

CERTIFICATION OF ENROLLMENT

**SENATE BILL 6168**

61st Legislature  
2009 Regular Session

Passed by the Senate April 20, 2009  
YEAS 43 NAYS 4

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**President of the Senate**

Passed by the House April 25, 2009  
YEAS 95 NAYS 0

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **SENATE BILL 6168** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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SENATE BILL 6168

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Passed Legislature - 2009 Regular Session

State of Washington

61st Legislature

2009 Regular Session

By Senators Tom and Prentice

1 AN ACT Relating to reducing costs in state elementary and secondary  
2 education programs; and amending RCW 28A.415.380, 28A.320.190,  
3 28A.415.340, 28A.300.515, 28A.630.035, 28A.300.130, 28A.245.060,  
4 28A.625.020, 28A.300.520, and 28A.320.125.

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

6 **Sec. 1.** RCW 28A.415.380 and 2007 c 396 s 4 are each amended to  
7 read as follows:

8 (1) A mathematics and science instructional coach program is  
9 authorized, which shall consist of a coach development institute,  
10 coaching seminars, coaching activities in schools, and program  
11 evaluation.

12 (2) The office of the superintendent of public instruction shall  
13 develop a mathematics and science instructional coach program that  
14 includes an initial coach development experience for new coaches  
15 provided through an institute setting, coaching support seminars, and  
16 additional coach development services. The office shall draw upon the  
17 experiences of coaches in federally supported elementary literacy  
18 programs and other successful programs, research and policy briefs on  
19 adult professional development, and research that specifically

1 addresses the instructional environments of middle, junior high, and  
2 high schools as well as the unique aspects of the fields of mathematics  
3 and science.

4 (3) The office of the superintendent of public instruction shall  
5 design the application process and select the program participants.

6 (4) Schools and school districts participating in the program shall  
7 carefully select the individuals to perform the role of mathematics or  
8 science instructional coach. Characteristics to be considered for a  
9 successful coach include:

10 (a) Expertise in content area;

11 (b) Expertise in various instructional methodologies and  
12 personalizing learning;

13 (c) Personal skills that include skilled listening, questioning,  
14 trust-building, and problem-solving;

15 (d) Understanding and appreciation for the differences in adult  
16 learners and student learners; and

17 (e) Capacity for strategic planning and quality program  
18 implementation.

19 (5) The role of the mathematics or science instructional coach is  
20 focused on supporting teachers as they apply knowledge, develop skills,  
21 polish techniques, and deepen their understanding of content and  
22 instructional practices. This work takes a number of forms including:  
23 Individualized professional development, department-wide and school-  
24 wide professional development, guidance in student data interpretation,  
25 and using assessment to guide instruction. Each coach shall be  
26 assigned to two schools as part of the program.

27 (6) Program participants have the following responsibilities:

28 (a) Mathematics and science coaches shall participate in the coach  
29 development institute as well as in coaching support seminars that take  
30 place throughout the school year, practice coaching activities as  
31 guided by those articulated in the role of the coach in subsection (5)  
32 of this section, collect data, and participate in program evaluation  
33 activities as requested by the institute pursuant to subsection (7) of  
34 this section.

35 (b) School and district administrators in districts in which the  
36 mathematics and science coaches are practicing shall participate in  
37 program evaluation activities.

1 (7)(a) The Washington State University social and economic sciences  
2 research center shall conduct an evaluation of the mathematics and  
3 science instructional coach program in this section. Data shall be  
4 collected through various instruments including surveys, program and  
5 activity reports, student performance measures, observations,  
6 interviews, and other processes. Findings shall include an evaluation  
7 of the coach development institute, coaching support seminars, and  
8 other coach support activities; recommendations with regard to the  
9 characteristics required of the coaches; identification of changes in  
10 teacher instruction related to coaching activities; and identification  
11 of the satisfaction level with coaching activities as experienced by  
12 classroom teachers and administrators.

