

1 learning and skills. It is the intent of the legislature to provide
2 additional support to schools or school districts to:

3 (a) Encourage students, parents, teachers, principals, classified
4 school staff, school district personnel, the school board, and other
5 citizens to become more active partners in the learning community of
6 their school or district;

7 (b) Encourage schools or districts to select and compete against
8 goals and educational outcomes tailored to their own learning
9 community; and

10 (c) Foster improvements in instruction, curriculum, and assessment.

11 (2) It is the further intent of the legislature that what is
12 learned from local projects under the reach for excellence grant
13 program established under section 103 of this act shall be considered
14 as a basis for the development of new goals, standards, and assessments
15 for the state education system.

16 (3) The reach for excellence grant program shall be:

17 (a) Responsive to local educational concerns and desires;

18 (b) Educational, focusing on improving student learning and skills
19 and encouraging the development of new measures to assess student
20 performance;

21 (c) Accountable, so that projects earn reach achievement awards
22 linked directly to progress made toward identified educational
23 outcomes;

24 (d) Collaborative, with projects reflecting a partnership between
25 students, parents, teachers, principals, and others; and

26 (e) Home-based, tailored to the needs of each participating school.

27 NEW SECTION. **Sec. 102.** Unless the context clearly requires
28 otherwise, the definitions in this section apply throughout sections
29 103 through 114 of this act.

1 (1) "Educational outcomes" and "target educational outcomes" mean
2 expected levels of student performance and achievement, including
3 student learning objectives required under RCW 28A.320.210.

4 (2) "Indicators" means institutional factors that may bear a
5 relationship to student learning and can be used to help assess
6 students' progress toward identified educational outcomes.

7 (3) "Context indicators" means variables that characterize the
8 setting in which educational programs are delivered and generally are
9 items over which schools have little control.

10 (4) "Process indicators" means variables that characterize how
11 educational programs are delivered and generally are items over which
12 schools have some control.

13 (5) "Grant" means state funds provided to a district with a
14 selected reach for excellence project for use in the planning and
15 initial implementation of the project.

16 (6) "Award" or "reach achievement award" means state funds provided
17 to a reach project for progress made toward target educational
18 outcomes.

19 (7) "Superintendent" means the superintendent of public
20 instruction.

21 NEW SECTION. **Sec. 103.** (1) From funds appropriated by the
22 legislature, the state board of education shall establish the reach for
23 excellence grant program to assist schools and school districts in
24 local efforts to improve student learning and skills. Participation in
25 the program shall be voluntary.

26 (2) The state board of education shall be responsible for final
27 decisions regarding selection and funding levels of projects and for
28 the manner in which reach achievement awards shall be distributed.
29 Reach projects may be conducted for up to six years subject to funding

1 and annual approval by the state board. No project may receive
2 continued funding for additional planning or reach achievement awards
3 without approval from the state board. The state board shall use the
4 benchmark data for the target educational outcomes required under
5 section 106(2)(f) of this act in annually assessing the progress made
6 toward the target educational outcomes to determine project eligibility
7 for annual reach achievement awards. In evaluating projects to
8 determine their continuation the state board shall emphasize giving
9 projects maximum flexibility and time to be successful.

10 (3) The superintendent shall be responsible for administration of
11 the reach for excellence program once projects and funding levels have
12 been determined by the state board.

13 (4) The state board shall establish a working committee to assist
14 it with:

15 (a) The development of any additional grant application criteria;

16 (b) Selecting reach applicants for grant awards;

17 (c) Determining the manner in which reach achievement awards will
18 be distributed; and

19 (d) Monitoring the development and use of measures of assessing
20 student performance in addition to standardized tests, as required
21 under section 106 of this act.

22 NEW SECTION. **Sec. 104.** (1) The superintendent shall assure
23 that the sum total of all funds allocated for planning grants and for
24 reach achievement awards does not exceed the amount appropriated by the
25 legislature for the reach for excellence grant program.

26 (2) The superintendent shall award funds appropriated for the reach
27 for excellence grant program to the selected projects as follows. The
28 initial grant shall be awarded to projects for planning activities
29 relating to implementation of the local reach project and for initial

1 implementation of the project. Planning and initial implementation
2 grants shall be for the 1991-92 and 1992-93 school years. These grants
3 may be used for the following purposes:

4 (a) Planning;

5 (b) Staff development and training;

6 (c) Purchase of instructional materials, supplies, and resources;

7 (d) Development of new measures to assess student performance; and

8 (e) Initial implementation of the reach project.

