

E2SSB 5330 - H COMM AMD
By Committee on Education

NOT CONSIDERED

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** It is the intent of the legislature to
4 focus additional investments in K-12 education on educational support
5 services and programs that research demonstrates have a low risk of
6 failure, a good return on investment, and positive student outcomes.
7 Furthermore, the legislature intends to direct additional resources
8 toward students who need supplemental instruction and services in order
9 to provide them with the opportunity to learn and be successful;
10 support strategies to recruit, develop, mentor, and provide ongoing
11 support for excellent educators; and promote a system of policies and
12 services aimed to get students through high school and ready for career
13 and college.

14 **PART I**

15 **ASSURING OPPORTUNITIES FOR STUDENTS TO LEARN**

16 **Sec. 101.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
17 amended to read as follows:

18 The purpose of this section is to provide for the allocation of
19 state funding that the legislature deems necessary to support school
20 districts in offering the minimum instructional program of basic
21 education under RCW 28A.150.220. The allocation shall be determined as
22 follows:

23 (1) The governor shall and the superintendent of public instruction
24 may recommend to the legislature a formula for the distribution of a
25 basic education instructional allocation for each common school
26 district.

27 (2) The distribution formula under this section shall be for
28 allocation purposes only. Except as may be required under chapter

1 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and
2 regulations, nothing in this section requires school districts to use
3 basic education instructional funds to implement a particular
4 instructional approach or service. Nothing in this section requires
5 school districts to maintain a particular classroom teacher-to-student
6 ratio or other staff-to-student ratio or to use allocated funds to pay
7 for particular types or classifications of staff. Nothing in this
8 section entitles an individual teacher to a particular teacher planning
9 period.

10 (3)(a) To the extent the technical details of the formula have been
11 adopted by the legislature and except when specifically provided as a
12 school district allocation, the distribution formula for the basic
13 education instructional allocation shall be based on minimum staffing
14 and nonstaff costs the legislature deems necessary to support
15 instruction and operations in prototypical schools serving high,
16 middle, and elementary school students as provided in this section.
17 The use of prototypical schools for the distribution formula does not
18 constitute legislative intent that schools should be operated or
19 structured in a similar fashion as the prototypes. Prototypical
20 schools illustrate the level of resources needed to operate a school of
21 a particular size with particular types and grade levels of students
22 using commonly understood terms and inputs, such as class size, hours
23 of instruction, and various categories of school staff. It is the
24 intent that the funding allocations to school districts be adjusted
25 from the school prototypes based on the actual number of annual average
26 full-time equivalent students in each grade level at each school in the
27 district and not based on the grade-level configuration of the school
28 to the extent that data is available. The allocations shall be further
29 adjusted from the school prototypes with minimum allocations for small
30 schools and to reflect other factors identified in the omnibus
31 appropriations act.

32 (b) For the purposes of this section, prototypical schools are
33 defined as follows:

34 (i) A prototypical high school has six hundred average annual full-
35 time equivalent students in grades nine through twelve;

36 (ii) A prototypical middle school has four hundred thirty-two
37 average annual full-time equivalent students in grades seven and eight;
38 and

1 (iii) A prototypical elementary school has four hundred average
2 annual full-time equivalent students in grades kindergarten through
3 six.

4 (4)(a) The minimum allocation for each level of prototypical school
5 shall be based on the number of full-time equivalent classroom teachers
6 needed to provide instruction over the minimum required annual
7 instructional hours under RCW 28A.150.220 and provide at least one
8 teacher planning period per school day, and based on the following
9 general education average class size of full-time equivalent students
10 per teacher:

	General education average class size
14 Grades K-3	25.23
15 Grade 4	27.00
16 Grades 5-6	27.00
17 Grades 7-8	28.53
18 Grades 9-12	28.74

19 (b) During the 2011-2013 biennium and beginning with schools with
20 the highest percentage of students eligible for free and reduced-price
21 meals in the prior school year, the general education average class
22 size for grades K-3 shall be reduced until the average class size
23 funded under this subsection (4) is no more than 17.0 full-time
24 equivalent students per teacher beginning in the 2017-18 school year.

25 (c) The minimum allocation for each prototypical middle and high
26 school shall also provide for full-time equivalent classroom teachers
27 based on the following number of full-time equivalent students per
28 teacher in career and technical education:

	Career and technical education average class size
32 Approved career and technical education offered at 33 the middle school and high school level	26.57
34 Skill center programs meeting the standards established 35 by the office of the superintendent of public 36 instruction	22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for laboratory science, advanced placement, and international baccalaureate courses.

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523
Health and social services:			
School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	((1.116))	((1.909))
		<u>1.616</u>	<u>2.409</u>
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Classified staff providing student and staff safety	0.079	0.092	0.141
((Parent involvement)) <u>Family engagement</u> coordinators	((0.00))	0.00	0.00
	<u>0.500</u>		

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one

1 thousand annual average full-time equivalent students in grades K-12 as
2 follows:

	Staff per 1,000 K-12 students
3 Technology	0.628
4 Facilities, maintenance, and grounds	1.813
5 Warehouse, laborers, and mechanics	0.332

6 (b) The minimum allocation of staff units for each school district
7 to support certificated and classified staffing of central
8 administration shall be 5.30 percent of the staff units generated under
9 subsections (4)(a) and (b) and (5) of this section and (a) of this
10 subsection.

11 (7) The distribution formula shall include staffing allocations to
12 school districts for career and technical education and skill center
13 administrative and other school-level certificated staff, as specified
14 in the omnibus appropriations act.

15 (8)(a) Except as provided in (b) of this subsection, the minimum
16 allocation for each school district shall include allocations per
17 annual average full-time equivalent student for the following
18 materials, supplies, and operating costs, to be adjusted for inflation
19 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
22 Technology	\$54.43
23 Utilities and insurance	\$147.90
24 Curriculum and textbooks	\$58.44
25 Other supplies and library materials	\$124.07
26 Instructional professional development for certified and 27 classified staff	\$9.04
28 Facilities maintenance	\$73.27
29 Security and central office	\$50.76

30 (b) During the 2011-2013 biennium, the minimum allocation for
31 (~~maintenance~~) materials, supplies, and operating costs shall be
32 increased as specified in the omnibus appropriations act. The
33 following allocations, adjusted for inflation from the 2007-08 school
34

1 year, are provided in the 2015-16 school year, after which the
2 allocations shall be adjusted annually for inflation as specified in
3 the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
4 Technology	\$113.80
5 Utilities and insurance	\$309.21
6 Curriculum and textbooks	\$122.17
7 Other supplies and library materials	\$259.39
8 Instructional professional development for certificated and 9 classified staff	\$18.89
10 Facilities maintenance	\$153.18
11 Security and central office administration	\$106.12

12 (9) In addition to the amounts provided in subsection (8) of this
13 section, the omnibus appropriations act shall provide an amount based
14 on full-time equivalent student enrollment in each of the following:

15 (a) Exploratory career and technical education courses for students
16 in grades seven through twelve;

17 (b) Laboratory science courses for students in grades nine through
18 twelve;

19 (c) Preparatory career and technical education courses for students
20 in grades nine through twelve offered in a high school; and

21 (d) Preparatory career and technical education courses for students
22 in grades eleven and twelve offered through a skill center.

23 (10) In addition to the allocations otherwise provided under this
24 section, amounts shall be provided to support the following programs
25 and services:

26 (a) To provide supplemental instruction and services for
27 underachieving students through the learning assistance program under
28 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
29 district percentage of students in grades K-12 who were eligible for
30 free or reduced-price meals in the prior school year. The minimum
31 allocation for each level of prototypical school for the program shall
32 provide (~~for each level of prototypical school~~) resources to provide,
33 on a statewide average, (~~(1-5156)~~) 2.000 hours per week in extra
34 instruction with a class size of fifteen learning assistance program
35 students per teacher.
36
37
38

(b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the following:

(i) The head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation ((for each level of prototypical school)) under this subsection (10)(b)(i) shall provide resources to provide, on a statewide average, ((4.778)) the following hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher((. Notwithstanding other provisions of this subsection (10), the actual per student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act)):

	<u>Hours per week</u>
<u>Grades K-6</u>	<u>4.778</u>
<u>Grades 7-8</u>	<u>6.000</u>
<u>Grades 9-12</u>	<u>8.000</u>

(ii) The head count number of students in each school who have exited the transitional bilingual instruction program within the previous two years based on their performance on the English proficiency assessment approved by the superintendent of public instruction under RCW 28A.180.090. The minimum allocation under this subsection (10)(b)(ii) for each level of prototypical school shall provide resources to provide, on a statewide average, 3.000 hours per week in extra instruction with fifteen exited transitional bilingual instruction program students per teacher.

(iii) School districts may not receive allocations under both (b)(i) and (ii) of this subsection for the same student in a single school year.

(c) To provide additional allocations to support programs for highly capable students under RCW 28A.185.010 through 28A.185.030, allocations shall be based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs

1 shall provide resources to provide, on a statewide average, 2.1590
2 hours per week in extra instruction with fifteen highly capable program
3 students per teacher.

4 (11) The allocations under subsections (4)(a) and (b), (5), (6),
5 and (8) of this section shall be enhanced as provided under RCW
6 28A.150.390 on an excess cost basis to provide supplemental
7 instructional resources for students with disabilities.

8 (12)(a) For the purposes of allocations for prototypical high
9 schools and middle schools under subsections (4) and (10) of this
10 section that are based on the percent of students in the school who are
11 eligible for free and reduced-price meals, the actual percent of such
12 students in a school shall be adjusted by a factor identified in the
13 omnibus appropriations act to reflect underreporting of free and
14 reduced-price meal eligibility among middle and high school students.

15 (b) Allocations or enhancements provided under subsections (4),
16 (7), and (9) of this section for exploratory and preparatory career and
17 technical education courses shall be provided only for courses approved
18 by the office of the superintendent of public instruction under chapter
19 28A.700 RCW.

20 (13) Allocations for students enrolled in dropout reengagement
21 programs as defined by RCW 28A.175.105 and approved under rules adopted
22 by the office of the superintendent of public instruction under RCW
23 28A.175.115, shall be calculated as 1.22 times the statewide annual
24 average of the allocations otherwise generated under this section for
25 a full-time equivalent general education high school student or a
26 full-time equivalent career and technical education high school
27 student, depending on the courses in which the students in dropout
28 reengagement programs are enrolled.

29 (14)(a) This formula for distribution of basic education funds
30 shall be reviewed biennially by the superintendent and governor. The
31 recommended formula shall be subject to approval, amendment or
32 rejection by the legislature.

33 (b) In the event the legislature rejects the distribution formula
34 recommended by the governor, without adopting a new distribution
35 formula, the distribution formula for the previous school year shall
36 remain in effect.

37 (c) The enrollment of any district shall be the annual average
38 number of full-time equivalent students and part-time students as

1 provided in RCW 28A.150.350, enrolled on the first school day of each
2 month, including students who are in attendance pursuant to RCW
3 28A.335.160 and 28A.225.250 who do not reside within the servicing
4 school district. The definition of full-time equivalent student shall
5 be determined by rules of the superintendent of public instruction and
6 shall be included as part of the superintendent's biennial budget
7 request. The definition shall be based on the minimum instructional
8 hour offerings required under RCW 28A.150.220. Any revision of the
9 present definition shall not take effect until approved by the house
10 ways and means committee and the senate ways and means committee.

11 (d) The office of financial management shall make a monthly review
12 of the superintendent's reported full-time equivalent students in the
13 common schools in conjunction with RCW 43.62.050.

14 **Sec. 102.** RCW 28A.165.015 and 2009 c 548 s 702 are each amended to
15 read as follows:

16 Unless the context clearly indicates otherwise the definitions in
17 this section apply throughout this chapter.

18 (1) (~~"Approved program" means a program submitted to and approved~~
19 ~~by the office of the superintendent of public instruction and conducted~~
20 ~~pursuant to the plan that addresses the required elements as provided~~
21 ~~for in this chapter.~~

22 (+2)) "Basic skills areas" means reading, writing, ((and))
23 mathematics, and science as well as readiness associated with these
24 skills.

25 ((+3)) (2) "Participating student" means a student in kindergarten
26 through grade twelve who scores below standard for his or her grade
27 level on the statewide student assessments or other assessments
28 administered by the school or district and who is identified ((in)) by
29 the ((approved plan)) district to receive services.

30 ((+4)) (3) "Statewide student assessments" means one or more of
31 the ((several basic skills assessments administered as part of the
32 state's student assessment system, and assessments in the basic skills
33 areas administered by local school districts)) assessments administered
34 by school districts as required under RCW 28A.655.070.

35 ((+5)) (4) "Underachieving students" means students with the
36 greatest academic deficits in basic skills as identified by the
37 statewide, school, or district assessments.

1 NEW SECTION. **Sec. 103.** A new section is added to chapter 28A.165
2 RCW to read as follows:

3 (1) Each school district receiving learning assistance program
4 funds must:

5 (a) Use one or more of the curricula or instructional programs
6 recommended by the office of the superintendent of public instruction
7 under subsection (3) of this section or an alternative program as
8 permitted under subsection (4) of this section to provide supplemental
9 instruction to participating students;

10 (b) Record each participating student in the statewide individual
11 student data system;

12 (c) Monitor and document the performance and progress of
13 participating students, using multiple sources of performance data.
14 When the office of the superintendent of public instruction has the
15 capacity to provide data on individual student growth or student growth
16 percentiles using the statewide student assessment, the school district
17 must include this data in its monitoring of the performance of
18 participating students;

19 (d) Conduct an annual evaluation of the program by analyzing the
20 performance data for participating students compared to the chosen
21 instructional strategies and curriculum, qualifications and training of
22 staff, and other relevant factors; and

23 (e) Prepare and submit to the office of the superintendent of
24 public instruction a year-end report on the learning assistance
25 program, using a common format prepared by the office. The office must
26 design the report so that information required in the report is not
27 already collected by the state through another source.

28 (2) The year-end report submitted by each district receiving
29 learning assistance program funds must include:

30 (a) The processes, assessments, and criteria used to identify the
31 underachieving students served by the program;

32 (b) The schools or sites that provided program services during the
33 year;

34 (c) Which curricula or instructional programs were used during the
35 year and at which school or site;

36 (d) Summary data on total expenditures and average expenditures per
37 participating student attributable to learning assistance program
38 funds, by school or program site and at the district level;

1 (e) A summary of the annual evaluation for the program, including
2 a summary of the results of the district's analysis of performance data
3 for participating students; and

4 (f) The program changes the school district intends to make for the
5 ensuing year based on the evaluation results, and the outcomes expected
6 from those changes.

7 (3) The office of the superintendent of public instruction shall
8 publish a list of recommended supplemental curricula or instructional
9 programs for use in the learning assistance program. The office shall
10 compile the list in consultation with the Washington state institute
11 for public policy and other national or regional research organizations
12 based on research evidence indicating the curricula or instructional
13 programs are associated with increased student achievement. The office
14 must update the list periodically.

15 (4) School districts may use a curriculum or instructional program
16 that is not on the list developed under subsection (3) of this section
17 for one school year. If the district is able to demonstrate increased
18 achievement for participating students, the office of the
19 superintendent of public instruction shall approve use of the program
20 by the district for one additional school year. Subsequent annual
21 approval to use the alternative curriculum or program by the office is
22 dependent on the district continuing to demonstrate increased
23 achievement for participating students.

24 **Sec. 104.** RCW 28A.165.055 and 2009 c 548 s 703 are each amended to
25 read as follows:

26 ~~((Each school district with an approved program is eligible for
27 state funds provided for the learning assistance program.))~~ The funds
28 for the learning assistance program shall be appropriated for the
29 learning assistance program and distributed to school districts in
30 accordance with RCW 28A.150.260 and the omnibus appropriations act.
31 The distribution formula is for school district allocation purposes
32 only, but funds appropriated for the learning assistance program must
33 be expended for the purposes of RCW 28A.165.005 through 28A.165.065 and
34 section 103 of this act.

35 **Sec. 105.** RCW 28A.165.065 and 2004 c 20 s 7 are each amended to
36 read as follows:

1 To ensure that school districts are meeting the requirements of
2 (~~(an approved program)~~) this chapter, the superintendent of public
3 instruction shall monitor (~~(such)~~) learning assistance programs no less
4 than once every four years. (~~(Individual student records shall be~~
5 ~~maintained at the school district.)~~) The primary purpose of program
6 monitoring is to evaluate the effectiveness of a district's allocation
7 and expenditure of resources, choice of curricula and instructional
8 programs, and other program components on improving student
9 achievement. The office of the superintendent of public instruction
10 may provide technical assistance to school districts to improve the
11 effectiveness of a learning assistance program.

12 **Sec. 106.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
13 read as follows:

14 (1) The extended learning opportunities program is created for
15 eligible (~~(eleventh and)~~) ninth through twelfth grade students who are
16 not on track to meet local or state graduation requirements as well as
17 eighth grade students who need additional assistance in order to have
18 the opportunity for a successful entry into high school. The program
19 shall provide early notification of graduation status and information
20 on education opportunities including preapprenticeship programs that
21 are available.

22 (2) Under the extended learning opportunities program and to the
23 extent funds are available for that purpose, districts shall make
24 available to students in grade twelve who have failed to meet one or
25 more local or state graduation requirements the option of continuing
26 enrollment in the school district in accordance with RCW 28A.225.160.
27 Districts are authorized to use basic education program funding to
28 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
29 (5).

30 (3) Under the extended learning opportunities program,
31 instructional services for eligible students can occur during the
32 regular school day, evenings, on weekends, or at a time and location
33 deemed appropriate by the school district, including the educational
34 service district, in order to meet the needs of these students.
35 Instructional services provided under this section do not include
36 services offered at private schools. Instructional services can
37 include, but are not limited to, the following:

- 1 (a) Individual or small group instruction;
- 2 (b) Instruction in English language arts and/or mathematics that
3 eligible students need to pass all or part of the ((Washington)) state
4 high school assessment ((of student learning));
- 5 (c) Attendance in a public high school or public alternative school
6 classes or at a skill center;
- 7 (d) Inclusion in remediation programs, including summer school;
- 8 (e) Language development instruction for English language learners;
- 9 (f) Online curriculum and instructional support, including programs
10 for credit retrieval and ((Washington)) state assessment ((of student
11 learning)) preparatory classes; and
- 12 (g) Reading improvement specialists available at the educational
13 service districts to serve eighth(~~, eleventh, and~~) through twelfth
14 grade educators through professional development in accordance with RCW
15 28A.415.350. The reading improvement specialist may also provide
16 direct services to eligible students and those students electing to
17 continue a fifth year in a high school program who are still struggling
18 with basic reading skills.

