
THIRD SUBSTITUTE HOUSE BILL 1680

State of Washington

63rd Legislature

2014 Regular Session

By House Education (originally sponsored by Representatives Santos, Upthegrove, Maxwell, Ryu, and Bergquist)

READ FIRST TIME 02/05/14.

1 AN ACT Relating to implementing strategies to close the educational
2 opportunity gap, based on the recommendations of the educational
3 opportunity gap oversight and accountability committee; amending RCW
4 RCW 28A.600.010, 28A.600.015, 28A.600.020, 28A.600.022, 28A.600.410,
5 28A.600.455, 28A.600.460, 28A.635.090, 43.41.400, 28A.405.106,
6 28A.405.120, 28A.660.045, 28A.660.050, 28A.180.040, 28A.410.260,
7 28A.180.090, 28A.300.042, and 28A.300.505; adding a new section to
8 chapter 28A.600 RCW; adding a new section to chapter 28A.415 RCW;
9 adding new sections to chapter 28A.657 RCW; adding a new section to
10 chapter 28A.410 RCW; adding a new section to chapter 28B.50 RCW;
11 creating new sections; and providing expiration dates.

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

13 NEW SECTION. **Sec. 1.** (1) The legislature has already established
14 that it is a goal of the state to provide for a public school system
15 that gives all students the opportunity to achieve personal and
16 academic success. This goal contains within it a promise of excellence
17 and opportunity for all students, not just some students. In
18 establishing the educational opportunity gap oversight and
19 accountability committee in 2009, the legislature recognized that

1 additional work was needed to fulfill the promise of excellence and
2 opportunity for students of certain demographic groups, including
3 English language learners and also including students with
4 disabilities.

5 (2) In its 2013 and 2014 reports to the legislature, the
6 educational opportunity gap oversight and accountability committee made
7 the following recommendations in keeping with its statutory purpose,
8 which is to recommend specific policies and strategies to close the
9 educational opportunity gap:

10 (a) Decrease the disproportionate representation of students of
11 color in disciplinary actions in schools;

12 (b) Enhance the cultural competence of current and future
13 educators;

14 (c) Provide English language learner and second language
15 acquisition endorsements for all educators;

16 (d) Create new English language learner accountability benchmarks;

17 (e) Provide tools for deeper data analysis and disaggregation of
18 student demographic data to inform instructional strategies to close
19 the opportunity gap; and

20 (f) Invest in the recruitment and retention of educators of color.

21 (3) The legislature finds that these recommendations represent a
22 holistic approach to making progress toward closing the opportunity
23 gap. The recommendations are interdependent and mutually reinforcing.
24 Closing the opportunity gap requires highly skilled, culturally
25 competent, and diverse educators who understand the communities and
26 cultures that students come from; it requires careful monitoring of not
27 only the academic performance but also the educational environment for
28 all students, at a fine grain of detail to assure adequate
29 accountability; and it requires a robust program of instruction,
30 including appropriately trained educators, to help English language
31 learners gain language proficiency as well as academic proficiency.
32 The legislature also reaffirms the fundamental importance of culturally
33 competent and meaningful family engagement in students' education,
34 which requires effective two-way communication between educators and
35 parents or guardians, regardless of language or culture.

36 (4) Therefore the legislature intends to adopt policies and
37 programs to implement the six recommendations of the educational
38 opportunity gap oversight and accountability committee.

1 PART I

2 DISPROPORTIONALITY IN STUDENT DISCIPLINE

3 Sec. 101. RCW 28A.600.010 and 2006 c 263 s 901 are each amended to
4 read as follows:

5 Every board of directors, unless otherwise specifically provided by
6 law, shall:

7 (1) Enforce the rules prescribed by the superintendent of public
8 instruction for the government of schools, pupils, and certificated
9 employees.

10 (2) Adopt and make available to each pupil, teacher and parent in
11 the district reasonable written rules regarding pupil conduct,
12 discipline, and rights, including but not limited to short-term
13 suspensions as referred to in RCW 28A.600.015 and suspensions in excess
14 of ten consecutive days. Such rules shall not be inconsistent with any
15 of the following: Federal statutes and regulations, state statutes,
16 common law, and the rules of the superintendent of public instruction.
17 The board's rules shall include such substantive and procedural due
18 process guarantees as prescribed by the superintendent of public
19 instruction under RCW 28A.600.015. When such rules are made available
20 to each pupil, teacher, and parent, they shall be accompanied by a
21 detailed description of rights, responsibilities, and authority of
22 teachers and principals with respect to the discipline of pupils as
23 prescribed by state statutory law, the superintendent of public
24 instruction, and the rules of the school district.

