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ENGROSSED SECOND SUBSTITUTE SENATE BILL 5306

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State of Washington

53rd Legislature

1993 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Pelz, Gaspard, Moyer, Rinehart, McAuliffe, Spanel, A. Smith, Winsley, Skratek and Drew; by request of Council on Education Reform and Funding)

Read first time 03/13/93.

1 AN ACT Relating to education; amending RCW 28A.630.884,  
2 28A.630.885, 28A.415.250, 28A.300.130, 28A.225.220, 28A.300.040,  
3 28A.630.862, 28A.630.864, 28A.630.866, 28A.630.868, 28A.630.870,  
4 28A.630.874, 28A.630.876, 28A.630.878, and 28A.630.880; adding a new  
5 section to chapter 28A.150 RCW; adding new sections to chapter 28A.305  
6 RCW; adding a new section to chapter 28A.415 RCW; adding a new section  
7 to chapter 28A.240 RCW; adding a new section to chapter 28A.410 RCW;  
8 adding a new section to chapter 28A.615 RCW; adding new sections to  
9 chapter 28A.300 RCW; adding new sections to chapter 28A.600 RCW; adding  
10 a new section to chapter 28A.320 RCW; adding a new section to chapter  
11 28A.630 RCW; adding a new section to chapter 28B.80 RCW; creating new  
12 sections; decodifying RCW 28A.215.904; repealing RCW 28A.630.860;  
13 repealing 1992 c 141 s 505; and providing an expiration date.

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

15 NEW SECTION. **Sec. 1.** This act may be known and cited as the  
16 performance-based education act.

17 NEW SECTION. **Sec. 2.** (1)(a) The mission of Washington's K-12  
18 education system is to enable people to be responsible citizens, to

1 contribute to their own economic well-being and to that of their  
2 families and communities, and to enjoy productive lives. To these  
3 ends, schools, together with parents and communities, shall strive to  
4 help all students develop the knowledge, skills, and attributes  
5 essential to function effectively and lead successful lives. Although  
6 schools, parents, and communities shall strive together in this  
7 mission, the legislature still believes that the primary functions of  
8 school and home differ: Ideally, school is where children learn to  
9 learn; home is where they learn to live.

10 (b) This mission is based on the recognition that our education  
11 system needs to keep pace with societal changes, changes in workplace  
12 environments, and an ever-changing international community. Finally,  
13 the mission recognizes that the education must be improved to prepare  
14 students better to meet the challenges of their future, including  
15 acquisition of certain skills and knowledge and the ability to act on  
16 information and conclusions once they have assimilated and analyzed  
17 information.

18 (c) This mission can be accomplished through a restructured system  
19 of world-class, performance-based education requiring all the elements  
20 in chapter . . . , Laws of 1993 (this act).

21 (2) For all parents, greater involvement in their child's education  
22 is critical to their child's success. It is the intent of chapter  
23 . . . , Laws of 1993 (this act) that parents be primary partners in the  
24 education of their children. Parents should also play a significant  
25 role in local school decision making affecting instruction at the  
26 school level.

27 (3) Creating a performance-based education system will require  
28 different ways of making decisions and completing work. Additional  
29 improvements envisioned will be brought about through different  
30 practices at the local level. Collaboration among parents, students,  
31 educators, community members, and elected officials will become a  
32 strong part of everyday effort. All systems and programs will be  
33 focused on what is best for increasing student achievement. In  
34 addition to a focused mission, other areas of paramount concern in  
35 school shall be the maintenance of order; the spending of time on the  
36 tasks; and maintenance of high expectations for all students. The  
37 purpose is to strive to help all students master the essential learning  
38 requirements.

1 (4) It is the intent of the legislature that all children will have  
2 the opportunity to achieve at significantly higher levels. This will  
3 require setting high expectations for all students. For all students,  
4 learning shall be the constant. Time spent on learning and gaining  
5 competence shall be the variable. The education system, from the  
6 schoolhouse to the state house, must be responsible and accountable to  
7 citizens for meeting specific goals and outcomes.

8 (5) Students will learn more when:

9 (a) Each student exercises fully his or her share of the  
10 responsibility for his or her educational experience and performance,  
11 given positive support from parents and community, and instructional  
12 guidance from the schools;

13 (b) Parents take more responsibility for their child's education;

14 (c) Businesses assume greater responsibility for supporting  
15 schools; and

16 (d) Educators take responsibility for meeting the diverse  
17 educational needs of all students.

18 (6) It is the intent of the legislature to provide students the  
19 opportunity for an ample educational experience and an educational  
20 environment that fosters mutually respectful interactions in an  
21 atmosphere of collaboration and cooperation, and in which students  
22 develop awareness, understanding, and sensitivity to differences among  
23 people, including but not limited to gender, race, color, national  
24 origin, and religion.

25 (7)(a) It is the intent of the legislature that any student, from  
26 those at-risk to students who may be developmentally delayed or  
27 disabled, who is having difficulty meeting the student learning goals  
28 under section 202 of this act be provided with instructional  
29 opportunities to help him or her meet the goals.

30 (b) Similarly, in support of subsection (6) of this section, it is  
31 the intent of the legislature that any highly capable student who has  
32 met or exceeded the student learning goals under section 202 of this  
33 act be provided with instructional opportunities to help him or her  
34 advance his or her educational experience.

35 **PART I**

36 **COMMUNITY SELECTION OF LOCAL EDUCATION PROGRAM**



1        NEW SECTION.    **Sec. 201.**    The following student learning goals for  
2 Washington's primary and secondary students, as recommended by the  
3 governor's council on education reform and funding, are supported by  
4 the legislature:

5        The ultimate goal of Washington's K-12 education system is to  
6 enable people to be responsible citizens, to contribute to their own  
7 economic well-being and to that of their families and communities, and  
8 to enjoy productive and satisfying lives. To these ends, schools,  
9 together with parents and communities, shall help all students develop  
10 the knowledge, skills, and attributes essential to:

11        (1) Communicate effectively and responsibly in a variety of ways  
12 and settings;

13        (2) Know and apply the core concepts and principles of mathematics;  
14 social, physical, and life sciences; arts; humanities; and health and  
15 fitness;

16        (3) Think critically and creatively and integrate experience and  
17 knowledge to form reasoned judgments, solve problems, and resolve  
18 conflicts;

19        (4) Function as caring and responsible individuals and contributing  
20 members of families, work groups, and communities.

21        NEW SECTION.    **Sec. 202.**    The state board of education shall by rule  
22 adopt the final student learning goals in section 201 of this act  
23 recommended by the governor's council on education reform and funding.  
24 Of these goals, goal two, in section 201(2) of this act, shall be  
25 primary. The legislature finds that from achievement of goal two,  
26 achievement of the other goals might follow. The legislature finds  
27 that students must above all else achieve mastery of knowledge and  
28 skills in core areas of reading, writing, speaking, science, history,  
29 geography, and mathematics. The legislature also finds that families  
30 and communities bear the primary responsibility for seeing that  
31 children function as caring and responsible members of families, work  
32 groups, and communities. The student learning goals shall be effective  
33 for all school districts beginning with the 1993-94 school year. The  
34 state board shall review the goals at least once every ten years and  
35 update them as necessary. Local school districts may add goals to the  
36 student learning goals in section 201 of this act.



1       (5) "Performance-based" or "outcomes-based" education means a  
2 system designed to help students achieve specific goals and standards  
3 of what students should know and be able to do. The system provides  
4 flexibility for students as they proceed toward achieving and  
5 demonstrating the goals and standards. Students proceed through a  
6 performance-based or outcomes-based system by demonstrating competency.

7       (6) "Site-based decision making" means an administrative system in  
8 which school employees, parents, and others in the community exercise  
9 shared decision making on some aspects of school operations.

10       (7) "Standards" means criterion or an agreed upon level of  
11 performance or achievement that are linked to the state-wide student  
12 learning goals and that serve as a basis for decision making.

13       (8) "Student learning goals" means the goals listed under section  
14 201 of this act.

15       **Sec. 302.** RCW 28A.630.885 and 1992 c 141 s 202 are each amended to  
16 read as follows:

17       ~~((+2))~~ (1) The Washington commission on student learning is hereby  
18 established. The primary purposes of the commission are to identify  
19 what all students need to know and be able to do based on the final  
20 student learning goals ~~((of the governor's council on education reform~~  
21 ~~and funding, to develop))~~ adopted by the state board of education under  
22 section 202 of this act, cause the further development of student  
23 assessment and school accountability systems, and to take other steps  
24 necessary to develop a performance-based education system.