19 **Sec. 107.** RCW 28A.180.030 and 2001 1st sp.s. c 6 s 3 are each
20 amended to read as follows:

21 As used throughout this chapter, unless the context clearly
22 indicates otherwise:

23 (1) "Transitional bilingual instruction" means:

24 (a) A system of instruction which uses two languages, one of which
25 is English, as a means of instruction to build upon and expand language
26 skills to enable the pupil to achieve competency in English. Concepts
27 and information are introduced in the primary language and reinforced
28 in the second language: PROVIDED, That the program shall include
29 testing in the subject matter in English; or

30 (b) In those cases in which the use of two languages is not
31 practicable as established by the superintendent of public instruction
32 and unless otherwise prohibited by law, an alternative system of
33 instruction which may include English as a second language and is
34 designed to enable the pupil to achieve competency in English.

35 (2) "Primary language" means the language most often used by the
36 student for communication in his/her home.

1 (3) "Eligible pupil" means any enrollee of the school district
2 whose primary language is other than English and whose English language
3 skills are sufficiently deficient or absent to impair learning.

4 (4) "Exited pupil" means a student previously enrolled in the
5 transitional bilingual instruction program who is no longer eligible
6 for the program based on his or her performance on an English
7 proficiency assessment approved by the superintendent of public
8 instruction.

9 **Sec. 108.** RCW 28A.180.040 and 2009 c 380 s 5 are each amended to
10 read as follows:

11 (1) Every school district board of directors shall:

12 (a) Make available to each eligible pupil transitional bilingual
13 instruction to achieve competency in English, in accord with rules of
14 the superintendent of public instruction;

15 (b) Wherever feasible, ensure that communications to parents
16 emanating from the schools shall be appropriately bilingual for those
17 parents of pupils in the bilingual instruction program;

18 (c) Determine, by administration of an English test approved by the
19 superintendent of public instruction the number of eligible pupils
20 enrolled in the school district at the beginning of a school year and
21 thereafter during the year as necessary in individual cases;

22 (d) Ensure that a student who is a child of a military family in
23 transition and who has been assessed as in need of, or enrolled in, a
24 bilingual instruction program, the receiving school shall initially
25 honor placement of the student into a like program.

26 (i) The receiving school shall determine whether the district's
27 program is a like program when compared to the sending school's
28 program; and

29 (ii) The receiving school may conduct subsequent assessments
30 pursuant to RCW 28A.180.090 to determine appropriate placement and
31 continued enrollment in the program;

32 (e) Before the conclusion of each school year, measure each
33 eligible pupil's improvement in learning the English language by means
34 of a test approved by the superintendent of public instruction; ~~((and))~~

35 (f) Provide in-service training for teachers, counselors, and other
36 staff, who are involved in the district's transitional bilingual

1 program. Such training shall include appropriate instructional
2 strategies for children of culturally different backgrounds, use of
3 curriculum materials, and program models; and

4 (g) Make available a program of instructional support for up to two
5 years immediately after pupils exit from the program, for exited pupils
6 who need assistance in reaching grade-level performance in academic
7 subjects even though they have achieved English proficiency for
8 purposes of the transitional bilingual instructional program.

9 (2) Beginning in the 2017-18 school year, all classroom teachers
10 assigned using funds for the transitional bilingual instructional
11 program to provide supplemental instruction for eligible pupils must
12 hold an endorsement in bilingual education or English language learner,
13 or both.

14 (3) The definitions in Article II of RCW 28A.705.010 apply to
15 subsection (1)(d) of this section.

16 **Sec. 109.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each
17 amended to read as follows:

18 The superintendent of public instruction shall develop an
19 evaluation system designed to measure increases in the English and
20 academic proficiency of eligible pupils. When developing the system,
21 the superintendent shall:

22 (1) Require school districts to assess potentially eligible pupils
23 within ten days of registration using an English proficiency assessment
24 or assessments as specified by the superintendent of public
25 instruction. Results of these assessments shall be made available to
26 both the superintendent of public instruction and the school district;

27 (2) Require school districts to annually assess all eligible pupils
28 at the end of the school year using an English proficiency assessment
29 or assessments as specified by the superintendent of public
30 instruction. Results of these assessments shall be made available to
31 both the superintendent of public instruction and the school district.
32 Aggregated results must be posted on the web site of the office of the
33 superintendent of public instruction for each school and school
34 district, using the Washington state report card. The report card must
35 include the average length of time students in each school and district
36 are enrolled in the transitional bilingual instructional program,
37 annual change in the number and percentage of students making progress

1 in learning English, annual change in the number and percentage of
2 students attaining English proficiency, and the number and percentage
3 of students meeting annual targets in reading and mathematics for state
4 and federal accountability;

5 (3) Develop a system to evaluate increases in the English and
6 academic proficiency of students who are, or were, eligible pupils.
7 This evaluation shall include students when they are in the program and
8 after they exit the program until they finish their K-12 career or
9 transfer from the school district. Aggregated results from the
10 academic assessment of students who were formerly eligible pupils under
11 the program must be reported by school and school district using the
12 Washington state report card. The purpose of the evaluation system is
13 to inform schools, school districts, parents, and the state of the
14 effectiveness of the transitional bilingual programs in school and
15 school districts in teaching these students English and other content
16 areas, such as mathematics and writing; and

17 ~~((Report to the education and fiscal committees of the~~
18 ~~legislature by November 1, 2002, regarding the development of the~~
19 ~~systems described in this section and a timeline for the full~~
20 ~~implementation of those systems. The legislature shall approve and~~
21 ~~provide funding for the evaluation system in subsection (3) of this~~
22 ~~section before any implementation of the system developed under~~
23 ~~subsection (3) of this section may occur)) Provide school districts
24 with technical assistance and support in selecting research-based
25 program models, instructional materials, and professional development
26 for program staff, including disseminating information about best
27 practices and innovative programs. The information must include
28 research about the differences between conversational language
29 proficiency, academic language proficiency, and subject-specific
30 language proficiency and the implications this research has on
31 instructional practices and evaluation of program effectiveness.~~

32 NEW SECTION. Sec. 110. (1) The office of the superintendent of
33 public instruction shall convene an English language learner
34 accountability task force to design a performance-based accountability
35 system for the transitional bilingual instructional program. The task
36 force must include representatives from the educational opportunity gap
37 oversight and accountability committee, the state ethnic commissions,

1 the governor's office of tribal affairs, the office of the education
2 ombudsman, the civil rights office within the office of the
3 superintendent of public instruction, parents, community
4 representatives, and program directors and teachers from school
5 districts of different sizes and with different English language
6 learner student populations.

7 (2) The task force must review the research literature to identify
8 evidence-based program designs and instructional strategies for English
9 language learners to achieve English proficiency.

10 (3) The task force must identify performance benchmarks for
11 transitional bilingual instructional programs, including:

12 (a) Benchmarks based on performance of eligible and exited
13 students, including performance in English language and performance in
14 other academic areas, based on state learning standards; and

15 (b) Benchmarks based on program characteristics that research
16 suggests are associated with students achieving English proficiency,
17 such as staff qualifications and training and the level of supplemental
18 instruction for students.

19 (4) The task force must design an accountability system for the
20 program that includes reporting and monitoring of benchmark performance
21 and tiered levels of support and technical assistance for schools and
22 districts based on benchmark performance. The design of the system
23 must also include a reduction in requirements for schools and districts
24 to submit program applications and program plans for state approval, to
25 be replaced with a focus on program outcomes.

26 (5) The task force must submit a report first to the educational
27 opportunity gap oversight and accountability committee and the quality
28 education council, and then to the education committees of the
29 legislature, with recommendations for the design of the accountability
30 system and any policy changes, statutory changes, or resources
31 necessary for its implementation. An interim report is due to the
32 legislative education committees by January 15, 2014, and a final
33 report is due by September 30, 2014.

34 (6) This section expires July 1, 2015.

35 **Sec. 111.** RCW 28A.150.220 and 2011 1st sp.s. c 27 s 1 are each
36 amended to read as follows:

37 (1) In order for students to have the opportunity to develop the

1 basic education knowledge and skills under RCW 28A.150.210, school
2 districts must provide instruction of sufficient quantity and quality
3 and give students the opportunity to complete graduation requirements
4 that are intended to prepare them for postsecondary education, gainful
5 employment, and citizenship. The program established under this
6 section shall be the minimum instructional program of basic education
7 offered by school districts.

8 (2) Each school district shall make available to students the
9 following minimum instructional offering each school year:

10 (a) For students enrolled in grades one through twelve, at least a
11 district-wide annual average of one thousand hours, which shall be
12 increased to at least one thousand eighty instructional hours for
13 students enrolled in each of grades seven through twelve and at least
14 one thousand instructional hours for students in each of grades one
15 through six according to an implementation schedule adopted by the
16 legislature, but not before the 2014-15 school year; and

17 (b) For students enrolled in kindergarten, at least four hundred
18 fifty instructional hours, which shall be increased to at least one
19 thousand instructional hours according to the implementation schedule
20 under RCW 28A.150.315.

21 (3) The instructional program of basic education provided by each
22 school district shall include:

23 (a) Instruction in the essential academic learning requirements
24 under RCW 28A.655.070;

25 (b) Instruction that provides students the opportunity to complete
26 twenty-four credits for high school graduation, subject to a phased-in
27 implementation of the twenty-four credits as established by the
28 legislature. Course distribution requirements may be established by
29 the state board of education under RCW 28A.230.090;

30 (c) If the essential academic learning requirements include a
31 requirement of languages other than English, the requirement may be met
32 by students receiving instruction in one or more American Indian
33 languages;

34 (d) Supplemental instruction and services for underachieving
35 students through the learning assistance program under RCW 28A.165.005
36 through 28A.165.065;

37 (e) Supplemental instruction and services for eligible and enrolled

1 students whose primary language is other than English through the
2 transitional bilingual instruction program under RCW 28A.180.010
3 through 28A.180.080;

4 (f) The opportunity for an appropriate education at public expense
5 as defined by RCW 28A.155.020 for all eligible students with
6 disabilities as defined in RCW 28A.155.020; and

7 (g) Programs for highly capable students under RCW 28A.185.010
8 through 28A.185.030.

9 (4) Nothing contained in this section shall be construed to require
10 individual students to attend school for any particular number of hours
11 per day or to take any particular courses.

12 (5) Each school district's kindergarten through twelfth grade basic
13 educational program shall be accessible to all students who are five
14 years of age, as provided by RCW 28A.225.160, and less than twenty-one
15 years of age and shall consist of a minimum of one hundred eighty
16 school days per school year in such grades as are conducted by a school
17 district, and one hundred eighty half-days of instruction, or
18 equivalent, in kindergarten, to be increased to a minimum of one
19 hundred eighty school days per school year according to the
20 implementation schedule under RCW 28A.150.315. However, schools
21 administering the Washington kindergarten inventory of developing
22 skills may use up to five school days at the beginning of the school
23 year to meet with parents and families as required in the parent
24 involvement component of the inventory. In addition, effective May 1,
25 1979, a school district may schedule the last five school days of the
26 one hundred and eighty day school year for noninstructional purposes in
27 the case of students who are graduating from high school, including,
28 but not limited to, the observance of graduation and early release from
29 school upon the request of a student, and all such students may be
30 claimed as a full-time equivalent student to the extent they could
31 otherwise have been so claimed for the purposes of RCW 28A.150.250 and
32 28A.150.260.

33 (6) Nothing in this section precludes a school district from
34 enriching the instructional program of basic education, such as
35 offering additional instruction or providing additional services,
36 programs, or activities that the school district determines to be
37 appropriate for the education of the school district's students.

1 (7) The state board of education shall adopt rules to implement and
2 ensure compliance with the program requirements imposed by this
3 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental
4 program approval requirements as the state board may establish.

5 NEW SECTION. **Sec. 112.** A new section is added to chapter 28A.155
6 RCW to read as follows:

7 (1) The office of the superintendent of public instruction must
8 establish interagency agreements with the department of social and
9 health services, the department of services for the blind, and any
10 other state agency that provides high school transition services for
11 students with disabilities. The purpose of the interagency agreements
12 is to foster effective multiagency collaboration to enhance the
13 provision of transition services for students with disabilities age
14 sixteen through twenty-one, or through high school graduation,
15 whichever occurs first. Interagency agreements are also intended to
16 streamline services and programs, promote efficiencies, and establish
17 a consistent focus on improved posthigh school outcomes related to
18 self-sufficiency. This subsection does not require the provision of
19 any additional transition services not otherwise required by state or
20 federal law.

21 (2) The professional educator standards board must examine educator
22 certification requirements to assure that special education teachers,
23 school counselors, and school psychologists receive training and
24 information regarding the transition needs of students with
25 disabilities. The office of the superintendent of public instruction
26 shall post resources on its web site to assist teachers, counselors,
27 and psychologists in providing transition services.

28 (3) To the extent that data is available through data-sharing
29 agreements established by the education data center under RCW
30 43.41.400, the education data center must monitor the following
31 outcomes for students with disabilities after high school graduation:

32 (a) The number of students who, within one year of high school
33 graduation:

34 (i) Enter integrated employment paid at the greater of minimum wage
35 or competitive wage for the type of employment, with access to related
36 employment and health benefits; or

- 1 (ii) Enter a postsecondary education or training program focused on
2 leading to integrated employment;
- 3 (b) The wages and number of hours worked per pay period;
- 4 (c) The impact of employment on any state and federal benefits for
5 individuals with disabilities;
- 6 (d) Indicators of the types of settings in which students who
7 previously received transition services primarily reside;
- 8 (e) Indicators of improved economic status and self-sufficiency;
- 9 (f) Data on those students for whom a postsecondary or integrated
10 employment outcome does not occur within one year of high school
11 graduation, including:
- 12 (i) Information on the reasons that the desired outcome has not
13 occurred;
- 14 (ii) The number of months the student has not achieved the desired
15 outcome; and
- 16 (iii) The efforts made to ensure the student achieves the desired
17 outcome.
- 18 (4) To the extent that the data elements in subsection (3) of this
19 section are not available to the education data center through data-
20 sharing agreements, the office of the superintendent of public
21 instruction must attempt to collect the data through a single
22 communication with the student based on the student's last known
23 address within one year after the student's graduation or within one
24 year after turning age twenty-one, whichever occurs first.
- 25 (5) The office of the superintendent of public instruction must
26 aggregate the data collected in subsections (3) and (4) of this section
27 into an annual report and post the report on its web site.

28 NEW SECTION. **Sec. 113.** A new section is added to chapter 28A.600
29 RCW to read as follows:

30 (1) The definitions in this subsection apply throughout this
31 section unless the context clearly requires otherwise.

32 (a) "Isolation" means excluding a student from his or her regular
33 instructional area and restricting the student alone within a room or
34 any other form of enclosure, from which the student may not leave.

35 (b) "Restraint" means physical intervention or force used to
36 control a student, including the use of a restraint device.

1 (c) "Restraint device" means a device used to assist in controlling
2 a student, including but not limited to metal handcuffs, plastic ties,
3 ankle restraints, leather cuffs, other hospital-type restraints, pepper
4 spray, tasers, or batons.

5 (2) The provisions of this section apply only to any restraint of
6 a student who has an individualized education program or plan developed
7 under section 504 of the rehabilitation act of 1973 that results in a
8 physical injury to a student or a staff member, any restraint of a
9 student who has an individualized education program or plan developed
10 under section 504 of the rehabilitation act of 1973 lasting longer than
11 two minutes, and any isolation of a student who has an individualized
12 education program or plan developed under section 504 of the
13 rehabilitation act of 1973. The provisions of this section apply only
14 to incidents of restraint or isolation that occur while a student who
15 has an individualized education program or plan developed under section
16 504 of the rehabilitation act of 1973 is participating in school-
17 sponsored instruction or activities.

18 (3) Following the release of a student from the use of restraint or
19 isolation, the school must implement follow-up procedures. These
20 procedures must include reviewing the incident with the student and the
21 parent or guardian to address the behavior that precipitated the
22 restraint or isolation and reviewing the incident with the staff member
23 who administered the restraint or isolation to discuss whether proper
24 procedures were followed.

25 (4) Any school employee, resource officer, or school security
26 officer who uses any chemical spray, mechanical restraint, or physical
27 force on a student during school-sponsored instruction or activities
28 must inform the building administrator or building administrator's
29 designee as soon as possible, and within two business days submit a
30 written report of the incident to the district office. The written
31 report should include, at a minimum, the following information:

32 (a) The date and time of the incident;

33 (b) The name and job title of the individual who administered the
34 restraint or isolation;

35 (c) A description of the activity that led to the restraint or
36 isolation;

37 (d) The type of restraint or isolation used on the student,
38 including the duration; and

1 (e) Whether the student or staff was physically injured during the
2 restraint or isolation and any medical care provided.

3 (5) The principal or principal's designee must make a reasonable
4 effort to verbally inform the student's parent or guardian within
5 twenty-four hours of the incident, and must send written notification
6 as soon as practical but postmarked no later than five business days
7 after the restraint or isolation occurred. If the school or school
8 district customarily provides the parent or guardian with school-
9 related information in a language other than English, the written
10 report under this section must be provided to the parent or guardian in
11 that language.

12 NEW SECTION. **Sec. 114.** A new section is added to chapter 28A.155
13 RCW to read as follows:

14 A school that is required to develop an individualized education
15 program as required by federal law must include within the plan
16 procedures for notification of a parent or guardian regarding the use
17 of restraint or isolation. Parents and guardians of children who have
18 individualized education programs must be provided a copy of the
19 district policy on the use of isolation and restraint at the time that
20 the program is created.

