

1 5306-S2 AMS ANDE S2254.3

2 2SSB 5306 - S AMD - 000325

3 By Senator Anderson

4 NOT ADOPTED 3/17/93 - ROLL CALL 20-27

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

7 "NEW SECTION. **Sec. 1.** This act may be known and cited as the
8 performance-based education act.

9 NEW SECTION. **Sec. 2.** (1)(a) The mission of Washington's K-12
10 education system is to enable people to be responsible citizens, to
11 contribute to their own economic well-being and to that of their
12 families and communities, and to enjoy productive lives. To these
13 ends, schools, together with parents and communities, shall strive to
14 help all students develop the knowledge, skills, and attributes
15 essential to function effectively and lead successful lives. Although
16 schools, parents, and communities shall strive together in this
17 mission, the legislature still believes that the primary functions of
18 school and home differ: Ideally, school is where children learn to
19 learn; home is where they learn to live.

20 (b) This mission is based on the recognition that our education
21 system needs to keep pace with societal changes, changes in workplace
22 environments, and an ever-changing international community. It
23 recognizes that the state and nation continue to experience a
24 transformation into an information and service-oriented age. Finally,
25 the mission recognizes that the education must be improved to prepare
26 students better to meet the challenges of their future, including
27 acquisition of certain skills and knowledge and the ability to act on
28 information and conclusions once they have assimilated and analyzed
29 information.

30 (c) This mission recognizes that students must achieve a thorough
31 grounding in the core educational areas, and that the teaching of
32 educational basics is the primary function of schools.

33 (d) This mission can be accomplished through a restructured system
34 of world-class, performance-based education requiring all the elements
35 in chapter . . . , Laws of 1993 (this act).

1 (2) The legislature believes that real improvement will come to
2 student achievement when all parties responsible for education evaluate
3 current behavior and modify it according to what is best for students.
4 Creating a performance-based education system will require different
5 ways of making decisions and completing work. Additional improvements
6 envisioned will be brought about through different practices at the
7 local level. Collaboration among parents, students, educators,
8 community members, and elected officials will become a strong part of
9 everyday effort. Parents should be the primary partners in this
10 collaborative effort. All systems and programs will be focused on what
11 is best for increasing student achievement. The purpose is to strive
12 to help all students master the essential learning requirements.

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

20 (4)(a) It is the intent of the legislature that any student, from
21 those at-risk to students who may be developmentally delayed or
22 disabled, who is having difficulty meeting the student learning goals
23 under section 103 of this act be provided with ongoing instructional
24 opportunities to help him or her meet the goals.

25 (b) Similarly, it is the intent of the legislature that any highly
26 capable student who has met or exceeded the student learning goals
27 under section 103 of this act be provided with instructional
28 opportunities to help him or her advance his or her educational
29 experience.

30 **PART I**

31 **STUDENT LEARNING GOALS**

32 NEW SECTION. **Sec. 101.** The following student learning goals for
33 Washington's primary and secondary students, as recommended by the
34 governor's council on education reform and funding, are supported by
35 the legislature:

36 The ultimate goal of Washington's K-12 education system is to
37 enable people to be responsible citizens, to contribute to their own

1 economic well-being and to that of their families and communities, and
2 to enjoy productive and satisfying lives. To these ends, schools,
3 together with parents and communities, shall help all students develop
4 the knowledge, skills, and attributes essential to:

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

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

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

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

15 Of these goals, goal two shall be primary. The legislature finds
16 that from achievement of goal two, achievement of the others might
17 follow. The legislature finds that students must above all else
18 achieve mastery of knowledge and skills in core areas of reading,
19 writing, speaking, science, history, geography, and mathematics. The
20 legislature also finds that families and communities bear the primary
21 responsibility for seeing that children function as caring and
22 responsible members of families, work groups, and communities.

23 NEW SECTION. **Sec. 102.** It is the intent of the legislature that
24 instruction in the broad subject areas of mathematics, social sciences,
25 physical sciences, life sciences, arts, humanities, and health and
26 fitness identified under student learning goal number two under section
27 101(2) of this act will be offered in ways that emphasize the primary
28 importance of these basic areas of knowledge to the future success of
29 students after they graduate.

30 NEW SECTION. **Sec. 103.** The state board of education shall by rule
31 adopt the final student learning goals in section 101 of this act
32 recommended by the governor's council on education reform and funding.
33 The student learning goals shall be effective for all school districts
34 beginning with the 1993-94 school year. The state board shall review
35 the goals at least once every ten years and update them as necessary.
36 Local school districts may add goals to the student learning goals in
37 section 101 of this act.

PART II

COMMISSION ON STUDENT LEARNING

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

5 Unless the context clearly requires otherwise, the definitions in
6 this section apply throughout RCW 28A.630.884 ~~((and)), 28A.630.885, and~~
7 sections 101, 103, 301, 501, 601, 702, 703, 1001, and 1101 of this act.

