

2 ESHB 1209 - S COMM AMD  
3 By Committee on Education

4

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

7 "NEW SECTION. **Sec. 1.** 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. Finally,  
23 the mission recognizes that the education must be improved to prepare  
24 students better to meet the challenges of their future, including  
25 acquisition of certain skills and knowledge and the ability to act on  
26 information and conclusions once they have assimilated and analyzed  
27 information.

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

31 (2) For all parents, greater involvement in their child's education  
32 is critical to their child's success. It is the intent of chapter  
33 . . . , Laws of 1993 (this act) that parents be primary partners in the  
34 education of their children. Parents should also play a significant

1 role in local school decision making affecting instruction at the  
2 school level.

3 (3) Creating a performance-based education system will require  
4 different ways of making decisions and completing work. Additional  
5 improvements envisioned will be brought about through different  
6 practices at the local level. Collaboration among parents, students,  
7 educators, community members, and elected officials will become a  
8 strong part of everyday effort. All systems and programs will be  
9 focused on what is best for increasing student achievement. In  
10 addition to a focused mission, other areas of paramount concern in  
11 school shall be the maintenance of order; the spending of time on the  
12 tasks; and maintenance of high expectations for all students. The  
13 purpose is to strive to help all students master the essential learning  
14 requirements.

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

22 (5) Students will learn more when:

23 (a) Each student exercises fully his or her share of the  
24 responsibility for his or her educational experience and performance,  
25 given positive support from parents and community, and instructional  
26 guidance from the schools;

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

28 (c) Businesses assume greater responsibility for supporting  
29 schools; and

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

32 (6) It is the intent of the legislature to provide students the  
33 opportunity for an ample educational experience and an educational  
34 environment that fosters mutually respectful interactions in an  
35 atmosphere of collaboration and cooperation, and in which students  
36 develop awareness, understanding, and sensitivity to differences among  
37 people, including but not limited to gender, race, color, national  
38 origin, and religion.

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

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

11 **PART I**

12 **COMMUNITY SELECTION OF LOCAL EDUCATION PROGRAM**

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

17 (2) Each school district board of directors may authorize a school  
18 or schools in the district to participate in the performance-based  
19 education system developed under RCW 28A.630.885, following a public  
20 hearing by the school board and adoption of a motion stating the intent  
21 and scope of participation. The adopted motion shall require that  
22 schools authorized and choosing to participate in the performance-based  
23 education system shall administer the tests required under RCW  
24 28A.230.190, 28A.230.230, and 28A.230.240 for at least five school  
25 years following the date of first participation in the performance-  
26 based system. A copy of the adopted motion shall be transmitted to the  
27 superintendent of public instruction by the district board of  
28 directors. After a public hearing, the school board may repeal the  
29 motion stating the intent and scope of participation and shall transmit  
30 a copy of the motion repealing the intent and scope of participation to  
31 the superintendent of public instruction.

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

36 (4) Each school district board of directors may adopt procedures to  
37 permit parents to remove their children from courses of instruction

1 offered primarily to meet student learning goal number four listed  
2 under section 201 of this act.

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

8 (6) For schools not authorized or choosing to participate in the  
9 performance-based education system developed under RCW 28A.630.885,  
10 sections 501 through 507, chapter 141, Laws of 1992 shall not apply.

11 **PART II**

12 **STUDENT LEARNING GOALS**

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

17 The ultimate goal of Washington's K-12 education system is to  
18 enable people to be responsible citizens, to contribute to their own  
19 economic well-being and to that of their families and communities, and  
20 to enjoy productive and satisfying lives. To these ends, schools,  
21 together with parents and communities, shall help all students develop  
22 the knowledge, skills, and attributes essential to:

23 (1) Communicate effectively and responsibly in a variety of ways  
24 and settings;

25 (2) Know and apply the core concepts and principles of mathematics;  
26 social, physical, and life sciences; arts; humanities; and health and  
27 fitness;

28 (3) Think critically and creatively and integrate experience and  
29 knowledge to form reasoned judgments, solve problems, and resolve  
30 conflicts;

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

33 NEW SECTION. **Sec. 202.** The state board of education shall by rule  
34 adopt the final student learning goals in section 201 of this act  
35 recommended by the governor's council on education reform and funding.  
36 Of these goals, goal two, in section 201(2) of this act, shall be

1 primary. The legislature finds that from achievement of goal two,  
2 achievement of the other goals might follow. The legislature finds  
3 that students must above all else achieve mastery of knowledge and  
4 skills in core areas of reading, writing, speaking, science, history,  
5 geography, and mathematics. The legislature also finds that families  
6 and communities bear the primary responsibility for seeing that  
7 children function as caring and responsible members of families, work  
8 groups, and communities. The student learning goals shall be effective  
9 for all school districts beginning with the 1993-94 school year. The  
10 state board shall review the goals at least once every ten years and  
11 update them as necessary. Local school districts may add goals to the  
12 student learning goals in section 201 of this act.

