

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE SENATE BILL 6255

Chapter 117, Laws of 2006

59th Legislature
2006 Regular Session

EDUCATION--GUIDANCE AND PLANNING PROGRAMS

EFFECTIVE DATE: 6/7/06

Passed by the Senate March 6, 2006
YEAS 45 NAYS 1

BRAD OWEN

President of the Senate

Passed by the House March 3, 2006
YEAS 94 NAYS 2

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 6255** as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved March 20, 2006.

FILED

March 20, 2006 - 10:31 a.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 6255

AS AMENDED BY THE HOUSE

Passed Legislature - 2006 Regular Session

State of Washington 59th Legislature 2006 Regular Session

By Senate Committee on Early Learning, K-12 Higher Education
(originally sponsored by Senators Eide and McAuliffe)

READ FIRST TIME 01/18/06.

1 AN ACT Relating to improving student performance through student-
2 centered planning; amending RCW 28A.655.200; adding a new section to
3 chapter 28A.600 RCW; creating new sections; and providing an expiration
4 date.

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

6 NEW SECTION. **Sec. 1.** The legislature recognizes that there are
7 specific skills and a body of knowledge that each student needs to
8 chart a course through middle school, high school, and post-high school
9 options. Each student needs active involvement from parents and at
10 least one supportive adult in the school who knows the student well and
11 cares about the student's progress and future. Students, parents, and
12 teachers also need the benefit of immediate feedback and accurate
13 diagnosis of students' academic strengths and weaknesses to inform the
14 students' short-term and long-term plans. To empower and motivate all
15 students and parents to take a greater role in charting the students'
16 own educational experiences, the legislature intends to strengthen
17 schools' guidance and planning programs.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600
2 RCW to read as follows:

3 (1) The legislature encourages each middle school, junior high
4 school, and high school to implement a comprehensive guidance and
5 planning program for all students. The purpose of the program is to
6 support students as they navigate their education and plan their
7 future; encourage an ongoing and personal relationship between each
8 student and an adult in the school; and involve parents in students'
9 educational decisions and plans.

10 (2) A comprehensive guidance and planning program is a program that
11 contains at least the following components:

12 (a) A curriculum intended to provide the skills and knowledge
13 students need to select courses, explore options, plan for their
14 future, and take steps to implement their plans. The curriculum may
15 include such topics as analysis of students' test results; diagnostic
16 assessments of students' academic strengths and weaknesses; use of
17 assessment results in developing students' short-term and long-term
18 plans; assessments of student interests and aptitude; goal-setting
19 skills; planning for high school course selection; independent living
20 skills; and postsecondary options and how to access them;

21 (b) Regular meetings between each student and a teacher who serves
22 as an advisor throughout the student's enrollment at the school;

23 (c) Student-led conferences with the student's parents, guardians,
24 or family members and the student's advisor for the purpose of
25 demonstrating the student's accomplishments; identifying weaknesses;
26 planning and selecting courses; and setting long-term goals; and

27 (d) Data collection that allows schools to monitor students'
28 progress.

29 NEW SECTION. **Sec. 3.** (1) Subject to the availability of funds
30 appropriated for this purpose, the superintendent of public instruction
31 shall:

32 (a) Develop and disseminate the curriculum for the comprehensive
33 guidance and planning program under section 2 of this act to all school
34 districts no later than the beginning of the 2006-07 school year;

35 (b) Develop and disseminate electronic student planning tools and
36 a software package to analyze the impact of the implementation of the
37 program on student performance;

1 (c) Develop and disseminate information about options for
2 diagnostic assessments to improve student learning and student planning
3 as provided under RCW 28A.655.200;

4 (d) Develop and conduct regional training seminars for teachers on
5 the curriculum and on guidance and mentoring skills;

6 (e) Monitor and evaluate implementation of the program during the
7 fall of 2006 in order to revise and improve the curriculum by the
8 spring of 2007; and

