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HOUSE BILL 2246

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State of Washington

54th Legislature

1996 Regular Session

By Representatives Smith, McMorris, Sterk, McMahan, Campbell, Stevens, Boldt, Backlund, Thompson, Goldsmith, Hargrove and Benton

Read first time 01/08/96. Referred to Committee on Education.

1 AN ACT Relating to academic-based education; amending RCW  
2 28A.150.210, 28A.230.020, 28A.150.220, and 28A.230.070; reenacting and  
3 amending RCW 28A.630.885; adding new sections to chapter 28A.230 RCW;  
4 creating new sections; repealing RCW 70.24.220; repealing 1995 c 335 s  
5 803 (uncodified); repealing 1993 c 371 s 2 and 1992 c 141 s 503; and  
6 providing an expiration date.

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

8 NEW SECTION. **Sec. 1.** The legislature recognizes its obligation to  
9 provide all children with educational opportunities that reflect high  
10 expectations of student performance. In order to be successful,  
11 schools must provide students with firm academic foundations in  
12 reading, writing, and mathematics. It is the intent of the legislature  
13 to return emphasis to these basic skills that are fundamental to all  
14 other learning. Schools should refocus attention on student mastery of  
15 these basic skills in the primary grades and increase the depth and  
16 complexity of all related course work each successive school year in  
17 order to increase student learning.

18 The legislature also recognizes the invaluable role of teachers in  
19 determining the instructional methods most effective in the classroom

1 and will continue to encourage the use of innovative teaching methods  
2 to improve student proficiency.

3 NEW SECTION. **Sec. 2.** This act may be known and cited as the  
4 academic-based education act.

5 **PART I**  
6 **CURRICULUM REQUIREMENTS**

7 **Sec. 101.** RCW 28A.150.210 and 1993 c 336 s 101 are each amended to  
8 read as follows:

9 The goal of the Basic Education Act for the schools of the state of  
10 Washington set forth in this chapter shall be to provide students with  
11 the opportunity to become responsible citizens(()) and to contribute  
12 to their own economic well-being and to that of their families and  
13 communities(~~(, and to enjoy productive and satisfying lives)~~) through  
14 enhanced academic learning. To these ends, the goals of each school  
15 district, with the involvement of parents and community members, shall  
16 be to provide opportunities for all students to develop the knowledge  
17 and skills essential to:

18 (1) Read with comprehension, write with skill, and communicate  
19 effectively and responsibly in a variety of ways and settings;

20 (2) Know and apply the core ((~~concepts and~~)) academic principles of  
21 mathematics; ((~~social~~)) physical(()) and life sciences; civics and  
22 history; geography; arts; and health and fitness;

23 (3) Think analytically, logically, and creatively, and to integrate  
24 experience and knowledge to form reasoned judgments and solve problems;  
25 and

26 (4) Understand the importance of work and how performance, effort,  
27 and decisions directly affect future career and educational  
28 opportunities.

29 **Sec. 102.** RCW 28A.230.020 and 1991 c 116 s 6 are each amended to  
30 read as follows:

31 All common schools shall give instruction in reading(()); writing,  
32 including penmanship, ((orthography,)) spelling, and English grammar;  
33 communication; written and mental ((arithmetic,)) mathematics; social,  
34 physical, and life sciences; geography(()); civics and history,  
35 including the history of the United States((~~English grammar,~~

1 ~~physiology and hygiene with special reference to the effects of alcohol~~  
2 ~~and drug abuse on the human system, science with special reference to~~  
3 ~~the environment, and such other studies as may be prescribed by rule or~~  
4 ~~regulation of the state board of education)); arts; and health and  
5 fitness. All teachers shall stress the importance of the cultivation  
6 of manners, the fundamental principles of honesty, honor, industry and  
7 economy, and the minimum requisites for good physical health including  
8 the beneficial effect of proper nutrition and physical exercise ((and  
9 ~~methods to prevent exposure to and transmission of sexually transmitted~~  
10 ~~diseases, and the worth of kindness to all living creatures and the~~  
11 ~~land. The prevention of child abuse may be offered as part of the~~  
12 ~~curriculum in the common schools))~~.~~

13       **Sec. 103.** RCW 28A.150.220 and 1995 c 77 s 1 are each amended to  
14 read as follows:

15       (1) For the purposes of this section and RCW 28A.150.250 and  
16 28A.150.260:

17       (a) The term "total program hour offering" shall mean those hours  
18 when students are provided the opportunity to engage in educational  
19 activity planned by and under the direction of school district staff,  
20 as directed by the administration and board of directors of the  
21 district, inclusive of intermissions for class changes, recess and  
22 teacher/parent-guardian conferences which are planned and scheduled by  
23 the district for the purpose of discussing students' educational needs  
24 or progress, and exclusive of time actually spent for meals.