13 NEW SECTION. **Sec. 203.** It is the intent of the legislature that  
14 instruction in the broad subject areas of mathematics, social sciences,  
15 physical sciences, life sciences, arts, humanities, and health and  
16 fitness identified under student learning goal number two under section  
17 201(2) of this act will continue to be offered in ways that emphasize  
18 the importance of these basic areas of knowledge to the future success  
19 of students after they graduate.

20 **PART III**

21 **COMMISSION ON STUDENT LEARNING**

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

24 Unless the context clearly requires otherwise, the definitions in  
25 this section apply throughout RCW 28A.630.884 ~~((and)), 28A.630.885, and~~  
26 sections 101, 201, 202, 401, 502, 701, 801, 902, 903, 1201, and 1301 of  
27 this act.

28 (1) ~~(("Academic assessment system" or))~~ "Assessment system" means  
29 ~~((a series of academic examinations and performance based assessments~~  
30 ~~developed by the commission on student learning to determine if~~  
31 ~~students have mastered the))~~ methods of assessing student achievement  
32 that require demonstration of the essential ((academic)) learning  
33 requirements.

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

1       (3) "Essential ((academic)) learning requirements" means the  
2 academic and technical knowledge and skills ~~((identified by the~~  
3 ~~commission on student learning, as reviewed and amended by the~~  
4 ~~legislature and state board of education, that students are expected to~~  
5 ~~know and be able to do at specified intervals in their schooling. The~~  
6 ~~essential academic learning requirements, at a minimum, shall include~~  
7 ~~knowledge and skills in reading, writing, speaking, science, history,~~  
8 ~~geography, mathematics, and critical thinking))~~ that students are  
9 expected to know and be able to do at specified intervals in their  
10 schooling. The essential learning requirements at a minimum shall  
11 include knowledge and skills in reading, writing, speaking, science,  
12 history, geography, mathematics, and critical thinking.

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

15       (5) "Performance-based" or "outcomes-based" education means a  
16 system designed to help students achieve specific goals and standards  
17 of what students should know and be able to do. The system provides  
18 flexibility for students as they proceed toward achieving and  
19 demonstrating the goals and standards. Students proceed through a  
20 performance-based or outcomes-based system by demonstrating competency.

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

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

27       (8) "Student learning goals" means the goals listed under section  
28 201 of this act.

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

31       ~~((+2))~~ (1) The Washington commission on student learning is hereby  
32 established. The primary purposes of the commission are to identify  
33 what all students need to know and be able to do based on the final  
34 student learning goals ((of the governor's council on education reform  
35 and funding, to develop)) adopted by the state board of education under  
36 section 202 of this act, cause the further development of student  
37 assessment and school accountability systems, and to take other steps  
38 necessary to develop a performance-based education system.

1       (2)(a) The commission shall include three members of the state  
2 board of education, three members appointed by the governor before July  
3 1, 1992, and ~~((three))~~ five members appointed ~~((no later than February~~  
4 ~~1, 1993,))~~ by the governor elected in the November 1992 election.  
5 Three of the five members shall be appointed no later than February 1,  
6 1993, and two of the five members shall be appointed no later than July  
7 1, 1993. In making the appointments, educators, business leaders, and  
8 parents shall be represented, and nominations from state-wide  
9 education, business, and parent organizations shall be requested.  
10 Efforts shall be made to ensure that the commission reflects the  
11 cultural diversity of the state's K-12 student population and that the  
12 major geographic regions in the state are represented. Appointees  
13 shall be qualified individuals who are supportive of educational  
14 restructuring, who have a positive record of service, and who will  
15 devote sufficient time to the responsibilities of the commission to  
16 ensure that the objectives of the commission are achieved.

17       ~~((3))~~ (b) The governor shall appoint a chair from the commission  
18 members. The governor shall fill vacancies that may occur on the  
19 commission except those vacancies determined by the state board of  
20 education.

21       (c) The commission shall begin its substantive work subject to  
22 ~~((subsection (1) of this section))~~ section 202(1), chapter 1, Laws of  
23 1992.

24       ~~((4))~~ (3) The commission shall establish technical advisory  
25 committees. Membership of the technical advisory committees shall  
26 include, but not necessarily be limited to, professionals from the  
27 office of the superintendent of public instruction and the state board  
28 of education, and other state and local educational practitioners and  
29 student assessment specialists.

30       ~~((5))~~ (4) The commission, with the assistance of ~~((the))~~ any  
31 technical advisory committees, shall:

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

1 under section 202 of this act. These requirements shall be implemented  
2 through the development of performance standards. The essential  
3 learning requirements and standards shall not be less than world class  
4 so that Washington, its students, and its businesses might more  
5 effectively and continuously compete in the world market. "World class  
6 standards" means standards set at levels that will enable Washington's  
7 students to compete successfully with students throughout the world.  
8 In developing essential learning requirements and standards, the  
9 commission shall give effect to the legislature's intent (i) that  
10 student learning goal two is primary to the other goals; and (ii) that  
11 students must achieve world class knowledge and skills in core areas of  
12 reading, writing, speaking, science, history, geography, and  
13 mathematics. In developing the performance standards and assessment  
14 systems under this section, the commission shall consider the  
15 experiences and information from local districts and schools that are  
16 already involved in these areas;