21 NEW SECTION. **Sec. 115.** A new section is added to chapter 28A.600
22 RCW to read as follows:

23 Parents and guardians of children who have plans developed under
24 section 504 of the rehabilitation act of 1973 must be provided a copy
25 of the district policy on the use of isolation and restraint at the
26 time that the plan is created.

27 NEW SECTION. **Sec. 116.** A new section is added to chapter 28A.600
28 RCW to read as follows:

29 (1) The office of the superintendent of public instruction shall
30 convene a discipline task force to develop standard definitions for
31 causes of student disciplinary actions taken at the discretion of the
32 school district. The task force must also develop data collection
33 standards for disciplinary actions that are discretionary and for
34 disciplinary actions that result in the exclusion of a student from
35 school. The data collection standards must include data about

1 education services provided while a student is subject to a
2 disciplinary action, the status of petitions for readmission to the
3 school district when a student has been excluded from school, credit
4 retrieval during a period of exclusion, and school dropout as a result
5 of disciplinary action.

6 (2) The discipline task force shall include representatives from
7 the K-12 data governance group, the educational opportunity gap
8 oversight and accountability committee, the state ethnic commissions,
9 the governor's office of Indian affairs, the office of the education
10 ombudsman, school districts, and other education and advocacy
11 organizations.

12 (3) The office of the superintendent of public instruction and the
13 K-12 data governance group shall revise the statewide student data
14 system to incorporate the student discipline data collection standards
15 recommended by the discipline task force, and begin collecting data
16 based on the revised standards in the 2015-16 school year.

17 **Sec. 117.** RCW 28A.600.015 and 2006 c 263 s 701 are each amended to
18 read as follows:

19 (1) The superintendent of public instruction shall adopt and
20 distribute to all school districts lawful and reasonable rules
21 prescribing the substantive and procedural due process guarantees of
22 pupils in the common schools. Such rules shall authorize a school
23 district to use informal due process procedures in connection with the
24 short-term suspension of students to the extent constitutionally
25 permissible: PROVIDED, That the superintendent of public instruction
26 deems the interest of students to be adequately protected. When a
27 student suspension or expulsion is appealed, the rules shall authorize
28 a school district to impose the suspension or expulsion temporarily
29 after an initial hearing for no more than ten consecutive school days
30 or until the appeal is decided, whichever is earlier. Any days that
31 the student is temporarily suspended or expelled before the appeal is
32 decided shall be applied to the term of the student suspension or
33 expulsion and shall not limit or extend the term of the student
34 suspension or expulsion. A suspension or expulsion of a student may
35 not be for an indefinite period of time, and a school district may not
36 suspend the provision of educational services to a student as a
37 disciplinary measure.

1 (2) Short-term suspension procedures may be used for suspensions of
2 students up to and including, ten consecutive school days.

3 (3) Emergency expulsions must end or be converted to another form
4 of corrective action within ten school days from the date of the
5 emergency removal from school. Notice and due process rights must be
6 provided to students when an emergency expulsion is converted to
7 another form of corrective action.

8 (4) A school district may not impose a disciplinary action that
9 results in the suspension of educational services to a student. A
10 student may be excluded from a particular classroom or instructional or
11 activity area for the period of suspension, but the school district
12 must provide an opportunity for the student to receive educational
13 services in an alternative manner, which may include services provided
14 through an alternative program, at an alternative school, or at an
15 alternative location within the student's regular school.

16 **Sec. 118.** RCW 28A.600.020 and 2006 c 263 s 706 are each amended to
17 read as follows:

18 (1) The rules adopted pursuant to RCW 28A.600.010 shall be
19 interpreted to ensure that the optimum learning atmosphere of the
20 classroom is maintained, and that the highest consideration is given to
21 the judgment of qualified certificated educators regarding conditions
22 necessary to maintain the optimum learning atmosphere.

23 (2) Any student who creates a disruption of the educational process
24 in violation of the building disciplinary standards while under a
25 teacher's immediate supervision may be excluded by the teacher from his
26 or her individual classroom and instructional or activity area for all
27 or any portion of the balance of the school day, or up to the following
28 two days, or until the principal or designee and teacher have
29 conferred, whichever occurs first. Except in emergency circumstances,
30 the teacher first must attempt one or more alternative forms of
31 corrective action. In no event without the consent of the teacher may
32 an excluded student return to the class during the balance of that
33 class or activity period or up to the following two days, or until the
34 principal or his or her designee and the teacher have conferred.

35 (3) In order to preserve a beneficial learning environment for all
36 students and to maintain good order and discipline in each classroom,
37 every school district board of directors shall provide that written

1 procedures are developed for administering discipline at each school
2 within the district. Such procedures shall be developed with the
3 participation of ~~((parents))~~ families and the community, and shall
4 provide that the teacher, principal or designee, and other authorities
5 designated by the board of directors, make every reasonable attempt to
6 involve the ~~((parent))~~ family or guardian and the student in the
7 resolution of student discipline problems. Such procedures shall
8 provide that students may be excluded from their individual classes or
9 activities for periods of time in excess of that provided in subsection
10 (2) of this section if such students have repeatedly disrupted the
11 learning of other students. The procedures must be consistent with the
12 rules of the superintendent of public instruction and must provide for
13 early involvement of ~~((parents))~~ families in attempts to improve the
14 student's behavior.

15 (4) The procedures shall assure, pursuant to RCW 28A.400.110, that
16 all staff work cooperatively toward consistent enforcement of proper
17 student behavior throughout each school as well as within each
18 classroom.

19 (5)(a) A principal ~~((shall))~~ may consider imposing long-term
20 suspension or expulsion as a sanction when deciding the appropriate
21 disciplinary action for a student who, after July 27, 1997:

22 ~~((+a))~~ (i) Engages in two or more violations within a three-year
23 period of RCW 9A.46.120, 28A.320.135, 28A.600.455, 28A.600.460,
24 28A.635.020, 28A.600.020, 28A.635.060, or 9.41.280(~~(, or 28A.320.140)~~);
25 or

26 ~~((+b))~~ (ii) Engages in one or more of the offenses listed in RCW
27 13.04.155.

28 (b) The principal shall communicate the disciplinary action taken
29 by the principal to the school personnel who referred the student to
30 the principal for disciplinary action.

31 (6) Any corrective action involving a suspension or expulsion from
32 school for more than ten days must have an end date no later than the
33 end of the academic term in which the student exhibited behavior
34 leading to a corrective action. In consultation with families and
35 guardians of students subject to corrective action, school districts
36 shall make reasonable efforts to assist students in returning to an
37 educational setting prior to and no later than the end date of the
38 corrective action. Where warranted based on public health or safety,

1 a school district may petition the superintendent of public
2 instruction, pursuant to policies and procedures adopted by the
3 superintendent of public instruction, for authorization to exceed the
4 academic term limitation provided in this subsection. The
5 superintendent of public instruction shall adopt rules outlining the
6 limited circumstances in which a school district may petition the
7 superintendent of public instruction to exceed the academic term
8 limitation, including safeguards to ensure that the district has made
9 every effort to plan for the student's return to school and that the
10 student's extended expulsion from the district does not impair the
11 student's constitutional right to education. In adopting rules and
12 reviewing petitions to exceed the academic term limitation, the
13 superintendent of public instruction must assure that students receive
14 educational services while serving a suspension or expulsion. A
15 petition to exceed the academic term limitation shall not be granted by
16 the superintendent of public instruction if a school district does not
17 provide educational services to a student serving a suspension or
18 expulsion.

19 (7) As provided in RCW 28A.600.015, a school district may not
20 impose disciplinary action that results in the suspension of
21 educational services to a student.

22 **Sec. 119.** RCW 28A.600.410 and 1992 c 155 s 1 are each amended to
23 read as follows:

24 It is the intent of the legislature to minimize the use of out-of-
25 school suspension and expulsion and its impact on student achievement
26 by reducing the number of days that students are excluded from school
27 due to disciplinary action. Student discipline should not impair a
28 student's constitutional right to education.

29 School districts are encouraged to find alternatives to suspension
30 including reducing the length of a student's suspension conditioned by
31 the commencement of counseling or other treatment services. Consistent
32 with current law, the conditioning of a student's suspension does not
33 obligate the school district to pay for the counseling or other
34 treatment services except for those stipulated and agreed to by the
35 district at the inception of the suspension.

1 **Sec. 120.** RCW 28A.600.460 and 1997 c 266 s 9 are each amended to
2 read as follows:

3 (1) School district boards of directors shall adopt policies that
4 restore discipline to the classroom. Such policies must provide for at
5 least the following: Allowing each teacher to take disciplinary action
6 to correct a student who disrupts normal classroom activities, abuses
7 or insults a teacher as prohibited by RCW 28A.635.010, willfully
8 disobeys a teacher, uses abusive or foul language directed at a school
9 district employee, school volunteer, or another student, violates
10 school rules, or who interferes with an orderly education process.
11 Disciplinary action may include but is not limited to: Oral or written
12 reprimands; written notification to parents of disruptive behavior, a
13 copy of which must be provided to the principal.

14 (2) A student committing an offense under chapter 9A.36, 9A.40,
15 9A.46, or 9A.48 RCW when the activity is directed toward the teacher,
16 shall not be assigned to that teacher's classroom for the duration of
17 the student's attendance at that school or any other school where the
18 teacher is assigned.

19 (3) A student who commits an offense under chapter 9A.36, 9A.40,
20 9A.46, or 9A.48 RCW, when directed toward another student, may be
21 removed from the classroom of the victim for the duration of the
22 student's attendance at that school or any other school where the
23 victim is enrolled. A student who commits an offense under one of the
24 chapters enumerated in this section against a student or another school
25 employee, may be expelled or suspended.

26 (4) Nothing in this section is intended to limit the authority of
27 a school under existing law and rules to expel or suspend a student for
28 misconduct or criminal behavior. However, as provided in RCW
29 28A.600.015, a school district may not impose disciplinary action that
30 results in the suspension of educational services to a student.

31 (5) All school districts must collect data on disciplinary actions
32 taken in each school and must record such actions using the statewide
33 student data system, based on the data collection standards established
34 by the office of the superintendent of public instruction and the K-12
35 data governance group. The information shall be made available to the
36 public upon request(~~(. This collection of)~~), but any public release of
37 such data shall not include personally identifiable information

1 including, but not limited to, a student's social security number,
2 name, or address.

3 NEW SECTION. **Sec. 121.** A new section is added to chapter 28A.600
4 RCW to read as follows:

5 (1) School districts should make efforts to have suspended or
6 expelled students return to the educational setting they were suspended
7 or expelled from as soon as possible. School districts should convene
8 a school reenrollment meeting with the student and the student's family
9 or guardians within twenty days of the student's long-term suspension
10 or expulsion, but no later than five days before the student's
11 enrollment, to discuss a plan to reenroll and reengage the student in
12 a school program.

13 (2) In developing a reenrollment and reengagement plan, school
14 districts should consider shortening the length of time that the
15 student is suspended or expelled, other forms of corrective action, and
16 supportive interventions that aid in the student's academic success and
17 keep the student engaged and on track to graduate. School districts
18 must create a reenrollment and reengagement plan tailored to the
19 student's individual circumstances, including consideration of the
20 incident that led to the student's long-term suspension or expulsion.
21 The plan should aid the student in taking the necessary steps to remedy
22 the situation that led to the student's suspension or expulsion.

23 (3) Any reenrollment meetings conducted by the school district
24 involving the suspended or expelled student and his or her family or
25 guardians are not intended to replace a petition for readmission.

26 NEW SECTION. **Sec. 122.** Nothing in sections 117 through 121 of
27 this act prevents a public school district, law enforcement agencies,
28 or law enforcement personnel from enforcing laws protecting health and
29 human safety.

30 **Sec. 123.** RCW 43.41.400 and 2012 c 229 s 585 are each amended to
31 read as follows:

32 (1) An education data center shall be established in the office of
33 financial management. The education data center shall jointly, with
34 the legislative evaluation and accountability program committee,
35 conduct collaborative analyses of early learning, K-12, and higher

1 education programs and education issues across the P-20 system, which
2 includes the department of early learning, the superintendent of public
3 instruction, the professional educator standards board, the state board
4 of education, the state board for community and technical colleges, the
5 workforce training and education coordinating board, the student
6 achievement council, public and private nonprofit four-year
7 institutions of higher education, and the employment security
8 department. The education data center shall conduct collaborative
9 analyses under this section with the legislative evaluation and
10 accountability program committee and provide data electronically to the
11 legislative evaluation and accountability program committee, to the
12 extent permitted by state and federal confidentiality requirements.
13 The education data center shall be considered an authorized
14 representative of the state educational agencies in this section under
15 applicable federal and state statutes for purposes of accessing and
16 compiling student record data for research purposes.

17 (2) The education data center shall:

18 (a) In consultation with the legislative evaluation and
19 accountability program committee and the agencies and organizations
20 participating in the education data center, identify the critical
21 research and policy questions that are intended to be addressed by the
22 education data center and the data needed to address the questions;

23 (b) Coordinate with other state education agencies to compile and
24 analyze education data, including data on student demographics that is
25 disaggregated by distinct ethnic categories within racial subgroups,
26 and complete P-20 research projects;

27 (c) Collaborate with the legislative evaluation and accountability
28 program committee and the education and fiscal committees of the
29 legislature in identifying the data to be compiled and analyzed to
30 ensure that legislative interests are served;

31 (d) Annually provide to the K-12 data governance group a list of
32 data elements and data quality improvements that are necessary to
33 answer the research and policy questions identified by the education
34 data center and have been identified by the legislative committees in
35 (c) of this subsection. Within three months of receiving the list, the
36 K-12 data governance group shall develop and transmit to the education
37 data center a feasibility analysis of obtaining or improving the data,
38 including the steps required, estimated time frame, and the financial

1 and other resources that would be required. Based on the analysis, the
2 education data center shall submit, if necessary, a recommendation to
3 the legislature regarding any statutory changes or resources that would
4 be needed to collect or improve the data;

5 (e) Monitor and evaluate the education data collection systems of
6 the organizations and agencies represented in the education data center
7 ensuring that data systems are flexible, able to adapt to evolving
8 needs for information, and to the extent feasible and necessary,
9 include data that are needed to conduct the analyses and provide
10 answers to the research and policy questions identified in (a) of this
11 subsection;

12 (f) Track enrollment and outcomes through the public centralized
13 higher education enrollment system;

14 (g) Assist other state educational agencies' collaborative efforts
15 to develop a long-range enrollment plan for higher education including
16 estimates to meet demographic and workforce needs;

17 (h) Provide research that focuses on student transitions within and
18 among the early learning, K-12, and higher education sectors in the P-
19 20 system; (~~and~~)

20 (i) Prepare a regular report on the educational and workforce
21 outcomes of youth in the juvenile justice system, using data
22 disaggregated according to RCW 28A.300.042, and by age; and

23 (j) Make recommendations to the legislature as necessary to help
24 ensure the goals and objectives of this section and RCW 28A.655.210 and
25 28A.300.507 are met.

26 (3) The department of early learning, superintendent of public
27 instruction, professional educator standards board, state board of
28 education, state board for community and technical colleges, workforce
29 training and education coordinating board, student achievement council,
30 public four-year institutions of higher education, department of social
31 and health services, and employment security department shall work with
32 the education data center to develop data-sharing and research
33 agreements, consistent with applicable security and confidentiality
34 requirements, to facilitate the work of the center. The education data
35 center shall also develop data-sharing and research agreements with the
36 administrative office of the courts to conduct research on educational
37 and workforce outcomes using data maintained under RCW 13.50.010(11)
38 related to juveniles. Private, nonprofit institutions of higher

1 education that provide programs of education beyond the high school
2 level leading at least to the baccalaureate degree and are accredited
3 by the Northwest association of schools and colleges or their peer
4 accreditation bodies may also develop data-sharing and research
5 agreements with the education data center, consistent with applicable
6 security and confidentiality requirements. The education data center
7 shall make data from collaborative analyses available to the education
8 agencies and institutions that contribute data to the education data
9 center to the extent allowed by federal and state security and
10 confidentiality requirements applicable to the data of each
11 contributing agency or institution.

12 NEW SECTION. **Sec. 124.** A new section is added to chapter 28A.655
13 RCW to read as follows:

14 Before implementing revisions to the state essential academic
15 learning requirements as authorized under RCW 28A.655.070, the
16 superintendent of public instruction must ensure that a fairness and
17 bias review of the revisions has been conducted, including providing an
18 opportunity for input from the educational opportunity gap oversight
19 and accountability committee under RCW 28A.300.136 and from an
20 additional diverse group of community representatives, parents, and
21 educators to be convened by the superintendent.

22 **Sec. 125.** RCW 28A.300.042 and 2009 c 468 s 4 are each amended to
23 read as follows:

24 (1) Beginning with the 2014-15 school year and using the phase-in
25 provided in subsection (2) of this section, the superintendent of
26 public instruction must collect and school districts must submit all
27 student-level data using the United States office of management and
28 budget 1997 race and ethnicity reporting guidelines, including the
29 subracial and subethnic categories within those guidelines, with the
30 following modifications to the subracial and subethnic categories:

31 (a) Further disaggregation of the Black category to differentiate
32 students of African origin and students native to the United States
33 with African ancestors;

34 (b) Further disaggregation of countries of origin for Asian
35 students;

1 (c) Further disaggregation of the White category to include
2 subethnic categories for Eastern European nationalities that have
3 significant populations in Washington; and

4 (d) For students who report as multiracial, collection of their
5 racial and ethnic combination of categories.

6 (2) Beginning with the 2014-15 school year, school districts must
7 collect student-level data as provided in subsection (1) of this
8 section for all newly enrolled students, including transfer students.
9 School districts must resurvey students for whom subracial and
10 subethnic categories are not reported when the students enter middle
11 school or junior high school. School districts may resurvey other
12 students.

