

1 1891-S2 AMS EDU S2515.1

2 2SHB 1891 - S COMM AMD
3 By Committee on Education

4

5 Strike everything after the enacting clause and insert the
6 following:

7

"Part 1

8

Second Grade Accuracy and Fluency Assessment

9 **Sec. 101.** RCW 28A.300.310 and 1997 c 262 s 2 are each amended to
10 read as follows:

11 (1) The superintendent of public instruction shall identify a
12 collection of ~~((tests))~~ reading passages and assessment procedures that
13 can be used to measure second grade oral reading accuracy and fluency
14 skills. The purpose of the second grade reading ~~((test))~~ assessment is
15 to provide information to parents, teachers, and school administrators
16 on the level of acquisition of oral reading accuracy and fluency skills
17 of each student at the beginning of second grade. The assessment
18 procedures and each of the ~~((tests))~~ reading passages in the collection
19 must:

20 (a) Provide a reliable and valid measure of ~~((a))~~ a student's
21 oral reading accuracy and fluency skills;

22 (b) Be able to be individually administered;

23 (c) Have been approved by a panel of nationally recognized
24 professionals in the area of beginning reading, whose work has been
25 published in peer-reviewed education research journals, and
26 professionals in the area of measurement and assessment; and

27 (d) Assess student skills in recognition of letter sounds, phonemic
28 awareness, word recognition, and reading connected text. Text used for
29 the test of fluency must be ordered in relation to difficulty.

30 (2) The superintendent of public instruction shall select ~~((tests))~~
31 reading passages for use by schools and school districts participating
32 in pilot projects under RCW 28A.300.320 during the 1997-98 school year.
33 The final collection must be selected by June 30, 1998. The
34 superintendent of public instruction may add reading passages to the
35 initial list if the passages are comparable in format to the initial

1 passages approved by the expert panel in subsection (1) of this
2 section.

3 (3) The superintendent of public instruction shall develop a per-
4 pupil cost for ~~((each of))~~ the ~~((tests))~~ assessments in the collection
5 that details the costs for administering the assessments, booklets,
6 scoring ~~((services))~~, and training required to reliably administer the
7 test. To the extent funds are appropriated, the superintendent of
8 public instruction shall pay for the cost of administering and scoring
9 the assessments, booklets or other ~~((testing))~~ assessment material,
10 ~~((scoring services,))~~ and training required to administer the test.

11 **Sec. 102.** RCW 28A.300.320 and 1998 c 319 s 201 are each amended to
12 read as follows:

13 (1) The superintendent of public instruction shall create a pilot
14 project to identify which second grade reading ~~((tests))~~ assessments
15 selected under RCW 28A.300.310 will be included in the final collection
16 of ~~((tests))~~ assessments that must be available by June 30, 1998.

17 (2) Schools and school districts may voluntarily participate in the
18 second grade reading test pilot projects in the 1997-98 school year.
19 Schools and school districts voluntarily participating in the pilot
20 project test are not required to have the results available by the fall
21 parent-teacher conference.

22 (3)(a) Starting in the 1998-99 school year, school districts must
23 select ~~((a test))~~ an assessment from the collection adopted by the
24 superintendent of public instruction. Selection must be at the entire
25 school district level ~~((and must remain in place at that school~~
26 ~~district for at least three years))~~.

27 (b) The second grade reading ~~((test))~~ assessment selected by the
28 school district must be administered annually in the fall beginning
29 with the 1998-99 school year. Students who score substantially below
30 grade level when ~~((tested))~~ assessed in the fall shall be ~~((tested))~~
31 assessed at least one more time during the second grade. ~~((Test))~~
32 Assessment performance deemed to be "substantially below grade level"
33 is to be determined for each ~~((test))~~ passage in the collection by the
34 superintendent of public instruction ~~((during the pilot year of 1997-~~
35 ~~98))~~.

36 (c) If a student, while taking the ~~((test))~~ assessment, reaches a
37 point at which the student's performance will be considered
38 "substantially below grade level" regardless of the student's

1 performance on the remainder of the ~~((test))~~ assessment, the ~~((test))~~
2 assessment may be discontinued.