9 (f) Allocate grants to selected schools for the purpose of
10 implementing the program. The superintendent shall develop and publish
11 the grant selection criteria, number of awards, and award amounts. The
12 first round of at least twenty-five grant recipients shall be selected
13 and notified by September 2006. The second round of at least seventy-
14 five grant recipients shall be selected and notified by January 2007.
15 The purpose of the grants is to provide time for school staff to plan
16 and integrate the comprehensive program into their schools. To the
17 extent possible, the superintendent shall include representation from
18 school districts of varying sizes and from different geographic regions
19 of the state in the grant allocation.

20 (2) By January 1, 2009, the superintendent of public instruction
21 shall report to the education committees of the legislature regarding
22 the impact of comprehensive guidance and planning programs on student
23 performance.

24 **Sec. 4.** RCW 28A.655.200 and 2005 c 217 s 2 are each amended to
25 read as follows:

26 (1) ~~((The legislature finds that the mandatory norm-referenced
27 student assessments eliminated under chapter 217, Laws of 2005 provide
28 information that teachers and parents use to improve student
29 learning.))~~ In the absence of mandatory, statewide, norm-referenced
30 assessments, the legislature intends to permit school districts to
31 offer norm-referenced assessments ((at the districts' own expense
32 and)), make diagnostic tools available ((that provide information that
33 is at least as valuable as the information eliminated under chapter
34 217, Laws of 2005)), and provide funding for diagnostic assessments to
35 enhance guidance and planning for students and to provide early
36 intervention before the high school Washington assessment of student
37 learning.

1 (2) In addition to the diagnostic assessments provided under
2 subsection (5) of this section, school districts may, at their own
3 expense, administer norm-referenced assessments to students.

4 (3) By September 1, 2005, subject to available funds, the office of
5 the superintendent of public instruction shall post on its web site for
6 voluntary use by school districts, a guide of diagnostic assessments.
7 The assessments in the guide, to the extent possible, shall include the
8 characteristics listed in subsection (4)((~~a~~ through (~~e~~)) of this
9 section.

10 (4) (~~By September 1, 2006, subject to the availability of amounts~~
11 ~~appropriated for this specific purpose)) Beginning September 1, 2007,
12 the office of the superintendent of public instruction shall make
13 available to school districts diagnostic assessments that help improve
14 student learning. To the greatest extent possible, the assessments
15 shall be:~~

16 (a) Aligned to the state's grade level expectations;

17 (b) Individualized to each student's performance level;

18 (c) Administered efficiently to provide results either immediately
19 or within two weeks;

20 (d) Capable of measuring individual student growth over time and
21 allowing student progress to be compared to other students across the
22 country; ((and))

23 (e) Readily available to parents; and

24 (f) Cost-effective.

25 (5) Beginning with the 2006-07 school year, the superintendent of
26 public instruction shall reimburse school districts for administration
27 of diagnostic assessments in grade nine for the purpose of identifying
28 academic weaknesses, enhancing student planning and guidance, and
29 developing targeted instructional strategies to assist students before
30 the high school Washington assessment of student learning.

31 (6) The office of the superintendent of public instruction is
32 encouraged to offer at ((~~their~~)) statewide and regional staff
33 development activities training opportunities that would assist
34 practitioners in:

35 (a) The interpretation of diagnostic assessments; and

36 (b) Application of instructional strategies that will increase
37 student learning based on diagnostic assessment data.

1 NEW SECTION. **Sec. 5.** If specific funding for the purposes of this
2 act and section 4 of this act, referencing this act and section 4 of
3 this act by bill or chapter number and section number, is not provided
4 by June 30, 2006, in the omnibus appropriations act, section 4 of this
5 act is null and void.

Passed by the Senate March 6, 2006.

Passed by the House March 3, 2006.

Approved by the Governor March 20, 2006.

Filed in Office of Secretary of State March 20, 2006.