
SECOND SUBSTITUTE SENATE BILL 5306

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.

6 (b) This mission is based on the recognition that our education
7 system needs to keep pace with societal changes, changes in workplace
8 environments, and an ever-changing international community. It
9 recognizes that the state and nation continue to experience a
10 transformation into an information and service-oriented age. Finally,
11 the mission recognizes that the education must be improved to prepare
12 students better to meet the challenges of their future, including
13 acquisition of certain skills and knowledge and the ability to act on
14 information and conclusions once they have assimilated and analyzed
15 information.

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

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

25 (3) The legislature believes that real improvement will come to
26 student achievement when all parties responsible for education evaluate
27 current behavior and modify it according to what is best for students.
28 Creating a performance-based education system will require different
29 ways of making decisions and completing work. Additional improvements
30 envisioned will be brought about through different practices at the
31 local level. Collaboration among parents, students, educators,
32 community members, and elected officials will become a strong part of
33 everyday effort. All systems and programs will be focused on what is
34 best for increasing student achievement. The purpose is to strive to
35 help all students master the essential learning requirements.

36 (4) It is the intent of the legislature that all children will have
37 the opportunity to achieve at significantly higher levels. This will
38 require setting high expectations for all students. For all students,
39 learning shall be the constant. Time spent on learning and gaining

1 competence shall be the variable. The education system, from the
2 schoolhouse to the state house, must be responsible and accountable to
3 citizens for meeting specific goals and outcomes.

4 (5) Students will learn more when:

5 (a) Each student exercises fully his or her share of the
6 responsibility for his or her educational experience and performance,
7 given positive support from parents and community, and instructional
8 guidance from the schools;

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

10 (c) Businesses assume greater responsibility for supporting
11 schools; and

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

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

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

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

31

PART I

32

COMMUNITY SELECTION OF LOCAL EDUCATION PROGRAM

33 NEW SECTION. **Sec. 101.** (1) Each school district in the state
34 shall develop educational programs designed to provide each student in
35 the district with the opportunity to achieve the student learning goals
36 under section 202 of this act.

1 (2) Each school district board of directors may authorize a school
2 or schools in the district to participate in the performance-based
3 education system developed under RCW 28A.630.885, following a public
4 hearing by the school board and adoption of a motion stating the intent
5 and scope of participation. The adopted motion shall require that
6 schools authorized and choosing to participate in the performance-based
7 education system shall administer the tests required under RCW
8 28A.230.190, 28A.230.230, and 28A.230.240 for at least five school
9 years following the date of first participation in the performance-
10 based system. A copy of the adopted motion shall be transmitted to the
11 superintendent of public instruction by the district board of
12 directors. After a public hearing, the school board may repeal the
13 motion stating the intent and scope of participation and shall transmit
14 a copy of the motion repealing the intent and scope of participation to
15 the superintendent of public instruction.

16 (3) The state schools for the deaf and blind, pursuant to
17 subsection (2) of this section, may participate in the performance-
18 based education system developed under RCW 28A.630.885 and may apply
19 for grants under section 401 of this act.

20 (4) Each school district board of directors may adopt procedures to
21 permit parents to remove their children from courses of instruction
22 offered primarily to meet student learning goal number four listed
23 under section 201 of this act.

24 (5) Nothing under chapter . . . , Laws of 1993 (this act) shall
25 affect the provisions of RCW 28A.230.070(4) that allow students not to
26 participate in AIDS prevention education, and state board of education
27 rules that allow students an excusal from planned instruction in sex
28 education or human sexuality.

29 **PART II**

30 **STUDENT LEARNING GOALS**

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

35 The ultimate goal of Washington's K-12 education system is to
36 enable people to be responsible citizens, to contribute to their own
37 economic well-being and to that of their families and communities, and

1 to enjoy productive and satisfying lives. To these ends, schools,
2 together with parents and communities, shall help all students develop
3 the knowledge, skills, and attributes essential to:

4 (1) Communicate effectively and responsibly in a variety of ways
5 and settings;

6 (2) Know and apply the core concepts and principles of mathematics;
7 social, physical, and life sciences; arts; humanities; and health and
8 fitness;

9 (3) Think critically and creatively and integrate experience and
10 knowledge to form reasoned judgments, solve problems, and resolve
11 conflicts;

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

14 NEW SECTION. **Sec. 202.** The state board of education shall by rule
15 adopt the final student learning goals in section 201 of this act
16 recommended by the governor's council on education reform and funding.
17 The student learning goals shall be effective for all school districts
18 beginning with the 1993-94 school year. The state board shall review
19 the goals at least once every ten years and update them as necessary.
20 Local school districts may add goals to the student learning goals in
21 section 201 of this act.

22 NEW SECTION. **Sec. 203.** It is the intent of the legislature that
23 instruction in the broad subject areas of mathematics, social sciences,
24 physical sciences, life sciences, arts, humanities, and health and
25 fitness identified under student learning goal number two under section
26 201(2) of this act will continue to be offered in ways that emphasize
27 the importance of these basic areas of knowledge to the future success
28 of students after they graduate.