25       (2)(a) The commission shall include three members of the state  
26 board of education, three members appointed by the governor before July  
27 1, 1992, and ~~((three))~~ five members appointed ~~((no later than February~~  
28 ~~1, 1993,))~~ by the governor elected in the November 1992 election.  
29 Three of the five members shall be appointed no later than February 1,  
30 1993, and two of the five members shall be appointed no later than July  
31 1, 1993. In making the appointments, educators, business leaders, and  
32 parents shall be represented, and nominations from state-wide  
33 education, business, and parent organizations shall be requested.  
34 Efforts shall be made to ensure that the commission reflects the  
35 cultural diversity of the state's K-12 student population and that the  
36 major geographic regions in the state are represented. Appointees  
37 shall be qualified individuals who are supportive of educational  
38 restructuring, who have a positive record of service, and who will

1 devote sufficient time to the responsibilities of the commission to  
2 ensure that the objectives of the commission are achieved.

3 ~~((+3))~~ (b) The governor shall appoint a chair from the commission  
4 members. The governor shall fill vacancies that may occur on the  
5 commission except those vacancies determined by the state board of  
6 education.

7 (c) The commission shall begin its substantive work subject to  
8 ~~((subsection (1) of this section))~~ section 202(1), chapter 1, Laws of  
9 1992.

10 ~~((+4))~~ (3) The commission shall establish technical advisory  
11 committees. Membership of the technical advisory committees shall  
12 include, but not necessarily be limited to, professionals from the  
13 office of the superintendent of public instruction and the state board  
14 of education, and other state and local educational practitioners and  
15 student assessment specialists.

16 ~~((+5))~~ (4) The commission, with the assistance of ~~((the))~~ any  
17 technical advisory committees, shall:

18 (a) ~~((Identify what all elementary and secondary students need to~~  
19 ~~know and be able to do. At a minimum, these))~~ Develop essential  
20 ~~((academic))~~ learning requirements ~~((shall include reading, writing,~~  
21 ~~speaking, science, history, geography, mathematics, and critical~~  
22 ~~thinking. In developing these essential academic learning~~  
23 ~~requirements, the commission shall incorporate the student learning~~  
24 ~~goals identified by the council on education reform and funding))~~ based  
25 on the student learning goals adopted by the state board of education  
26 under section 202 of this act. These requirements shall be implemented  
27 through the development of performance standards. The essential  
28 learning requirements and standards shall not be less than world class  
29 so that Washington, its students, and its businesses might more  
30 effectively and continuously compete in the world market. "World class  
31 standards" means standards set at levels that will enable Washington's  
32 students to compete successfully with students throughout the world.  
33 In developing essential learning requirements and standards, the  
34 commission shall give effect to the legislature's intent (i) that  
35 student learning goal two is primary to the other goals; and (ii) that  
36 students must achieve world class knowledge and skills in core areas of  
37 reading, writing, speaking, science, history, geography, and  
38 mathematics. In developing the performance standards and assessment  
39 systems under this section, the commission shall consider the

1 experiences and information from local districts and schools that are  
2 already involved in these areas;

3 (b) By December 1, 1995, present to the state board of education  
4 and superintendent of public instruction a state-wide ((academic))  
5 assessment system for use in the elementary grades designed to  
6 determine if each student has mastered the essential ((academic))  
7 learning requirements identified in (a) of this subsection. The  
8 ((academic)) assessment system shall include a variety of  
9 methodologies, including performance-based measures that are criterion-  
10 referenced. The assessment system shall be designed so that the  
11 results under the assessment system are used by educators as tools to  
12 evaluate instructional practices, and to initiate appropriate  
13 educational support for students who do not master the essential  
14 ((academic)) learning requirements. Mastery of each component of the  
15 essential ((academic)) learning requirements shall be required before  
16 students progress in subsequent components of the essential  
17 ((academic)) learning requirements. The state board of education and  
18 superintendent of public instruction shall implement the elementary  
19 ((academic)) assessment system beginning in the 1996-97 school year, if  
20 completed and for public schools choosing to participate, unless the  
21 legislature takes action to delay or prevent implementation of the  
22 assessment system and essential ((academic)) learning requirements.  
23 The state board of education and superintendent of public instruction  
24 ((may)) shall review and modify the ((academic)) assessment system, as  
25 needed, in subsequent school years;

26 (c) By December 1, 1996, present to the state board of education  
27 and superintendent of public instruction a state-wide ((academic))  
28 assessment system for use in the secondary grades designed to determine  
29 if each student has mastered the essential ((academic)) learning  
30 requirements identified for secondary students in (a) of this  
31 subsection. The ((academic)) assessment system shall use a variety of  
32 methodologies, including performance-based measures, to determine if  
33 students have mastered the essential ((academic)) learning  
34 requirements, and shall lead to a certificate of mastery at about age  
35 sixteen. The certificate of mastery shall be required for graduation  
36 but shall be based only on student learning goals one through three in  
37 section 201 of this act. The assessment system shall be designed so  
38 that the results are used by educators to evaluate instructional  
39 practices, and to initiate appropriate educational support for students

1 who do not master the essential ((academic)) learning requirements.  
2 The commission shall recommend to the state board of education whether  
3 the certificate of mastery should take the place of the graduation  
4 requirements (~~or be required for graduation in addition to graduation~~  
5 ~~requirements~~). The state board of education and superintendent of  
6 public instruction shall implement the secondary ((academic))  
7 assessment system beginning in the 1997-98 school year, if completed  
8 and for public schools choosing to participate, unless the legislature  
9 takes action to delay or prevent implementation of the assessment  
10 system and essential ((academic)) learning requirements. The state  
11 board of education and superintendent of public instruction ((may))  
12 shall review and modify the assessment system, as needed, in subsequent  
13 school years;

14 (d) Consider methods to address the unique needs of special  
15 education students and students who have demonstrated gaps in learning  
16 based on students' racial and ethnic minority status when developing  
17 the assessments in (b) and (c) of this subsection;

18 (e) (~~Develop strategies that will assist educators in helping~~  
19 ~~students master the essential academic learning requirements;~~

20 (f) ~~Establish a center the primary role of which is to plan,~~  
21 ~~implement, and evaluate a high quality professional development~~  
22 ~~process. The quality schools center shall: Have an advisory council~~  
23 ~~composed of educators, parents, and community and business leaders; use~~  
24 ~~best practices research regarding instruction, management, curriculum~~  
25 ~~development, and assessment; coordinate its activities with the office~~  
26 ~~of the superintendent of public instruction and the state board of~~  
27 ~~education; employ and contract with individuals who have a commitment~~  
28 ~~to quality reform; prepare a six year plan to be updated every two~~  
29 ~~years; and be able to accept resources and funding from private and~~  
30 ~~public sources;~~

31 (g) ~~Develop recommendations for the repeal or amendment of federal,~~  
32 ~~state, and local laws, rules, budgetary language, regulations, and~~  
33 ~~other factors that inhibit schools from adopting strategies designed to~~  
34 ~~help students achieve the essential academic learning requirements;~~

35 (h)) Develop recommendations on the time, support, and resources,  
36 including technical assistance, needed by schools and school districts  
37 to help students achieve the essential ((academic)) learning  
38 requirements. These recommendations shall include an estimate for the  
39 legislature, superintendent of public instruction, and governor on the

1 expected cost of implementing the elementary and secondary ((academic))  
2 assessment systems during the 1995-97 biennium and beyond;

3 ((i)) (f) Develop recommendations for consideration by the higher  
4 education coordinating board for adopting college and university  
5 entrance requirements that ~~((would assist schools in adopting  
6 strategies designed to help students achieve the essential academic  
7 learning requirements))~~ are consistent with a performance-based  
8 education system;

9 ((j)) (g) By December 1, 1996, recommend to the legislature,  
10 state board of education, and superintendent of public instruction a  
11 state-wide accountability system to evaluate accurately and fairly the  
12 level of learning occurring in individual schools and school  
13 districts~~((The commission also shall recommend to the legislature  
14 steps that should be taken to assist school districts and schools in  
15 which learning is significantly below expected levels of performance as  
16 measured by the academic assessment systems established under this  
17 section))~~;

18 ((k)) (h) Report annually by December 1st to the governor and the  
19 legislature ~~((and the state board of education))~~ on the progress,  
20 findings, and recommendations of the commission; and

21 ((l)) (i) Complete other tasks, as appropriate.

22 ((6)) (5) The commission shall coordinate its activities with the  
23 state board of education and the office of the superintendent of public  
24 instruction.

25 ((7)) (6) The commission shall seek advice broadly from the  
26 public and all interested educational organizations in the conduct of  
27 its work, including holding periodic regional public hearings.