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

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

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

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

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

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

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

4 (8) "Student learning goals" means the goals listed under section
5 101 of this act.

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

8 ~~((2))~~ (1) The Washington commission on student learning is hereby
9 established. The primary purposes of the commission are to identify
10 what all students need to know and be able to do based on the final
11 student learning goals ~~((of the governor's council on education reform~~
12 ~~and funding, to develop))~~ adopted by the state board of education under
13 section 103 of this act, cause the further development of student
14 assessment and school accountability systems, and to take other steps
15 necessary to develop a performance-based education system.

16 (2)(a) The commission shall include three members of the state
17 board of education, three members appointed by the governor before July
18 1, 1992, and ~~((three))~~ five members appointed ~~((no later than February~~
19 ~~1, 1993,))~~ by the governor elected in the November 1992 election.
20 Three of the five members shall be appointed no later than February 1,
21 1993, and two of the five members shall be appointed no later than July
22 1, 1993. At least one of the two members to be appointed no later than
23 July 1, 1993, shall represent approved private schools under RCW
24 28A.195.010. In making the appointments, educators, business leaders,
25 and parents shall be represented, and nominations from state-wide
26 education, business, and parent organizations shall be requested.
27 Efforts shall be made to ensure that the commission reflects the
28 cultural diversity of the state's K-12 student population and that the
29 major geographic regions in the state are represented. Appointees
30 shall be qualified individuals who are supportive of educational
31 restructuring, who have a positive record of service, and who will
32 devote sufficient time to the responsibilities of the commission to
33 ensure that the objectives of the commission are achieved.

34 ~~((3))~~ (b) The governor shall appoint a chair from the commission
35 members. The governor shall fill vacancies that may occur on the
36 commission except those vacancies determined by the state board of
37 education.

1 (c) The commission shall begin its substantive work subject to
2 (~~subsection (1) of this section~~) section 202(1), chapter 1, Laws of
3 1992.

4 (~~(4)~~) (3) The commission shall establish technical advisory
5 committees. Membership of the technical advisory committees shall
6 include, but not necessarily be limited to, professionals from the
7 office of the superintendent of public instruction and the state board
8 of education, and other state and local educational practitioners and
9 student assessment specialists.

10 (~~(5)~~) (4) The commission, with the assistance of (~~the~~) any
11 technical advisory committees, shall:

12 (a) (~~Identify what all elementary and secondary students need to~~
13 ~~know and be able to do. At a minimum, these~~) Develop essential
14 (~~academic~~) learning requirements (shall include reading, writing,
15 ~~speaking, science, history, geography, mathematics, and critical~~
16 ~~thinking. In developing these essential academic learning~~
17 ~~requirements, the commission shall incorporate the student learning~~
18 ~~goals identified by the council on education reform and funding)~~ based
19 on the student learning goals adopted by the state board of education
20 under section 103 of this act. These requirements shall be implemented
21 through the development of performance standards. The essential
22 learning requirements and standards shall not be less than world class
23 so that Washington, its students, and its businesses might more
24 effectively and continuously compete in the world market. "World class
25 standards" means standards set at levels that will enable Washington's
26 students to compete successfully with students throughout the world.
27 In developing essential learning requirements and standards, the
28 commission shall give effect to the legislature's intent (i) that
29 student learning goal two, in section 101(2) of this act, is primary to
30 the other goals; (ii) that students must achieve world class knowledge
31 and skills in core areas of reading, writing, speaking, science,
32 history, geography, and mathematics; and (iii) that families and
33 communities bear the primary responsibility that children function as
34 caring and responsible members of families, work groups, and
35 communities. In developing the performance standards and assessment
36 systems under this section, the commission shall consider the
37 experiences and information from local districts and schools that are
38 already involved in these areas;

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

23 (c) By December 1, 1996, present to the state board of education
24 and superintendent of public instruction a state-wide ((academic))
25 assessment system for use in the secondary grades designed to determine
26 if each student has mastered the essential ((academic)) learning
27 requirements identified for secondary students in (a) of this
28 subsection. The ((academic)) assessment system shall use a variety of
29 methodologies, including performance-based measures, to determine if
30 students have mastered the essential ((academic)) learning
31 requirements, and shall lead to a certificate of mastery at about age
32 sixteen. The certificate of mastery shall be required for graduation
33 but shall be based only on student learning goals one through three in
34 section 101 of this act. The assessment system shall be designed so
35 that the results are used by educators to evaluate instructional
36 practices, and to initiate appropriate educational support for students
37 who do not master the essential ((academic)) learning requirements.
38 The commission shall recommend to the state board of education whether
39 the certificate of mastery should take the place of the graduation