9 (3)(a) Commencing with the end of the 1993-94 school year, and each
10 school year thereafter, projects receiving initial reach grants shall
11 be evaluated by the state board to determine their eligibility for
12 reach achievement awards as determined under section 103(2) of this
13 act.

14 (b) School staff shall have the final authority to determine how
15 the reach achievement awards will be used and, if applicable to the
16 project, how much each staff member shall receive.

17 (4) Reach achievement awards may be used for the following
18 purposes:

19 (a) Any of the purposes authorized under subsection (2) of this
20 section;

21 (b) Stipends or salary and compensation increases for certificated
22 or classified staff under RCW 28A.400.200(4). Nothing in sections 102
23 through 114 of this act precludes the use of reach achievement awards
24 for providing stipends or salary and compensation increases through a
25 compensation model characterized by differentiated levels of employment
26 classification for certificated staff and differentiated
27 responsibilities for each level of employment classification; or

28 (c) Any combination of (a) and (b) of this subsection.

29 (5) A site-based council may use planning grant funds under
30 subsection (2) of this section for planning, staff and community

1 development and training, and materials and supplies: PROVIDED, That
2 these activities are related directly to the reach project.

3 NEW SECTION. **Sec. 105.** Use of reach achievement awards for the
4 purpose of section 104(4)(b) of this act is not an increase in salary
5 or compensation for the purposes of RCW 28A.400.200, nor may such
6 compensation be applied to the district's salary schedule or be
7 provided in a manner that would increase the state's basic education
8 funding obligation.

9 NEW SECTION. **Sec. 106.** (1) Schools or school districts
10 interested in implementing or enhancing existing local projects for
11 educational excellence shall submit a grant application to the state
12 board of education. All applications shall be submitted by the
13 district's board of directors. If possible, applicants should develop
14 their reach projects as part of the self-study process under RCW
15 28A.320.200, or otherwise link the proposed reach project to the self-
16 study results of the school or district.

17 (2) Grant applications shall include:

18 (a) Documentation that at least one public hearing was held on the
19 proposed reach project or projects. The public hearing required under
20 this subsection, and other public hearings as may be held, may be
21 conducted as part of the public hearings required under chapter 28A.505
22 RCW;

23 (b) Documentation that all parties are committed to work
24 cooperatively during the term of the project;

25 (c) A statement indicating how the proposed reach project supports
26 the state vision for excellence in education endorsed under Senate
27 Concurrent Resolution No. 8400;

1 (d) A description of how the reach for excellence grant program
2 funds will be expended. The expenditure plan may be included as part
3 of the district's annual budget required under chapter 28A.505 RCW;

4 (e) Target educational outcomes for the selected basic academic,
5 workplace, and life and family skills under section 107 (1) through (3)
6 of this act. Student learning objectives required under RCW
7 28A.320.210 may be used for target educational outcomes if applicable
8 for the purposes of the reach project;

9 (f) Benchmark data for the target educational outcomes identified
10 for the selected skills under section 107 (1) through (3) of this act;

11 (g) Benchmark data for context and process indicators as provided
12 under section 108 of this act;

13 (h) Identification of the evaluation and accountability procedures
14 and activities, including potential use of context and process
15 indicators, that may be used to: (i) Assess progress toward the target
16 educational outcomes; (ii) evaluate additional educational benefits
17 received by students, building staff, and parents from implementation
18 of the reach project; and (iii) assess the overall effectiveness of the
19 project. Applicants may use evaluation and accountability procedures
20 and activities established under the state self-study program under RCW
21 28A.320.200. Applicants shall identify at least one measure of
22 assessing student performance other than standardized testing that will
23 be developed or used as part of the reach project. Applicants are
24 encouraged to seek information from state higher education institutions
25 regarding potential alternatives to standardized testing;

26 (i) A written statement that school directors and administrators
27 are willing to exempt the reach project or projects from specifically
28 identified local rules, as needed;

1 (j) A written statement that the school directors and the local
2 bargaining agents will modify those portions of their local agreements
3 as applicable for the reach project or projects;

4 (k) Written statements of support from the district's board of
5 directors, the district superintendent, and the principal and staff of
6 the school or schools requesting to implement a reach project, and
7 statements of support, willingness to participate, or concerns from any
8 interested persons or organizations; and

9 (l) Other information as may be determined necessary by the state
10 board of education.