3 (d) Each school must have the ~~((test))~~ assessment results available
4 by the fall parent-teacher conference. Schools must notify parents
5 about the second grade reading ~~((test))~~ assessment during the
6 conferences, inform the parents of their students' performance on the
7 ~~((test))~~ assessment, identify actions the school intends to take to
8 improve the child's reading skills, and provide parents with strategies
9 to help the parents improve their child's score.

10 Part 2

11 Changes to Third Grade Basic Skills Norm-Referenced Test

12 **Sec. 201.** RCW 28A.230.190 and 1998 c 319 s 202 are each amended to
13 read as follows:

14 (1) School districts shall ~~((test))~~ assess students for second
15 grade reading accuracy and fluency skills starting in the 1998-99
16 school year as provided in RCW 28A.300.320.

17 (2) The superintendent of public instruction shall prepare and
18 conduct, with the assistance of school districts, a norm-referenced
19 standardized achievement test to be given annually to all pupils in
20 grade three. The test shall assess students' basic skills in reading
21 and mathematics~~((, and shall focus upon appropriate input variables))~~.
22 Results of such tests and relevant student, school, and district
23 characteristics shall be compiled annually by the superintendent of
24 public instruction, who shall make those results available annually to
25 the public, to the legislature, to all local school districts, and
26 subsequently to parents of those children tested. The results shall
27 allow parents to ascertain the achievement levels ~~((and input~~
28 ~~variables))~~ of their children as compared with the other students
29 within the district, the state, and~~((, if applicable,))~~ the nation.

30 ~~((3) The superintendent of public instruction shall report~~
31 ~~annually to the legislature on the achievement levels of students in~~
32 ~~grade three.))~~

33 Part 3

34 Sixth Grade Basic Skills Norm-Referenced Test

1 fashion ((and in a manner consistent with the purposes of RCW
2 28A.230.220 through 28A.230.260)).

3 (2) Upon request, the superintendent of public instruction shall
4 make available to requesting school districts the inventory used to
5 collect information about students' interests and plans for high school
6 and beyond for use by students in the eighth grade. To the extent
7 funds are appropriated, the superintendent shall provide the inventory,
8 tabulation services, and reporting at no cost or at reduced cost to
9 school districts.

10 **Part 5**

11 **Washington Assessment of Student Learning - Science,**
12 **Social Studies, Arts, Health, and Fitness Assessments**

13 **Sec. 501.** RCW 28A.630.885 and 1998 c 225 s 1 are each amended to
14 read as follows:

15 (1) The Washington commission on student learning is hereby
16 established. The primary purposes of the commission are to identify
17 the knowledge and skills all public school students need to know and be
18 able to do based on the student learning goals in RCW 28A.150.210, to
19 develop student assessment and school accountability systems, to review
20 current school district data reporting requirements and make
21 recommendations on what data is necessary for the purposes of
22 accountability and meeting state information needs, and to take other
23 steps necessary to develop a performance-based education system. The
24 commission shall include three members of the state board of education,
25 three members appointed by the governor before July 1, 1992, and five
26 members appointed no later than June 1, 1993, by the governor elected
27 in the November 1992 election. The governor shall appoint a chair from
28 the commission members, and fill any vacancies in gubernatorial
29 appointments that may occur. The state board of education shall fill
30 any vacancies of state board of education appointments that may occur.
31 In making the appointments, educators, business leaders, and parents
32 shall be represented, and nominations from state-wide education,
33 business, and parent organizations shall be requested. Efforts shall
34 be made to ensure that the commission reflects the racial and ethnic
35 diversity of the state's K-12 student population and that the major
36 geographic regions in the state are represented. Appointees shall be
37 qualified individuals who are supportive of educational restructuring,

1 who have a positive record of service, and who will devote sufficient
2 time to the responsibilities of the commission to ensure that the
3 objectives of the commission are achieved.

4 (2) The commission shall establish advisory committees. Membership
5 of the advisory committees shall include, but not necessarily be
6 limited to, professionals from the office of the superintendent of
7 public instruction and the state board of education, and other state
8 and local educational practitioners and student assessment specialists.

