

2 **E2SSB 5306** - H COMM AMD  
3 By Committee on Education

4

5 Strike everything after the enacting clause and insert the  
6 following:

7 "NEW SECTION. **Sec. 1.** The legislature finds that the educational  
8 needs of our students have increased dramatically in the past several  
9 decades. If our young people, families, communities, and nation are to  
10 prosper, it is imperative that the achievement of our students in  
11 public K-12 schools be significantly increased.

12 To increase student achievement, the legislature finds that the  
13 state of Washington needs to develop a public school education system  
14 that focuses more on the educational performance of our students, and  
15 less on complying with state laws that dictate how instruction must be  
16 offered.

17 The legislature further finds that improving the state's public  
18 schools will require:

19 (1) Greater involvement of parents in the education of their  
20 children, and allowing parents to play a significantly greater role in  
21 local school decision making;

22 (2) Students being held more accountable for their performance and  
23 for meeting higher expectations;

24 (3) Additional time and resources for educators to collaboratively  
25 develop and implement strategies for improved student learning;

26 (4) Making instructional programs more relevant to students' future  
27 plans;

28 (5) All parties responsible for education focus more on what is  
29 best for students; and

30 (6) An educational environment that fosters mutually respectful  
31 interactions in an atmosphere of collaboration and cooperation, and in  
32 which students develop awareness, understanding, and sensitivity to  
33 differences among people, including but not limited to race, gender,  
34 color, national origin, and religion.

35 The legislature further finds that students will learn more when  
36 parents take more responsibility for their child's education, when

1 businesses assume greater responsibility for supporting schools, when  
2 educators take responsibility for meeting the diverse educational needs  
3 of all students, and when students take more responsibility for their  
4 own learning.

5 It is the intent of the legislature that any student who is having  
6 difficulty meeting the essential academic learning requirements in RCW  
7 28A.630.885 be provided alternative or additional instructional  
8 opportunities to help him or her meet the requirements. It is also the  
9 intent of the legislature that highly capable students who have met or  
10 exceeded the essential academic learning requirements be provided with  
11 alternative or additional instructional opportunities to help advance  
12 their educational experience.

13 The provisions of this act shall not be construed to change current  
14 state requirements for students who receive home-based instruction  
15 pursuant to chapter 28A.200 RCW.

16 **PART I**  
17 **STUDENT LEARNING GOALS**

18 **Sec. 101.** RCW 28A.150.210 and 1992 c 141 s 501 are each amended to  
19 read as follows:

20 The goal of the Basic Education Act for the schools of the state of  
21 Washington set forth in this chapter shall be to (~~provide students~~  
22 ~~with the opportunity to master the essential academic learning~~  
23 ~~requirements necessary for their roles as citizens and potential~~  
24 ~~participants in the economic marketplace and in the marketplace of~~  
25 ~~ideas identified by the commission established in RCW 28A.630.885))  
26 enable people to be responsible citizens, to contribute to their own  
27 economic well-being and to that of their families and communities, and  
28 to enjoy productive and satisfying lives. To these ends, each school  
29 district, with the involvement of parents and community members, shall  
30 provide opportunities for all students to develop the knowledge and  
31 skills essential to:~~

32 (1) Read with comprehension, write with skill, and communicate  
33 effectively and responsibly in a variety of ways and settings;

34 (2) Know and apply the core concepts and principles of mathematics;  
35 social, physical, and life sciences; history; geography; arts; and  
36 health and fitness;



1 compliance by schools of state-level accountability laws and rules that  
2 dictate how instruction is to be provided. The performance-based  
3 education system does not require that schools use an outcome-based  
4 instructional model. Decisions regarding how instruction is provided  
5 are to be made, to the greatest extent possible, by schools and school  
6 districts, not by the state.

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

9 ~~((2))~~ (1) The Washington commission on student learning is hereby  
10 established. The primary purposes of the commission are to identify  
11 ~~((what))~~ the knowledge and skills all public school students need to  
12 know and be able to do based on the student learning goals ~~((of the~~  
13 ~~governor's council on education reform and funding))~~ in RCW  
14 28A.150.210, to develop student assessment and school accountability  
15 systems, and to take other steps necessary to develop a performance-  
16 based education system. The commission shall include three members of  
17 the state board of education, three members appointed by the governor  
18 before July 1, 1992, and ~~((three))~~ five members appointed no later than  
19 ~~((February))~~ July 1, 1993, by the governor elected in the November 1992  
20 election. The governor shall appoint a chair from the commission  
21 members, and fill any vacancies in gubernatorial appointments that may  
22 occur. The state board of education shall fill any vacancies in state  
23 board of education appointments that may occur. In making the  
24 appointments, educators, business leaders, and parents shall be  
25 represented, and nominations from state-wide education, business, and  
26 parent organizations shall be requested. Efforts shall be made to  
27 ensure that the commission reflects the cultural diversity of the  
28 state's K-12 student population and that the major geographic regions  
29 in the state are represented. Appointees shall be qualified  
30 individuals who are supportive of ~~((educational restructuring))~~  
31 improving education for all children, who have a positive record of  
32 service, and who will devote sufficient time to the responsibilities of  
33 the commission to ensure that the objectives of the commission are  
34 achieved.

35 ~~((3) The commission shall begin its substantive work subject to~~  
36 ~~subsection (1) of this section.~~

37 ~~(4))~~ (2) The commission shall establish ~~((technical))~~ advisory  
38 committees. Membership of the ~~((technical))~~ advisory committees shall

1 include, but not necessarily be limited to, professionals from the  
2 office of the superintendent of public instruction and the state board  
3 of education, and other state and local educational practitioners and  
4 student assessment specialists.

5 ~~((5))~~ (3) The commission, with the assistance of the  
6 ~~((technical))~~ advisory committees, shall:

7 (a) ~~((Identify what all elementary and secondary students need to  
8 know and be able to do. At a minimum, these))~~ Develop essential  
9 academic learning requirements ((shall include reading, writing,  
10 speaking, science, history, geography, mathematics, and critical  
11 thinking. In developing these essential academic learning  
12 requirements, the commission shall incorporate)) based on the student  
13 learning goals ((identified by the council on education reform and  
14 funding)) in RCW 28A.150.210. The essential academic learning  
15 requirements are more specific skills and knowledge that students are  
16 expected to have learned at designated stages of their education.  
17 Essential academic learning requirements shall be developed, to the  
18 extent possible, for each of the student learning goals in RCW  
19 28A.150.210. Proposed essential academic learning requirements for RCW  
20 28A.150.210(1), goal one, and the mathematics component of RCW  
21 28A.150.210(2), goal two, shall be completed no later than September 1,  
22 1994. Proposed essential academic learning requirements that  
23 incorporate the remainder of RCW 28A.150.210 (2), (3), and (4), goals  
24 two, three, and four, shall be completed no later than September 1,  
25 1995. Essential academic learning requirements for RCW 28A.150.210(5),  
26 goal five, shall be completed no later than September 1, 1996. To the  
27 maximum extent possible, the commission shall integrate goal four and  
28 the knowledge and skill areas in the other four goals in the  
29 development of the essential academic learning requirements;

30 (b) ~~((By December 1, 1995,))~~ Present to the state board of  
31 education and superintendent of public instruction a state-wide  
32 academic assessment system for use in the elementary ((grades)),  
33 middle, and high school years designed to determine if each student has  
34 mastered the essential academic learning requirements identified in (a)  
35 of this subsection. The academic assessment system shall include a  
36 variety of ((methodologies)) assessment methods, including performance-  
37 based measures that are criterion-referenced, and shall include  
38 assessments developed, administered, or evaluated by both the  
39 commission and local school districts. Performance standards for

