential—academic))~~ state learning
32 ~~((requirements))~~ standards and grade level expectations. In addition
33 to the recommended basic curricula, appropriate diagnostic and
34 supplemental materials shall be identified as necessary to support
35 each curricula.

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

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

6 (9) Nothing in this section requires a school district to use one
7 of the recommended curricula under subsection (7) of this section.
8 However, the statewide accountability plan adopted by the state board
9 of education under RCW 28A.305.130 shall recommend conditions under
10 which school districts should be required to use one of the
11 recommended curricula. The plan shall also describe the conditions
12 for exception to the curriculum requirement, such as the use of
13 integrated academic and career and technical education curriculum.
14 Required use of the recommended curricula as an intervention strategy
15 must be authorized by the legislature (~~(as required by RCW~~
16 ~~28A.305.130(4)(e))~~) before implementation.

17 (10) The superintendent of public instruction shall conduct a
18 comprehensive survey of the mathematics curricula being used by
19 school districts at all grade levels and the textbook and curriculum
20 purchasing cycle of the districts and report the results of the
21 survey to the education committees of the legislature by November 15,
22 2008.

23 **Sec. 11.** RCW 28A.320.173 and 2018 c 266 s 409 are each amended
24 to read as follows:

25 (1) Public schools may develop curricula that:

26 (a) Links student learning with engagement in seasonal or
27 nonseasonal outdoor-based activities, including activities related to
28 academic requirements in science, health and fitness, and career and
29 technical education;

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

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

35 (2) Public schools that develop curricula under this section may
36 request authorization from the superintendent of public instruction
37 as provided in RCW 28A.300.790 to consider student participation in
38 seasonal or nonseasonal outdoor-based activities as instructional

1 days for the purposes of basic education requirements established in
2 RCW 28A.150.220(5).

3 **Sec. 12.** RCW 28A.320.240 and 2015 c 27 s 1 are each amended to
4 read as follows:

5 (1) The purpose of this section is to identify quality criteria
6 for school library information and technology programs that support
7 the student learning goals under RCW 28A.150.210, the (~~essential~~
8 ~~academic~~) state learning (~~requirements~~) standards under RCW
9 28A.655.070, and high school graduation requirements adopted under
10 RCW 28A.230.090.

11 (2) Every board of directors shall provide resources and
12 materials for the operation of school library information and
13 technology programs as the board deems necessary for the proper
14 education of the district's students or as otherwise required by law
15 or rule of the superintendent of public instruction.

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

19 (4) "School library information and technology program" means a
20 school-based program that is staffed by a certificated teacher-
21 librarian and provides a broad, flexible array of services,
22 resources, and instruction that support student mastery of the
23 (~~essential-academic~~) state learning (~~requirements~~) standards and
24 state standards in all subject areas and the implementation of the
25 district's school improvement plan.

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

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

33 (a) Integrate information and technology into curriculum and
34 instruction, including but not limited to instructing other
35 certificated staff about using and integrating information and
36 technology literacy into instruction through workshops, modeling
37 lessons, and individual peer coaching;

38 (b) Provide information management instruction to students and
39 staff about how to effectively use emerging learning technologies for

1 school and lifelong learning, as well as in the appropriate use of
2 computers and mobile devices in an educational setting;

3 (c) Help teachers and students efficiently and effectively access
4 the highest quality information available while using information
5 ethically;

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

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

14 **Sec. 13.** RCW 28A.410.046 and 2011 c 209 s 2 are each amended to
15 read as follows:

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

19 (a) Enhanced mathematics content knowledge and skills necessary
20 to provide students in grades kindergarten through eight a deep
21 understanding of the ((essential—academic)) state learning
22 ((requirements)) standards and performance expectations in
23 mathematics;

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

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

28 (2) The legislature encourages the professional educator
29 standards board to develop standards for and adopt a specialty
30 endorsement for elementary mathematics specialists as defined under
31 this section.