9 (3) The commission, with the assistance of the advisory committees,
10 shall:

11 (a) Develop essential academic learning requirements based on the
12 student learning goals in RCW 28A.150.210. Essential academic learning
13 requirements shall be developed, to the extent possible, for each of
14 the student learning goals in RCW 28A.150.210. Goals one and two shall
15 be considered primary. Essential academic learning requirements for
16 RCW 28A.150.210(1), goal one, and the mathematics component of RCW
17 28A.150.210(2), goal two, shall be completed no later than March 1,
18 1995. Essential academic learning requirements that incorporate the
19 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
20 four, shall be completed no later than March 1, 1996. To the maximum
21 extent possible, the commission shall integrate goal four and the
22 knowledge and skill areas in the other goals in the development of the
23 essential academic learning requirements;

24 (b)(i) The commission and superintendent of public instruction
25 shall (~~present to the state board of education and superintendent of~~
26 ~~public instruction~~) develop a state-wide academic assessment system
27 for use in the elementary, middle, and high school years designed to
28 determine if each student has (~~mastered~~) learned the essential
29 academic learning requirements identified in (a) of this subsection.
30 The academic assessment system shall include a variety of assessment
31 methods, including criterion-referenced and performance-based measures.
32 Performance standards for determining if a student has successfully
33 completed an assessment shall be (~~initially~~) determined by the
34 commission and the superintendent of public instruction in consultation
35 with the advisory committees required in subsection (2) of this
36 section.

37 (ii) The assessment system shall be designed so that the results
38 under the assessment system are used by educators as tools to evaluate
39 instructional practices, and to initiate appropriate educational

1 support for students who have not ((mastered)) learned the essential
2 academic learning requirements at the appropriate periods in the
3 student's educational development.

4 (iii) Assessments measuring the essential academic learning
5 requirements ((developed for RCW 28A.150.210(1) and the mathematics
6 component of RCW 28A.150.210(2) referred to in this section as reading,
7 writing, communications, and mathematics shall be developed and
8 initially implemented by the commission before transferring the
9 assessment system to the superintendent of public instruction on June
10 30, 1999. The elementary assessments for reading, writing,
11 communications, and mathematics shall be available for use by school
12 districts no later than the 1996-97 school year, the middle school
13 assessment no later than the 1997-98 school year, and the high school
14 assessment no later than the 1998-99 school year, unless the
15 legislature takes action to delay or prevent implementation of the
16 assessment system and essential academic learning requirements.
17 Assessments measuring the essential academic learning requirements
18 developed for the science component of RCW 28A.150.210(2) at the middle
19 school and high school levels shall be available for use by districts
20 no later than the 1998-99 school year)) shall be available for
21 voluntary use by school districts and shall be required to be
22 administered by school districts according to the following schedule
23 unless the legislature takes action to delay or prevent implementation
24 of the assessment system and essential academic learning requirements.

	<u>Assessments</u> <u>available for</u> <u>voluntary use</u> <u>(School years)</u>	<u>Assessments</u> <u>required to be</u> <u>administered</u> <u>(School years)</u>
<u>Reading, Writing,</u>		
<u>Communication, Mathematics</u>		
- <u>Elementary school</u>	<u>1996-97</u>	<u>1997-98</u>
- <u>Middle school</u>	<u>1997-98</u>	<u>2000-01</u>
- <u>High school</u>	<u>1998-99</u>	<u>2000-01</u>
<u>Science</u>		
- <u>Middle and high school</u>	<u>1999-00</u>	<u>2000-01</u>
- <u>Elementary school</u>	<u>2001-02</u>	<u>2004-05</u>
<u>Social Studies</u>		
- <u>Elementary, middle,</u>	<u>2002-03</u>	<u>2005-06</u>

