
ENGROSSED SENATE BILL 5462

State of Washington

68th Legislature

2023 Regular Session

By Senators Lias, C. Wilson, Kuderer, Lovelett, Nguyen, Pedersen, Randall, Saldaña, and Valdez

Read first time 01/19/23. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to promoting inclusive learning standards and
2 instructional materials in public schools; amending RCW 28A.150.230,
3 28A.320.230, 28A.655.070, 28A.710.040, and 28A.715.020; adding a new
4 section to chapter 28A.345 RCW; adding a new section to chapter
5 28A.310 RCW; adding a new section to chapter 28A.300 RCW; and
6 creating a new section.

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

8 NEW SECTION. **Sec. 1.** (1) The legislature recognizes that
9 Washington state law prohibits discrimination in public schools for
10 certain protected classes. The legislature also acknowledges that
11 school districts are required to adopt a policy related to the
12 selection or removal of instructional materials. Under state rule,
13 the instructional materials policy of each school district must
14 establish and use appropriate screening criteria to identify and
15 eliminate bias pertaining to protected classes.

16 (2) The legislature intends to expand these requirements by
17 requiring school districts to adopt policies and procedures that
18 incorporate adopting inclusive curricula and selecting inclusive
19 instructional materials that include the histories, contributions,
20 and perspectives of historically marginalized and underrepresented
21 groups. The legislature recognizes that inclusive curricula have been

1 shown to often improve the mental health, academic performance,
2 attendance rates, and graduation rates of marginalized communities.
3 For example, a 2017 study showed a 38 percent to 306 percent increase
4 in the fluency rates of African American second grade children when
5 they read culturally relevant stories. Children felt more motivated
6 and interested when reading stories that reflected them.
7 Additionally, students in schools with inclusive curricula have also
8 reported hearing fewer homophobic remarks and, in schools with
9 inclusive curricula, less than half of students felt unsafe at school
10 due to their sexual orientation compared to the two-thirds of
11 students who attended schools without inclusive curricula.

12 (3) The legislature further recognizes that state law requires
13 the state learning standards to be periodically updated to
14 incorporate best practices in ethnic studies. The legislature intends
15 to build on this duty by directing the office of the superintendent
16 of public instruction, in consultation with the Washington state
17 LGBTQ commission, to review and update relevant state learning
18 standards to include the histories, contributions, and perspectives
19 of LGBTQ people.

20 (4) The legislature further intends to promote and support the
21 development and adoption of inclusive curricula through regional
22 inclusive curricula coordinators, youth advisory councils, and an
23 open educational resource database.

24 (5) The legislature believes that promoting inclusive learning
25 standards, curricula, and instructional materials will improve
26 student achievement, attendance, parent and family engagement, and
27 other dimensions that contribute to student success.

28 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.345
29 RCW to read as follows:

30 (1) By June 1, 2025, the Washington state school directors'
31 association, with the assistance of the office of the superintendent
32 of public instruction, must review and update a model policy and
33 procedure regarding course design, selection, and adoption of
34 instructional materials.

35 (2) The model policy and procedure must require that the school
36 board of directors will adopt inclusive curricula and select diverse,
37 equitable, inclusive, age-appropriate instructional materials that
38 include the histories, contributions, and perspectives of

1 historically marginalized and underrepresented groups including, but
2 not limited to:

- 3 (a) Native Americans and Native American tribes;
- 4 (b) People from various racial and ethnic backgrounds including,
5 but not limited to, African Americans, Hispanic Americans, Asian
6 Americans, and Pacific Islander Americans;
- 7 (c) Women;
- 8 (d) People from various socioeconomic statuses;
- 9 (e) People from various religious backgrounds;
- 10 (f) Immigrants and refugees;
- 11 (g) People with disabilities;
- 12 (h) People who are neurodiverse;
- 13 (i) People who are English learners or use sign language; and
- 14 (j) LGBTQ people as defined in RCW 43.114.010.

15 (3) By October 1, 2025, school districts must amend the policies
16 and procedures that are required under RCW 28A.320.230 to incorporate
17 all the elements described in this section.

18 (4) For the purposes of this section, "diversity," "equity," and
19 "inclusion" have the same meanings as in RCW 28A.415.443.

