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**SECOND SUBSTITUTE HOUSE BILL 1462**

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**State of Washington**

**56th Legislature**

**1999 Regular Session**

**By** House Committee on Appropriations (originally sponsored by Representatives Quall, Talcott, Haigh, Wensman, Stensen, Ogden, Santos, O'Brien, Rockefeller, Regala, Sullivan, Linville, Lantz, Lovick, Doumit, Reardon, Cooper, Scott, Dickerson, Kessler, Hatfield, Gombosky, Murray, Carlson, McIntire, Hurst, Edwards, Conway, Wood, Morris, Keiser, Fisher, Schual-Berke, Dunshee, D. Schmidt and Kenney)

Read first time 03/08/1999.

1 AN ACT Relating to K-12 accountability and assistance; amending RCW  
2 28A.630.889, 28A.320.205, and 28A.630.887; adding a new chapter to  
3 Title 28A RCW; creating new sections; recodifying RCW 28A.630.887;  
4 repealing RCW 28A.300.138; repealing 1998 c 225 s 3 (uncodified);  
5 repealing 1995 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 & 1992  
6 c 141 s 203 (uncodified); and declaring an emergency.

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

8

**PART 1**

9

**COMMISSION ON EDUCATIONAL ACCOUNTABILITY**

10 NEW SECTION. **Sec. 101.** (1) The Washington commission on  
11 educational accountability is established.

12 (2) The commission shall consist of seven members selected as  
13 follows:

14 (a) One member shall be appointed by and shall represent but shall  
15 not be the superintendent of public instruction;

16 (b) Two members shall be appointed by and shall represent the  
17 governor;

1 (c) Two members shall represent but shall not be members of the  
2 house of representatives. The two members, one nominated by each major  
3 caucus, shall be appointed by the speaker of the house of  
4 representatives; and

5 (d) Two members shall represent but shall not be members of the  
6 senate. The two members, one nominated by each major caucus, shall be  
7 appointed by the president of the senate.

8 (3) The commission shall appoint a chair from among the commission  
9 members.

10 (4) Appointees shall be qualified individuals who are supportive of  
11 educational improvement, who have a positive record of service, and who  
12 will devote sufficient time to the responsibilities of the commission  
13 to ensure that the objectives of the commission are achieved.

14 (5) Each appointing authority shall appoint its initial commission  
15 members by July 1, 1999. The first meeting of the commission shall be  
16 convened by the superintendent of public instruction no later than July  
17 30, 1999. The office of the superintendent of public instruction shall  
18 provide staff support to the commission until the commission has hired  
19 its own staff.

20 (6) Members shall serve for terms of four years, with the terms  
21 expiring on June 30th of the fourth year of the term. However, in the  
22 case of the initial members, one of the members appointed by the  
23 governor shall serve for a three-year term and both members appointed  
24 by the house of representatives shall serve for two-year terms, with  
25 each of the terms expiring on June 30th of the applicable year.

26 (7) Each appointing authority shall fill any vacancies in  
27 appointments that may occur.

28 NEW SECTION. **Sec. 102.** By September 5, 2000, the Washington  
29 commission on educational accountability shall recommend accountability  
30 policies to the governor and to the education and fiscal committees of  
31 the house of representatives and senate. The policies shall include,  
32 but need not be limited to:

33 (1) A graduated series of increasingly intensive school district  
34 and state intervention strategies for schools in which low-performance  
35 persists over an identified period of time, including options for  
36 budgeting and personnel.

37 (a) The strategies shall be formulated in accordance with the  
38 assumption that school districts have primary responsibility for

1 intervening in schools with relatively large numbers of students who  
2 are not achieving the essential academic learning requirements.  
3 However, if after a period of time, school district intervention is not  
4 successful, state intervention may be necessary.

5 (b) The strategies shall also be formulated in accordance with the  
6 assumption that the longer low performance persists, the less control  
7 and decision-making authority a school shall retain.

8 (c) In its deliberations, the commission may consider intervention  
9 strategies underway in Washington and other states, such as the type of  
10 graduated intervention system adopted by the Seattle school district;

11 (2) Additional assistance measures for students and schools; and

12 (3) Rewards for successful schools and school districts.