32 (3) School districts may work with local colleges and
33 universities, educator preparation programs, and educational service
34 districts to develop and offer training and professional development
35 opportunities in the knowledge and skills necessary for a teacher to
36 be considered an elementary mathematics specialist under this
37 section.

38 (4) School districts are encouraged to use elementary mathematics
39 specialists for direct instruction of students using an itinerant

1 teacher model where the specialist rotates from classroom to
2 classroom within the school.

3 **Sec. 14.** RCW 28A.600.310 and 2015 c 202 s 4 are each amended to
4 read as follows:

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

10 (b) The course sections and programs offered as running start
11 courses must also be open for registration to matriculated students
12 at the participating institution of higher education and may not be a
13 course consisting solely of high school students offered at a high
14 school campus.

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

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

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

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

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

15 (c) Students may pay fees under this subsection with advanced
16 college tuition payment program tuition units at a rate set by the
17 advanced college tuition payment program governing body under chapter
18 28B.95 RCW.

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

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

1 that information about waivers is visible, compelling, and reaches
2 the maximum number of students and families that can benefit.

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

24 **Sec. 15.** RCW 28A.655.061 and 2017 3rd sp.s. c 31 s 1 are each
25 amended to read as follows:

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

36 (2) Subject to the conditions in this section, a certificate of
37 academic achievement shall be obtained and is evidence that the
38 students have successfully met the state standard in the content
39 areas included in the certificate. With the exception of students

1 satisfying the provisions of RCW 28A.155.045 (~~or 28A.655.0611~~),
2 acquisition of the certificate is required for graduation from a
3 public high school but is not the only requirement for graduation.

4 (3) (a) Beginning with the graduating class of 2008 through the
5 graduating class of 2015, with the exception of students satisfying
6 the provisions of RCW 28A.155.045, a student who meets the state
7 standards on the English language arts and mathematics high school
8 statewide student assessment shall earn a certificate of academic
9 achievement. The mathematics assessment shall be the end-of-course
10 assessment for the first year of high school mathematics that
11 assesses the standards common to algebra I and integrated mathematics
12 I or the end-of-course assessment for the second year of high school
13 mathematics that assesses standards common to geometry and integrated
14 mathematics II.

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

21 (i) Students in the graduating class of 2016 may use the results
22 from:

23 (A) The reading and writing assessment or the English language
24 arts assessment developed with the multistate consortium; and

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

29 (ii) Students in the graduating classes of 2017 and 2018 may use
30 the results from:

31 (A) The tenth grade English language arts assessment developed by
32 the superintendent of public instruction using resources from the
33 multistate consortium or the English language arts assessment
34 developed with the multistate consortium; and

35 (B) The end-of-course assessment for the first year of high
36 school mathematics, the end-of-course assessment for the second year
37 of high school mathematics, or the comprehensive mathematics
38 assessment developed with the multistate consortium.

39 (c) Beginning with the graduating class of 2019, a student who
40 meets the high school graduation standard on the high school English

1 language arts assessment developed with the multistate consortium and
2 the comprehensive mathematics assessment developed with the
3 multistate consortium shall earn a certificate of academic
4 achievement.

5 (d) Beginning with the graduating class of 2020, a student who
6 meets the high school graduation standard on the high school English
7 language arts assessment developed with the multistate consortium and
8 the comprehensive mathematics assessment developed with the
9 multistate consortium to be administered in tenth grade shall earn a
10 certificate of academic achievement.

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

25 (4) Beginning with the graduating class of 2021, a student must
26 meet the state standards in science in addition to the other content
27 areas required under subsection (3) of this section on the statewide
28 student assessment, a retake, or the objective alternative
29 assessments in order to earn a certificate of academic achievement.
30 The assessment under this subsection must be a comprehensive
31 assessment of the science (~~(essential—academic)~~) state learning
32 (~~(requirements)~~) standards adopted by the superintendent of public
33 instruction in 2013.

34 (5) The state board of education may not require the acquisition
35 of the certificate of academic achievement for students in home-based
36 instruction under chapter 28A.200 RCW, for students enrolled in
37 private schools under chapter 28A.195 RCW, or for students satisfying
38 the provisions of RCW 28A.155.045.

