

## CHAPTER 518

[Engrossed Second Substitute House Bill No. 456]

## EDUCATION—READINESS TO LEARN—PROJECT EVEN START—SUBSTANCE ABUSE AWARENESS PROGRAM—DROPOUT PREVENTION—HIGHLY CAPABLE HIGH SCHOOL STUDENTS—SCHOOL INVOLVEMENT PROGRAMS—MENTAL SPORTS

AN ACT Relating to education; amending RCW 28A.34A.060, 28A.34A.090, 28A.16-.050, and 82.12.0284; adding new sections to chapter 28A.58 RCW; adding a new section to chapter 41.04 RCW; adding a new section to chapter 41.06 RCW; adding a new section to chapter 28B.16 RCW; adding new sections to Title 28A RCW; adding a new chapter to Title 67 RCW; creating new sections; repealing RCW 28A.34A.902 and 28A.03.380; providing an expiration date; and declaring an emergency.

Be it enacted by the Legislature of the State of Washington:

**NEW SECTION.** Sec. 1. The long-term social, community welfare, and economic interests of the state will be served by an investment in our children. Conclusive studies and experiences show that providing children with certain developmental experiences and effective parental guidance can greatly improve their performance in school as well as increase the likelihood of their success as adults. National studies have also confirmed that special attention to, and educational assistance for, children and their school environment is the most effective way in which to meet the state's social and economic goals.

The legislature intends to enhance the readiness to learn of certain children and students by: Providing for an expansion of the state early childhood education and assistance program for children from low-income families and establishing an adult literacy program for certain parents; assisting school districts to establish elementary counseling programs; instituting a program to address learning problems due to drug and alcohol use and abuse; and establishing a program directed at students who leave school before graduation.

The legislature intends further to establish programs that will allow for parental, business, and community involvement in assisting the school systems throughout the state to enhance the ability of children to learn.

**PART I  
READINESS TO LEARN**

Sec. 101. Section 6, chapter 418, Laws of 1985 and RCW 28A.34A-.060 are each amended to read as follows:

The department shall adopt rules under chapter 34.04 RCW for the establishment of the preschool program, not later than six months after the effective date of this act. Federal head start program criteria, including set aside provisions for the children of seasonal and migrant farmworkers and native American populations living either on or off reservation, to the extent

practicable, shall be considered as guidelines for the state preschool early childhood assistance program.

The department in developing rules for the preschool program shall consult with the advisory committee, and shall consider such factors as coordination with existing head start and other preschool programs, the preparation necessary for instructors, qualifications of instructors, adequate space and equipment, and special transportation needs. The rules shall specifically require the preschool programs to provide for parental involvement at a level not less than that provided under the federal head start program criteria.

Sec. 102. Section 9, chapter 418, Laws of 1985 and RCW 28A.34A-.090 are each amended to read as follows:

For the ~~((duration))~~ purposes of this ~~((act))~~ chapter, the department may award state support under RCW 28A.34A.010 through 28A.34A.070 to increase the numbers of eligible children assisted by the federal or state-supported preschool programs in this state by up to five thousand additional children. Priority shall be given to groups in those geographical areas which include a high percentage of families qualifying under the federal "at risk" criteria. The overall program funding level shall be based on an average grant ~~((of no more than two thousand seven hundred dollars))~~ per child ~~((to cover all))~~ consistent with state appropriations made for program costs: PROVIDED, That programs addressing special needs of selected groups or communities shall be recognized in the department's rules.

NEW SECTION. Sec. 103. Section 15, chapter 418, Laws of 1985 and RCW 28A.34A.902 are each repealed.

NEW SECTION. Sec. 104. (1) Parents can be the most effective teachers for their children. Providing illiterate or semilliterate parents with opportunities to acquire basic skills and child development knowledge will enhance their ability to assist and support their children in the learning process, and will enhance children's learning experiences in the formal education environment by providing children with the motivation and positive home environment which contribute to enhanced academic performance.

(2) Sections 105 through 109 of this act may be known and cited as project even start.

NEW SECTION. Sec. 105. Unless the context clearly requires otherwise, the definition in this section shall apply throughout sections 106 through 109 of this act.

"Parent" or "parents" means a parent who has less than an eighth grade ability in one or more of the basic skill areas of reading, language arts, or mathematics, as measured by a standardized test, and who has a child or children enrolled in: (1) The state early childhood education and assistance program; (2) a federal head start program; (3) a state or federally funded elementary school basic skills program serving students who

have scored below the national average on a standardized test in one or more of the basic skill areas of reading, language arts, or mathematics; or (4) a cooperative nursery school at a community college or vocational technical institute.