13 NEW SECTION. **Sec. 103.** The accountability duties of the  
14 Washington commission on educational accountability shall include, but  
15 are not limited to the following:

16 (1) The adoption of goals for Washington's educational  
17 accountability system, including the establishment of timelines for  
18 improving student performance for all subjects assessed in the  
19 Washington assessment of student learning. However, before each goal  
20 is implemented, the commission shall present the goal to the education  
21 and fiscal committees of the house of representatives and the senate  
22 for the committees' review and comment;

23 (2) The adoption of categories of school performance from  
24 successful to failed. The definitions may include a recognition of  
25 student achievement and a recognition of improvements in student  
26 performance;

27 (3) The identification of objective, systematic measures for each  
28 identified category;

29 (4) The identification of performance incentive systems that have  
30 improved student achievement;

31 (5) The identification of schools in which state intervention  
32 measures will be needed and the determination of appropriate  
33 intervention strategies;

34 (6) The determination of appropriate choice options within and  
35 outside the school district for students attending failed schools. The  
36 options shall include, but need not be limited to vocational education  
37 opportunities;

1 (7) A recommendation to the superintendent of public instruction of  
2 schools to be recognized for two types of accomplishments, student  
3 achievement and improvements in student achievement;

4 (8) The adoption of performance standards for determining if a  
5 student has successfully completed the Washington assessment of student  
6 learning. The commission shall set such performance standards in  
7 consultation with the superintendent of public instruction and after  
8 considering any recommendations that may be developed by such advisory  
9 committees as the commission may choose to establish for the purposes  
10 of this subsection.

11 NEW SECTION. **Sec. 104.** The powers and duties of the Washington  
12 commission on educational accountability shall include, but need not be  
13 limited to:

14 (1) The adoption of necessary rules;

15 (2) The establishment of advisory committees, which may include  
16 persons who are not members of the commission;

17 (3) The hiring of necessary staff and the determination of the  
18 staff's duties and compensation. However, the office of the  
19 superintendent of public instruction shall provide most of the  
20 technical assistance and logistical support needed by the commission;

21 (4) The receipt of per diem and travel allowances as permitted  
22 under RCW 43.03.050 and 43.03.060; and

23 (5) The holding of meetings and public hearings, including hearings  
24 on possible state interventions. If the commission finds that the  
25 school district's efforts have failed to improve student achievement  
26 over a reasonable period of time, the commission may recommend that the  
27 superintendent of public instruction implement one or more intervention  
28 strategies as may be authorized by law. At the direction of the  
29 commission, the superintendent shall intervene in the school district  
30 and take corrective actions authorized by law.

31 **PART 2**

32 **REPORTING RESULTS**

33 **Sec. 201.** RCW 28A.630.889 and 1998 c 319 s 301 are each amended to  
34 read as follows:

35 (1) By September 10, 1998, and by September 10th each year  
36 thereafter, the superintendent of public instruction shall:

1 (a) Report to schools, school districts, and the legislature on the  
2 results of the (~~fourth-grade~~) Washington assessment of student  
3 learning; and

4 (b) Post individual school results of the (~~fourth-grade~~)  
5 Washington assessment of student learning on the superintendent of  
6 public instruction's internet world-wide web site.

7 (2) The reports shall include the assessment results by school and  
8 school district, and include changes over time. Results shall be  
9 reported as follows:

10 (a) The percentage of students meeting the standards;

11 (b) The percentage of students performing at each level of the  
12 assessment; and

13 (c) A learning improvement index that shows changes in student  
14 performance within the different levels of student learning reported on  
15 the Washington assessment of student learning.

16 (3) Data regarding the different characteristics of schools, such  
17 as poverty levels, percent of English as a second language students,  
18 dropout rates, attendance, percent of students in special education,  
19 and student mobility shall also be reported so that districts and  
20 schools can learn from the improvement efforts of other schools and  
21 districts with similar characteristics.

22 (4) To protect the privacy of students, the results of schools and  
23 districts that test fewer than ten students in a grade level shall not  
24 be reported.

25 (5) The Washington commission on educational accountability shall  
26 annually review the reporting system to ensure fairness, accuracy,  
27 timeliness, and equity of opportunity, especially with regard to  
28 schools with special circumstances and unique populations of students,  
29 and recommend to the superintendent of public instruction needed  
30 improvements.

31 (6) The superintendent of public instruction shall monitor the  
32 percentage and number of special education and limited English-  
33 proficient students exempted from taking the assessments by schools and  
34 school districts to ensure the exemptions are in compliance with  
35 exemption guidelines.