13 (3) All student data-related reports (~~(required of)~~) prepared by
14 the superintendent of public instruction (~~(in)~~) under this title must
15 be disaggregated by at least the following subgroups of students:
16 White, Black, Hispanic, American Indian/Alaskan Native, Asian, Pacific
17 Islander/Hawaiian Native, low income, transitional bilingual, migrant,
18 special education, and students covered by section 504 of the federal
19 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794). Beginning
20 with the 2014-15 school year, student data-related reports must also be
21 prepared displaying additional disaggregation of data if analysis of
22 the data indicates significant differences among categories of students
23 as it pertains to the subject of the report. The superintendent of
24 public instruction may use other data for analysis if disaggregated
25 data for subracial and subethnic categories of students do not exist,
26 including but not limited to whether the student is an immigrant;
27 country of birth; or language spoken at home.

28 (4) The K-12 data governance group shall develop the data protocols
29 and guidance for school districts in the collection of data as required
30 under this section, and the office of the superintendent of public
31 instruction shall modify the statewide student data system as needed.
32 The office of the superintendent of public instruction shall also
33 incorporate training for school staff on best practices for collection
34 of data on student race and ethnicity in other training or professional
35 development related to data provided by the office.

36 **Sec. 126.** RCW 28A.300.505 and 2007 c 401 s 5 are each amended to
37 read as follows:

1 (1) The office of the superintendent of public instruction shall
2 develop standards for school data systems that focus on validation and
3 verification of data entered into the systems to ensure accuracy and
4 compatibility of data. The standards shall address but are not limited
5 to the following topics:

6 (a) Date validation;

7 (b) Code validation, which includes gender, race or ethnicity, and
8 other code elements;

9 (c) Decimal and integer validation; and

10 (d) Required field validation as defined by state and federal
11 requirements.

12 (2) The superintendent of public instruction shall develop a
13 reporting format and instructions for school districts to collect and
14 submit data on student demographics that is disaggregated (~~(by distinct
15 ethnic categories within racial subgroups so that analyses may be
16 conducted on student achievement using the disaggregated data)~~) as
17 required under RCW 28A.300.042.

18 PART II

19 DEVELOPING AND SUPPORTING EXCELLENT EDUCATORS

20 NEW SECTION. **Sec. 201.** (1) The legislature finds that a clear
21 definition of professional learning provides a foundational vision that
22 sets the course for how state, regional, and local education leaders
23 support educator development. A shared, statewide definition is a
24 piece of critical infrastructure to guide policy and investments in the
25 content, structure, and provision of the types of professional
26 development that are associated with increased student performance.

27 (2) The office of the superintendent of public instruction, in
28 partnership with the professional educator standards board, the
29 educational service districts, and other experts and practitioners,
30 shall create a common definition for professional learning. The office
31 must submit the definition to the education committees of the
32 legislature by January 15, 2014, along with a recommended framework for
33 how the definition may be used to guide and inform state, regional, and
34 local policy and investments in professional development that will have
35 the highest anticipated return on investment in terms of increased
36 student performance.

1 NEW SECTION. **Sec. 202.** A new section is added to chapter 28A.415
2 RCW to read as follows:

3 (1) The educator support program is established to provide
4 professional development and mentor support for beginning educators and
5 educators on probation under RCW 28A.405.100. Funds may be allocated
6 to individual school districts or consortia of districts. School
7 districts are encouraged to include educational service districts in
8 creating regional consortia. A portion of the appropriated funds may
9 be used for program coordination and provision of statewide or regional
10 professional development through the office of the superintendent of
11 public instruction.

12 (2) An educator support program under this section must include the
13 following components:

14 (a) A paid orientation or individualized assistance before the
15 start of the school year for beginning educators;

16 (b) Assignment of a trained and qualified mentor for the first
17 three years for beginning educators, with intensive support in the
18 first year and decreasing support over the following years depending on
19 the needs of the beginning educator. Mentors shall also be assigned to
20 educators on probation;

21 (c) Professional development for beginning educators and educators
22 on probation that is designed to meet their unique needs for
23 supplemental training and skill development;

24 (d) Professional development for mentors;

25 (e) Release time for mentors and their designated educators to work
26 together, as well as time for educators to observe accomplished peers;
27 and

28 (f) A program evaluation using a standard evaluation tool provided
29 from the office of the superintendent of public instruction that
30 measures increased knowledge, skills, and positive impact on student
31 learning for program participants.

32 **Sec. 203.** RCW 28A.415.010 and 2006 c 263 s 807 are each amended to
33 read as follows:

34 It shall be the responsibility of each educational service district
35 board to establish a center for the improvement of teaching. The
36 center shall administer, coordinate, and act as fiscal agent for such
37 programs related to the recruitment and training of certificated and

1 classified K-12 education personnel as may be delegated to the center
2 by the superintendent of public instruction under RCW 28A.310.470. To
3 assist in these activities, each educational service district board
4 shall establish an improvement of teaching coordinating council to
5 include, at a minimum, representatives as specified in RCW 28A.415.040.
6 An existing in-service training task force, established pursuant to RCW
7 28A.415.040, may serve as the improvement of teaching coordinating
8 council. The educational service district board shall ensure
9 coordination of programs established pursuant to RCW 28A.415.030,
10 28A.410.060, and (~~28A.415.250~~) section 202 of this act.

11 The educational service district board may arrange each year for
12 the holding of one or more teachers' institutes and/or workshops for
13 professional staff preparation and in-service training in such manner
14 and at such time as the board believes will be of benefit to the
15 teachers and other professional staff of school districts within the
16 educational service district and shall comply with rules of the
17 professional educator standards board pursuant to RCW 28A.410.060 or
18 the superintendent of public instruction (~~pursuant to RCW~~
19 ~~28A.415.250~~). The board may provide such additional means of teacher
20 and other professional staff preparation and in-service training as it
21 may deem necessary or appropriate and there shall be a proper charge
22 against the educational service district general expense fund when
23 approved by the educational service district board.

24 Educational service district boards of contiguous educational
25 service districts, by mutual arrangements, may hold joint institutes
26 and/or workshops, the expenses to be shared in proportion to the
27 numbers of certificated personnel as shown by the last annual reports
28 of the educational service districts holding such joint institutes or
29 workshops.

30 In local school districts employing more than one hundred teachers
31 and other professional staff, the school district superintendent may
32 hold a teachers' institute of one or more days in such district, said
33 institute when so held by the school district superintendent to be in
34 all respects governed by the provisions of this title and rules
35 relating to teachers' institutes held by educational service district
36 superintendents.

1 **Sec. 204.** RCW 28C.18.162 and 2009 c 238 s 3 are each amended to
2 read as follows:

3 Unless the context clearly requires otherwise, the definitions in
4 this section apply throughout this section and RCW 28C.18.160 and
5 28C.18.164 through 28C.18.168.

6 (1) "High-demand occupation" means an occupation with a substantial
7 number of current or projected employment opportunities. For the
8 purposes of opportunity internships, the teaching of mathematics,
9 science, bilingual education, special education, or English as a second
10 language is considered a high-demand occupation.

11 (2) "Low-income high school student" means a student who is
12 enrolled in grade((s)) ten, eleven, or twelve in a public high school
13 and who qualifies for federal free or reduced-price meals. If a
14 student qualifies at the time the student begins participating in the
15 opportunity internship program, the student remains eligible even if
16 the student does not receive free or reduced-price meals thereafter.
17 To participate in the program, the student must remain enrolled in high
18 school until the student receives a high school diploma.

19 (3) "Opportunity internship consortium" means a local consortium
20 formed for the purpose of participating in the opportunity internship
21 program and which may be composed of a local workforce development
22 council, economic development council, area high schools, community or
23 technical colleges, apprenticeship councils, preapprenticeship programs
24 such as running start for the trades, private vocational schools
25 licensed under chapter 28C.10 RCW, public and private four-year
26 institutions of higher education, employers in targeted industries, and
27 labor organizations. Partnerships of high schools, teacher preparation
28 programs, and community-based organizations offering the program under
29 RCW 28A.415.370 may be considered opportunity internship consortia.

30 (4) "Opportunity internship graduate" means a low-income high
31 school student who successfully completes an opportunity internship
32 program and graduates from high school.

33 (5) "Postsecondary program of study" means an undergraduate or
34 graduate certificate, apprenticeship, or degree program.

35 (6) "Preapprenticeship" means a program of at least ninety hours
36 and not more than one hundred eighty hours in length that provides
37 practical experience, education, preparation, and the development of
38 skills that would be beneficial for entry into state-approved

1 apprenticeship programs, including but not limited to construction
2 industry structure and the construction process; orientation to state-
3 approved apprenticeship; tools of the various trades and safe handling
4 of power tools; and industry standards of safety, responsibility, and
5 craft excellence.

6 (7) "Targeted industry" means a business or industry identified by
7 a local workforce development council as having high-demand occupations
8 that require candidates to have completed a postsecondary program of
9 study.

10 **Sec. 205.** RCW 28A.660.040 and 2010 c 235 s 504 are each amended to
11 read as follows:

12 Alternative route programs under this chapter shall operate one to
13 four specific route programs. Successful completion of the program
14 shall make a candidate eligible for residency teacher certification.
15 The mentor of the teacher candidate at the school and the supervisor of
16 the teacher candidate from the teacher preparation program must both
17 agree that the teacher candidate has successfully completed the
18 program.

19 (1) Alternative route programs operating route one programs shall
20 enroll currently employed classified instructional employees with
21 transferable associate degrees or former participants in the recruiting
22 Washington teachers program who enter through the pipeline for
23 paraeducators conditional scholarship program under RCW 28A.660.042 who
24 are seeking residency teacher certification with endorsements in
25 mathematics, special education, bilingual education, or English as a
26 second language. It is anticipated that candidates enrolled in this
27 route will complete both their baccalaureate degree and requirements
28 for residency certification in two years or less, including a mentored
29 internship to be completed in the final year. In addition, partnership
30 programs shall uphold entry requirements for candidates that include:

31 (a) District or building validation of qualifications, including
32 one year of successful student interaction and leadership as a
33 classified instructional employee;

34 (b) Successful passage of the statewide basic skills exam; and

35 (c) Meeting the age, good moral character, and personal fitness
36 requirements adopted by rule for teachers.

1 (2) Alternative route programs operating route two programs shall
2 enroll currently employed classified staff with baccalaureate degrees
3 seeking residency teacher certification in subject matter shortage
4 areas and areas with shortages due to geographic location. Candidates
5 enrolled in this route must complete a mentored internship complemented
6 by flexibly scheduled training and coursework offered at a local site,
7 such as a school or educational service district, or online or via
8 video-conference over the K-20 network, in collaboration with the
9 partnership program's higher education partner. In addition,
10 partnership grant programs shall uphold entry requirements for
11 candidates that include:

12 (a) District or building validation of qualifications, including
13 one year of successful student interaction and leadership as classified
14 staff;

15 (b) A baccalaureate degree from a regionally accredited institution
16 of higher education. The individual's college or university grade
17 point average may be considered as a selection factor;

18 (c) Successful completion of the subject matter assessment required
19 by RCW 28A.410.220(3);

20 (d) Meeting the age, good moral character, and personal fitness
21 requirements adopted by rule for teachers; and

22 (e) Successful passage of the statewide basic skills exam.

23 (3) Alternative route programs seeking funds to operate route three
24 programs shall enroll individuals with baccalaureate degrees, who are
25 not employed in the district at the time of application. When
26 selecting candidates for certification through route three, districts
27 and approved preparation program providers shall give priority to
28 individuals who are seeking residency teacher certification in subject
29 matter shortage areas or shortages due to geographic locations.
30 Cohorts of candidates for this route shall attend an intensive summer
31 teaching academy, followed by a full year employed by a district in a
32 mentored internship, followed, if necessary, by a second summer
33 teaching academy. In addition, partnership programs shall uphold entry
34 requirements for candidates that include:

35 (a) A baccalaureate degree from a regionally accredited institution
36 of higher education. The individual's grade point average may be
37 considered as a selection factor;

1 (b) Successful completion of the subject matter assessment required
2 by RCW 28A.410.220(3);

3 (c) External validation of qualifications, including demonstrated
4 successful experience with students or children, such as reference
5 letters and letters of support from previous employers;

6 (d) Meeting the age, good moral character, and personal fitness
7 requirements adopted by rule for teachers; and

8 (e) Successful passage of statewide basic skills exam.

9 (4) Alternative route programs operating route four programs shall
10 enroll individuals with baccalaureate degrees, who are employed in the
11 district at the time of application, or who hold conditional teaching
12 certificates or emergency substitute certificates. Cohorts of
13 candidates for this route shall attend an intensive summer teaching
14 academy, followed by a full year employed by a district in a mentored
15 internship. If employed on a conditional certificate, the intern may
16 serve as the teacher of record, supported by a well-trained mentor. In
17 addition, partnership programs shall uphold entry requirements for
18 candidates that include:

19 (a) A baccalaureate degree from a regionally accredited institution
20 of higher education. The individual's grade point average may be
21 considered as a selection factor;

22 (b) Successful completion of the subject matter assessment required
23 by RCW 28A.410.220(3);

24 (c) External validation of qualifications, including demonstrated
25 successful experience with students or children, such as reference
26 letters and letters of support from previous employers;

27 (d) Meeting the age, good moral character, and personal fitness
28 requirements adopted by rule for teachers; and

29 (e) Successful passage of statewide basic skills exam.

30 (5) Applicants for alternative route programs who are eligible
31 veterans or national guard members and who meet the entry requirements
32 for the alternative route program for which application is made shall
33 be given preference in admission.

34 **Sec. 206.** RCW 28A.660.042 and 2007 c 396 s 6 are each amended to
35 read as follows:

36 (1) The pipeline for paraeducators conditional scholarship program
37 is created.

1 (2)(a) Except as provided under subsection (3) of this section,
2 participation is limited to paraeducators without a college degree who
3 have at least three years of classroom experience. It is anticipated
4 that candidates enrolled in this program will complete their associate
5 of arts degree at a community and technical college in two years or
6 less and become eligible for a mathematics, special education, or
7 English as a second language endorsement via route one in the
8 alternative routes to teacher certification program provided in this
9 chapter.

10 ~~((+2))~~ (b) Entry requirements for candidates under this subsection
11 (2) include district or building validation of qualifications,
12 including three years of successful student interaction and leadership
13 as a classified instructional employee.

14 (3) Subject to the availability of funds for the pipeline for
15 paraeducators conditional scholarship program under RCW 28A.660.050,
16 after qualified candidates under subsection (2) of this section have
17 been accepted, individuals who participated in one of the recruiting
18 Washington teachers grant programs under RCW 28A.415.370 may
19 participate in the pipeline for paraeducators conditional scholarship
20 program if the individual meets the criteria for the scholarship under
21 RCW 28A.660.050.

22 **Sec. 207.** RCW 28A.660.045 and 2007 c 396 s 7 are each amended to
23 read as follows:

24 (1) The educator retooling ~~(to teach mathematics and science))~~
25 conditional scholarship program is created. Participation is limited
26 to current K-12 teachers and individuals having an elementary education
27 certificate but who are not employed in positions requiring an
28 elementary education certificate. It is anticipated that candidates
29 enrolled in this program will complete the requirements for a
30 mathematics ~~((or)),~~ science, special education, bilingual education, or
31 English language learner endorsement ~~((, or both,))~~ in two years or
32 less.

33 (2) Entry requirements for candidates include:

34 (a) Current K-12 teachers shall pursue a middle level mathematics
35 or science, ~~((or))~~ secondary mathematics or science, special education,
36 bilingual education, or English language learner endorsement.

1 (b) Individuals having an elementary education certificate but who
2 are not employed in positions requiring an elementary education
3 certificate shall pursue an endorsement only in middle level
4 mathematics or science ~~((only))~~, special education, bilingual
5 education, or English language learner.

6 **Sec. 208.** RCW 28A.660.050 and 2012 c 229 s 507 are each amended to
7 read as follows:

8 Subject to the availability of amounts appropriated for these
9 purposes, the conditional scholarship programs in this chapter are
10 created under the following guidelines:

11 (1) The programs shall be administered by the student achievement
12 council. In administering the programs, the council has the following
13 powers and duties:

14 (a) To adopt necessary rules and develop guidelines to administer
15 the programs;

16 (b) To collect and manage repayments from participants who do not
17 meet their service obligations; and

18 (c) To accept grants and donations from public and private sources
19 for the programs.

20 (2) Requirements for participation in the conditional scholarship
21 programs are as provided in this subsection (2).

22 (a) The alternative route conditional scholarship program is
23 limited to interns of professional educator standards board-approved
24 alternative routes to teaching programs under RCW 28A.660.040. For
25 fiscal year 2011, priority must be given to fiscal year 2010
26 participants in the alternative route partnership program. In order to
27 receive conditional scholarship awards, recipients shall:

28 (i) Be accepted and maintain enrollment in alternative
29 certification routes through a professional educator standards board-
30 approved program;

31 (ii) Continue to make satisfactory progress toward completion of
32 the alternative route certification program and receipt of a residency
33 teaching certificate; and

34 (iii) Receive no more than the annual amount of the scholarship,
35 not to exceed eight thousand dollars, for the cost of tuition, fees,
36 and educational expenses, including books, supplies, and transportation
37 for the alternative route certification program in which the recipient

1 is enrolled. The council may adjust the annual award by the average
2 rate of resident undergraduate tuition and fee increases at the state
3 universities as defined in RCW 28B.10.016.

4 (b) The pipeline for paraeducators conditional scholarship program
5 is limited to qualified (~~(paraeducators)~~) individuals as provided by
6 RCW 28A.660.042. Paraeducators who apply for the program under RCW
7 28A.660.042(2) shall receive first priority in scholarship awards. In
8 order to receive conditional scholarship awards, recipients shall:

9 (i) Be accepted and maintain enrollment at a community and
10 technical college for no more than two years and attain an associate of
11 arts degree;

12 (ii) Continue to make satisfactory progress toward completion of an
13 associate of arts degree. This progress requirement is a condition for
14 eligibility into a route one program of the alternative routes to
15 teacher certification program for a mathematics, special education, or
16 English as a second language endorsement; and

17 (iii) Receive no more than the annual amount of the scholarship,
18 not to exceed four thousand dollars, for the cost of tuition, fees, and
19 educational expenses, including books, supplies, and transportation for
20 the alternative route certification program in which the recipient is
21 enrolled. The student achievement council may adjust the annual award
22 by the average rate of tuition and fee increases at the state community
23 and technical colleges.