29 **PART III**

30 **COMMISSION ON STUDENT LEARNING**

31 **Sec. 301.** RCW 28A.630.884 and 1992 c 141 s 201 are each amended to
32 read as follows:

33 Unless the context clearly requires otherwise, the definitions in
34 this section apply throughout RCW 28A.630.884 ((and)), 28A.630.885, and

1 sections 101, 201, 202, 401, 502, 701, 801, 902, 903, 1201, and 1301 of
2 this act.

3 (1) (~~("Academic assessment system" or~~) "Assessment system" means
4 (~~a series of academic examinations and performance-based assessments~~
5 ~~developed by the commission on student learning to determine if~~
6 ~~students have mastered the~~) methods of assessing student achievement
7 that require demonstration of the essential ((academic)) learning
8 requirements.

9 (2) "Commission" means the commission on student learning created
10 in RCW 28A.630.885(1).

11 (3) "Essential ((academic)) learning requirements" means the
12 academic and technical knowledge and skills ((identified by the
13 commission on student learning, as reviewed and amended by the
14 legislature and state board of education, that students are expected to
15 know and be able to do at specified intervals in their schooling. The
16 essential academic learning requirements, at a minimum, shall include
17 knowledge and skills in reading, writing, speaking, science, history,
18 geography, mathematics, and critical thinking)) that students are
19 expected to know and be able to do at specified intervals in their
20 schooling. The essential learning requirements at a minimum shall
21 include knowledge and skills in reading, writing, speaking, science,
22 history, geography, mathematics, and critical thinking.

23 (4) "Outcome" means an example or indicator of what a student knows
24 or is able to do in relation to a student learning goal.

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

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

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

37 (8) "Student learning goals" means the goals listed under section
38 201 of this act.

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

3 ~~((2))~~ (1) The Washington commission on student learning is hereby
4 established. The primary purposes of the commission are to identify
5 what all students need to know and be able to do based on the final
6 student learning goals ~~((of the governor's council on education reform~~
7 ~~and funding, to develop))~~ adopted by the state board of education under
8 section 202 of this act, cause the further development of student
9 assessment and school accountability systems, and to take other steps
10 necessary to develop a performance-based education system.

11 (2)(a) The commission shall include three members of the state
12 board of education, three members appointed by the governor before July
13 1, 1992, and ~~((three))~~ five members appointed ~~((no later than February~~
14 ~~1, 1993,))~~ by the governor elected in the November 1992 election.
15 Three of the five members shall be appointed no later than February 1,
16 1993, and two of the five members shall be appointed no later than July
17 1, 1993. In making the appointments, educators, business leaders, and
18 parents shall be represented, and nominations from state-wide
19 education, business, and parent organizations shall be requested.
20 Efforts shall be made to ensure that the commission reflects the
21 cultural diversity of the state's K-12 student population and that the
22 major geographic regions in the state are represented. Appointees
23 shall be qualified individuals who are supportive of educational
24 restructuring, who have a positive record of service, and who will
25 devote sufficient time to the responsibilities of the commission to
26 ensure that the objectives of the commission are achieved.

27 ~~((3))~~ (b) The governor shall appoint a chair from the commission
28 members. The governor shall fill vacancies that may occur on the
29 commission except those vacancies determined by the state board of
30 education.

31 (c) The commission shall begin its substantive work subject to
32 ~~((subsection (1) of this section))~~ section 202(1), chapter 1, Laws of
33 1992.

34 ~~((4))~~ (3) The commission shall establish technical advisory
35 committees. Membership of the technical advisory committees shall
36 include, but not necessarily be limited to, professionals from the
37 office of the superintendent of public instruction and the state board
38 of education, and other state and local educational practitioners and
39 student assessment specialists.

1 ~~((5))~~ (4) The commission, with the assistance of ~~((the))~~ any
2 technical advisory committees, shall:

3 (a) ~~((Identify what all elementary and secondary students need to~~
4 ~~know and be able to do. At a minimum, these))~~ Develop essential
5 ~~((academic))~~ learning requirements ~~((shall include reading, writing,~~
6 ~~speaking, science, history, geography, mathematics, and critical~~
7 ~~thinking. In developing these essential academic learning~~
8 ~~requirements, the commission shall incorporate the student learning~~
9 ~~goals identified by the council on education reform and funding))~~ based
10 on the student learning goals adopted by the state board of education
11 under section 202 of this act. These requirements shall be implemented
12 through the development of performance standards. The essential
13 learning requirements and standards shall not be less than world class
14 so that Washington, its students, and its businesses might more
15 effectively and continuously compete in the world market. "World class
16 standards" means standards set at levels that will enable Washington's
17 students to compete successfully with students throughout the world.
18 In developing the performance standards and assessment systems under
19 this section, the commission shall consider the experiences and
20 information from local districts and schools that are already involved
21 in these areas;