1 requirements (~~or be required for graduation in addition to graduation~~
2 ~~requirements~~)). The state board of education and superintendent of
3 public instruction shall implement the secondary ((~~academic~~))
4 assessment system beginning in the 1997-98 school year, if completed,
5 unless the legislature takes action to delay or prevent implementation
6 of the assessment system and essential ((~~academic~~)) learning
7 requirements. The state board of education and superintendent of
8 public instruction ((~~may~~)) shall review and modify the assessment
9 system, as needed, in subsequent school years;

10 (d) Consider methods to address the unique needs of special
11 education students when developing the assessments in (b) and (c) of
12 this subsection;

13 (e) (~~Develop strategies that will assist educators in helping~~
14 ~~students master the essential academic learning requirements~~) By
15 December 1, 1994, develop alternatives for grade designations in
16 elementary grades;

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

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

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

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

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

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

19 (~~(l)~~) (j) Complete other tasks, as appropriate.

20 (~~(6)~~) (5) The commission shall coordinate its activities with the
21 state board of education and the office of the superintendent of public
22 instruction.

23 (~~(7)~~) (6) The commission shall seek advice broadly from the
24 public and all interested educational organizations in the conduct of
25 its work, including holding periodic regional public hearings.

26 (~~(8)~~) (7) The commission shall select an entity to provide staff
27 support and the office of (~~financial management shall contract with~~
28 ~~that entity~~) the superintendent of public instruction shall provide
29 administrative oversight and be the fiscal agent for the commission on
30 student learning. The superintendent shall report annually to the
31 commission on student learning on the activities of the
32 superintendent's office of educational restructuring, research, and
33 technical assistance under RCW 28A.300.130. The commission may direct
34 the (~~office of financial management~~) superintendent of public
35 instruction to enter into subcontracts, within the commission's
36 resources, with school districts, teachers, higher education faculty,
37 state agencies, business organizations, and other individuals and
38 organizations to assist the commission in its deliberations.

1 ((~~9~~)) (8) Members of the commission shall be reimbursed for
2 travel expenses as provided in RCW 43.03.050 and 43.03.060.

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PART III
PLANNING AND TIME FOR RESTRUCTURING

5 NEW SECTION. **Sec. 301.** (1) From appropriated funds, beginning
6 with the 1994-95 school year, the office of the superintendent of
7 public instruction shall provide staff development program grants, to
8 the extent funds are appropriated, to local districts to provide
9 certificated staff, classified staff with instructional
10 responsibilities, and classified secretarial staff in each school in
11 the district with the equivalent of an average of five additional days
12 beyond the student school calendar year. These nonstudent days shall
13 be used by schools for staff development, planning, and implementation
14 activities as local districts and schools move toward a
15 performance-based education program.

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

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

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

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

36 (5) For a school building to receive its share of the staff
37 development program grant, a school site council for the building must

1 exist meeting all requirements under the law, and must authorize the
2 building plan and submit it to the school board.

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

8 (7) The staff development grant program shall be renewable only if
9 used as follows: (a) The second grant must be used to fund at least
10 two additional student contact days in addition to three in-service
11 days; (b) the third grant must be used to fund at least three
12 additional student contact days in addition to two in-service days; (c)
13 the fourth grant shall be used to fund at least four additional student
14 contact days in addition to one in-service day; (d) the fifth and any
15 further grants must be used to fund five additional student contact
16 days only.

17 NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.240
18 RCW to read as follows:

19 (1) To be eligible for grants under section 301 of this act, a
20 school district board of directors shall adopt a policy authorizing
21 school site-based councils.

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

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

26 (b) A requirement that membership of the school site-based council
27 include at least one-third nonschool-affiliated parents, and also
28 include staff, community members, and age-appropriate students.
29 Existing organizations may be used to form the school site-based
30 council;

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

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

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

PART IV
MENTOR PROGRAM

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

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

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

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

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

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

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

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

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

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

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

6 **PART V**

7 **CERTIFICATION REQUIREMENTS**

8 NEW SECTION. **Sec. 501.** (1) In conducting its study on outcomes-
9 based standards for the approval of educator preparation programs, the
10 state board of education shall assure that the adoption of new program
11 approval standards are consistent with and support the establishment of
12 a performance-based education system under the provisions of chapter
13 . . . , Laws of 1993 (this act). In addition, the new standards shall
14 ensure that graduates from the preparing institutions of the state are
15 appropriately prepared to enter the performance-based education system,
16 including knowledge and skills to work with culturally diverse
17 students. The new standards shall be adopted not later than the
18 beginning of the 1996-97 school year.

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

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

31 (4) The state board of education shall develop, for implementation
32 by December 1, 1995, standards for certification of those persons who
33 have not graduated from a program in a preparing institution, but who
34 are able to pass the admission to practice examination required under
35 RCW 28A.410.030.