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

1 (7) School districts must make available to students the
2 following options:

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

6 (b) To retake the statewide student assessment at least twice a
7 year in the content areas in which the student did not meet the state
8 standards if the student is enrolled in a high school completion
9 program at a community or technical college. The superintendent of
10 public instruction and the state board for community and technical
11 colleges shall jointly identify means by which students in these
12 programs can be assessed.

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

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

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

34 (b)(i) A student's score on the mathematics, reading or English,
35 or writing portion of the SAT or the ACT may be used as an objective
36 alternative assessment under this section for demonstrating that a
37 student has met or exceeded the state standards for the certificate
38 of academic achievement. The state board of education shall identify
39 the scores students must achieve on the relevant portion of the SAT
40 or ACT to meet or exceed the state standard in the relevant content

1 area on the statewide student assessment. A student's score on the
2 science portion of the ACT or the science subject area tests of the
3 SAT may be used as an objective alternative assessment under this
4 section as soon as the state board of education determines that
5 sufficient data is available to identify reliable equivalent scores
6 for the science content area of the statewide student assessment.
7 After the first scores are established, the state board may increase
8 but not decrease the scores required for students to meet or exceed
9 the state standards.

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

33 (iii) A student who scores at least a four on selected externally
34 administered international baccalaureate (IB) examinations may use
35 the score as an objective alternative assessment under this section
36 for demonstrating that the student has met or exceeded state
37 standards for the certificate of academic achievement. A score of
38 four on the higher level IB examinations for any of the IB English
39 language and literature courses or for any of the IB individuals and
40 societies courses may be used as an alternative assessment for the

1 reading, writing, or English language arts portions of the statewide
2 student assessment. A score of four on the higher level IB
3 examinations for any of the IB mathematics courses may be used as an
4 alternative assessment for the mathematics portion of the statewide
5 student assessment. A score of four on the higher level IB
6 examinations for IB biology, chemistry, or physics may be used as an
7 alternative assessment for the science portion of the statewide
8 student assessment.

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

30 (B) The office of the superintendent of public instruction shall
31 develop a process by which local school districts can submit
32 assessments for review and approval for use as objective alternative
33 assessments for graduation as allowed by (b) (iv) of this subsection.
34 This process shall establish means to determine whether a local
35 school district-administered assessment is comparable in rigor to the
36 skills and knowledge that the student must demonstrate on the
37 statewide student assessment and is objective in its determination of
38 student achievement of the state standards. The office of the
39 superintendent of public instruction shall post on its agency web
40 site a compiled list of local school district-administered

1 assessments approved as objective alternative assessments, including
2 the comparable scores on these assessments necessary to meet the
3 standard.

4 (C) For the purpose of this section, "high school transition
5 course" means an English language arts or mathematics course offered
6 in high school where successful completion by a high school student
7 ensures the student college-level placement at participating
8 institutions of higher education as defined in RCW 28B.10.016. High
9 school transition courses must, in accordance with this section,
10 satisfy core or elective credit graduation requirements established
11 by the state board of education. A student's successful completion of
12 a high school transition course does not entitle the student to be
13 admitted to any institution of higher education as defined in RCW
14 28B.10.016.

15 (v) A student who completes a dual credit course in English
16 language arts or mathematics in which the student earns college
17 credit may use passage of the course as an objective alternative
18 assessment under this section for demonstrating that the student has
19 met or exceeded the high school graduation standard for the
20 certificate of academic achievement.