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



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

28 (d) Consider methods to address the unique needs of special  
29 education students and students who have demonstrated gaps in learning  
30 based on students' racial and ethnic minority status when developing  
31 the assessments in (b) and (c) of 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)) Develop recommendations on the time, support, and resources,  
11 including technical assistance, needed by schools and school districts  
12 to help students achieve the essential ((academic)) learning  
13 requirements. These recommendations shall include an estimate for the  
14 legislature, superintendent of public instruction, and governor on the  
15 expected cost of implementing the elementary and secondary ((academic))  
16 assessment systems during the 1995-97 biennium and beyond;

17 ((i)) (f) Develop recommendations for consideration by the higher  
18 education coordinating board for adopting college and university  
19 entrance requirements that ((would assist schools in adopting  
20 strategies designed to help students achieve the essential academic  
21 learning requirements)) are consistent with a performance-based  
22 education system;

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

32 ((k)) (h) Report annually by December 1st to the governor and the  
33 legislature ((and the state board of education)) on the progress,  
34 findings, and recommendations of the commission; and

35 ((l)) (i) Complete other tasks, as appropriate.

36 ((6)) (5) The commission shall coordinate its activities with the  
37 state board of education and the office of the superintendent of public  
38 instruction.



1 technology, and other approaches to restructuring. The funds may be  
2 used by schools to shift to school-based decision making.

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

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

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

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

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

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

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

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

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

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

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

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

4 **PART V**  
5 **LEADERSHIP FOR RESTRUCTURING**

6 NEW SECTION. **Sec. 501.** (1) The Washington state principal  
7 internship support program is created. The purpose of the program is  
8 to provide funds to school districts for employees who are in a  
9 principal preparation program to complete an internship with a mentor  
10 principal.

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

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

23 (c) Funds appropriated for the principal internship support program  
24 shall be allocated by the superintendent of public instruction to the  
25 educational service districts based on the percentage of full-time  
26 equivalent public school students enrolled in school districts in each  
27 educational service district.

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

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

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

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

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

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

9 (d) Each school district shall determine which applicants meet its  
10 criteria for participation in the principal internship support program  
11 and shall notify in writing its educational service district of the  
12 school district's selected applicants. When submitting the names of  
13 applicants, the school district shall identify a mentor principal for  
14 each principal intern applicant.

15 NEW SECTION. **Sec. 502.** (1) The state board of education shall  
16 appoint a principal internship advisory task force to develop and  
17 recommend to the board standards for the principal internship support  
18 program.

19 (2) Colleges, universities, and school districts may establish  
20 additional standards.

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

23 (4) Task force membership shall include, but is not limited to,  
24 persons representing the office of the superintendent of public  
25 instruction, principals, school administrators, teachers, school  
26 directors, higher education principal preparation programs, and  
27 educational service districts. The task force membership shall, to the  
28 extent possible, be culturally diverse and gender balanced.

29 **PART VI**

30 **MENTOR PROGRAM**

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

33 The superintendent of public instruction shall adopt rules to  
34 establish and operate a teacher assistance program. For the purposes  
35 of this section, the terms "mentor teachers," "beginning teachers," and  
36 "experienced teachers" may include any person possessing any one of the

1 various certificates issued by the superintendent of public instruction  
2 under RCW 28A.410.010. The program shall provide for:

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

11 (2) Stipends for mentor teachers and beginning teachers which shall  
12 not be deemed compensation for the purposes of salary lid compliance  
13 under RCW ((28A.58.095)) 28A.400.200: PROVIDED, That stipends shall  
14 not be subject to the continuing contract 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. If a  
25 bargaining unit, certified pursuant to RCW 41.59.090 exists within the  
26 district, classroom teachers representing the bargaining unit shall  
27 participate in the mentor teacher selection process; and

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

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

36 NEW SECTION. Sec. 602. A new section is added to chapter 28A.415  
37 RCW to read as follows:

1 (1) From appropriated funds, the superintendent of public  
2 instruction shall establish a pilot program to support the pairing of  
3 full-time mentor teachers with experienced teachers who are having  
4 difficulties and full-time mentor teachers with beginning teachers  
5 under RCW 28A.415.250. The superintendent shall select up to ten  
6 districts for the pilot program. At least one of the districts shall  
7 be a first class school district having within its boundaries a city  
8 with a population of four hundred thousand people or more, if an  
9 application to participate is received from such district. The pilot  
10 program shall begin the 1993-94 school year and conclude the end of the  
11 1995-96 school year.

12 (2) The superintendent of public instruction shall submit a report  
13 to the legislature by December 31, 1995, with findings about the pilot  
14 program and recommendations regarding continuing the program beyond the  
15 1995-96 school year.

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

19 **PART VII**

20 **CERTIFICATION REQUIREMENTS**

21 NEW SECTION. **Sec. 701.** (1) In conducting its study on outcomes-  
22 based standards for the approval of educator preparation programs, the  
23 state board of education shall assure that the adoption of new program  
24 approval standards are consistent with and support the establishment of  
25 a performance-based education system under the provisions of chapter  
26 . . . , Laws of 1993 (this act). In addition, the new standards shall  
27 ensure that graduates from the preparing institutions of the state are  
28 appropriately prepared to enter the performance-based education system,  
29 including knowledge and skills to work with culturally diverse  
30 students. The new standards shall be adopted not later than the  
31 beginning of the 1996-97 school year.