**NEW SECTION.** Sec. 106. (1) The superintendent of public instruction, in consultation with the department of community development, the department of social and health services, the state board for community college education, and community-based, nonprofit providers of adult literacy services, shall develop an adult literacy program to serve eligible parents as defined under section 105 of this act. The program shall give priority to serving parents with children who have not yet enrolled in school or are in grades kindergarten through three.

(2) In addition to providing basic skills instruction to eligible parents, the program may include other program components which may include transportation, child care, and such other directly necessary activities as may be necessary to accomplish the purposes of sections 105 through 109 of this act.

(3) Parents who elect to participate in training or work programs, as a condition of receiving public assistance, shall have the hours spent in parent participation programs, conducted as part of a federal head start program, or the state early childhood education and assistance program under chapter 28A.34A RCW, or parent literacy programs under sections 105 through 109 of this act, counted toward the fulfillment of their work and training obligation for the receipt of public assistance.

(4) State funds as may be appropriated for project even start shall be used solely to expand and complement, but not supplant, federal funds for adult literacy programs.

(5) The superintendent of public instruction shall adopt rules as necessary to carry out the purposes of sections 105 through 109 of this act.

**NEW SECTION.** Sec. 107. The superintendent of public instruction is authorized and directed, whenever possible, to fund or cooperatively work with existing adult literacy programs and parenting related programs offered through the common school and community college systems, vocational-technical institutes, or community-based, nonprofit organizations to provide services for eligible parents before developing and funding new adult literacy programs to carry out the purposes of project even start.

**NEW SECTION.** Sec. 108. The superintendent of public instruction shall evaluate and submit to the legislature by January 15, 1988, a report on the effectiveness of project even start. The initial report shall include, if appropriate, recommendations relating to the expansion of project even start. The superintendent shall submit a report to the legislature on project even start every two years after the initial report.

**NEW SECTION.** Sec. 109. The superintendent of public instruction, through the state clearinghouse for education information, shall collect and disseminate to all school districts and other interested parties information about effective parent literacy programs under project even start.

**NEW SECTION.** Sec. 110. Sections 105 through 109 of this act are each added to Title 28A RCW.

**\*NEW SECTION.** Sec. 111. (1) *The superintendent of public instruction is directed to establish a voluntary, grant-based, parents as first teachers program to provide parents of children up to age three with information and guidance to increase parental confidence and involvement in the educational and social development of their children, and to establish positive home and school partnerships before children enter school to better help children, parents, and school personnel prepare for the children's first public school experiences.*

(2) *This program shall be a voluntary enrichment program and shall be offered only as funds are available and shall not be part of the basic program of education which must be fully funded by the legislature under Article IX, section 1 of the state Constitution.*

(3) *The superintendent of public instruction may accept, receive, and administer, from public or private sources, such gifts, grants, and contributions as may be expressly provided to support the parents as first teachers program.*

\*Sec. 111 was vetoed, see message at end of chapter.

**\*NEW SECTION.** Sec. 112. *The parents as first teachers program shall provide for resource materials on home learning activities, private and group educational guidance, individual and group learning experiences for the parent and child, and other appropriate activities to enable parents to improve learning in the home, understand the relationship between developmental stages and behavior, and monitor their children's growth and development relating to:*

- (1) *Understanding and use of language;*
- (2) *Perception through sight and hearing;*
- (3) *Motor development and hand-eye coordination; and*
- (4) *Health, physical development, and emotional, social, and mental development.*

\*Sec. 112 was vetoed, see message at end of chapter.

**\*NEW SECTION.** Sec. 113. (1) *The superintendent of public instruction shall adopt rules as necessary to carry out the purposes of sections 111 and 112 of this act.*

(2) *The superintendent of public instruction shall submit biennially, by January 15, a report to the legislature on the parents as first teachers program.*

**(3) The superintendent of public instruction, through the state clearing-house for education information, shall collect and disseminate to all school districts and other interested parties information about the parents as first teachers program.**

\*Sec. 113 was vetoed, see message at end of chapter.

**\*NEW SECTION. Sec. 114. The superintendent of public instruction, the director of community development, and the secretary of social and health services shall jointly develop and submit to the legislature not later than January 15, 1990, a plan that includes the following elements:**

**(1) One or more options for integrating the parents as first teachers program established under sections 111 through 113 of this act, the early childhood education and assistance program established under chapter 28A.34A RCW, project even start established under sections 104 through 108 of this act, the governor's proposed family independence program, and other state programs as may be appropriate, and including a recommendation on which state agency should be the lead agency in administering an integrated, comprehensive early childhood development assistance program;**

**(2) A suggested timetable for phasing-in or otherwise implementing an integrated, comprehensive early childhood development assistance program;**

**(3) Suggested options and cost estimates for phasing-in an expansion of the programs under subsection (1) of this section as component elements of an integrated, comprehensive early childhood development assistance program; and**

**(4) Other recommendations as may be appropriate.**

**This section shall expire January 16, 1990.**

\*Sec. 114 was vetoed, see message at end of chapter.