22 (b) By December 1, 1995, present to the state board of education
23 and superintendent of public instruction a state-wide ~~((academic))~~
24 assessment system for use in the elementary grades designed to
25 determine if each student has mastered the essential ~~((academic))~~
26 learning requirements identified in (a) of this subsection. The
27 ~~((academic))~~ assessment system shall include a variety of
28 methodologies, including performance-based measures that are criterion-
29 referenced. The assessment system shall be designed so that the
30 results under the assessment system are used by educators as tools to
31 evaluate instructional practices, and to initiate appropriate
32 educational support for students who do not master the essential
33 ~~((academic))~~ learning requirements. Mastery of each component of the
34 essential ~~((academic))~~ learning requirements shall be required before
35 students progress in subsequent components of the essential
36 ~~((academic))~~ learning requirements. The state board of education and
37 superintendent of public instruction shall implement the elementary
38 ~~((academic))~~ assessment system beginning in the 1996-97 school year, if
39 completed and for public schools choosing to participate, unless the

1 legislature takes action to delay or prevent implementation of the
2 assessment system and essential ((academic)) learning requirements.
3 The state board of education and superintendent of public instruction
4 ((may)) shall review and modify the ((academic)) assessment system, as
5 needed, in subsequent school years;

6 (c) By December 1, 1996, present to the state board of education
7 and superintendent of public instruction a state-wide ((academic))
8 assessment system for use in the secondary grades designed to determine
9 if each student has mastered the essential ((academic)) learning
10 requirements identified for secondary students in (a) of this
11 subsection. The ((academic)) assessment system shall use a variety of
12 methodologies, including performance-based measures, to determine if
13 students have mastered the essential ((academic)) learning
14 requirements, and shall lead to a certificate of mastery at about age
15 sixteen. The certificate of mastery shall be required for graduation
16 but shall be based only on student learning goals one through three in
17 section 201 of this act. The assessment system shall be designed so
18 that the results are used by educators to evaluate instructional
19 practices, and to initiate appropriate educational support for students
20 who do not master the essential ((academic)) learning requirements.
21 The commission shall recommend to the state board of education whether
22 the certificate of mastery should take the place of the graduation
23 requirements ~~((or be required for graduation in addition to graduation~~
24 ~~requirements))~~. The state board of education and superintendent of
25 public instruction shall implement the secondary ((academic))
26 assessment system beginning in the 1997-98 school year, if completed
27 and for public schools choosing to participate, unless the legislature
28 takes action to delay or prevent implementation of the assessment
29 system and essential ((academic)) learning requirements. The state
30 board of education and superintendent of public instruction ((may))
31 shall review and modify the assessment system, as needed, in subsequent
32 school years;

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

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

1 ~~(f) Establish a center the primary role of which is to plan,~~
2 ~~implement, and evaluate a high quality professional development~~
3 ~~process. The quality schools center shall: Have an advisory council~~
4 ~~composed of educators, parents, and community and business leaders; use~~
5 ~~best practices research regarding instruction, management, curriculum~~
6 ~~development, and assessment; coordinate its activities with the office~~
7 ~~of the superintendent of public instruction and the state board of~~
8 ~~education; employ and contract with individuals who have a commitment~~
9 ~~to quality reform; prepare a six year plan to be updated every two~~
10 ~~years; and be able to accept resources and funding from private and~~
11 ~~public sources;~~

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

16 ~~(h)) Develop recommendations on the time, support, and resources,~~
17 ~~including technical assistance, needed by schools and school districts~~
18 ~~to help students achieve the essential ((academic)) learning~~
19 ~~requirements. These recommendations shall include an estimate for the~~
20 ~~legislature, superintendent of public instruction, and governor on the~~
21 ~~expected cost of implementing the elementary and secondary ((academic))~~
22 ~~assessment systems during the 1995-97 biennium and beyond;~~

23 ~~((i)) (f) Develop recommendations for consideration by the higher~~
24 ~~education coordinating board for adopting college and university~~
25 ~~entrance requirements that ((would assist schools in adopting~~
26 ~~strategies designed to help students achieve the essential academic~~
27 ~~learning requirements)) are consistent with a performance-based~~
28 ~~education system;~~

29 ~~((j)) (g) By December 1, 1996, recommend to the legislature,~~
30 ~~state board of education, and superintendent of public instruction a~~
31 ~~state-wide accountability system to evaluate accurately and fairly the~~
32 ~~level of learning occurring in individual schools and school~~
33 ~~districts((. The commission also shall recommend to the legislature~~
34 ~~steps that should be taken to assist school districts and schools in~~
35 ~~which learning is significantly below expected levels of performance as~~
36 ~~measured by the academic assessment systems established under this~~
37 ~~section));~~

1 development, planning, and implementation activities as local districts
2 and schools move toward a performance-based education program.

3 (2) The compensation for these days shall be at the regular salary
4 rates and shall constitute supplemental compensation under RCW
5 28A.400.200(4).