32 (2) The state board shall report to the governor, the legislature,  
33 and the commission on student learning by December 31, 1993, on the  
34 progress and any findings of the board's study of outcomes-based  
35 program approval standards. When the study is completed, the board  
36 shall submit a final report to the governor, the legislature, and the  
37 commission on student learning. The final report shall include



1 findings and recommendations regarding the impact of the new standards  
2 on the recruitment of culturally diverse candidates to the teaching  
3 profession.

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

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

13 **PART VIII**

14 **PARENT AND COMMUNITY INVOLVEMENT**

15 NEW SECTION. **Sec. 801.** (1) The superintendent of public  
16 instruction shall appoint a twelve member parent and community advisory  
17 council whose membership shall include a minimum of six parents.

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

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

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

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

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

1 **PART IX**

2 **INCENTIVE AND ASSISTANCE PROGRAM**

3 NEW SECTION. **Sec. 901.** From appropriated funds, the  
4 superintendent of public instruction shall provide incentive grants  
5 under section 902 of this act and provide assistance grants under  
6 section 903 of this act.

7 NEW SECTION. **Sec. 902.** (1) The commission on student learning  
8 shall develop an incentive program to provide rewards to schools in  
9 which a large percentage of students significantly exceed the essential  
10 learning requirements. Each school shall be assessed individually  
11 against its own baseline for the incentive program. Data collected for  
12 the incentive program shall be collected and analyzed by gender, racial  
13 or ethnic background, and socioeconomic status and shall not be used to  
14 compare one school against another. Rewards shall be based on the rate  
15 of percentage change of students achieving the performance standards.  
16 An explicit account shall be taken of the rate of percentage change of  
17 special needs and at-risk students achieving the performance standards  
18 and the mobility of students.

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

21 (3) The incentive program shall be administered by the  
22 superintendent of public instruction. The first incentive grants shall  
23 be awarded the 1997-98 school year. Incentive grants shall be awarded  
24 every two years to eligible schools, to the extent funds are  
25 appropriated.

26 NEW SECTION. **Sec. 903.** (1) The commission on student learning  
27 shall develop an assistance program to provide assistance other than  
28 monetary assistance to schools and districts experiencing difficulty in  
29 assisting a significant percentage of their students to achieve the  
30 essential learning requirements.

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

35 (3) The assistance program shall be administered by the  
36 superintendent of public instruction. The first assistance grants

1 shall be awarded the 1997-98 school year. Assistance grants shall be  
2 awarded every two years to schools or districts as determined by the  
3 state superintendent, to the extent funds are appropriated.

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

6 (1) ~~((Recent and))~~ Expanding activity in educational research and  
7 educational restructuring initiatives has produced and continues to  
8 produce much valuable information. The legislature finds that such  
9 information should be shared with the citizens and educational  
10 community of the state as widely as possible, including school-based  
11 technical assistance coordinated by the office of the superintendent of  
12 public instruction. To facilitate access to information and materials  
13 on ~~((education))~~ educational restructuring and research, the  
14 superintendent of public instruction shall ~~((act as the state~~  
15 ~~clearinghouse for educational information))~~ establish an office of  
16 educational restructuring, research, and technical assistance.

17 (2) In carrying out this function, the superintendent of public  
18 instruction's primary duty shall be to collect, ~~((screen,))~~ organize,  
19 analyze, synthesize, and disseminate, including technical assistance,  
20 information pertaining to the state's ~~((educational system from~~  
21 ~~preschool through grade twelve, including but not limited to))~~ common  
22 school system. The primary duty to collect and disseminate information  
23 is not limited to but shall include information on:

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

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

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

28 (d) Related information that can be used in ((developing)) helping  
29 schools and districts with restructuring initiatives and developing  
30 more effective programs.

31 (3) The superintendent of public instruction shall maintain a  
32 collection of such studies, articles, reports, research findings,  
33 ~~((monographs, bibliographies, directories, curriculum materials,~~  
34 ~~speeches, conference proceedings, legal decisions that are concerned~~  
35 ~~with some aspect of the state's education system,))~~ and other  
36 applicable materials as necessary in order that the office of  
37 educational restructuring, research, and technical assistance can  
38 provide timely information services and technical assistance to

1 educational staff, students, parents, schools, districts, and other  
2 groups or agencies as appropriate. All materials and information shall  
3 be considered public documents under chapter 42.17 RCW and the  
4 superintendent of public instruction shall furnish copies of  
5 educational materials at nominal cost.

6 (4) The superintendent of public instruction shall coordinate  
7 technical assistance and the dissemination of information with the  
8 educational service districts ((and shall publish and distribute, on a  
9 monthly basis, a newsletter describing current activities and  
10 developments in education in the state)). In coordinating technical  
11 assistance services, the superintendent shall make every effort to use  
12 practitioners to assist both agency staff as well as educators and  
13 others in schools and districts.