25       (b) "Instruction in work skills" shall include instruction in one  
26 or more of the following areas: Industrial arts, home ~~((and family~~  
27 ~~life education)) economics, business and office education, distributive  
28 education, agricultural education, health occupations education,  
29 vocational education, trade and industrial education, technical  
30 education and career education.~~

31       (2) Satisfaction of the basic education goal identified in RCW  
32 28A.150.210 shall be considered to be implemented by the following  
33 program requirements:

34       (a) Each school district shall make available to students in  
35 kindergarten at least a total program offering of four hundred fifty  
36 hours. The program shall include reading, arithmetic, language skills  
37 and such other subjects and such activities as the school district

1 shall determine to be appropriate for the education of the school  
2 district's students enrolled in such program;

3 (b) Each school district shall make available to students in grades  
4 one through three, at least a total program hour offering of two  
5 thousand seven hundred hours. A minimum of ninety-five percent of the  
6 total program hour offerings shall be in the basic skills areas of  
7 (~~reading/language arts (which may include languages other than~~  
8 ~~English, including American Indian languages)~~) reading; writing,  
9 including penmanship, spelling, and English grammar; communication;  
10 mathematics((~~τ~~))i social studies((~~τ~~))i science((~~τ~~))i the principles of  
11 music((~~τ~~)) and art((~~τ~~))i healthi and physical education. The remaining  
12 five percent of the total program hour offerings may include such  
13 subjects and activities as the school district shall determine to be  
14 appropriate for the education of the school district's students in such  
15 grades;

16 (c) Each school district shall make available to students in grades  
17 four through six at least a total program hour offering of two thousand  
18 nine hundred seventy hours. A minimum of ninety percent of the total  
19 program hour offerings shall be in the basic skills areas of (~~reading/~~  
20 ~~language arts (which may include languages other than English,~~  
21 ~~including American Indian languages)~~) reading; writing, including  
22 penmanship, spelling, and English grammar; communication;  
23 mathematics((~~τ~~))i social studies((~~τ~~))i science((~~τ~~))i the principles of  
24 music((~~τ~~)) and art((~~τ~~))i healthi and physical education. The remaining  
25 ten percent of the total program hour offerings may include such  
26 subjects and activities as the school district shall determine to be  
27 appropriate for the education of the school district's students in such  
28 grades;

29 (d) Each school district shall make available to students in grades  
30 seven through eight, at least a total program hour offering of one  
31 thousand nine hundred eighty hours. A minimum of eighty-five percent  
32 of the total program hour offerings shall be in the basic skills areas  
33 of (~~reading/language arts (which may include languages other than~~  
34 ~~English, including American Indian languages)~~) reading; writing,  
35 including penmanship, spelling, and English grammar; communication;  
36 mathematics((~~τ~~))i social studies((~~τ~~))i science((~~τ~~))i the principles of  
37 music((~~τ~~)) and art((~~τ~~))i healthi and physical education. A minimum of  
38 ten percent of the total program hour offerings shall be in the area of  
39 work skills. The remaining five percent of the total program hour

1 offerings may include such subjects and activities as the school  
2 district shall determine to be appropriate for the education of the  
3 school district's students in such grades;

4 (e) Each school district shall make available to students in grades  
5 nine through twelve at least a total program hour offering of four  
6 thousand three hundred twenty hours. A minimum of sixty percent of the  
7 total program hour offerings shall be in the basic skills areas of  
8 language arts, (~~languages other than English, which may be American~~  
9 ~~Indian languages,~~) mathematics, social studies, science, (~~music,~~  
10 ~~art,~~) health, and physical education. A minimum of twenty percent of  
11 the total program hour offerings shall be in the area of work skills.  
12 The remaining twenty percent of the total program hour offerings may  
13 include traffic safety or such subjects and activities as the school  
14 district shall determine to be appropriate for the education of the  
15 school district's students in such grades, with not less than one-half  
16 thereof in basic skills and/or work skills: PROVIDED, That each school  
17 district shall have the option of including grade nine within the  
18 program hour offering requirements of grades seven and eight so long as  
19 such requirements for grades seven through nine are increased to two  
20 thousand nine hundred seventy hours and such requirements for grades  
21 ten through twelve are decreased to three thousand two hundred forty  
22 hours.