13 (b) The Washington State University social and economic sciences  
14 research center shall report its findings to the governor, the office  
15 of the superintendent of public instruction, and the education and  
16 fiscal committees of the legislature. An interim report is due  
17 November 1, 2008. The final report is due December 1, 2009.

18 (8) The mathematics and science instructional coach program in this  
19 section shall be implemented to the extent funds are available for that  
20 purpose.

21 **Sec. 2.** RCW 28A.320.190 and 2008 c 321 s 3 are each amended to  
22 read as follows:

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

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

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

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

11 (a) Individual or small group instruction;

12 (b) Instruction in English language arts and/or mathematics that  
13 eligible students need to pass all or part of the Washington assessment  
14 of student learning;

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

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

18 (e) Language development instruction for English language learners;

19 (f) Online curriculum and instructional support, including programs  
20 for credit retrieval and Washington assessment of student learning  
21 preparatory classes; and

22 (g) Reading improvement specialists available at the educational  
23 service districts to serve eighth, eleventh, and twelfth grade  
24 educators through professional development in accordance with RCW  
25 28A.415.350. The reading improvement specialist may also provide  
26 direct services to eligible students and those students electing to  
27 continue a fifth year in a high school program who are still struggling  
28 with basic reading skills.

29 **Sec. 3.** RCW 28A.415.340 and 2007 c 402 s 1 are each amended to  
30 read as follows:

31 (1) Research supports the value of quality school and school  
32 district leadership. Effective leadership is critical to improving  
33 student learning and transforming underperforming schools and school  
34 districts into world-class learning centers.

35 (2) A public-private partnership is established to develop, pilot,  
36 and implement, to the extent funds are available, the Washington state  
37 leadership academy to focus on the development and enhancement of

1 personal leadership characteristics and the teaching of effective  
2 practices and skills demonstrated by school and district administrators  
3 who are successful managers and instructional leaders. It is the goal  
4 of the academy to provide state-of-the-art programs and services across  
5 the state.

6 (3) Academy partners include the state superintendent and principal  
7 professional associations, private nonprofit foundations, institutions  
8 of higher education with approved educator preparation programs, the  
9 professional educator standards board, the office of the superintendent  
10 of public instruction, educational service districts, the state school  
11 business officers' association, and other entities identified by the  
12 partners. The partners shall designate an independent organization to  
13 act as the fiscal agent for the academy and shall establish a board of  
14 directors to oversee and direct the academy's finances, services, and  
15 programs. The academy shall be supported by a national research  
16 institution with demonstrated expertise in educational leadership.

17 (4) Initial development of academy course content and activities  
18 shall be supported by private funds. Implementation of the Washington  
19 state leadership academy is subject to the availability of funds.  
20 Initial tasks of the academy are to:

21 (a) Finalize a comprehensive design of the academy and the  
22 development of the curriculum frameworks for a comprehensive leadership  
23 development program that includes coursework, practicum, mentoring, and  
24 evaluation components;

25 (b) Develop curriculum for individual leadership topics;

26 (c) Pilot the curriculum and all program components; and

27 (d) Modify the comprehensive design, curriculum coursework,  
28 practicum, and mentoring programs based on the research results gained  
29 from pilot activities.

30 (5) The board of directors shall report semiannually to the  
31 superintendent of public instruction on the financial contributions  
32 provided by foundations and other organizations to support the work of  
33 the academy. The board of directors shall report by December 31st each  
34 year to the superintendent of public instruction on the programs and  
35 services provided, numbers of participants in the various academy  
36 activities, evaluation activities regarding program and participant  
37 outcomes, and plans for the academy's future development.

1 (6) The board of directors shall make recommendations for changes  
2 in superintendent and principal preparation programs, the administrator  
3 licensure system, and continuing education requirements.

