

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE HOUSE BILL 1209

53rd Legislature
1993 Regular Session

Passed by the House April 25, 1993
Yeas 81 Nays 17

**Speaker of the
House of Representatives**

Passed by the Senate April 24, 1993
Yeas 26 Nays 18

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Alan Thompson, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE HOUSE BILL 1209** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE HOUSE BILL 1209

AS RECOMMENDED BY THE CONFERENCE COMMITTEE

Passed Legislature - 1993 Regular Session

State of Washington

53rd Legislature

1993 Regular Session

By House Committee on Education (originally sponsored by Representatives Peery, Ballard, Dorn, Jones, Brough, R. Meyers, Cothorn, Sheldon, Brumsickle, Roland, Eide, Holm, Jacobsen, Thomas, J. Kohl, Ogden, Franklin, G. Cole, Veloria, Wang, H. Myers, Horn, Scott, Karahalios, L. Johnson, Thibaudeau, Wolfe, Leonard, Locke, Basich, Orr, Kessler, Campbell, Linville, Pruitt and Wineberry; by request of Council on Education Reform and Funding)

Read first time 03/01/93.

1 AN ACT Relating to education; amending RCW 28A.150.210,
2 28A.630.885, 28A.415.250, 28A.405.140, 28A.300.130, 28A.630.878,
3 28A.410.030, 28A.225.220, 28A.195.010, and 28A.200.010; amending 1992
4 c 141 s 509 (uncodified); adding new sections to chapter 28A.630 RCW;
5 adding a new section to chapter 28A.320 RCW; adding a new section to
6 chapter 28A.305 RCW; adding a new section to chapter 28A.415 RCW;
7 adding new sections to chapter 28A.405 RCW; adding new sections to
8 chapter 28A.300 RCW; adding a new section to chapter 28A.310 RCW;
9 adding a new section to chapter 70.190 RCW; adding a new chapter to
10 Title 28A RCW; creating new sections; repealing RCW 28A.630.884;
11 repealing 1992 c 141 s 505; repealing 1992 c 141 s 501; providing an
12 effective date; and providing expiration dates.

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

14 NEW SECTION. **Sec. 1.** The legislature finds that student
15 achievement in Washington must be improved to keep pace with societal
16 changes, changes in the workplace, and an increasingly competitive
17 international economy.

18 To increase student achievement, the legislature finds that the
19 state of Washington needs to develop a public school system that

1 focuses more on the educational performance of students, that includes
2 high expectations for all students, and that provides more flexibility
3 for school boards and educators in how instruction is provided.

4 The legislature further finds that improving student achievement
5 will require:

6 (1) Establishing what is expected of students, with standards set
7 at internationally competitive levels;

8 (2) Parents to be primary partners in the education of their
9 children, and to play a significantly greater role in local school
10 decision making;

11 (3) Students taking more responsibility for their education;

12 (4) Time and resources for educators to collaboratively develop and
13 implement strategies for improved student learning;

14 (5) Making instructional programs more relevant to students' future
15 plans;

16 (6) All parties responsible for education to focus more on what is
17 best for students; and

18 (7) An educational environment that fosters mutually respectful
19 interactions in an atmosphere of collaboration and cooperation.

20 It is the intent of the legislature to provide students the
21 opportunity to achieve at significantly higher levels, and to provide
22 alternative or additional instructional opportunities to help students
23 who are having difficulty meeting the essential academic learning
24 requirements in RCW 28A.630.885.

25 It is also the intent of the legislature that students who have met
26 or exceeded the essential academic learning requirements be provided
27 with alternative or additional instructional opportunities to help
28 advance their educational experience.

29 The provisions of chapter . . . , Laws of 1993 (this act) shall not
30 be construed to change current state requirements for students who
31 receive home-based instruction under chapter 28A.200 RCW, or for
32 students who attend state-approved private schools under chapter
33 28A.195 RCW.

34 **PART I**
35 **STUDENT LEARNING GOALS**

36 **Sec. 101.** RCW 28A.150.210 and 1977 ex.s. c 359 s 2 are each
37 amended to read as follows:

1 The goal of the Basic Education Act for the schools of the state of
2 Washington set forth in this (~~(1977 amendatory act)~~) chapter shall be
3 to provide students with the opportunity to (~~achieve those skills~~
4 ~~which are generally recognized as requisite to learning. Those skills~~
5 ~~shall include the ability:~~

6 (1) ~~To distinguish, interpret and make use of words, numbers and~~
7 ~~other symbols, including sound, colors, shapes and textures;~~

8 (2) ~~To organize words and other symbols into acceptable verbal and~~
9 ~~nonverbal forms of expression, and numbers into their appropriate~~
10 ~~functions;~~

11 (3) ~~To perform intellectual functions such as problem solving,~~
12 ~~decision making, goal setting, selecting, planning, predicting,~~
13 ~~experimenting, ordering and evaluating; and~~

14 (4) ~~To use various muscles necessary for coordinating physical and~~
15 ~~mental functions)) become responsible citizens, to contribute to their
16 own economic well-being and to that of their families and communities,
17 and to enjoy productive and satisfying lives. To these ends, the goals
18 of each school district, with the involvement of parents and community
19 members, shall be to provide opportunities for all students to develop
20 the knowledge and skills essential to:~~

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

23 (2) Know and apply the core concepts and principles of mathematics;
24 social, physical, and life sciences; civics and history; geography;
25 arts; and health and fitness;

26 (3) Think analytically, logically, and creatively, and to integrate
27 experience and knowledge to form reasoned judgments and solve problems;
28 and

29 (4) Understand the importance of work and how performance, effort,
30 and decisions directly affect future career and educational
31 opportunities.

32 NEW SECTION. Sec. 102. Section 101 of this act shall take effect
33 September 1, 1994.

34 **PART II**

35 **COMMISSION ON STUDENT LEARNING**

1 NEW SECTION. **Sec. 201.** A new section is added to chapter 28A.630
2 RCW to read as follows:

3 Unless the context clearly requires otherwise, the definitions in
4 this section apply throughout RCW 28A.630.885 and 28A.300.130.