36 (5) The superintendent of public instruction and the state board of
37 education shall review the provisions of chapter 28A.690 RCW,

1 interstate agreement on qualifications of educational personnel, and
2 make recommendations as necessary to the legislature and the governor
3 to amend these provisions to be consistent with the new certification
4 requirements to be implemented under subsection (3) of this section.

5 **PART VI**

6 **PARENT AND COMMUNITY INVOLVEMENT**

7 NEW SECTION. **Sec. 601.** (1) The superintendent of public
8 instruction shall appoint an eight member parent and community advisory
9 council whose membership shall include a minimum of three parents, at
10 least two of whom shall be selected from a state-wide association
11 representing parents, and a minimum of three educators.

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

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

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

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

23 (3) Through the office of educational restructuring, research, and
24 technical assistance under RCW 28A.300.130, the superintendent shall,
25 in consultation with the parent and community advisory council, on a
26 request basis, provide or contract to provide to any school, district,
27 or community, information, technical assistance, or training regarding
28 citizen participation in education, including training to promote the
29 effective participation of parents and community members on school site
30 councils.

31 NEW SECTION. **Sec. 602.** (1) School site councils shall develop
32 comprehensive student-educator-parent partnership programs to be known
33 as STEPP programs that: (a) Involve parents as partners in school
34 governance; (b) promote two-way communication between schools and
35 parents or guardians regarding school programs, children's progress,
36 and differing and diverse needs of families; and (c) include strategies

1 for enabling parents and guardians to participate actively in their
2 children's education;

3 (2) The superintendent of public instruction shall adopt rules for
4 application for and distribution of STEPP program funds to school site
5 councils.

6 **PART VII**

7 **INCENTIVE AND ASSISTANCE PROGRAM**

8 NEW SECTION. **Sec. 701.** From appropriated funds, the
9 superintendent of public instruction shall provide incentive grants
10 under section 702 of this act and provide assistance grants under
11 section 703 of this act.

12 NEW SECTION. **Sec. 702.** (1) The commission on student learning
13 shall develop an incentive program to provide rewards to schools that
14 have a school site council and in which a large percentage of students
15 significantly exceed the essential learning requirements. Each school
16 shall be assessed individually against its own baseline for the
17 incentive program. Data collected for the incentive program shall be
18 collected and analyzed by gender, racial or ethnic background, and
19 socioeconomic status and shall not be used to compare one school
20 against another. Rewards shall be based on the rate of percentage
21 change of students achieving the performance standards. An explicit
22 account shall be taken of the rate of percentage change of special
23 needs and at-risk students achieving the performance standards and the
24 mobility of students.

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

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

32 NEW SECTION. **Sec. 703.** (1) The commission on student learning
33 shall develop an assistance program to provide assistance to schools
34 and districts experiencing difficulty in assisting a significant

1 percentage of their students to achieve the essential learning
2 requirements.

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

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

13 **Sec. 704.** RCW 28A.300.130 and 1986 c 180 s 1 are each amended to
14 read as follows:

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

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

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

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

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

1 (d) Related information that can be used in ((developing)) helping
2 schools and districts with restructuring initiatives and developing
3 more effective programs.

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

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

25 PART VIII

26 COORDINATED SOCIAL AND HEALTH SERVICES

27 NEW SECTION. Sec. 801. (1) The purpose of this section is to
28 enhance the quantity, quality, efficiency, and effectiveness of
29 services for children and families in order to enable children to learn
30 while in school.

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

36 (3) Beginning with the 1994-95 school year, the superintendent of
37 public instruction, to the extent funds are appropriated, shall

1 allocate funds annually for state-wide implementation for programs that
2 assist children achieving in school. To qualify for funds, local
3 districts and schools in partnership with existing site-based councils,
4 local service providers, local governments, state agencies, and persons
5 organized for the purpose of designing and providing services for
6 children and families, shall develop plans for enhancing the
7 flexibility, coordination, and responsiveness of the educational,
8 social, and health services for students and families identified as at-
9 risk. Plans shall address the needs of children and families in a
10 county or multicounty area, or in a municipal or multimunicipal area.

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

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

16 (b) Agreed upon responsibilities of participating agencies;

17 (c) Means to accommodate cultural diversity and changes in student
18 populations and to ensure equity, access, and relevance in providing
19 services;

20 (d) Means to ensure parental involvement in planning and the use of
21 services. In schools with site councils, the means to ensure parental
22 involvement shall include the requirement of evidence that the site
23 council collaborated on the plan; and

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

26 (5) Funds provided for the purposes of subsections (3) and (4) of
27 this section shall be used only for those plans approved by the family
28 policy council. The council shall review local plans by November 1,
29 1993, and the beginning of every school year thereafter.

30 (6) The family policy council shall coordinate the provision of
31 technical assistance to local communities for the development of
32 coordinated services for students.