4 **Sec. 4.** RCW 28A.300.515 and 2007 c 396 s 15 are each amended to  
5 read as follows:

6 To the extent funds are available for this purpose, the  
7 superintendent of public instruction shall provide support for  
8 statewide coordination for math, science, and technology, including  
9 employing a statewide director for math, science, and technology. The  
10 duties of the director shall include, but not be limited to:

11 (1) Within funds specifically appropriated therefor, obtain a  
12 statewide license, or otherwise obtain and disseminate, an interactive,  
13 project-based high school and middle school technology curriculum that  
14 includes a comprehensive professional development component for  
15 teachers and, if possible, counselors, and also includes a systematic  
16 program evaluation. The curriculum must be distributed to all school  
17 districts, or as many as feasible, by the 2007-08 school year;

18 (2) Within funds specifically appropriated therefor, supporting a  
19 public-private partnership to assist school districts with implementing  
20 an ongoing, inquiry-based science program that is based on a research-  
21 based model of systemic reform and aligned with the Washington state  
22 science grade level expectations;

23 (3) Within funds specifically appropriated therefor, supporting a  
24 public-private partnership to provide enriching opportunities in  
25 mathematics, engineering, and science for underrepresented students in  
26 grades kindergarten through twelve using exemplary materials and  
27 instructional approaches;

28 (4) In an effort to increase precollege and prework interest in  
29 math, science, and technology fields, in collaboration with the  
30 community and technical colleges, the four-year institutions of higher  
31 education, and the workforce training and education coordinating board,  
32 conducting outreach efforts to attract middle and high school students  
33 to careers in math, science, and technology and to educate students  
34 about the coursework that is necessary to be adequately prepared to  
35 succeed in these fields;

36 (5) Coordinating youth opportunities in math, science, and  
37 technology, including facilitating student participation in school

1 clubs, state-level fairs, national competitions, and encouraging  
2 partnerships between students and university faculty or industry to  
3 facilitate such student participation;

4 (6) Developing and maintaining public-private partnerships to  
5 generate business and industry assistance to accomplish the following:

6 (a) Increasing student engagement and career awareness, including  
7 increasing student participation in the youth opportunities in  
8 subsection (5) of this section;

9 (b) Creation and promotion of student scholarships, internships,  
10 and apprenticeships;

11 (c) Provision of relevant teacher experience and training,  
12 including on-the-job professional development opportunities;

13 (d) Upgrading kindergarten through twelfth grade school equipment  
14 and facilities to support high quality math, science, and technology  
15 programs;

16 (7) Assembling a cadre of inspiring speakers employed or  
17 experienced in the relevant fields to speak to kindergarten through  
18 twelfth grade students to demonstrate the breadth of the opportunities  
19 in the relevant fields as well as share the types of coursework that  
20 (~~is~~~~are~~) are necessary for someone to be successful in the relevant  
21 field;

22 (8) Providing technical assistance to schools and school districts,  
23 including working with counselors in support of the math, science, and  
24 technology programs; and

25 (9) Reporting annually to the legislature about the actions taken  
26 to provide statewide coordination for math, science, and technology.

27 **Sec. 5.** RCW 28A.630.035 and 2006 c 113 s 3 are each amended to  
28 read as follows:

29 (1) The legislature finds that the complexity of modern political  
30 life has created a demand for informed citizens who are willing not  
31 only to vote, but also to participate in the elections process.

32 (2) The purpose of this section is to create a pilot project to  
33 help graduate students who are better voters, better citizens, and who  
34 are ready to take an informed and responsible place in society.

35 (3) The office of the superintendent of public instruction, within  
36 funds available for this purpose, shall work with selected county  
37 auditors' offices to develop an interactive high school civics



1 curriculum to help students learn how to become informed citizens. The  
2 curriculum shall meet the requirements for the office of the  
3 superintendent of public instruction's classroom-based assessments.  
4 Staff from the office of the superintendent of public instruction shall  
5 work directly in the curriculum development.