**\*NEW SECTION. Sec. 115. Sections 111 through 113 of this act are each added to Title 28A RCW.**

\*Sec. 115 was vetoed, see message at end of chapter.

## PART II THE SCHOOL ENVIRONMENT

**\*NEW SECTION. Sec. 201. A student's ability to learn can be affected by a number of factors, including but not limited to: Parental involvement and support, child abuse and neglect, poverty, family transiency, drug and alcohol abuse, poor nutrition, peer influence, and other factors. Such factors can manifest themselves in forms such as absenteeism and truancy from school, drug and alcohol abuse, delinquency, and dropping out. The legislature finds that the provision of counseling services at the elementary level will enhance the state's commitment to providing comprehensive early childhood education programs and services.**

\*Sec. 201 was vetoed, see message at end of chapter.

**\*NEW SECTION. Sec. 202. (1) The superintendent of public instruction may grant funds to school districts, from funds appropriated for the**

*purposes of this section, to help districts establish elementary school counseling programs. Grants provided under this section shall be distributed as follows:*

*(a) For each elementary school building with over three hundred students, one counselor shall be provided; and*

*(b) For each elementary school building with three hundred or fewer students, one half-time counselor shall be provided.*

*(2) School districts may enter into cooperative agreements or contract for the provision of counseling services in elementary schools with the appropriate educational service district, or with qualified individuals meeting the requirements of chapter 18.83 RCW, or with a local provider of health care services meeting the requirements of chapter 71.24 RCW: PROVIDED, That when school districts contract for services or enter into cooperative arrangements to provide services, the service provider shall spend the majority of the total time contracted for within the school building or buildings for which services are being provided to assure that the service provider is knowledgeable of the unique nature of the individual school and the families and children served by the school.*

\*Sec. 202 was vetoed, see message at end of chapter.

**NEW SECTION.** *Sec. 203. (1) The superintendent of public instruction shall adopt rules as necessary relating to grant application requirements and to the selection of school districts to receive grant awards to carry out the purposes of section 201 of this act.*

*(2) The rules shall permit school districts to submit a joint application for the purpose of establishing a cooperative elementary counseling program.*

*(3) The superintendent of public instruction may appoint an advisory committee composed of persons representing, including but not limited to: School directors, school district administrators, elementary building principals, elementary teachers, elementary school counselors, parents, and community mental health professionals to advise the superintendent of the development of grant application requirements and criteria relating to the selection of districts and the award of grant funds.*

\*Sec. 203 was vetoed, see message at end of chapter.

**NEW SECTION.** *Sec. 204. Sections 202 and 203 of this act are each added to Title 28A RCW.*

\*Sec. 204 was vetoed, see message at end of chapter.

**NEW SECTION.** *Sec. 205. The citizens of the state of Washington recognize the serious impact of alcohol and drug abuse on a student's self-concept and on the ability of students to learn. Therefore, the substance abuse awareness program is established: (1) To aid students in the development of skills that will assist them in making informed decisions concerning the use of drugs and alcohol; (2) to contribute to the development and support of a drug-free educational environment; and (3) to help school districts*

in the development of comprehensive drug and alcohol policies leading to the implementation of drug and alcohol programs that contain prevention, intervention, and aftercare components.

**NEW SECTION.** Sec. 206. The superintendent of public instruction shall adopt rules to implement this section and sections 207 through 211 of this act and shall distribute to school districts on a grant basis, from moneys appropriated for the purposes of this section and sections 207 through 211 of this act, funds for the development and implementation of educational and disciplinary policies leading to the implementation of prevention, intervention, and aftercare activities regarding the use and abuse of drugs and alcohol. The following program areas may be funded through moneys made available for this section and sections 207 through 211 of this act, including but not limited to:

- (1) Comprehensive program development;
- (2) Prevention programs;
- (3) Elementary identification and intervention programs;
- (4) Secondary identification and intervention programs;
- (5) School drug and alcohol core team development and training;
- (6) Development of referral and preassessment procedures;
- (7) Aftercare;
- (8) Drug and alcohol specialist;
- (9) Staff, parent, student, and community training; and
- (10) Coordination with law enforcement, community service providers, other school districts, educational service districts, and drug and alcohol treatment facilities.