5 (1) "Commission" means the commission on student learning created
6 in RCW 28A.630.885.

7 (2) "Student learning goals" mean the goals established in RCW
8 28A.150.210.

9 (3) "Essential academic learning requirements" means more specific
10 academic and technical skills and knowledge, based on the student
11 learning goals, as determined under RCW 28A.630.885(3)(a). Essential
12 academic learning requirements shall not limit the instructional
13 strategies used by schools or school districts or require the use of
14 specific curriculum.

15 (4) "Performance standards" or "standards" means the criteria used
16 to determine if a student has successfully learned the specific
17 knowledge or skill being assessed as determined under RCW
18 28A.630.885(3)(b). The standards should be set at internationally
19 competitive levels.

20 (5) "Assessment system" or "student assessment system" means a
21 series of assessments used to determine if students have successfully
22 learned the essential academic learning requirements. The assessment
23 system shall be developed under RCW 28A.630.885(3)(b).

24 (6) "Performance-based education system" means an education system
25 in which a significantly greater emphasis is placed on how well
26 students are learning, and significantly less emphasis is placed on
27 state-level laws and rules that dictate how instruction is to be
28 provided. The performance-based education system does not require that
29 schools use an outcome-based instructional model. Decisions regarding
30 how instruction is provided are to be made, to the greatest extent
31 possible, by schools and school districts, not by the state.

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

34 ~~((+2+))~~ (1) The Washington commission on student learning is hereby
35 established. The primary purposes of the commission are to identify
36 ~~((what))~~ the knowledge and skills all public school students need to
37 know and be able to do based on the student learning goals ~~((of the~~
38 ~~governor's council on education reform and funding))~~ in RCW

1 28A.150.210, to develop student assessment and school accountability
2 systems, and to take other steps necessary to develop a performance-
3 based education system. The commission shall include three members of
4 the state board of education, three members appointed by the governor
5 before July 1, 1992, and ~~((three))~~ five members appointed no later than
6 ~~((February))~~ June 1, 1993, by the governor elected in the November 1992
7 election. The governor shall appoint a chair from the commission
8 members, and fill any vacancies in gubernatorial appointments that may
9 occur. The state board of education shall fill any vacancies of state
10 board of education appointments that may occur. In making the
11 appointments, educators, business leaders, and parents shall be
12 represented, and nominations from state-wide education, business, and
13 parent organizations shall be requested. Efforts shall be made to
14 ensure that the commission reflects the ~~((cultural))~~ racial and ethnic
15 diversity of the state's K-12 student population and that the major
16 geographic regions in the state are represented. Appointees shall be
17 qualified individuals who are supportive of educational restructuring,
18 who have a positive record of service, and who will devote sufficient
19 time to the responsibilities of the commission to ensure that the
20 objectives of the commission are achieved.

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

23 ~~(4))~~ (2) The commission shall establish ~~((technical))~~ advisory
24 committees. Membership of the ~~((technical))~~ advisory committees shall
25 include, but not necessarily be limited to, professionals from the
26 office of the superintendent of public instruction and the state board
27 of education, and other state and local educational practitioners and
28 student assessment specialists.

29 ~~((5))~~ (3) The commission, with the assistance of the
30 ~~((technical))~~ advisory committees, shall:

31 (a) ~~((Identify what all elementary and secondary students need to~~
32 ~~know and be able to do. At a minimum, these))~~ Develop essential
33 academic learning requirements ~~((shall include reading, writing,~~
34 ~~speaking, science, history, geography, mathematics, and critical~~
35 ~~thinking. In developing these essential academic learning~~
36 ~~requirements, the commission shall incorporate))~~ based on the student
37 learning goals ~~((identified by the council on education reform and~~
38 ~~funding))~~ in RCW 28A.150.210. Essential academic learning requirements
39 shall be developed, to the extent possible, for each of the student

1 learning goals in RCW 28A.150.210. Goals one and two shall be
2 considered primary. Essential academic learning requirements for RCW
3 28A.150.210(1), goal one, and the mathematics component of RCW
4 28A.150.210(2), goal two, shall be completed no later than March 1,
5 1995. Essential academic learning requirements that incorporate the
6 remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and
7 four, shall be completed no later than March 1, 1996. To the maximum
8 extent possible, the commission shall integrate goal four and the
9 knowledge and skill areas in the other goals in the development of the
10 essential academic learning requirements;

11 (b) (~~By December 1, 1995,~~) (i) The commission shall present to
12 the state board of education and superintendent of public instruction
13 a state-wide academic assessment system for use in the elementary
14 (~~grades~~), middle, and high school years designed to determine if each
15 student has mastered the essential academic learning requirements
16 identified in (a) of this subsection. The academic assessment system
17 shall include a variety of (~~methodologies~~) assessment methods,
18 including performance-based measures that are criterion-referenced.
19 Performance standards for determining if a student has successfully
20 completed an assessment shall be initially determined by the commission
21 in consultation with the advisory committees required in subsection (2)
22 of this section.

23 (ii) The assessment system shall be designed so that the results
24 under the assessment system are used by educators as tools to evaluate
25 instructional practices, and to initiate appropriate educational
26 support for students who (~~do~~) have not (~~master~~) mastered the
27 essential academic learning requirements at the appropriate periods in
28 the student's educational development. (~~Mastery of each component of~~
29 the essential academic learning requirements shall be required before
30 students progress in subsequent components of the essential academic
31 learning requirements. The state board of education and superintendent
32 of public instruction shall implement the elementary academic
33 assessment system beginning in the 1996-97 school year, unless the
34 legislature takes action to delay or prevent implementation of the
35 assessment system and essential academic learning requirements.))

