
SENATE BILL 5909

State of Washington

63rd Legislature

2013 Regular Session

By Senators McAuliffe, Litzow, Chase, Rivers, Kohl-Welles, and Rolfes

Read first time 04/15/13. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to expanding STEM education to include the arts;
2 amending RCW 28A.400.200, 28A.410.221, and 28A.700.120; and creating a
3 new section.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that the United States
6 must make additional efforts to retain the creative advantage that
7 enables the country to successfully compete in the increasingly
8 competitive global economy. The legislature further finds that many
9 states, including Washington, have taken steps to strengthen science,
10 technology, engineering, and mathematics (STEM) education in schools in
11 an effort to increase the states' competitive edge and to spur the
12 economy with innovations, new industries, and additional jobs. The
13 legislature further finds that STEM education is a necessary component
14 for economic success, but it is not sufficient to produce the necessary
15 creative innovations.

16 The legislature finds that an "A for art" must be added to turn
17 STEM into STEAM education. The legislature finds that research and
18 data shows that activities like the arts support and foster creativity,
19 which is essential to innovation. The legislature further finds that

1 combining exceptional STEM education with the creativity inspired
2 through the arts to provide STEAM education should be encouraged in the
3 schools.

4 The legislature finds that improving STEAM education from early
5 learning through college is imperative for creating better
6 opportunities for the next generation and keeping our economy strong.
7 The legislature intends to promote STEAM education to increase student
8 engagement as well as unlock creative thinking and innovation.

9 **Sec. 2.** RCW 28A.400.200 and 2010 c 235 s 401 are each amended to
10 read as follows:

11 (1) Every school district board of directors shall fix, alter,
12 allow, and order paid salaries and compensation for all district
13 employees in conformance with this section.

14 (2)(a) Salaries for certificated instructional staff shall not be
15 less than the salary provided in the appropriations act in the
16 statewide salary allocation schedule for an employee with a
17 baccalaureate degree and zero years of service; and

18 (b) Salaries for certificated instructional staff with a master's
19 degree shall not be less than the salary provided in the appropriations
20 act in the statewide salary allocation schedule for an employee with a
21 master's degree and zero years of service.

22 (3)(a) The actual average salary paid to certificated instructional
23 staff shall not exceed the district's average certificated
24 instructional staff salary used for the state basic education
25 allocations for that school year as determined pursuant to RCW
26 28A.150.410.

27 (b) Fringe benefit contributions for certificated instructional
28 staff shall be included as salary under (a) of this subsection only to
29 the extent that the district's actual average benefit contribution
30 exceeds the amount of the insurance benefits allocation provided per
31 certificated instructional staff unit in the state operating
32 appropriations act in effect at the time the compensation is payable.
33 For purposes of this section, fringe benefits shall not include payment
34 for unused leave for illness or injury under RCW 28A.400.210; employer
35 contributions for old age survivors insurance, workers' compensation,
36 unemployment compensation, and retirement benefits under the Washington
37 state retirement system; or employer contributions for health benefits

1 in excess of the insurance benefits allocation provided per
2 certificated instructional staff unit in the state operating
3 appropriations act in effect at the time the compensation is payable.
4 A school district may not use state funds to provide employer
5 contributions for such excess health benefits.

6 (c) Salary and benefits for certificated instructional staff in
7 programs other than basic education shall be consistent with the salary
8 and benefits paid to certificated instructional staff in the basic
9 education program.

10 (4) Salaries and benefits for certificated instructional staff may
11 exceed the limitations in subsection (3) of this section only by
12 separate contract for additional time, for additional responsibilities,
13 for incentives, or for implementing specific measurable innovative
14 activities, including professional development, specified by the school
15 district to: (a) Close one or more achievement gaps, (b) focus on
16 development of science, technology, engineering, arts, and mathematics
17 (~~((STEM))~~) (STEAM) learning opportunities, or (c) provide arts
18 education. Beginning September 1, 2011, school districts shall
19 annually provide a brief description of the innovative activities
20 included in any supplemental contract to the office of the
21 superintendent of public instruction. The office of the superintendent
22 of public instruction shall summarize the district information and
23 submit an annual report to the education committees of the house of
24 representatives and the senate. Supplemental contracts shall not cause
25 the state to incur any present or future funding obligation.
26 Supplemental contracts shall be subject to the collective bargaining
27 provisions of chapter 41.59 RCW and the provisions of RCW 28A.405.240,
28 shall not exceed one year, and if not renewed shall not constitute
29 adverse change in accordance with RCW 28A.405.300 through 28A.405.380.
30 No district may enter into a supplemental contract under this
31 subsection for the provision of services which are a part of the basic
32 education program required by Article IX, section 3 of the state
33 Constitution.