20 **Sec. 3.** RCW 28A.150.230 and 2010 c 235 s 201 are each amended to
21 read as follows:

22 (1) It is the intent and purpose of this section to guarantee
23 that each common school district board of directors, whether or not
24 acting through its respective administrative staff, be held
25 accountable for the proper operation of their district to the local
26 community and its electorate. In accordance with the provisions of
27 (~~Title 28A RCW~~) this title, as now or hereafter amended, each
28 common school district board of directors shall be vested with the
29 final responsibility for the setting of policies ensuring quality in
30 the content and extent of its educational program and that such
31 program provide students with the opportunity to achieve those skills
32 which are generally recognized as requisite to learning.

33 (2) In conformance with the provisions of (~~Title 28A RCW~~) this
34 title, as now or hereafter amended, it shall be the responsibility of
35 each common school district board of directors to adopt policies to:

- 36 (a) Establish performance criteria and an evaluation process for
37 its superintendent, classified staff, certificated personnel,
38 including administrative staff, and for all programs constituting a
39 part of such district's curriculum. Each district shall report

1 annually to the superintendent of public instruction the following
2 for each employee group listed in this subsection (2)(a): (i)
3 Evaluation criteria and rubrics; (ii) a description of each rating;
4 and (iii) the number of staff in each rating;

5 (b) Determine the final assignment of staff, certificated or
6 classified, according to board enumerated classroom and program needs
7 and data, based upon a plan to ensure that the assignment policy: (i)
8 Supports the learning needs of all the students in the district; and
9 (ii) gives specific attention to high-need schools and classrooms;

10 (c) Provide information to the local community and its electorate
11 describing the school district's policies concerning hiring,
12 assigning, terminating, and evaluating staff, including the criteria
13 for evaluating teachers and principals;

14 (d) Determine the amount of instructional hours necessary for any
15 student to acquire a quality education in such district, in not less
16 than an amount otherwise required in RCW 28A.150.220, or rules of the
17 state board of education;

18 (e) Determine the allocation of staff time, whether certificated
19 or classified;

20 (f) (~~Establish final curriculum standards~~) Adopt curricula
21 consistent with law, including section 2 of this act, and rules of
22 the superintendent of public instruction, relevant to the particular
23 needs of district students or the unusual characteristics of the
24 district, and ensuring a quality education for each student in the
25 district; and

26 (g) Evaluate teaching materials, including text books, teaching
27 aids, handouts, or other printed material, in public hearing upon
28 complaint by parents, guardians or custodians of students who
29 consider dissemination of such material to students objectionable.

30 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.310
31 RCW to read as follows:

32 (1) Subject to the availability of amounts appropriated for this
33 specific purpose, each educational service district must designate a
34 regional inclusive curricula coordinator with the following duties:

35 (a) Help school districts implement section 2 of this act and
36 ensure that diversity, equity, and inclusion are interwoven
37 throughout curricula and not treated as stand-alone topics;

38 (b) Facilitate school district use of a bias screening tool to
39 review instructional materials;

1 (c) Serve as a resource to the instructional materials committee
2 established under RCW 28A.320.230 for school districts within the
3 educational service district;

4 (d) Coordinate with and assist any school districts that are
5 leading efforts on diversity, equity, or inclusion, the office of the
6 superintendent of public instruction, and the Washington state office
7 of equity established in RCW 43.06D.020;

8 (e) Support professional development efforts regarding diversity,
9 equity, and inclusion including the professional learning days
10 required by RCW 28A.415.445; and

11 (f) Help school districts improve school and classroom culture
12 and climate using inclusive instructional materials.

13 (2) Subject to the availability of amounts appropriated for this
14 specific purpose, each educational service district must establish a
15 regional youth advisory council for inclusive curricula and equity.

16 (a)(i) The purpose of the council is to advise and inform the
17 work of school districts and the office of the superintendent of
18 public instruction.

19 (ii) The council must distribute an annual survey to students to
20 assess student access to inclusive instructional materials.

21 (iii) The council must coordinate with the legislative youth
22 advisory council established under RCW 43.15.095, the Washington
23 state leadership board established under RCW 43.388.010, student
24 representatives on school boards, and any other relevant student or
25 youth councils or groups that include student representation.

26 (b)(i) The council must consist of at least one student
27 representative from each school district within the educational
28 service district.

29 (ii) Students may be selected to serve on the council by staff
30 recommendation, application, or interview.

31 (iii) The council must consist of students with diverse
32 backgrounds including backgrounds that include diversity as it
33 relates to sex, race, religion, national origin, connection with the
34 military, sexual orientation, gender expression or identity,
35 disability, socioeconomic status, and involvement in the community.