24 (c) The educator retooling (~~((to teach mathematics and science))~~)
25 conditional scholarship program is limited to current K-12 teachers.
26 In order to receive conditional scholarship awards:

27 (i) Individuals currently employed as teachers shall pursue a
28 middle level mathematics or science, (~~((or))~~) secondary mathematics or
29 science, special education, bilingual education, or English language
30 learner endorsement; or

31 (ii) Individuals who are certificated with an elementary education
32 endorsement shall pursue an endorsement in middle level mathematics or
33 science, (~~((or both))~~) special education, bilingual education, or English
34 language learner; and

35 (iii) Individuals shall use one of the pathways to endorsement
36 processes to receive (~~((a mathematics or science))~~) the endorsement, (~~((or~~
37 ~~both,))~~) which shall include passing (~~((a mathematics or science))~~) the

1 associated endorsement test((7)) or ((~~both~~)) tests, plus observation
2 and completing applicable coursework to attain the proper endorsement;
3 and

4 (iv) Individuals shall receive no more than the annual amount of
5 the scholarship, not to exceed three thousand dollars, for the cost of
6 tuition, test fees, and educational expenses, including books,
7 supplies, and transportation for the endorsement pathway being pursued.

8 (3) The Washington professional educator standards board shall
9 select individuals to receive conditional scholarships. In selecting
10 recipients, preference shall be given to eligible veterans or national
11 guard members. In awarding educator retooling scholarships to support
12 additional bilingual education and English language learner
13 endorsements, the board shall give preference to: Teachers seeking
14 endorsements in order to be assigned to the transitional bilingual
15 instructional program under the provisions of RCW 28A.180.040(2),
16 teachers assigned to schools required under state or federal
17 accountability measures to implement a plan for improvement, and
18 teachers assigned to schools whose enrollment of English language
19 learner students has increased an average of more than five percent per
20 year over the previous three years.

21 (4) For the purpose of this chapter, a conditional scholarship is
22 a loan that is forgiven in whole or in part in exchange for service as
23 a certificated teacher employed in a Washington state K-12 public
24 school. The state shall forgive one year of loan obligation for every
25 two years a recipient teaches in a public school. Recipients who fail
26 to continue a course of study leading to residency teacher
27 certification or cease to teach in a public school in the state of
28 Washington in their endorsement area are required to repay the
29 remaining loan principal with interest.

30 (5) Recipients who fail to fulfill the required teaching obligation
31 are required to repay the remaining loan principal with interest and
32 any other applicable fees. The student achievement council shall adopt
33 rules to define the terms for repayment, including applicable interest
34 rates, fees, and deferments. The student achievement council must
35 provide regular reports to the professional educator standards board
36 that include the enrollment, employment, and repayment status of
37 recipients of all scholarships under this section and the certificate

1 number of recipients who have successfully completed a certification
2 program.

3 (6) The student achievement council may deposit all appropriations,
4 collections, and any other funds received for the program in this
5 chapter in the future teachers conditional scholarship account
6 authorized in RCW 28B.102.080. Funds received by the professional
7 educator standards board for the program in this chapter may be
8 transferred to the student achievement council for deposit in the
9 future teachers conditional scholarship account.

10 **Sec. 209.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
11 read as follows:

12 (1) Subject to funds appropriated for this purpose, the office of
13 the superintendent of public instruction must develop and make
14 available a professional development program to support the
15 implementation of the evaluation systems required by RCW 28A.405.100.
16 The program components may be organized into professional development
17 modules for principals, administrators, and teachers. The professional
18 development program shall include a comprehensive online training
19 package.

20 (2) The training program must include, but not be limited to, the
21 following topics:

22 (a) Introduction of the evaluation criteria for teachers and
23 principals and the four-level rating system;

24 (b) Orientation to and use of instructional frameworks;

25 (c) Orientation to and use of the leadership frameworks;

26 (d) Best practices in developing and using data in the evaluation
27 systems, including multiple measures, student growth data, classroom
28 observations, and other measures and evidence;

29 (e) Strategies for achieving maximum rater agreement;

30 (f) Evaluator feedback protocols in the evaluation systems;

31 (g) Examples of high quality teaching and leadership; and

32 (h) Methods to link the evaluation process to ongoing educator
33 professional development.

34 (3) The training program must also include the foundational
35 elements of cultural competence, focusing on multicultural education
36 and principles of English language acquisition. The content of the
37 training must be aligned with the standards for cultural competence

1 developed by the professional educator standards board under RCW
2 28A.410.270. The office of the superintendent of public instruction,
3 in consultation with the professional educator standards board, the
4 steering committee established in RCW 28A.405.100, and the educational
5 opportunity gap oversight and accountability committee, must integrate
6 the content for cultural competence into the overall training for
7 principals, administrators, and teachers to support the revised
8 evaluation systems.

9 (4) To the maximum extent feasible, the professional development
10 program must incorporate or adapt existing online training or
11 curriculum, including securing materials or curriculum under contract
12 or purchase agreements within available funds. Multiple modes of
13 instruction should be incorporated including videos of classroom
14 teaching, participatory exercises, and other engaging combinations of
15 online audio, video, and print presentation.

16 ((+4)) (5) The professional development program must be developed
17 in modules that allow:

- 18 (a) Access to material over a reasonable number of training
19 sessions;
- 20 (b) Delivery in person or online; and
- 21 (c) Use in a self-directed manner.

22 ((+5)) (6) The office of the superintendent of public instruction
23 must maintain a web site that includes the online professional
24 development materials along with sample evaluation forms and templates,
25 links to relevant research on evaluation and on high quality teaching
26 and leadership, samples of contract and collective bargaining language
27 on key topics, examples of multiple measures of teacher and principal
28 performance, suggestions for data to measure student growth, and other
29 tools that will assist school districts in implementing the revised
30 evaluation systems.

31 ((+6)) (7) The office of the superintendent of public instruction
32 must identify the number of in-service training hours associated with
33 each professional development module and develop a way for users to
34 document their completion of the training. Documented completion of
35 the training under this section is considered approved in-service
36 training for the purposes of RCW 28A.415.020.

37 ((+7)) (8) The office of the superintendent of public instruction

1 shall periodically update the modules to reflect new topics and
2 research on performance evaluation so that the training serves as an
3 ongoing source of continuing education and professional development.

4 ~~((+8))~~ (9) The office of the superintendent of public instruction
5 shall work with the educational service districts to provide
6 clearinghouse services for the identification and publication of
7 professional development opportunities for teachers and principals that
8 align with performance evaluation criteria.

9 **Sec. 210.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to
10 read as follows:

11 (1) School districts shall require each administrator, each
12 principal, or other supervisory personnel who has responsibility for
13 evaluating classroom teachers or principals to have training in
14 evaluation procedures.

15 (2) Before school district implementation of the revised evaluation
16 systems required under RCW 28A.405.100, principals and administrators
17 who have evaluation responsibilities must engage in professional
18 development designed to implement the revised systems and maximize
19 rater agreement. The professional development to support the revised
20 evaluation systems must also include foundational elements of cultural
21 competence, focusing on multicultural education and principles of
22 English language acquisition.

23 NEW SECTION. **Sec. 211.** A new section is added to chapter 28A.415
24 RCW to read as follows:

25 (1) The office of the superintendent of public instruction, in
26 collaboration with the educational opportunity gap oversight and
27 accountability committee, the professional educator standards board,
28 colleges of education, and representatives from diverse communities and
29 community-based organizations, must develop a content outline for
30 professional development and training in cultural competence for school
31 staff.

32 (2) The content of the cultural competence professional development
33 and training must be aligned with the standards developed by the
34 professional educator standards board under RCW 28A.410.270.

35 (3) The cultural competence professional development and training
36 must contain components that are appropriate for classified school

1 staff and district administrators as well as certificated instructional
2 staff and principals at the building level. The professional
3 development and training must also contain components suitable for
4 delivery by individuals from the local community or community-based
5 organizations with appropriate expertise.

6 (4) The legislature encourages educational service districts and
7 school districts to use the cultural competence professional
8 development and training developed under this section and provide
9 opportunities for all school and school district staff to gain
10 knowledge and skills in cultural competence, including in partnership
11 with their local communities.

12 NEW SECTION. **Sec. 212.** A new section is added to chapter 28A.657
13 RCW to read as follows:

14 Schools that are required under state or federal accountability
15 measures to implement a plan for improvement must provide the cultural
16 competence professional development and training developed under
17 section 211 of this act for classified, certificated instructional, and
18 administrative staff of the school. The professional development and
19 training may be delivered by an educational service district, through
20 district in-service, or by another qualified provider, including in
21 partnership with the local community.

22 NEW SECTION. **Sec. 213.** A new section is added to chapter 28A.657
23 RCW to read as follows:

24 At the beginning of each school year, the office of the
25 superintendent of public instruction shall identify schools that
26 experienced a significant increase during the previous two school years
27 in enrollment of English language learner students as compared to
28 previous enrollment trends. The office shall notify the schools, and
29 school districts in which the schools are located must provide the
30 cultural competence professional development and training developed
31 under section 211 of this act for classified, certificated
32 instructional, and administrative staff of the schools. The
33 professional development and training may be delivered by an
34 educational service district, through district in-service, or by
35 another qualified provider, including in partnership with the local
36 community.

1 NEW SECTION. **Sec. 214.** (1) The professional educator standards
2 board and the office of the superintendent of public instruction shall
3 convene a work group to revise and update the model framework and
4 curriculum, as well as the program of study, for high school career and
5 technical education courses related to careers in education.

6 (2) The revised careers in education courses must incorporate:

7 (a) Standards for cultural competence developed by the professional
8 educator standards board under RCW 28A.410.270;

9 (b) The most recent competency standards established by the
10 professional educator standards board and new research on best
11 practices for educator preparation and development; and

12 (c) Curriculum and activities used by the recruiting Washington
13 teachers program under RCW 28A.415.370.

14 (3) The revisions must be completed before the 2014-15 school year.

15 (4) This section expires September 1, 2015.

16 NEW SECTION. **Sec. 215.** A new section is added to chapter 28A.410
17 RCW to read as follows:

18 (1) The professional educator standards board shall convene a work
19 group to design program-specific paraeducator professional development
20 and recommend minimum qualifications for paraeducators, as well as an
21 articulated pathway for teacher preparation and certification that has
22 the characteristics described in this section. The work group must
23 include representatives of community and technical college paraeducator
24 apprenticeship and certificate programs, colleges of education, teacher
25 and paraeducator associations, and the office of the superintendent of
26 public instruction.

27 (2) An articulated pathway for teacher preparation and
28 certification includes:

29 (a) Paraeducator certificate and apprenticeship programs that offer
30 course credits that apply to transferrable associate degrees and are
31 aligned with the standards and competencies for teachers adopted by the
32 professional educator standards board;

33 (b) Associate degree programs that build on and do not duplicate
34 the courses and competencies of paraeducator certificate programs,
35 incorporate field experiences, are aligned with the standards and
36 competencies for teachers adopted by the professional educator

1 standards board, and are transferrable to bachelor's degree in
2 education programs and teacher certification programs;

3 (c) Bachelor's degree programs that lead to teacher certification
4 that build on and do not duplicate the courses and competencies of
5 transferrable associate degrees; and

6 (d) Incorporation of the standards for cultural competence
7 developed by the professional educator standards board under RCW
8 28A.410.270 throughout the courses and curriculum of the pathway,
9 particularly focusing on multicultural education and principles of
10 language acquisition.

11 (3) The work group shall design professional development and
12 recommend minimum qualifications for paraeducators in the following
13 programs:

14 (a) Transitional bilingual instructional program;

15 (b) Learning assistance program;

16 (c) Special education; and

17 (d) General education.

18 (4) The professional educator standards board must submit a report
19 to the education committees of the legislature by January 10, 2014,
20 containing:

21 (a) A comparison of the current status of pathways for teacher
22 certification to the elements of the articulated pathway. The report
23 must highlight gaps and recommend strategies to address them;

24 (b) Appropriate program-specific professional development that
25 should be made available to paraeducators, including online learning
26 opportunities; and

27 (c) Recommended minimum qualifications for paraeducators in
28 specified programs.

29 (5) The professional educator standards board and the state board
30 for community and technical colleges may exercise their respective
31 authorities regarding program approval to implement the articulated
32 pathway for teacher preparation and certification under this section in
33 approved teacher certification programs and certificate and degree
34 programs offered by community and technical colleges.

35 NEW SECTION. **Sec. 216.** A new section is added to chapter 28B.50
36 RCW to read as follows:

37 Beginning with the 2014-15 academic year, any community or

1 technical college that offers an apprenticeship program or certificate
2 program for paraeducators must provide candidates the opportunity to
3 earn transferrable course credits within the program. The programs
4 must also incorporate the standards for cultural competence, including
5 multicultural education and principles of language acquisition,
6 developed by the professional educator standards board under RCW
7 28A.410.270.

8 **PART III**

9 **GETTING STUDENTS TO HIGH SCHOOL AND BEYOND**

10 **Sec. 301.** RCW 28A.175.025 and 2007 c 408 s 2 are each amended to
11 read as follows:

12 Subject to the availability of funds appropriated for this purpose,
13 the office of the superintendent of public instruction shall ~~((create~~
14 ~~a grant program and))~~ award grants to local partnerships of schools,
15 families, and communities to ~~((begin the phase in of a statewide~~
16 ~~comprehensive))~~ design and implement a K-12 dropout prevention,
17 intervention, and ((retrieval)) reengagement system as defined in RCW
18 28A.175.074. ((This program)) For purposes of RCW 28A.175.025 through
19 28A.175.075, these grants shall be known as ((the)) building bridges
20 ~~((program))~~ grants.

21 ~~((1) For purposes of RCW 28A.175.025 through 28A.175.075, a~~
22 ~~"building bridges program" means a local partnership of schools,~~
23 ~~families, and communities that provides all of the following programs~~
24 ~~or activities:~~

25 ~~(a) A system that identifies individual students at risk of~~
26 ~~dropping out from middle through high school based on local predictive~~
27 ~~data, including state assessment data starting in the fourth grade, and~~
28 ~~provides timely interventions for such students and for dropouts,~~
29 ~~including a plan for educational success as already required by the~~
30 ~~student learning plan as defined under RCW 28A.655.061. Students~~
31 ~~identified shall include foster care youth, youth involved in the~~
32 ~~juvenile justice system, and students receiving special education~~
33 ~~services under chapter 28A.155 RCW;~~

34 ~~(b) Coaches or mentors for students as necessary;~~

35 ~~(c) Staff responsible for coordination of community partners that~~

1 ~~provide a seamless continuum of academic and nonacademic support in~~
2 ~~schools and communities;~~

3 ~~(d) Retrieval or reentry activities; and~~

4 ~~(e) Alternative educational programming, including, but not limited~~
5 ~~to, career and technical education exploratory and preparatory programs~~
6 ~~and online learning opportunities.~~

7 ~~(2) One of the grants awarded under this section shall be for a~~
8 ~~two-year demonstration project focusing on providing fifth through~~
9 ~~twelfth grade students with a program that utilizes technology and is~~
10 ~~integrated with state standards, basic academics, cross-cultural~~
11 ~~exposures, and age-appropriate preemployment training. The project~~
12 ~~shall:~~

13 ~~(a) Establish programs in two western Washington and one eastern~~
14 ~~Washington urban areas;~~

15 ~~(b) Identify at risk students in each of the distinct communities~~
16 ~~and populations and implement strategies to close the achievement gap;~~

17 ~~(c) Collect and report data on participant characteristics and~~
18 ~~outcomes of the project, including the characteristics and outcomes~~
19 ~~specified under RCW 28A.175.035(1)(e); and~~

20 ~~(d) Submit a report to the legislature by December 1, 2009.)~~

21 **Sec. 302.** RCW 28A.175.035 and 2011 c 288 s 9 are each amended to
22 read as follows:

23 (1) The office of the superintendent of public instruction shall:

24 (a) Identify criteria for building bridges grants and evaluate
25 proposals for funding in consultation with the workforce training and
26 education coordinating board;

27 (b) Develop and monitor requirements for grant recipients to:

28 (i) Use a dropout early warning and intervention system to identify
29 students who ((both fail the Washington assessment of student learning
30 and drop)) are at risk for academic failure and use data systems to
31 identify youth who have already dropped out of school;

32 (ii) Identify their own strengths and gaps in services provided to
33 youth;

34 (iii) Set their own local goals for program outcomes;

35 (iv) Use research-based and emerging best practices that lead to
36 positive outcomes in implementing ((the building bridges)) a local
37 program; and

1 (v) Coordinate an outreach campaign to bring public and private
2 organizations together and to provide information about ~~((the))~~
3 building bridges ~~((program))~~ grants to the local community;

4 (c) In setting the requirements under (b) of this subsection,
5 encourage creativity and provide for flexibility in implementing
6 ~~((the))~~ a local program using the building bridges ~~((program))~~ grants;

7 (d) Identify and disseminate successful practices;

8 (e) Develop requirements for grant recipients to collect and report
9 data, including, but not limited to:

10 (i) The number of and demographics of students served including,
11 but not limited to, information regarding a student's race and
12 ethnicity, a student's household income, a student's housing status,
13 whether a student is a foster youth or youth involved in the juvenile
14 justice system, whether a student is disabled, and the primary language
15 spoken at a student's home;

16 (ii) ~~((Washington assessment of student learning))~~ Scores on the
17 statewide student assessment;

18 (iii) Dropout rates;

19 (iv) On-time graduation rates;

20 (v) Extended graduation rates;

21 (vi) Credentials obtained;

22 (vii) Absenteeism rates;

23 (viii) Truancy rates; and

24 (ix) Credit retrieval; and

25 (f) Contract with a third party to evaluate the infrastructure and
26 implementation of the partnership including the leveraging of outside
27 resources that relate to the goal of the partnership. The third-party
28 contractor shall also evaluate the performance and effectiveness of the
29 partnerships relative to the type of entity, as identified in RCW
30 28A.175.045, serving as the lead agency for the partnership~~((+and~~
31 ~~((g) Report to the legislature by December 1, 2008))~~.