28 ((8)) (7) The commission shall select an entity to provide staff  
29 support and the office of ~~((financial management shall contract with  
30 that entity))~~ the superintendent of public instruction shall provide  
31 administrative oversight and be the fiscal agent for the commission on  
32 student learning. The superintendent shall report annually to the  
33 commission on student learning on the activities of the  
34 superintendent's office of educational restructuring, research, and  
35 technical assistance under RCW 28A.300.130. The commission may direct  
36 the ((office of financial management)) superintendent of public  
37 instruction to enter into subcontracts, within the commission's  
38 resources, with school districts, teachers, higher education faculty,

1 state agencies, business organizations, and other individuals and  
2 organizations to assist the commission in its deliberations.

3 ((+9)) (8) Members of the commission shall be reimbursed for  
4 travel expenses as provided in RCW 43.03.050 and 43.03.060.

5 **PART IV**

6 **PLANNING AND TIME FOR RESTRUCTURING**

7 NEW SECTION. **Sec. 401.** (1) From appropriated funds, beginning  
8 with the 1994-95 school year, the office of the superintendent of  
9 public instruction shall provide staff development program grants, to  
10 the extent funds are appropriated, to local districts to provide state-  
11 funded certificated instructional staff, state-funded classified staff  
12 with instructional responsibilities, and state-funded classified  
13 secretarial staff in each school in the district with the equivalent of  
14 an average of five additional days beyond the student school calendar  
15 year. These nonstudent days shall be used by schools for staff  
16 development, planning, and implementation activities as local districts  
17 and schools move toward a performance-based education program.

18 (2) The compensation for these days shall be at the regular salary  
19 rates and shall constitute supplemental compensation under RCW  
20 28A.400.200(4).

21 (3) The staff development program grants shall be for school  
22 building activities related to planning, curriculum development,  
23 instructional strategies, assessment, evaluation, the use of  
24 technology, and other approaches to restructuring. The funds may be  
25 used by schools to shift to school-based decision making.

26 (4)(a) To be eligible for staff development program grants  
27 beginning in fiscal year 1994-95, districts shall submit to the state  
28 board of education, school building applications to develop broad-based  
29 strategic restructuring plans. The applications shall be submitted  
30 under the provisions of RCW 28A.305.140(1). Grants shall be renewed on  
31 the same basis as waivers are provided under RCW 28A.305.140(2).

32 (b) The building plan shall involve broad participation. In  
33 addition to the provisions of RCW 28A.305.140(1), the plan shall  
34 include: Performance-based assessment, evaluation, and in-service in  
35 cultural diversity, including how to work with diverse populations.  
36 The plan may contain elements including but not limited to technology,  
37 curriculum development, and continuous quality improvement.

1 (5) The school site council shall authorize the building plan and  
2 submit it to the school board.

3 (6) The school board shall conduct at least one public hearing on  
4 the building restructuring plans before the board votes to approve the  
5 plans and before the district files an application with the state for  
6 a staff development grant. Boards may hear more than one proposed plan  
7 at a hearing and may approve more than one plan at a hearing.

8 NEW SECTION. **Sec. 402.** A new section is added to chapter 28A.240  
9 RCW to read as follows:

10 (1) To be eligible for grants under section 401 of this act, a  
11 school district board of directors shall adopt a policy authorizing  
12 school site-based councils.

13 (2) The policy adopted by a school district board of directors  
14 shall include but is not limited to:

15 (a) Procedures for forming a school site-based council and official  
16 recognition of the council by the district;

17 (b) Membership of the school site-based council including parents,  
18 staff, community members, and age-appropriate students. Existing  
19 organizations may be used to form the school site-based council;

20 (c) Designation of activities with which school site-based councils  
21 may become involved, including management, budget, personnel, and  
22 program decisions affecting instruction at the school level;

23 (d) Delegation of authority to school site-based councils to adopt  
24 their own bylaws and charters; and

25 (e) Provisions for educating members of school site-based councils  
26 to help all members to become knowledgeable about school funding,  
27 educational programs, and options for change.

28 **PART V**  
29 **LEADERSHIP FOR RESTRUCTURING**

30 NEW SECTION. **Sec. 501.** (1) The Washington state principal  
31 internship support program is created. The purpose of the program is  
32 to provide funds to school districts for employees who are in a  
33 principal preparation program to complete an internship with a mentor  
34 principal.

1 (2)(a) Beginning in the 1994-95 school year, school districts may  
2 participate in the principal internship support program to the extent  
3 funds are appropriated.

4 (b) A principal internship shall consist of a minimum of ninety  
5 school days. For internships funded under this program, the state  
6 shall provide reimbursement for substitute costs at the daily rate  
7 allocated in the omnibus appropriations act for sixty-eight days of  
8 instruction and the district shall cover substitute costs for the  
9 remainder of the internship. The superintendent of public instruction  
10 shall establish procedures, by rule, for a district to receive  
11 additional funds to pay for additional substitute costs, if the  
12 district would otherwise be unable to participate in the program.

13 (c) Funds appropriated for the principal internship support program  
14 shall be allocated by the superintendent of public instruction to the  
15 educational service districts based on the percentage of full-time  
16 equivalent public school students enrolled in school districts in each  
17 educational service district.

18 (d) Once principal internship participants have been selected, the  
19 educational service districts shall allocate the funds to the  
20 appropriate school districts. The funds shall be used to pay for  
21 replacement substitute staff while the school district employee is  
22 completing the principal internship.

23 (e) Educational service districts may be reimbursed for costs  
24 associated with implementing the program. Reimbursement rates shall be  
25 determined by the superintendent of public instruction.

26 (3) The process for selecting participants in the principal  
27 internship support program shall be as follows:

28 (a) The candidate must be enrolled in a state board of education  
29 approved principal preparation program.

30 (b) The candidate must apply in writing to his or her local school  
31 district.

32 (c) Candidates shall be selected to: (i) Reflect the racial and  
33 ethnic diversity of the student population in the educational service  
34 district region; and (ii) to the extent practicable, represent an equal  
35 number of women and men.

36 (d) Each school district shall determine which applicants meet its  
37 criteria for participation in the principal internship support program  
38 and shall notify in writing its educational service district of the  
39 school district's selected applicants. When submitting the names of

1 applicants, the school district shall identify a mentor principal for  
2 each principal intern applicant.

3 NEW SECTION. **Sec. 502.** (1) The state board of education shall  
4 appoint a principal internship advisory task force to develop and  
5 recommend to the board standards for the principal internship support  
6 program.

7 (2) Colleges, universities, and school districts may establish  
8 additional standards.

9 (3) Principal interns shall complete all the standards in order to  
10 complete the internship program successfully.

11 (4) Task force membership shall include, but is not limited to,  
12 persons representing the office of the superintendent of public  
13 instruction, principals, school administrators, teachers, school  
14 directors, higher education principal preparation programs, and  
15 educational service districts. The task force membership shall, to the  
16 extent possible, be culturally diverse and gender balanced.

17 **PART VI**  
18 **MENTOR PROGRAM**

19 **Sec. 601.** RCW 28A.415.250 and 1991 c 116 s 19 are each amended to  
20 read as follows:

21 The superintendent of public instruction shall adopt rules to  
22 establish and operate a teacher assistance program. For the purposes  
23 of this section, the terms "mentor teachers," "beginning teachers," and  
24 "experienced teachers" may include any person possessing any one of the  
25 various certificates issued by the superintendent of public instruction  
26 under RCW 28A.410.010. The program shall provide for:

27 (1) Assistance by mentor teachers who will provide a source of  
28 continuing and sustained support to beginning teachers, or experienced  
29 teachers, or both, both in and outside the classroom. A mentor teacher  
30 may not be involved in evaluations under RCW 28A.405.100 of a teacher  
31 who receives assistance from said mentor teacher under the teacher  
32 assistance program established under this section. The mentor teachers  
33 shall also periodically inform their principals respecting the contents  
34 of training sessions and other program activities;

35 (2) Stipends for mentor teachers and beginning teachers which shall  
36 not be deemed compensation for the purposes of salary lid compliance

1 under RCW ((28A.58.095)) 28A.400.200: PROVIDED, That stipends shall  
2 not be subject to the continuing contract provisions of this title;

3 (3) Workshops for the training of mentor and beginning teachers;

4 (4) The use of substitutes to give mentor teachers, beginning  
5 teachers, and experienced teachers opportunities to jointly observe and  
6 evaluate teaching situations and to give mentor teachers opportunities  
7 to observe and assist beginning and experienced teachers in the  
8 classroom;

9 (5) Mentor teachers who are superior teachers based on their  
10 evaluations, pursuant to RCW 28A.405.010 through 28A.405.240, and who  
11 hold valid continuing certificates;

12 (6) Mentor teachers shall be selected by the district. If a  
13 bargaining unit, certified pursuant to RCW 41.59.090 exists within the  
14 district, classroom teachers representing the bargaining unit shall  
15 participate in the mentor teacher selection process; and

16 (7) Periodic consultation by the superintendent of public  
17 instruction or the superintendent's designee with representatives of  
18 educational organizations and associations, including educational  
19 service districts and public and private institutions of higher  
20 education, for the purposes of improving communication and cooperation  
21 and program review.