36 (iii) Assessments measuring the essential academic learning
37 requirements developed for RCW 28A.150.210(1), goal one, and the
38 mathematics component of RCW 28A.150.210(2), goal two, shall be
39 initially implemented by the state board of education and

1 superintendent of public instruction no later than the 1996-97 school
2 year, unless the legislature takes action to delay or prevent
3 implementation of the assessment system and essential academic learning
4 requirements. Assessments measuring the essential academic learning
5 requirements developed for RCW 28A.150.210 (2), (3), and (4), goals
6 two, three, and four, shall be initially implemented by the state board
7 of education and superintendent of public instruction no later than the
8 1997-98 school year, unless the legislature takes action to delay or
9 prevent implementation of the assessment system and essential academic
10 learning requirements. To the maximum extent possible, the commission
11 shall integrate knowledge and skill areas in development of the
12 assessments.

13 (iv) Before the 2000-2001 school year, participation by school
14 districts in the assessment system shall be optional. School districts
15 that desire to participate before the 2000-2001 school year shall
16 notify the superintendent of public instruction in a manner determined
17 by the superintendent. Beginning in the 2000-2001 school year, all
18 school districts shall be required to participate in the assessment
19 system.

20 (v) The state board of education and superintendent of public
21 instruction may modify the essential academic learning requirements and
22 academic assessment system, as needed, in subsequent school years.

23 (vi) The commission shall develop assessments that are directly
24 related to the essential academic learning requirements, and are not
25 biased toward persons with different learning styles, racial or ethnic
26 backgrounds, or on the basis of gender;

27 (c) ((By December 1, 1996, present to the state board of education
28 and superintendent of public instruction a state-wide academic
29 assessment system for use in the secondary grades designed to determine
30 if each student has mastered the essential academic learning
31 requirements identified for secondary students in (a) of this
32 subsection. The academic assessment system shall use a variety of
33 methodologies, including performance-based measures, to determine if
34 students have mastered the essential academic learning requirements,
35 and)) After a determination is made by the state board of education
36 that the high school assessment system has been implemented and that it
37 is sufficiently reliable and valid, successful completion of the high
38 school assessment shall lead to a certificate of mastery. The
39 certificate of mastery shall be obtained by most students at about the

1 age of sixteen, and is evidence that the student has successfully
2 mastered the essential academic learning requirements during his or her
3 educational career. The certificate of mastery shall be required for
4 graduation but shall not be the only requirement for graduation. ((The
5 assessment system shall be designed so that the results are used by
6 educators to evaluate instructional practices, and to initiate
7 appropriate educational support for students who do not master the
8 essential academic learning requirements.)) The commission shall
9 ((recommend)) make recommendations to the state board of education
10 ((whether the certificate of mastery should take the place of the
11 graduation requirements or be required for graduation in addition to
12 graduation requirements. The state board of education and
13 superintendent of public instruction shall implement the secondary
14 academic assessment system beginning in the 1997-98 school year, unless
15 the legislature takes action to delay or prevent implementation of the
16 assessment system and essential academic learning requirements. The
17 state board of education and superintendent of public instruction may
18 modify the assessment system, as needed, in subsequent school years))
19 regarding the relationship between the certificate of mastery and high
20 school graduation requirements. Upon achieving the certificate of
21 mastery, schools shall provide students with the opportunity to
22 continue to pursue career and educational objectives through
23 educational pathways that emphasize integration of academic and
24 vocational education. Educational pathways may include, but are not
25 limited to, programs such as work-based learning, school-to-work
26 transition, tech prep, vocational-technical education, running start,
27 and preparation for technical college, community college, or university
28 education;

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

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

34 ~~(f) Establish a center the primary role of which is to plan,~~
35 ~~implement, and evaluate a high quality professional development~~
36 ~~process. The quality schools center shall: Have an advisory council~~
37 ~~composed of educators, parents, and community and business leaders; use~~
38 ~~best practices research regarding instruction, management, curriculum~~
39 ~~development, and assessment; coordinate its activities with the office~~

1 of the superintendent of public instruction and the state board of
2 education; employ and contract with individuals who have a commitment
3 to quality reform; prepare a six year plan to be updated every two
4 years; and be able to accept resources and funding from private and
5 public sources;

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

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

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

20 ((+i)) (g) Develop recommendations for consideration by the higher
21 education coordinating board for adopting college and university
22 entrance requirements for public school students that ((would assist
23 schools in adopting strategies designed to help students achieve the
24 essential learning requirements)) are consistent with the essential
25 academic learning requirements and the certificate of mastery;

26 ((+j)) (h) By December 1, ((1996)) 1998, recommend to the
27 legislature, governor, state board of education, and superintendent of
28 public instruction:

29 (i) A state-wide accountability system to monitor and evaluate
30 accurately and fairly the level of learning occurring in individual
31 schools and school districts. ((The commission also shall recommend to
32 the legislature steps that should be taken to assist school districts
33 and schools in which learning is significantly below expected levels of
34 performance as measured by the academic assessment systems established
35 under this section)) The accountability system shall be designed to
36 recognize the characteristics of the student population of schools and
37 school districts such as gender, race, ethnicity, socioeconomic status,
38 and other factors. The system shall include school-site, school
39 district, and state-level accountability reports;

1 (ii) A school assistance program to help schools and school
2 districts that are having difficulty helping students meet the
3 essential academic learning requirements;

4 (iii) A system to intervene in schools and school districts in
5 which significant numbers of students persistently fail to learn the
6 essential academic learning requirements; and

7 (iv) An awards program to provide incentives to school staff to
8 help their students learn the essential academic learning requirements,
9 with each school being assessed individually against its own baseline.
10 Incentives shall be based on the rate of percentage change of students
11 achieving the essential academic learning requirements. School staff
12 shall determine how the awards will be spent.

13 It is the intent of the legislature to begin implementation of
14 programs in this subsection (3)(h) on September 1, 2000;

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

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

22 ~~((6))~~ (4) The commission shall coordinate its activities with the
23 state board of education and the office of the superintendent of public
24 instruction.