32 (2) In performing its duties under this section, the office of the
33 superintendent of public instruction is encouraged to consult with the
34 work group ~~((identified))~~ established in RCW 28A.175.075.

35 (3) In selecting recipients for grant funds appropriated under RCW
36 28A.175.135, the office of the superintendent of public instruction
37 shall use a streamlined and expedited application and review process

1 for those programs that have already proven to be successful in dropout
2 prevention.

3 **Sec. 303.** RCW 28A.175.045 and 2007 c 408 s 4 are each amended to
4 read as follows:

5 In awarding (~~the grants under RCW 28A.175.025~~) building bridges
6 grants, the office of the superintendent of public instruction shall
7 prioritize schools or districts with dropout rates above the statewide
8 average and shall attempt to award (~~building bridges program~~) grants
9 to different geographic regions of the state. Eligible recipients
10 shall be one of the following entities acting as a lead agency for the
11 local partnership: A school district, a tribal school, an area
12 workforce development council, an educational service district, an
13 accredited institution of higher education, a vocational skills center,
14 a federally recognized tribe, a community organization, or a nonprofit
15 501(c)(3) corporation. If the recipient is not a school district, at
16 least one school district must be identified within the partnership.
17 The superintendent of public instruction shall ensure that grants are
18 distributed proportionately between school districts and other
19 recipients. This requirement may be waived if the superintendent of
20 public instruction finds that the quality of the programs or
21 applications from these entities does not warrant the awarding of the
22 grants proportionately.

23 **Sec. 304.** RCW 28A.175.055 and 2007 c 408 s 5 are each amended to
24 read as follows:

25 To be eligible for a building bridges grant (~~under RCW~~
26 ~~28A.175.025~~), grant applicants shall:

27 (1) Build or demonstrate a commitment to building a broad-based
28 partnership of schools, families, and community members to provide an
29 effective and efficient (~~building bridges program~~) K-12 dropout
30 prevention, intervention, and reengagement system. The partnership
31 shall consider an effective model for school-community partnerships and
32 include local membership from, but not limited to, school districts,
33 tribal schools, secondary career and technical education programs,
34 skill centers that serve the local community, an educational service
35 district, the area workforce development council, accredited
36 institutions of higher education, tribes or other cultural

1 organizations, the parent teacher association, the juvenile court,
2 prosecutors and defenders, the local health department, health care
3 agencies, public transportation agencies, local division
4 representatives of the department of social and health services,
5 businesses, city or county government agencies, civic organizations,
6 and appropriate youth-serving community-based organizations.
7 Interested parents and students shall be actively included whenever
8 possible;

9 (2) Demonstrate how the grant will enhance any dropout prevention
10 and intervention programs and services already in place in the
11 district;

12 (3) Provide a twenty-five percent match that may include in-kind
13 resources from within the partnership;

14 (4) Track and report data required by the grant; and

15 (5) Describe how the dropout prevention, intervention, and
16 ~~((retrieval))~~ reengagement system will be sustained after initial
17 funding, including roles of each of the partners.

18 **Sec. 305.** RCW 28A.175.074 and 2010 c 243 s 2 are each amended to
19 read as follows:

20 The definitions in this section apply throughout ~~((section 3,~~
21 ~~chapter 243, Laws of 2010 and RCW 28A.175.075))~~ this chapter unless the
22 context clearly requires otherwise.

23 ~~((("Critical community members" means representatives in the~~
24 ~~local community from among the following agencies and organizations:~~
25 ~~Student/parent organizations, parents and families, local government,~~
26 ~~law enforcement, juvenile corrections, any tribal organization in the~~
27 ~~local school district, the local health district, nonprofit and social~~
28 ~~service organizations serving youth, and faith organizations.~~

29 ~~(2))~~ "Dropout early warning and intervention ~~((data))~~ system"
30 means a systemic approach to identify students at risk of dropping out
31 and an intervention process to link identified students to the
32 appropriate services and support, relying on a student information
33 system that provides the necessary data ~~((needed to conduct a universal~~
34 ~~screening to identify students at risk of dropping out, catalog student~~
35 ~~interventions, and monitor student progress towards graduation))~~ in an
36 easily interpreted format.

1 (2) "Graduation coach" means an individual, working in consultation
2 with counselors and other school staff as provided in the model policy
3 on graduation coaches developed by the office of the superintendent of
4 public instruction in 2012, who is assigned to identify and provide
5 intervention services to students who have dropped out or are at risk
6 of academic failure or of not graduating on time through the following
7 activities:

8 (a) Monitoring and advising on individual student progress toward
9 graduation;

10 (b) Providing student support services and case management;

11 (c) Motivating students to focus on a graduation plan;

12 (d) Encouraging parent and community involvement;

13 (e) Connecting parents and students with appropriate school and
14 community resources;

15 (f) Securing supplemental academic services for students;

16 (g) Implementing schoolwide dropout prevention programs and
17 interventions; and

18 (h) Analyzing data to identify at-risk students.

19 (3) "K-12 dropout prevention, intervention, and reengagement
20 system" means a system that provides all of the following functions:

21 (a) Engaging in school improvement planning specifically focused on
22 improving high school graduation rates and other indicators correlated
23 to being on track for graduation, including goal-setting and action
24 planning, based on a comprehensive assessment of strengths and
25 challenges;

26 (b) Providing prevention activities including, but not limited to,
27 emotionally and physically safe school environments, implementation of
28 a comprehensive system of learning support with tiered intervention,
29 social-emotional and behavioral skills development, expanded
30 opportunities for students to develop sustained and meaningful
31 relationships with caring adults, a comprehensive guidance and
32 counseling model facilitated by certified school counselors or other
33 qualified staff, core academic instruction, frequent feedback on
34 student progress, and career and technical education exploratory and
35 preparatory programs;

36 (c) Identifying vulnerable students based on a dropout early
37 warning and intervention ((~~data~~)) system;

1 (d) Providing timely academic and nonacademic group and individual
2 interventions for vulnerable students based on ((a)) the specific
3 challenges and assets of each child by using a tiered intervention
4 system such as the response to intervention model, ((including))
5 planning and sharing ((of)) information at critical academic
6 transitions, using intervention resources from the school system and
7 the broader community, and assessing the effectiveness of each
8 intervention provided;

9 (e) Providing graduation coaches, school success coaches, mentors,
10 certified school counselors, ~~((and/or))~~ or case managers for vulnerable
11 students identified as needing a more intensive one-on-one adult
12 relationship;

13 (f) Establishing and providing staff to coordinate a
14 ~~((school/family/community))~~ school, family, and community partnership
15 that assists in building ~~((a K-12 dropout prevention, intervention, and~~
16 ~~reengagement))~~ the system;

17 (g) Providing retrieval or reentry activities; ~~((and))~~

18 (h) Providing alternative educational programming including, but
19 not limited to, credit retrieval and online learning opportunities; and

20 (i) Designing and providing wraparound services to support
21 vulnerable students.

22 (4) ~~(("School/family/community partnership" means a partnership~~
23 ~~between a school or schools, families, and the community, that engages~~
24 ~~critical community members in a formal, structured partnership with~~
25 ~~local school districts in a coordinated effort to provide comprehensive~~
26 ~~support services and improve outcomes for vulnerable youth.))~~ "School
27 success coach" means an individual, working in consultation with
28 counselors and other school staff, who is assigned to identify and
29 provide early intervention services for students using similar
30 strategies as a graduation coach, but targeted toward elementary and
31 middle school students to facilitate their continued enrollment,
32 engagement, and progress in school.

33 (5) "Vulnerable students" means students who are in foster care,
34 involved in the juvenile justice system, receiving special education
35 services under chapter 28A.155 RCW, recent immigrants, homeless,
36 emotionally traumatized, or are facing behavioral health issues, and
37 students deemed at-risk of school failure as identified by a dropout
38 early warning data system or other assessment.

1 (6) "Wraparound services" means a team-based approach to delivering
2 dropout prevention and intervention services that is based on the needs
3 and strengths of students and their families; uses an array of
4 community and regional resources; addresses academic, social,
5 emotional, health, and economic issues as needed; and is culturally
6 competent and outcome-based.

7 **Sec. 306.** RCW 28A.175.075 and 2010 c 243 s 4 are each amended to
8 read as follows:

9 (1) The office of the superintendent of public instruction shall
10 establish a state-level (~~((building bridges))~~) work group that includes
11 K-12 and state agencies that work with youth who have dropped out or
12 are at risk of dropping out of school, to be known as the graduation:
13 a team effort (GATE) work group. The purpose of the GATE work group is
14 to establish a common vision and agenda for helping all students reach
15 high school graduation. The following agencies shall appoint
16 representatives to the work group: The office of the superintendent of
17 public instruction, the workforce training and education coordinating
18 board, the department of early learning, the employment security
19 department, the state board for community and technical colleges, the
20 department of health, the community mobilization office, and the
21 children's services and behavioral health and recovery divisions of the
22 department of social and health services. The work group should also
23 consist of one representative from each of the following agencies and
24 organizations: A statewide organization representing career and
25 technical education programs including skill centers; the juvenile
26 courts or the office of juvenile justice, or both; the Washington
27 association of prosecuting attorneys; the Washington state office of
28 public defense; accredited institutions of higher education; the
29 educational service districts; the area workforce development councils;
30 parent and educator associations; (~~((achievement))~~) educational
31 opportunity gap oversight and accountability committee; office of the
32 education ombudsman; local school districts; agencies or organizations
33 that provide services to special education students; community
34 organizations serving youth; federally recognized tribes and urban
35 tribal centers; (~~((each of the major political caucuses of the senate~~
36 ~~and house of representatives;))~~) and the minority commissions. Other

1 agencies, organizations, or individuals may be invited to participate
2 in the work group.

3 ~~(2) ((To assist and enhance the work of the building bridges~~
4 ~~programs established in RCW 28A.175.025,))~~ The ((state-level)) GATE
5 work group shall:

6 (a) Build on the materials and work accomplished by the building
7 bridges work group first established in 2007;

8 (b) Align the objectives and operation of individual dropout
9 prevention, intervention, and reengagement programs and initiatives,
10 including but not limited to the various programs established under
11 this chapter;

12 (c) Convene working subgroups as needed to support development of
13 a statewide K-12 dropout prevention, intervention, and reengagement
14 system;

15 (d) Identify and make recommendations to the legislature for the
16 reduction of fiscal, legal, and regulatory barriers that prevent
17 coordination of program resources across agencies at the state and
18 local level;

19 ~~((b))~~ (e) Develop and track performance measures and benchmarks
20 for each partner agency or organization across the state including
21 performance measures and benchmarks based on student characteristics
22 and outcomes specified in RCW 28A.175.035(1)(e); and

23 ~~((c))~~ (f) Identify and disseminate research-based and emerging
24 best practices regarding prevention, intervention, and ((retrieval))
25 reengagement programs.

26 ~~(3)((a) The work group shall report to the quality education~~
27 ~~council, appropriate committees of the legislature, and the governor on~~
28 ~~an annual basis beginning December 1, 2007, with proposed strategies~~
29 ~~for building K-12 dropout prevention, intervention, and reengagement~~
30 ~~systems in local communities throughout the state including, but not~~
31 ~~limited to, recommendations for implementing emerging best practices,~~
32 ~~needed additional resources, and eliminating barriers.~~

33 ~~(b) By September 15, 2010, the work group shall report on:~~

34 ~~(i) A recommended state goal and annual state targets for the~~
35 ~~percentage of students graduating from high school;~~

36 ~~(ii) A recommended state goal and annual state targets for the~~
37 ~~percentage of youth who have dropped out of school who should be~~
38 ~~reengaged in education and be college and work ready;~~

1 ~~(iii) Recommended funding for supporting career guidance and the~~
2 ~~planning and implementation of K-12 dropout prevention, intervention,~~
3 ~~and reengagement systems in school districts and a plan for phasing the~~
4 ~~funding into the program of basic education, beginning in the 2011-2013~~
5 ~~biennium; and~~

6 ~~(iv) A plan for phasing in the expansion of the current school~~
7 ~~improvement planning program to include state-funded, dropout-focused~~
8 ~~school improvement technical assistance for school districts in~~
9 ~~significant need of improvement regarding high school graduation~~
10 ~~rates.)) The office of the superintendent of public instruction shall~~
11 ~~submit a biennial report to the education committees of the legislature~~
12 ~~by December 1st of each odd-numbered year that includes activities~~
13 ~~undertaken and measurable indicators of progress toward achieving a~~
14 ~~statewide K-12 dropout prevention, intervention, and reengagement~~
15 ~~system.~~

16 (4) State agencies in the ~~((building bridges))~~ GATE work group
17 shall work together, wherever feasible, on the following activities to
18 support ~~((school/family/community))~~ partnerships of schools, families,
19 and communities engaged in building K-12 dropout prevention,
20 intervention, and reengagement systems:

21 (a) Providing opportunities for coordination and flexibility of
22 program eligibility and funding criteria;

23 (b) Providing joint funding;

24 (c) Developing protocols and templates for model agreements on
25 sharing records and data;

26 (d) Providing joint professional development opportunities that
27 provide knowledge and training on:

28 (i) Research-based and promising practices;

29 (ii) The availability of programs and services for vulnerable
30 youth; and

31 (iii) Cultural competence.

32 ~~((5) The building bridges work group shall make recommendations to~~
33 ~~the governor and the legislature by December 1, 2010, on a state-level~~
34 ~~and regional infrastructure for coordinating services for vulnerable~~
35 ~~youth. Recommendations must address the following issues:~~

36 ~~(a) Whether to adopt an official conceptual approach or framework~~
37 ~~for all entities working with vulnerable youth that can support~~
38 ~~coordinated planning and evaluation;~~

1 ~~(b) The creation of a performance based management system,~~
2 ~~including outcomes, indicators, and performance measures relating to~~
3 ~~vulnerable youth and programs serving them, including accountability~~
4 ~~for the dropout issue;~~

5 ~~(c) The development of regional and/or county level multipartner~~
6 ~~youth consortia with a specific charge to assist school districts and~~
7 ~~local communities in building K-12 comprehensive dropout prevention,~~
8 ~~intervention, and reengagement systems;~~

9 ~~(d) The development of integrated or school based one-stop shopping~~
10 ~~for services that would:~~

11 ~~(i) Provide individualized attention to the neediest youth and~~
12 ~~prioritized access to services for students identified by a dropout~~
13 ~~early warning and intervention data system;~~

14 ~~(ii) Establish protocols for coordinating data and services,~~
15 ~~including getting data release at time of intake and common assessment~~
16 ~~and referral processes; and~~

17 ~~(iii) Build a system of single case managers across agencies;~~

18 ~~(e) Launching a statewide media campaign on increasing the high~~
19 ~~school graduation rate; and~~

20 ~~(f) Developing a statewide database of available services for~~
21 ~~vulnerable youth.))~~

22 **Sec. 307.** RCW 28A.175.145 and 2011 c 288 s 5 are each amended to
23 read as follows:

24 (1)(a) Subject to funds appropriated for this purpose or otherwise
25 available in the account established in RCW 28A.175.155, beginning in
26 the 2011-12 school year and each year thereafter, a high school that
27 demonstrates improvement in its dropout prevention score compared to
28 the baseline school year as calculated under RCW 28A.175.140 may
29 receive a PASS program award as provided under this section. The
30 legislature intends to recognize and reward continuous improvement by
31 using a baseline year for calculating eligibility for PASS program
32 awards so that a high school retains previously earned award funds from
33 one year to the next unless its performance declines.

34 (b) The office of the superintendent of public instruction must
35 determine the amount of PASS program awards based on appropriated funds
36 and eligible high schools. The intent of the legislature is to provide
37 an award to each eligible high school commensurate with the degree of

1 improvement in the high school's dropout prevention score and the size
2 of the high school. The office must establish a minimum award amount.
3 If funds available for PASS program awards are not sufficient to
4 provide an award to each eligible high school, the office of the
5 superintendent of public instruction shall establish objective criteria
6 to prioritize awards based on eligible high schools with the greatest
7 need for additional dropout prevention and intervention services. The
8 office of the superintendent of public instruction shall encourage and
9 may require a high school receiving a PASS program award to demonstrate
10 an amount of community matching funds or an amount of in-kind community
11 services to support dropout prevention and intervention.

12 (c) Ninety percent of an award under this section must be allocated
13 to the eligible high school to be used for dropout prevention
14 activities in the school as specified in subsection (2) of this
15 section. The principal of the high school shall determine the use of
16 funds after consultation with parents and certificated and classified
17 staff of the school.

18 (d) Ten percent of an award under this section must be allocated to
19 the school district in which the eligible high school is located to be
20 used for dropout prevention activities as specified in subsection (2)
21 of this section in the high school or in other schools in the district.

22 (e) The office of the superintendent of public instruction may
23 withhold distribution of award funds under this section to an otherwise
24 eligible high school or school district if the superintendent of public
25 instruction issues a finding that the school or school district has
26 willfully manipulated the dropout prevention indicators under RCW
27 28A.175.140, for example by expelling, suspending, transferring, or
28 refusing to enroll students at risk of dropping out of school or at
29 risk of low achievement.