11 NEW SECTION. **Sec. 107.** (1) Grant applications under section
12 106 of this act shall include target educational outcomes for at least
13 three of the following basic academic skill areas:

14 (a) Reading and writing of the English language;

15 (b) Speaking and listening;

16 (c) Observing and questioning;

17 (d) Studying;

18 (e) Reasoning and problem solving;

19 (f) Mathematics; and

20 (g) Computer competency.

21 (2) Grant applications under section 106 of this act shall include
22 educational outcomes for at least two of the following workplace skill
23 areas:

24 (a) Decision making;

25 (b) Cooperation and teamwork;

26 (c) Self-directed learning; and

27 (d) Positive work habits.

1 (3) Grant applications under section 106 of this act shall include
2 educational outcomes for at least two of the following life and family
3 skill areas:

4 (a) Home and family life;

5 (b) Career planning;

6 (c) Life-long learning;

7 (d) Responsible and ethical behavior;

8 (e) Concern for others;

9 (f) Interpersonal relationships; and

10 (g) The arts, performing arts, and music.

11 (4) Grant applications shall indicate for subsections (1) through
12 (3) of this section the grade levels and subject matter areas in which
13 the identified skills will be addressed.

14 NEW SECTION. **Sec. 108.** (1) If possible, grant applications
15 under section 106 of this act should include benchmark data for the
16 context and process indicators listed under subsections (2) and (3) of
17 this section. However, as a condition to receiving reach for
18 excellence program grant funds, applicants selected for the reach
19 program shall submit to the state board of education the benchmark data
20 for the context and process indicators listed under subsections (2) and
21 (3) of this section.

22 (2) Applicants shall provide benchmark data for the following
23 context indicators developed by the educational outcomes and
24 measurement committee and reported to the legislature by the
25 superintendent in 1989:

26 (a) The average percent of students absent from school each day;

27 (b) Student mobility rate;

28 (c) School growth rate;

1 (d) Teacher mobility rate;
2 (e) Administrator mobility rate;
3 (f) The percent of students from low-income families; and
4 (g) The percent of students who speak English as a second language;
5 plus

6 (h) The average percent of teachers absent from school each day.

7 (3) Applicants shall provide benchmark data for the following
8 process indicators developed by the educational outcomes and
9 measurement committee and reported to the legislature by the
10 superintendent in 1989:

11 (a) Student-teacher ratio;

12 (b) Student-counselor ratio;

13 (c) Student-staff specialist ratio;

14 (d) The average expenditure per student;

15 (e) The average expenditure per staff member for in-service for
16 staff development;

17 (f) School accreditation status;

18 (g) The percent of students served by compensatory education
19 programs;

20 (h) The percent of students served by chapter 1 migrant education
21 programs;

22 (i) The percent of students served by special education programs;
23 and

24 (j) The percent of students served by gifted-talented programs.

25 (4) If possible and appropriate, benchmark data required under
26 section 106(2)(f) of this act and subsections (2) and (3) of this
27 section shall be provided on a by-school basis. If this is not
28 possible, the benchmark data shall be provided on a district-level
29 basis.

1 NEW SECTION. **Sec. 109.** (1) Grant applications may be submitted
2 jointly by two or more school districts or by an educational service
3 district on behalf of one or more school districts. An application may
4 include a proposal for two or more school buildings to implement
5 jointly a reach for excellence project.

6 (2) Upon request from a school district, the superintendent or the
7 educational service district shall provide the district with technical
8 assistance to develop the grant application.

9 (3) Upon request from a reach for excellence project, the
10 superintendent or the educational service district shall provide the
11 project with technical assistance to develop a measure of assessing
12 student performance as required under section 106(2)(h) of this act.

13 NEW SECTION. **Sec. 110.** Applicants selected for the reach for
14 excellence grant program shall receive from the state board of
15 education or the superintendent an automatic waiver from the statutory
16 or regulatory requirements relating to:

17 (1) Teacher contact hour requirements under RCW 28A.150.260;

18 (2) Basic education program hours offering requirements under RCW
19 28A.150.200 through 28A.150.220;

20 (3) Student learning objectives under RCW 28A.320.210;

21 (4) Mandatory school building self-study under RCW 28A.320.200; and

22 (5) Commingling of funds appropriated by the legislature on a
23 categorical basis for such programs as, but not limited to, highly
24 capable students, transitional bilingual instruction, and the learning
25 assistance program.