**NEW SECTION.** Sec. 207. (1) School districts interested in implementing a substance abuse awareness program shall file an application for state funds with the superintendent of public instruction. The application shall include the following:

(a) A letter of commitment from the board of directors to adopt a comprehensive written policy on drugs and alcohol, and a proposed substance awareness abuse program and implementation plan, within six months of receipt of state funding. The comprehensive policy and program shall address the issues of prevention, intervention, aftercare, and disciplinary policies, and shall emphasize cooperation and coordination of services among public and private agencies, including law enforcement agencies. If the district's board of directors has already adopted a comprehensive policy and plan, the district shall submit a copy of the comprehensive policy and plan;

(b) A letter of commitment from the board of directors to appoint a school and community substance abuse advisory committee if such a committee has not been established. The advisory committee shall include representatives of at least the following: The school district instructional staff, students, parents, state and local government law enforcement personnel,

and the county coordinator of alcohol and drug treatment, or his or her designee, or a representative of other treatment service providers. If the district has already established an advisory committee but its membership does not include members representing any of the groups identified in this subsection, the board of directors shall appoint an additional member or members, if necessary, accordingly. The advisory committee shall work to help coordinate school district programs and services with programs and services available within the community and thereby contribute toward the development of a continuum of prevention, intervention, and after care services within the total community and to avoid the duplication of services; and

(c) A copy of the district's assessment of the scope of the problem of drug and alcohol abuse within the district, as such use and abuse by individuals affects the learning environment in each school.

(2) The district shall demonstrate its plan to provide local matching funds of an amount equal to at least twenty percent of the state funds that the district is eligible to receive. Matching funds may be funds received from federal programs, other funds available to the district, or in-kind contributions: PROVIDED, That in-kind contributions shall be not more than one-half of the minimum matching funds required.

(3) The district shall provide an outline of procedures for evaluating the effectiveness of the district's substance abuse awareness program.

(4) Joint applications and programs may be undertaken by school districts. Districts which elect to participate in a joint program may file a joint application and establish a joint school and community substance abuse advisory committee.

**NEW SECTION.** Sec. 208. School districts may apply on an annual basis to the superintendent of public instruction for continued funding of a local substance abuse awareness program meeting the provisions of sections 206 through 211 of this act and shall submit an application that includes: (1) Verification of the adoption of comprehensive district policies; (2) proposed changes to the district's substance abuse awareness program, where necessary; (3) proposed areas of expenditures; (4) the district's plan to provide matching funds of an amount to equal at least twenty percent of the state funds for which the district is eligible; (5) a plan for program evaluation; and (6) a report evaluating the effectiveness of the previously funded program one year after the program is implemented, including all the information required in this section.

**NEW SECTION.** Sec. 209. The superintendent of public instruction shall appoint a substance abuse advisory committee comprised of: Representatives of certificated and noncertificated staff; administrators; parents; students; school directors; the bureau of alcohol and substance abuse within the department of social and health services; the traffic safety commission; and county coordinators of alcohol and drug treatment. The committee shall



advise the superintendent on matters of local program development, coordination, and evaluation.

**NEW SECTION.** Sec. 210. The superintendent of public instruction, through the state clearinghouse for education information, shall collect and disseminate to all school districts and other interested parties information about effective substance abuse programs.

**NEW SECTION.** Sec. 211. If any part of sections 206 through 210 of this act is found to be in conflict with federal requirements which are a prescribed condition to the allocation of federal funds to the state, the conflicting part of sections 206 through 210 of this act is hereby declared to be inoperative solely to the extent of the conflict and with respect to the agencies directly affected, and such finding or determination shall not affect the operation of the remainder of sections 206 through 210 of this act in its application to the agencies concerned. The rules under sections 206 through 210 of this act shall meet federal requirements which are a necessary condition to the receipt of federal funds by the state.

**NEW SECTION.** Sec. 212. Sections 206 through 211 of this act are added to Title 28A RCW.

**NEW SECTION.** Sec. 213. (1) To encourage youth who are considering dropping out of school to remain in school, or youth who have dropped out of school to return to school, it is the intent of the legislature to aid in the planning and implementation of educational programs for such youth. Furthermore, in recognition that effective assistance at the elementary school level will likely reduce the need for dropout intervention at the secondary level, the legislature intends to encourage early identification of and assistance to students not succeeding in school in the elementary grades.

**NEW SECTION.** Sec. 214. (1) The superintendent of public instruction is authorized and shall grant funds to selected school districts to assist in the development of student motivation, retention, and retrieval programs for youth who are at risk of dropping out of school or who have dropped out of school. The purpose of the state assistance for such school district programs is to provide districts the necessary start-up money which will encourage the development by districts or cooperatives of districts of integrated programs for students who are at risk of dropping out of school or who have dropped out of school.

(2) Funds as may be appropriated for the purposes of this section and sections 215 through 219 of this act shall be distributed to qualifying school districts for initial planning, development, and implementation of educational programs designed to motivate, retain, and retrieve students.