22 Any district may release a mentor teacher to work full time with  
23 beginning or experienced teachers, or both.

24 **PART VII**

25 **CERTIFICATION REQUIREMENTS**

26 NEW SECTION. **Sec. 701.** (1) In conducting its study on outcomes-  
27 based standards for the approval of educator preparation programs, the  
28 state board of education shall assure that the adoption of new program  
29 approval standards are consistent with and support the establishment of  
30 a performance-based education system under the provisions of chapter  
31 . . . , Laws of 1993 (this act). In addition, the new standards shall  
32 ensure that graduates from the preparing institutions of the state are  
33 appropriately prepared to enter the performance-based education system,  
34 including knowledge and skills to work with culturally diverse  
35 students. The new standards shall be adopted not later than the  
36 beginning of the 1996-97 school year.

1 (2) The state board shall report to the governor, the legislature,  
2 and the commission on student learning by December 31, 1993, on the  
3 progress and any findings of the board's study of outcomes-based  
4 program approval standards. When the study is completed, the board  
5 shall submit a final report to the governor, the legislature, and the  
6 commission on student learning. The final report shall include  
7 findings and recommendations regarding the impact of the new standards  
8 on the recruitment of culturally diverse candidates to the teaching  
9 profession.

10 (3) The state board shall adopt necessary rules under chapter 34.05  
11 RCW to implement the recommendations of the certification study  
12 required under section 104, chapter 141, Laws of 1992.

13 (4) The superintendent of public instruction and the state board of  
14 education shall review the provisions of chapter 28A.690 RCW,  
15 interstate agreement on qualifications of educational personnel, and  
16 make recommendations as necessary to the legislature and the governor  
17 to amend these provisions to be consistent with the new certification  
18 requirements to be implemented under subsection (3) of this section.

19 **PART VIII**

20 **PARENT AND COMMUNITY INVOLVEMENT**

21 NEW SECTION. **Sec. 801.** (1) The superintendent of public  
22 instruction shall appoint a twelve member parent and community advisory  
23 council whose membership shall include a minimum of six parents.

24 (2) The parent and community advisory council shall advise the  
25 state superintendent on:

26 (a) How to increase parent and citizen involvement in education  
27 with a particular focus on reaching parents who have not previously  
28 been involved with their children's education;

29 (b) Identifying obstacles to greater parent and community  
30 involvement in school site-based decision making; and

31 (c) Recommend strategies for helping parents and community members  
32 to participate effectively in school site-based decision making,  
33 including understanding and respecting the roles of building  
34 administrators and staff.

35 (3) Through the office of educational restructuring, research, and  
36 technical assistance under RCW 28A.300.130, the superintendent shall,  
37 in consultation with the parent and community advisory council, on a

1 request basis, provide or contract to provide to any school, district,  
2 or community, information, technical assistance, or training regarding  
3 citizen participation in education, including training to promote the  
4 effective participation of parents and community members on school site  
5 councils.

6 **PART IX**

7 **INCENTIVE AND ASSISTANCE PROGRAM**

8 NEW SECTION. **Sec. 901.** From appropriated funds, the  
9 superintendent of public instruction shall provide incentive grants  
10 under section 902 of this act and provide assistance grants under  
11 section 903 of this act.

12 NEW SECTION. **Sec. 902.** (1) The commission on student learning  
13 shall develop an incentive program to provide rewards to schools in  
14 which a large percentage of students significantly exceed the essential  
15 learning requirements. Each school shall be assessed individually  
16 against its own baseline for the incentive program. Data collected for  
17 the incentive program shall be collected and analyzed by gender, racial  
18 or ethnic background, and socioeconomic status and shall not be used to  
19 compare one school against another. Rewards shall be based on the rate  
20 of percentage change of students achieving the performance standards.  
21 An explicit account shall be taken of the rate of percentage change of  
22 special needs and at-risk students achieving the performance standards  
23 and the mobility of students.

24 (2) Staff at each school, in partnership with the school site  
25 council, shall decide how to spend the reward.

26 (3) The incentive program shall be administered by the  
27 superintendent of public instruction. The first incentive grants shall  
28 be awarded the 1997-98 school year. Incentive grants shall be awarded  
29 every two years to eligible schools, to the extent funds are  
30 appropriated.

31 NEW SECTION. **Sec. 903.** (1) The commission on student learning  
32 shall develop an assistance program to provide assistance other than  
33 monetary assistance to schools and districts experiencing difficulty in  
34 assisting a significant percentage of their students to achieve the  
35 essential learning requirements.

1 (2) The assistance program shall include a process for the  
2 superintendent of public instruction to intervene in the operation of  
3 districts or schools that dramatically and persistently fail to help  
4 students meet the essential learning requirements.

5 (3) The assistance program shall be administered by the  
6 superintendent of public instruction. The first assistance grants  
7 shall be awarded the 1997-98 school year. Assistance grants shall be  
8 awarded every two years to schools or districts as determined by the  
9 state superintendent, to the extent funds are appropriated.

10 **Sec. 904.** RCW 28A.300.130 and 1986 c 180 s 1 are each amended to  
11 read as follows:

12 (1) ~~((Recent and))~~ Expanding activity in educational research and  
13 educational restructuring initiatives has produced and continues to  
14 produce much valuable information. The legislature finds that such  
15 information should be shared with the citizens and educational  
16 community of the state as widely as possible, including school-based  
17 technical assistance coordinated by the office of the superintendent of  
18 public instruction. To facilitate access to information and materials  
19 on ~~((education))~~ educational restructuring and research, the  
20 superintendent of public instruction shall ~~((act as the state~~  
21 ~~clearinghouse for educational information))~~ establish an office of  
22 educational restructuring, research, and technical assistance.

23 (2) In carrying out this function, the superintendent of public  
24 instruction's primary duty shall be to collect, ~~((screen,))~~ organize,  
25 analyze, synthesize, and disseminate, including technical assistance,  
26 information pertaining to the state's ~~((educational system from~~  
27 ~~preschool through grade twelve, including but not limited to))~~ common  
28 school system. The primary duty to collect and disseminate information  
29 is not limited to but shall include information on:

30 (a) The work and activities of the commission on student learning;

31 (b) In-state research and development efforts, including  
32 restructuring initiatives in Washington schools and districts;

33 (c) Descriptions of exemplary, model, and innovative programs; and

34 (d) Related information that can be used in ~~((developing))~~ helping  
35 schools and districts with restructuring initiatives and developing  
36 more effective programs.

37 (3) The superintendent of public instruction shall maintain a  
38 collection of such studies, articles, reports, research findings,

1 (~~monographs, bibliographies, directories, curriculum materials,~~  
2 ~~speeches, conference proceedings, legal decisions that are concerned~~  
3 ~~with some aspect of the state's education system,)) and other  
4 applicable materials as necessary in order that the office of  
5 educational restructuring, research, and technical assistance can  
6 provide timely information services and technical assistance to  
7 educational staff, students, parents, schools, districts, and other  
8 groups or agencies as appropriate. All materials and information shall  
9 be considered public documents under chapter 42.17 RCW and the  
10 superintendent of public instruction shall furnish copies of  
11 educational materials at nominal cost.~~

12 (4) The superintendent of public instruction shall coordinate  
13 technical assistance and the dissemination of information with the  
14 educational service districts (~~and shall publish and distribute, on a~~  
15 ~~monthly basis, a newsletter describing current activities and~~  
16 ~~developments in education in the state)). In coordinating technical  
17 assistance services, the superintendent shall make every effort to use  
18 practitioners to assist both agency staff as well as educators and  
19 others in schools and districts.~~

## 20 PART X

### 21 COORDINATED SOCIAL AND HEALTH SERVICES

22 NEW SECTION. Sec. 1001. (1) The purpose of this section is to  
23 enhance the quantity, quality, efficiency, and effectiveness of  
24 services for children and families in order to enable children to learn  
25 while in school.