23 (3) In order to provide flexibility to the local school districts  
24 in the setting of their curricula, and in order to maintain the intent  
25 of this legislation, which is to stress the instruction of basic skills  
26 and work skills, any local school district may establish minimum course  
27 mix percentages that deviate by up to five percentage points above or  
28 below those minimums required by subsection (2) of this section, so  
29 long as the total program hour requirement is still met.

30 (4) Nothing contained in subsection (2) of this section shall be  
31 construed to require individual students to attend school for any  
32 particular number of hours per day or to take any particular courses.

33 (5) Each school district's kindergarten through twelfth grade basic  
34 educational program shall be accessible to all students who are five  
35 years of age, as provided by RCW 28A.225.160, and less than twenty-one  
36 years of age and shall consist of a minimum of one hundred eighty  
37 school days per school year in such grades as are conducted by a school  
38 district, and one hundred eighty half-days of instruction, or  
39 equivalent, in kindergarten: PROVIDED, That effective May 1, 1979, a

1 school district may schedule the last five school days of the one  
2 hundred and eighty day school year for noninstructional purposes in the  
3 case of students who are graduating from high school, including, but  
4 not limited to, the observance of graduation and early release from  
5 school upon the request of a student, and all such students may be  
6 claimed as a full time equivalent student to the extent they could  
7 otherwise have been so claimed for the purposes of RCW 28A.150.250 and  
8 28A.150.260.

9 (6) The state board of education shall adopt rules to implement and  
10 ensure compliance with the program requirements imposed by this  
11 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
12 program approval requirements as the state board may establish:  
13 PROVIDED, That each school district board of directors shall establish  
14 the basis and means for determining and monitoring the district's  
15 compliance with the basic skills and work skills percentage and course  
16 requirements of this section. The certification of the board of  
17 directors and the superintendent of a school district that the district  
18 is in compliance with such basic skills and work skills requirements  
19 may be accepted by the superintendent of public instruction and the  
20 state board of education.

21 (7) Special education programs for students with disabilities,  
22 vocational-technical institute programs, state institution and state  
23 residential school programs, all of which programs are conducted for  
24 the common school age, kindergarten through secondary school program  
25 students encompassed by this section, shall be exempt from the basic  
26 skills and work skills percentage and course requirements of this  
27 section in order that the unique needs, abilities or limitations of  
28 such students may be met.

29 (8) Any school district may petition the state board of education  
30 for a reduction in the total program hour offering requirements for one  
31 or more of the grade level groupings specified in this section. The  
32 state board of education shall grant all such petitions that are  
33 accompanied by an assurance that the minimum total program hour  
34 offering requirements in one or more other grade level groupings will  
35 be exceeded concurrently by no less than the number of hours of the  
36 reduction.

37 NEW SECTION. **Sec. 104.** 1993 c 371 s 2 & 1992 c 141 s 503 are each  
38 repealed.



1 before the beginning of the school year to students who want to advance  
2 one or more grades.

3 (7) Upon the request of a parent or a child, school districts shall  
4 give grade-level exit examinations to students who receive home-based  
5 instruction pursuant to chapter 28A.200 RCW. However, students who  
6 receive home-based instruction shall not be required to take the exit  
7 examinations. School districts shall not require that a fee be paid  
8 for taking the examinations, and school districts shall ensure the  
9 examinations are taken in controlled and secure settings. School  
10 districts may, but are not required to, provide textbooks and other  
11 instructional material to these students to assist them in passing the  
12 examinations. However, if requested by the parent, these students  
13 shall not be required to take or pass components of the examinations  
14 pertaining to subject matter in which public school students may be  
15 withdrawn from classes by their parents.