1 determining if a student has successfully completed an assessment shall  
2 be determined by the commission in consultation with the advisory  
3 committees required in subsection (2) of this section. The assessment  
4 system shall be designed so that the results under the assessment  
5 system are used by educators as tools to evaluate instructional  
6 practices, and to initiate appropriate educational support for students  
7 who do not master the essential academic learning requirements.  
8 ~~((Mastery of each component of the essential academic learning~~  
9 ~~requirements)) After a determination by the state board of education  
10 that the assessment system has been implemented and that it is  
11 sufficiently reliable and valid, successful completion of the  
12 assessment by students shall be ((required before students progress in  
13 subsequent components of the essential academic learning requirements.  
14 ~~The state board of education and superintendent of public instruction~~  
15 ~~shall implement the elementary academic assessment system beginning in~~  
16 ~~the 1996-97 school year, unless the legislature takes action to delay~~  
17 ~~or prevent implementation of the assessment system and essential~~  
18 ~~academic learning requirements)) reviewed by school districts for  
19 purposes of assessing the adequacy of its curriculum and teaching  
20 methods in educating students in the essential academic learning  
21 requirements. Assessments measuring the essential academic learning  
22 requirements developed for RCW 28A.150.210(1), goal one, and the  
23 mathematics component of RCW 28A.150.210(2), goal two, shall be  
24 initially implemented by the state board of education and  
25 superintendent of public instruction no later than the 1996-97 school  
26 year, unless the legislature takes action to delay or prevent  
27 implementation of the assessment system and essential academic learning  
28 requirements. Assessments measuring the essential academic learning  
29 requirements developed for RCW 28A.150.210 (2), (3), and (4), goals  
30 two, three, and four, shall be initially implemented by the state board  
31 of education and superintendent of public instruction no later than the  
32 1997-98 school year, unless the legislature takes action to delay or  
33 prevent implementation of the assessment system and essential academic  
34 learning requirements. Prior to beginning the development of  
35 assessments for RCW 28A.150.210(5), goal five, the commission shall  
36 submit a report to the legislature on the feasibility of developing  
37 assessments for this goal. The report shall be submitted by December  
38 1, 1996. To the maximum extent possible, the commission shall  
39 integrate knowledge and skill areas in development of the assessments.~~~~

1 The state board of education and superintendent of public instruction  
2 may modify the academic assessment system, as needed, in subsequent  
3 school years;

4 (c) (~~By December 1, 1996, present to the state board of education~~  
5 ~~and superintendent of public instruction a state-wide academic~~  
6 ~~assessment system for use in the secondary grades designed to determine~~  
7 ~~if each student has mastered the essential academic learning~~  
8 ~~requirements identified for secondary students in (a) of this~~  
9 ~~subsection. The academic assessment system shall use a variety of~~  
10 ~~methodologies, including performance based measures, to determine if~~  
11 ~~students have mastered the essential academic learning requirements,~~  
12 ~~and)) The high school assessments shall be administered to students by  
13 about the age of sixteen. After a determination is made by the state  
14 board of education that the assessment has been implemented and that it  
15 is sufficiently reliable and valid, successful completion of the high  
16 school assessment shall lead to a certificate of mastery. The  
17 certificate of mastery shall be required for graduation. ((The  
18 assessment system shall be designed so that the results are used by  
19 educators to evaluate instructional practices, and to initiate  
20 appropriate educational support for students who do not master the  
21 essential academic learning requirements.)) The commission shall  
22 ((recommend)) make recommendations to the state board of education  
23 ((whether the certificate of mastery should take the place of the  
24 graduation requirements or be required for graduation in addition to  
25 graduation requirements. The state board of education and  
26 superintendent of public instruction shall implement the secondary  
27 academic assessment system beginning in the 1997-98 school year, unless  
28 the legislature takes action to delay or prevent implementation of the  
29 assessment system and essential academic learning requirements. The  
30 state board of education and superintendent of public instruction may  
31 modify the assessment system, as needed, in subsequent school years))  
32 regarding the relationship between the certificate of mastery and high  
33 school graduation requirements. However, the certificate of mastery is  
34 not intended to be the sole criterion for graduation. Upon achieving  
35 the certificate of mastery, all students shall continue to pursue  
36 career and educational objectives through educational pathways that  
37 emphasize integration of academic and vocational education.  
38 Educational pathways may include, but are not limited to, work-based  
39 learning, school-to-work transition, tech prep, vocational-technical~~

1 education, running start, and preparation for technical college,  
2 community college, and/or university education;

3 (d) Prepare and distribute information designed to inform teachers,  
4 other educators, and parents of the essential academic learning  
5 requirements;

6 (e) Consider methods to address the unique needs of special  
7 education students when developing the assessments in (b) and (c) of  
8 this subsection;

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

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

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

26 ~~(h)) (f) Develop ((recommendations on the time, support, and~~  
27 ~~resources, including technical assistance, needed by schools and school~~  
28 ~~districts to help students achieve the essential academic learning~~  
29 ~~requirements. These recommendations shall include)) an estimate for~~  
30 ~~the legislature, superintendent of public instruction, and governor on~~  
31 ~~the expected cost of implementing the elementary and secondary academic~~  
32 ~~assessment systems during the 1995-97 biennium and beyond;~~

33 ~~((i)) (g) Develop recommendations for consideration by the higher~~  
34 ~~education coordinating board for adopting college and university~~  
35 ~~entrance requirements that ((would assist schools in adopting~~  
36 ~~strategies designed to help students achieve the essential learning~~  
37 ~~requirements)) are consistent with the essential academic learning  
38 requirements and the certificate of mastery;~~



1       (~~(j)~~) (h) By December 1, 1996, recommend to the legislature,  
2 governor, state board of education, and superintendent of public  
3 instruction: (i) A state-wide accountability system to evaluate  
4 accurately and fairly the level of learning occurring in individual  
5 schools and school districts. (~~The commission also shall recommend to~~  
6 the legislature steps that should be taken to assist school districts  
7 and schools in which learning is significantly below expected levels of  
8 performance as measured by the academic assessment systems established  
9 under this section)) The accountability system shall be designed so  
10 that it can monitor the performance of students and school districts  
11 based on the gender and racial, ethnic, economic, and special need  
12 status of students, and shall include new school-site, school district,  
13 and state-level accountability reporting systems. The commission is  
14 authorized to collect baseline and other data from school districts for  
15 the purposes of the school-site and school district reports; (ii) a  
16 school assistance program to help schools and districts that are having  
17 difficulty helping students meet the essential academic learning  
18 requirements; (iii) a system to intervene in districts or schools in  
19 which significant numbers of students dramatically and persistently  
20 fail to learn the essential academic learning requirements; and (iv) an  
21 awards program to provide incentives to school staff to help their  
22 students learn the essential academic learning requirements, with each  
23 school being assessed individually against its own baseline.  
24 Incentives shall be based on the rate of percentage change of students  
25 achieving the essential academic learning requirements, and school  
26 staff shall determine how the awards will be spent.

27       It is the intent of the legislature to begin implementation of  
28 these programs on September 1, 1998;

29       (~~(k)~~) (i) Report annually by December 1st to the legislature, the  
30 governor, the superintendent of public instruction, and the state board  
31 of education on the progress, findings, and recommendations of the  
32 commission; and

33       (~~(l) Complete other tasks, as appropriate~~) (j) Make  
34 recommendations to the legislature and take other actions necessary or  
35 desirable to help meet the student learning goals.

36       (~~(6)~~) (4) The commission shall coordinate its activities with the  
37 state board of education and the office of the superintendent of public  
38 instruction.



1 improvement in the quality of instruction, and a process for sharing  
2 instructional decisions with building staff, parents, and community  
3 members;

4 (b) Proposed activities and actions to be funded by the grant;

5 (c) How parents, business leaders, and other community members will  
6 be involved; and

7 (d) A proposed budget.

8 (3) If the requirements of subsection (2) of this section are met,  
9 the superintendent of public instruction shall approve the district's  
10 application by March 1, 1994.