26 The waivers shall be automatically renewed subject to continued
27 funding and approval by the state board of education under section 103
28 of this act.

1 NEW SECTION. **Sec. 111.** If modifications to existing local
2 bargaining agreements are necessary to implement grant proposals, those
3 modifications shall be clearly stated in the written agreement between
4 the school district board of directors and the exclusive bargaining
5 representative for district certificated instructional staff. The
6 requirement is not necessary if a previously written agreement to waive
7 the provisions of chapter 41.59 RCW for schools with reach projects has
8 been reached by the same two parties.

9 NEW SECTION. **Sec. 112.** (1) Each school district shall report
10 to the state board of education by October 1, 1993, and annually
11 thereafter pursuant to section 114(4) of this act, the following
12 information:

13 (a) The educational excellence activities supported by reach for
14 excellence grant funds;

15 (b) Updated information relating to the required benchmark data;

16 (c) Progress made toward the target educational outcomes; and

17 (d) The means and the results of evaluating the target educational
18 outcomes and additional benefits received by students, building staff,
19 and parents from implementation of the local reach project.

20 (2) By December 1, 1993, and by December 1 of each subsequent even-
21 numbered calendar year, the state board of education shall provide the
22 legislature and the governor a report on the reach for excellence grant
23 program. The reports shall include information on the items required
24 under subsection (1) of this section.

25 (3) In the report due December 1, 1996, the state board shall:

26 (a) Indicate the most common basic academic, workplace, and life
27 and family skills and accompanying target educational outcomes
28 identified by the reach projects;

1 (b) Indicate the development or use of measures to assess student
2 performance other than standardized tests;

3 (c) Indicate the number of projects that implemented the waivers
4 authorized under section 110 of this act;

5 (d) Include recommendations on the feasibility of implementing
6 basic academic, workplace, and life and family skills, educational
7 outcomes, and context and process indicators state-wide; and

8 (e) Comment on or recommend how the salary allocation schedule
9 developed by the legislative evaluation and accountability program
10 committee might reflect a school performance assessment model based on
11 basic academic, workplace, and life and family skills, educational
12 outcomes, and context and process indicators.

13 (4) The state board of education shall submit a final report on the
14 reach for excellence grant program to the legislature and the governor
15 not later than December 1, 1998.

16 NEW SECTION. **Sec. 113.** The superintendent shall provide for
17 the sharing of information between reach projects and with schools and
18 districts not selected or not participating in the reach for excellence
19 grant program.

20 NEW SECTION. **Sec. 114.** (1) The state board of education and
21 the superintendent shall adopt rules as necessary under chapter 34.05
22 RCW to implement sections 102 through 114 of this act. The rules shall
23 be adopted not later than December 1, 1991.

24 (2) The rules shall include the following dates to govern
25 administration of the reach for excellence grant program:

26 (a) Initial applications must be received by the state board of
27 education not later than March 15, 1992;

1 (b) The state board of education shall evaluate the applications
2 and select the initial projects for grants by May 31, 1992; and

3 (c) After planning, initial implementation of the first reach
4 projects shall commence no later than the start of the 1993-94 school
5 year.

6 (3) The state board shall establish an annual date by which
7 subsequent applications must be submitted.

8 (4) The state board shall establish a date by which the annual
9 report required under section 112(1) of this act shall be submitted.

10 (5) The state board shall establish an annual date by which the
11 board shall notify each project of the amount of any eligible reach
12 achievement award and status to continue.

13 NEW SECTION. **Sec. 115.** Sections 102 through 114 of this act
14 are each added to chapter 28A.630 RCW.

15 NEW SECTION. **Sec. 116.** Sections 101 through 114 of this act
16 shall expire December 31, 1998.

17 PART II

18 FOUNDATION FOR COMMUNITY DIRECTION

19 NEW SECTION. **Sec. 201.** The legislature finds that in order to
20 achieve the goal of reforming the public schools, each citizen of the
21 state must accept the commitment of developing our most important
22 resource, our children. The legislature further finds that part of
23 building this commitment includes having persons in the field of
24 education form partnerships with other persons in the community. To
25 build a learning community, and develop this commitment, the
26 legislature intends:

1 (1) That school boards of directors, school administrators,
2 teachers, employee unions, parents, and members of the community find
3 new ways of working collaboratively, changing existing policies and
4 agreements where appropriate;

5 (2) To encourage the creation of site-based councils, where
6 parents, teachers, and citizens will join to make decisions for our
7 schools; and

8 (3) To give school districts and schools broad discretion in
9 establishing their site-based councils.