16 **Sec. 202.** RCW 28A.630.885 and 1995 c 335 s 505 and 1995 c 209 s 1  
17 are each reenacted and amended to read as follows:

18 (1) The Washington commission on ((student)) academic learning is  
19 hereby established. The primary purposes of the commission are to  
20 identify the knowledge and skills all public school students need to  
21 know and be able to do based on the student learning goals in RCW  
22 28A.150.210, to develop student grade-level exit examinations for  
23 grades one through eight, a high school assessment, and school  
24 accountability system((s, to review current school district data  
25 reporting requirements and make recommendations on what data is  
26 necessary for the purposes of accountability and meeting state  
27 information needs, and to take other steps necessary to develop a  
28 performance-based education system)). The commission shall include  
29 three members of the state board of education, ((three)) two members  
30 appointed by the governor ((before July 1, 1992, and five members  
31 appointed no later than June 1, 1993, by the governor elected in the  
32 November 1992 election)), two members from the senate, and two members  
33 from the house of representatives. The members from the senate and  
34 house of representatives shall equally represent the two major parties,  
35 and shall be elected by each of their respective caucuses.  
36 Appointments by the governor and the state board of education shall  
37 require the consent of the education committees of the senate and the  
38 house of representatives. Members shall be appointed no later than

1 August 1, 1996. The governor shall appoint a chair from the commission  
2 members, and fill any vacancies in gubernatorial appointments that may  
3 occur. The state board of education shall fill any vacancies of state  
4 board of education appointments that may occur. In making the  
5 appointments, educators, business leaders, and parents shall be  
6 represented, and nominations from state-wide education, business, and  
7 parent organizations shall be requested. Efforts shall be made to  
8 ensure that the commission reflects the racial and ethnic diversity of  
9 the state's K-12 student population and that the major geographic  
10 regions in the state are represented. Appointees shall be qualified  
11 individuals who are supportive of (~~educational restructuring~~)  
12 increasing academics in the public schools, who have a positive record  
13 of service, and who will devote sufficient time to the responsibilities  
14 of the commission to ensure that the objectives of the commission are  
15 achieved.

16 (2) The commission shall establish advisory committees. Membership  
17 of the advisory committees shall include, but not necessarily be  
18 limited to, parents, professionals from the office of the  
19 superintendent of public instruction and the state board of education,  
20 and other state and local educational practitioners and student  
21 assessment specialists.

22 (3) The commission, with the assistance of the advisory committees,  
23 shall:

24 (a) Develop essential academic learning requirements based on the  
25 student learning goals in RCW 28A.150.210. Essential academic learning  
26 requirements shall be developed, to the extent possible, for each of  
27 the student learning goals in RCW 28A.150.210. Goals one and two shall  
28 be considered primary. Essential academic learning requirements for  
29 RCW 28A.150.210(1), goal one, and the mathematics component of RCW  
30 28A.150.210(2), goal two, shall be completed no later than March 1,  
31 1995. Essential academic learning requirements that incorporate the  
32 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and  
33 four, shall be completed no later than March 1, 1996. To the maximum  
34 extent possible, the commission shall integrate goal four and the  
35 knowledge and skill areas in the other goals in the development of the  
36 essential academic learning requirements;

37 (b)(i) The commission shall present to the state board of education  
38 and superintendent of public instruction (~~(a)~~) state-wide academic  
39 (~~assessment system~~) examinations for grades one through eight for use

1 ~~((in the elementary, middle, and high))~~ at the end of each school  
2 year~~((s))~~ designed to determine if each student has ~~((mastered))~~  
3 learned the essential academic learning requirements for the reading,  
4 writing, and communication components of RCW 28A.150.210(1) and the  
5 mathematics component of RCW 28A.150.210(2) identified in (a) of this  
6 subsection. ~~((The academic assessment system shall include a variety~~  
7 ~~of assessment methods, including performance-based measures that are~~  
8 ~~riterion-referenced. Performance))~~ In addition, the commission shall  
9 develop a state-wide examination system to be used in high schools to  
10 be administered at the end of tenth grade. This examination shall be  
11 designed to determine if the student has learned the essential academic  
12 learning requirements for RCW 28A.150.210(1) and the mathematics  
13 component of RCW 28A.150.210(2).