11 (4) The amount of district grants shall be determined by the  
12 average number of full-time equivalent certificated and classified  
13 staff employed by the district during the 1992-93 school year. The  
14 allocations shall be figured on two hundred dollars per day multiplied  
15 by up to five days for each certificated staff person, and one hundred  
16 twenty-five dollars per day multiplied by five days for each classified  
17 staff person.

18 (5) Schools receiving schools for the twenty-first century grants  
19 pursuant to RCW 28A.630.100 for the 1994-95 school year shall not be  
20 eligible to receive restructuring grants.

21 (6) The superintendent of public instruction shall adopt rules as  
22 necessary under chapter 34.05 RCW to administer the program. A copy of  
23 the proposed rules shall be submitted to the joint select committee on  
24 education restructuring established in section 1001 of this act at  
25 least forty-five days prior to adoption of the rules.

26 (7) Funding under this section shall not become a part of the  
27 state's basic program of education obligation as set forth under  
28 Article IX of the state Constitution.

29 (8) If specific funding for education restructuring grants,  
30 referencing this act by bill number and specifying that the funding is  
31 for education restructuring grants, is not provided by June 30, 1993,  
32 in the omnibus appropriation act, this section is null and void.

33 NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.300  
34 RCW to read as follows:

35 (1) From appropriated funds, the office of the superintendent of  
36 public instruction shall provide education restructuring grants to  
37 eligible local districts for the 1995-96 and 1996-97 school years. The  
38 purpose of the grants is to implement strategic restructuring plans

1 that include school-based strategies and programs designed to improve  
2 student learning for all students, including students with unique and  
3 diverse needs, consistent with the student learning goals in RCW  
4 28A.150.210. Funds from the program shall be used for nonstudent days  
5 for staff, for participation in the advisory committees of the  
6 commission on student learning established in RCW 28A.630.885, and for  
7 other actions and activities intended to achieve the purposes of the  
8 grant program.

9 (2) To be eligible for education restructuring grants, school  
10 districts shall submit an application to the superintendent of public  
11 instruction by March 15, 1995. The application shall include the  
12 following:

13 (a) A district-wide strategic restructuring plan that includes, but  
14 is not limited to, actions the district has taken to implement a  
15 process to ensure continuous improvement in the quality of instruction,  
16 and a process for sharing instructional decisions with building staff,  
17 parents, and community members;

18 (b) Proposed activities and actions to be funded by the grant;

19 (c) How parents, business leaders, and other community members will  
20 be involved; and

21 (d) A proposed budget.

22 (3) If the requirements of subsection (2) of this section are met,  
23 the superintendent of public instruction shall approve the district's  
24 application by May 15, 1995, for the 1995-96 and 1996-97 school years.

25 (4) The amount of district grants shall be determined by the  
26 average number of full-time equivalent certificated and classified  
27 staff employed by the district during the 1993-94 school year. The  
28 annual allocations shall be figured on two hundred dollars per day  
29 multiplied by up to ten days for each certificated staff person, and  
30 one hundred twenty-five dollars per day multiplied by ten days for each  
31 classified staff person.

32 (5) The superintendent of public instruction shall adopt rules as  
33 necessary under chapter 34.05 RCW to administer the grant program. A  
34 copy of the proposed rules shall be submitted to the joint select  
35 committee on education restructuring established in section 1001 of  
36 this act at least forty-five days prior to adoption of the rules.

37 (6) By December 15, 1996, the superintendent of public instruction  
38 shall submit a report to the appropriate committees of the legislature  
39 that summarizes the effectiveness of the grant program, and includes a

1 recommendation as to whether or not the program should be continued in  
2 the 1997-98 school year and beyond.

3 (7) Funding under this section shall not become a part of the  
4 state's basic program of education obligation as set forth under  
5 Article IX of the state Constitution.

6 (8) If specific funding for education restructuring grants,  
7 referencing this act by bill number and specifying that the funding is  
8 for education restructuring grants, is not provided by June 30, 1995,  
9 in the omnibus appropriation act for the 1995-97 biennium, this section  
10 is null and void.

11 **PART IV**

12 **EDUCATOR TRAINING AND ASSISTANCE PROGRAMS**

13 **Sec. 401.** RCW 28A.415.250 and 1991 c 116 s 19 are each amended to  
14 read as follows:

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

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

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

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

34 (4) The use of substitutes to give mentor teachers, beginning  
35 teachers, and experienced teachers opportunities to jointly observe and  
36 evaluate teaching situations and to give mentor teachers opportunities

1 to observe and assist beginning and experienced teachers in the  
2 classroom;

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

6 (6) Mentor teachers for experienced teachers who are having  
7 difficulties;

8 (7) Mentor teachers shall be selected by the district and may serve  
9 as mentors full time. If a bargaining unit, certified pursuant to RCW  
10 41.59.090 exists within the district, classroom teachers representing  
11 the bargaining unit shall participate in the mentor teacher selection  
12 process; and

13 ((+7)) (8) Periodic consultation by the superintendent of public  
14 instruction or the superintendent's designee with representatives of  
15 educational organizations and associations, including educational  
16 service districts and public and private institutions of higher  
17 education, for the purposes of improving communication and cooperation  
18 and program review.

19 **Sec. 402.** RCW 28A.405.140 and 1990 c 33 s 387 are each amended to  
20 read as follows:

21 After an evaluation conducted pursuant to RCW 28A.405.100, the  
22 ((school district)) principal or the evaluator may require the teacher  
23 to take in-service training provided by the district in the area of  
24 teaching skills needing improvement, and may require the teacher to  
25 have a mentor for purposes of achieving such improvement.

26 NEW SECTION. **Sec. 403.** The superintendent of public instruction  
27 shall, by December 1, 1995, develop recommendations for an expanded  
28 teacher assistance program that would use, to the extent feasible,  
29 full-time, year-round mentors.

30 NEW SECTION. **Sec. 404.** A new section is added to chapter 28A.405  
31 RCW to read as follows:

32 (1) The Washington state principal internship support program is  
33 hereby created. The purpose of the program is to provide funds to  
34 school districts to hire substitutes for district employees who are in  
35 a principal preparation program to complete an internship with a mentor  
36 principal.

1 (2) The process for selecting participants in the principal  
2 internship support program shall be as follows:

3 (a) The candidate shall be enrolled in a state board-approved  
4 school principal preparation program;

5 (b) The candidate shall apply in writing to his or her local school  
6 district;

7 (c) Each school district shall determine which applicants meet its  
8 criteria for participation in the principal internship support program  
9 and shall notify its educational service district of the school  
10 district's selected applicants. When submitting the names of  
11 applicants, the school district shall identify a mentor principal for  
12 each principal intern applicant, and shall agree to provide the  
13 internship applicant at least forty-five student days of release time  
14 for the internship; and

15 (d) Educational service districts, with the assistance of an  
16 advisory board, shall select internship participants.

17 (3)(a) Beginning in the 1994-95 school year, a maximum of one  
18 hundred seventy-five principal internships shall be funded annually.

19 (b) The maximum amount of state funding for each internship shall  
20 be four thousand five hundred dollars.

21 (c) Funds appropriated for the principal internship support program  
22 shall be allocated by the superintendent of public instruction to the  
23 educational service districts based on the percentage of full-time  
24 equivalent public school students enrolled in school districts in each  
25 educational service district. To the extent practicable, participants  
26 should be selected to reflect the racial and ethnic diversity of the  
27 student population in the educational service district region and  
28 represent an equal number of women and men.

29 (d) Once principal internship participants have been selected, the  
30 educational service districts shall allocate the funds to the  
31 appropriate school districts. The funds shall be used to pay for  
32 replacement substitute staff while the school district employee is  
33 completing the principal internship.

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

37 NEW SECTION. **Sec. 405.** A new section is added to chapter 28A.405  
38 RCW to read as follows:

1 (1) The Washington state superintendent and program administrator  
2 internship support program is hereby created. The purpose of the  
3 program is to provide funds to school districts to hire substitutes for  
4 district employees who are in a superintendent or program administrator  
5 preparation program to complete an internship with a mentor  
6 administrator.