25 ~~((7))~~ (5) The commission shall seek advice broadly from the
26 public and all interested educational organizations in the conduct of
27 its work, including holding periodic regional public hearings.

28 ~~((8))~~ (6) The commission shall select an entity to provide staff
29 support and the office of ~~((financial management))~~ the superintendent
30 of public instruction shall ~~((contract with that entity))~~ provide
31 administrative oversight and be the fiscal agent for the commission.
32 The commission may direct the office of ~~((financial management))~~ the
33 superintendent of public instruction to enter into subcontracts, within
34 the commission's resources, with school districts, teachers, higher
35 education faculty, state agencies, business organizations, and other
36 individuals and organizations to assist the commission in its
37 deliberations.

38 ~~((9))~~ (7) Members of the commission shall be reimbursed for
39 travel expenses as provided in RCW 43.03.050 and 43.03.060.

1 **PART III**

2 **STUDENT LEARNING IMPROVEMENT GRANTS**

3 NEW SECTION. Sec. 301. A new section is added to chapter 28A.300
4 RCW to read as follows:

5 (1) To the extent funds are appropriated, the office of the
6 superintendent of public instruction shall provide student learning
7 improvement grants for the 1994-95 through 1996-97 school years. The
8 purpose of the grants is to provide funds for additional time and
9 resources for staff development and planning intended to improve
10 student learning for all students, including students with diverse
11 needs, consistent with the student learning goals in RCW 28A.150.210.

12 (2) To be eligible for student learning improvement grants, school
13 district boards of directors shall:

14 (a) Adopt a policy regarding the sharing of instructional decisions
15 with school staff, parents, and community members;

16 (b) Submit school-based applications that have been developed by
17 school building personnel, parents, and community members. Each
18 application shall:

19 (i) Enumerate specific activities to be carried out as part of the
20 grant;

21 (ii) Identify the technical resources desired and availability of
22 those resources;

23 (iii) Include a proposed budget; and

24 (iv) Indicate that the application was approved by the school
25 principal and representatives of teachers, parents, and the community.

26 (3) The school board shall conduct at least one public hearing on
27 schools' plans for using the grants before the board approves the
28 plans. Boards may hear and approve more than one school's plan at a
29 hearing. The board shall only submit applications for grants to the
30 superintendent of public instruction if the board has approved the
31 plans.

32 (4) If the requirements of subsections (2) and (3) of this section
33 are met, the superintendent of public instruction shall approve the
34 grant application.

35 (5) To the extent funds are appropriated, and for allocation
36 purposes only, the amount of grants for the 1994-95 school year shall
37 be based on time equivalent to no fewer than three days and not more
38 than five days depending upon the number of grant applications received

1 and on the number of full-time equivalent certificated staff,
2 classified instructional aides, and classified secretaries who work in
3 the school at the time of application. For the 1995-96 and 1996-97
4 school years, the equivalent of five days annually shall be provided.
5 The allocation per full-time equivalent staff shall be determined in
6 the biennial operating appropriations act. School districts shall use
7 all funds received under this section solely for grants to schools and
8 shall not use any portion of the funds for indirect costs.

9 (6) The state schools for the deaf and blind may apply for grants
10 under this section.

11 (7) The superintendent of public instruction shall adopt timelines
12 and rules as necessary under chapter 34.05 RCW to administer the
13 program. The superintendent may modify application requirements for
14 schools that have schools for the twenty-first century projects under
15 RCW 28A.630.100. A copy of the proposed rules shall be submitted to
16 the joint select committee on education restructuring established in
17 section 1001 of this act at least forty-five days prior to adoption of
18 the rules.

19 (8) Funding under this section shall not become a part of the
20 state's basic program of education obligation as set forth under
21 Article IX of the state Constitution.

22 NEW SECTION. **Sec. 302.** A new section is added to chapter 28A.305
23 RCW to read as follows:

24 School districts may use the application process in section 301 of
25 this act to apply for waivers under RCW 28A.305.140.

26 **PART IV**

27 **EDUCATOR TRAINING AND ASSISTANCE PROGRAMS**

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

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

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

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

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

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

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

24 (6) Mentor teachers shall be selected by the district and may serve
25 as mentors up to and including full time. If a bargaining unit,
26 certified pursuant to RCW 41.59.090 exists within the district,
27 classroom teachers representing the bargaining unit shall participate
28 in the mentor teacher selection process; and

29 (7) Periodic consultation by the superintendent of public
30 instruction or the superintendent's designee with representatives of
31 educational organizations and associations, including educational
32 service districts and public and private institutions of higher
33 education, for the purposes of improving communication and cooperation
34 and program review.

35 NEW SECTION. Sec. 402. A new section is added to chapter 28A.415
36 RCW to read as follows:

37 (1) To the extent specific funds are appropriated for the pilot
38 program in this section, the superintendent of public instruction shall

1 establish a pilot program to support the pairing of full-time mentor
2 teachers with experienced teachers who are having difficulties and
3 full-time mentor teachers with beginning teachers under RCW
4 28A.415.250.

5 (2) The superintendent of public instruction shall submit a report
6 to the legislature by December 31, 1995, with findings about the pilot
7 program. The report shall include an analysis of the effectiveness of
8 the pilot program in the remediation of teachers having difficulties,
9 recommendations regarding continuing the program, and recommendations
10 on new procedures under chapter 28A.405 RCW regarding teachers who have
11 not shown sufficient progress in the area or areas of teaching skills
12 needing improvement.

13 (3) The superintendent of public instruction shall appoint an
14 oversight committee, which shall include teachers and administrators
15 from the pilot districts, that shall be involved in the evaluation of
16 the pilot program under this section.

17 (4) The superintendent of public instruction shall adopt rules as
18 necessary under chapter 34.05 RCW to implement the pilot program
19 established under subsection (1) of this section.