26 (2) Beginning with the 1993-94 school year, the office of the  
27 superintendent of public instruction, to the extent funds are  
28 appropriated, shall allocate funds for pilot programs in up to ten  
29 counties or municipalities to meet the needs of children and families  
30 better so that children can achieve in school.

31 (3) Beginning with the 1994-95 school year, the superintendent of  
32 public instruction, to the extent funds are appropriated, shall  
33 allocate funds annually for state-wide implementation for programs that  
34 assist children achieving in school. To qualify for funds, local  
35 districts and schools, local service providers, local governments,  
36 state agencies, and persons organized for the purpose of designing and  
37 providing services for children and families, shall develop plans for

1 enhancing the flexibility, coordination, and responsiveness of the  
2 educational, social, and health services for students and families  
3 identified as at-risk. Plans shall address the needs of children and  
4 families in a county or multicounty area, or in a municipal or  
5 multimunicipal area.

6 (4) The family policy council established in chapter 70.190 RCW  
7 shall determine the information that must be included in the plans. At  
8 a minimum, plans shall include:

9 (a) A description of services, funding sources, intended outcomes,  
10 and measures to evaluate the programs implemented under the plan;

11 (b) Agreed upon responsibilities of participating agencies;

12 (c) Means to accommodate cultural diversity and changes in student  
13 populations and to ensure equity, access, and relevance in providing  
14 services;

15 (d) Means to ensure parental involvement in planning and the use of  
16 services; and

17 (e) An identified lead agency to receive state funds allocated for  
18 the purposes of this section.

19 (5) Funds provided for the purposes of subsections (3) and (4) of  
20 this section shall be used only for those plans approved by the family  
21 policy council. The council shall review local plans by November 1,  
22 1993, and the beginning of every school year thereafter.

23 (6) The family policy council shall coordinate the provision of  
24 technical assistance to local communities for the development of  
25 coordinated services for students.

26 **PART XI**  
27 **TECHNOLOGY**

28 NEW SECTION. **Sec. 1101.** The legislature recognizes the ongoing  
29 necessity for public schools to use up-to-date tools for learning to  
30 meet goals for education. To participate successfully in the  
31 contemporary workplace, students should be able to use technology and  
32 be able to get information electronically. Workplace technology  
33 requirements will continue to change and students should learn the new  
34 requirements.

35 Furthermore, the legislature finds that the Washington systemic  
36 initiative is a broad-based effort to promote widespread public  
37 literacy in mathematics, science, and technology. A critical component

1 of the systemic initiative is the electronic access to information by  
2 students. It is the intent of the legislature that components of  
3 sections 1102 through 1105 of this act will support the state-wide  
4 systemic reform effort in mathematics, science, and technology as  
5 planned through the Washington systemic initiative.

6 NEW SECTION. **Sec. 1102.** Unless the context clearly requires  
7 otherwise, the definitions in this section apply throughout sections  
8 1101 through 1105 of this act.

9 (1) "Education technology" means the effective use of electronic  
10 tools and electronic pathways in meeting goals established for  
11 education.

12 (2) "Network" means integrated linking of education technology  
13 systems in schools for transmission of voice, data, video, or imaging,  
14 or a combination of these.

15 NEW SECTION. **Sec. 1103.** (1) The superintendent of public  
16 instruction may establish an educational technology section, and  
17 through that section develop and implement a Washington state  
18 technology program, the coordination and development of which shall be  
19 consistent with the applicable provisions of chapter 43.105 RCW. The  
20 program shall include:

21 (a) State-wide support to help school districts plan, implement,  
22 and educate staff in the use of technology for educational and  
23 administrative purposes;

24 (b) Grants to school districts to help districts integrate  
25 technology into the learning process and to connect to the state-wide  
26 and national networks for educational purposes;

27 (c) Development of on-line information services for Washington  
28 state, with links to other services. These links shall provide avenues  
29 of communication between all levels of education;

30 (d) Staff support for on-line educational projects involving  
31 students throughout the state and nation; and

32 (e) Expansion of state-wide networks, including educational video  
33 teleconferences.

34 (2) The superintendent of public instruction shall distribute  
35 grants, from moneys appropriated for this purpose, to educational  
36 service districts for:

1 (a) Establishing regional educational technology support centers to  
2 provide ongoing educator training, school district cost-benefit  
3 analysis, long-range planning, network planning, distance learning  
4 access support, and other technical and program support. Each  
5 educational service district shall establish an advisory council to  
6 advise the educational service district about spending the grant  
7 moneys; and

8 (b) Establishing each educational service district as a site for  
9 video conferences on the network.

10 (3) The superintendent of public instruction shall distribute  
11 grants, from moneys appropriated for this purpose, to school districts  
12 for:

13 (a) Support for school district personnel to become trainers on  
14 state-wide and national networks;

15 (b) Incentives to encourage school districts to plan for,  
16 implement, and evaluate the effective use of technology in the school  
17 curriculum; and

18 (c) Helping schools connect into the state-wide network for  
19 curricular purposes. The criteria for selection of schools to receive  
20 grants shall be based on schools' readiness to use network services and  
21 economic need.

22 (4) The superintendent of public instruction shall adopt rules  
23 requiring local districts to provide a twenty-five percent match of  
24 grant funds from other sources. However, the superintendent of public  
25 instruction shall adopt rules to waive all or part of the match  
26 requirement for districts that can demonstrate, based on the district's  
27 relative property tax wealth, that they would not be able to apply for  
28 the grant unless all or part of the match requirement was waived. A  
29 district capital levy for technology will satisfy the local match  
30 requirement under this section.

31 (5) The superintendent of public instruction shall distribute  
32 grants, from moneys appropriated for this purpose, to the Washington  
33 school information processing cooperative, for equipment to expand the  
34 current state-wide network and to establish a system for video  
35 conferences.

36 NEW SECTION. **Sec. 1104.** The superintendent of public instruction  
37 shall appoint an educational technology advisory committee. The  
38 committee shall include, but is not limited to, persons representing:

1 The state board of education, the commission on student learning,  
2 educational service districts, school directors, school administrators,  
3 school principals, teachers, higher education faculty, parents,  
4 students, business, labor, scientists and mathematicians, the higher  
5 education coordinating board, the work force training and education  
6 coordinating board, the state library, and the department of  
7 information services.

8 The committee shall advise the superintendent of public instruction  
9 on the implementation of sections 1101 through 1103 of this act.

10 NEW SECTION. **Sec. 1105.** (1) The superintendent of public  
11 instruction may receive such gifts, grants, and endowments from public  
12 or private sources as may be made from time to time, in trust or  
13 otherwise, for the use and benefit of the purposes of education  
14 technology and expend the same or any income therefrom according to the  
15 terms of the gifts, grants, or endowments.

16 (2) The education technology fund is hereby established in the  
17 custody of the state treasurer. The superintendent of public  
18 instruction shall deposit in the fund all moneys received from gifts,  
19 grants, or endowments for education technology. Moneys in the fund may  
20 be spent only for education technology. Disbursements from the fund  
21 shall be on authorization of the superintendent of public instruction  
22 or the superintendent's designee. The fund is subject to the allotment  
23 procedure provided under chapter 43.88 RCW, but no appropriation is  
24 required for disbursements.

25 **PART XII**  
26 **DEREGULATION**

27 NEW SECTION. **Sec. 1201.** (1) The superintendent of public  
28 instruction and the state board of education shall review all laws  
29 pertaining to K-12 public education. Except those laws that protect  
30 the health, safety, and civil rights of students and staff, the intent  
31 of the review is to justify, modify, and maintain only those laws that  
32 support the new performance-based education system for all students.

33 (2) The superintendent and the state board shall conduct the review  
34 in a manner that includes a broad representation of citizens, including  
35 parents, students, educators, and others, to assist in the review  
36 process.

1 (3) The superintendent shall determine a specific timetable for the  
2 review. Beginning January 1994, and each succeeding January until the  
3 review is done, but not later than January 1997, the superintendent  
4 shall submit to the governor and legislature a list of all laws  
5 reviewed during the preceding year and the laws to be reviewed the next  
6 year.

7 (4) Private schools and parents who home school their children are  
8 subject only to those minimum state controls necessary to ensure the  
9 health and safety of all students in the state and to ensure that  
10 students have a basic educational opportunity. Parents who are home  
11 schooling their children under chapter 28A.200 RCW and RCW  
12 28A.225.010(4) and private schools under chapter 28A.195 RCW shall not  
13 be subject to:

14 (a) State-wide student learning goals and essential learning  
15 requirements under RCW 28A.150.210 and 28A.630.885(5)(a);

16 (b) The elementary assessment system under RCW 28A.630.885(5); or

17 (c) The secondary assessment system, including the certificate of  
18 mastery, under RCW 28A.630.885(5)(c).