14 **PART X**

15 **COORDINATED SOCIAL AND HEALTH SERVICES**

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

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

25 (3) Beginning with the 1994-95 school year, the superintendent of  
26 public instruction, to the extent funds are appropriated, shall  
27 allocate funds annually for state-wide implementation for programs that  
28 assist children achieving in school. To qualify for funds, local  
29 districts and schools, local service providers, local governments,  
30 state agencies, and persons organized for the purpose of designing and  
31 providing services for children and families, shall develop plans for  
32 enhancing the flexibility, coordination, and responsiveness of the  
33 educational, social, and health services for students and families  
34 identified as at-risk. Plans shall address the needs of children and  
35 families in a county or multicounty area, or in a municipal or  
36 multimunicipal area.

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

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

6 (b) Agreed upon responsibilities of participating agencies;

7 (c) Means to accommodate cultural diversity and changes in student  
8 populations and to ensure equity, access, and relevance in providing  
9 services;

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

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

14 (5) Funds provided for the purposes of subsections (3) and (4) of  
15 this section shall be used only for those plans approved by the family  
16 policy council. The council shall review local plans by November 1,  
17 1993, and the beginning of every school year thereafter.

18 (6) The family policy council shall coordinate the provision of  
19 technical assistance to local communities for the development of  
20 coordinated services for students.

21 **PART XI**  
22 **TECHNOLOGY**

23 NEW SECTION. **Sec. 1101.** The legislature recognizes the ongoing  
24 necessity for public schools to use up-to-date tools for learning to  
25 meet goals for education. To participate successfully in the  
26 contemporary workplace, students should be able to use technology and  
27 be able to get information electronically. Workplace technology  
28 requirements will continue to change and students should learn the new  
29 requirements.

30 Furthermore, the legislature finds that the Washington systemic  
31 initiative is a broad-based effort to promote widespread public  
32 literacy in mathematics, science, and technology. A critical component  
33 of the systemic initiative is the electronic access to information by  
34 students. It is the intent of the legislature that components of  
35 sections 1102 through 1105 of this act will support the state-wide  
36 systemic reform effort in mathematics, science, and technology as  
37 planned through the Washington systemic initiative.

1        NEW SECTION.    **Sec. 1102.**    Unless the context clearly requires  
2 otherwise, the definitions in this section apply throughout sections  
3 1101 through 1105 of this act.

4        (1) "Education technology" means the effective use of electronic  
5 tools and electronic pathways in meeting goals established for  
6 education.

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. 1103.**    (1) The superintendent of public  
11 instruction may establish an educational technology section, and  
12 through that section develop and implement a Washington state  
13 technology program, the coordination and development of which shall be  
14 consistent with the applicable provisions of chapter 43.105 RCW. The  
15 program shall include:

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

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

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

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

27        (e) Expansion of state-wide networks, including educational video  
28 teleconferences.

29        (2) The superintendent of public instruction shall distribute  
30 grants, from moneys appropriated for this purpose, to educational  
31 service districts for:

32        (a) Establishing regional educational technology support centers to  
33 provide ongoing educator training, school district cost-benefit  
34 analysis, long-range planning, network planning, distance learning  
35 access support, and other technical and program support. Each  
36 educational service district shall establish an advisory council to  
37 advise the educational service district about spending the grant  
38 moneys; and

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

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

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

8 (b) Incentives to encourage school districts to plan for,  
9 implement, and evaluate the effective use of technology in the school  
10 curriculum; and

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

15 (4) The superintendent of public instruction shall adopt rules  
16 requiring local districts to provide a twenty-five percent match of  
17 grant funds from other sources. However, the superintendent of public  
18 instruction shall adopt rules to waive all or part of the match  
19 requirement for districts that can demonstrate, based on the district's  
20 relative property tax wealth, that they would not be able to apply for  
21 the grant unless all or part of the match requirement was waived. A  
22 district capital levy for technology will satisfy the local match  
23 requirement under this section.

24 (5) The superintendent of public instruction shall distribute  
25 grants, from moneys appropriated for this purpose, to the Washington  
26 school information processing cooperative, for equipment to expand the  
27 current state-wide network and to establish a system for video  
28 conferences.

29 NEW SECTION. **Sec. 1104.** The superintendent of public instruction  
30 shall appoint an educational technology advisory committee. The  
31 committee shall include, but is not limited to, persons representing:  
32 The state board of education, the commission on student learning,  
33 educational service districts, school directors, school administrators,  
34 school principals, teachers, higher education faculty, parents,  
35 students, business, labor, scientists and mathematicians, the higher  
36 education coordinating board, the work force training and education  
37 coordinating board, the state library, and the department of  
38 information services.

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

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

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

18                                   **PART XII**  
19                                   **DEREGULATION**

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

26       (2) The superintendent and the state board shall conduct the review  
27 in a manner that includes a broad representation of citizens, including  
28 parents, students, educators, and others, to assist in the review  
29 process.

30       (3) The superintendent shall determine a specific timetable for the  
31 review. Beginning January 1994, and each succeeding January until the  
32 review is done, but not later than January 1997, the superintendent  
33 shall submit to the governor and legislature a list of all laws  
34 reviewed during the preceding year and the laws to be reviewed the next  
35 year.