34 (5) Employee benefit plans offered by any district shall comply
35 with RCW 28A.400.350 (~~((and))~~), 28A.400.275, and 28A.400.280.

36 **Sec. 3.** RCW 28A.410.221 and 2011 2nd sp.s. c 2 s 1 are each
37 amended to read as follows:

1 The professional educator standards board shall, in its regular
2 review and revision of teacher certification standards as required by
3 RCW 28A.410.210, revise standards for the elementary education
4 endorsement and middle level and secondary mathematics and science
5 teacher endorsements as well as other subject area endorsements with
6 STEM-related components. Standards revisions related to mathematics
7 shall be adopted by September 1, 2013. Standards revisions related to
8 science shall be adopted by September 1, 2014. The revised standards
9 shall include the integration of science, technology, engineering,
10 arts, and mathematics (~~((STEM))~~) (STEAM) knowledge and skill and be
11 aligned, as appropriate, with common core mathematics standards, the
12 (~~((2009—[2008]))~~) 2008 revision of state mathematics student learning
13 standards and performance expectations, the biology end-of-course
14 assessment, and the 2012 student science learning standards developed
15 from the conceptual framework for science education and next generation
16 standards and related student performance expectations. In addition to
17 appropriate mathematics and science content, the endorsement standards
18 must also include the concepts and instructional practices of the
19 interdisciplinary connections with engineering and technology.

20 **Sec. 4.** RCW 28A.700.120 and 2011 2nd sp.s. c 1 s 4 are each
21 amended to read as follows:

22 (1) Subject to funds appropriated for this purpose, the office of
23 the superintendent of public instruction shall allocate grants to high
24 schools to implement specialized courses in science, technology,
25 engineering, arts, and mathematics (~~((STEM))~~) (STEAM) careers as
26 provided by a national multidisciplinary science, technology,
27 engineering, and mathematics program. Grant funds must be allocated on
28 a one-time basis and may be used to purchase course curriculum and
29 equipment, initial course student materials, and support professional
30 development for course teachers.

31 (2) The superintendent of public instruction must select grant
32 recipients based on the criteria in this subsection (2). This is a
33 competitive grant process. Successful high school applicants must:

34 (a) Demonstrate engaged and committed high school and district
35 leadership and faculty in support of expanding specialized (~~((STEM))~~)
36 STEAM courses;

1 (b) Demonstrate that faculty are appropriately trained to offer
2 specialized ((STEM)) STEAM courses or a plan for faculty to obtain the
3 appropriate training;

4 (c) Demonstrate capacity to offer the specialized ((STEM)) STEAM
5 courses and maximize the use of grant resources by addressing:
6 Availability of appropriate physical space, meeting program technology
7 requirements, providing projected enrollment at the high school and
8 from area high schools as appropriate, planned hours and days each week
9 the program is to be offered, and other specific program requirements
10 set forth by the superintendent of public instruction;

11 (d) Provide the plan for course implementation that includes a
12 beginning date for first classes as well as plans for recruiting and
13 retaining students in the course;

14 (e) Provide a plan to promote opportunities for students to acquire
15 college credit;

16 (f) Demonstrate a history of successful partnerships within the
17 community and partner support for implementing specialized ((STEM))
18 STEAM courses. Partner support may include one or more of the
19 following: Supplying materials, instruction support, internships,
20 mentorships, apprenticeships, and other program components;

21 (g) Demonstrate connections to community and technical college
22 programs as well as links to four-year higher education institution
23 ((STEM)) STEAM programs; and

24 (h) Demonstrate capacity to continue the course in years succeeding
25 the initial grant year.

26 (3)(a) The education data center in the office of financial
27 management must, with the office of the superintendent of public
28 instruction, collect student course enrollment and course completion
29 information.

30 (b) The education data center must: (i) Study mathematics and
31 science course-taking patterns of students completing specialized
32 ((STEM)) STEAM courses; and (ii) follow the students to employment or
33 further training and education in the two years following high school.
34 This study must be designed to inform policymakers about the extent to
35 which specialized science, technology, engineering, arts, and
36 mathematics classes taken by students reduce mathematics remediation of
37 students entering the workplace, apprenticeships, community and
38 technical colleges, and four-year institutions of higher education.

1 Study findings must be reported annually beginning January 2014 and
2 each January thereafter through January 2018 to the governor,
3 appropriate state agencies, and the appropriate education and fiscal
4 committees of the legislature.

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