7 (2) The process for selecting participants in the superintendent  
8 and program administrator internship support program shall be as  
9 follows:

10 (a) The candidate shall be enrolled in a state board-approved  
11 school district superintendent or program administrator preparation  
12 program;

13 (b) The candidate shall apply in writing to his or her local school  
14 district;

15 (c) Each school district shall determine which applicants meet its  
16 criteria for participation in the internship support program and shall  
17 notify its educational service district of the school district's  
18 selected applicants. When submitting the names of applicants, the  
19 school district shall identify a mentor administrator for each intern  
20 applicant and shall agree to provide the internship applicant at least  
21 forty-five student days of release time for the internship; and

22 (d) Educational service districts, with the assistance of an  
23 advisory board, shall select internship participants.

24 (3)(a) Beginning in the 1994-95 school year, a maximum of twenty-  
25 five internships shall be funded annually.

26 (b) The maximum amount of state funding for each internship shall  
27 be four thousand five hundred dollars.

28 (c) Funds appropriated for the internship support program shall be  
29 allocated by the superintendent of public instruction to the  
30 educational service districts based on the percentage of full-time  
31 equivalent public school students enrolled in school districts in each  
32 educational service district. To the extent practicable, participants  
33 should be selected to reflect the racial and ethnic diversity of the  
34 student population in the educational service district region, and  
35 represent an equal number of women and men.

36 (d) Once internship participants have been selected, the  
37 educational service districts shall allocate the funds to the  
38 appropriate school districts. The funds shall be used to pay for



1 replacement substitute staff while the school district employee is  
2 completing the internship.

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

6 NEW SECTION. **Sec. 406.** (1) The state board of education shall  
7 appoint an administrator internship advisory task force to develop and  
8 recommend to the board standards for the principal and superintendent  
9 and program administrator support programs created in sections 404 and  
10 405 of this act. Interns shall be required to complete the state board  
11 standards in order to successfully complete the internship program.  
12 These standards shall be adopted by the state board of education before  
13 the allocation of funds by the superintendent of public instruction  
14 pursuant to sections 404(3)(c) and 405(3)(c) of this act. Colleges,  
15 universities, and school districts may establish additional standards.

16 (2) Task force membership shall include, but not be limited to,  
17 representatives of the office of the superintendent of public  
18 instruction, principals, superintendents, program administrators,  
19 teachers, school directors, parents, higher education administrative  
20 preparation programs, and educational service districts. The task  
21 force membership shall, to the extent possible, be culturally diverse.

22 NEW SECTION. **Sec. 407.** A new section is added to chapter 28A.300  
23 RCW to read as follows:

24 The superintendent of public instruction shall adopt rules as  
25 necessary under chapter 34.05 RCW to administer the principal and  
26 superintendent and program administrator internship support programs.

27 NEW SECTION. **Sec. 408.** A new section is added to chapter 28A.300  
28 RCW to read as follows:

29 (1) The paraprofessional training program is created. The primary  
30 purpose of the program is to provide training for classroom assistants  
31 to assist them in helping students achieve the essential academic  
32 learning requirements pursuant to RCW 28A.630.885. Another purpose of  
33 the program is to provide training to certificated personnel who work  
34 with classroom assistants.

35 (2) The superintendent of public instruction may allocate funds,  
36 from moneys appropriated for this program, to educational service

1 districts, school districts, and other organizations for providing the  
2 training in subsection (1) of this section.

3 **PART V**

4 **CENTER FOR THE IMPROVEMENT OF STUDENT LEARNING**

5 NEW SECTION. **Sec. 501.** A new section is added to chapter 28A.300  
6 RCW to read as follows:

7 (1) The Washington center for the improvement of student learning  
8 is created in the office of the superintendent of public instruction.  
9 The primary purpose of the center is to provide assistance and advice  
10 to parents, school board members, educators, and the public regarding  
11 strategies for assisting students to learn the essential academic  
12 learning requirements as in RCW 28A.630.885. The center shall work in  
13 conjunction with the commission on student learning, educational  
14 service districts, and institutions of higher education.

15 (2) The center shall:

16 (a) Serve as a clearinghouse for information regarding successful  
17 educational restructuring and parental involvement programs in schools  
18 and districts;

19 (b) Provide best practices research and advice that can be used to  
20 help schools and districts develop and implement:

21 (i) Strategic restructuring plans;

22 (ii) Building-based shared decision-making models;

23 (iii) Academic and technical integration programs;

24 (iv) Programs to meet the diverse needs of students based on  
25 gender, racial, ethnic, economic, and special needs status; and

26 (v) Other programs that will assist educators in helping students  
27 learn the essential academic learning;

28 (c) Develop and distribute, in conjunction with the commission on  
29 student learning, parental involvement materials, including  
30 instructional guides developed to inform parents of the essential  
31 academic learning requirements. The instructional guides also shall  
32 provide actions parents may take to assist their children in meeting  
33 the requirements;

34 (d) Take other actions to increase public awareness of the  
35 importance of parental involvement in education;

36 (e) By December 1994, develop alternatives for grade designations  
37 in elementary schools;

1 (f) Provide training and consultation services;  
2 (g) Coordinate with the commission on student learning established  
3 in RCW 28A.630.885; and

4 (h) Perform other functions consistent with the purpose of the  
5 center as prescribed in subsection (1) of this section.

6 (3) The center shall have an eleven-member advisory committee  
7 composed of educators, including teachers, principals, classified  
8 staff, higher education faculty or deans or directors of educator  
9 preparation programs, and educational service district representatives;  
10 school board members; parents; students; and labor and business  
11 leaders. Advisory committee members shall be selected jointly by the  
12 superintendent of public instruction and the commission on student  
13 learning from recommendations submitted by individuals and appropriate  
14 state-wide organizations. The advisory council shall provide  
15 recommendations to the superintendent regarding staffing, allocation of  
16 expenditures, and other policy matters of the center.

17 (4) The superintendent may enter into contracts with school  
18 districts, teachers, higher education faculty, institutions of higher  
19 education, state agencies, business organizations, and other  
20 individuals and organizations to accomplish the duties and  
21 responsibilities of the center.

22 NEW SECTION. **Sec. 502.** A new section is added to chapter 28A.300  
23 RCW to read as follows:

24 (1) The center for the improvement of student learning fund is  
25 hereby established in the custody of the state treasurer. The  
26 superintendent of public instruction shall deposit in the fund all  
27 moneys received from gifts, grants, or endowments for the center.  
28 Moneys in the fund may be spent only for activities of the center.  
29 Disbursements from the fund shall be on authorization of the  
30 superintendent of public instruction or the superintendent's designee.  
31 The fund is subject to the allotment procedure provided under chapter  
32 43.88 RCW, but no appropriation is required for disbursements.

33 (2) The superintendent of public instruction may receive such  
34 gifts, grants, and endowments from public or private sources as may be  
35 made from time to time, in trust or otherwise, for the use and benefit  
36 of the purposes of the superintendent of public instruction and expend  
37 the same or any income therefrom according to the terms of the gifts,  
38 grants, or endowments.

1 PART VI

2 SCHOOL-TO-WORK TRANSITIONS

3 NEW SECTION.

**Sec. 601.**

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

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

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

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

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

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

(c) Provide both classroom and workplace experience.

(5) The purpose of RCW 28A.630.862 through 28A.630.880 and section 611 of this act is to equip students with improved school-to-work transition opportunities through the establishment of school-to-work transition model projects throughout the state.