14 Standards for determining if a student has successfully ~~((completed~~  
15 ~~an assessment))~~ passed an examination shall be initially determined by  
16 the commission in consultation with the advisory committees required in  
17 subsection (2) of this section.

18 (ii) ~~((assessment))~~ examination system for grades one through  
19 eight shall be designed to determine if a student has learned the  
20 essential academic learning requirements necessary to advance to  
21 subsequent grades. The high school assessment shall be used to  
22 determine if the student has learned the essential academic learning  
23 requirements necessary to graduate. The examination system shall also  
24 be designed so that the results under the ~~((assessment))~~ examination  
25 system are used by educators as tools to evaluate instructional  
26 practices~~((7))~~ and to initiate appropriate educational support for  
27 students who have not ~~((mastered))~~ learned the essential academic  
28 learning requirements at the appropriate periods in the student's  
29 educational development.

30 (iii) ~~((Assessments measuring the essential academic learning~~  
31 ~~requirements developed for RCW 28A.150.210(1), goal one, and the~~  
32 ~~mathematics component of RCW 28A.150.210(2), goal two, shall be~~  
33 ~~initially implemented by the state board of education and~~  
34 ~~superintendent of public instruction no later than the 1996-97 school~~  
35 ~~year, unless the legislature takes action to delay or prevent~~  
36 ~~implementation of the assessment system and essential academic learning~~  
37 ~~requirements. Assessments measuring the essential academic learning~~  
38 ~~requirements developed for RCW 28A.150.210 (2), (3), and (4), goals~~  
39 ~~two, three, and four, shall be initially implemented by the state board~~

1 of education and superintendent of public instruction no later than the  
2 1998-99 school year, unless the legislature takes action to delay or  
3 prevent implementation of the assessment system and essential academic  
4 learning requirements. To the maximum extent possible, the commission  
5 shall integrate knowledge and skill areas in development of the  
6 assessments.

7 ~~(iv)~~ Before the 2000-2001 school year, participation by school  
8 districts in the assessment system shall be optional. School districts  
9 that desire to participate before the 2000-2001 school year shall  
10 notify the superintendent of public instruction in a manner determined  
11 by the superintendent. Beginning in the 2000-2001 school year, all  
12 school districts shall be required to participate in the assessment  
13 system.

14 ~~(v))~~ Examinations for grades one through four shall be implemented  
15 by the end of the 1998-99 school year. Examinations for grades five  
16 through eight shall be implemented by the end of the 1999-2000 school  
17 year. The high school examination shall be implemented by the end of  
18 the 2000-01 school year.

19 ~~(iv)~~ The state board of education and superintendent of public  
20 instruction may modify the essential academic learning requirements and  
21 academic ~~((assessment))~~ examination system, as needed, in subsequent  
22 school years after initial implementation.

23 ~~((vi))~~ ~~(v)~~ The commission shall develop ~~((assessments))~~  
24 examinations that are directly related to the essential academic  
25 learning requirements, and are not biased toward persons with different  
26 learning styles, racial or ethnic backgrounds, or on the basis of  
27 gender;

28 (c) After a determination is made by the state board of education  
29 that the high school ~~((assessment system))~~ examination has been  
30 implemented and that it is sufficiently reliable and valid, successful  
31 completion of the high school ~~((assessment))~~ examination shall lead to  
32 a certificate of mastery. The certificate of mastery shall be obtained  
33 by most students at about the age of sixteen, and is evidence that the  
34 student has successfully ~~((mastered))~~ learned the essential academic  
35 learning requirements that have been assessed during his or her  
36 educational career. The certificate of mastery shall be required for  
37 graduation but shall not be the only requirement for graduation. The  
38 commission shall make recommendations to the state board of education  
39 regarding the relationship between the certificate of mastery and high

1 school graduation requirements. Upon achieving the certificate of  
2 mastery, schools shall provide students with the opportunity to  
3 continue to pursue career and educational objectives through  
4 educational pathways that emphasize integration of academic and  
5 vocational education. Educational pathways may include, but are not  
6 limited to, programs such as work-based learning, school-to-work  
7 transition, tech prep, vocational-technical education, running start,  
8 and preparation for technical college, community college, or university  
9 education;