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

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

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

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

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

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

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

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

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

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

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

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

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

12 PART V

13 LEADERSHIP FOR RESTRUCTURING

14 NEW SECTION. **Sec. 501.** (1) The Washington state principal
15 internship support program is created. The purpose of the program is
16 to provide funds to school districts for employees who are in a
17 principal preparation program to complete an internship with a mentor
18 principal.

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

22 (b) A principal internship shall consist of a minimum of ninety
23 school days. For internships funded under this program, the state
24 shall provide reimbursement for substitute costs at the daily rate
25 allocated in the omnibus appropriations act for sixty-eight days of
26 instruction and the district shall cover substitute costs for the
27 remainder of the internship. The superintendent of public instruction
28 shall establish procedures, by rule, for a district to receive
29 additional funds to pay for additional substitute costs, if the
30 district would otherwise be unable to participate in the program.

31 (c) Funds appropriated for the principal internship support program
32 shall be allocated by the superintendent of public instruction to the
33 educational service districts based on the percentage of full-time
34 equivalent public school students enrolled in school districts in each
35 educational service district.

36 (d) Once principal internship participants have been selected, the
37 educational service districts shall allocate the funds to the

1 appropriate school districts. The funds shall be used to pay for
2 replacement substitute staff while the school district employee is
3 completing the principal internship.

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

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

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

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

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

17 (d) Each school district shall determine which applicants meet its
18 criteria for participation in the principal internship support program
19 and shall notify in writing its educational service district of the
20 school district's selected applicants. When submitting the names of
21 applicants, the school district shall identify a mentor principal for
22 each principal intern applicant.

23 NEW SECTION. **Sec. 502.** (1) The state board of education shall
24 appoint a principal internship advisory task force to develop and
25 recommend to the board standards for the principal internship support
26 program.

27 (2) Colleges, universities, and school districts may establish
28 additional standards.

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

31 (4) Task force membership shall include, but is not limited to,
32 persons representing the office of the superintendent of public
33 instruction, principals, school administrators, teachers, school
34 directors, higher education principal preparation programs, and
35 educational service districts. The task force membership shall, to the
36 extent possible, be culturally diverse and gender balanced.

PART VI
MENTOR PROGRAM

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

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

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

(2) Stipends for mentor teachers and beginning teachers which shall not be deemed compensation for the purposes of salary lid compliance under RCW ((28A.58.095)) 28A.400.200: PROVIDED, That stipends shall not be subject to the continuing contract provisions of this title;

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

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

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

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

(7) Periodic consultation by the superintendent of public instruction or the superintendent's designee with representatives of educational organizations and associations, including educational

1 service districts and public and private institutions of higher
2 education, for the purposes of improving communication and cooperation
3 and program review.

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

6 **PART VII**

7 **CERTIFICATION REQUIREMENTS**

8 NEW SECTION. **Sec. 701.** (1) In conducting its study on outcomes-
9 based standards for the approval of educator preparation programs, the
10 state board of education shall assure that the adoption of new program
11 approval standards are consistent with and support the establishment of
12 a performance-based education system under the provisions of chapter
13 . . . , Laws of 1993 (this act). In addition, the new standards shall
14 ensure that graduates from the preparing institutions of the state are
15 appropriately prepared to enter the performance-based education system,
16 including knowledge and skills to work with culturally diverse
17 students. The new standards shall be adopted not later than the
18 beginning of the 1996-97 school year.

19 (2) The state board shall report to the governor, the legislature,
20 and the commission on student learning by December 31, 1993, on the
21 progress and any findings of the board's study of outcomes-based
22 program approval standards. When the study is completed, the board
23 shall submit a final report to the governor, the legislature, and the
24 commission on student learning. The final report shall include
25 findings and recommendations regarding the impact of the new standards
26 on the recruitment of culturally diverse candidates to the teaching
27 profession.

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

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

1 learning requirements. Each school shall be assessed individually
2 against its own baseline for the incentive program. Data collected for
3 the incentive program shall be collected and analyzed by gender, racial
4 or ethnic background, and socioeconomic status and shall not be used to
5 compare one school against another. Rewards shall be based on the rate
6 of percentage change of students achieving the performance standards.
7 An explicit account shall be taken of the rate of percentage change of
8 special needs and at-risk students achieving the performance standards
9 and the mobility of students.

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

12 (3) The incentive program shall be administered by the
13 superintendent of public instruction. The first incentive grants shall
14 be awarded the 1997-98 school year. Incentive grants shall be awarded
15 every two years to eligible schools, to the extent funds are
16 appropriated.

17 NEW SECTION. **Sec. 903.** (1) The commission on student learning
18 shall develop an assistance program to provide assistance to schools
19 and districts experiencing difficulty in assisting a significant
20 percentage of their students to achieve the essential learning
21 requirements.