20 **Sec. 403.** RCW 28A.405.140 and 1990 c 33 s 387 are each amended to
21 read as follows:

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

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

29 (1) To the extent funds are appropriated, the Washington state
30 principal internship support program is created beginning in the 1994-
31 95 school year. The purpose of the program is to provide funds to
32 school districts to hire substitutes for district employees who are in
33 a principal preparation program to complete an internship with a mentor
34 principal.

35 (2) Participants in the principal internship support program shall
36 be selected as follows:

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

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

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

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

15 (3)(a) The maximum amount of state funding for each internship
16 shall be the estimated state-wide average cost of providing a
17 substitute teacher for forty-five school days.

18 (b) Funds appropriated for the principal internship support program
19 shall be allocated by the superintendent of public instruction to the
20 educational service districts based on the percentage of full-time
21 equivalent public school students enrolled in school districts in each
22 educational service district. Participants should be selected to
23 reflect the percentage of minorities of the student population in the
24 educational service district region, and to the extent practicable,
25 represent an equal number of women and men. If it is not possible to
26 find qualified candidates reflecting the percentage of minorities of
27 the student population of the educational service district, the
28 educational service district shall select those qualified candidates
29 who meet these criteria and leave the remaining positions unfilled, and
30 any unspent funds shall revert to the state general fund.

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

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

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

3 (1) To the extent funds are appropriated, the Washington state
4 superintendent and program administrator internship support program is
5 created beginning in the 1994-95 school year. The purpose of the
6 program is to provide funds to school districts to hire substitutes for
7 district employees who are in a superintendent or program administrator
8 preparation program to complete an internship with a mentor
9 administrator.

10 (2) Participants in the superintendent and program administrator
11 internship support program shall be selected as follows:

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

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

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

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

26 (3)(a) The maximum amount of state funding for each internship
27 shall be the estimated state-wide average cost of providing a
28 substitute teacher for forty-five school days as calculated by the
29 superintendent of public instruction.

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

38 (c) Once internship participants have been selected, the
39 educational service districts shall allocate the funds to the

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

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

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

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

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

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

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

32 (1) The paraprofessional training program is created. The primary
33 purpose of the program is to provide training for classroom assistants
34 to assist them in helping students achieve the student learning goals
35 under RCW 28A.150.210. Another purpose of the program is to provide
36 training to certificated personnel who work with classroom assistants.

1 (2) The superintendent of public instruction may allocate funds, to
2 the extent funds are appropriated for this program, to educational
3 service districts, school districts, and other organizations for
4 providing the training in subsection (1) of this section.

5 **PART V**

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

7 **Sec. 501.** RCW 28A.300.130 and 1986 c 180 s 1 are each amended to
8 read as follows:

9 (1) ~~((Recent and))~~ Expanding activity in educational research,
10 educational restructuring, and educational improvement initiatives has
11 produced and continues to produce much valuable information. The
12 legislature finds that such information should be shared with the
13 citizens and educational community of the state as widely as possible.
14 To facilitate access to information and materials on ~~((education))~~
15 educational improvement and research, the superintendent of public
16 instruction, to the extent funds are appropriated, shall ~~((act as the~~
17 ~~state clearinghouse for educational information.~~

18 ~~(2) In carrying out this function, the superintendent of public~~
19 ~~instruction's primary duty shall be to collect, screen, organize, and~~
20 ~~disseminate information pertaining to the state's educational system~~
21 ~~from preschool through grade twelve, including but not limited to in-~~
22 ~~state research and development efforts; descriptions of exemplary,~~
23 ~~model, and innovative programs; and related information that can be~~
24 ~~used in developing more effective programs.~~

25 ~~(3) The superintendent of public instruction shall maintain a~~
26 ~~collection of such studies, articles, reports, research findings,~~
27 ~~monographs, bibliographies, directories, curriculum materials,~~
28 ~~speeches, conference proceedings, legal decisions that are concerned~~
29 ~~with some aspect of the state's education system, and other applicable~~
30 ~~materials. All materials and information shall be considered public~~
31 ~~documents under chapter 42.17 RCW and the superintendent of public~~
32 ~~instruction shall furnish copies of educational materials at nominal~~
33 ~~cost.~~

34 ~~(4) The superintendent of public instruction shall coordinate the~~
35 ~~dissemination of information with the educational service districts and~~
36 ~~shall publish and distribute, on a monthly basis, a newsletter~~
37 ~~describing current activities and developments in education in the~~

1 state)) establish the center for the improvement of student learning.
2 The primary purpose of the center is to provide assistance and advice
3 to parents, school board members, educators, and the public regarding
4 strategies for assisting students in learning the essential academic
5 learning requirements pursuant to RCW 28A.630.885. The center shall
6 work in conjunction with the commission on student learning,
7 educational service districts, and institutions of higher education.

8 (2) The center shall:

9 (a) Serve as a clearinghouse for the completed work and activities
10 of the commission on student learning;

11 (b) Serve as a clearinghouse for information regarding successful
12 educational restructuring and parental involvement programs in schools
13 and districts, and information about efforts within institutions of
14 higher education in the state to support educational restructuring
15 initiatives in Washington schools and districts;

16 (c) Provide best practices research and advice that can be used to
17 help schools develop and implement: School improvement plans; school-
18 based shared decision-making models; programs to promote lifelong
19 learning and community involvement in education; school-to-work
20 transition programs; programs to meet the needs of highly capable
21 students; programs to meet the diverse needs of students based on
22 gender, racial, ethnic, economic, and special needs status; and other
23 programs that will assist educators in helping students learn the
24 essential academic learning requirements;

25 (d) Develop and distribute, in conjunction with the commission on
26 student learning, parental involvement materials, including
27 instructional guides developed to inform parents of the essential
28 academic learning requirements. The instructional guides also shall
29 contain actions parents may take to assist their children in meeting
30 the requirements, and should focus on reaching parents who have not
31 previously been involved with their children's education;

32 (e) Identify obstacles to greater parent and community involvement
33 in school shared decision-making processes and recommend strategies for
34 helping parents and community members to participate effectively in
35 school shared decision-making processes, including understanding and
36 respecting the roles of school building administrators and staff;

37 (f) Take other actions to increase public awareness of the
38 importance of parental and community involvement in education;

1 (g) Work with appropriate organizations to inform teachers,
2 district and school administrators, and school directors about the
3 waivers available under RCW 28A.305.140 and the broadened school board
4 powers under RCW 28A.320.015;

5 (h) Provide training and consultation services;

6 (i) Address methods for improving the success rates of certain
7 ethnic and racial student groups; and

8 (j) Perform other functions consistent with the purpose of the
9 center as prescribed in subsection (1) of this section.