30 (2) High schools and school districts may use PASS program award
31 funds for any programs or activities that support the development of a
32 dropout prevention, intervention, and reengagement system as described
33 in RCW 28A.175.074, offered directly by the school or school district
34 or under contract with education agencies or community-based
35 organizations, including but not limited to educational service
36 districts, workforce development councils, and boys and girls clubs.
37 Such programs or activities may include but are not limited to the
38 following:

- 1 (a) Strategies to close the achievement gap for disadvantaged
2 students and minority students;
- 3 (b) Use of graduation coaches as defined in RCW ((~~28A.175.150~~)
4 28A.175.074;
- 5 (c) Opportunity internship activities under RCW 28C.18.164;
- 6 (d) Dropout reengagement programs provided by community-based
7 organizations or community and technical colleges;
- 8 (e) Comprehensive guidance and planning programs as defined under
9 RCW 28A.600.045, including but not limited to the navigation 101
10 program;
- 11 (f) Reduced class sizes, extended school day, extended school year,
12 and tutoring programs for students identified as at risk of dropping
13 out of school, including instruction to assist these students in
14 meeting graduation requirements in mathematics and science;
- 15 (g) Outreach and counseling targeted to students identified as at
16 risk of dropping out of school, or who have dropped out of school, to
17 encourage them to consider learning alternatives such as
18 preapprenticeship programs, skill centers, running start, technical
19 high schools, and other options for completing a high school diploma;
- 20 (h) Preapprenticeship programs or running start for the trades
21 initiatives under RCW 49.04.190;
- 22 (i) Mentoring programs for students;
- 23 (j) Development and use of dropout early warning data systems;
- 24 (k) Counseling, resource and referral services, and intervention
25 programs to address social, behavioral, and health factors associated
26 with dropping out of school;
- 27 (l) Implementing programs for in-school suspension or other
28 strategies to avoid excluding middle and high school students from the
29 school whenever possible;
- 30 (m) Parent engagement activities such as home visits and off-campus
31 parent support group meetings related to dropout prevention and
32 reengagement; and
- 33 (n) Early learning programs for prekindergarten students.
- 34 (3) High schools and school districts are encouraged to implement
35 dropout prevention and reengagement strategies in a comprehensive and
36 systematic manner, using strategic planning, school improvement plans,
37 evaluation and feedback, and response to intervention tools.

1 NEW SECTION. **Sec. 308.** A new section is added to chapter 28A.175
2 RCW to read as follows:

3 (1) The office of the superintendent of public instruction shall
4 develop and make available a dropout prevention, intervention, and
5 reengagement system assessment tool to support school, family, and
6 community partnerships in designing and implementing a local system.
7 The assessment tool must have the capacity to identify school and
8 community strengths and gaps in services, and evaluate the
9 effectiveness of existing strategies to prevent and reengage dropouts.
10 Existing community needs assessments, such as the community health
11 improvement plan or other plans, may also be used to provide data for
12 identifying strengths and gaps related to the dropout prevention,
13 intervention, and reengagement system.

14 (2) The office of the superintendent of public instruction, in
15 consultation with the GATE work group, shall continue development of a
16 comprehensive and customizable dropout early warning and intervention
17 system for use by school districts and school, family, and community
18 partnerships.

19 NEW SECTION. **Sec. 309.** A new section is added to chapter 28A.175
20 RCW to read as follows:

21 (1) Subject to funds appropriated specifically for this purpose,
22 the office of the superintendent of public instruction shall establish
23 a program to provide graduation coaches to high schools that are
24 struggling to improve their high school graduation rates and school
25 success coaches to selected elementary and middle schools whose
26 students enroll in these high schools.

27 (2) The office of the superintendent of public instruction shall
28 rank order all public high schools in the state based on a combination
29 of factors, including but not limited to graduation rates, dropout
30 rates, attendance, suspension and expulsion rates, results from dropout
31 early warning and intervention system data, and evidence that the high
32 school and the elementary and middle schools whose students enroll in
33 the high school are ready to support and benefit from graduation
34 coaches and school success coaches. The office shall place a
35 significant priority on graduation rates as a ranking factor.

36 (3) Each year the office of the superintendent of public
37 instruction shall allocate funds to support one graduation coach per

1 five hundred students enrolled in grades nine through twelve in a high
2 school and one school success coach per five hundred students enrolled
3 in grades kindergarten through eight in selected elementary and middle
4 schools whose students enroll in the high school. Funds shall be
5 allocated starting with the lowest-ranking schools until all available
6 funds have been allocated. The office must fully fund the allocation
7 of coaches in an eligible high school and the selected elementary and
8 middle schools before allocating funds for the next group of schools on
9 the ranked order list. The allocation amount per coach shall be based
10 on the school district's allocation for salaries as calculated under
11 RCW 28A.150.410 for certificated instructional staff, plus fringe
12 benefits as established in the omnibus appropriations act.

13 (4) A school district receiving funds under this section must use
14 the funds to assign individuals to the schools that generated the funds
15 to conduct the activities of a graduation coach or a school success
16 coach as defined under RCW 28A.175.074. Schools may use the funds to
17 assign employees to serve as coaches or may create partnerships and
18 contracts with community-based organizations to assign individuals from
19 the community to serve as coaches. The recipient schools must also use
20 the dropout prevention, intervention, and reengagement system
21 assessment tool developed under section 308 of this act to design
22 additional dropout prevention and intervention strategies for those
23 schools.

24 (5) To the extent funds are available, recipient schools are
25 eligible to receive funds under this section for three consecutive
26 years or until the schools no longer qualify for the allocation based
27 on their ranking, whichever is longer.

28 NEW SECTION. **Sec. 310.** A new section is added to chapter 28A.175
29 RCW to read as follows:

30 In fulfillment of their mission under RCW 28A.310.340 to assist in
31 providing pupils with equal educational opportunities, each educational
32 service district must, as a basic core service:

33 (1) Coordinate and convene school, family, and community
34 partnerships to develop and implement comprehensive K-12 dropout
35 prevention, intervention, and reengagement systems as defined under RCW
36 28A.175.074;

- 1 (2) Facilitate and assist local partnerships in using dropout
- 2 prevention, intervention, and reengagement system assessment tools; and
- 3 (3) Develop dropout reengagement programs to be offered under
- 4 contract with school districts as provided under RCW 28A.175.100
- 5 through 28A.175.110.

6 **Sec. 311.** RCW 28A.310.350 and 2007 c 402 s 8 are each amended to
7 read as follows:

8 The basic core services and cost upon which educational service
9 districts are budgeted shall include, but not be limited to, the
10 following:

11 (1) Educational service district administration and facilities such
12 as office space, maintenance and utilities;

13 (2) Cooperative administrative services such as assistance in
14 carrying out procedures to abolish sex and race bias in school
15 programs, fiscal services, grants management services, special
16 education services and transportation services;

17 (3) Personnel services such as certification/registration services;

18 (4) Learning resource services such as audio visual aids;

19 (5) Cooperative curriculum services such as health promotion and
20 health education services, in-service training, workshops and
21 assessment;

22 (6) Professional development services identified by statute or the
23 omnibus appropriations act; (~~and~~)

24 (7) Special needs of local education agencies; and

25 (8) Dropout prevention, intervention, and reengagement services
26 under section 310 of this act.

27 NEW SECTION. **Sec. 312.** A new section is added to chapter 28A.310
28 RCW to read as follows:

29 Subject to funds appropriated specifically for this purpose, a
30 corps of intervention specialists shall be located at educational
31 service districts, as determined by the office of the superintendent of
32 public instruction, to assist schools and school districts in
33 developing responses to intervention models; positive behavioral
34 interventions and support systems; compassionate schools models;
35 strategies to improve school climate and prevent harassment,

1 intimidation, and bullying; and other research-based approaches to
2 providing early intervention and support for students.

3 **Sec. 313.** RCW 28A.230.125 and 2011 1st sp.s. c 11 s 130 are each
4 amended to read as follows:

5 (1) The superintendent of public instruction, in consultation with
6 the four-year institutions as defined in RCW 28B.76.020, the state
7 board for community and technical colleges, and the workforce training
8 and education coordinating board, shall develop for use by all public
9 school districts and educational service districts under section 314 of
10 this act a standardized high school transcript. The superintendent
11 shall establish clear definitions for the terms "credits" and "hours"
12 so that school programs operating on the quarter, semester, or
13 trimester system can be compared.

14 (2) The standardized high school transcript shall include a
15 notation of whether the student has earned a certificate of individual
16 achievement or a certificate of academic achievement.

17 NEW SECTION. **Sec. 314.** A new section is added to chapter 28A.310
18 RCW to read as follows:

19 An educational service district that offers a dropout reengagement
20 program under contract with one or more school districts as provided
21 under RCW 28A.175.100 through 28A.175.110 may award high school credit
22 to students who successfully complete courses eligible for credit under
23 the program, based on the standards for award of credit adopted by the
24 state board of education, to be recorded using the standardized high
25 school transcript under RCW 28A.230.125.

26 **Sec. 315.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to
27 read as follows:

28 (1) The state board of education shall establish high school
29 graduation requirements or equivalencies for students, except as
30 provided in RCW 28A.230.122 and except those equivalencies established
31 by local high schools or school districts under RCW 28A.230.097. The
32 purpose of a high school diploma is to declare that a student is ready
33 for success in postsecondary education, gainful employment, and
34 citizenship, and is equipped with the skills to be a lifelong learner.

1 (a) Any course in Washington state history and government used to
2 fulfill high school graduation requirements shall consider including
3 information on the culture, history, and government of the American
4 Indian peoples who were the first inhabitants of the state.

5 (b) The certificate of academic achievement requirements under RCW
6 28A.655.061 or the certificate of individual achievement requirements
7 under RCW 28A.155.045 are required for graduation from a public high
8 school but are not the only requirements for graduation.

9 (c) Any decision on whether a student has met the state board's
10 high school graduation requirements for a high school and beyond plan
11 shall remain at the local level. However, school districts must use
12 the standard template for the high school and beyond plan developed
13 under section 319 of this act or a locally developed template that the
14 school district has determined to have equivalent characteristics,
15 components, and activities as the standard template.

16 (d) Beginning with the graduating class of 2017, each student must
17 complete community service, to be explained and documented using the
18 student's culminating project. Parameters and requirements for the
19 community service may be established only by a school district board of
20 directors. A student who has completed the community service
21 requirement of a school district and transfers in the senior year to
22 another school district is not required to complete additional
23 community service under this section.

24 (2)(a) In recognition of the statutory authority of the state board
25 of education to establish and enforce minimum high school graduation
26 requirements, the state board shall periodically reevaluate the
27 graduation requirements and shall report such findings to the
28 legislature in a timely manner as determined by the state board.

29 (b) The state board shall reevaluate the graduation requirements
30 for students enrolled in vocationally intensive and rigorous career and
31 technical education programs, particularly those programs that lead to
32 a certificate or credential that is state or nationally recognized.
33 The purpose of the evaluation is to ensure that students enrolled in
34 these programs have sufficient opportunity to earn a certificate of
35 academic achievement, complete the program and earn the program's
36 certificate or credential, and complete other state and local
37 graduation requirements.

1 (c) The state board shall forward any proposed changes to the high
2 school graduation requirements to the education committees of the
3 legislature for review and to the quality education council established
4 under RCW 28A.290.010. The legislature shall have the opportunity to
5 act during a regular legislative session before the changes are adopted
6 through administrative rule by the state board. Changes that have a
7 fiscal impact on school districts, as identified by a fiscal analysis
8 prepared by the office of the superintendent of public instruction,
9 shall take effect only if formally authorized and funded by the
10 legislature through the omnibus appropriations act or other enacted
11 legislation.

12 (3) Pursuant to any requirement for instruction in languages other
13 than English established by the state board of education or a local
14 school district, or both, for purposes of high school graduation,
15 students who receive instruction in American sign language or one or
16 more American Indian languages shall be considered to have satisfied
17 the state or local school district graduation requirement for
18 instruction in one or more languages other than English.

19 (4) If requested by the student and his or her family, a student
20 who has completed high school courses before attending high school
21 shall be given high school credit which shall be applied to fulfilling
22 high school graduation requirements if:

23 (a) The course was taken with high school students, if the academic
24 level of the course exceeds the requirements for seventh and eighth
25 grade classes, and the student has successfully passed by completing
26 the same course requirements and examinations as the high school
27 students enrolled in the class; or

28 (b) The academic level of the course exceeds the requirements for
29 seventh and eighth grade classes and the course would qualify for high
30 school credit, because the course is similar or equivalent to a course
31 offered at a high school in the district as determined by the school
32 district board of directors.

33 (5) Students who have taken and successfully completed high school
34 courses under the circumstances in subsection (4) of this section shall
35 not be required to take an additional competency examination or perform
36 any other additional assignment to receive credit.

37 (6) At the college or university level, five quarter or three
38 semester hours equals one high school credit.

1 NEW SECTION. **Sec. 316.** A new section is added to chapter 28A.230
2 RCW to read as follows:

3 (1) To take effect beginning with the graduating class of 2017, the
4 state board of education must:

5 (a) Redesignate the credit in occupational education required for
6 high school graduation as a credit in career and technical education,
7 with courses approved under RCW 28A.700.010; and

8 (b) Adopt rules that permit a student whose high school and beyond
9 plan includes enrollment in a preparatory career and technical
10 education program of study leading to an industry-recognized
11 certificate or credential to elect to pursue a course in an alternative
12 subject area in lieu of one or both of the following required credits,
13 because the student and parent have determined that such a course will
14 better serve the student's education and career goals:

15 (i) The career and technical education credit; and

16 (ii) The fourth credit of English.

17 (2) If, after the effective date of this section, the state board
18 of education increases the number of course credits in science that are
19 required for high school graduation under RCW 28A.230.090, the board
20 must permit a student whose high school and beyond plan includes
21 enrollment in a preparatory career and technical education program of
22 study leading to an industry-recognized certificate or credential to
23 elect to pursue a course in an alternative subject area in lieu of a
24 third credit in science, because the student and parent have determined
25 that such a course will better serve the student's education and career
26 goals.

27 NEW SECTION. **Sec. 317.** A new section is added to chapter 28A.300
28 RCW to read as follows:

29 (1) An automated external defibrillator is often a critical
30 component in the chain of survival for a cardiac arrest victim.

31 (2) The office of the superintendent of public instruction, in
32 consultation with school districts and stakeholder groups, shall
33 develop guidance for a medical emergency response and automated
34 external defibrillator program for high schools.

35 (3) The medical emergency response and automated external
36 defibrillator program must comply with current evidence-based guidance

1 from the American heart association or other national science
2 organization.

3 (4) The office of the superintendent of public instruction, in
4 consultation with the department of health, shall assist districts in
5 carrying out a program under this section, including providing
6 guidelines and advice for seeking grants for the purchase of automated
7 external defibrillators or seeking donations of automated external
8 defibrillators. The superintendent may coordinate with local health
9 districts or other organizations in seeking grants and donations for
10 this purpose.

11 NEW SECTION. **Sec. 318.** A new section is added to chapter 28A.230
12 RCW to read as follows:

13 (1) Each school district that operates a high school must offer
14 instruction in cardiopulmonary resuscitation to students as provided in
15 this section. Beginning with the 2013-14 school year, instruction in
16 cardiopulmonary resuscitation must be included in at least one health
17 class necessary for graduation.

18 (2) Instruction in cardiopulmonary resuscitation under this section
19 must:

20 (a) Be an instructional program developed by the American heart
21 association or the American red cross or be nationally recognized and
22 based on the most current national evidence-based emergency
23 cardiovascular care guidelines for cardiopulmonary resuscitation;

24 (b) Include appropriate use of an automated external defibrillator;
25 and

26 (c) Incorporate hands-on practice in addition to cognitive
27 learning.

28 (3) School districts may offer the instruction in cardiopulmonary
29 resuscitation directly or arrange for the instruction to be provided by
30 available community-based providers. The instruction is not required
31 to be provided by a certificated teacher. Certificated teachers
32 providing the instruction are not required to be certified trainers of
33 cardiopulmonary resuscitation. A student is not required to earn
34 certification in cardiopulmonary resuscitation to successfully complete
35 the instruction for the purposes of this section.

1 NEW SECTION. **Sec. 319.** A new section is added to chapter 28A.230
2 RCW to read as follows:

3 (1) The purpose of the high school and beyond plan required for
4 graduation is to connect student learning in high school with readiness
5 for postsecondary education, gainful employment, and citizenship. The
6 office of the superintendent of public instruction shall develop a
7 standard template for the high school and beyond plan to facilitate use
8 of the plan as a tool to help students, beginning in the eighth grade,
9 develop a program of study for their high school education based on
10 their interests and goals, update the plan annually, and use the plan
11 to guide their selection of courses, culminating project, and other
12 activities. The office must also develop materials to support school
13 districts in working with students to develop programs of study.

14 (2) The standard template must describe the following components
15 and activities to be included in a high school and beyond plan:

16 (a) Identification of personal interests and achievable career
17 goals;

18 (b) A plan for course-taking, to be annually reviewed and updated;

19 (c) Research on postsecondary education and entry-level jobs
20 related to the student's career interests, including the multiple
21 pathways to education and careers in any given field, the costs of
22 postsecondary education, and the projected wages of various career
23 options;

24 (d) Development of a budget based on personal and career interests
25 and goals, including a budget for postsecondary education;

26 (e) Completion of a resume and, if applicable, an application for
27 postsecondary education; and

28 (f) Participation in an on-site or virtual visit to a postsecondary
29 institution or a workplace.

30 (3) Beginning in the 2014-15 school year and beginning with
31 students in the eighth grade, school districts must use the standard
32 template for the high school and beyond plan developed under this
33 section or a locally developed template that the district has
34 determined to have equivalent characteristics, components, and
35 activities as the standard template. The forms of documentation
36 required for the components and activities of a high school and beyond
37 plan shall be established by the local school district.

1 (4) For the purposes of this section, "program of study" means a
2 coordinated, nonduplicative progression of courses within a career
3 pathway that aligns academic and career and technical education in
4 secondary education with postsecondary education to prepare students
5 for an occupation or group of occupations within a career cluster.
6 Each program of study follows a pathway offering multiple career
7 opportunities based on differing levels of education. A program of
8 study offers academic content and career and technical content aligned
9 with appropriate learning standards, includes opportunities for
10 students to earn dual high school and college credit, provides
11 opportunities for work-integrated learning, prepares students to enter
12 postsecondary education and employment, and culminates in an industry-
13 recognized credential, certificate, or degree whenever possible.

14 **Sec. 320.** RCW 28A.230.097 and 2008 c 170 s 202 are each amended to
15 read as follows:

16 (1) Each high school or school district board of directors shall
17 adopt course equivalencies for career and technical high school courses
18 offered to students in high schools and skill centers. A career and
19 technical course equivalency may be for whole or partial credit. Each
20 school district board of directors shall develop a course equivalency
21 approval procedure.