33

PART IX

34

TECHNOLOGY

35 NEW SECTION. **Sec. 901.** The legislature recognizes the ongoing
36 necessity for public schools to use up-to-date tools for learning to
37 meet goals for education. To participate successfully in the

1 contemporary workplace, students should be able to use technology and
2 be able to get information electronically. Workplace technology
3 requirements will continue to change and students should learn the new
4 requirements.

5 Furthermore, the legislature finds that the Washington systemic
6 initiative is a broad-based effort to promote widespread public
7 literacy in mathematics, science, and technology. A critical component
8 of the systemic initiative is the electronic access to information by
9 students. It is the intent of the legislature that components of
10 sections 902 through 905 of this act will support the state-wide
11 systemic reform effort in mathematics, science, and technology as
12 planned through the Washington systemic initiative.

13 NEW SECTION. **Sec. 902.** Unless the context clearly requires
14 otherwise, the definitions in this section apply throughout sections
15 901 through 905 of this act.

16 (1) "Education technology" means the effective use of electronic
17 tools and electronic pathways in meeting goals established for
18 education.

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

22 NEW SECTION. **Sec. 903.** (1) The superintendent of public
23 instruction may establish an educational technology section, and
24 through that section develop and implement a Washington state
25 technology program, the coordination and development of which shall be
26 consistent with the applicable provisions of chapter 43.105 RCW. The
27 program shall include:

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

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

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

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

3 (e) Expansion of state-wide networks, including educational video
4 teleconferences.

5 (2) The superintendent of public instruction shall distribute
6 grants, from moneys appropriated for this purpose, to educational
7 service districts for:

8 (a) Establishing regional educational technology support centers to
9 provide ongoing educator training, school district cost-benefit
10 analysis, long-range planning, network planning, distance learning
11 access support, and other technical and program support. Each
12 educational service district shall establish an advisory council to
13 advise the educational service district about spending the grant
14 moneys; and

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

17 (3) The superintendent of public instruction shall distribute
18 grants, from moneys appropriated for this purpose, to school districts
19 for:

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

22 (b) Incentives to encourage school districts to plan for,
23 implement, and evaluate the effective use of technology in the school
24 curriculum; and

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

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

38 (5) The superintendent of public instruction shall distribute
39 grants, from moneys appropriated for this purpose, to the Washington

1 school information processing cooperative, for equipment to expand the
2 current state-wide network and to establish a system for video
3 conferences.

4 NEW SECTION. **Sec. 904.** The superintendent of public instruction
5 shall appoint an educational technology advisory committee. The
6 committee shall include, but is not limited to, persons representing:
7 The state board of education, the commission on student learning,
8 educational service districts, school directors, school administrators,
9 school principals, teachers, higher education faculty, parents,
10 students, business, labor, scientists and mathematicians, the higher
11 education coordinating board, the work force training and education
12 coordinating board, the state library, and the department of
13 information services.

14 The committee shall advise the superintendent of public instruction
15 on the implementation of sections 901 through 903 of this act.

16 NEW SECTION. **Sec. 905.** (1) The superintendent of public
17 instruction may receive such gifts, grants, and endowments from public
18 or private sources as may be made from time to time, in trust or
19 otherwise, for the use and benefit of the purposes of education
20 technology and expend the same or any income therefrom according to the
21 terms of the gifts, grants, or endowments.

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

31 **PART X**
32 **DEREGULATION**

33 NEW SECTION. **Sec. 1001.** (1) The superintendent of public
34 instruction and the state board of education shall review all laws
35 pertaining to K-12 public education. Except those laws that protect

1 the health, safety, and civil rights of students and staff, the intent
2 of the review is to justify, modify, and maintain only those laws that
3 support the new performance-based education system for all students.
4 However, the tests required under RCW 28A.230.190, 28A.230.230, and
5 28A.230.240 shall be exempt from review and shall not be subject to a
6 recommendation of repeal.

7 (2) The superintendent and the state board shall conduct the review
8 in a manner that includes a broad representation of citizens, including
9 parents, students, educators, and others, to assist in the review
10 process.

11 (3) The superintendent shall determine a specific timetable for the
12 review. Beginning January 1994, and each succeeding January until the
13 review is done, but not later than January 1997, the superintendent
14 shall submit to the governor and legislature a list of all laws
15 reviewed during the preceding year and the laws to be reviewed the next
16 year.

17 (4) Private schools and parents who home school their children are
18 subject only to those minimum state controls necessary to ensure the
19 health and safety of all students in the state and to ensure that
20 students have a basic educational opportunity. Parents who are home
21 schooling their children under chapter 28A.200 RCW and RCW
22 28A.225.010(4) and private schools under chapter 28A.195 RCW shall not
23 be subject to:

24 (a) State-wide student learning goals and essential learning
25 requirements under RCW 28A.150.210 and 28A.630.885(4)(a);

26 (b) The elementary assessment system under RCW 28A.630.885(4); or

27 (c) The secondary assessment system, including the certificate of
28 mastery, under RCW 28A.630.885(4)(c).