6 (4) Counties (~~shall~~) may apply to, and be selected by, the office  
7 of the superintendent of public instruction to participate in the pilot  
8 project under this section. A maximum of fifteen counties may  
9 participate.

10 (5) The curriculum shall include, but not be limited to:

11 (a) Local government organization;

12 (b) A discussion of ballot measures, initiatives, and referenda;

13 (c) The role of the precinct in defining ballots, candidates, and  
14 political activities;

15 (d) The roles and responsibilities of taxing jurisdictions in  
16 establishing ballot measures; and

17 (e) The work of conducting elections.

18 (6) The study may include in the curriculum civics essential  
19 academic learning requirements relating to examining representative  
20 government and citizen participation and analyzing the purposes and  
21 organization of government and laws.

22 (7) To the extent funds are available, a curriculum guide shall be  
23 developed that will help teachers and students maximize the learning of  
24 key issues in civics, and shall include strategies for helping students  
25 develop voters' guide information for ballot issues and candidates who  
26 appear on the ballot. This guide should incorporate ideas from other  
27 Washington state civics education programs, such as "We the People" and  
28 "Project Citizen." The guide should also present ideas for sharing the  
29 results of an election with the larger community and with local  
30 government officials in productive, meaningful ways.

31 (8) In addition to the required components of the pilot project  
32 under this section, other activities may be included in the project,  
33 such as:

34 (a) Conducting mock county elections at schools; and

35 (b) Preparing an advisory issue on which the school would vote,  
36 including issue preparation, conducting the election, and preparing a  
37 presentation to a local government official on the results of the  
38 advisory issue.

1 (9) The pilot project shall operate for the 2006-07 and 2007-08  
2 school years.

3 ~~((10) Funds for the pilot project shall be made available to the  
4 office of the superintendent of public instruction for a contract  
5 position in civics curriculum and for support costs for soliciting and  
6 implementing volunteer participation.~~

7 ~~(11))~~ The office of the superintendent of public instruction shall  
8 adopt rules to implement this section, including rules specifying  
9 selection criteria for counties that wish to participate.

10 ~~((12))~~ (11) The superintendent of public instruction shall  
11 provide an interim report to appropriate committees of the legislature  
12 by December 1, 2008, and a final report by December 1, 2009, detailing  
13 the results of the project and budget recommendations for expansion, if  
14 appropriate.

15 ~~((13))~~ (12) This section expires January 31, 2010.

16 **Sec. 6.** RCW 28A.300.130 and 2008 c 165 s 1 are each amended to  
17 read as follows:

18 (1) To facilitate access to information and materials on  
19 educational improvement and research, the superintendent of public  
20 instruction, to the extent funds are appropriated, shall establish the  
21 center for the improvement of student learning. The center shall work  
22 in conjunction with parents, educational service districts,  
23 institutions of higher education, and education, parent, community, and  
24 business organizations.

25 (2) The center, to the extent funds are appropriated for this  
26 purpose, and in conjunction with other staff in the office of the  
27 superintendent of public instruction, shall:

28 (a) Serve as a clearinghouse for information regarding successful  
29 educational improvement and parental involvement programs in schools  
30 and districts, and information about efforts within institutions of  
31 higher education in the state to support educational improvement  
32 initiatives in Washington schools and districts;

33 (b) Provide best practices research that can be used to help  
34 schools develop and implement: Programs and practices to improve  
35 instruction; systems to analyze student assessment data, with an  
36 emphasis on systems that will combine the use of state and local data  
37 to monitor the academic progress of each and every student in the

1 school district; comprehensive, school-wide improvement plans; school-  
2 based shared decision-making models; programs to promote lifelong  
3 learning and community involvement in education; school-to-work  
4 transition programs; programs to meet the needs of highly capable  
5 students; programs and practices to meet the needs of students with  
6 disabilities; programs and practices to meet the diverse needs of  
7 students based on gender, racial, ethnic, economic, and special needs  
8 status; research, information, and technology systems; and other  
9 programs and practices that will assist educators in helping students  
10 learn the essential academic learning requirements;