21 (11) To help assure continued progress in academic achievement as
22 a foundation for high school graduation and to assure that students
23 are on track for high school graduation, each school district shall:

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

33 (b) Prepare student learning plans and notify students and their
34 parents or legal guardians as provided in this subsection. Student
35 learning plans are required for eighth grade students who were not
36 successful on any or all of the content areas of the state assessment
37 during the previous school year or who may not be on track to
38 graduate due to credit deficiencies or absences. The parent or legal
39 guardian shall be notified about the information in the student
40 learning plan, preferably through a parent conference and at least

1 annually. To the extent feasible, schools serving English language
2 learner students and their parents shall translate the plan into the
3 primary language of the family. The plan shall include the following
4 information as applicable:

5 (i) The student's results on the state assessment;

6 (ii) If the student is in the transitional bilingual program, the
7 score on his or her Washington language proficiency test II;

8 (iii) Any credit deficiencies;

9 (iv) The student's attendance rates over the previous two years;

10 (v) The student's progress toward meeting state and local
11 graduation requirements;

12 (vi) The courses, competencies, and other steps needed to be
13 taken by the student to meet state academic standards and stay on
14 track for graduation;

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

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

21 (ix) School district programs, high school courses, and career
22 and technical education options available for students to meet
23 graduation requirements; and

24 (x) Available programs offered through skill centers or community
25 and technical colleges, including the college high school diploma
26 options under RCW 28B.50.535.

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

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

34 (2)(a) The superintendent of public instruction may develop or
35 adopt science end-of-course assessments or a comprehensive science
36 assessment that includes subjects in addition to biology for purposes
37 of RCW 28A.655.061, when so directed by the legislature. The
38 legislature intends to transition from a biology end-of-course
39 assessment to a more comprehensive science assessment in a manner

1 consistent with the way in which the state transitioned to an English
2 language arts assessment and a comprehensive mathematics assessment.
3 The legislature further intends that the transition will include at
4 least two years of using the student assessment results from either
5 the biology end-of-course assessment or the more comprehensive
6 assessment in order to provide students with reasonable opportunities
7 to demonstrate high school competencies while being mindful of the
8 increasing rigor of the new assessment.

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

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

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

29 (4) The statewide high school assessment under this section shall
30 be used to demonstrate that a student meets the state standards in
31 the science content area of the statewide student assessment until a
32 comprehensive science assessment is required under RCW 28A.655.061.

33 **Sec. 17.** RCW 28A.655.070 and 2018 c 177 s 401 are each amended
34 to read as follows:

35 (1) The superintendent of public instruction shall develop
36 (~~essential-academic~~) state learning (~~requirements~~) standards that
37 identify the knowledge and skills all public school students need to
38 know and be able to do based on the student learning goals in RCW
39 28A.150.210, develop student assessments, and implement the

1 accountability recommendations and requests regarding assistance,
2 rewards, and recognition of the state board of education.

3 (2) The superintendent of public instruction shall:

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

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

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

39 (b) Effective with the 2009 administration of the Washington
40 assessment of student learning and continuing with the statewide

1 student assessment, the superintendent shall redesign the assessment
2 in the content areas of reading, mathematics, and science in all
3 grades except high school by shortening test administration and
4 reducing the number of short answer and extended response questions.

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

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

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

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

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

36 (5) The assessment system shall be designed so that the results
37 under the assessment system are used by educators as tools to
38 evaluate instructional practices, and to initiate appropriate
39 educational support for students who have not mastered the

1 ((~~essential—academic~~)) state learning ((~~requirements~~)) standards at
2 the appropriate periods in the student's educational development.

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

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

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

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

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

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

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

32 (11) The superintendent shall review available and appropriate
33 options for competency-based assessments that meet the ((~~essential—~~
34 ~~academic~~)) state learning ((~~requirements~~)) standards. In accordance
35 with the review required by this subsection, the superintendent shall
36 provide a report and recommendations to the education committees of
37 the house of representatives and the senate by November 1, 2019.

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

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

4 (14) 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 (15) The superintendent shall integrate financial education
8 skills and content knowledge into the state learning standards
9 pursuant to RCW 28A.300.460(2)(d).