10 (d) Consider methods to address the unique needs of special  
11 education students when developing the ((assessments)) examinations in  
12 (b) and (c) of this subsection;

13 (e) Consider methods to address the unique needs of highly capable  
14 students when developing the ((assessments)) examinations in (b) and  
15 (c) of this subsection;

16 (f) Develop recommendations on the time, support, and resources,  
17 including technical assistance, needed by schools and school districts  
18 to help students achieve the essential academic learning requirements.  
19 These recommendations shall include an estimate for the legislature,  
20 superintendent of public instruction, and governor on the expected cost  
21 of implementing the academic ((assessment)) examination system;

22 (g) Develop recommendations for consideration by the higher  
23 education coordinating board for adopting college and university  
24 entrance requirements for public school students that are consistent  
25 with the essential academic learning requirements and the certificate  
26 of mastery;

27 (h) Review current school district data reporting requirements for  
28 the purposes of accountability and meeting state information needs.  
29 The commission on student learning shall report recommendations to the  
30 joint select committee on education restructuring by September 15,  
31 1996, on:

32 (i) What data is necessary to compare how school districts are  
33 performing before the essential academic learning requirements and the  
34 ((assessment)) examination system are implemented with how school  
35 districts are performing after the essential academic learning  
36 requirements and the ((assessment)) examination system are implemented;  
37 and

1 (ii) What data is necessary pertaining to school district reports  
2 under the accountability systems developed by the commission on student  
3 learning under this section;

4 (i) By June 30, (~~1999~~) 1997, recommend to the legislature,  
5 governor, state board of education, and superintendent of public  
6 instruction:

7 (i) A state-wide accountability system to monitor and evaluate  
8 accurately and fairly the level of learning occurring in individual  
9 schools and school districts. The accountability system shall be  
10 designed to recognize the characteristics of the student population of  
11 schools and school districts such as gender, race, ethnicity,  
12 socioeconomic status, and other factors. The system shall include  
13 school-site, school district, and state-level accountability reports;

14 (ii) A school assistance program to help schools and school  
15 districts that are having difficulty helping students meet the  
16 essential academic learning requirements;

17 (iii) A system to intervene in schools and school districts in  
18 which significant numbers of students persistently fail to learn the  
19 essential academic learning requirements; and

20 (iv) An awards program to provide incentives to school staff to  
21 help their students learn the essential academic learning requirements,  
22 with each school being assessed individually against its own baseline.  
23 Incentives shall be based on the rate of percentage change of students  
24 achieving the essential academic learning requirements. School staff  
25 shall determine how the awards will be spent.

26 It is the intent of the legislature to begin implementation of  
27 programs in this subsection (3)(i) on September 1, 2000;

28 (j) Report annually by December 1st to the legislature, the  
29 governor, the superintendent of public instruction, and the state board  
30 of education on the progress, findings, and recommendations of the  
31 commission; and

32 (k) Make recommendations to the legislature and take other actions  
33 necessary or desirable to help students meet the student learning  
34 goals.

35 (4) The commission shall coordinate its activities with the state  
36 board of education and the office of the superintendent of public  
37 instruction.

1 (5) The commission shall seek advice broadly from the public and  
2 all interested educational organizations in the conduct of its work,  
3 including holding periodic regional public hearings.

4 (6) The commission shall select an entity to provide staff support  
5 and the office of the superintendent of public instruction shall  
6 provide administrative oversight and be the fiscal agent for the  
7 commission. The commission may direct the office of the superintendent  
8 of public instruction to enter into subcontracts, within the  
9 commission's resources, with school districts, teachers, higher  
10 education faculty, state agencies, business organizations, and other  
11 individuals and organizations to assist the commission in its  
12 deliberations.

13 (7) Members of the commission shall be reimbursed for travel  
14 expenses as provided in RCW 43.03.050 and 43.03.060.

15 (8) This section expires June 30, 1999.