**Sec. 602.** RCW 28A.630.862 and 1992 c 137 s 2 are each amended to read as follows:

There is established in the office of the superintendent of public instruction (~~((an academic and vocational integration development))~~) a school-to-work transitions program which shall fund and coordinate (~~((pilot))~~) projects to develop model secondary school (~~((projects))~~)

1 programs. The projects shall combine academic and vocational education  
2 into a single instructional system that is responsive to the  
3 educational needs of all students in secondary schools and shall  
4 provide multiple educational pathway options for all secondary  
5 students. Goals of the projects within the program shall include at a  
6 minimum:

7 (1) Integration of vocational and academic instructional curriculum  
8 into a single curriculum;

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

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

14 (~~(+3)~~) (4) Development of student essential academic learning  
15 requirements, methods of accurately measuring student performance, and  
16 goals for improved student learning;

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

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

22 (~~(+4)~~) (7) Active participation by employers, private and public  
23 community service providers, parents, and community members in the  
24 development and operation of the project.

25 **Sec. 603.** RCW 28A.630.864 and 1992 c 137 s 3 are each amended to  
26 read as follows:

27 (1) The superintendent of public instruction shall develop a  
28 process for schools or school districts to apply to participate in the  
29 (~~(academic and vocational integration development)~~) school-to-work  
30 transitions program. The office of the superintendent of public  
31 instruction shall review and select projects for grant awards, and  
32 monitor and evaluate the (~~(academic and vocational integration~~  
33 ~~development)~~) program.

34 (2) The superintendent of public instruction, in selecting projects  
35 for grant awards, shall give additional consideration to schools or  
36 school districts whose proposals include collaboration with middle  
37 schools or junior high schools to develop school-to-work transition  
38 objectives. Middle school or junior high school programs may include

1 career awareness and exploration, preparation for school-to-school  
2 transition, and preparation for educational pathway decisions.

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

8 (4) The superintendent of public instruction, in selecting projects  
9 for grant awards, shall give additional consideration to schools or  
10 school districts whose proposals include the following elements: Paid  
11 student employment in an occupational area with growing labor market  
12 demand, instruction on the job from a mentor, demonstration of  
13 competency standards for program completion, and a contract to be  
14 signed by the participating student, the student's parent or legal  
15 guardian, the participating employer, and an education representative.

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

25 **Sec. 604.** RCW 28A.630.866 and 1992 c 137 s 4 are each amended to  
26 read as follows:

27 The superintendent of public instruction shall appoint a ten-member  
28 task force on ~~((academic and vocational integration))~~ school-to-work  
29 transitions. The task force shall include at least one representative  
30 from the work force training and education coordinating board ~~and the~~  
31 state board for community and technical colleges. The task force shall  
32 advise the superintendent of public instruction in the development of  
33 the process for applying to participate in the ~~((academic and~~  
34 ~~vocational integration development))~~ school-to-work transitions  
35 program, in the review and selection of projects under RCW 28A.630.864,  
36 and the monitoring and evaluation of the projects.

1       **Sec. 605.** RCW 28A.630.868 and 1992 c 137 s 6 are each amended to  
2 read as follows:

3       (1) The superintendent of public instruction shall administer RCW  
4 28A.630.860 through RCW 28A.630.880.

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

8       **Sec. 606.** RCW 28A.630.870 and 1992 c 137 s 7 are each amended to  
9 read as follows:

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

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

25       **Sec. 607.** RCW 28A.630.874 and 1992 c 137 s 9 are each amended to  
26 read as follows:

27       (1) The superintendent of public instruction, in coordination with  
28 the state board of education, the state board for community and  
29 technical colleges, the work force training and education coordinating  
30 board, and the higher education coordinating board, shall provide  
31 technical assistance to selected schools and shall develop a process  
32 that coordinates and facilitates linkages among participating school  
33 districts, secondary schools, junior high schools, middle schools,  
34 technical colleges, and colleges and universities.

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

1       **Sec. 608.** RCW 28A.630.876 and 1992 c 137 s 10 are each amended to  
2 read as follows:

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

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

11       **Sec. 609.** RCW 28A.630.878 and 1992 c 137 s 11 are each amended to  
12 read as follows:

13       The superintendent of public instruction, through the state  
14 clearinghouse for education information, shall collect and disseminate  
15 to all school districts and other interested parties information about  
16 the (~~(academic and vocational integration development pilot)~~) school-  
17 to-work transitions projects.

18       **Sec. 610.** RCW 28A.630.880 and 1992 c 137 s 12 are each amended to  
19 read as follows:

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

23       NEW SECTION. **Sec. 611.** A new section is added to chapter 28A.630  
24 RCW to read as follows:

25       Unless the context clearly requires otherwise, the definitions in  
26 this section apply throughout RCW 28A.630.862 through 28A.630.880.

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

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



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

6 NEW SECTION. **Sec. 612.** RCW 28A.630.860 and 1992 c 137 s 1 are  
7 each repealed.

8 **PART VII**  
9 **TECHNOLOGY**

10 NEW SECTION. **Sec. 701.** The legislature recognizes the ongoing  
11 necessity for public schools to use up-to-date tools for learning to  
12 meet goals for education. To participate successfully in the  
13 contemporary workplace, students must be knowledgeable in the use of  
14 state of the art technologies and be able to access information  
15 electronically and efficiently. Workplace technology requirements will  
16 continue to change and schools must mirror these changes.

17 Furthermore, the legislature finds that the Washington systemic  
18 initiative is a broad-based effort to promote widespread public  
19 literacy in mathematics, science, and technology. A critical component  
20 of the systemic initiative is the universal electronic access to  
21 information by students. It is the intent of the legislature that  
22 components of sections 702 through 706 of this act will support the  
23 state-wide systemic reform effort in mathematics, science, and  
24 technology as envisioned by the Washington systemic initiative.

25 NEW SECTION. **Sec. 702.** Unless the context clearly requires  
26 otherwise, the definitions in this section apply throughout this  
27 chapter and section 705 of this act.

28 (1) "Education technology" or "technology" means the effective use  
29 of electronic and optical tools, including telephones, and electronic  
30 and optical pathways in meeting the student learning goals established  
31 in RCW 28A.150.210.

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

1        NEW SECTION.     **Sec. 703.**     (1) The superintendent of public  
2 instruction shall develop and implement a Washington state K-12  
3 education technology plan. The technology plan, which shall be  
4 completed by December 15, 1993, and updated on at least an annual  
5 basis, shall be developed to coordinate and expand the use of education  
6 technology in the common schools of the state. The plan shall be  
7 consistent with applicable provisions of chapter 43.105 RCW. The plan,  
8 at a minimum, shall address:

9        (a) The provision of technical assistance to schools and school  
10 districts for the planning, implementation, and training of staff in  
11 the use of technology in curricular and administrative functions;

12        (b) The continued development of a network to connect school  
13 districts, institutions of higher learning, and other sources of on-  
14 line information; and

15        (c) Methods to equitably increase the use of education technology  
16 by students and school personnel throughout the state.

17        (2) The superintendent of public instruction shall appoint an  
18 educational technology advisory committee to assist in the development  
19 and implementation of the technology plan in subsection (1) of this  
20 section. The committee shall include, but is not limited to, persons  
21 representing: The state board of education, the commission on student  
22 learning, the department of information services, educational service  
23 districts, school directors, school administrators, school principals,  
24 teachers, classified staff, 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, and the state library.

28        NEW SECTION.     **Sec. 704.**     In conjunction with the plan required in  
29 section 703 of this act, the superintendent of public instruction shall  
30 prepare recommendations to the legislature regarding the development of  
31 a grant program for school districts for the purchase and installation  
32 of computers, computer software, telephones, and other types of  
33 education technology. The recommendations shall address methods to  
34 ensure equitable access to technology by students throughout the state,  
35 and methods to ensure that school districts have prepared technology  
36 implementation plans before applying for grant funds. The  
37 recommendations, with proposed legislation, shall be submitted to the  
38 appropriate committees of the legislature by December 15, 1993.