1 and high school

2 **Arts**

3 - Middle and high school 2003-04 2006-07

4 - Elementary school 2003-04 2007-08

5 **Health, Fitness**

6 - Middle and high school 2003-04 2006-07

7 - Elementary school 2003-04 2007-08

8 The completed assessments and assessments still in development
9 shall be transferred by the commission on student learning to the
10 superintendent of public instruction by June 30, 1999(~~(, unless the~~
11 ~~legislature takes action to delay implementation of the assessment~~
12 ~~system and essential academic learning requirements. The~~
13 ~~superintendent shall continue the development of assessments on the~~
14 ~~following schedule: The history, civics, and geography assessments at~~
15 ~~the middle and high school levels shall be available for use by~~
16 ~~districts no later than the 2000-01 school year; the arts assessment~~
17 ~~for middle and high school levels shall be available for use by~~
18 ~~districts no later than the 2000-01 school year; and the health and~~
19 ~~fitness assessments for middle and high school levels shall be~~
20 ~~available no later than the 2001-02 school year. The elementary~~
21 ~~science assessment shall be available for use by districts not later~~
22 ~~than the 2001-02 school year. The commission or the superintendent, as~~
23 ~~applicable, shall upon request, provide opportunities for the education~~
24 ~~committees of the house of representatives and the senate to review the~~
25 ~~assessments and proposed modifications to the essential academic~~
26 ~~learning requirements before the modifications are adopted. By~~
27 ~~December 15, 1998, the commission on student learning shall recommend~~
28 ~~to the appropriate committees of the legislature a revised timeline for~~
29 ~~implementing these assessments and when the school districts should be~~
30 ~~required to participate. All school districts shall be required to~~
31 ~~participate in the history, civics, geography, arts, health, fitness,~~
32 ~~and elementary science assessments in the third year after the~~
33 ~~assessments are available to school districts)).~~

34 (iv) To the maximum extent possible, the commission and the
35 superintendent of public instruction shall integrate knowledge and
36 skill areas in development of the assessments.

37 ~~((iv))~~ Assessments for goals three and four of RCW 28A.150.210
38 shall be integrated in the essential academic learning requirements and

1 assessments for goals one and two. ((Before the 1997-98 school year,
2 the elementary assessment system in reading, writing, communications,
3 and mathematics shall be optional. School districts that desire to
4 participate before the 1997-98 school year shall notify the commission
5 on student learning in a manner determined by the commission.
6 Beginning in the 1997-98 school year, school districts shall be
7 required to participate in the elementary assessment system for
8 reading, writing, communications, and mathematics. Before the 2000-01
9 school year, participation by school districts in the middle school and
10 high school assessment system for reading, writing, communications,
11 mathematics, and science shall be optional. School districts that
12 desire to participate before the 1998-99 school year shall notify the
13 commission on student learning in a manner determined by the commission
14 on student learning. Schools that desire to participate after the
15 1998-99 school year, shall notify the superintendent of public
16 instruction in a manner determined by the superintendent. Beginning in
17 the 2000-01 school year, all school districts shall be required to
18 participate in the assessment system for reading, writing,
19 communications, mathematics, and science.))

20 (v) The commission on student learning may modify the essential
21 academic learning requirements and the assessments ((for reading,
22 writing, communications, mathematics, and science)), as needed, before
23 June 30, 1999. The superintendent of public instruction may modify the
24 essential academic learning requirements and the assessments, as
25 needed, after June 30, 1999. The commission and superintendent shall,
26 upon request, provide opportunities for the education committees of the
27 house of representatives and the senate to review the assessments and
28 proposed modifications to the essential academic learning requirements
29 before the modifications are adopted.

30 (vi) The commission and the superintendent of public instruction
31 shall develop assessments that are directly related to the essential
32 academic learning requirements, and are not biased toward persons with
33 different learning styles, racial or ethnic backgrounds, or on the
34 basis of gender;

35 (c) After a determination is made by the state board of education
36 that the high school assessment system has been implemented and that it
37 is sufficiently reliable and valid, successful completion of the high
38 school assessment shall lead to a certificate of mastery. The
39 certificate of mastery shall be obtained by most students at about the

1 age of sixteen, and is evidence that the student has successfully
2 mastered the essential academic learning requirements during his or her
3 educational career. The certificate of mastery shall be required for
4 graduation but shall not be the only requirement for graduation. The
5 commission shall make recommendations to the state board of education
6 regarding the relationship between the certificate of mastery and high
7 school graduation requirements. Upon achieving the certificate of
8 mastery, schools shall provide students with the opportunity to pursue
9 career and educational objectives through educational pathways that
10 emphasize integration of academic and vocational education.
11 Educational pathways may include, but are not limited to, programs such
12 as work-based learning, school-to-work transition, tech prep,
13 vocational-technical education, running start, and preparation for
14 technical college, community college, or university education. Any
15 middle school, junior high school, or high school using educational
16 pathways shall ensure that all participating students will continue to
17 have access to the courses and instruction necessary to meet admission
18 requirements at baccalaureate institutions. Students shall be allowed
19 to enter the educational pathway of their choice. Before accepting a
20 student into an educational pathway, the school shall inform the
21 student's parent of the pathway chosen, the opportunities available to
22 the student through the pathway, and the career objectives the student
23 will have exposure to while pursuing the pathway. Parents and students
24 dissatisfied with the opportunities available through the selected
25 educational pathway shall be provided with the opportunity to transfer
26 the student to any other pathway provided in the school. Schools may
27 not develop educational pathways that retain students in high school
28 beyond the date they are eligible to graduate, and may not require
29 students who transfer between pathways to complete pathway requirements
30 beyond the date the student is eligible to graduate;