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

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

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

33 (1) (~~Recent and~~) Expanding activity in educational research and
34 educational restructuring initiatives has produced and continues to
35 produce much valuable information. The legislature finds that such
36 information should be shared with the citizens and educational
37 community of the state as widely as possible, including school-based

1 technical assistance coordinated by the office of the superintendent of
2 public instruction. To facilitate access to information and materials
3 on ~~((education))~~ educational restructuring and research, the
4 superintendent of public instruction shall ~~((act as the state~~
5 ~~clearinghouse for educational information))~~ establish an office of
6 educational restructuring, research, and technical assistance.

7 (2) In carrying out this function, the superintendent of public
8 instruction's primary duty shall be to collect, ~~((screen,))~~ organize,
9 analyze, synthesize, and disseminate, including technical assistance,
10 information pertaining to the state's ~~((educational system from~~
11 ~~preschool through grade twelve, including but not limited to))~~ common
12 school system. The primary duty to collect and disseminate information
13 is not limited to but shall include information on:

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

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

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

18 (d) Related information that can be used in ((developing)) helping
19 schools and districts with restructuring initiatives and developing
20 more effective programs.

21 (3) The superintendent of public instruction shall maintain a
22 collection of such studies, articles, reports, research findings,
23 ~~((monographs, bibliographies, directories, curriculum materials,~~
24 ~~speeches, conference proceedings, legal decisions that are concerned~~
25 ~~with some aspect of the state's education system,))~~ and other
26 applicable materials as necessary in order that the office of
27 educational restructuring, research, and technical assistance can
28 provide timely information services and technical assistance to
29 educational staff, students, parents, schools, districts, and other
30 groups or agencies as appropriate. All materials and information shall
31 be considered public documents under chapter 42.17 RCW and the
32 superintendent of public instruction shall furnish copies of
33 educational materials at nominal cost.

34 (4) The superintendent of public instruction shall coordinate
35 technical assistance and the dissemination of information with the
36 educational service districts ((and shall publish and distribute, on a
37 monthly basis, a newsletter describing current activities and
38 developments in education in the state)). In coordinating technical
39 assistance services, the superintendent shall make every effort to use

1 practitioners to assist both agency staff as well as educators and
2 others in schools and districts.

3 **PART X**

4 **COORDINATED SOCIAL AND HEALTH SERVICES**

5 NEW SECTION. **Sec. 1001.** (1) The purpose of this section is to
6 enhance the quantity, quality, efficiency, and effectiveness of
7 services for children and families in order to enable children to learn
8 while in school.

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

14 (3) Beginning with the 1994-95 school year, the superintendent of
15 public instruction, to the extent funds are appropriated, shall
16 allocate funds annually for state-wide implementation for programs that
17 assist children achieving in school. To qualify for funds, local
18 districts and schools, local service providers, local governments,
19 state agencies, and persons organized for the purpose of designing and
20 providing services for children and families, shall develop plans for
21 enhancing the flexibility, coordination, and responsiveness of the
22 educational, social, and health services for students and families
23 identified as at-risk. Plans shall address the needs of children and
24 families in a county or multicounty area, or in a municipal or
25 multimunicipal area.

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

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

31 (b) Agreed upon responsibilities of participating agencies;

32 (c) Means to accommodate cultural diversity and changes in student
33 populations and to ensure equity, access, and relevance in providing
34 services;

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

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

3 (5) Funds provided for the purposes of subsections (3) and (4) of
4 this section shall be used only for those plans approved by the family
5 policy council. The council shall review local plans by November 1,
6 1993, and the beginning of every school year thereafter.

7 (6) The family policy council shall coordinate the provision of
8 technical assistance to local communities for the development of
9 coordinated services for students.

10 **PART XI**
11 **TECHNOLOGY**

12 NEW SECTION. **Sec. 1101.** The legislature recognizes the ongoing
13 necessity for public schools to use up-to-date tools for learning to
14 meet goals for education. To participate successfully in the
15 contemporary workplace, students should be able to use technology and
16 be able to get information electronically. Workplace technology
17 requirements will continue to change and students should learn the new
18 requirements.

19 Furthermore, the legislature finds that the Washington systemic
20 initiative is a broad-based effort to promote widespread public
21 literacy in mathematics, science, and technology. A critical component
22 of the systemic initiative is the electronic access to information by
23 students. It is the intent of the legislature that components of
24 sections 1102 through 1105 of this act will support the state-wide
25 systemic reform effort in mathematics, science, and technology as
26 planned through the Washington systemic initiative.

27 NEW SECTION. **Sec. 1102.** Unless the context clearly requires
28 otherwise, the definitions in this section apply throughout sections
29 1101 through 1105 of this act.

30 (1) "Education technology" means the effective use of electronic
31 tools and electronic pathways in meeting goals established for
32 education.

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

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

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

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

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

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

18 (e) Expansion of state-wide networks, including educational video
19 teleconferences.