(3) Funds shall be distributed among qualifying school districts on a per pupil basis. To determine the per pupil allocation, the total appropriation for this program shall be divided by the total student population of all qualifying districts as determined on October 1, 1987. The resulting dollar

amount shall be multiplied by the total student population of each qualifying school district to determine the maximum grant that each qualifying school district is eligible to receive. No district may receive more than is necessary for planning and implementation activities outlined in the district's grant application.

**NEW SECTION.** Sec. 215. (1) In distributing grant funds, the superintendent of public instruction shall first award funds to each school district with a dropout rate which, as determined by the superintendent of public instruction, is over time in the top twenty-five percent of all districts' dropout rates. The superintendent shall give priority consideration among such qualifying districts to granting funds to those districts where no student motivation, retention, and retrieval programs currently exist.

(2) The superintendent may grant funds to a cooperative of districts which may include one district, or more, whose dropout rate is not in the top twenty-five percent of all districts' dropout rates.

(3) The sum of all grants awarded pursuant to sections 214 through 219 of this act for a particular biennium shall not exceed the amount appropriated by the legislature for such purposes.

**NEW SECTION.** Sec. 216. (1) A district which receives planning funds before the effective date of this section may receive program development or implementation funds.

(2) A district or cooperative of districts shall be eligible to receive program implementation funds once every two years. Funds from each subsequent application by a district or cooperative of districts, however, shall be used to expand the dropout program to additional grades or another school or to initiate a new dropout program. Grants shall not be used to supplant funds of an existing program. The superintendent shall give priority to the effectiveness of district plans and implementation programs before granting additional awards to a school district.

**NEW SECTION.** Sec. 217. The superintendent of public instruction shall adopt rules to carry out the purposes of sections 214 through 219 of this act. The rules adopted by the superintendent of public instruction shall include but not be limited to:

(1) Providing for an annual evaluation of the effectiveness of the program;

(2) Requiring that no less than twenty percent of the moneys from the program implementation grant be used for identification and intervention programs in elementary and middle schools;

(3) Establishing procedures allowing school districts to claim basic education allocation funds for students attending a program conducted under sections 214 through 219 of this act outside the regular school-year calendar, to the extent such attendance is in lieu of attendance within the regular school-year calendar; and

(4) Evaluating the number of children within an applicant district who fail to complete their elementary and secondary education with priority going to districts with dropout rates over time in the top twenty-five percent of all districts' dropout rates.

**NEW SECTION.** Sec. 218. The governor and superintendent of public instruction shall jointly appoint the governor's school dropout prevention task force, cochaired by the governor and the superintendent. The purpose of the task force shall be to make the public aware of the high number of Washington youth who drop out of school, the lifelong economic impact of the decision to drop out, and to encourage all segments of the community to devise new strategies to encourage youth to remain in school.

The task force shall be made up of respected representatives from business, sports, education, the media, students, the legislature, and other sectors of the community. The task force shall promote staying in school through public exposure of the problem and encouraging all sectors of the community to become involved in addressing this serious problem.

**NEW SECTION.** Sec. 219. The superintendent of public instruction, through the state clearinghouse for education information, shall collect and disseminate to all school districts and other interested parties information about effective student motivation, retention, and retrieval programs.

**NEW SECTION.** Sec. 220. The legislature recognizes that educational clinics provide a necessary and effective service for students who have dropped out of common school programs. Educational clinics have demonstrated success in preparing such youth for productive roles in society and are an integral part of the state's program to address the needs of students who have dropped out of school. The superintendent of public instruction shall distribute funds, consistent with legislative appropriations, allocated specifically for educational clinics in accord with chapter 28A.97 RCW. The legislature encourages school districts to explore cooperation with educational clinics.

**\*Sec. 221. Section 14, chapter 278, Laws of 1984 and RCW 28A.16-.050 are each amended to read as follows:**

***Commencing with the 1987-1988 school year, supplementary funds as may be provided by the state for this program, in accordance with RCW 28A.41.162, shall be categorical funding on an excess cost basis based upon a per student amount no less than two percent but not to exceed three percent of any district's full-time equivalent enrollment.***

**\*Sec. 221 was vetoed, see message at end of chapter.**

**NEW SECTION.** Sec. 222. A new section is added to chapter 28A.58 RCW to read as follows:

(1) School districts are hereby authorized to contract with the University of Washington for the education of eligible academically highly capable

high school students at such early entrance or transition schools as are now or hereafter established and maintained by the university.

(2) School districts may authorize the superintendent of public instruction to allocate all or a portion of the state basic education allocation moneys, state categorical moneys and federal moneys generated by a student attending a University of Washington early entrance or transition school pursuant to this section directly to the university: PROVIDED, That such state moneys shall be expended exclusively for instruction and related activities necessary for students to fulfill the high school graduation requirements established by their school district of enrollment.