10 (3) The superintendent of public instruction, after consultation
11 with the commission on student learning, shall select and employ a
12 director for the center.

13 (4) The superintendent may enter into contracts with individuals or
14 organizations including but not limited to: School districts;
15 teachers; higher education faculty; institutions of higher education;
16 state agencies; business or community-based organizations; and other
17 individuals and organizations to accomplish the duties and
18 responsibilities of the center. The superintendent shall contract out
19 with community-based organizations to meet the provisions of subsection
20 (2)(d) and (e) of this section. In carrying out the duties and
21 responsibilities of the center, the superintendent, whenever possible,
22 shall use practitioners to assist agency staff as well as assist
23 educators and others in schools and districts.

24 (5) The superintendent shall report annually to the commission on
25 student learning on the activities of the center.

26 NEW SECTION. Sec. 502. A new section is added to chapter 28A.300
27 RCW to read as follows:

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

1 (2) The superintendent of public instruction may receive such
2 gifts, grants, and endowments from public or private sources as may be
3 made from time to time, in trust or otherwise, for the use and benefit
4 of the purposes of the center for the improvement of student learning
5 and expend the same or any income therefrom according to the terms of
6 the gifts, grants, or endowments.

7 **PART VI**

8 **SCHOOL-TO-WORK TRANSITIONS**

9 NEW SECTION. **Sec. 601.** (1) The legislature finds that preparing
10 students to make successful transitions from school to work helps
11 promote educational, career, and personal success for all students.

12 (2) A successful school experience should prepare students to make
13 informed career direction decisions at critical points in their
14 educational progress. Schools that demonstrate the relevancy and
15 practical application of course work will expose students to a broad
16 range of interrelated career and educational opportunities and will
17 expand students' posthigh school options.

18 (3) The school-to-work transitions program, under chapter . . . ,
19 Laws of 1993 (Engrossed Substitute House Bill No. 1820), is intended to
20 help secondary schools develop model programs for school-to-work
21 transitions. The purposes of the model programs are to provide
22 incentives for selected schools to:

23 (a) Integrate vocational and academic instruction into a single
24 curriculum;

25 (b) Provide each student with a choice of multiple, flexible
26 educational pathways based on the student's career interest areas;

27 (c) Emphasize increased vocational and academic guidance and
28 counseling for students;

29 (d) Foster partnerships with local employers and employees to
30 incorporate work sites as part of work-based learning experiences;

31 (e) Encourage collaboration among middle or junior high schools and
32 secondary schools in developing successful transition programs and to
33 encourage articulation agreements between secondary schools and
34 community and technical colleges.

35 (4) The legislature further finds that successful implementation of
36 the school-to-work transitions program is an important part of
37 achieving the purposes of chapter . . . , Laws of 1993 (this act).

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

4 (1) "Education technology" or "technology" means the effective use
5 of electronic and optical tools, including telephones, and electronic
6 and optical pathways in helping students learn.

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

10 NEW SECTION. **Sec. 703.** (1) The superintendent of public
11 instruction, to the extent funds are appropriated, shall develop and
12 implement a Washington state K-12 education technology plan. The
13 technology plan, which shall be completed by December 15, 1993, and
14 updated on at least a biennial basis, shall be developed to coordinate
15 and expand the use of education technology in the common schools of the
16 state. The plan shall be consistent with applicable provisions of
17 chapter 43.105 RCW. The plan, at a minimum, shall address:

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

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

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

26 (2) The superintendent of public instruction shall appoint an
27 educational technology advisory committee to assist in the development
28 and implementation of the technology plan in subsection (1) of this
29 section. The committee shall include, but is not limited to, persons
30 representing: The state board of education, the commission on student
31 learning, the department of information services, educational service
32 districts, school directors, school administrators, school principals,
33 teachers, classified staff, higher education faculty, parents,
34 students, business, labor, scientists and mathematicians, the higher
35 education coordinating board, the work force training and education
36 coordinating board, and the state library.

1 NEW SECTION. **Sec. 704.** In conjunction with the plan required in
2 section 703 of this act, the superintendent of public instruction shall
3 prepare recommendations to the legislature regarding the development of
4 a grant program for school districts for the purchase and installation
5 of computers, computer software, telephones, and other types of
6 education technology. The recommendations shall address methods to
7 ensure equitable access to technology by students throughout the state,
8 and methods to ensure that school districts have prepared technology
9 implementation plans before applying for grant funds. The
10 recommendations, with proposed legislation, shall be submitted to the
11 appropriate committees of the legislature by December 15, 1993.

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

14 Educational service districts shall establish, subject to available
15 funding, regional educational technology support centers for the
16 purpose of providing ongoing educator training, school district cost-
17 benefit analysis, long-range planning, network planning, distance
18 learning access support, and other technical and programmatic support.
19 Each educational service district shall establish a representative
20 advisory council to advise the educational service district in the
21 expenditure of funds provided to the technology support centers.

22 NEW SECTION. **Sec. 706.** The superintendent of public instruction,
23 to the extent funds are appropriated, shall distribute funds to
24 educational service districts on a grant basis for the regional
25 educational technology support centers established in section 705 of
26 this act.

27 NEW SECTION. **Sec. 707.** The superintendent of public instruction,
28 to the extent funds are appropriated, shall distribute funds to the
29 Washington school information processing cooperative and to school
30 districts on a grant basis, from moneys appropriated for the purposes
31 of this section, for equipment, networking, and software to expand the
32 current K-12 education state-wide network.