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

13 (d) Work with appropriate organizations to inform teachers,  
14 district and school administrators, and school directors about the  
15 waivers available and the broadened school board powers under RCW  
16 28A.320.015;

17 (e) Provide training and consultation services, including  
18 conducting regional summer institutes;

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

22 (g) Work with parents, teachers, and school districts in  
23 establishing a model absentee notification procedure that will properly  
24 notify parents when their student has not attended a class or has  
25 missed a school day. The office of the superintendent of public  
26 instruction shall consider various types of communication with parents  
27 including, but not limited to, electronic mail, phone, and postal mail;  
28 and

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

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

33 (4) The superintendent may enter into contracts with individuals or  
34 organizations including but not limited to: School districts;  
35 educational service districts; educational organizations; teachers;  
36 higher education faculty; institutions of higher education; state  
37 agencies; business or community-based organizations; and other  
38 individuals and organizations to accomplish the duties and

1 responsibilities of the center. In carrying out the duties and  
2 responsibilities of the center, the superintendent, whenever possible,  
3 shall use practitioners to assist agency staff as well as assist  
4 educators and others in schools and districts.

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

14 **Sec. 7.** RCW 28A.245.060 and 2007 c 463 s 7 are each amended to  
15 read as follows:

16 To the extent funds are available, the superintendent of public  
17 instruction shall assign at least one full-time equivalent staff  
18 position within the office of the superintendent of public instruction  
19 to serve as the director of skill centers.

20 **Sec. 8.** RCW 28A.625.020 and 1991 c 255 s 1 are each amended to  
21 read as follows:

22 (1) The superintendent of public instruction shall establish an  
23 annual award program for excellence in education to recognize teachers,  
24 principals, administrators, classified staff, school district  
25 superintendents, and school boards for their leadership, contributions,  
26 and commitment to education. The program shall recognize annually:

27 ~~((+1))~~ (a) Five teachers from each congressional district of the  
28 state. One individual must be an elementary level teacher, one must be  
29 a junior high or middle school level teacher, and one must be a  
30 secondary level teacher. Teachers shall include educational staff  
31 associates;

32 ~~((+2))~~ (b) Five principals or administrators from the state;

33 ~~((+3))~~ (c) One school district superintendent from the state;

34 ~~((+4))~~ (d) One school district board of directors from the state;

35 and

1       (~~(5)~~) (e) Three classified staff from each congressional district  
2 of the state.

3       (2) Implementation of the program in this section is contingent on  
4 the provision of funds available for this purpose.

5       **Sec. 9.** RCW 28A.300.520 and 2007 c 384 s 5 are each amended to  
6 read as follows:

7       (1) The superintendent of public instruction shall review current  
8 policies and assess the adequacy and availability of programs targeted  
9 at children who have a parent who is incarcerated in a department of  
10 corrections facility. The superintendent of public instruction shall  
11 adopt policies that support the children of incarcerated parents and  
12 meet their needs with the goal of facilitating normal child  
13 development, including maintaining adequate academic progress, while  
14 reducing intergenerational incarceration.

15       (2) To the extent funds are available, the superintendent shall  
16 conduct the following activities to assist in implementing the  
17 requirements of subsection (1) of this section:

18       (a) Gather information and data on the students who are the  
19 children of inmates incarcerated in department of corrections  
20 facilities; and

21       (b) Participate in the children of incarcerated parents advisory  
22 committee and report information obtained under this section to the  
23 advisory committee.