(3) The superintendent of public instruction shall adopt rules pursuant to chapter 34.04 RCW implementing subsection (2) of this section.

NEW SECTION. Sec. 223. Section 21, chapter 278, Laws of 1984 and RCW 28A.03.380 are each repealed.

NEW SECTION. Sec. 224. Sections 214 through 220 of this act are each added to Title 28A RCW.

***\*NEW SECTION. Sec. 225. (1) The superintendent of public instruction is authorized to award grants on a per pupil basis to up to twenty school districts for the 1987-88 and 1988-89 school years to be used by the selected districts only for: Elementary counselling programs; substance abuse awareness and prevention programs; student motivation, retention, and retrieval programs; programs for highly capable students; and school involvement programs.***

***(2) New or existing programs enhanced by the funds provided to districts by a grant under this section and sections 226 through 230 of this act shall not become a part of the state's basic education obligation as set forth by the Constitution.***

\*Sec. 225 was vetoed, see message at end of chapter.

***\*NEW SECTION. Sec. 226. The board of directors of each school district selected to participate in the pilot program under sections 225 through 230 of this act may establish an advisory committee to develop a series of recommendations for the expenditure of the grant dollars to be submitted to the local school board for approval.***

\*Sec. 226 was vetoed, see message at end of chapter.

***\*NEW SECTION. Sec. 227. Stipends may be awarded to certificated or classified staff who assume extra duties under sections 225 through 230 of this act. Such stipends shall not be considered compensation for the purposes of salary lid compliance under RCW 28A.58.095.***

\*Sec. 227 was vetoed, see message at end of chapter.

***\*NEW SECTION. Sec. 228. School districts may enter into cooperative agreements to provide educational enhancements through the sharing of grant***

*funds and may submit a joint application for grant funds to the superintendent of public instruction.*

\*Sec. 228 was vetoed, see message at end of chapter.

**\*NEW SECTION.** *Sec. 229. The superintendent of public instruction shall, no later than January 31, 1990, make a comprehensive final report to the legislature on the use of the local district grants and the educational benefits derived therefrom.*

\*Sec. 229 was vetoed, see message at end of chapter.

**\*NEW SECTION.** *Sec. 230. The superintendent of public instruction shall adopt rules as necessary to implement sections 225 through 229 of this act.*

\*Sec. 230 was vetoed, see message at end of chapter.

**\*NEW SECTION.** *Sec. 231. Sections 225 through 230 of this act shall expire February 1, 1990.*

\*Sec. 231 was vetoed, see message at end of chapter.

**\*NEW SECTION.** *Sec. 232. Sections 225 through 230 of this act are necessary for the immediate preservation of the public peace, health, and safety, the support of the state government and its existing public institutions, and shall take effect immediately.*

\*Sec. 232 was vetoed, see message at end of chapter.

### PART III COMMUNITY SCHOOL SUPPORT

**NEW SECTION.** *Sec. 301. The legislature finds that citizen involvement in the education of the children of this state is of the utmost importance to the continued vitality of the state. By encouraging and establishing school involvement programs, the legislature intends to create a climate of awareness and support for the educational development of our state's future citizens. The legislature finds that by providing time for employees to become involved with school-age children the welfare of every person in this state will be promoted.*

**NEW SECTION.** *Sec. 302. A new section is added to chapter 28A.58 RCW. to read as follows:*

School districts are encouraged to develop school involvement programs in addition to the policies on parents' access to classrooms and school activities required under RCW 28A.58.053. As part of the school involvement program, school districts' policies and plans should be designed to encourage and accommodate the participation in school activities by persons interested and involved with school-age children. The plans should include encouraging classroom observations, parent-teacher consultations, participation in special programs, school volunteer activities, and participation in policy-making and advisory groups at both the district and building levels.

**NEW SECTION.** Sec. 303. A new section is added to chapter 28A.58 RCW to read as follows:

School districts are encouraged to provide information to local businesses, organizations, and governmental agencies about their school involvement programs under section 302 of this act. School districts are encouraged to seek suggestions from local businesses, organizations, and governmental agencies about implementing their school involvement programs. School districts may enter into agreements with private businesses and organizations and state and local governmental agencies to facilitate employee participation in the local program.

**NEW SECTION.** Sec. 304. A new section is added to Title 28A RCW to read as follows:

Employers in this state are encouraged to consider adjustments to the work schedules of individual employees, who are parents of children attending schools in the community, to allow these employees periodic opportunities throughout the school year to visit their children's schools, during the school day, in order to promote and support greater parental involvement with local school districts.