10 NEW SECTION. Sec. 202. (1) A site-based council may be
11 established at one or more schools if the school district board of
12 directors has adopted a policy authorizing site-based councils. The
13 school district board of directors has final authority in establishing
14 the parameters and areas of involvement accorded to school site-based
15 councils.

16 (2) The policy adopted by a school district board of directors may
17 include but is not limited to:

18 (a) Procedures for forming a site-based council and official
19 recognition of the council by the district;

20 (b) Membership of the site-based council including the principal,
21 certificated and classified staff, students in secondary schools,
22 parents, and persons in the community. Existing organizations may be
23 used to form the site-based council; and

24 (c) Designation of activities with which site-based councils may
25 become involved, such as: Development of school improvement plans,
26 including participation in the reach for excellence grant program
27 established under section 103 of this act, student assessment, parent
28 involvement, and developing community schools; and

1 (d) Delegation of authority to site-based councils to adopt their
2 own bylaws and charter.

3 (3) Each school district board of directors deciding to adopt a
4 policy authorizing site-based councils shall provide, by resolution,
5 plans for attendance policies that are consistent with the requirements
6 of any desegregation plan in order to promote stability for schools
7 with site-based councils.

8 NEW SECTION. **Sec. 203.** If modifications to existing local
9 bargaining agreements are necessary to implement school site-based
10 councils, those modifications shall be clearly stated in the written
11 agreement between the school district board of directors and the
12 exclusive bargaining representative for district certificated
13 instructional staff. The requirement is not necessary if a previously
14 written agreement to waive the provisions of chapter 41.59 RCW for
15 schools with reach projects has been reached by the same two parties.

16 NEW SECTION. **Sec. 204.** (1) Schools with site-based councils
17 may receive funds to provide resources for restructuring their
18 educational programs. The superintendent of public instruction shall
19 allocate funds, as are appropriated for this purpose, to school
20 districts to distribute to the schools with site-based councils.

21 (2) School districts shall submit reports about the plans and use
22 of funds to the superintendent of public instruction. The
23 superintendent of public instruction may transmit information to other
24 schools and school districts through the state clearinghouse for
25 educational information and assistance.

26 (3) The superintendent of public instruction may provide technical
27 assistance under this section to any school or school district
28 establishing or using a site-based council.

PART IV

FOUNDATIONS FOR STRONG SCHOOLS THROUGHOUT THE STATE--
STATE-LEVEL ASSISTANCE AND INFORMATION SHARING

NEW SECTION. **Sec. 401.** A new section is added to chapter 27.04 RCW to read as follows:

(1) Expanding activity in educational research and local school district educational restructuring efforts continue to provide much valuable information. The legislature finds that such information should be shared as widely and consistently as possible with the citizens and educational community of the state to promote the replication of innovative educational programs and other developments.

(2) To facilitate access to information and materials on education, and in addition to other responsibilities established under RCW 27.04.045, the Washington state library commission shall work with the Washington media library association, school libraries, and regional public libraries to assist teachers and other educators to acquire in a timely manner information about educational resources and research. In carrying out this responsibility, the commission is encouraged to:

(a) Examine how teachers and other educators presently acquire information about in-state educational research and development efforts, as well as descriptions of exemplary, model, and innovative programs;

(b) Examine how this information is used by teachers and other educators; and

(c) Examine how teachers and other educators share this information with their peers.

(3) The commission shall work with the groups under subsection (2) of this section to facilitate communication among educators within

1 school buildings, between schools, between school and educational
2 service districts, and between state agencies and districts.

3 PART V

4 COMPENSATION IMPROVEMENT PLAN

5 NEW SECTION. **Sec. 501.** (1) The legislature recognizes that
6 staff motivation, skills, and continued professional development are
7 fundamental keys to improvement in student learning. The legislature
8 believes it shares in the public obligation to foster and sustain a
9 professional educational environment that has, but is not limited to,
10 the following characteristics:

11 (a) Attracts individuals to the teaching profession; and

12 (b) Provides certificated staff with compensation that takes into
13 account job performance but is also commensurate with public
14 expectations for both educational employees and the public education
15 system.

16 (2) The legislature finds that accountability and compensation are
17 critical variables affecting the success of the education system. To
18 foster educational excellence efforts in Washington, it is the intent
19 of the legislature to provide and maintain a level of compensation for
20 educational employees that is:

21 (a) Commensurate with public expectations;

22 (b) Comparable to other professions requiring similar educational
23 experience; and

24 (c) Among the top ten states.