1        NEW SECTION.    **Sec. 705.**    A new section is added to chapter 28A.310  
2 RCW to read as follows:

3        Educational service districts shall establish, subject to available  
4 funding, regional educational technology support centers for the  
5 purpose of providing ongoing educator training, school district cost-  
6 benefit analysis, long-range planning, network planning, distance  
7 learning access support, and other technical and programmatic support.  
8 Each educational service district shall establish a representative  
9 advisory council to advise the educational service district in the  
10 expenditure of funds provided to the technology support centers.

11        NEW SECTION.    **Sec. 706.**    The superintendent of public instruction  
12 shall distribute appropriated funds to educational service districts on  
13 a grant basis for the regional educational technology support centers  
14 established in section 705 of this act.

15        NEW SECTION.    **Sec. 707.**    The superintendent of public instruction  
16 shall distribute funds to the Washington school information processing  
17 cooperative and to school districts on a grant basis, from moneys  
18 appropriated for the purposes of this section, for equipment,  
19 networking, and software to expand the current K-12 education state-  
20 wide network.

21        NEW SECTION.    **Sec. 708.**    (1) The superintendent of public  
22 instruction may receive such gifts, grants, and endowments from public  
23 or private sources as may be made from time to time, in trust or  
24 otherwise, for the use and benefit of the purposes of the  
25 superintendent of public instruction and expend the same or any income  
26 therefrom according to the terms of the gifts, grants, or endowments.

27        (2) The education technology fund is hereby established in the  
28 custody of the state treasurer.    The superintendent of public  
29 instruction shall deposit in the fund all moneys received from gifts,  
30 grants, or endowments for education technology.    Moneys in the fund may  
31 be spent only for education technology.    Disbursements from the fund  
32 shall be on authorization of the superintendent of public instruction  
33 or the superintendent's designee.    The fund is subject to the allotment  
34 procedure provided under chapter 43.88 RCW, but no appropriation is  
35 required for disbursements.



1 public instruction shall be responsible for administering the  
2 assessment program consistent with state board of education rules, and  
3 may enter into contracts for six or fewer years with public and private  
4 contracts to establish, equip, maintain, and operate the program, in  
5 whole or part. The superintendent of public instruction shall expend  
6 moneys from the teacher assessment revolving fund exclusively for the  
7 direct and indirect costs of establishing, equipping, maintaining, and  
8 operating the assessment program.

9 NEW SECTION. Sec. 802. By August 31, 1997, the state board of  
10 education shall develop and implement a new system for approving  
11 educator preparation programs pursuant to RCW 28A.305.130(1). The new  
12 approval system shall be based primarily on how successful the  
13 graduates of each preparation program are in passing the individual  
14 performance-based assessment in RCW 28A.410.030.

15 **PART IX**

16 **COORDINATED SCHOOL AND HUMAN SERVICES**

17 NEW SECTION. Sec. 901. A new section is added to chapter 28A.215  
18 RCW to read as follows:

19 (1) The purpose of this section is to enhance the quantity,  
20 quality, efficiency, and effectiveness of services for children and  
21 families in order to enable all children to arrive at school ready to  
22 learn throughout their educational experience.

23 (2) From appropriated funds, the family policy council established  
24 in chapter 70.190 RCW shall provide grants for selected programs  
25 geographically distributed throughout the state to provide coordinated  
26 social, health, and educational services to children and families.

27 (3) Coordinated educational, health, and social services shall be  
28 delivered in a manner that recognizes the need for strong and self-  
29 sufficient families and has as the ultimate goal the empowerment of  
30 parents to become the self-sufficient providers of care to their  
31 children.

32 (4) In allocating funding under this section, the family policy  
33 council shall select and allocate funding to consortiums, as defined by  
34 RCW 70.190.010, for a service or services that are identified under a  
35 comprehensive plan that meets the requirements of chapter 70.190 RCW  
36 and that meets one or more of the following objectives:

1 (a) Support services that recognize that every parent is the first  
2 and most essential teacher and that provide parents of newborn children  
3 with assistance to prepare their children to achieve success in school;

4 (b) Strategies to ensure that children experience a safe and  
5 nurturing family environment;

6 (c) Delivery of services that are culturally relevant and sensitive  
7 to the diverse nature of the community's population;

8 (d) Strategies to ensure that all children have the skills, self-  
9 esteem, and support to make informed decisions about sex, drugs,  
10 alcohol, and other influences or activities that could obstruct their  
11 education and development.

12 (5) The council shall ensure each of the objectives in subsection  
13 (4) of this section is included in at least one of the funded projects.

14 **Sec. 902.** RCW 70.190.005 and 1992 c 198 s 1 are each amended to  
15 read as follows:

16 The legislature finds that a primary goal of public involvement in  
17 the lives of children has been to strengthen the family unit.

18 However, the legislature recognizes that traditional two-parent  
19 families with one parent routinely at home are now in the minority. In  
20 addition, extended family and natural community supports have eroded  
21 drastically. The legislature recognizes that public policy assumptions  
22 must be altered to account for this new social reality. Public effort  
23 must be redirected to expand, support, strengthen, and help refashion  
24 family and community associations to care for children.

25 The legislature finds that a broad variety of services for children  
26 and families has been independently designed over the years and that  
27 the coordination and cost-effectiveness of these services will be  
28 enhanced through the adoption of a common approach to their delivery.  
29 The legislature further finds that the most successful programs for  
30 reaching and working with at-risk families and children treat  
31 individuals' problems in the context of the family, offer a broad  
32 spectrum of services, are flexible in the use of program resources, and  
33 use staff who are trained in crossing traditional program categories in  
34 order to broker services necessary to fully meet a family's needs.

35 The legislature further finds that eligibility criteria,  
36 expenditure restrictions, and reporting requirements of state and  
37 federal categorical programs often create barriers toward the effective

1 use of resources for addressing the multiple problems of at-risk  
2 families and children.

3 The purposes of this chapter are (1) to modify public policy and  
4 programs to empower communities to support and respond to the needs of  
5 individual families and children ~~((and))~~, (2) to improve the  
6 responsiveness of services for children and families at risk by  
7 facilitating greater coordination and flexibility in the use of funds  
8 by state and local service agencies, and (3) to improve support  
9 services for children and families to enable all students to arrive at  
10 school ready to learn.

11 **Sec. 903.** RCW 70.190.010 and 1992 c 198 s 3 are each amended to  
12 read as follows:

13 Unless the context clearly requires otherwise, the definitions in  
14 this section apply throughout this chapter.

15 (1) "Comprehensive plan" means a two-year plan that examines  
16 available resources and unmet needs for a school district, municipal,  
17 county, or multicounty area or areas, barriers that limit the effective  
18 use of resources, and a plan to address these issues that is broadly  
19 supported.

20 (2) "Participating state agencies" means the office of the  
21 superintendent of public instruction, the department of social and  
22 health services, the department of health, the employment security  
23 department, the department of community development, and such other  
24 departments as may be specifically designated by the governor.

25 (3) "Family policy council" or "council" means the superintendent  
26 of public instruction, the secretary of social and health services, the  
27 secretary of health, the commissioner of the employment security  
28 department, and the director of the department of community development  
29 or their designees, one legislator from each caucus of the senate and  
30 house of representatives, and one representative of the governor.

31 (4) "~~((Outcome-based))~~ Indicators" means defined and measurable  
32 ~~((outcomes and indicators that make it possible for communities to~~  
33 ~~evaluate progress in meeting their goals and whether systems are~~  
34 ~~fulfilling their responsibilities))~~ evaluative tools that assess the  
35 performance of the consortium in accomplishing the desired state and  
36 local outcomes.

37 (5) "Matching funds" means an amount no less than twenty-five  
38 percent of the amount budgeted for a consortium's project. Up to half

1 of the consortium's matching funds may be in-kind goods and services.  
2 Funding sources allowable for match include appropriate federal or  
3 local levy funds, fair start funds, private charitable funding, and  
4 other charitable giving. Basic education funds shall not be used as a  
5 match.