**NEW SECTION.** Sec. 305. A new section is added to chapter 28A.58 RCW to read as follows:

The superintendent of public instruction, through the state clearinghouse for education information, shall collect and disseminate to all school districts and other interested parties information about effective school involvement programs.

***\*NEW SECTION. Sec. 306. A new section is added to chapter 41.04 RCW to read as follows:***

***(1) Any employee of the state of Washington may participate in school involvement programs established pursuant section 302 of this act for up to twenty hours during any calendar year during the regular hours of their employment without any loss in salary, seniority, retirement, or other benefits: PROVIDED, That the employee's absence from his or her job, due to participation in a local school district school involvement program, does not require someone else having to perform the employee's work-related responsibilities.***

***(2) The twenty hours of leave for school involvement, or so much thereof as may be used, shall be deducted from accrued sick leave. If the employee has no accrued sick leave, the employee may not participate in the program.***

***\*Sec. 306 was vetoed, see message at end of chapter.***

**\*NEW SECTION.** Sec. 307. A new section is added to chapter 41.06 RCW to read as follows:

***The state personnel board shall adopt rules to carry out its duties under section 306 of this act.***

***\*Sec. 307 was vetoed, see message at end of chapter.***

**\*NEW SECTION. Sec. 308.** A new section is added to chapter 28B.16 RCW to read as follows:

The higher education personnel board and related boards, as provided under RCW 28B.16.080, shall adopt rules to carry out their duties under section 306 of this act.

\*Sec. 308 was vetoed, see message at end of chapter.

**\*Sec. 309. Section 7, chapter 55, Laws of 1983 1st ex. sess. and RCW 82.12.0284 are each amended to read as follows:**

The provisions of this chapter shall not apply in respect to the use of ~~((computers, computer components, computer accessories, or computer software))~~ tangible personal property or services irrevocably donated to and accepted by any public or private nonprofit school or college, as defined under chapter 84.36 RCW, in this state~~(-For purposes of this section, "computer" means a data processor that can perform substantial computation, including numerous arithmetic or logic operations, without intervention by a human operator during the run))~~ for direct instructional purposes.

\*Sec. 309 was vetoed, see message at end of chapter.

#### PART IV MENTAL SPORTS

**NEW SECTION. Sec. 401.** The creation of an advisory committee within the office of the superintendent of public instruction to promote competition and research in mental sports such as chess, checkers, bridge, go, scholastic olympiads, and others will provide many benefits to the people of the state. Such an advisory committee will benefit the public by:

- (1) Enhancing the cognitive skills of students;
- (2) Promoting education, competition, and research in mental sports in the common schools and institutions of higher education of the state, as well as among the general public; and
- (3) Promoting tourism and economic development through the hosting of regional, national, and international tournaments in mental sports.

The legislature finds that mental sports promote intellectual development and offer the ultimate combination of art, science, and sport. The legislature also finds that while mental sports are best promoted through private sources, schools, and local units of government, the advisory committee can serve as a valuable catalyst to help achieve such promotion.

**NEW SECTION. Sec. 402.** As used in this chapter:

- (1) "Mental sports" includes chess, checkers, go, bridge, scholastic olympiads, and other nongambling games.
- (2) "Committee" or "advisory committee" means the mental sports competition and research advisory committee.

**NEW SECTION.** Sec. 403. (1) There is established the mental sports competition and research advisory committee within the office of the superintendent of public instruction. The committee consists of five persons appointed by the superintendent of public instruction. In making the appointments, the superintendent of public instruction shall select one person who is primarily a chess player, one person who is primarily a bridge player, one person who has experience promoting scholastic olympiads, and one person who is primarily a go player.

(2) The members of the committee shall serve terms of four years. However, in making the initial appointments, the superintendent of public instruction may provide for staggered terms. Vacancies shall be filled by appointment for the remainder of the unexpired term.

(3) Members of the committee shall not be compensated but shall be reimbursed for travel expenses as provided in RCW 43.03.050 and 43.03.060.

(4) The committee may adopt such rules as may be necessary in the administration of this chapter. The rules shall be adopted under chapter 34.04 RCW.

**NEW SECTION.** Sec. 404. The committee shall to the maximum extent feasible rely on volunteer labor. The superintendent of public instruction shall provide staff support if necessary.

**NEW SECTION.** Sec. 405. The committee may solicit, accept, and expend such gifts, grants, and endowments from public and private sources as may be made available to the committee.

**NEW SECTION.** Sec. 406. (1) The committee may promote and sponsor tournaments in any mental sport. Entry fees and prize funds may be set by the committee with a view toward maximizing public participation and raising revenue for the committee and promotional activities of the committee.

(2) The committee may sponsor exhibitions, lectures, and tournament participation by visiting mental sports masters.