36 (3) Nothing in this section prevents any school district from
37 establishing its own youth advisory council for inclusive curricula
38 and equity.

39 (4) For the purposes of this section, "diversity," "equity," and
40 "inclusion" have the same meanings as in RCW 28A.415.443.

1 **Sec. 5.** RCW 28A.320.230 and 1989 c 371 s 1 are each amended to
2 read as follows:

3 (1) Every board of directors, unless otherwise specifically
4 provided by law, shall(~~(~~

5 ~~(1) Prepare~~) prepare, negotiate, set forth in writing, and
6 adopt, policy relative to the selection or deletion of instructional
7 materials. Such policy shall:

8 (a) State the school district's goals and principles relative to
9 instructional materials;

10 (b) Include all the elements of the model policy and procedure
11 described in section 2 of this act;

12 (c) Delegate responsibility for the preparation and
13 recommendation of teachers' reading lists and specify the procedures
14 to be followed in the selection of all instructional materials
15 including textbooks;

16 ~~((e))~~ (d) Establish an instructional materials committee to be
17 appointed, with the approval of the school board, by the school
18 district's chief administrative officer(~~(. This committee shall~~
19 ~~consist of representative members of the district's professional~~
20 ~~staff, including representation from the district's curriculum~~
21 ~~development committees, and, in the case of districts which operate~~
22 ~~elementary school(s) only, the educational service district~~
23 ~~superintendent, one of whose responsibilities shall be to assure the~~
24 ~~correlation of those elementary district adoptions with those of the~~
25 ~~high school district(s) which serve their children. The committee may~~
26 ~~include parents at the school board's discretion: PROVIDED, That~~
27 ~~parent members shall make up less than one-half of the total~~
28 ~~membership of the committee;~~

29 ~~(d) Provide for reasonable notice to parents of the opportunity~~
30 ~~to serve on the committee and for terms of office for members of the~~
31 ~~instructional materials committee)); and~~

32 (e) Provide a system for receiving, considering and acting upon
33 written complaints regarding instructional materials used by the
34 school district(~~(~~

35 ~~(f) Provide free text books, supplies and other instructional~~
36 ~~materials to be loaned to the pupils of the school, when, in its~~
37 ~~judgment, the best interests of the district will be subserved~~
38 ~~thereby and prescribe rules and regulations to preserve such books,~~
39 ~~supplies and other instructional materials from unnecessary damage)).~~

1 (2)(a) The instructional materials committee established under
2 subsection (1) of this section shall consist of representative
3 members of the district's professional staff, including
4 representation from the district's curriculum development committees,
5 to the extent the person is available, the regional inclusive
6 curricula coordinator established under section 4 of this act, and,
7 in the case of districts which operate elementary school(s) only, the
8 educational service district superintendent, one of whose
9 responsibilities shall be to assure the correlation of those
10 elementary district adoptions with those of the high school
11 district(s) which serve their children. The committee may include
12 parents at the school board's discretion: PROVIDED, That parent
13 members shall make up less than one-half of the total membership of
14 the committee.

15 (b) School districts must provide reasonable notice to parents of
16 the opportunity to serve on the committee and for terms of office for
17 members of the instructional materials committee.

18 (c) Recommendation of instructional materials shall be by the
19 district's instructional materials committee in accordance with
20 district policy described in subsection (1) of this section. Approval
21 or disapproval shall be by the local school district's board of
22 directors. Local school district's board of directors must determine
23 that the instructional materials committee made recommendations in
24 accordance with district policy adopted under subsection (1) of this
25 section before approving the recommendation.

26 (d) Districts may pay the necessary travel and subsistence
27 expenses for expert counsel from outside the district. In addition,
28 the committee's expenses incidental to visits to observe other
29 districts' selection procedures may be reimbursed by the school
30 district.

31 (e) Districts may, within limitations stated in board policy, use
32 and experiment with instructional materials for a period of time
33 before general adoption is formalized.

34 (3) Within the limitations of board policy, a school district's
35 chief administrator may purchase instructional materials to meet
36 deviant needs or rapidly changing circumstances.

37 ~~((2))~~ (4) Every board of directors, unless otherwise
38 specifically provided by law, shall:

39 (a) Provide free textbooks, supplies, and other instructional
40 materials to be loaned to the students of the school, when, in its

1 judgment, the best interests of the district will be subserved
2 thereby and prescribe rules and regulations to preserve such books,
3 supplies, and other instructional materials from unnecessary damage;
4 and

5 (b) Establish a depreciation scale for determining the value of
6 texts which students wish to purchase.