31 (d) Consider methods to address the unique needs of special
32 education students when developing the assessments in (b) and (c) of
33 this subsection;

34 (e) Consider methods to address the unique needs of highly capable
35 students when developing the assessments in (b) and (c) of this
36 subsection;

37 (f) Develop recommendations on the time, support, and resources,
38 including technical assistance, needed by schools and school districts
39 to help students achieve the essential academic learning requirements.

1 These recommendations shall include an estimate for the legislature,
2 superintendent of public instruction, and governor on the expected cost
3 of implementing the academic assessment system;

4 (g) Develop recommendations for consideration by the higher
5 education coordinating board for adopting college and university
6 entrance requirements for public school students that are consistent
7 with the essential academic learning requirements and the certificate
8 of mastery;

9 (h) Review current school district data reporting requirements for
10 the purposes of accountability and meeting state information needs.
11 The commission on student learning shall report recommendations to the
12 joint select committee on education restructuring by September 15,
13 1996, on:

14 (i) What data is necessary to compare how school districts are
15 performing before the essential academic learning requirements and the
16 assessment system are implemented with how school districts are
17 performing after the essential academic learning requirements and the
18 assessment system are implemented; and

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

22 (i) Recommend to the legislature, governor, state board of
23 education, and superintendent of public instruction:

24 (i) A state-wide accountability system to monitor and evaluate
25 accurately and fairly at elementary, middle, and high schools the level
26 of learning occurring in individual schools and school districts with
27 regard to the goals included in RCW 28A.150.210 (1) through (4). The
28 accountability system must assess each school individually against its
29 own baseline, schools with similar characteristics, and schools state-
30 wide. The system shall include school-site, school district, and
31 state-level accountability reports;

32 (ii) A school assistance program to help schools and school
33 districts that are having difficulty helping students meet the
34 essential academic learning requirements as measured by performance on
35 the elementary, middle school, and high school assessments;

36 (iii) A system to intervene in schools and school districts in
37 which significant numbers of students persistently fail to learn the
38 essential academic learning requirements or meet the standards

1 established for the elementary, middle school, and high school
2 assessments; and

3 (iv) An awards program to provide incentives to school staff to
4 help their students learn the essential academic learning requirements,
5 with each school being assessed individually against its own baseline,
6 schools with similar characteristics, and the state-wide average.
7 Incentives shall be based on the rate of percentage change of students
8 achieving the essential academic learning requirements and progress on
9 meeting the state-wide average. School staff shall determine how the
10 awards will be spent.

11 The commission shall make recommendations regarding a state-wide
12 accountability system for reading in grades kindergarten through four
13 by November 1, 1997. Recommendations for an accountability system in
14 the other subject areas and grade levels shall be made no later than
15 June 30, 1999;

16 (j) Report annually by December 1st to the legislature, the
17 governor, the superintendent of public instruction, and the state board
18 of education on the progress, findings, and recommendations of the
19 commission; and

20 (k) Make recommendations to the legislature and take other actions
21 necessary or desirable to help students meet the student learning
22 goals.

23 (4) The commission shall coordinate its activities with the state
24 board of education and the office of the superintendent of public
25 instruction.

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

29 (6) The commission shall select an entity to provide staff support
30 and the office of the superintendent of public instruction shall
31 provide administrative oversight and be the fiscal agent for the
32 commission. The commission may direct the office of the superintendent
33 of public instruction to enter into subcontracts, within the
34 commission's resources, with school districts, teachers, higher
35 education faculty, state agencies, business organizations, and other
36 individuals and organizations to assist the commission in its
37 deliberations.

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

1 (8)(a) By September 30, 1997, the commission on student learning,
2 the state board of education, and the superintendent of public
3 instruction shall jointly present recommendations to the education
4 committees of the house of representatives and the senate regarding the
5 high school assessments, the certificate of mastery, and high school
6 graduation requirements.