1 (4) Private schools and parents who home school their children are  
2 subject only to those minimum state controls necessary to ensure the  
3 health and safety of all students in the state and to ensure that  
4 students have a basic educational opportunity. Parents who are home  
5 schooling their children under chapter 28A.200 RCW and RCW  
6 28A.225.010(4) and private schools under chapter 28A.195 RCW shall not  
7 be subject to:

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

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

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

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

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

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

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

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

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

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

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

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

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

6 (6) Beginning with the 1993-94 school year, school districts may  
7 not establish annual transfer fees or tuition for nonresident students  
8 enrolled under subsection (3) of this section and RCW 28A.225.225.  
9 ~~((Until rules are adopted under section 202, chapter 9, Laws of 1990~~  
10 ~~1st ex. sess. for the calculation of the transfer fee, the transfer fee~~  
11 ~~shall be calculated by the same formula as the fees authorized under~~  
12 ~~section 10, chapter 130, Laws of 1969. These fees, if applied, shall~~  
13 ~~be applied uniformly for all such nonresident students except as~~  
14 ~~provided in this section. The superintendent of public instruction,~~  
15 ~~from available funds, shall pay any transfer fees for low income~~  
16 ~~students assessed by districts under this section. All transfer fees~~  
17 ~~must be paid over to the county treasurer within thirty days of its~~  
18 ~~collection for the credit of the district in which such students~~  
19 ~~attend.)) Reimbursement of a high school district for cost of~~  
20 ~~educating high school pupils of a nonhigh school district shall not be~~  
21 ~~deemed a transfer fee as affecting the apportionment of current state~~  
22 ~~school funds.~~

23 NEW SECTION. Sec. 1203. The superintendent of public instruction  
24 shall work with appropriate organizations to ensure that every teacher,  
25 district and building administrator, and school director is aware of  
26 the waivers available under RCW 28A.305.140 and the broadened school  
27 board powers under RCW 28A.320.015.

28 NEW SECTION. Sec. 1204. (1) A legislative fiscal study committee  
29 is hereby created. The committee shall be comprised of two members  
30 from each caucus of the senate, appointed by the president of the  
31 senate, and two members from each caucus of the house of  
32 representatives, appointed by the speaker. In consultation with the  
33 office of the superintendent of public instruction, the committee shall  
34 study the state operating budget for the common school system and other  
35 sections of the budget that have a direct or indirect impact on the  
36 common school system.

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

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

8  
9

**PART XIII**  
**RESTRUCTURING REPORTS**

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

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

24 (a) The change in the percentage of students, including special  
25 education and gifted students, attaining mastery of the student  
26 learning goals;

27 (b) Attendance and completion rates;

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

29 (d) The level of satisfaction by the community served by each  
30 school; and

31 (e) A brief description of the strategic restructuring plan for  
32 each school.

33 (3) The office of the superintendent of public instruction shall  
34 compile district data and report annually to the governor and the  
35 legislature beginning with the 1994-95 school year. The superintendent  
36 shall monitor the performance of districts and schools that demonstrate

1 gaps in student learning based on students' gender, racial, and ethnic  
2 minority status.

3 (4) Each school shall have the annual school performance report  
4 delivered to the parents or guardians with whom children in attendance  
5 at the school reside. In addition to any periodic report concerning an  
6 individual student's progress, there shall be included with the annual  
7 school performance report an individual student report enabling a  
8 parent or guardian to determine whether his or her child is attaining  
9 mastery of the essential learning requirements.

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

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

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

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

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

22 (~~(3)~~) (4) To prepare and have printed such forms, registers,  
23 courses of study, rules and regulations for the government of the  
24 common schools, questions prepared for the examination of persons as  
25 provided for in RCW 28A.305.130(9), and such other material and books  
26 as may be necessary for the discharge of the duties of teachers and  
27 officials charged with the administration of the laws relating to the  
28 common schools, and to distribute the same to educational service  
29 district superintendents.

30 (~~(4)~~) (5) To travel, without neglecting his or her other official  
31 duties as superintendent of public instruction, for the purpose of  
32 attending educational meetings or conventions, of visiting schools, of  
33 consulting educational service district superintendents or other school  
34 officials.

35 (~~(5)~~) (6) To prepare and from time to time to revise a manual of  
36 the Washington state common school code, copies of which shall be  
37 provided in such numbers as determined by the superintendent of public  
38 instruction at no cost to those public agencies within the common

1 school system and which shall be sold at approximate actual cost of  
2 publication and distribution per volume to all other public and  
3 nonpublic agencies or individuals, said manual to contain Titles 28A  
4 and 28C RCW, rules and regulations related to the common schools, and  
5 such other matter as the state superintendent or the state board of  
6 education shall determine. Proceeds of the sale of such code shall be  
7 transmitted to the public printer who shall credit the state  
8 superintendent's account within the state printing plant revolving fund  
9 by a like amount.

10 ~~((+6+))~~ (7) To act as ex officio member and the chief executive  
11 officer of the state board of education.