25 NEW SECTION. **Sec. 502.** (1) The superintendent of public
26 instruction, in consultation with teachers, classified employees,
27 administrators, school directors, business, labor, parents, and

1 legislators shall conduct a study of compensation for educational
2 employees in Washington. The study shall include, but is not limited
3 to, a review of the relationship between compensation for educational
4 employees and:

5 (a) Salaries paid:

6 (i) In other professions requiring comparable educational
7 experience and preparation; and

8 (ii) To teachers, administrators, and classified employees in other
9 states;

10 (b) The in-service training act of 1977, RCW 28A.415.030 and
11 28A.415.040;

12 (c) In-service and staff development opportunities sponsored by
13 school districts, educational service districts, or other providers of
14 in-service and staff development programs;

15 (d) The provisions of RCW 28A.215.020 that allow credit on the
16 salary schedule developed by the legislative evaluation and
17 accountability program committee for approved in-service and continuing
18 education;

19 (e) The state board of education's continuing education requirement
20 for certificated instructional staff with continuing certificates;

21 (f) The length of the school year for contracted certificated and
22 classified employees;

23 (g) The teacher assistance program under RCW 28A.405.450;

24 (h) The self-study program under RCW 28A.320.200;

25 (i) The schools for the twenty-first century program under RCW
26 28A.630.100 through 28A.630.290;

27 (j) The evaluation of certificated employees under RCW 28A.405.100;

28 (k) State board of education teacher assignment and certificate
29 endorsement policies;

30 (l) Certification requirements under chapter 28A.410 RCW;

1 (m) The Washington award for excellence in education program under
2 RCW 28A.625.020 through 28A.625.070, and particularly the Christa
3 McAuliffe award under that program under RCW 28A.625.030;

4 (n) Local education program enhancement funds; and

5 (o) The results of the studies by the state board of education on
6 internships and alternative classification.

7 (2) A review of the relationship between staffing and compensation
8 levels for certificated and classified positions.

9 (3) Based on the results of the study findings, the superintendent
10 shall submit to the legislature and the governor not later than
11 December 1, 1991, a plan to bring educational employees' salaries to a
12 level that places Washington in the top ten states by the beginning of
13 the 1997-98 school year.

14 PART VI

15 COMPENSATION MAINTENANCE PLAN

16 NEW SECTION. **Sec. 601.** The superintendent of public
17 instruction, in consultation with teachers, classified employees,
18 administrators, school directors, business, labor, parents, and
19 legislators shall study and recommend to the legislature and the
20 governor not later than December 1, 1991, a plan to maintain salaries
21 for educational employees in Washington at the levels to be established
22 under section 502(2) of this act. The plan may include the use of peer
23 states or peer professions.

24 PART VII

25 MISCELLANEOUS

1 NEW SECTION. **Sec. 701.** Part headings as used in this act
2 constitute no part of the law.

3 NEW SECTION. **Sec. 702.** (1) The sum of thirty-four million
4 dollars, or as much thereof as may be necessary, is appropriated for
5 the biennium ending June 30, 1993, from the general fund to the
6 superintendent of public instruction for the purposes of sections 101
7 through 114 of this act.

8 (2) Not more than one and one-half percent of the appropriation
9 under subsection (1) of this section shall be expended by the
10 superintendent for administrative activities related to implementing
11 sections 101 through 114 of this act.

12 NEW SECTION. **Sec. 703.** The sum of thirty-five thousand
13 dollars, or as much thereof as may be necessary, is appropriated for
14 the biennium ending June 30, 1993, from the general fund to the
15 superintendent of public instruction for the purposes of sections 502
16 and 601 of this act.

17 NEW SECTION. **Sec. 704.** The sum of sixty-five thousand dollars,
18 or as much thereof as may be necessary, is appropriated for the
19 biennium ending June 30, 1993, from the general fund to the state
20 library commission for the purposes of section 401 of this act.

21 NEW SECTION. **Sec. 705.** If any provision of this act or its
22 application to any person or circumstances is held invalid, the
23 remainder of the act or the application of the provision to other
24 persons or circumstances is not affected.

1 NEW SECTION. **Sec. 706.** This act is necessary for the immediate
2 preservation of the public peace, health, or safety, or support of the
3 state government and its existing public institutions, and shall take
4 effect immediately.