7 In preparing recommendations, the commission on student learning
8 shall convene an ad hoc working group to address questions, including:

9 (i) What type of document shall be used to identify student
10 performance and achievement and how will the document be described?

11 (ii) Should the students be required to pass the high school
12 assessments in all skill and content areas, or only in select skill and
13 content areas, to graduate?

14 (iii) How will the criteria for establishing the standards for
15 passing scores on the assessments be determined?

16 (iv) What timeline should be used in phasing-in the assessments as
17 a graduation requirement?

18 (v) What options may be used in demonstrating how the results of
19 the assessments will be displayed in a way that is meaningful to
20 students, parents, institutions of higher education, and potential
21 employers?

22 (vi) Are there other or additional methods by which the assessments
23 could be used to identify achievement such as endorsements, standards
24 of proficiency, merit badges, or levels of achievement?

25 (vii) Should the assessments and certificate of mastery be used to
26 satisfy college or university entrance criteria for public school
27 students? If yes, how should these methods be phased-in?

28 (b) The ad hoc working group shall report its recommendations to
29 the commission on student learning, the state board of education, and
30 the superintendent of public instruction by June 15, 1997. The
31 commission shall report the ad hoc working group's recommendations to
32 the education committees of the house of representatives and senate by
33 July 15, 1997. Final recommendations of the commission on student
34 learning, the state board of education, and the superintendent of
35 public instruction shall be presented to the education committees of
36 the house of representatives and the senate by September 30, 1997.

37 (9) The Washington commission on student learning shall expire on
38 June 30, 1999.

Part 6
Miscellaneous

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NEW SECTION. **Sec. 601.** Part headings used in this act are not any part of the law.

Sec. 602. RCW 28A.230.250 and 1990 c 101 s 4 are each amended to read as follows:

The superintendent of public instruction shall coordinate both the procedures and the content of the ~~((eighth and eleventh grade assessments))~~ tests and assessments required by the state to maximize the value of the information provided to students as they progress ~~((from eighth grade through high school))~~ and to teachers and parents about students' talents, interests, and academic needs or deficiencies so that appropriate programs can be provided to enhance the likelihood of students' success both in ~~((terms of high))~~ school ~~((graduation))~~ and beyond ~~((high school))~~.

Sec. 603. RCW 28A.230.195 and 1992 c 141 s 401 are each amended to read as follows:

(1) If students' scores on the test or assessments under RCW 28A.230.190, 28A.230.230, and ~~((28A.230.240))~~ 28A.630.885 indicate that students need help in identified areas, the school district shall ~~((adjust the curriculum in the identified areas))~~ evaluate its instructional practices and make appropriate adjustments.

(2) Each school district shall notify the parents of each student of their child's performance on the test and assessments conducted under this chapter.

NEW SECTION. **Sec. 604.** The following acts or parts of acts are each repealed:

- (1) RCW 28A.230.210 (Washington life skills test--Development and review--Use by school districts) and 1984 c 278 s 11;
- (2) RCW 28A.230.220 (High school and beyond assessment program) and 1990 c 101 s 1; and
- (3) RCW 28A.230.240 (Annual assessment of eleventh grade students) and 1990 c 101 s 3.

1 NEW SECTION. **Sec. 605.** The following acts or parts of acts are
2 each repealed:

- 3 (1) 1998 c 225 s 3 (uncodified);
4 (2) 1995 c 209 s 3 (uncodified); and
5 (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

6 NEW SECTION. **Sec. 606.** Section 605 of this act is necessary for
7 the immediate preservation of the public peace, health, or safety, or
8 support of the state government and its existing public institutions,
9 and takes effect immediately."

10 **2SHB 1891** - S COMM AMD
11 By Committee on Education

12
13 On page 1, line 1 of the title, after "assessments;" strike the
14 remainder of the title and insert "amending RCW 28A.300.310,
15 28A.300.320, 28A.230.190, 28A.230.230, 28A.630.885, 28A.230.250, and
16 28A.230.195; adding a new section to chapter 28A.230 RCW; creating a
17 new section; repealing RCW 28A.230.210, 28A.230.220, and 28A.230.240;
18 repealing 1998 c 225 s 3 (uncodified); repealing 1995 c 209 s 3
19 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203
20 (uncodified); and declaring an emergency."

--- END ---