7 **Sec. 6.** RCW 28A.655.070 and 2019 c 252 s 119 are each amended to
8 read as follows:

9 (1) The superintendent of public instruction shall develop state
10 learning standards that identify the knowledge and skills all public
11 school students need to know and be able to do based on the student
12 learning goals in RCW 28A.150.210, develop student assessments, and
13 implement the accountability recommendations and requests regarding
14 assistance, rewards, and recognition of the state board of education.

15 (2) The superintendent of public instruction shall:

16 (a) Periodically revise the state learning standards, as needed,
17 based on the student learning goals in RCW 28A.150.210. Goals one and
18 two shall be considered primary. To the maximum extent possible, the
19 superintendent shall integrate goal four and the knowledge and skill
20 areas in the other goals in the state learning standards; and

21 (b) Review and prioritize the state learning standards and
22 identify, with clear and concise descriptions, the grade level
23 content expectations to be assessed on the statewide student
24 assessment and used for state or federal accountability purposes. The
25 review, prioritization, and identification shall result in more focus
26 and targeting with an emphasis on depth over breadth in the number of
27 grade level content expectations assessed at each grade level. Grade
28 level content expectations shall be articulated over the grades as a
29 sequence of expectations and performances that are logical, build
30 with increasing depth after foundational knowledge and skills are
31 acquired, and reflect, where appropriate, the sequential nature of
32 the discipline. The office of the superintendent of public
33 instruction, within seven working days, shall post on its website any
34 grade level content expectations provided to an assessment vendor for
35 use in constructing the statewide student assessment.

36 (3)(a) In consultation with the state board of education, the
37 superintendent of public instruction shall maintain and continue to
38 develop and revise a statewide academic assessment system in the
39 content areas of reading, writing, mathematics, and science for use

1 in the elementary, middle, and high school years designed to
2 determine if each student has mastered the state learning standards
3 identified in subsection (1) of this section. School districts shall
4 administer the assessments under guidelines adopted by the
5 superintendent of public instruction. The academic assessment system
6 may include a variety of assessment methods, including criterion-
7 referenced and performance-based measures.

8 (b) Effective with the 2009 administration of the Washington
9 assessment of student learning and continuing with the statewide
10 student assessment, the superintendent shall redesign the assessment
11 in the content areas of reading, mathematics, and science in all
12 grades except high school by shortening test administration and
13 reducing the number of short answer and extended response questions.

14 (c) By the 2014-15 school year, the superintendent of public
15 instruction, in consultation with the state board of education, shall
16 modify the statewide student assessment system to transition to
17 assessments developed with a multistate consortium, as provided in
18 this subsection:

19 (i) The assessments developed with a multistate consortium to
20 assess student proficiency in English language arts and mathematics
21 shall be administered beginning in the 2014-15 school year, and
22 beginning with the graduating class of 2020, the assessments must be
23 administered to students in the tenth grade. The reading and writing
24 assessments shall not be administered by the superintendent of public
25 instruction or schools after the 2013-14 school year.

26 (ii) The high school assessments in English language arts and
27 mathematics in (c)(i) of this subsection shall be used for the
28 purposes of federal and state accountability and for assessing
29 student career and college readiness.

30 (d) The statewide academic assessment system must also include
31 the Washington access to instruction and measurement assessment for
32 students with significant cognitive challenges.

33 (4) If the superintendent proposes any modification to the state
34 learning standards or the statewide assessments, then the
35 superintendent shall, upon request, provide opportunities for the
36 education committees of the house of representatives and the senate
37 to review the assessments and proposed modifications to the state
38 learning standards before the modifications are adopted.

39 (5) The assessment system shall be designed so that the results
40 under the assessment system are used by educators as tools to

1 evaluate instructional practices, and to initiate appropriate
2 educational support for students who have not mastered the state
3 learning standards at the appropriate periods in the student's
4 educational development.

5 (6) By September 2007, the results for reading and mathematics
6 shall be reported in a format that will allow parents and teachers to
7 determine the academic gain a student has acquired in those content
8 areas from one school year to the next.