20 (2) The superintendent of public instruction shall distribute
21 grants, from moneys appropriated for this purpose, to educational
22 service districts for:

23 (a) Establishing regional educational technology support centers to
24 provide ongoing educator training, school district cost-benefit
25 analysis, long-range planning, network planning, distance learning
26 access support, and other technical and program support. Each
27 educational service district shall establish an advisory council to
28 advise the educational service district about spending the grant
29 moneys; and

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

32 (3) The superintendent of public instruction shall distribute
33 grants, from moneys appropriated for this purpose, to school districts
34 for:

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

37 (b) Incentives to encourage school districts to plan for,
38 implement, and evaluate the effective use of technology in the school
39 curriculum; and

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

5 (4) The superintendent of public instruction shall adopt rules
6 requiring local districts to provide a twenty-five percent match of
7 grant funds from other sources. However, the superintendent of public
8 instruction shall adopt rules to waive all or part of the match
9 requirement for districts that can demonstrate, based on the district's
10 relative property tax wealth, that they would not be able to apply for
11 the grant unless all or part of the match requirement was waived. A
12 district capital levy for technology will satisfy the local match
13 requirement under this section.

14 (5) The superintendent of public instruction shall distribute
15 grants, from moneys appropriated for this purpose, to the Washington
16 school information processing cooperative, for equipment to expand the
17 current state-wide network and to establish a system for video
18 conferences.

19 NEW SECTION. **Sec. 1104.** The superintendent of public instruction
20 shall appoint an educational technology advisory committee. The
21 committee shall include, but is not limited to, persons representing:
22 The state board of education, the commission on student learning,
23 educational service districts, school directors, school administrators,
24 school principals, teachers, higher education faculty, parents,
25 students, business, labor, scientists and mathematicians, the higher
26 education coordinating board, the work force training and education
27 coordinating board, the state library, and the department of
28 information services.

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

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

1 (2) The education technology fund is hereby established in the
2 custody of the state treasurer. The superintendent of public
3 instruction shall deposit in the fund all moneys received from gifts,
4 grants, or endowments for education technology. Moneys in the fund may
5 be spent only for education technology. Disbursements from the fund
6 shall be on authorization of the superintendent of public instruction
7 or the superintendent's designee. The fund is subject to the allotment
8 procedure provided under chapter 43.88 RCW, but no appropriation is
9 required for disbursements.

10 **PART XII**
11 **DEREGULATION**

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

18 (2) The superintendent and the state board shall conduct the review
19 in a manner that includes a broad representation of citizens, including
20 parents, students, educators, and others, to assist in the review
21 process.

22 (3) The superintendent shall determine a specific timetable for the
23 review. Beginning January 1994, and each succeeding January until the
24 review is done, but not later than January 1997, the superintendent
25 shall submit to the governor and legislature a list of all laws
26 reviewed during the preceding year and the laws to be reviewed the next
27 year.

28 (4) Private schools and parents who home school their children are
29 subject only to those minimum state controls necessary to ensure the
30 health and safety of all students in the state and to ensure that
31 students have a basic educational opportunity. Parents who are home
32 schooling their children under chapter 28A.200 RCW and RCW
33 28A.225.010(4) and private schools under chapter 28A.195 RCW shall not
34 be subject to:

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

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

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

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

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

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

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

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

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

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

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

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

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

34 (6) Beginning with the 1993-94 school year, school districts may
35 not establish annual transfer fees or tuition for nonresident students
36 enrolled under subsection (3) of this section and RCW 28A.225.225.
37 ~~((Until rules are adopted under section 202, chapter 9, Laws of 1990~~
38 ~~1st ex. sess. for the calculation of the transfer fee, the transfer fee~~

1 shall be calculated by the same formula as the fees authorized under
2 section 10, chapter 130, Laws of 1969. These fees, if applied, shall
3 be applied uniformly for all such nonresident students except as
4 provided in this section. The superintendent of public instruction,
5 from available funds, shall pay any transfer fees for low income
6 students assessed by districts under this section. All transfer fees
7 must be paid over to the county treasurer within thirty days of its
8 collection for the credit of the district in which such students
9 attend.)) Reimbursement of a high school district for cost of
10 educating high school pupils of a nonhigh school district shall not be
11 deemed a transfer fee as affecting the apportionment of current state
12 school funds.

13 NEW SECTION. **Sec. 1203.** The superintendent of public instruction
14 shall work with appropriate organizations to ensure that every teacher,
15 district and building administrator, and school director is aware of
16 the waivers available under RCW 28A.305.140 and the broadened school
17 board powers under RCW 28A.320.015.

18 NEW SECTION. **Sec. 1204.** (1) A legislative fiscal study committee
19 is hereby created. The committee shall be comprised of two members
20 from each caucus of the senate, appointed by the president of the
21 senate, and two members from each caucus of the house of
22 representatives, appointed by the speaker. In consultation with the
23 office of the superintendent of public instruction, the committee shall
24 study the state operating budget for the common school system and other
25 sections of the budget that have a direct or indirect impact on the
26 common school system.

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

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

34 **PART XIII**
35 **RESTRUCTURING REPORTS**

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

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

15 (a) The change in the percentage of students, including special
16 education and gifted students, attaining mastery of the student
17 learning goals;

18 (b) Attendance and completion rates;

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

20 (d) The level of satisfaction by the community served by each
21 school; and

22 (e) A brief description of the strategic restructuring plan for
23 each school.