22 (2) The office of the superintendent of public instruction shall
23 adopt rules establishing a list of mandatory course equivalencies for
24 career and technical education courses. Beginning with the 2014-15
25 school year, a school district board of directors must, at a minimum,
26 grant academic course equivalency for a career and technical high
27 school course from the mandatory course equivalency list adopted under
28 RCW 28A.700.070, but is not limited to the courses on the list.

29 (3) Career and technical courses determined to be equivalent to
30 academic core courses, in full or in part, by the high school or school
31 district shall be accepted as meeting core requirements, including
32 graduation requirements, if the courses are recorded on the student's
33 transcript using the equivalent academic high school department
34 designation and title. Full or partial credit shall be recorded as
35 appropriate. The high school or school district shall also issue and
36 keep record of course completion certificates that demonstrate that the
37 career and technical courses were successfully completed as needed for

1 industry certification, college credit, or preapprenticeship, as
2 applicable. The certificate shall be either part of the student's high
3 school and beyond plan or the student's culminating project, as
4 determined by the student. The office of the superintendent of public
5 instruction shall develop and make available electronic samples of
6 certificates of course completion.

7 **Sec. 321.** RCW 28A.600.045 and 2008 c 170 s 303 are each amended to
8 read as follows:

9 (1) Beginning with the 2014-15 school year, each high school must
10 implement a career planning and exploration program of at least twenty
11 instructional hours per year for all students in grades nine through
12 twelve. The legislature encourages each middle school(~~(7)~~) and junior
13 high school(~~(, and high school)~~) also to implement a (~~comprehensive~~
14 ~~guidance and planning~~) career planning and exploration program for all
15 students. The purpose of the program is to support students as they
16 navigate their education and plan their future; encourage an ongoing
17 and personal relationship between each student and an adult in the
18 school; and involve parents in students' educational decisions and
19 plans. It is also a purpose of the program to help students and
20 parents understand that there are multiple pathways and multiple
21 opportunities for students to chart their education and their future.

22 (2) A (~~comprehensive guidance and planning~~) career planning and
23 exploration program is a program that contains at least the following
24 components:

25 (a) A curriculum intended to provide the skills and knowledge
26 students need to select courses, explore options, plan for their
27 future, and take steps to implement their plans. The curriculum may
28 include such topics as analysis of students' test results; diagnostic
29 assessments of students' academic strengths and weaknesses; use of
30 assessment results in developing students' short-term and long-term
31 plans; assessments of student interests and aptitude; goal-setting
32 skills; planning for high school course selection; independent living
33 skills; exploration of options and opportunities for career and
34 technical education at the secondary and postsecondary level;
35 exploration of career opportunities in emerging and high-demand
36 programs including apprenticeships; and postsecondary options and how

1 to access them. Districts are encouraged to use available online
2 curricula for this purpose;

3 (b) Opportunities for regular meetings between ((each)) students
4 and a teacher, counselor, or other instructional staff member who
5 serves as an advisor throughout the ((student's)) students' enrollment
6 at the school. Nothing in this section prescribes a particular
7 frequency, duration, or teacher-to-student ratio for such meetings;

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

12 (d) Data collection that allows schools to monitor students'
13 progress; and

14 (e) Opportunities for students to participate in career
15 exploration, work-based learning, job shadowing, internships,
16 development of their high school and beyond plan, or other similar
17 activities intended to engage students in preparing for their future.

18 (3) Subject to funds appropriated for this purpose, the office of
19 the superintendent of public instruction shall provide support for
20 ((comprehensive guidance and planning)) career planning and exploration
21 programs in public schools, including providing ongoing development and
22 improvement of the curriculum described in subsection (2) of this
23 section.

24 (4) Beginning in the 2015-16 school year, each middle school,
25 junior high school, and high school must provide information to
26 students and parents or guardians regarding the online career guidance
27 and exploration tools identified under section 326 of this act.
28 Schools are encouraged to offer training and orientation to students
29 and parents or guardians about using the online tools to identify a
30 program of study and consider multiple pathways for education and
31 careers.

32 **Sec. 322.** RCW 28A.700.030 and 2008 c 170 s 103 are each amended to
33 read as follows:

34 All approved preparatory secondary career and technical education
35 programs must meet the following minimum criteria:

36 (1) Either:

1 (a) Lead to a certificate or credential that is state or nationally
2 recognized by trades, industries, or other professional associations as
3 necessary for employment or advancement in that field; or

4 (b) Allow students to earn dual credit for high school and college
5 through tech prep, advanced placement, or other agreements or programs;

6 (2) Be comprised of a sequenced progression of multiple courses
7 that are technically intensive and rigorous; (~~and~~)

8 (3) Include at least one work-integrated learning opportunity,
9 which may be work-based learning, an internship, a job shadow, or other
10 worksite experience; and

11 (4) Lead to workforce entry, state or nationally approved
12 apprenticeships, or postsecondary education in a related field.

13 **Sec. 323.** RCW 28A.700.040 and 2008 c 170 s 104 are each amended to
14 read as follows:

15 (1) The office of the superintendent of public instruction shall
16 establish performance measures and targets and monitor the performance
17 of career and technical education programs in at least the following
18 areas:

19 (a) Student participation in and completion of high-demand programs
20 as identified under RCW 28A.700.020;

21 (b) Students earning dual credit for high school and college; and

22 (c) Performance measures and targets established by the workforce
23 training and education coordinating board, including but not limited to
24 student academic and technical skill attainment, graduation rates,
25 postgraduation employment or enrollment in postsecondary education, and
26 other measures and targets as required by the federal Carl Perkins act,
27 as amended.

28 (2) If a school district fails to meet the performance targets
29 established under this section, the office of the superintendent of
30 public instruction may require the district to submit an improvement
31 plan. If a district fails to implement an improvement plan or
32 continues to fail to meet the performance targets for three consecutive
33 years, the office of the superintendent of public instruction may use
34 this failure as the basis to deny the approval or reapproval of one or
35 more of the district's career and technical education programs.

36 (3) The office of the superintendent of public instruction must

1 establish criteria and an award or designation to recognize exemplary
2 career and technical education programs.

3 NEW SECTION. Sec. 324. A new section is added to chapter 43.41
4 RCW to read as follows:

5 (1) The education data center must develop a standard report using
6 individual student data, to be prepared and disseminated annually, on
7 the postsecondary education and employment outcomes for students who
8 graduate from Washington public high schools. The report must examine
9 outcomes one year after high school graduation and five years after
10 high school graduation.

11 (2) In developing the report, the education data center must
12 consult with the office of the superintendent of public instruction,
13 the state board for community and technical colleges, the student
14 achievement council, the public and private four-year institutions of
15 higher education, the workforce training and education coordinating
16 board, and the employment security department.

17 NEW SECTION. Sec. 325. A new section is added to chapter 28A.410
18 RCW to read as follows:

19 (1) The professional educator standards board shall review
20 certification standards for secondary principals to assure that
21 fundamentals of career and technical education and career and technical
22 education leadership are adequately reflected in the standards.

23 (2) The professional educator standards board, in collaboration
24 with approved career and technical education certification programs,
25 shall revise the standards for career and technical education
26 certification on the basis of business and industry work experience.
27 The objective of the revisions is to significantly increase the extent
28 that program requirements are based on demonstrated competencies rather
29 than course completion.

30 NEW SECTION. Sec. 326. A new section is added to chapter 28C.18
31 RCW to read as follows:

32 (1) By December 1, 2014, the board, in collaboration with the other
33 state education and workforce agencies, shall identify a sample of
34 existing, interactive online tools that students and parents or
35 guardians may use to explore career opportunities, identify a program

1 of study as defined under section 319 of this act, and assist in career
2 guidance. The board shall publicize these online tools on the board's
3 web site. The board may modify or supplement the online tools to make
4 them more helpful for users or to provide additional information
5 specific to the Washington state education system and economy.

6 (2) The board must annually create a brief, summary list of
7 promising careers based on analysis of employment openings and future
8 growth, as well as wages. The list must include careers that require
9 various levels of postsecondary education and must illustrate the
10 multiple pathways students may take to pursue the careers. The purpose
11 of the list is to illustrate a sample of high quality, high-demand
12 careers available through multiple pathways and encourage students and
13 parents or guardians to engage in career exploration. The list must be
14 publicized along with the online tools identified under subsection (1)
15 of this section and may be linked to other, more comprehensive analyses
16 and information regarding high-demand careers and career projections.

17 (3) Beginning July 1, 2015, the board, in consultation with the
18 state education and workforce agencies, must offer trainings regarding
19 the online tools in subsection (1) of this section to career and
20 technical education instructors, school counselors, and other education
21 or workforce-related personnel.

22 (4) The state education and workforce agencies and all community
23 and technical colleges must publicize the online tools and promising
24 careers identified under subsections (1) and (2) of this section on
25 their respective web sites. Worksource centers and libraries as
26 defined in RCW 27.12.010 must include information about the online
27 tools in existing publications, including newsletters, posters,
28 brochures, or other print materials, and must provide directions and
29 options for public internet access to the online tools.

30 (5) For the purposes of this section, "state education and
31 workforce agencies" means the office of the superintendent of public
32 instruction, the state board of education, the state board for
33 community and technical colleges, the student achievement council, the
34 workforce training and education coordinating board, and the employment
35 security department.

36 NEW SECTION. **Sec. 327.** (1) The legislature finds that for too
37 long, there has been a perception that career readiness and college

1 readiness represent two separate and unequal tracks. The importance of
2 providing high quality opportunities for applied learning,
3 work-integrated learning, cross-disciplinary curriculum, career
4 exploration and planning, and career and technical equivalence often
5 appears subsumed by an emphasis on theoretical academics. The
6 legislature intends to create a vision for the integration of career
7 education alongside academic education.

8 (2)(a) A legislative task force on career and college ready
9 education opportunities is established, with members as provided in
10 this subsection:

11 (i) The chair, vice chair, and ranking minority member of the
12 education and higher education committees of the house of
13 representatives;

14 (ii) The chair, vice chair, and ranking minority member of the
15 early learning and K-12 education and higher education committees of
16 the senate;

17 (iii) The superintendent of public instruction or a designee; and

18 (iv) One representative each from the workforce training and
19 education coordinating board, the student achievement council, and the
20 Washington association of career and technical education.

21 (b) The task force shall be cochaired by either the chair or vice
22 chair of each of the legislative committees.

23 (3) The purpose of the task force is to identify strategies for how
24 education that supports career and college readiness, including but not
25 limited to career and technical education, may be better integrated
26 into secondary education opportunities for all students. The
27 strategies to be considered by the task force include state laws and
28 policies, graduation requirements, college and university admissions
29 policies and practices, and state funding for instructional programs
30 and capital facilities. The task force must examine the barriers,
31 incentives and disincentives, costs, and cost-effectiveness of current
32 policies and practices.

33 (4) A preliminary report from the task force is due December 15,
34 2013, to include at least the following:

35 (a) An analysis of the career and college ready graduation
36 requirements proposed by the state board of education and any
37 recommendations regarding graduation requirements;

1 (b) Options for expanding career education and career exploration
2 and planning into middle school;

3 (c) Options for increasing student and parent awareness of the
4 multiple education and career pathways available for students;

5 (d) Strategies for enhancing and supporting work-integrated
6 learning opportunities for students; and

7 (e) Initial examination of key strategies for improving transitions
8 from high school to college.

9 (5) A final report from the task force is due September 1, 2014, to
10 include recommendations for specific policies that both support and
11 provide appropriate state oversight for career and college ready
12 education opportunities including through middle and high school-based
13 secondary career and technical education, skill centers, and career
14 exploration and planning programs.

15 (6) Staff support for the task force must be provided by senate
16 committee services and the house of representatives office of program
17 research, with assistance from the office of the superintendent of
18 public instruction, the student achievement council, and the workforce
19 training and education coordinating board as necessary.

20 (7) Legislative members of the task force may be reimbursed for
21 travel expenses in accordance with RCW 44.04.120. The expenses of the
22 task force must be paid jointly by the senate and the house of
23 representatives. Task force expenditures are subject to approval by
24 the senate facilities and operations committee and the house of
25 representatives executive rules committee.

26 (8) This section expires June 30, 2015.

27 **PART IV**
28 **MISCELLANEOUS**

29 NEW SECTION. **Sec. 401.** The following acts or parts of acts are
30 each repealed:

31 (1) RCW 28A.165.025 (School district program plan) and 2009 c 556
32 s 1 & 2004 c 20 s 3;

33 (2) RCW 28A.165.045 (Plan approval process) and 2009 c 556 s 2 &
34 2004 c 20 s 5;

35 (3) RCW 28A.175.150 (PASS program--Graduation coach) and 2011 c 288
36 s 6;

1 (4) RCW 28A.415.250 (Teacher assistance program--Provision for
2 mentor teachers) and 2009 c 539 s 5, 1993 c 336 s 401, 1991 c 116 s 19,
3 1990 c 33 s 403, 1987 c 507 s 1, & 1985 c 399 s 1; and

4 (5) RCW 28A.415.260 (Pilot program using full-time mentor teachers)
5 and 1998 c 245 s 12 & 1993 c 336 s 402.

6 NEW SECTION. **Sec. 402.** Section 101 of this act takes effect
7 September 1, 2013."

8 Correct the title.

EFFECT: Replaces all provisions of the underlying bill with the following:

Prototypical School Formula: Adds allocation of .50 FTE for Family Engagement Coordinators in elementary schools and increases allocation by .50 FTE for counselors in middle and high schools. Increases Transitional Bilingual allocation to 6.0 hours per week for middle school and 8.0 hours per week for high school, and adds 3.0 hours per week for students who have exited the program in the previous two years. Increases the Learning Assistance Program allocation to 2.0 hours per week. Allocates funds for students in approved dropout reengagement programs at 1.22 FTE.

Learning Assistance Program: Requires districts to use programs from a research-based list developed by OSPI in consultation with WSIPP and other research organizations. Allows use of a different program subject to annual OSPI approval, based on demonstrated increased achievement. Replaces requirements to submit LAP plans with requirements to submit annual reports based on student progress and program evaluation. Allows LAP to be used for science and to support 9th through 12th grade students not on track for graduation.

Transitional Bilingual Instruction Program: Requires school districts to make a program of instructional support available for students who exited within the previous two years but need additional academic assistance, within the Program of Basic Education. Requires beginning in 2017, that TBIP teachers be endorsed in Bilingual Education or ELL. Requires development of an accountability system for TBIP. Directs OSPI to provide technical assistance. Requires student performance data from TBIP to be reported through the state report card.

Special Education: Directs OSPI to develop interagency agreements regarding provision of transition services for students with disabilities aged 16 and above, as well as annual monitoring and reporting of posthigh school outcomes. Requires PESB to examine certification requirements for special education teachers, counselors, and psychologists to assure they receive training in transition needs. Specifies parental notice and reporting requirements for students with

disabilities or students with Section 504 plans regarding incidents of restraint or isolation.

Student Discipline: Directs collection of data using standard definitions of disciplinary actions. Prohibits districts from suspending educational services as a disciplinary measure or imposing a disciplinary action that results in suspension of educational services. Prohibits indefinite suspensions or expulsions and requires conversion of emergency expulsions to another corrective action within 10 days. Requires corrective actions to end with the academic term, but allows the district to petition OSPI for an extension. Requires ERDC to prepare a report on outcomes of youth in the juvenile justice system.

Other Instruction-Related Items: Allows school districts to use up to 5 school days for WAKIDs. Requires fairness and bias reviews to be conducted before any changes to state learning standards. Requires collection of disaggregated student data, including based on subethnic and subracial categories, according to a specified phase-in beginning in 2014-15.

Educator Recruitment and Preparation: Requires PESB and OSPI to update the Careers in Education high school course curriculum. Allows Recruiting Washington Teachers (RWT) programs to be considered Opportunity Internship Programs, making students eligible for State Need Grants. Allows RWT graduates to qualify for conditional teacher scholarships. Extends a Retooling Scholarship to teachers seeking special education, bilingual, or ELL endorsements. Directs PESB to design paraeducator professional development and recommend minimum qualifications, and design an articulated pathway for teacher preparation and certification that has specified characteristics. Requires paraeducator certificate programs to provide transferrable course credits.

Professional Development: Directs OSPI to adopt a definition of professional learning and recommend how it may be used to guide policy and investments in professional development. Establishes an Educator Support Program with specified components, to provide mentoring for beginning and probationary teachers. Requires professional development on revised evaluation systems to include foundational elements of cultural competence. Directs OSPI and others to develop a content outline for cultural competence training for all school staff. Requires the cultural competence training in schools required to implement improvement plans or schools with significant recent increases in ELL enrollment.

Dropout Prevention and Reengagement: Modifies and clarifies descriptions and definitions of a comprehensive K-12 dropout prevention, intervention, and reengagement system, including aligning the purpose of the Building Bridges grant program and a state Graduation: A Team Effort (GATE) work group. Directs OSPI to develop a dropout system assessment tool and continue development of a dropout prevention early warning and intervention system. Creates a grant program to allocate funds for graduation coaches for the most struggling high schools and school success coaches for associated elementary and middle schools. Adds dropout prevention, intervention, and reengagement to the basic core services to be provided by ESDs. Authorizes ESDs to grant course credit for students enrolled in approved dropout reengagement programs.

High School and Beyond: Requires students to complete community service for graduation, with parameters and requirements set by local school boards. Requires the SBE to permit students whose high school

and beyond plan (HSBP) includes enrollment in a preparatory CTE program leading to industry certification to choose alternatives to certain courses required for graduation. Requires OSPI to develop guidelines for medical emergency response and AED use in high schools. Requires high schools to offer instruction in CPR to be included in one health class for graduation. Directs OSPI to develop a template for the HSBP with certain elements, which districts must use to help students design a Program of Study. Directs OSPI to adopt a list of academic course equivalencies for CTE courses, which must be recognized by school districts. Requires all high schools to provide a career planning and exploration program with specified components and for at least 20 instructional hours per year. Requires ERDC to publish a standard report on education and workforce outcomes within 1 and 5 years after graduation. Directs the Workforce Board to identify and publicize online career exploration tools. Establishes a Legislative Task Force to identify strategies for how education that supports career readiness can be better integrated into secondary education for all students. Requires a preliminary report in 2013 and a final report in 2014.

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