(3) In conducting mental sports tournaments and events, the committee shall consult with and seek the cooperation of local and national mental sports clubs and federations.

**NEW SECTION.** Sec. 407. By January 9, 1989, the mental sports competition and research advisory committee shall submit to the legislature and the superintendent of public instruction a report that includes:

(1) A summary of the committee's achievements;

(2) Recommendations on enhancing the status of mental sports within the common schools;

(3) Recommendations on promoting tournaments for the benefit of the general public; and



(4) Recommendations regarding possible future state financial support of the committee.

NEW SECTION. Sec. 408. Sections 401 through 407 of this act shall expire July 1, 1989.

NEW SECTION. Sec. 409. Sections 401 through 407 of this act shall constitute a new chapter in Title 67 RCW.

***\*NEW SECTION. Sec. 410. If specific funding for this act, referencing this act by bill number, is not provided by the legislature by July 1, 1987, this act shall be null and void.***

\*Sec. 410 was vetoed, see message at end of chapter.

NEW SECTION. Sec. 411. If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

Passed the House March 18, 1987.

Passed the Senate April 16, 1987.

Approved by the Governor May 19, 1987, with the exception of certain items which were vetoed.

Filed in Office of Secretary of State May 19, 1987.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith without my approval as to sections 111 through 115, 201 through 204, 221, 225 through 232, 306, 307, 308, 309, and 410, Second Substitute House Bill No. 456 entitled:

"AN ACT Relating to education."

This measure was introduced at my request. Its provisions deal with a wide range of problems encountered by children who are at risk of failure in school.

A number of amendments which created new programs were added to this bill during the legislative process. While I believe most of these programs are meritorious. I am vetoing those for which the Legislature provided no funding. Adding unfunded programs to substantive law gives false hope to those who would benefit from them. For this reason, I have vetoed sections which would have created a parents as first teachers program (sections 111 through 115), a grants-based program to provide elementary counselors (sections 201 through 204), and a multi-purpose block grant program (sections 225 through 232). I hope the Legislature will reconsider these programs, particularly the elementary counselors provisions, at some future time when funding may be available.

In addition, I am vetoing Section 221 which creates a mandatory increase in funding for gifted students but which was not funded in the budget.

Sections 306 through 308 permit state employees to use sick leave to participate in school activities. Similar provisions in the bill I requested were tied to approved parent participation programs developed by school districts. The lack of provisions to ensure that leave is used for meaningful participation fundamentally alters the concept and could lead to abuse.

Section 309 was likewise in the original bill. I included this provision anticipating that the Legislature would provide increased revenues for education and provide me with a budget with a decent reserve and a reasonable amount of management flexibility. With the budget which was actually approved by the Legislature, I have

reluctantly concluded that the tax exemption for donated equipment might lead to an unacceptable loss of revenue.

Section 410 is standard null and void language which is unnecessary since the balance of Second Substitute House Bill No. 456 was funded in the budget.

With the exception of sections 111 through 115, 201 through 204, 221, 225 through 232, 306, 307, 308, 309, and 410 which I have vetoed, Second Substitute House Bill No. 456 is approved."

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**CHAPTER 519**

[Substitute Senate Bill No. 5274]

**TEACHERS—SALARY SCHEDULES—IN—SERVICE TRAINING AND CONTINUING EDUCATION**

AN ACT Relating to compensation of teachers for in-service training and education; and adding a new section to chapter 28A.71 RCW.

Be it enacted by the Legislature of the State of Washington:

**NEW SECTION.** Sec. 1. A new section is added to chapter 28A.71 RCW to read as follows:

(1) Certificated personnel shall receive for each ten clock hours of approved in-service training attended the equivalent of a one credit college quarter course on the salary schedule developed by the legislative evaluation and accountability program committee.

(2) Certificated personnel shall receive for each ten clock hours of approved continuing education earned, as continuing education is defined by rule adopted by the state board of education, the equivalent of a one credit college quarter course on the salary schedule developed by the legislative evaluation and accountability program committee.

(3) An approved in-service training program shall be a program approved by a school district board of directors, which meet standards adopted by the state board of education, and the development of said program has been participated in by an in-service training task force whose membership is the same as provided under RCW 28A.71.210, or a program offered by an education agency approved to provide in-service for the purposes of continuing education as provided for under rules adopted by the state board of education, or both.

(4) Clock hours eligible for application to the salary schedule developed by the legislative evaluation and accountability program committee as described in subsections (1) and (2) of this section, shall be those hours acquired after August 31, 1987.

Passed the Senate April 21, 1987.

Passed the House April 13, 1987.

Approved by the Governor May 19, 1987.

Filed in Office of Secretary of State May 19, 1987.