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

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

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

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

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

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

4 (~~(3)~~) (4) To prepare and have printed such forms, registers,
5 courses of study, rules and regulations for the government of the
6 common schools, questions prepared for the examination of persons as
7 provided for in RCW 28A.305.130(9), and such other material and books
8 as may be necessary for the discharge of the duties of teachers and
9 officials charged with the administration of the laws relating to the
10 common schools, and to distribute the same to educational service
11 district superintendents.

12 (~~(4)~~) (5) To travel, without neglecting his or her other official
13 duties as superintendent of public instruction, for the purpose of
14 attending educational meetings or conventions, of visiting schools, of
15 consulting educational service district superintendents or other school
16 officials.

17 (~~(5)~~) (6) To prepare and from time to time to revise a manual of
18 the Washington state common school code, copies of which shall be
19 provided in such numbers as determined by the superintendent of public
20 instruction at no cost to those public agencies within the common
21 school system and which shall be sold at approximate actual cost of
22 publication and distribution per volume to all other public and
23 nonpublic agencies or individuals, said manual to contain Titles 28A
24 and 28C RCW, rules and regulations related to the common schools, and
25 such other matter as the state superintendent or the state board of
26 education shall determine. Proceeds of the sale of such code shall be
27 transmitted to the public printer who shall credit the state
28 superintendent's account within the state printing plant revolving fund
29 by a like amount.

30 (~~(6)~~) (7) To act as ex officio member and the chief executive
31 officer of the state board of education.

32 (~~(7)~~) (8) To file all papers, reports and public documents
33 transmitted to the superintendent by the school officials of the
34 several counties or districts of the state, each year separately.
35 Copies of all papers filed in the superintendent's office, and the
36 superintendent's official acts, may, or upon request, shall be
37 certified by the superintendent and attested by the superintendent's
38 official seal, and when so certified shall be evidence of the papers or
39 acts so certified to.

1 (~~(8)~~) (9) To require annually, on or before the 15th day of
2 August, of the president, manager, or principal of every educational
3 institution in this state, a report as required by the superintendent
4 of public instruction; and it is the duty of every president, manager
5 or principal, to complete and return such forms within such time as the
6 superintendent of public instruction shall direct.

7 (~~(9)~~) (10) To keep in the superintendent's office a record of all
8 teachers receiving certificates to teach in the common schools of this
9 state.

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

11 (~~(11)~~) (12) To keep in the superintendent's office at the capital
12 of the state, all books and papers pertaining to the business of the
13 superintendent's office, and to keep and preserve in the
14 superintendent's office a complete record of statistics, as well as a
15 record of the meetings of the state board of education.

16 (~~(12)~~) (13) With the assistance of the office of the attorney
17 general, to decide all points of law which may be submitted to the
18 superintendent in writing by any educational service district
19 superintendent, or that may be submitted to the superintendent by any
20 other person, upon appeal from the decision of any educational service
21 district superintendent; and the superintendent shall publish his or
22 her rulings and decisions from time to time for the information of
23 school officials and teachers; and the superintendent's decision shall
24 be final unless set aside by a court of competent jurisdiction.

25 (~~(13)~~) (14) To administer oaths and affirmations in the discharge
26 of the superintendent's official duties.

27 (~~(14)~~) (15) To deliver to his or her successor, at the expiration
28 of the superintendent's term of office, all records, books, maps,
29 documents and papers of whatever kind belonging to the superintendent's
30 office or which may have been received by the superintendent's for the
31 use of the superintendent's office.

32 (~~(15)~~) (16) To administer family services and programs to promote
33 the state's policy as provided in RCW 74.14A.025.

34 (~~(16)~~) (17) To perform such other duties as may be required by
35 law.

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

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

3 (b) Six members of the house of representatives, three from each of
4 the major caucuses, to be appointed by the speaker of the house of
5 representatives.

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

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

11 (4) The expenses of the committee members shall be paid by the
12 legislature.

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

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

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

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

29 (d) Whether the shift to a performance-based education system is
30 incurring or will incur resistance, and, if so, why, and by which group
31 or groups;

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

36 (f) The progress and success of the commission on student learning,
37 the superintendent of public instruction, the state board of education,
38 the higher education coordinating board, and the state board for
39 community and technical colleges in carrying out such duties and

1 completing tasks as designated by chapter 141, Laws of 1992, by the
2 performance-based education act, chapter . . ., Laws of 1993 (House
3 Bill No. 1209 or Senate Bill No. 5306), and any subsequent legislation
4 relating to education reform; and

5 (g) Such other areas as the joint select committee may deem
6 appropriate.