12 ~~((+7+))~~ (8) To file all papers, reports and public documents  
13 transmitted to the superintendent by the school officials of the  
14 several counties or districts of the state, each year separately.  
15 Copies of all papers filed in the superintendent's office, and the  
16 superintendent's official acts, may, or upon request, shall be  
17 certified by the superintendent and attested by the superintendent's  
18 official seal, and when so certified shall be evidence of the papers or  
19 acts so certified to.

20 ~~((+8+))~~ (9) To require annually, on or before the 15th day of  
21 August, of the president, manager, or principal of every educational  
22 institution in this state, a report as required by the superintendent  
23 of public instruction; and it is the duty of every president, manager  
24 or principal, to complete and return such forms within such time as the  
25 superintendent of public instruction shall direct.

26 ~~((+9+))~~ (10) To keep in the superintendent's office a record of all  
27 teachers receiving certificates to teach in the common schools of this  
28 state.

29 ~~((+10+))~~ (11) To issue certificates as provided by law.

30 ~~((+11+))~~ (12) To keep in the superintendent's office at the capital  
31 of the state, all books and papers pertaining to the business of the  
32 superintendent's office, and to keep and preserve in the  
33 superintendent's office a complete record of statistics, as well as a  
34 record of the meetings of the state board of education.

35 ~~((+12+))~~ (13) With the assistance of the office of the attorney  
36 general, to decide all points of law which may be submitted to the  
37 superintendent in writing by any educational service district  
38 superintendent, or that may be submitted to the superintendent by any  
39 other person, upon appeal from the decision of any educational service

1 district superintendent; and the superintendent shall publish his or  
2 her rulings and decisions from time to time for the information of  
3 school officials and teachers; and the superintendent's decision shall  
4 be final unless set aside by a court of competent jurisdiction.

5 ~~((13))~~ (14) To administer oaths and affirmations in the discharge  
6 of the superintendent's official duties.

7 ~~((14))~~ (15) To deliver to his or her successor, at the expiration  
8 of the superintendent's term of office, all records, books, maps,  
9 documents and papers of whatever kind belonging to the superintendent's  
10 office or which may have been received by the superintendent's for the  
11 use of the superintendent's office.

12 ~~((15))~~ (16) To administer family services and programs to promote  
13 the state's policy as provided in RCW 74.14A.025.

14 ~~((16))~~ (17) To perform such other duties as may be required by  
15 law.

16 NEW SECTION. Sec. 1303. (1) There is hereby created a joint  
17 select committee on education reform composed of twelve members as  
18 follows:

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

21 (b) Six members of the house of representatives, three from each of  
22 the major caucuses, to be appointed by the speaker of the house of  
23 representatives.

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

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

29 (4) The expenses of the committee members shall be paid by the  
30 legislature.

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

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

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

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

10 (d) Whether the shift to a performance-based education system is  
11 incurring or will incur resistance, and, if so, why;

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

16 (f) The progress and success of the commission on student learning,  
17 the superintendent of public instruction, the state board of education,  
18 the higher education coordinating board, and the state board for  
19 community and technical colleges in carrying out such duties and  
20 completing tasks as designated by chapter 141, Laws of 1992, by the  
21 performance-based education act, chapter . . . , Laws of 1993 (House  
22 Bill No. 1209 or Senate Bill No. 5306), and any subsequent legislation  
23 relating to education reform;

24 (g) The percentage and identification of schools that are either  
25 authorized to or opt to participate in the performance-based education  
26 system under section 101(2) of this act, and whether schools not opting  
27 into the system but submitting restructuring plans under section 401 of  
28 this act are setting learning standards that are higher or lower than  
29 those required in the performance-based system; and

30 (h) Such other areas as the joint select committee may deem  
31 appropriate.

32 (6) The commission on student learning, the superintendent of  
33 public instruction, the state board of education, the higher education  
34 coordinating board, and the state board for community and technical  
35 colleges shall each report to the joint select committee on education  
36 reform regarding their progress in completing tasks as designated by  
37 chapter 141, Laws of 1992, by the performance-based education act,  
38 chapter . . . , Laws of 1993 (House Bill No. 1209 or Senate Bill No.  
39 5306), and any subsequent legislation relating to education reform.

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

5 **PART XIV**

6 **SCHOOL-TO-WORK TRANSITIONS**

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

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

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

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

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

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

31 (c) Provide both classroom and workplace experience.

32 (5) The purpose of RCW 28A.630.862 through 28A.630.880 and section  
33 1411 of this act is to equip students with improved school-to-work  
34 transition opportunities through the establishment of school-to-work  
35 transition model projects throughout the state.



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

3       There is established in the office of the superintendent of public  
4 instruction (~~((an academic and vocational integration development))~~) a  
5 school-to-work transitions program which shall fund and coordinate  
6 (~~((pilot))~~) projects to develop model secondary school (~~((projects))~~)  
7 programs. The projects shall combine academic and vocational education  
8 into a single instructional system that is responsive to the  
9 educational needs of all students in secondary schools and shall  
10 provide multiple educational pathway options for all secondary  
11 students. Goals of the projects within the program shall include at a  
12 minimum:

13       (1) Integration of vocational and academic instructional curriculum  
14 into a single curriculum;

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

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

20       (~~((+3))~~) (4) Development of student essential academic learning  
21 requirements, methods of accurately measuring student performance, and  
22 goals for improved student learning;

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

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

28       (~~((+4))~~) (7) Active participation by employers, private and public  
29 community service providers, parents, and community members in the  
30 development and operation of the project.