19 (5) The review of statutes under subsections (1) and (2) of this  
20 section shall be conducted consistent with the exemptions provided  
21 under subsection (4) of this section for private schools and parents  
22 who home school their children.

23 **Sec. 1202.** RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each  
24 amended to read as follows:

25 (1) Any board of directors may make agreements with adults choosing  
26 to attend school: PROVIDED, That unless such arrangements are approved  
27 by the state superintendent of public instruction, a reasonable tuition  
28 charge, fixed by the state superintendent of public instruction, shall  
29 be paid by such students as best may be accommodated therein.

30 (2) A district is strongly encouraged to honor the request of a  
31 parent or guardian for his or her child to attend a school in another  
32 district.

33 (3) A district shall release a student to a nonresident district  
34 that agrees to accept the student if:

35 (a) A financial, educational, safety, or health condition affecting  
36 the student would likely be reasonably improved as a result of the  
37 transfer; or

1 (b) Attendance at the school in the nonresident district is more  
2 accessible to the parent's place of work or to the location of child  
3 care; or

4 (c) There is a special hardship or detrimental condition.

5 (4) A district may deny the request of a resident student to  
6 transfer to a nonresident district if the release of the student would  
7 adversely affect the district's existing desegregation plan.

8 (5) For the purpose of helping a district assess the quality of its  
9 education program, a resident school district may request an optional  
10 exit interview or questionnaire with the parents or guardians of a  
11 child transferring to another district. No parent or guardian may be  
12 forced to attend such an interview or complete the questionnaire.

13 (6) Beginning with the 1993-94 school year, school districts may  
14 not establish annual transfer fees or tuition for nonresident students  
15 enrolled under subsection (3) of this section and RCW 28A.225.225.  
16 ~~((Until rules are adopted under section 202, chapter 9, Laws of 1990~~  
17 ~~1st ex. sess. for the calculation of the transfer fee, the transfer fee~~  
18 ~~shall be calculated by the same formula as the fees authorized under~~  
19 ~~section 10, chapter 130, Laws of 1969. These fees, if applied, shall~~  
20 ~~be applied uniformly for all such nonresident students except as~~  
21 ~~provided in this section. The superintendent of public instruction,~~  
22 ~~from available funds, shall pay any transfer fees for low income~~  
23 ~~students assessed by districts under this section. All transfer fees~~  
24 ~~must be paid over to the county treasurer within thirty days of its~~  
25 ~~collection for the credit of the district in which such students~~  
26 ~~attend.)) Reimbursement of a high school district for cost of~~  
27 ~~educating high school pupils of a nonhigh school district shall not be~~  
28 ~~deemed a transfer fee as affecting the apportionment of current state~~  
29 ~~school funds.~~

30 NEW SECTION. Sec. 1203. The superintendent of public instruction  
31 shall work with appropriate organizations to ensure that every teacher,  
32 district and building administrator, and school director is aware of  
33 the waivers available under RCW 28A.305.140 and the broadened school  
34 board powers under RCW 28A.320.015.

35 NEW SECTION. Sec. 1204. (1) A legislative fiscal study committee  
36 is hereby created. The committee shall be comprised of two members  
37 from each caucus of the senate, appointed by the president of the

1 senate, and two members from each caucus of the house of  
2 representatives, appointed by the speaker. In consultation with the  
3 office of the superintendent of public instruction, the committee shall  
4 study the state operating budget for the common school system and other  
5 sections of the budget that have a direct or indirect impact on the  
6 common school system.

7 (2) At a minimum, the study shall include an analysis of all K-12  
8 related appropriations to determine which might be classified as being  
9 investments in prevention and which might be classified as remedial  
10 expenditures.

11 (3) By January 16, 1995, the committee shall report to the full  
12 legislature on its findings and any recommendations for a new funding  
13 model for the common school system.

14 **PART XIII**

15 **RESTRUCTURING REPORTS**

16 NEW SECTION. **Sec. 1301.** (1) Beginning with the 1994-95 school  
17 year, each school district shall publish an annual school performance  
18 report to the community. The annual report shall be published in a  
19 format that can be easily understood and be the basis of informed  
20 educational decisions by parents, guardians, and other members of the  
21 community who are not professional educators.

22 (2) Data and descriptive material included in the annual report  
23 should enable parents, educators, and school board members to determine  
24 whether students in the district's schools are attaining mastery of the  
25 student learning goals under section 202 of this act, and other  
26 important facts about the schools' performance in assisting students to  
27 learn. The annual report shall make comparisons to a school's  
28 performance in preceding years and shall project goals in performance  
29 categories. As data becomes available it shall include:

30 (a) The change in the percentage of students, including special  
31 education and gifted students, attaining mastery of the student  
32 learning goals;

33 (b) Attendance and completion rates;

34 (c) The use and condition of school facilities;

35 (d) The level of satisfaction by the community served by each  
36 school; and

1 (e) A brief description of the strategic restructuring plan for  
2 each school.

3 (3) The office of the superintendent of public instruction shall  
4 compile district data and report annually to the governor and the  
5 legislature beginning with the 1994-95 school year. The superintendent  
6 shall monitor the performance of districts and schools that demonstrate  
7 gaps in student learning based on students' gender, racial, and ethnic  
8 minority status.

9 (4) Each school shall have the annual school performance report  
10 delivered to the parents or guardians with whom children in attendance  
11 at the school reside. In addition to any periodic report concerning an  
12 individual student's progress, there shall be included with the annual  
13 school performance report an individual student report enabling a  
14 parent or guardian to determine whether his or her child is attaining  
15 mastery of the essential learning requirements.

16 **Sec. 1302.** RCW 28A.300.040 and 1992 c 198 s 6 are each amended to  
17 read as follows:

18 In addition to any other powers and duties as provided by law, the  
19 powers and duties of the superintendent of public instruction shall be:

20 (1) To have supervision over all matters pertaining to the public  
21 schools of the state.

22 (2) To give an annual address on the state of education in separate  
23 presentations to the house of representatives and the senate the week  
24 immediately following the second Monday in January.

25 (3) To report to the governor and the legislature such information  
26 and data as may be required for the management and improvement of the  
27 schools.

28 ((+3+)) (4) To prepare and have printed such forms, registers,  
29 courses of study, rules and regulations for the government of the  
30 common schools, questions prepared for the examination of persons as  
31 provided for in RCW 28A.305.130(9), and such other material and books  
32 as may be necessary for the discharge of the duties of teachers and  
33 officials charged with the administration of the laws relating to the  
34 common schools, and to distribute the same to educational service  
35 district superintendents.

36 ((+4+)) (5) To travel, without neglecting his or her other official  
37 duties as superintendent of public instruction, for the purpose of  
38 attending educational meetings or conventions, of visiting schools, of

1 consulting educational service district superintendents or other school  
2 officials.

3 ~~((+5+))~~ (6) To prepare and from time to time to revise a manual of  
4 the Washington state common school code, copies of which shall be  
5 provided in such numbers as determined by the superintendent of public  
6 instruction at no cost to those public agencies within the common  
7 school system and which shall be sold at approximate actual cost of  
8 publication and distribution per volume to all other public and  
9 nonpublic agencies or individuals, said manual to contain Titles 28A  
10 and 28C RCW, rules and regulations related to the common schools, and  
11 such other matter as the state superintendent or the state board of  
12 education shall determine. Proceeds of the sale of such code shall be  
13 transmitted to the public printer who shall credit the state  
14 superintendent's account within the state printing plant revolving fund  
15 by a like amount.

16 ~~((+6+))~~ (7) To act as ex officio member and the chief executive  
17 officer of the state board of education.

18 ~~((+7+))~~ (8) To file all papers, reports and public documents  
19 transmitted to the superintendent by the school officials of the  
20 several counties or districts of the state, each year separately.  
21 Copies of all papers filed in the superintendent's office, and the  
22 superintendent's official acts, may, or upon request, shall be  
23 certified by the superintendent and attested by the superintendent's  
24 official seal, and when so certified shall be evidence of the papers or  
25 acts so certified to.

26 ~~((+8+))~~ (9) To require annually, on or before the 15th day of  
27 August, of the president, manager, or principal of every educational  
28 institution in this state, a report as required by the superintendent  
29 of public instruction; and it is the duty of every president, manager  
30 or principal, to complete and return such forms within such time as the  
31 superintendent of public instruction shall direct.

32 ~~((+9+))~~ (10) To keep in the superintendent's office a record of all  
33 teachers receiving certificates to teach in the common schools of this  
34 state.