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

33 **Sec. 1002.** RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each
34 amended to read as follows:

35 (1) Any board of directors may make agreements with adults choosing
36 to attend school: PROVIDED, That unless such arrangements are approved
37 by the state superintendent of public instruction, a reasonable tuition

1 charge, fixed by the state superintendent of public instruction, shall
2 be paid by such students as best may be accommodated therein.

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

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

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

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

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

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

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

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

1 student learning goals under section 103 of this act, and other
2 important facts about the schools' performance in assisting students to
3 learn. The annual report shall make comparisons to a school's
4 performance in preceding years and shall project goals in performance
5 categories. As data becomes available it shall include:

6 (a) The change in the percentage of students, including special
7 education and gifted students, attaining mastery of the student
8 learning goals;

9 (b) Attendance and completion rates;

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

11 (d) The level of satisfaction by the community served by each
12 school; and

13 (e) A brief description of the strategic restructuring plan for
14 each school.

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

21 (4) Each school shall have the annual school performance report
22 delivered to the parents or guardians with whom children in attendance
23 at the school reside. In addition to any periodic report concerning an
24 individual student's progress, there shall be included with the annual
25 school performance report delivered to parents and guardians an annual
26 student performance report enabling a parent or guardian to determine
27 whether his or her child is attaining mastery of the essential learning
28 requirements.

29 **Sec. 1102.** RCW 28A.300.040 and 1992 c 198 s 6 are each amended to
30 read as follows:

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

33 (1) To have supervision over all matters pertaining to the public
34 schools of the state. The superintendent's supervisory authority shall
35 consist primarily of reviewing and analyzing the progress of school
36 districts, schools, and school site councils, and of assisting
37 districts, schools, and school site councils by offering services
38 necessary to meet discerned difficulties.

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

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

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

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

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

33 (~~(6)~~) (7) To act as ex officio member and the chief executive
34 officer of the state board of education.

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

1 certified by the superintendent and attested by the superintendent's
2 official seal, and when so certified shall be evidence of the papers or
3 acts so certified to.

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

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

13 ~~((+10+))~~ (11) To issue certificates as provided by law.

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

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

28 ~~((+13+))~~ (14) To administer oaths and affirmations in the discharge
29 of the superintendent's official duties.

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

35 ~~((+15+))~~ (16) To administer family services and programs to promote
36 the state's policy as provided in RCW 74.14A.025.

37 ~~((+16+))~~ (17) To perform such other duties as may be required by
38 law.

1 NEW SECTION. **Sec. 1103.** (1) There is hereby created a joint
2 select committee on education reform composed of twelve members as
3 follows:

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

6 (b) Six members of the house of representatives, three from each of
7 the major caucuses, to be appointed by the speaker of the house of
8 representatives.

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

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

14 (4) The expenses of the committee members shall be paid by the
15 legislature.

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

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

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

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

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

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

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

9 (g) Such other areas as the joint select committee may deem
10 appropriate.

11 (6) The commission on student learning, the superintendent of
12 public instruction, the state board of education, the higher education
13 coordinating board, and the state board for community and technical
14 colleges shall each report to the joint select committee on education
15 reform regarding their progress in completing tasks as designated by
16 chapter 141, Laws of 1992, by the performance-based education act,
17 chapter . . . , Laws of 1993 (House Bill No. 1209 or Senate Bill No.
18 5306), and any subsequent legislation relating to education reform.

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

23 **PART XII**

24 **SCHOOL-TO-WORK TRANSITIONS**

25 NEW SECTION. **Sec. 1201.** (1) The legislature finds that
26 demonstrated relevancy and practical application of school work is
27 essential to improving student learning and to increasing the ability
28 of students to transition successfully to the world of work. Employers
29 have an increasing need for highly skilled people whether they are
30 graduating from high school, a community college, a four-year
31 university, or a technical college.

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

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

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

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

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

12 (c) Provide both classroom and workplace experience.

13 (5) The purpose of RCW 28A.630.862 through 28A.630.880 and section
14 1211 of this act is to equip students with improved school-to-work
15 transition opportunities through the establishment of school-to-work
16 transition model projects throughout the state.

17 **Sec. 1202.** RCW 28A.630.862 and 1992 c 137 s 2 are each amended to
18 read as follows:

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

29 (1) Integration of vocational and academic instructional curriculum
30 into a single curriculum;

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

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

36 (~~((3))~~) (4) Development of student essential academic learning
37 requirements, methods of accurately measuring student performance, and
38 goals for improved student learning;

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

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

6 (~~(4)~~) (7) Active participation by employers, private and public
7 community service providers, parents, and community members in the
8 development and operation of the project.

