

**SB 5330-S2.E - DIGEST**

(AS OF SENATE 2ND READING 3/06/13)

Authorizes schools administering the Washington kindergarten inventory of developing skills to use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory.

Requires the omnibus appropriations act to specify the level of state funding for parent involvement coordinators.

Requires state funds provided for parent involvement coordinators to be spent by school districts to employ parent involvement coordinators and to implement parent involvement programs that have been shown by research to be successful.

Creates the educator support program to provide mentor support to novice and probationary teachers.

Addresses students who exhibit behavior that is not conducive to their own learning or the learning of other students.

Requires the state institute for public policy to prepare an inventory of evidence-based and research-based effective practices, activities, and programs for use by school districts in the learning assistance program.

Authorizes school districts to use a practice, activity, or program for one year that is not on the inventory list.

Requires the office of the superintendent of public instruction to: (1) Create a pilot program with one school district to enhance the ability of the school district to efficiently and accurately manage, analyze, and use education data to enable the school district to make data-informed decisions to improve student learning and outcomes and close achievement gaps;

(2) Establish interagency agreements with the departments of social and health services and services for the blind, and any other state agency that provides high school transition services for students with disabilities to foster effective multiagency collaboration to provide transition services for students with disabilities age fourteen through twenty-one, or through high school graduation, whichever occurs first; and

(3) Collaborate with the professional educator standards board to build into existing and ongoing educator requirements that special education teachers and school psychologists receive training to be appropriately prepared to address the transition needs of students with disabilities.

Requires the education data center to monitor certain outcomes for students with disabilities after high school graduation.