35 ~~((+10+))~~ (11) To issue certificates as provided by law.

36 ~~((+11+))~~ (12) To keep in the superintendent's office at the capital  
37 of the state, all books and papers pertaining to the business of the  
38 superintendent's office, and to keep and preserve in the

1 superintendent's office a complete record of statistics, as well as a  
2 record of the meetings of the state board of education.

3 ~~((12))~~ (13) With the assistance of the office of the attorney  
4 general, to decide all points of law which may be submitted to the  
5 superintendent in writing by any educational service district  
6 superintendent, or that may be submitted to the superintendent by any  
7 other person, upon appeal from the decision of any educational service  
8 district superintendent; and the superintendent shall publish his or  
9 her rulings and decisions from time to time for the information of  
10 school officials and teachers; and the superintendent's decision shall  
11 be final unless set aside by a court of competent jurisdiction.

12 ~~((13))~~ (14) To administer oaths and affirmations in the discharge  
13 of the superintendent's official duties.

14 ~~((14))~~ (15) To deliver to his or her successor, at the expiration  
15 of the superintendent's term of office, all records, books, maps,  
16 documents and papers of whatever kind belonging to the superintendent's  
17 office or which may have been received by the superintendent's for the  
18 use of the superintendent's office.

19 ~~((15))~~ (16) To administer family services and programs to promote  
20 the state's policy as provided in RCW 74.14A.025.

21 ~~((16))~~ (17) To perform such other duties as may be required by  
22 law.

23 NEW SECTION. **Sec. 1303.** (1) There is hereby created a joint  
24 select committee on education reform composed of twelve members as  
25 follows:

26 (a) Six members of the senate, three from each of the major  
27 caucuses, to be appointed by the president of the senate; and

28 (b) Six members of the house of representatives, three from each of  
29 the major caucuses, to be appointed by the speaker of the house of  
30 representatives.

31 (2) The cochairs shall be designated by the speaker of the house of  
32 representatives and the president of the senate.

33 (3) The staff support shall be provided by the senate committee  
34 services and the office of program research as mutually agreed by the  
35 cochairs of the joint select committee.

36 (4) The expenses of the committee members shall be paid by the  
37 legislature.

1 (5) The joint select committee on education reform shall monitor,  
2 review, and periodically report upon the enactment and implementation  
3 of education reform in Washington both at the state and local level,  
4 including the following:

5 (a) The progress of the commission on student learning in the  
6 completion of its tasks as designated by chapter 141, Laws of 1992, or  
7 any subsequent legislation relating to education reform;

8 (b) The progress of the commission on student learning in designing  
9 a state-wide assessment system that will accurately measure student  
10 mastery of essential academic learning requirements;

11 (c) The state board of education's implementation of teacher  
12 certification requirements that are required by law on the effective  
13 date of this section or subsequent to the effective date of this  
14 section, and whether such requirements as implemented are actually  
15 consistent with higher student achievement envisioned under a  
16 performance-based education system;

17 (d) Whether the shift to a performance-based education system is  
18 incurring or will incur resistance, and, if so, why;

19 (e) The progress and success of the commission on student learning  
20 in establishing essential learning requirements that accurately and  
21 clearly represent what students should know and be able to do at  
22 specified intervals in their schooling;

23 (f) The progress and success of the commission on student learning,  
24 the superintendent of public instruction, the state board of education,  
25 the higher education coordinating board, and the state board for  
26 community and technical colleges in carrying out such duties and  
27 completing tasks as designated by chapter 141, Laws of 1992, by the  
28 performance-based education act, chapter . . . , Laws of 1993 (House  
29 Bill No. 1209 or Senate Bill No. 5306), and any subsequent legislation  
30 relating to education reform;

31 (g) The percentage and identification of schools that are either  
32 authorized to or opt to participate in the performance-based education  
33 system under section 101(2) of this act, and whether schools not opting  
34 into the system but submitting restructuring plans under section 401 of  
35 this act are setting learning standards that are higher or lower than  
36 those required in the performance-based system; and

37 (h) Such other areas as the joint select committee may deem  
38 appropriate.

1 (6) The commission on student learning, the superintendent of  
2 public instruction, the state board of education, the higher education  
3 coordinating board, and the state board for community and technical  
4 colleges shall each report to the joint select committee on education  
5 reform regarding their progress in completing tasks as designated by  
6 chapter 141, Laws of 1992, by the performance-based education act,  
7 chapter . . . , Laws of 1993 (House Bill No. 1209 or Senate Bill No.  
8 5306), and any subsequent legislation relating to education reform.

9 (7) The joint select committee on education reform shall report its  
10 initial findings to the legislature by December 31, 1993, and shall  
11 report its findings annually thereafter until December 31, 1998, at  
12 which time the committee shall make its final report.

13 **PART XIV**

14 **SCHOOL-TO-WORK TRANSITIONS**

15 NEW SECTION. **Sec. 1401.** (1) The legislature finds that  
16 demonstrated relevancy and practical application of school work is  
17 essential to improving student learning and to increasing the ability  
18 of students to transition successfully to the world of work. Employers  
19 have an increasing need for highly skilled people whether they are  
20 graduating from high school, a community college, a four-year  
21 university, or a technical college.

22 (2) The legislature further finds that the school experience must  
23 prepare students to make informed career direction decisions at  
24 appropriate intervals in their educational progress. The elimination  
25 of rigid tracking into educational programs will increase students'  
26 posthigh school options and will expose students to a broad range of  
27 interrelated career and educational opportunities.

28 (3) The legislature further finds that student motivation and  
29 performance can be greatly increased by the demonstration of practical  
30 application of course work content and its relevancy to potential  
31 career directions.

32 (4) The legislature further finds that secondary schools should  
33 provide students with multiple, flexible educational pathways. Each  
34 educational pathway should:

35 (a) Prepare students to demonstrate both core competencies common  
36 for all students and competencies in a career or interest area;

1 (b) Integrate academic and vocational education into a single  
2 curriculum; and

3 (c) Provide both classroom and workplace experience.

4 (5) The purpose of RCW 28A.630.862 through 28A.630.880 and section  
5 1411 of this act is to equip students with improved school-to-work  
6 transition opportunities through the establishment of school-to-work  
7 transition model projects throughout the state.

8 **Sec. 1402.** RCW 28A.630.862 and 1992 c 137 s 2 are each amended to  
9 read as follows:

10 There is established in the office of the superintendent of public  
11 instruction (~~((an academic and vocational integration development))~~) a  
12 school-to-work transitions program which shall fund and coordinate  
13 (~~((pilot))~~) projects to develop model secondary school (~~((projects))~~)  
14 programs. The projects shall combine academic and vocational education  
15 into a single instructional system that is responsive to the  
16 educational needs of all students in secondary schools and shall  
17 provide multiple educational pathway options for all secondary  
18 students. Goals of the projects within the program shall include at a  
19 minimum:

20 (1) Integration of vocational and academic instructional curriculum  
21 into a single curriculum;

22 (2) Providing each student with a choice of multiple, flexible  
23 educational pathways based on the student's career or interest area;

24 (3) Emphasis on increased vocational(~~((personal))~~) and academic  
25 guidance and counseling for students as an essential component of the  
26 student's high school experience;

27 (~~((3))~~) (4) Development of student essential academic learning  
28 requirements, methods of accurately measuring student performance, and  
29 goals for improved student learning;

30 (5) Partnership with local employers and employees to incorporate  
31 work sites as part of work-based learning experiences;

32 (6) Active participation of educators in the planning,  
33 implementation, and operation of the project, including increased  
34 opportunities for professional development and in-service training; and

35 (~~((4))~~) (7) Active participation by employers, private and public  
36 community service providers, parents, and community members in the  
37 development and operation of the project.

1       **Sec. 1403.** RCW 28A.630.864 and 1992 c 137 s 3 are each amended to  
2 read as follows:

3       (1) The superintendent of public instruction shall develop a  
4 process for schools or school districts to apply to participate in the  
5 (~~academic and vocational integration development~~) school-to-work  
6 transitions program. The office of the superintendent of public  
7 instruction shall review and select projects for grant awards, and  
8 monitor and evaluate the (~~academic and vocational integration~~  
9 ~~development~~) program.

10       (2) The superintendent of public instruction, in selecting projects  
11 for grant awards, shall give additional consideration to schools or  
12 school districts whose proposals include collaboration with middle  
13 schools or junior high schools to develop school-to-work transition  
14 objectives. Middle school or junior high school programs may include  
15 career awareness and exploration, preparation for school-to-school  
16 transition, and preparation for educational pathway decisions.