33 NEW SECTION. **Sec. 708.** (1) The superintendent of public
34 instruction may receive such gifts, grants, and endowments from public
35 or private sources as may be made from time to time, in trust or

1 otherwise, for the use and benefit of the purposes of educational
2 technology and expend the same or any income therefrom according to the
3 terms of the gifts, grants, or endowments.

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

13 NEW SECTION. **Sec. 709.** The superintendent of public instruction
14 shall adopt rules as necessary under chapter 34.05 RCW governing the
15 operation and scope of this chapter.

16 NEW SECTION. **Sec. 710.** Sections 701 through 704 and 706 through
17 709 of this act shall constitute a new chapter in Title 28A RCW.

18 **PART VIII**

19 **EDUCATOR PERFORMANCE ASSESSMENT**

20 **Sec. 801.** RCW 28A.410.030 and 1991 c 116 s 21 are each amended to
21 read as follows:

22 (1) Effective May 1, 1996, the state board of education shall
23 require ((a uniform state admission to practice examination for))
24 teacher certification candidates((. Commencing August 31, 1993,
25 teacher certification candidates completing a teacher preparation
26 program shall be required)) applying for initial certification to pass
27 an ((admission to practice examination)) individual assessment before
28 being granted an initial certificate. The assessment shall include but
29 not be limited to essay questions. The requirement shall be waived for
30 out-of-state applicants with more than three years of teaching
31 experience. The ((examination)) assessment shall test knowledge and
32 competence in subjects including, but not limited to, instructional
33 skills, classroom management, ((and)) student behavior and
34 development((. The examination shall consist primarily of essay
35 questions)), oral and written language skills, student performance-

1 comprehensive plans that include strategies to improve readiness to
2 learn.

3 **PART X**

4 **DEREGULATION, ACCOUNTABILITY, FUNDING, AND LEGISLATIVE OVERSIGHT**

5 NEW SECTION. **Sec. 1001.** (1) There is hereby created a joint
6 select committee on education restructuring composed of twelve members
7 as follows:

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

10 (b) Six members of the house of representatives, three from each of
11 the major caucuses, to be appointed by the speaker of the house of
12 representatives.

13 (2) Staff support shall be provided by senate committee services
14 and house of representatives office of program research as mutually
15 agreed by the cochairs of the joint select committee. The cochairs
16 shall be designated by the speaker of the house of representatives and
17 the president of the senate.

18 (3) The expenses of the committee members shall be paid by the
19 legislature under chapter 44.04 RCW.

20 (4) The committee shall seek advice from educators, business and
21 labor leaders, parents, and others during its deliberations.

22 NEW SECTION. **Sec. 1002.** The joint select committee on education
23 restructuring shall monitor, review, and annually report to the full
24 legislature upon the enactment and implementation of education
25 restructuring in Washington both at the state and local level,
26 including the following:

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

30 (2) The success of the center for improvement of student learning
31 established under RCW 28A.300.130;

32 (3) The number of school districts seeking waivers from basic
33 education act requirements under RCW 28A.305.140 or other legislation,
34 and the success of alternative programs pursued by those school
35 districts;

1 (4) 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 RCW 28A.630.885(3)(g),
5 and any subsequent legislation relating to education restructuring; and

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

7 NEW SECTION. **Sec. 1003.** (1) In addition to the duties in section
8 1002 of this act, the joint select committee on education restructuring
9 shall review all laws pertaining to K-12 public education and to
10 educator preparation and certification, except those that protect the
11 health, safety, and civil rights of students and staff, with the intent
12 of identifying laws that inhibit the achievement of the new system of
13 performance-based education. The select committee shall report to the
14 legislature by November 15, 1994. The laws pertaining to home
15 schooling and private schools shall not be reviewed in this study.

16 (2) The joint select committee on education restructuring shall
17 review current school district data reporting requirements for the
18 purposes of accountability and meeting state information needs. The
19 joint select committee shall report to the legislature by January 1995
20 on:

21 (a) What data is necessary to compare how school districts are
22 performing before the essential academic learning requirements and the
23 assessment system are implemented with how school districts are
24 performing after the essential academic learning requirements and the
25 assessment system are implemented; and

26 (b) What data is necessary pertaining to school district reports
27 under the accountability systems developed by the commission on student
28 learning under RCW 28A.630.885(3)(h).

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

1 NEW SECTION. **Sec. 1005.** The joint select committee on education
2 restructuring shall submit its final report to the legislature by
3 December 31, 2001.

4 NEW SECTION. **Sec. 1006.** A new section is added to chapter 28A.320
5 RCW to read as follows:

6 (1) Beginning with the 1994-95 school year, to provide the local
7 community and electorate with access to information on the educational
8 programs in the schools in the district, each school shall publish
9 annually a school performance report and deliver the report to each
10 parent with children enrolled in the school and make the report
11 available to the community served by the school. The annual
12 performance report shall be in a form that can be easily understood and
13 be used by parents, guardians, and other members of the community who
14 are not professional educators to make informed educational decisions.
15 As data from the assessments in RCW 28A.630.885 becomes available, the
16 annual performance report should enable parents, educators, and school
17 board members to determine whether students in the district's schools
18 are attaining mastery of the student learning goals under RCW
19 28A.150.210, and other important facts about the schools' performance
20 in assisting students to learn. The annual report shall make
21 comparisons to a school's performance in preceding years and shall
22 project goals in performance categories.

23 (2) The annual performance report shall include, but not be limited
24 to: A brief statement of the mission of the school and the school
25 district; enrollment statistics including student demographics;
26 expenditures per pupil for the school year; a summary of student scores
27 on all mandated tests; a concise annual budget report; student
28 attendance, graduation, and dropout rates; information regarding the
29 use and condition of the school building or buildings; a brief
30 description of the restructuring plan for the school; and an invitation
31 to all parents and citizens to participate in school activities.