6 (6) "Consortium" means a diverse group of individuals that includes  
7 at least representatives of local service providers, service  
8 recipients, local government administering or funding children or  
9 family service programs, participating state agencies, school  
10 districts, existing children's commissions, ethnic and racial minority  
11 populations, and other interested persons organized for the purpose of  
12 designing and providing collaborative and coordinated services under  
13 this chapter. Consortiums shall represent a county, multicounty, or  
14 municipal service area. In addition, consortiums may represent Indian  
15 tribes applying either individually or collectively.

16 **Sec. 904.** RCW 70.190.030 and 1992 c 198 s 5 are each amended to  
17 read as follows:

18 (1) The family policy council shall annually solicit from  
19 consortiums proposals to facilitate greater flexibility, coordination,  
20 and responsiveness of services at the community level. The council  
21 shall consider such proposals only if:

22 (a) A comprehensive plan has been prepared by the consortium; and

23 (b) The consortium has identified and agreed to contribute matching  
24 funds as specified in RCW 70.190.010; and

25 (c) An interagency agreement has been prepared by the family policy  
26 council and the participating local service and support agencies that  
27 governs the use of funds, specifies the relationship of the project to  
28 the principles listed in RCW 74.14A.025, and identifies specific  
29 outcomes and indicators; and

30 (d) Funds are to be used to provide support or services needed to  
31 implement a family's or child's case plan that are not otherwise  
32 adequately available through existing categorical services or community  
33 programs; (~~and~~) and

34 (e) The consortium has provided written agreements that identify a  
35 lead agency that will assume fiscal and programmatic responsibility for  
36 the project, and (~~identify~~) has identified participants in a  
37 consortium council with broad participation and that shall have  
38 responsibility for ensuring effective coordination of resources; and



1 (f) The consortium has designed into its comprehensive plan  
2 standards for accountability. Accountability standards include, but  
3 are not limited to, the public hearing process eliciting public comment  
4 about the appropriateness of the proposed comprehensive plan. The  
5 consortium must submit reports to the family policy council outlining  
6 the public response regarding the appropriateness and effectiveness of  
7 the comprehensive plan.

8 (2) The family policy council may submit a prioritized list of  
9 projects recommended for funding in the governor's budget document.

10 (3) The participating state agencies shall identify funds to  
11 implement the proposed projects from budget requests or existing  
12 appropriations for services to children and their families.

13 (4) The family policy council shall propose broad state statutory  
14 goals for successful outcomes for children and families receiving  
15 services from consortiums. The family policy council shall report to  
16 the appropriate committees of the legislature on these recommendations  
17 before December 1, 1993. Upon adoption by the legislature of the broad  
18 state goals for successful children and family outcomes, the family  
19 policy council shall (a) develop methods to assist consortiums in  
20 establishing indicators of whether the desired outcomes are being  
21 accomplished, and (b) develop strategies to assist consortiums to  
22 achieve the state and community goals.

23 (5) To the extent not inconsistent with federal law the family  
24 policy council may waive regulatory provisions related to health,  
25 mental health, protective services, and other children and family  
26 services that present barriers to meeting consortiums' outcome goals,  
27 that limit entities' abilities to collaborate effectively, and that  
28 inhibit the delivery of services to children and families. The council  
29 shall recommend to the legislature statutory changes necessary to  
30 eliminate such barriers.

31 **PART X**  
32 **DEREGULATION AND LEGISLATIVE OVERSIGHT**

33 NEW SECTION. Sec. 1001. (1) There is hereby created a joint  
34 select committee on education restructuring composed of twelve members  
35 as follows:

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

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

4 (2) The staff support shall be provided by the senate committee  
5 services and the office of program research as mutually agreed by the  
6 cochairs of the joint select committee. The cochairs shall be  
7 designated by the speaker of the house of representatives and the  
8 president of the senate.

9 (3) The expenses of the committee members shall be paid by the  
10 legislature.

11 (4) The committee shall seek input from educators, business and  
12 labor leaders, parents, and others during its deliberations.

13 NEW SECTION. **Sec. 1002.** The joint select committee on education  
14 restructuring shall monitor, review, and periodically report upon the  
15 enactment and implementation of education restructuring in Washington  
16 both at the state and local level, including the following:

17 (1) The progress of the commission on student learning in the  
18 completion of its tasks as designated in RCW 28A.630.885 and in any  
19 subsequent legislation relating to education restructuring;

20 (2) The success of the center for improvement of student learning  
21 established under section 501 of this act;

22 (3) The state board of education's implementation of new educator  
23 performance assessments required in RCW 28A.410.030, and whether such  
24 requirements as implemented are actually consistent with higher student  
25 achievement envisioned under a performance-based education system;

26 (4) The number of school districts seeking waivers from basic  
27 education act requirements under RCW 28A.305.140 or other legislation,  
28 and the success of alternative programs pursued by those school  
29 districts;

30 (5) The progress and success of the commission on student learning,  
31 the superintendent of public instruction, the state board of education,  
32 the higher education coordinating board, and the state board for  
33 community and technical colleges in carrying out RCW 28A.630.885(3)(g),  
34 and any subsequent legislation relating to education restructuring; and

35 (6) Such other areas as the committee may deem appropriate.

36 NEW SECTION. **Sec. 1003.** In addition to the duties in section 1002  
37 of this act, the select committee on education restructuring shall:

1 (1) Review all laws pertaining to K-12 public education and to  
2 educator preparation and certification, except those that protect the  
3 health, safety, and civil rights of students and staff, with the intent  
4 of identifying laws that inhibit the achievement of the new system of  
5 performance-based education. As a result of the review, the select  
6 committee shall, by November 15, 1994, present proposed legislation  
7 that repeals or modifies those laws that inhibit the new system of  
8 performance-based education to the appropriate committees of the  
9 legislature; and

10 (2) By October 31, 1995, develop recommendations and proposed  
11 legislation, as appropriate, to create a new student performance-based  
12 funding system to be implemented, if adopted by the legislature,  
13 beginning in the 1998-99 school year. The funding system shall be  
14 developed to enhance the performance-based education system as outlined  
15 in chapter . . . , Laws of 1993 (this act). It shall allow for local  
16 control and maximum flexibility, and it shall affirm the constitutional  
17 "paramount duty" of the state to provide an education for all of its  
18 children. It shall emphasize student mastery of the student learning  
19 goals rather than input formulas, and shall be ample, flexible, stable,  
20 equitable, simple, and accountable. The formula shall be structured to  
21 provide and encourage local flexibility, creativity, and decision  
22 making. The formula shall support every student with varying abilities  
23 and shall ensure that every student will have equitable opportunities  
24 to achieve the essential academic learning requirements. Special  
25 provisions shall be made for students who have more difficulty in  
26 mastering the essential academic learning requirements, and for highly  
27 capable students. The formula shall comply with the state Constitution  
28 and federal law and funding requirements. The formula shall reflect  
29 the state's responsibility to fully fund a basic education.

30 NEW SECTION. **Sec. 1004.** By September 1, 1994, and each September  
31 1st thereafter, the commission on student learning, the superintendent  
32 of public instruction, the state board of education, the higher  
33 education coordinating board, and the state board for community and  
34 technical colleges shall each report to the joint select committee on  
35 education restructuring regarding their progress in completing tasks as  
36 designated in chapter . . . , Laws of 1993 (this act), and tasks in any  
37 subsequent legislation relating to education restructuring.

1        NEW SECTION.    **Sec. 1005.**    The joint select committee on education  
2 restructuring shall report its initial findings to the legislature by  
3 December 31, 1993, and shall annually report its findings thereafter  
4 until December 31, 1998, at which time the committee shall make its  
5 final report.