7 (6) The commission on student learning, the superintendent of
8 public instruction, the state board of education, the higher education
9 coordinating board, and the state board for community and technical
10 colleges shall each report to the joint select committee on education
11 reform regarding their progress in completing tasks as designated by
12 chapter 141, Laws of 1992, by the performance-based education act,
13 chapter . . ., Laws of 1993 (House Bill No. 1209 or Senate Bill No.
14 5306), and any subsequent legislation relating to education reform.

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

19 **PART XIV**

20 **SCHOOL-TO-WORK TRANSITIONS**

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

28 (2) The legislature further finds that the school experience must
29 prepare students to make informed career direction decisions at
30 appropriate intervals in their educational progress. The elimination
31 of rigid tracking into educational programs will increase students'
32 posthigh school options and will expose students to a broad range of
33 interrelated career and educational opportunities.

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

1 (4) The legislature further finds that secondary schools should
2 provide students with multiple, flexible educational pathways. Each
3 educational pathway should:

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

6 (b) Integrate academic and vocational education into a single
7 curriculum; and

8 (c) Provide both classroom and workplace experience.

9 (5) The purpose of RCW 28A.630.862 through 28A.630.880 and section
10 1411 of this act is to equip students with improved school-to-work
11 transition opportunities through the establishment of school-to-work
12 transition model projects throughout the state.

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

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

25 (1) Integration of vocational and academic instructional curriculum
26 into a single curriculum;

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

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

32 (~~((3))~~) (4) Development of student essential academic learning
33 requirements, methods of accurately measuring student performance, and
34 goals for improved student learning;

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

1 (6) Active participation of educators in the planning,
2 implementation, and operation of the project, including increased
3 opportunities for professional development and in-service training; and
4 (~~(4)~~) (7) Active participation by employers, private and public
5 community service providers, parents, and community members in the
6 development and operation of the project.

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

9 (1) The superintendent of public instruction shall develop a
10 process for schools or school districts to apply to participate in the
11 (~~(academic and vocational integration development)~~) school-to-work
12 transitions program. The office of the superintendent of public
13 instruction shall review and select projects for grant awards, and
14 monitor and evaluate the (~~(academic and vocational integration~~
15 ~~development)~~) program.

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

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

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

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

3 The superintendent of public instruction shall appoint a ten-member
4 task force on (~~academic and vocational integration~~) school-to-work
5 transitions. The task force shall include at least one representative
6 from the work force training and education coordinating board and the
7 state board for community and technical colleges. The task force shall
8 advise the superintendent of public instruction in the development of
9 the process for applying to participate in the (~~academic and~~
10 ~~vocational integration development~~) school-to-work transitions
11 program, in the review and selection of projects under RCW 28A.630.864,
12 and the monitoring and evaluation of the projects.

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

15 (1) The superintendent of public instruction shall administer RCW
16 28A.630.860 through RCW 28A.630.880.

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

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

22 (1) The superintendent of public instruction may accept, receive,
23 and administer for the purposes of RCW 28A.630.860 through 28A.630.880
24 such gifts, grants, and contributions as may be provided from public
25 and private sources for the purposes of RCW 28A.630.860 through
26 28A.630.880.

27 (2) The (~~academic and vocational integration development~~) school-
28 to-work transitions program account is hereby established in the
29 custody of the state treasurer. The superintendent of public
30 instruction shall deposit in the account all moneys received under this
31 section. Moneys in the account may be spent only for the purposes of
32 28A.630.860 through 28A.630.880. Disbursements from this account shall
33 be on the authorization of the superintendent of public instruction or
34 the superintendent's designee. The account is subject to the allotment
35 procedure provided under chapter 43.88 RCW, but no appropriation is
36 required for disbursements.

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

3 (1) The superintendent of public instruction, in coordination with
4 the state board of education, the state board for community and
5 technical colleges, the work force training and education coordinating
6 board, and the higher education coordinating board, shall provide
7 technical assistance to selected schools and shall develop a process
8 that coordinates and facilitates linkages among participating school
9 districts, secondary schools, junior high schools, middle schools,
10 technical colleges, and colleges and universities.

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

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

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

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

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

26 The superintendent of public instruction, through the state
27 clearinghouse for education information, shall collect and disseminate
28 to all school districts and other interested parties information about
29 the ((academic and vocational integration development pilot)) school-
30 to-work transitions projects.

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

33 RCW 28A.630.860 through 28A.630.880 may be known and cited as the
34 ((academic and vocational integration development)) school-to-work
35 transitions program.

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

- 3 (1) 1992 c 141 s 505; and
4 (2) RCW 28A.630.860 and 1992 c 137 s 1.

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

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

9 (2) Sections 901 through 903, sections 1101 through 1105, 1203, and
10 1601 of this act are each added to chapter 28A.300 RCW;

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

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

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

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

16 (7) Sections 1001 and 1303 of this act are each added to chapter
17 28A.600 RCW;

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

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

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

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

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

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

31 NEW SECTION. **Sec. 1609.** If any provision of this act or its
32 application to any person or circumstance is held invalid, the

1 remainder of the act or the application of the provision to other
2 persons or circumstances is not affected.

--- END ---