
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2085

State of Washington

56th Legislature

1999 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Quall, Talcott, Haigh, Carlson, Santos, Linville, Cox, Kessler, Morris, Murray, McDonald, O'Brien, Anderson, Thomas, Ogden, Poulsen, Rockefeller, Lovick, Kenney, Wolfe, Stensen, Schual-Berke, Tokuda, Ruderman, Keiser, Wood, Constantine and Lantz)

Read first time 03/08/1999.

1 AN ACT Relating to programs addressing disruptive students in
2 regular classrooms; adding a new section to chapter 28A.415 RCW; adding
3 a new section to chapter 28A.300 RCW; creating new sections; and
4 declaring an emergency.

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

6 PART 1
7 INTENT

8 NEW SECTION. Sec. 1. The legislature finds that disruptive
9 students can significantly impede effective teaching and learning in
10 the classroom. When disruptive behavior forces teachers to devote a
11 significant amount of time and energy on classroom management rather
12 than teaching, the learning of all students suffers, including the
13 learning of the student engaging in the disruptive behavior.

14 The legislature finds that the short-term removal from the
15 classroom of a disruptive student may not be sufficient in every case
16 to ensure an orderly classroom environment that is conducive to
17 teaching and learning. Teachers, principals, and other school staff
18 require training in effective strategies for handling disruptive

1 students. Schools and school districts should be encouraged to provide
2 staff with the training necessary to respond to disruptions effectively
3 and should have opportunities to seek support for implementing plans to
4 assist disruptive students more effectively in alternative learning
5 programs and settings when appropriate.

6 **PART 2**

7 **PROFESSIONAL DEVELOPMENT WORKSHOPS**

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.415
9 RCW to read as follows:

10 Subject to available funding, the superintendent of public
11 instruction shall conduct professional development institutes to
12 provide opportunities for teachers, principals, and other school staff
13 to learn effective research-based strategies for handling disruptive
14 students. The training institutes shall emphasize methods for handling
15 disruptions in regular classrooms and how to design and implement
16 alternative learning settings and programs that have been proven to be
17 effective in providing for the educational needs of students who
18 exhibit frequent and prolonged disruptive behavior when placed in a
19 regular classroom setting. The institutes shall be intensive training
20 programs at least two full days in length.

21 The superintendent of public instruction shall conduct at least one
22 institute in each of the nine educational service districts by March 1,
23 2000, subject to available funding. The superintendent may enter into
24 contracts with public or private entities that provide training in
25 effective research-based methods for dealing with disruptive students.
26 The institutes shall be open to teams of teachers, principals, and
27 other school staff from each school district choosing to participate.
28 However, as a condition of participating in the institutes, school
29 district teams shall be required to develop during or immediately
30 following the institute a district plan for carrying out the purposes
31 of this section. Individual participants in the institutes shall agree
32 to provide assistance as needed to other school staff in their school
33 building or school district, consistent with their other normal duties.

34 Elementary schools and junior high and middle schools in districts
35 that send teams to participate in institutes conducted under this
36 section are encouraged to formulate school building-level plans for
37 addressing the educational needs of disruptive students and the needs

1 of students and teachers in the regular classrooms for an orderly and
2 disciplined environment that is optimally conducive to learning.

3 **PART 3**
4 **GRANT PROGRAM**

5 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300
6 RCW to read as follows:

7 A grant program to assist schools in providing alternative learning
8 programs and settings for disruptive students in elementary school and
9 middle or junior high school is created.

10 The purpose of the grant program is to assist schools and districts
11 in implementing plans for addressing the needs of disruptive students
12 in elementary school and middle or junior high school while improving
13 the learning environment for students and teachers in regular
14 classrooms. Grants are intended to support implementation of plans and
15 programs that may include, but are not limited to, the creation or
16 expansion of appropriate alternative educational programs and settings
17 that are separate from the regular classroom environment and that are
18 designed to meet the educational needs of students who are frequently
19 and significantly disruptive when placed in the regular classroom
20 setting.

21 The superintendent of public instruction shall administer the grant
22 program. Schools, school districts, and consortia of schools or school
23 districts may apply for funds under the program in this section by
24 submitting an application to the superintendent of public instruction.
25 A school, school district, or consortium of schools or school districts
26 receiving funds in accordance with this section shall certify and
27 provide documentation to the superintendent of public instruction that
28 funds received were expended for professional development and related
29 program implementation in accordance with the purposes of this section.

30 Applications must include a description of the school's or school
31 district's plans for the use of these funds and how the funds will
32 assist in improving regular classroom environments by providing for the
33 removal of disruptive students and how the funds will assist in the
34 placement of disruptive students in alternative learning programs and
35 settings.

36 In order to be eligible for funding, applicants' plans must provide
37 for the use of research-based strategies that have been demonstrated to

1 be effective in dealing with the kinds of students intended to be
2 served through this program.

3 Applications must also certify that at any program funded through
4 the grant has the support of at least a majority of the instructional
5 staff in any school with students who will be served through the
6 program. However, in any school that has adopted policies requiring
7 that more than a majority of certificated staff approve a proposal
8 before beginning new programs or policies, the application must
9 indicate the level of support required by the school's policies.

10 In distributing funds for this program, the superintendent shall
11 give priority to applications that demonstrate the highest proportion
12 of students who exhibit frequent and significant disruptive behavior or
13 the highest proportion of disciplinary incidents such as removals from
14 regular classrooms, suspensions, and expulsions. Priority shall also
15 be assigned on the basis of an applicant's lack of trained personnel
16 and absence of programs related to addressing the educational needs of
17 disruptive students. Applicants may also be given priority on the basis
18 of other information which the superintendent determines may be
19 indicative of significant levels of disruptive behavior.

20 The superintendent of public instruction shall consult with
21 representatives of principals' organizations in determining which
22 applicants shall receive grants.

23 Grants shall be continued for a minimum period of three years,
24 subject to available funding.

25 No funds made available through this grant program may be
26 distributed before July 1, 2000.

27 PART 4

28 MISCELLANEOUS

29 NEW SECTION. **Sec. 4.** (1) If specific funding for the purposes of
30 section 2 of this act, referencing section 2 of this act by bill or
31 chapter and section number, is not provided by June 30, 1999, in the
32 omnibus appropriations act, section 2 of this act is null and void.

33 (2) If specific funding for the purposes of section 3 of this act,
34 referencing section 3 of this act by bill or chapter and section
35 number, is not provided by June 30, 1999, in the omnibus appropriations
36 act, section 3 of this act is null and void.

1 NEW SECTION. **Sec. 5.** Part headings used in this act are not any
2 part of the law.

3 NEW SECTION. **Sec. 6.** This act is necessary for the immediate
4 preservation of the public peace, health, or safety, or support of the
5 state government and its existing public institutions, and takes effect
6 immediately.

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