9 (7) To assist parents and teachers in their efforts to provide
10 educational support to individual students, the superintendent of
11 public instruction shall provide as much individual student
12 performance information as possible within the constraints of the
13 assessment system's item bank. The superintendent shall also provide
14 to school districts:

15 (a) Information on classroom-based and other assessments that may
16 provide additional achievement information for individual students;
17 and

18 (b) A collection of diagnostic tools that educators may use to
19 evaluate the academic status of individual students. The tools shall
20 be designed to be inexpensive, easily administered, and quickly and
21 easily scored, with results provided in a format that may be easily
22 shared with parents and students.

23 (8) To the maximum extent possible, the superintendent shall
24 integrate knowledge and skill areas in development of the
25 assessments.

26 (9) Assessments for goals three and four of RCW 28A.150.210 shall
27 be integrated in the state learning standards and assessments for
28 goals one and two.

29 (10) The superintendent shall develop assessments that are
30 directly related to the state learning standards, and are not biased
31 toward persons with different learning styles, racial or ethnic
32 backgrounds, or on the basis of gender.

33 (11) The superintendent shall review available and appropriate
34 options for competency-based assessments that meet the state learning
35 standards. In accordance with the review required by this subsection,
36 the superintendent shall provide a report and recommendations to the
37 education committees of the house of representatives and the senate
38 by November 1, 2019.

1 (12) The superintendent shall consider methods to address the
2 unique needs of special education students when developing the
3 assessments under this section.

4 (13) The superintendent shall consider methods to address the
5 unique needs of highly capable students when developing the
6 assessments under this section.

7 (14) The superintendent shall post on the superintendent's
8 website lists of resources and model assessments in social studies,
9 the arts, and health and fitness.

10 (15) The superintendent shall integrate financial education
11 skills and content knowledge into the state learning standards
12 pursuant to RCW 28A.300.460(2)(d).

13 (16)(a) The superintendent shall notify the state board of
14 education in writing before initiating the development or revision of
15 the state learning standards under subsections (1) and (2) of this
16 section. The notification must be provided to the state board of
17 education in advance for review at a regularly scheduled or special
18 board meeting and must include the following information:

19 (i) The subject matter of the state learning standards;

20 (ii) The reason or reasons the superintendent is initiating the
21 development or revision; and

22 (iii) The process and timeline that the superintendent intends to
23 follow for the development or revision.

24 (b) The state board of education may provide a response to the
25 superintendent's notification for consideration in the development or
26 revision process in (a) of this subsection.

27 (c) Prior to adoption by the superintendent of any new or revised
28 state learning standards, the superintendent shall submit the
29 proposed new or revised state learning standards to the state board
30 of education in advance in writing for review at a regularly
31 scheduled or special board meeting. The state board of education may
32 provide a response to the superintendent's proposal for consideration
33 prior to final adoption.

34 (17) The state board of education may propose new or revised
35 state learning standards to the superintendent. The superintendent
36 must respond to the state board of education's proposal in writing.

37 (18)(a) By December 1, 2024, the office of the superintendent of
38 public instruction, in consultation with the Washington state LGBTQ
39 commission, must review and update relevant state learning standards

1 at all grade levels to include the histories, contributions, and
2 perspectives of LGBTQ people.

3 (b) For the purposes of this subsection, "LGBTQ" has the same
4 meaning as in RCW 43.114.010.

5 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300
6 RCW to read as follows:

7 (1) Subject to the availability of amounts appropriated for this
8 specific purpose, the office of the superintendent of public
9 instruction, in collaboration with the statewide association of
10 educational service districts, the regional youth advisory councils
11 for inclusive curricula and equity established under section 4 of
12 this act, the legislative youth advisory council established under
13 RCW 43.15.095, and the Washington state school directors'
14 association, must create an open educational resource database for
15 developing inclusive curricula. The office of the superintendent of
16 public instruction must consult with the Washington state office of
17 equity established in RCW 43.06D.020 and any other relevant state
18 agencies when creating the database.

19 (2) The open educational resource database must include resources
20 that include the histories, contributions, and perspectives of
21 historically marginalized and underrepresented groups.

22 (3) The open educational resource database must facilitate the
23 free use, adaptation, and sharing of these resources among school
24 districts and certificated staff.

25 **Sec. 8.** RCW 28A.710.040 and 2018 c 75 s 9 are each amended to
26 read as follows:

27 (1) A charter school must operate according to the terms of its
28 charter contract and the provisions of this chapter.