10 (16)(a) The superintendent shall notify the state board of
11 education in writing before initiating the development or revision of
12 the ~~((essential-academic))~~ state learning ~~((requirements))~~ standards
13 under subsections (1) and (2) of this section. The notification must
14 be provided to the state board of education in advance for review at
15 a regularly scheduled or special board meeting and must include the
16 following information:

17 (i) The subject matter of the ~~((essential-academic))~~ state
18 learning ~~((requirements))~~ standards;

19 (ii) The reason or reasons the superintendent is initiating the
20 development or revision; and

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

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

26 (c) Prior to adoption by the superintendent of any new or revised
27 ~~((essential-academic))~~ state learning ~~((requirements))~~ standards, the
28 superintendent shall submit the proposed new or revised ~~((essential-~~
29 ~~academic))~~ state learning ~~((requirements))~~ standards to the state
30 board of education in advance in writing for review at a regularly
31 scheduled or special board meeting. The state board of education may
32 provide a response to the superintendent's proposal for consideration
33 prior to final adoption.

34 (17) The state board of education may propose new or revised
35 ~~((essential-academic))~~ state learning ~~((requirements))~~ standards to
36 the superintendent. The superintendent must respond to the state
37 board of education's proposal in writing.

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

1 (1) By August 2, 2010, the superintendent of public instruction
2 may revise the state (~~(essential—academic)~~) learning (~~(requirements)~~)
3 standards authorized under RCW 28A.655.070 for mathematics, reading,
4 writing, and communication by provisionally adopting a common set of
5 standards for students in grades kindergarten through twelve. The
6 revised state (~~(essential—academic)~~) learning (~~(requirements)~~)
7 standards may be substantially identical with the standards developed
8 by a multistate consortium in which Washington participated, must be
9 consistent with the requirements of RCW 28A.655.070, and may include
10 additional standards if the additional standards do not exceed
11 fifteen percent of the standards for each content area. However, the
12 superintendent of public instruction shall not take steps to
13 implement the provisionally adopted standards until the education
14 committees of the house of representatives and the senate have an
15 opportunity to review the standards.

16 (2) By January 1, 2011, the superintendent of public instruction
17 shall submit to the education committees of the house of
18 representatives and the senate:

19 (a) A detailed comparison of the provisionally adopted standards
20 and the state (~~(essential—academic)~~) learning (~~(requirements)~~)
21 standards as of June 10, 2010, including the comparative level of
22 rigor and specificity of the standards and the implications of any
23 identified differences; and

24 (b) An estimated timeline and costs to the state and to school
25 districts to implement the provisionally adopted standards, including
26 providing necessary training, realignment of curriculum, adjustment
27 of state assessments, and other actions.

28 (3) The superintendent may implement the revisions to the
29 (~~(essential—academic)~~) state learning (~~(requirements)~~) standards
30 under this section after the 2011 legislative session unless
31 otherwise directed by the legislature.

32 **Sec. 19.** RCW 28A.655.075 and 2007 c 396 s 16 are each amended to
33 read as follows:

34 (1) Within funds specifically appropriated therefor, by December
35 1, 2008, the superintendent of public instruction shall develop
36 (~~(essential—academic)~~) state learning (~~(requirements)~~) standards and
37 grade level expectations for educational technology literacy and
38 technology fluency that identify the knowledge and skills that all
39 public school students need to know and be able to do in the areas of

1 technology and technology literacy. The development process shall
2 include a review of current standards that have been developed or are
3 used by other states and national and international technology
4 associations. To the maximum extent possible, the superintendent
5 shall integrate goal four and the knowledge and skill areas in the
6 other goals in the technology (~~(essential-academic)~~) state learning
7 (~~(requirements)~~) standards.

8 (a) As used in this section, "technology literacy" means the
9 ability to responsibly, creatively, and effectively use appropriate
10 technology to communicate; access, collect, manage, integrate, and
11 evaluate information; solve problems and create solutions; build and
12 share knowledge; and improve and enhance learning in all subject
13 areas and experiences.

14 (b) Technology fluency builds upon technology literacy and is
15 demonstrated when students: Apply technology to real-world
16 experiences; adapt to changing technologies; modify current and
17 create new technologies; and personalize technology to meet personal
18 needs, interests, and learning styles.