36 (~~(2) This section expires July 1, 2006.~~)

37 **Sec. 202.** RCW 28A.320.205 and 1993 c 336 s 1006 are each amended  
38 to read as follows:

1 (1) Beginning with the 1994-95 school year, to provide the local  
2 community and electorate with access to information on the educational  
3 programs in the schools in the district, each school shall publish  
4 annually a school performance report and deliver the report to each  
5 parent with children enrolled in the school and make the report  
6 available to the community served by the school. The annual  
7 performance report shall be in a form that can be easily understood and  
8 be used by parents, guardians, and other members of the community who  
9 are not professional educators to make informed educational decisions.  
10 As data from the assessments in RCW 28A.630.885 becomes available, the  
11 annual performance report should enable parents, educators, and school  
12 board members to determine whether students in the district's schools  
13 are attaining mastery of the student learning goals under RCW  
14 28A.150.210, and other important facts about the schools' performance  
15 in assisting students to learn. The annual report shall make  
16 comparisons to a school's performance in preceding years and shall  
17 ~~((project goals in performance categories))~~ include school level goals  
18 under RCW 28A.630.887, student performance relative to the goals and  
19 the percentage of students performing at each level of the assessment,  
20 a comparison of student performance at each level of the assessment to  
21 the previous year's performance, and information regarding school-level  
22 plans to achieve the goals.

23 (2) The annual performance report shall include, but not be limited  
24 to: (a) A brief statement of the mission of the school and the school  
25 district; (b) enrollment statistics including student demographics; (c)  
26 expenditures per pupil for the school year; (d) a summary of student  
27 scores on all mandated tests, and a comparison of those scores with  
28 comparable Washington schools of similar demographic characteristics;  
29 (e) a concise annual budget report; (f) student attendance, graduation,  
30 and dropout rates; (g) information regarding the use and condition of  
31 the school building or buildings; (h) a brief description of the  
32 ~~((restructuring))~~ learning improvement plans for the school; (i) school  
33 safety indicators, including but not limited to, the number of  
34 suspensions and of violent incidents a year at the school and at  
35 school-sponsored events; (j) information on the credentials of teachers  
36 in the school, including, but not limited to, the number of teachers  
37 with advanced degrees, the number teaching out of their endorsement  
38 areas, the average number of years teachers in the school have been  
39 teaching, and the number of teachers who have passed Washington's

1 teacher assessments; (k) the types of choice options available to  
2 students at the school, including vocational education opportunities;  
3 and (l) an invitation to all parents and citizens to participate in  
4 school activities.

5 (3) The superintendent of public instruction shall develop by June  
6 30, 1994, and update periodically, a model report form, which shall  
7 also be adapted for computers, that schools may use to meet the  
8 requirements of subsections (1) and (2) of this section. In order to  
9 make school performance reports broadly accessible to the public, the  
10 superintendent of public instruction, to the extent feasible, shall  
11 make information on each school's report available on or through the  
12 superintendent's internet web site.

13 **PART 3**

14 **ASSISTANCE TO SCHOOLS**

15 NEW SECTION. Sec. 301. (1) To the extent funds are appropriated,  
16 the office of the superintendent of public instruction annually shall  
17 allocate accountability implementation funds to school districts. The  
18 purposes of the funds are to: Develop and update student learning  
19 improvement plans; implement curriculum materials and instructional  
20 strategies; provide staff professional development to implement the  
21 selected curricula and instruction; develop and implement assessment  
22 strategies and training in assessment scoring; and fund other  
23 activities intended to improve student learning for all students,  
24 including students with diverse needs. Activities funded by the  
25 allocations must be consistent with the school or district improvement  
26 plan, designed to improve the ability of teachers and other  
27 instructional certificated and classified staff to assist students in  
28 meeting the essential academic learning requirements, and designed to  
29 achieve state and local accountability goals.

30 (2) To be eligible for allocations in the 1999-2000 school year,  
31 school district superintendents and principals must certify that  
32 activities funded by accountability implementation funds will be in  
33 accordance with the requirements of this act. To be eligible for funds  
34 in the 2000-01 school year and thereafter, school district  
35 superintendents and school principals must certify that they have  
36 analyzed the use of state, federal, and local funds used for

1 professional development and planning and that these funds will be used  
2 in an effective manner to improve student learning.

3 (3) Schools receiving funds shall develop, update as needed, and  
4 keep on file a school student learning improvement plan to achieve the  
5 student learning goals and essential academic learning requirements and  
6 to implement the assessment system as it is developed. The plan shall  
7 delineate how the accountability implementation funds will be used to  
8 accomplish the requirements of this section. The plan shall be made  
9 available to the public and to others upon request.