29 (2) A charter school must:

30 (a) Comply with local, state, and federal health, safety,
31 parents' rights, civil rights, and nondiscrimination laws applicable
32 to school districts and to the same extent as school districts,
33 including but not limited to chapter 28A.642 RCW (discrimination
34 prohibition) ~~((and))~~, chapter 28A.640 RCW (sexual equality), and
35 section 2 of this act (inclusive model policy and procedure);

36 (b) Provide a program of basic education, that meets the goals in
37 RCW 28A.150.210, including instruction in the essential academic

1 learning requirements, and participate in the statewide student
2 assessment system as developed under RCW 28A.655.070;

3 (c) Comply with the screening and intervention requirements under
4 RCW 28A.320.260;

5 (d) Employ certificated instructional staff as required in RCW
6 28A.410.025. Charter schools, however, may hire noncertificated
7 instructional staff of unusual competence and in exceptional cases as
8 specified in RCW 28A.150.203(7);

9 (e) Comply with the employee record check requirements in RCW
10 28A.400.303;

11 (f) Adhere to generally accepted accounting principles and be
12 subject to financial examinations and audits as determined by the
13 state auditor, including annual audits for legal and fiscal
14 compliance;

15 (g) Comply with the annual performance report under RCW
16 28A.655.110;

17 (h) Be subject to the performance improvement goals adopted by
18 the state board of education under RCW 28A.305.130;

19 (i) Comply with the open public meetings act in chapter 42.30 RCW
20 and public records requirements in chapter 42.56 RCW; and

21 (j) Be subject to and comply with legislation enacted after
22 December 6, 2012, that governs the operation and management of
23 charter schools.

24 (3) Charter public schools must comply with all state statutes
25 and rules made applicable to the charter school in the school's
26 charter contract, and are subject to the specific state statutes and
27 rules identified in subsection (2) of this section. For the purpose
28 of allowing flexibility to innovate in areas such as scheduling,
29 personnel, funding, and educational programs to improve student
30 outcomes and academic achievement, charter schools are not subject
31 to, and are exempt from, all other state statutes and rules
32 applicable to school districts and school district boards of
33 directors. Except as provided otherwise by this chapter or a charter
34 contract, charter schools are exempt from all school district
35 policies.

36 (4) A charter school may not engage in any sectarian practices in
37 its educational program, admissions or employment policies, or
38 operations.

39 (5) Charter schools are subject to the supervision of the
40 superintendent of public instruction and the state board of

1 education, including accountability measures, to the same extent as
2 other public schools, except as otherwise provided in this chapter.

3 **Sec. 9.** RCW 28A.715.020 and 2013 c 242 s 3 are each amended to
4 read as follows:

5 (1) A school that is the subject of a state-tribal education
6 compact must operate according to the terms of its compact executed
7 in accordance with RCW 28A.715.010.

8 (2) Schools that are the subjects of state-tribal education
9 compacts are exempt from all state statutes and rules applicable to
10 school districts and school district boards of directors, except
11 those statutes and rules made applicable under this chapter and in
12 the state-tribal education compact executed under RCW 28A.715.010.

13 (3) Each school that is the subject of a state-tribal education
14 compact must:

15 (a) Provide a curriculum and conduct an educational program that
16 satisfies the requirements of RCW 28A.150.200 through 28A.150.240 and
17 28A.230.010 through 28A.230.195;

18 (b) Employ certificated instructional staff as required in RCW
19 28A.410.010, however such schools may hire noncertificated
20 instructional staff of unusual competence and in exceptional cases as
21 specified in RCW 28A.150.203(7);

22 (c) Comply with the employee record check requirements in RCW
23 28A.400.303 and the mandatory termination and notification provisions
24 of RCW 28A.400.320, 28A.400.330, 28A.405.470, and 28A.405.475;

25 (d) Comply with nondiscrimination laws and the provisions of
26 section 2 of this act;

27 (e) Adhere to generally accepted accounting principles and be
28 subject to financial examinations and audits as determined by the
29 state auditor, including annual audits for legal and fiscal
30 compliance; and

31 (f) Be subject to and comply with legislation enacted after July
32 28, 2013, governing the operation and management of schools that are
33 the subject of a state-tribal education compact.

34 (4) No such school may engage in any sectarian practices in its
35 educational program, admissions or employment policies, or
36 operations.

1 (5) Nothing in this chapter may limit or restrict any enrollment
2 or school choice options otherwise available under (~~Title 28A RCW~~)
3 this title.

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