32 (3) The superintendent of public instruction shall develop by June
33 30, 1994, a model report form, which shall also be adapted for
34 computers, that schools may use to meet the requirements of subsections
35 (1) and (2) of this section.

36 NEW SECTION. **Sec. 1007.** (1) A legislative fiscal study committee
37 is hereby created. The committee shall be comprised of three members

1 from each caucus of the senate, appointed by the president of the
2 senate, and three members from each caucus of the house of
3 representatives, appointed by the speaker of the house of
4 representatives. In consultation with the office of the superintendent
5 of public instruction, the committee shall study the common school
6 funding system.

7 (2) By January 16, 1995, the committee shall report to the full
8 legislature on its findings and any recommendations for a new funding
9 model for the common school system.

10 (3) This section shall expire January 16, 1995.

11 **Sec. 1008.** RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each
12 amended to read as follows:

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

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

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

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

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

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

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

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

1 hereinafter set forth are being met, noting any deviations. After
2 review of the statement, the state superintendent will notify schools
3 or school districts of those deviations which must be corrected. In
4 case of major deviations, the school or school district may request and
5 the state board of education may grant provisional status for one year
6 in order that the school or school district may take action to meet the
7 requirements. Minimum requirements shall be as follows:

8 (1) The minimum school year for instructional purposes shall
9 consist of no less than one hundred eighty school days or the
10 equivalent in annual minimum program hour offerings as prescribed in
11 RCW 28A.150.220.

12 (2) The school day shall be the same as that required in RCW
13 28A.150.030 and 28A.150.220, except that the percentages of total
14 program hour offerings as prescribed in RCW 28A.150.220 for basic
15 skills, work skills, and optional subjects and activities shall not
16 apply to private schools or private sectarian schools.

17 (3) All classroom teachers shall hold appropriate Washington state
18 certification except as follows:

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

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

27 (4) An approved private school may operate an extension program for
28 parents, guardians, or persons having legal custody of a child to teach
29 children in their custody. The extension program shall require at a
30 minimum that:

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

34 (b) The planning by the certified person and the parent, guardian,
35 or person having legal custody include objectives consistent with this
36 subsection and subsections (1), (2), (5), (6), and (7) of this section;

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

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

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

5 (5) Appropriate measures shall be taken to safeguard all permanent
6 records against loss or damage.

7 (6) The physical facilities of the school or district shall be
8 adequate to meet the program offered by the school or district:
9 PROVIDED, That each school building shall meet reasonable health and
10 fire safety requirements. However, the state board shall not require
11 private school students to meet the student learning goals, obtain a
12 certificate of mastery to graduate from high school, to master the
13 essential academic learning requirements, or to be assessed pursuant to
14 RCW 28A.630.885. However, private schools may choose, on a voluntary
15 basis, to have their students master these essential academic learning
16 requirements, take these assessments, and obtain certificates of
17 mastery. A residential dwelling of the parent, guardian, or custodian
18 shall be deemed to be an adequate physical facility when a parent,
19 guardian, or person having legal custody is instructing his or her
20 child under subsection (4) of this section.

21 (7) Private school curriculum shall include instruction of the
22 basic skills of occupational education, science, mathematics, language,
23 social studies, history, health, reading, writing, spelling, and the
24 development of appreciation of art and music, all in sufficient units
25 for meeting state board of education graduation requirements.

26 (8) Each school or school district shall be required to maintain
27 up-to-date policy statements related to the administration and
28 operation of the school or school district.

29 All decisions of policy, philosophy, selection of books, teaching
30 material, curriculum, except as in subsection (7) above provided,
31 school rules and administration, or other matters not specifically
32 referred to in this section, shall be the responsibility of the
33 administration and administrators of the particular private school
34 involved.

35 NEW SECTION. **Sec. 1102.** 1992 c 141 s 505 is repealed.

36 **Sec. 1103.** RCW 28A.200.010 and 1990 c 33 s 178 are each amended to
37 read as follows:

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

3 (1) File annually a signed declaration of intent that he or she is
4 planning to cause his or her child to receive home-based instruction.
5 The statement shall include the name and age of the child, shall
6 specify whether a certificated person will be supervising the
7 instruction, and shall be written in a format prescribed by the
8 superintendent of public instruction. Each parent shall file the
9 statement by September 15 of the school year or within two weeks of the
10 beginning of any public school quarter, trimester, or semester with the
11 superintendent of the public school district within which the parent
12 resides;

13 (2) Ensure that test scores or annual academic progress assessments
14 and immunization records, together with any other records that are kept
15 relating to the instructional and educational activities provided, are
16 forwarded to any other public or private school to which the child
17 transfers. At the time of a transfer to a public school, the
18 superintendent of the local school district in which the child enrolls
19 may require a standardized achievement test to be administered and
20 shall have the authority to determine the appropriate grade and course
21 level placement of the child after consultation with parents and review
22 of the child's records; and

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

37 Failure of a parent to comply with the duties in this section shall
38 be deemed a failure of such parent's child to attend school without
39 valid justification under RCW 28A.225.020. Parents who do comply with

1 the duties set forth in this section shall be presumed to be providing
2 home-based instruction as set forth in RCW 28A.225.010(4).

3 **PART XII**
4 **MISCELLANEOUS**

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

7 **Sec. 1202.** 1992 c 141 s 509 (uncodified) is amended to read as
8 follows:

9 Sections (~~(501)~~) 502 through 504, 506, and 507 of this act shall
10 take effect September 1, (~~(1998)~~) 2000. However, these sections shall
11 not take effect if, by September 1, (~~(1998)~~) 2000, a law is enacted
12 stating that a school accountability and academic assessment system is
13 not in place.

14 NEW SECTION. **Sec. 1203.** 1992 c 141 s 501 is repealed.

15 NEW SECTION. **Sec. 1204.** Part headings as used in this act
16 constitute no part of the law.

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