10 (4) The amount of allocations shall be determined in the omnibus  
11 appropriations act.

12 (5) The state schools for the deaf and blind are eligible to  
13 receive allocations under this section.

14 (6) The superintendent of public instruction may adopt timelines  
15 and rules as necessary under chapter 34.05 RCW to administer the  
16 program, and require that schools and districts submit reports  
17 regarding the use of the funds.

18 NEW SECTION. **Sec. 302.** (1) In order to increase the availability  
19 and quality of technical assistance state-wide, the superintendent of  
20 public instruction, subject to available funding, may employ school  
21 improvement coordinators and school improvement specialists to provide  
22 assistance to schools and districts. The improvement specialists shall  
23 serve on a rotating basis and shall not be permanent employees.

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

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

28 (b) Consultation with schools and districts concerning their  
29 performance on the Washington assessment of student learning and other  
30 assessments;

31 (c) Consultation concerning curricula that aligns with the  
32 essential academic learning requirements and the Washington assessment  
33 of student learning and that meets the needs of diverse learners;

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

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



1 (f) Assistance in developing and implementing family and community  
2 involvement programs; and

3 (g) Other assistance to schools and school districts intended to  
4 improve student learning.

5 (3) To the extent funds are appropriated, the superintendent of  
6 public instruction shall grant funds to schools for short-term,  
7 intensive, tailored assistance to develop and implement comprehensive  
8 improvement plans that are based on reliable research and effective  
9 practices. Recommendations regarding the criteria for granting funds  
10 shall be made by the Washington commission on educational  
11 accountability to the superintendent of public instruction. Priority  
12 for funds shall be given to schools that need to improve student  
13 achievement substantially. The funds under this section are intended  
14 to stimulate comprehensive, school-wide change, rather than a  
15 piecemeal, fragmented approach to school improvement. Grant funds may  
16 not be awarded unless the following conditions are met:

17 (a) School districts must seek comprehensive recommendations from  
18 a helping corps technical assistance team formed by the superintendent  
19 of public instruction;

20 (b) Comprehensive improvement plans must be consistent with the  
21 recommendations of a helping corps technical assistance team formed by  
22 the superintendent of public instruction; and

23 (c) The coordinator or director of the helping corps technical  
24 assistance team must certify that the comprehensive improvement plan is  
25 consistent with the technical assistance team recommendations.

26 (4) To be considered comprehensive, plans must integrate, in a  
27 coherent manner, the following components:

28 (a) Effective, research-based methods and strategies;

29 (b) Comprehensive design with aligned components;

30 (c) High quality and continuous teacher and staff professional  
31 development and training;

32 (d) Measurable goals and benchmarks;

33 (e) Support within the school;

34 (f) Family and community involvement;

35 (g) External technical support and assistance;

36 (h) Measures to improve school security and supportive learning  
37 environments;

38 (i) Evaluation strategies; and

1 (j) Coordination of available federal, state, local, and private  
2 resources.

3 (5) When determining grant recipients, the following criteria shall  
4 be considered:

5 (a) Results of the Washington assessment of student learning;

6 (b) Student achievement evidence from district or other state  
7 assessments;

8 (c) The level of improvement in student achievement over time;

9 (d) Whether the criteria in subsection (2) of this section have  
10 been met; and

11 (e) The likelihood that the proposed application will lead to a  
12 plan and actions that will result in improved student achievement.

13 (6) Subject to available funding, individual grants shall be  
14 awarded for a period of two years.

15 (7) Grant applications shall be approved by the school district  
16 board of directors before submission of the application to the  
17 superintendent of public instruction.

18 **PART 4**

19 **ACCOUNTABILITY GOALS, INCLUDING GOALS IN READING AND MATHEMATICS**

20 NEW SECTION. **Sec. 401.** The mid-term goal of the state's  
21 accountability system is that eighty percent or more of all public  
22 school students state-wide meet the state standards on the Washington  
23 assessment of student learning within a decade after the administration  
24 of each assessment is required state-wide.