19 (2)(a) Within funds specifically appropriated therefor, the
20 superintendent shall obtain or develop education technology
21 assessments that may be administered in the elementary, middle, and
22 high school grades to assess the (~~(essential-academic)~~) state
23 learning (~~(requirements)~~) standards for technology. The assessments
24 shall be designed to be classroom or project-based so that they can
25 be embedded in classroom instruction and be administered and scored
26 by school staff throughout the regular school year using consistent
27 scoring criteria and procedures. By the 2010-11 school year, these
28 assessments shall be made available to school districts for the
29 districts' voluntary use. If a school district uses the assessments
30 created under this section, then the school district shall notify the
31 superintendent of public instruction of the use. The superintendent
32 shall report annually to the legislature on the number of school
33 districts that use the assessments each school year.

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

37 **Sec. 20.** RCW 28A.655.130 and 1999 c 388 s 402 are each amended
38 to read as follows:

1 (1) To the extent funds are appropriated, the office of the
2 superintendent of public instruction annually shall allocate
3 accountability implementation funds to school districts. The purposes
4 of the funds are to: Develop and update student learning improvement
5 plans; implement curriculum materials and instructional strategies;
6 provide staff professional development to implement the selected
7 curricula and instruction; develop and implement assessment
8 strategies and training in assessment scoring; and fund other
9 activities intended to improve student learning for all students,
10 including students with diverse needs. Activities funded by the
11 allocations must be consistent with the school or district
12 improvement plan, designed to improve the ability of teachers and
13 other instructional certificated and classified staff to assist
14 students in meeting the ((essential-academic)) state learning
15 ((requirements)) standards, and designed to achieve state and local
16 accountability goals. Activities funded by the allocations shall be
17 designed to protect the teachers' instructional time with students
18 and minimize the use of substitute teachers.

19 (2) Schools receiving funds shall develop, update as needed, and
20 keep on file a school student learning improvement plan to achieve
21 the student learning goals and ((essential-academic)) state learning
22 ((requirements)) standards and to implement the assessment system as
23 it is developed. The plan shall delineate how the accountability
24 implementation funds will be used to accomplish the requirements of
25 this section. The plan shall be made available to the public and to
26 others upon request.

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

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

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

35 **Sec. 21.** RCW 28A.655.140 and 1999 c 388 s 403 are each amended
36 to read as follows:

37 (1) In order to increase the availability and quality of
38 technical assistance statewide, the superintendent of public
39 instruction, subject to available funding, may employ school

1 improvement coordinators and school improvement specialists to
2 provide assistance to schools and districts. The improvement
3 specialists shall serve on a rotating basis and shall not be
4 permanent employees.

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

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

9 (b) Consultation with schools and districts concerning their
10 performance on the ~~((Washington))~~ statewide student assessment ~~((of~~
11 ~~student learning))~~ and other assessments;

12 (c) Consultation concerning curricula that aligns with the
13 ~~((essential academic))~~ state learning ~~((requirements))~~ standards and
14 the ~~((Washington))~~ statewide student assessment ~~((of student~~
15 ~~learning))~~ and that meets the needs of diverse learners;

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

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

20 (f) Assistance in developing and implementing family and
21 community involvement programs; and

22 (g) Other assistance to schools and school districts intended to
23 improve student learning.

24 **Sec. 22.** RCW 28A.710.040 and 2018 c 75 s 9 are each amended to
25 read as follows:

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

28 (2) A charter school must:

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

34 (b) Provide a program of basic education, that meets the goals in
35 RCW 28A.150.210, including instruction in the ~~((essential academic))~~
36 state learning ~~((requirements))~~ standards, and participate in the
37 statewide student assessment system as developed under RCW
38 28A.655.070;

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

3 (d) Employ certificated instructional staff as required in RCW
4 28A.410.025. Charter schools, however, may hire noncertificated
5 instructional staff of unusual competence and in exceptional cases as
6 specified in RCW 28A.150.203(7);

7 (e) Comply with the employee record check requirements in RCW
8 28A.400.303;

9 (f) Adhere to generally accepted accounting principles and be
10 subject to financial examinations and audits as determined by the
11 state auditor, including annual audits for legal and fiscal
12 compliance;

