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**SENATE BILL 5536**

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**State of Washington**

**67th Legislature**

**2022 Regular Session**

**By** Senator Hasegawa

Prefiled 12/13/21.

1 AN ACT Relating to a collaborative school-based governance model;  
2 adding new sections to chapter 28A.630 RCW; and creating a new  
3 section.

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

5 NEW SECTION. **Sec. 1.** The legislature intends to define and  
6 authorize a collaborative school-based governance model for voluntary  
7 use by schools. The model is intended to: Increase the involvement of  
8 all staff and parents in the school-based team that develops the  
9 design of a school to meet the unique needs of the students,  
10 families, and school staff; advance school and student success; and  
11 improve the school's climate. This model is similar to the more than  
12 120 teacher-powered public schools spanning at least 19 states,  
13 serving students from preschool to age 21, in urban, suburban, and  
14 rural settings.

15 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.630  
16 RCW to read as follows:

17 (1)(a) A collaborative school-based governance model is  
18 authorized by the legislature.

19 (b) The model requires a shift of decision making from a  
20 centralized process to a shared school-based team process involving

1 educators, other school staff, students, and parents of students  
2 attending the school. The model empowers those affected by a decision  
3 to participate in the making of the decision, either collectively or  
4 through a representative of their selection.

5 (2) (a) Each school shall be responsible for developing written  
6 procedures that describe the collaborative school-based governance  
7 model and how staff, parents, and students are involved in the  
8 process.

9 (b) The model may: Reimagine the role of the principal as the  
10 sole or primary administrator but still include the principal as a  
11 member of the team; or include having a few lead educators who share  
12 both teaching and administrative duties.

13 (c) Under the model, there are up to 12 areas in which the  
14 school-based teams may choose to have secured autonomy to make  
15 decisions. This autonomy may be different from school district  
16 policies but must comply with state law. The school-based teams may  
17 choose to have secured autonomy in the following areas:

18 (i) The autonomy to make all learning program and learning  
19 material decisions, which may include, but is not limited to,  
20 educational philosophy, teaching methods, curriculum, types of  
21 materials, physical learning environment, and levels of technology.

22 (ii) The autonomy to make school-level policy decisions that  
23 influence the day-to-day operations of the school.

24 (iii) The autonomy to decide the annual school calendar, weekly  
25 schedule, and start times and end times of each day to meet the  
26 state-required minimum instructional hours and days.

27 (iv) The autonomy to choose the hours related to a teacher's  
28 workday, which may include, but is not limited to, adding workdays to  
29 the school calendar for staff retreats, student trip supervision,  
30 parent engagement time, or other reasons.

31 (v) The autonomy to recommend to the district to hire  
32 certificated and classified staff.

33 (vi) The autonomy to determine the school's leadership positions,  
34 which may include, but is not limited to, a principal, lead teacher,  
35 colead teachers, a head committee, committee chairs, department  
36 chairs, and grade-level chairs.

37 (vii) The autonomy to decide on the topics, methods, and  
38 implementation of all professional development, for individuals or a  
39 collective group of teachers and other school staff.

1 (viii) The autonomy to control all financial decisions at a  
2 school site, including, but not limited to, how to allocate  
3 categorical funds and discretionary funds. This shall not include  
4 state-provided salary and benefits of staff. The building principal  
5 or designated chief financial officer must make the monthly financial  
6 summary reports available to the school-based team.

7 (ix) The autonomy to decide additional funding for any school  
8 staff, including leaders, at the school site.

9 (x) The autonomy to determine the mix of teachers and other  
10 positions and whether each position is full-time or part-time,  
11 including, but not limited to, the number of teachers, educational  
12 staff associates, paraprofessionals, support staff, and  
13 administrators.

14 (xi) The autonomy to decide whether to take, when to take, and  
15 how much to count district student assessments. This does not include  
16 the state-mandated assessments.

17 (xii) The autonomy to make formal arrangements with the school  
18 district to allow for multiple measures in determining student  
19 success for accountability, which may include, but is not limited to,  
20 using a proficiency score from state-mandated assessments.

21 (3) School districts and the bargaining representatives for  
22 school district employees, as defined under chapters 41.56 and 41.59  
23 RCW, that are impacted must bargain a memorandum of understanding, as  
24 necessary, to implement the provisions of this act.

25 (4) No school district or school shall receive a reduction in  
26 state or local funding based solely on a school's implementation of a  
27 school-based governance model.

28 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630  
29 RCW to read as follows:

30 (1)(a) Each school participating in the collaborative school-  
31 based governance model under this act shall annually submit a  
32 progress report to the office of the superintendent of public  
33 instruction beginning November 1, 2023, and each November 1st  
34 thereafter. The initial report must detail the planning process used  
35 by each school and provide suggestions and lessons learned for other  
36 schools districts to consider in their planning process.

37 (b) Subsequent reports must describe how the model: Increased the  
38 involvement of all staff and parents in the authorized autonomies;  
39 met the unique needs of the students, families, and school staff; and

1 improved school climate. The subsequent reports must also: Illustrate  
2 best practices and new approaches being used at the school; relate  
3 lessons learned; include adjustments planned and implemented; and  
4 provide suggestions for expanding use of best practices to a larger  
5 scale.

6 (2)(a) Beginning December 15, 2023, and each December 15th  
7 thereafter, the office of the superintendent of public instruction  
8 shall compile and summarize the school reports in a standard format  
9 and submit them to the governor and the appropriate education and  
10 fiscal committees of the legislature.

11 (b) The office of the superintendent of public instruction shall  
12 submit a final report by June 30, 2030, containing:

13 (i) A summary of information gathered from the annual school  
14 reports; and

15 (ii) Recommendations on whether to continue, modify, or suspend  
16 the use of the collaborative school-based governance model.

17 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630  
18 RCW to read as follows:

19 Subject to the availability of amounts appropriated for this  
20 specific purpose, grants must be provided to school districts with  
21 schools implementing or interested in implementing the collaborative  
22 school-based governance model. The grants must be used for team  
23 meetings outside of the regular school day to plan and implement the  
24 model. Schools may also use the funds to develop the written  
25 procedures required under section 2 of this act and to compile the  
26 annual report required under section 3 of this act.

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