16 NEW SECTION. Sec. 203. 1995 c 335 s 803 (uncodified) is repealed.

17 **Sec. 204.** RCW 28A.230.070 and 1994 c 245 s 7 are each amended to  
18 read as follows:

19 (1) ~~((The life threatening dangers of))~~ Acquired immunodeficiency  
20 syndrome (AIDS) ((and its prevention shall be taught in the public  
21 schools of this state. AIDS)) prevention education taught in public  
22 schools in the state shall be limited to the discussion of the life-  
23 threatening dangers of the disease, its spread, and prevention.  
24 ~~((Students shall receive such education at least once each school year~~  
25 ~~beginning no later than the fifth grade.))~~

26 (2) Each district board of directors ~~((shall))~~ may adopt an AIDS  
27 prevention education program ~~((which is))~~. If a board of directors  
28 adopts an AIDS prevention education program, the program shall be  
29 developed in consultation with teachers, administrators, parents, and  
30 other community members including, but not limited to, persons from  
31 medical, public health, and mental health organizations and agencies  
32 ~~((so long as))~~. The curricula and materials developed for use in the  
33 AIDS education program shall either be: (a) ~~((are))~~ The model  
34 curricula and resources under subsection (3) of this section, or (b)  
35 ~~((are))~~ developed by the school district and approved for medical  
36 accuracy by the office on AIDS established in RCW 70.24.250. If a  
37 district elects to use curricula developed by the school district, the

1 district shall submit to the office on AIDS a copy of its curricula and  
2 an affidavit of medical accuracy stating that the material in the  
3 district-developed curricula has been compared to the model curricula  
4 for medical accuracy and that in the opinion of the district the  
5 district-developed materials are medically accurate. Upon submission  
6 of the affidavit and curricula, the district may use these materials  
7 until the approval procedure to be conducted by the office of AIDS has  
8 been completed.

9 (3) Model curricula and other resources available from the  
10 superintendent of public instruction may be reviewed by the school  
11 district board of directors, in addition to materials designed locally,  
12 in developing the district's AIDS education program. The model  
13 curricula shall be reviewed for medical accuracy by the office on AIDS  
14 established in RCW 70.24.250 within the department of social and health  
15 services.

16 (4) Each school district shall, at least one month before teaching  
17 AIDS prevention education in any classroom, conduct at least one  
18 presentation during weekend and evening hours for the parents and  
19 guardians of students concerning the curricula and materials that will  
20 be used for such education. The parents and guardians shall be  
21 notified by the school district of the presentation and that the  
22 curricula and materials are available for inspection. No student may  
23 ~~((be required to))~~ participate in AIDS prevention education ~~((if))~~  
24 unless the student's parent or guardian~~((, having attended one of the~~  
25 ~~district presentations, objects in writing to the participation))~~  
26 provides written permission in advance for the student to participate.  
27 Parental permission must be obtained before each class in which AIDS  
28 prevention education will be provided. For purposes of planning and  
29 class preparation, school districts may request parental permission  
30 during the prior school year for classes to be conducted the following  
31 school year.

32 (5) The office of the superintendent of public instruction with the  
33 assistance of the office on AIDS shall update AIDS education curriculum  
34 material as newly discovered medical facts make it necessary.

35 (6) The curriculum for AIDS prevention education shall stress the  
36 life-threatening dangers of contracting AIDS and be designed to teach  
37 students which behaviors place a person dangerously at risk of  
38 infection with the human immunodeficiency virus (HIV) and methods to  
39 avoid such risk including, at least:



1 (3) The superintendent of public instruction, the state board for  
2 community and technical colleges, and the work force training and  
3 education coordinating board shall, upon request, assist high schools  
4 in identifying, designing, and implementing courses that meet the  
5 requirements of subsection (2) of this section.

6 NEW SECTION. **Sec. 302.** The state board of education shall review  
7 its certification requirements for vocational and technical education  
8 teachers and ensure that the certification requirements do not  
9 unnecessarily restrict qualified individuals from providing instruction  
10 in vocational and technical classes. By December 31, 1996, the state  
11 board of education shall submit to the appropriate committees of the  
12 legislature a summary of its review and what actions the board has  
13 taken, or plans to take, to ensure that the certification requirements  
14 do not unnecessarily restrict qualified individuals from providing  
15 instruction in these classes.

16 **PART IV**

17 **MISCELLANEOUS PROVISIONS**

18 NEW SECTION. **Sec. 401.** Part headings used in this act do not  
19 constitute any part of the law.

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