13 (g) Comply with the annual performance report under RCW
14 28A.655.110;

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

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

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

22 (3) Charter public schools must comply with all state statutes
23 and rules made applicable to the charter school in the school's
24 charter contract, and are subject to the specific state statutes and
25 rules identified in subsection (2) of this section. For the purpose
26 of allowing flexibility to innovate in areas such as scheduling,
27 personnel, funding, and educational programs to improve student
28 outcomes and academic achievement, charter schools are not subject
29 to, and are exempt from, all other state statutes and rules
30 applicable to school districts and school district boards of
31 directors. Except as provided otherwise by this chapter or a charter
32 contract, charter schools are exempt from all school district
33 policies.

34 (4) A charter school may not engage in any sectarian practices in
35 its educational program, admissions or employment policies, or
36 operations.

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

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

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

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

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

14 (3) To identify obstacles to greater parent and community
15 involvement in school shared decision-making processes and recommend
16 strategies for helping parents and community members to participate
17 effectively in school shared decision-making processes, including
18 understanding and respecting the roles of school building
19 administrators and staff;

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

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

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

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

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

33 (a) The state parent teacher association;

34 (b) Certificated and classified school employees;

35 (c) School and school district administrators;

36 (d) Parents of special education students;

37 (e) Parents of English language learners;

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

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

- 1 (h) The Washington state commission on Asian Pacific American
- 2 affairs; and
- 3 (i) The governor's office of Indian affairs.

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

6 (1) The outdoor education and recreation grant program is hereby
7 created, subject to the availability of funds in the outdoor
8 education and recreation account. The commission shall establish and
9 implement the program by rule to provide opportunities for public
10 agencies, private nonprofit organizations, formal school programs,
11 nonformal after-school programs, and community-based programs to
12 receive grants from the account. Programs that provide outdoor
13 education opportunities to schools shall be fully aligned with the
14 state(~~'s essential academic~~) learning (~~(requirements)~~) standards.

15 (2) The program shall be phased in beginning with the schools and
16 students with the greatest needs in suburban, rural, and urban areas
17 of the state. The program shall focus on students who qualify for
18 free and reduced-price lunch, who are most likely to fail
19 academically, or who have the greatest potential to drop out of
20 school.

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

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

27 (b) Programs that make use of research-based, effective
28 environmental, ecological, agricultural, or other natural resource-
29 based education curriculum;

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

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

34 (e) Programs that maximize the number of participants that can be
35 served;

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

37 (g) Programs that create partnerships with public and private
38 entities;

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

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

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

7 (4) The director shall create an advisory committee to assist and
8 advise the commission in the development and administration of the
9 outdoor education and recreation program. The director should solicit
10 representation on the committee from the office of the superintendent
11 of public instruction, the department of fish and wildlife, the
12 business community, outdoor organizations with an interest in
13 education, and any others the commission deems sufficient to ensure a
14 cross section of stakeholders. When the director creates such an
15 advisory committee, its members shall be reimbursed from the outdoor
16 education and recreation program account for travel expenses as
17 provided in RCW 43.03.050 and 43.03.060.

18 (5) The outdoor education and recreation program account is
19 created in the custody of the state treasurer. Funds deposited in the
20 outdoor education and recreation program account shall be transferred
21 only to the commission to be used solely for the commission's outdoor
22 education and recreation program purposes identified in this section
23 including the administration of the program. The director may accept
24 gifts, grants, donations, or moneys from any source for deposit in
25 the outdoor education and recreation program account. Any public
26 agency in this state may develop and implement outdoor education and
27 recreation programs. The director may make grants to public agencies
28 and contract with any public or private agency or person to develop
29 and implement outdoor education and recreation programs. The outdoor
30 education and recreation program account is subject to allotment
31 procedures under chapter 43.88 RCW, but an appropriation is not
32 required for expenditures.

33 NEW SECTION. **Sec. 25.** RCW 28A.655.010 (Washington commission on
34 student learning—Definitions) and 1993 c 336 s 201 are each repealed.

--- END ---