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

33       (1) The superintendent of public instruction shall develop a  
34 process for schools or school districts to apply to participate in the  
35 (~~((academic and vocational integration development))~~) school-to-work  
36 transitions program. The office of the superintendent of public  
37 instruction shall review and select projects for grant awards, and

1 monitor and evaluate the ((~~academic and vocational integration~~  
2 ~~development~~)) program.

3 (2) The superintendent of public instruction, in selecting projects  
4 for grant awards, shall give additional consideration to schools or  
5 school districts whose proposals include collaboration with middle  
6 schools or junior high schools to develop school-to-work transition  
7 objectives. Middle school or junior high school programs may include  
8 career awareness and exploration, preparation for school-to-school  
9 transition, and preparation for educational pathway decisions.

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

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

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

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

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

1 (1) The superintendent of public instruction shall administer RCW  
2 28A.630.860 through RCW 28A.630.880.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

23       NEW SECTION.   **Sec. 1411.** Unless the context clearly requires  
24 otherwise, the definitions in this section apply throughout RCW  
25 28A.630.862 through 28A.630.880.

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

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

35       (3) "Work-based learning" means a competency-based educational  
36 experience that coordinates and integrates classroom instruction with

1 structured, work site employment in which the student receives  
2 occupational training that advances student knowledge and skills in  
3 essential academic learning requirements.

4 **PART XV**

5 **DESERVING STUDENT SCHOLARSHIPS**

6 NEW SECTION. **Sec. 1501.** By December 1, 1998, the higher education  
7 coordinating board shall develop a two-year scholarship plan for  
8 deserving students who have achieved a certificate of mastery and have  
9 graduated from high school. Deserving students shall be those whose  
10 family income is below the state-wide median family income. Receiving  
11 students shall be allowed to use the scholarship at a community or  
12 technical college or a public, four-year institution of higher  
13 education.

14 **PART XVI**

15 **MISCELLANEOUS**

16 NEW SECTION. **Sec. 1601.** The superintendent of public instruction  
17 and the state board of education shall each adopt rules, as necessary,  
18 under chapter 34.05 RCW to implement the applicable provisions of  
19 chapter . . . , Laws of 1993 (this act).

20 NEW SECTION. **Sec. 1602.** RCW 28A.215.904 is decodified.

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

- 23 (1) 1992 c 141 s 505; and  
24 (2) RCW 28A.630.860 and 1992 c 137 s 1.

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

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

29 (2) Sections 901 through 903, sections 1101 through 1105, 1203, and  
30 1601 of this act are each added to chapter 28A.300 RCW;

- 1 (3) Sections 202, 502, and 701 of this act are each added to  
2 chapter 28A.305 RCW;
- 3 (4) Section 1301 of this act is added to chapter 28A.320 RCW;
- 4 (5) Section 501 of this act is added to chapter 28A.410 RCW;
- 5 (6) Section 401 of this act is added to chapter 28A.415 RCW;
- 6 (7) Sections 1001 and 1303 of this act are each added to chapter  
7 28A.600 RCW;
- 8 (8) Section 801 of this act is added to chapter 28A.615 RCW;
- 9 (9) Section 1411 of this act is added to chapter 28A.630 RCW; and
- 10 (10) Section 1501 of this act is added to chapter 28B.80 RCW.

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

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

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

21 NEW SECTION. **Sec. 1609.** If any provision of this act or its  
22 application to any person or circumstance is held invalid, the  
23 remainder of the act or the application of the provision to other  
24 persons or circumstances is not affected."

25 **ESHB 1209** - S COMM AMD  
26 By Committee on Education

27

28 On page 1, line 1 of the title, after "education;" strike the  
29 remainder of the title and insert "amending RCW 28A.630.884,  
30 28A.630.885, 28A.415.250, 28A.300.130, 28A.225.220, 28A.300.040,  
31 28A.630.862, 28A.630.864, 28A.630.866, 28A.630.868, 28A.630.870,  
32 28A.630.874, 28A.630.876, 28A.630.878, and 28A.630.880; adding a new  
33 section to chapter 28A.150 RCW; adding new sections to chapter 28A.305

1 RCW; adding new sections to chapter 28A.415 RCW; adding a new section  
2 to chapter 28A.240 RCW; adding a new section to chapter 28A.410 RCW;  
3 adding a new section to chapter 28A.615 RCW; adding new sections to  
4 chapter 28A.300 RCW; adding new sections to chapter 28A.600 RCW; adding  
5 a new section to chapter 28A.320 RCW; adding a new section to chapter  
6 28A.630 RCW; adding a new section to chapter 28B.80 RCW; creating new  
7 sections; decodifying RCW 28A.215.904; repealing RCW 28A.630.860;  
8 repealing 1992 c 141 s 505; and providing an expiration date."

--- END ---