9 **Sec. 1203.** RCW 28A.630.864 and 1992 c 137 s 3 are each amended to
10 read as follows:

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

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

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

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

1 **Sec. 1204.** RCW 28A.630.866 and 1992 c 137 s 4 are each amended to
2 read as follows:

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

13 **Sec. 1205.** RCW 28A.630.868 and 1992 c 137 s 6 are each amended to
14 read as follows:

15 (1) The superintendent of public instruction shall administer RCW
16 ~~((28A.630.860))~~ 28A.630.862 through ~~((RCW))~~ 28A.630.880.

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

20 **Sec. 1206.** RCW 28A.630.870 and 1992 c 137 s 7 are each amended to
21 read as follows:

22 (1) The superintendent of public instruction may accept, receive,
23 and administer for the purposes of RCW ~~((28A.630.860))~~ 28A.630.862
24 through 28A.630.880 such gifts, grants, and contributions as may be
25 provided from public and private sources for the purposes of RCW
26 ~~((28A.630.860))~~ 28A.630.862 through 28A.630.880.

27 (2) The ~~((academic and vocational integration development))~~ school-
28 to-work transitions program account is hereby established in the
29 custody of the state treasurer. The superintendent of public
30 instruction shall deposit in the account all moneys received under this
31 section. Moneys in the account may be spent only for the purposes of
32 ~~((28A.630.860))~~ RCW 28A.630.862 through 28A.630.880. Disbursements
33 from this account shall be on the authorization of the superintendent
34 of public instruction or the superintendent's designee. The account is
35 subject to the allotment procedure provided under chapter 43.88 RCW,
36 but no appropriation is required for disbursements.

1 **Sec. 1207.** RCW 28A.630.874 and 1992 c 137 s 9 are each amended to
2 read as follows:

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

11 (2) The superintendent of public instruction and the state board of
12 education may adopt rules under chapter 34.05 RCW as necessary to
13 implement its duties under RCW (~~(28A.630.860)~~) 28A.630.862 through
14 (~~(RCW)~~) 28A.630.880.

15 **Sec. 1208.** RCW 28A.630.876 and 1992 c 137 s 10 are each amended to
16 read as follows:

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

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

25 **Sec. 1209.** RCW 28A.630.878 and 1992 c 137 s 11 are each amended to
26 read as follows:

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

32 **Sec. 1210.** RCW 28A.630.880 and 1992 c 137 s 12 are each amended to
33 read as follows:

34 RCW (~~(28A.630.860)~~) 28A.630.862 through 28A.630.880 may be known
35 and cited as the (~~(academic and vocational integration development)~~)
36 school-to-work transitions program.

1 NEW SECTION. **Sec. 1403.** The following acts or parts of acts are
2 each repealed:

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

5 NEW SECTION. **Sec. 1404.** Part headings as used in this act
6 constitute no part of the law.

7 NEW SECTION. **Sec. 1405.** (1) Sections 701 through 703, 901 through
8 905, 1003, and 1401 of this act are each added to chapter 28A.300 RCW;

9 (2) Sections 103 and 501 of this act are each added to chapter
10 28A.305 RCW;

11 (3) Section 1101 of this act is added to chapter 28A.320 RCW;

12 (4) Section 301 of this act is added to chapter 28A.415 RCW;

13 (5) Sections 801 and 1103 of this act are each added to chapter
14 28A.600 RCW;

15 (6) Section 601 of this act is added to chapter 28A.615 RCW;

16 (7) Section 1211 of this act is added to chapter 28A.630 RCW; and

17 (8) Section 1301 of this act is added to chapter 28B.80 RCW.

18 NEW SECTION. **Sec. 1406.** Section 1103 of this act shall expire
19 January 1, 1999.

20 NEW SECTION. **Sec. 1407.** The sum of four million dollars, or as
21 much thereof as may be necessary, is appropriated for the biennium
22 ending June 30, 1995, from the general fund to the superintendent of
23 public instruction for the purposes of section 201 of this act.

24 NEW SECTION. **Sec. 1408.** The sum of three million seven hundred
25 twenty-eight thousand dollars, or as much thereof as may be necessary,
26 is appropriated for the biennium ending June 30, 1995, from the general
27 fund to the superintendent of public instruction specifically to
28 support the pairing of mentor and beginning teachers under RCW
29 28A.415.250 and section 401 of this act.

30 NEW SECTION. **Sec. 1409.** The sum of one million one hundred sixty-
31 five thousand dollars, or as much thereof as may be necessary, is
32 appropriated for the biennium ending June 30, 1995, from the general
33 fund to the superintendent of public instruction specifically to

1 support the pairing of mentor and experienced teachers under RCW
2 28A.415.250 and section 401 of this act. The superintendent of public
3 instruction shall select up to ten districts to develop and implement
4 mentor programs to assist experienced teachers who are struggling in
5 the classroom. At least one of the districts shall be in a class AA
6 county with a city of the first class with a population of greater than
7 four hundred thousand, if an application to participate is received
8 from such district.