6        **Sec. 1006.**    RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each  
7 amended to read as follows:

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

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

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

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

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

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

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

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

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

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

12 NEW SECTION. **Sec. 1007.** Sections 1001 through 1005 of this act  
13 are each added to chapter 28A.630 RCW.

14 NEW SECTION. **Sec. 1008.** Sections 1001 through 1005 of this act  
15 shall expire January 1, 1999.

16 **PART XI**

17 **PRIVATE SCHOOL AND HOME SCHOOL STUDENT EXEMPTIONS**

18 **Sec. 1101.** RCW 28A.195.010 and 1992 c 141 s 505 are each amended  
19 to read as follows:

20 The legislature hereby recognizes that private schools should be  
21 subject only to those minimum state controls necessary to ensure the  
22 health and safety of all the students in the state and to ensure a  
23 sufficient basic education to meet usual graduation requirements. The  
24 state, any agency or official thereof, shall not restrict or dictate  
25 any specific educational or other programs for private schools except  
26 as hereinafter in this section provided.

27 Principals of private schools or superintendents of private school  
28 districts shall file each year with the state superintendent of public  
29 instruction a statement certifying that the minimum requirements  
30 hereinafter set forth are being met, noting any deviations. After  
31 review of the statement, the state superintendent will notify schools  
32 or school districts of those deviations which must be corrected. In  
33 case of major deviations, the school or school district may request and  
34 the state board of education may grant provisional status for one year

1 in order that the school or school district may take action to meet the  
2 requirements. Minimum requirements shall be as follows:

3 (1) The minimum school year for instructional purposes shall  
4 consist of no less than one hundred eighty school days or the  
5 equivalent in annual minimum instructional hour offerings as prescribed  
6 in RCW 28A.150.220.

7 (2) All classroom teachers shall hold appropriate Washington state  
8 certification except as follows:

9 (a) Teachers for religious courses or courses for which no  
10 counterpart exists in public schools shall not be required to obtain a  
11 state certificate to teach those courses.

12 (b) In exceptional cases, people of unusual competence but without  
13 certification may teach students so long as a certified person  
14 exercises general supervision. Annual written statements shall be  
15 submitted to the office of the superintendent of public instruction  
16 reporting and explaining such circumstances.

17 (3) An approved private school may operate an extension program for  
18 parents, guardians, or persons having legal custody of a child to teach  
19 children in their custody. The extension program shall require at a  
20 minimum that:

21 (a) The parent, guardian, or custodian be under the supervision of  
22 an employee of the approved private school who is certified under  
23 chapter 28A.410 RCW;

24 (b) The planning by the certified person and the parent, guardian,  
25 or person having legal custody include objectives consistent with this  
26 subsection and subsections (1), (4), (5), and (6) of this section;

27 (c) The certified person spend a minimum average each month of one  
28 contact hour per week with each student under his or her supervision  
29 who is enrolled in the approved private school extension program;

30 (d) Each student's progress be evaluated by the certified person;  
31 and

32 (e) The certified employee shall not supervise more than thirty  
33 students enrolled in the approved private school's extension program.

34 (4) Appropriate measures shall be taken to safeguard all permanent  
35 records against loss or damage.

36 (5) The physical facilities of the school or district shall be  
37 adequate to meet the program offered by the school or district:  
38 PROVIDED, That each school building shall meet reasonable health and  
39 fire safety requirements. A residential dwelling of the parent,

1 guardian, or custodian shall be deemed to be an adequate physical  
2 facility when a parent, guardian, or person having legal custody is  
3 instructing his or her child under subsection (3) of this section.

4 (6) Private school curriculum shall include, but not be limited to,  
5 instruction in the basic skills of occupational education, science,  
6 mathematics, language, social studies, history, health, reading,  
7 writing, spelling, and the development of appreciation of art and  
8 music, all in sufficient units (~~so that students are able to master~~  
9 ~~the essential academic learning requirements under RCW 28A.630.885 and~~  
10 ~~meet~~) for meeting state board of education graduation requirements.  
11 However, the state board shall not require private school students to  
12 obtain a certificate of mastery to graduate from high school, to master  
13 the essential academic learning requirements, or to be assessed  
14 pursuant to RCW 28A.630.885. However, private schools may choose, on  
15 a voluntary basis, to have their students master these essential  
16 academic learning requirements, take these assessments, and obtain  
17 certificates of mastery.

18 (7) Each school or school district shall be required to maintain  
19 up-to-date policy statements related to the administration and  
20 operation of the school or school district.

21 All decisions of policy, philosophy, selection of books, teaching  
22 material, curriculum, except as provided in subsection (6) of this  
23 section, school rules and administration, or other matters not  
24 specifically referred to in this section, shall be the responsibility  
25 of the administration and administrators of the particular private  
26 school involved.

27 **Sec. 1102.** RCW 28A.200.010 and 1990 c 33 s 178 are each amended to  
28 read as follows:

29 Each parent whose child is receiving home-based instruction under  
30 RCW 28A.225.010(4) shall have the duty to:

31 (1) File annually a signed declaration of intent that he or she is  
32 planning to cause his or her child to receive home-based instruction.  
33 The statement shall include the name and age of the child, shall  
34 specify whether a certificated person will be supervising the  
35 instruction, and shall be written in a format prescribed by the  
36 superintendent of public instruction. Each parent shall file the  
37 statement by September 15 of the school year or within two weeks of the  
38 beginning of any public school quarter, trimester, or semester with the

1 superintendent of the public school district within which the parent  
2 resides;

3 (2) Ensure that test scores or annual academic progress assessments  
4 and immunization records, together with any other records that are kept  
5 relating to the instructional and educational activities provided, are  
6 forwarded to any other public or private school to which the child  
7 transfers. At the time of a transfer to a public school, the  
8 superintendent of the local school district in which the child enrolls  
9 may require a standardized achievement test to be administered and  
10 shall have the authority to determine the appropriate grade and course  
11 level placement of the child after consultation with parents and review  
12 of the child's records; and

13 (3) Ensure that a standardized achievement test approved by the  
14 state board of education is administered annually to the child by a  
15 qualified individual or that an annual assessment of the student's  
16 academic progress is written by a certificated person who is currently  
17 working in the field of education. The board shall not require these  
18 children to master the essential academic learning requirements, to  
19 take the assessments, or to obtain a certificate of mastery pursuant to  
20 RCW 28A.630.885. The standardized test administered or the annual  
21 academic progress assessment written shall be made a part of the  
22 child's permanent records. If, as a result of the annual test or  
23 assessment, it is determined that the child is not making reasonable  
24 progress consistent with his or her age or stage of development, the  
25 parent shall make a good faith effort to remedy any deficiency.

26 Failure of a parent to comply with the duties in this section shall  
27 be deemed a failure of such parent's child to attend school without  
28 valid justification under RCW 28A.225.020. Parents who do comply with  
29 the duties set forth in this section shall be presumed to be providing  
30 home-based instruction as set forth in RCW 28A.225.010(4).

31 NEW SECTION. **Sec. 1103.** Section 1101 of this act shall take  
32 effect September 1, 1998. However, this section shall not take effect  
33 if, by September 1, 1998, a law is enacted stating that a school  
34 accountability and academic assessment system is not in place.

35 **PART XII**  
36 **MISCELLANEOUS**



1        NEW SECTION.    **Sec. 1201.**    RCW 28A.630.884 and 1992 c 141 s 201 are  
2 each repealed.

3        NEW SECTION.    **Sec. 1202.**    Sections 201 and 202 of this act are  
4 necessary for the immediate preservation of the public peace, health,  
5 or safety, or support of the state government and its existing public  
6 institutions, and shall take effect immediately.

7        NEW SECTION.    **Sec. 1203.**    Part headings as used in this act  
8 constitute no part of the law.

9        NEW SECTION.    **Sec. 1204.**    If specific funding for the purposes of  
10 this act, referencing this act by bill number, is not provided by June  
11 30, 1993, in the omnibus appropriations act, this act is null and  
12 void."

--- END ---