25 **Sec. 402.** RCW 28A.630.887 and 1998 c 319 s 101 are each amended to  
26 read as follows:

27 (1) (~~By December 15, 1998,~~) Each school district board of  
28 directors shall:

29 (a) Select the reading standard results on either the 1997 or 1998  
30 fourth grade Washington assessment of student learning as the school  
31 district's initial baseline reading standard. Districts may select the  
32 1997 results only if all of the elementary schools with fourth grade  
33 students administered the assessment;

34 (b) Establish a three-year, district-wide goal to increase, by the  
35 end of the 2000-01 school year, the percentage of students who meet or  
36 exceed the reading standard on the fourth grade Washington assessment

1 of student learning. The (~~three-year~~) 2000-01 percentage increase  
2 goal may not be less than the district's total percentage of students  
3 who did not meet the baseline reading standard multiplied by twenty-  
4 five percent;

5 (c) Specify the annual district-wide percentage improvement  
6 increments to meet the (~~three-year~~) 2000-01 goal; and

7 (d) Direct each elementary school to establish a three-year goal  
8 for its fourth grade students, subject to approval by the board. The  
9 aggregate of the elementary school goals must meet or exceed the  
10 district-wide goals established by the board.

11 (2) Each school district board of directors shall:

12 (a) By December 15, 2000, select the reading standard results on  
13 either the 1998, 1999, or 2000 seventh grade Washington assessment of  
14 student learning as the school district's seventh grade baseline  
15 reading standard;

16 (b) Establish a district-wide goal to increase, by the end of the  
17 2002-03 school year, the percentage of students who meet or exceed the  
18 reading standard on the seventh grade Washington assessment of student  
19 learning. The 2002-03 percentage increase goal may not be less than  
20 the district's total percentage of students who did not meet the  
21 baseline reading standard multiplied by twenty-five percent;

22 (c) Specify the annual district-wide percentage improvement  
23 increments necessary to meet the seventh grade reading goal; and

24 (d) Direct each middle or junior high school, as appropriate, to  
25 establish reading goals for its seventh grade students, subject to  
26 approval by the board. The aggregate of the middle or junior high  
27 school goals must meet or exceed the district-wide goals established by  
28 the board.

29 (3) Each school district board of directors shall:

30 (a) By December 15, 2000, select the mathematics standard results  
31 on either the 1998 or 1999 fourth grade Washington assessment of  
32 student learning as the school district's fourth grade baseline  
33 mathematics standard;

34 (b) By December 15, 2001, select the mathematics standard results  
35 on either the 2000 or 2001 seventh grade Washington assessment of  
36 student learning as the school district's seventh grade baseline  
37 mathematics baseline. However, the district may select the 2000  
38 results only if all of the middle or junior high schools with seventh  
39 grade students administered the assessment;

1 (c) Establish a district-wide goal to increase, by the end of the  
2 2002-03 school year, the percentage of students who meet or exceed the  
3 mathematics standard on the fourth grade Washington assessment of  
4 student learning. The 2002-03 percentage increase goal may not be less  
5 than the district's total percentage of students who did not meet the  
6 baseline mathematics standard multiplied by twenty-five percent;

7 (d) Establish a district-wide goal to increase, by the end of the  
8 2003-04 school year, the percentage of students who meet or exceed the  
9 mathematics standard on the seventh grade Washington assessment of  
10 student learning. The 2003-04 percentage increase goal may not be less  
11 than the district's total percentage of students who did not meet the  
12 baseline mathematics standard multiplied by twenty-five percent;

13 (e) Specify the annual district-wide percentage improvement  
14 increments necessary to meet each mathematics goal; and

15 (f) Direct each elementary and middle or junior high school, as  
16 appropriate, to establish mathematics goals for its fourth grade or  
17 seventh grade students, subject to approval by the board. The  
18 aggregate of the goals for each grade level must meet or exceed the  
19 district-wide goals established by the board for that grade level.

20 (4) Each school district board of directors shall:

21 (a) Annually report ((biannually)) to parents ((in writing)) and to  
22 the community in a public meeting and annually report in writing the  
23 following information:

24 (i) District-wide and school-level three-year goals;

25 (ii) Student performance relative to the goals; and

26 (iii) District-wide and school-level plans to achieve the reading  
27 and mathematics goals in kindergarten through ((fourth)) seventh grade,  
28 including ((grade-level expectations,)) curriculum and instruction,  
29 parental or guardian involvement, and resources available to parents  
30 and guardians to help students meet the reading and mathematics  
31 standards;

32 (b) Report annually ((to the superintendent of public instruction  
33 and)) in a news release to the local media the district's progress  
34 toward meeting the district-wide and school-level goals; and

35 (c) Include the ((reported information)) school-level goals,  
36 student performance relative to the goals, and a summary of school-  
37 level plans to achieve the goals in each school's annual school  
38 performance report under RCW 28A.320.205. This shall be considered one  
39 of the annual written reports required in (a) of this subsection.