9 NEW SECTION. **Sec. 1410.** The sum of five hundred thousand dollars,
10 or as much thereof as may be necessary, is appropriated for the
11 biennium ending June 30, 1995, from the general fund to the
12 superintendent of public instruction for the purposes of section 601 of
13 this act.

14 NEW SECTION. **Sec. 1411.** The sum of one million seven hundred
15 fifty thousand dollars, or as much thereof as may be necessary, is
16 appropriated for the biennium ending June 30, 1995, from the general
17 fund to the superintendent of public instruction for the purposes of
18 section 602 of this act.

19 NEW SECTION. **Sec. 1412.** The sum of seven hundred fifty thousand
20 dollars, or as much thereof as may be necessary, is appropriated for
21 the biennium ending June 30, 1995, from the general fund to the
22 superintendent of public instruction for the purposes of section 704 of
23 this act.

24 NEW SECTION. **Sec. 1413.** (1) The sum of five million dollars, or
25 as much thereof as may be necessary, is appropriated for the biennium
26 ending June 30, 1995, from the general fund to the superintendent of
27 public instruction for the purposes of section 801(2) of this act.

28 (2) The sum of fifteen million dollars, or as much thereof as may
29 be necessary, is appropriated for the biennium ending June 30, 1995,
30 from the general fund to the superintendent of public instruction for
31 the purposes of section 801(3), (4), and (5) of this act.

32 NEW SECTION. **Sec. 1414.** The sum of ten million dollars, or as
33 much thereof as may be necessary, is appropriated for the biennium
34 ending June 30, 1995, from the general fund to the superintendent of

1 public instruction for the purposes of sections 901 through 905 of this
2 act.

3 NEW SECTION. **Sec. 1415.** The sum of one hundred fifty thousand
4 dollars, or as much thereof as may be necessary, is appropriated for
5 the biennium ending June 30, 1995, from the general fund to the
6 superintendent of public instruction for the purpose of section 1001 of
7 this act.

8 NEW SECTION. **Sec. 1416.** The sum of two million five hundred
9 thousand dollars, or as much thereof as may be necessary, is
10 appropriated for the biennium ending June 30, 1995, from the general
11 fund to the superintendent of public instruction for the purposes of
12 section 1203 of this act. The appropriation in this section is subject
13 to the following conditions and limitations:

14 (1) A maximum of two hundred thousand dollars is provided solely
15 for the purposes of section 1203(4) of this act.

16 (2) One hundred fifty thousand dollars is provided solely for the
17 office of the superintendent of public instruction to provide
18 administration and staffing to coordinate the program established under
19 sections 1201 through 1211 of this act and to disseminate information
20 on the model projects.

21 (3) Two hundred fifty thousand dollars is provided solely for the
22 office of the superintendent of public instruction to provide grants to
23 community and technical colleges for the development of integrated
24 curriculum for tech prep programs. The superintendent shall award
25 grants to community and technical colleges identified in selected
26 schools to work transition projects as participants in the tech prep
27 component of the project plan.

28 NEW SECTION. **Sec. 1417.** For the biennium ending June 30, 1995,
29 the education enhancement program block grants shall be funded at no
30 less than the amount they were funded for the biennium ending June 30,
31 1993.

32 NEW SECTION. **Sec. 1418.** For the biennium ending June 30, 1995,
33 K-3 class size reduction funding shall not be reduced below the level
34 for the biennium ending June 30, 1993. There shall be fifty-four and
35 three-tenths certificated instructional staff per one hundred students.

1 NEW SECTION. **Sec. 1419.** If any provision of this act or its
2 application to any person or circumstance is held invalid, the
3 remainder of the act or the application of the provision to other
4 persons or circumstances is not affected."

5 **2SSB 5306** - S AMD - 000325
6 By Senator Anderson

7

8 On page 1, line 1 of the title, after "education;" strike the
9 remainder of the title and insert "amending RCW 28A.630.884,
10 28A.630.885, 28A.415.250, 28A.300.130, 28A.225.220, 28A.300.040,
11 28A.630.862, 28A.630.864, 28A.630.866, 28A.630.868, 28A.630.870,
12 28A.630.874, 28A.630.876, 28A.630.878, and 28A.630.880; adding new
13 sections to chapter 28A.305 RCW; adding a new section to chapter
14 28A.415 RCW; adding a new section to chapter 28A.240 RCW; adding a new
15 section to chapter 28A.615 RCW; adding new sections to chapter 28A.300
16 RCW; adding new sections to chapter 28A.600 RCW; adding a new section
17 to chapter 28A.320 RCW; adding a new section to chapter 28A.630 RCW;
18 adding a new section to chapter 28B.80 RCW; creating new sections;
19 decodifying RCW 28A.215.904; repealing RCW 28A.630.860; repealing 1992
20 c 141 s 505; making appropriations; and providing an expiration date."

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