
SENATE BILL 5170

State of Washington

66th Legislature

2019 Regular Session

By Senators Hasegawa and Saldaña

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

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

5 NEW SECTION. **Sec. 1.** (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 one hundred twenty teacher-powered public schools spanning at least
13 nineteen states, serving students from preschool to age twenty-one,
14 in urban, suburban, and rural settings.

15 (2) This section expires June 30, 2030.

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

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

1 (b) The model requires a shift of decision making from a
2 centralized process to a shared school-based team process involving
3 educators, other school staff, students, and parents of students
4 attending the school. The model empowers those affected by a decision
5 to participate in the making of the decision, either collectively or
6 through a representative of their selection.

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

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

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

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

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

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

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

33 (v) The autonomy to recommend to the district to hire
34 certificated and classified staff.

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

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

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

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

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

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

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

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

28 (4) This section expires June 30, 2030.

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

31 (1)(a) Each school participating in the collaborative school-
32 based governance model under this act shall annually submit a
33 progress report to the superintendent of public instruction beginning
34 November 1, 2019, and each November 1st thereafter. The initial
35 report must detail the planning process used by each school and
36 provide suggestions and lessons learned for other schools districts
37 to consider in their planning process.

38 (b) Subsequent reports must describe how the model: Increased the
39 involvement of all staff and parents in the authorized autonomies;

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

7 (2) Beginning December 15, 2019, and each December 15th
8 thereafter, the superintendent of public instruction shall compile
9 and summarize the school reports in a standard format and submit them
10 to the governor and the appropriate education and fiscal committees
11 of the legislature.

12 (3) This section expires June 30, 2030.

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

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

23 (2) This section expires June 30, 2030.

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