1       (~~(3)~~) (5) Schools and school districts in which ten or fewer  
2   students are eligible to be assessed in a grade level are not required  
3   to establish or report numerical improvement goals and performance  
4   relative to the goals, but are required to report to parents and the  
5   community their plans to improve reading achievement in kindergarten  
6   through seventh grade and mathematics achievement in kindergarten  
7   through seventh grade.

8       (6) By December 1, 2000, and by December 31st annually thereafter,  
9   the superintendent of public instruction shall report to the education  
10   committees of the house of representatives and the senate on the  
11   progress that has been made in achieving the (~~three-year~~) reading and  
12   mathematics goals, and provide recommendations to the legislature on  
13   setting reading goals for the next three years.

14       (~~(4) This section expires July 1, 2006.~~)

15       (7) By August 1, 2000, the superintendent shall complete an  
16   objective analysis of the fourth grade mathematics assessment. The  
17   analysis shall include, but need not be limited to, the student  
18   developmental level required to achieve the fourth grade standard  
19   successfully and the extent to which the assessment measures a  
20   student's computational skills, problem-solving skills, math  
21   communications skills, and a breakdown of other skills assessed. The  
22   analysis shall include the percentage of items that: Require students  
23   to use computational skills without the use of technology; require the  
24   use of technology to complete an item; measure mathematics  
25   communication skills; measure problem-solving skills; and measure other  
26   skills included in the mathematics assessment. The superintendent of  
27   public instruction shall consult recognized experts with differing  
28   views on the instruction of mathematics, and report the results of the  
29   analysis to the governor and the education committees of the house of  
30   representatives and the senate by August 15, 2000.

31                                       **PART 5**  
32                                       **MISCELLANEOUS**

33       NEW SECTION.   **Sec. 501.**   The specifications of a study of the  
34   learning assistance program shall be provided in the omnibus  
35   appropriations act.

1        NEW SECTION.    **Sec. 502.**    (1) If specific funding for the purposes  
2 of section 101 of this act, referencing section 101 of this act by bill  
3 or chapter and section number, is not provided by June 30, 1999, in the  
4 omnibus appropriations act, section 101 of this act is null and void.

5        (2) If specific funding for the purposes of section 102 of this  
6 act, referencing section 102 of this act by bill or chapter and section  
7 number, is not provided by June 30, 1999, in the omnibus appropriations  
8 act, section 102 of this act is null and void.

9        (3) If specific funding for the purposes of section 103 of this  
10 act, referencing section 103 of this act by bill or chapter and section  
11 number, is not provided by June 30, 1999, in the omnibus appropriations  
12 act, section 103 of this act is null and void.

13        (4) If specific funding for the purposes of section 104 of this  
14 act, referencing section 104 of this act by bill or chapter and section  
15 number, is not provided by June 30, 1999, in the omnibus appropriations  
16 act, section 104 of this act is null and void.

17        (5) If specific funding for the purposes of section 301 of this  
18 act, referencing section 301 of this act by bill or chapter and section  
19 number, is not provided by June 30, 1999, in the omnibus appropriations  
20 act, section 301 of this act is null and void.

21        (6) If specific funding for the purposes of section 302 of this  
22 act, referencing section 302 of this act by bill or chapter and section  
23 number, is not provided by June 30, 1999, in the omnibus appropriations  
24 act, section 302 of this act is null and void.

25        NEW SECTION.    **Sec. 503.**    The following acts or parts of acts are  
26 each repealed:

- 27        (1) 1998 c 225 s 3 (uncodified);  
28        (2) 1995 c 209 s 3 (uncodified); and  
29        (3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

30        NEW SECTION.    **Sec. 504.**    RCW 28A.300.138 (Student learning  
31 improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each  
32 repealed.

33        NEW SECTION.    **Sec. 505.**    PART HEADINGS NOT LAW.    Part headings used  
34 in this act are not any part of the law.

1        NEW SECTION.    **Sec. 506.**    Sections 101 through 104, 301, 302, and  
2 401 of this act constitute a new chapter in Title 28A RCW.

3        NEW SECTION.    **Sec. 507.**    RCW 28A.630.887 is recodified as a new  
4 section in the chapter created in section 506 of this act.

5        NEW SECTION.    **Sec. 508.**    Sections 101 and 503 of this act are  
6 necessary for the immediate preservation of the public peace, health,  
7 or safety, or support of the state government and its existing public  
8 institutions, and take effect immediately.

--- END ---