17       (3) The superintendent of public instruction, in selecting projects  
18 for grant awards, shall give additional consideration to schools or  
19 school districts whose proposals include a tech prep site selected  
20 under P.L. 101-392 or other articulation agreements with a community or  
21 technical college.

22       (4) The superintendent of public instruction and the state board of  
23 education may develop a process for teacher certification programs to  
24 apply to participate in the school-to-work transitions program. The  
25 office of the superintendent of public instruction and the state board  
26 of education may review and select projects for grant awards. Teacher  
27 preparation grants shall be used to improve teacher preparation in  
28 school-to-work transitions, including course work related to integrated  
29 curriculum, tech prep concepts, updating technical skills, improving  
30 school and private sector partnerships, and assessing students.

31       **Sec. 1404.** RCW 28A.630.866 and 1992 c 137 s 4 are each amended to  
32 read as follows:

33       The superintendent of public instruction shall appoint a ten-member  
34 task force on (~~academic and vocational integration~~) school-to-work  
35 transitions. The task force shall include at least one representative  
36 from the work force training and education coordinating board and the  
37 state board for community and technical colleges. The task force shall  
38 advise the superintendent of public instruction in the development of

1 the process for applying to participate in the ((~~academic and~~  
2 ~~vocational integration development~~)) school-to-work transitions  
3 program, in the review and selection of projects under RCW 28A.630.864,  
4 and the monitoring and evaluation of the projects.

5 **Sec. 1405.** RCW 28A.630.868 and 1992 c 137 s 6 are each amended to  
6 read as follows:

7 (1) The superintendent of public instruction shall administer RCW  
8 28A.630.860 through RCW 28A.630.880.

9 (2) The ((~~academic and vocational integration development~~)) school-  
10 to-work transitions projects may be conducted for up to six years, if  
11 funds are provided.

12 **Sec. 1406.** RCW 28A.630.870 and 1992 c 137 s 7 are each amended to  
13 read as follows:

14 (1) The superintendent of public instruction may accept, receive,  
15 and administer for the purposes of RCW 28A.630.860 through 28A.630.880  
16 such gifts, grants, and contributions as may be provided from public  
17 and private sources for the purposes of RCW 28A.630.860 through  
18 28A.630.880.

19 (2) The ((~~academic and vocational integration development~~)) school-  
20 to-work transitions program account is hereby established in the  
21 custody of the state treasurer. The superintendent of public  
22 instruction shall deposit in the account all moneys received under this  
23 section. Moneys in the account may be spent only for the purposes of  
24 28A.630.860 through 28A.630.880. Disbursements from this account shall  
25 be on the authorization of the superintendent of public instruction or  
26 the superintendent's designee. The account is subject to the allotment  
27 procedure provided under chapter 43.88 RCW, but no appropriation is  
28 required for disbursements.

29 **Sec. 1407.** RCW 28A.630.874 and 1992 c 137 s 9 are each amended to  
30 read as follows:

31 (1) The superintendent of public instruction, in coordination with  
32 the state board of education, the state board for community and  
33 technical colleges, the work force training and education coordinating  
34 board, and the higher education coordinating board, shall provide  
35 technical assistance to selected schools and shall develop a process  
36 that coordinates and facilitates linkages among participating school

1 districts, secondary schools, junior high schools, middle schools,  
2 technical colleges, and colleges and universities.

3 (2) The superintendent of public instruction and the state board of  
4 education may adopt rules under chapter 34.05 RCW as necessary to  
5 implement its duties under RCW 28A.630.860 through RCW 28A.630.880.

6 **Sec. 1408.** RCW 28A.630.876 and 1992 c 137 s 10 are each amended to  
7 read as follows:

8 (1) The superintendent of public instruction shall report to the  
9 education committees of the legislature on the progress of the schools  
10 for the (~~(academic and vocational integration development)~~) school-to-  
11 work transitions program by December 15 of each odd-numbered year.

12 (2) Each school district selected to participate in the academic  
13 and vocational integration development program shall submit an annual  
14 report to the superintendent of public instruction on the progress of  
15 the (~~(pilot)~~) project as a condition of receipt of continued funding.

16 **Sec. 1409.** RCW 28A.630.878 and 1992 c 137 s 11 are each amended to  
17 read as follows:

18 The superintendent of public instruction, through the state  
19 clearinghouse for education information, shall collect and disseminate  
20 to all school districts and other interested parties information about  
21 the (~~(academic and vocational integration development pilot)~~) school-  
22 to-work transitions projects.

23 **Sec. 1410.** RCW 28A.630.880 and 1992 c 137 s 12 are each amended to  
24 read as follows:

25 RCW 28A.630.860 through 28A.630.880 may be known and cited as the  
26 (~~(academic and vocational integration development)~~) school-to-work  
27 transitions program.

28 NEW SECTION. **Sec. 1411.** Unless the context clearly requires  
29 otherwise, the definitions in this section apply throughout RCW  
30 28A.630.862 through 28A.630.880.

31 (1) "Integration of vocational and academic instruction" means an  
32 educational program that combines vocational and academic concepts into  
33 a single curriculum to increase the relevancy of course work, to  
34 strengthen and increase academic standards, and to enable students to  
35 apply knowledge and skills to career and educational objectives.

1 (2) "School-to-work transition" means a restructuring effort which  
2 provides multiple learning options and seamless integrated pathways to  
3 increase all students' opportunities to pursue their career and  
4 educational interests.

5 (3) "Work-based learning" means a competency-based educational  
6 experience that coordinates and integrates classroom instruction with  
7 structured, work site employment in which the student receives  
8 occupational training that advances student knowledge and skills in  
9 essential academic learning requirements.

10 **PART XV**

11 **DESERVING STUDENT SCHOLARSHIPS**

12 NEW SECTION. **Sec. 1501.** By December 1, 1998, the higher education  
13 coordinating board shall develop a two-year scholarship plan for  
14 deserving students who have achieved a certificate of mastery and have  
15 graduated from high school. Deserving students shall be those whose  
16 family income is below the state-wide median family income. Receiving  
17 students shall be allowed to use the scholarship at a community or  
18 technical college or a public, four-year institution of higher  
19 education.

20 **PART XVI**

21 **MISCELLANEOUS**

22 NEW SECTION. **Sec. 1601.** The superintendent of public instruction  
23 and the state board of education shall each adopt rules, as necessary,  
24 under chapter 34.05 RCW to implement the applicable provisions of  
25 chapter . . . , Laws of 1993 (this act).

26 NEW SECTION. **Sec. 1602.** RCW 28A.215.904 is decodified.

27 NEW SECTION. **Sec. 1603.** The following acts or parts of acts are  
28 each repealed:

- 29 (1) 1992 c 141 s 505; and  
30 (2) RCW 28A.630.860 and 1992 c 137 s 1.

31 NEW SECTION. **Sec. 1604.** Part headings as used in this act  
32 constitute no part of the law.

1        NEW SECTION.    **Sec. 1605.**    (1) Section 101 of this act is added to  
2 chapter 28A.150 RCW;

3        (2) Sections 901 through 903, sections 1101 through 1105, 1203, and  
4 1601 of this act are each added to chapter 28A.300 RCW;

5        (3) Sections 202, 502, and 701 of this act are each added to  
6 chapter 28A.305 RCW;

7        (4) Section 1301 of this act is added to chapter 28A.320 RCW;

8        (5) Section 501 of this act is added to chapter 28A.410 RCW;

9        (6) Section 401 of this act is added to chapter 28A.415 RCW;

10       (7) Sections 1001 and 1303 of this act are each added to chapter  
11 28A.600 RCW;

12       (8) Section 801 of this act is added to chapter 28A.615 RCW;

13       (9) Section 1411 of this act is added to chapter 28A.630 RCW; and

14       (10) Section 1501 of this act is added to chapter 28B.80 RCW.

15       NEW SECTION.    **Sec. 1606.**    Section 1303 of this act shall expire  
16 January 1, 1999.

17       NEW SECTION.    **Sec. 1607.**    If specific funding for the purposes of  
18 section 801 of this act, referencing this section by bill and section  
19 number, is not provided by June 30, 1993, in the omnibus appropriations  
20 act, section 801 of this act shall be null and void.

21       NEW SECTION.    **Sec. 1608.**    If specific funding for the purposes of  
22 section 904 of this act, referencing this section by bill and section  
23 number, is not provided by June 30, 1993, in the omnibus appropriations  
24 act, section 904 of this act shall be null and void.

25       NEW SECTION.    **Sec. 1609.**    If any provision of this act or its  
26 application to any person or circumstance is held invalid, the  
27 remainder of the act or the application of the provision to other  
28 persons or circumstances is not affected.

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