24       **Sec. 10.** RCW 28A.320.125 and 2007 c 406 s 1 are each amended to  
25 read as follows:

26       (1) The legislature considers it to be a matter of public safety  
27 for public schools and staff to have current safe school plans and  
28 procedures in place, fully consistent with federal law. The  
29 legislature further finds and intends, by requiring safe school plans  
30 to be in place, that school districts will become eligible for federal  
31 assistance. The legislature further finds that schools are in a  
32 position to serve the community in the event of an emergency resulting  
33 from natural disasters or man-made disasters.

34       (2) Schools and school districts shall consider the guidance  
35 provided by the superintendent of public instruction, including the  
36 comprehensive school safety checklist and the model comprehensive safe

1 school plans that include prevention, intervention, all hazard/crisis  
2 response, and postcrisis recovery, when developing their own individual  
3 comprehensive safe school plans. Each school district shall adopt, no  
4 later than September 1, 2008, and implement a safe school plan  
5 consistent with the school mapping information system pursuant to RCW  
6 36.28A.060. The plan shall:

7 (a) Include required school safety policies and procedures;

8 (b) Address emergency mitigation, preparedness, response, and  
9 recovery;

10 (c) Include provisions for assisting and communicating with  
11 students and staff, including those with special needs or disabilities;

12 (d) Use the training guidance provided by the Washington emergency  
13 management division of the state military department in collaboration  
14 with the Washington state office of the superintendent of public  
15 instruction school safety center and the school safety center advisory  
16 committee;

17 (e) Require the building principal to be certified on the incident  
18 command system;

19 (f) Take into account the manner in which the school facilities may  
20 be used as a community asset in the event of a community-wide  
21 emergency; and

22 (g) Set guidelines for requesting city or county law enforcement  
23 agencies, local fire departments, emergency service providers, and  
24 county emergency management agencies to meet with school districts and  
25 participate in safety-related drills (~~annually~~).

26 (3) To the extent funds are available, school districts shall  
27 annually:

28 (a) Review and update safe school plans in collaboration with local  
29 emergency response agencies;

30 (b) Conduct an inventory of all hazardous materials;

31 (c) Update information on the school mapping information system to  
32 reflect current staffing and updated plans, including:

33 (i) Identifying all staff members who are trained on the national  
34 incident management system, trained on the incident command system, or  
35 are certified on the incident command system; and

36 (ii) Identifying school transportation procedures for evacuation,  
37 to include bus staging areas, evacuation routes, communication systems,

1 parent-student reunification sites, and secondary transportation  
2 agreements consistent with the school mapping information system; and

3 (d) Provide information to all staff on the use of emergency  
4 supplies and notification and alert procedures.

5 (4) To the extent funds are available, school districts (~~are~~  
6 ~~required to~~) shall annually record and report on the information and  
7 activities required in subsection (3) of this section to the Washington  
8 association of sheriffs and police chiefs.

9 (5) School districts are encouraged to work with local emergency  
10 management agencies and other emergency responders to conduct one  
11 tabletop exercise, one functional exercise, and two full-scale  
12 exercises within a four-year period.

13 (6) Schools shall conduct no less than one safety-related drill  
14 each month that school is in session. Schools shall complete no less  
15 than one drill using the school mapping information system, one drill  
16 for lockdowns, one drill for shelter-in-place, and six drills for fire  
17 evacuation in accordance with the state fire code. Schools should  
18 consider drills for earthquakes, tsunamis, or other high-risk local  
19 events. Schools shall document the date and time of such drills. This  
20 subsection is intended to satisfy all federal requirements for  
21 comprehensive school emergency drills and evacuations.

22 (7) Educational service districts are encouraged to apply for  
23 federal emergency response and crisis management grants with the  
24 assistance of the superintendent of public instruction and the  
25 Washington emergency management division of the state military  
26 department.

27 (8) The superintendent of public instruction may adopt rules to  
28 implement provisions of this section. These rules may include, but are  
29 not limited to, provisions for evacuations, lockdowns, or other  
30 components of a comprehensive safe school plan.

--- END ---