25 For the purposes of this subsection, computation of days included
26 in "short-term" and "long-term" suspensions shall be determined on the
27 basis of consecutive school days.

28 (3) Suspend, expel, or discipline pupils in accordance with RCW
29 28A.600.015

30 (4) Use the disaggregated data collected in RCW 28A.300.042 to
31 monitor the impact of the school district's discipline policies and
32 practices.

33 (5) In consultation with school district staff, families, and
34 members of the community, periodically review and update the rules and
35 policies adopted under this section.

36 Sec. 102. RCW 28A.600.015 and 2013 2nd sp.s. c 18 s 302 are each
37 amended to read as follows:

1 (1) The superintendent of public instruction shall adopt and
2 distribute to all school districts lawful and reasonable rules
3 prescribing the substantive and procedural due process guarantees of
4 pupils in the common schools. Such rules shall authorize a school
5 district to use informal due process procedures in connection with the
6 short-term suspension of students to the extent constitutionally
7 permissible: PROVIDED, That the superintendent of public instruction
8 deems the interest of students to be adequately protected. When a
9 student suspension or expulsion is appealed, the rules shall authorize
10 a school district to impose the suspension or expulsion temporarily
11 after an initial hearing for no more than ten consecutive school days
12 or until the appeal is decided, whichever is earlier. Any days that
13 the student is temporarily suspended or expelled before the appeal is
14 decided shall be applied to the term of the student suspension or
15 expulsion and shall not limit or extend the term of the student
16 suspension or expulsion. An expulsion or suspension of a student may
17 not be for an indefinite period of time.

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

20 (3) Emergency expulsions must end or be converted to another form
21 of corrective action within ten school days from the date of the
22 emergency removal from school. Notice and due process rights must be
23 provided when an emergency expulsion is converted to another form of
24 corrective action.

25 (4) School districts may not impose long-term suspension or
26 expulsion as a form of discretionary discipline.

27 (5) As used in this section and RCW 28A.600.460, "discretionary
28 discipline" means a disciplinary action taken by a school district for
29 student behavior that violates rules of student conduct adopted by a
30 school district board of directors in RCW 28A.600.010, but does not
31 constitute any of the following:

32 (a) A violation of RCW 28A.600.420;

33 (b) An offense in RCW 13.04.155; or

34 (c) Two or more violations of RCW 9A.46.120 or 28A.600.455 within
35 a three-year period.

36 (6) Except as provided in RCW 28A.600.420, school districts are not
37 required to impose long-term suspension or expulsion for behavior that

1 constitutes a violation or offense listed under subsection (5)(a)
2 through (c) of this section and should first consider alternative
3 actions.

4 **Sec. 103.** RCW 28A.600.020 and 2013 2nd sp.s. c 18 s 303 are each
5 amended to read as follows:

6 (1) The rules adopted pursuant to RCW 28A.600.010 shall be
7 interpreted to ensure that the optimum learning atmosphere of the
8 classroom is maintained, and that the highest consideration is given to
9 the judgment of qualified certificated educators regarding conditions
10 necessary to maintain the optimum learning atmosphere.

11 (2) Any student who creates a disruption of the educational process
12 in violation of the building disciplinary standards while under a
13 teacher's immediate supervision may be excluded by the teacher from his
14 or her individual classroom and instructional or activity area for all
15 or any portion of the balance of the school day, or up to the following
16 two days, or until the principal or designee and teacher have
17 conferred, whichever occurs first. Except in emergency circumstances,
18 the teacher first must attempt one or more alternative forms of
19 corrective action. In no event without the consent of the teacher may
20 an excluded student return to the class during the balance of that
21 class or activity period or up to the following two days, or until the
22 principal or his or her designee and the teacher have conferred.

23 (3) In order to preserve a beneficial learning environment for all
24 students and to maintain good order and discipline in each classroom,
25 every school district board of directors shall provide that written
26 procedures are developed for administering discipline at each school
27 within the district. Such procedures shall be developed with the
28 participation of parents and the community, and shall provide that the
29 teacher, principal or designee, and other authorities designated by the
30 board of directors, make every reasonable attempt to involve the parent
31 or guardian and the student in the resolution of student discipline
32 problems. Such procedures shall provide that students may be excluded
33 from their individual classes or activities for periods of time in
34 excess of that provided in subsection (2) of this section if such
35 students have repeatedly disrupted the learning of other students. The
36 procedures must be consistent with the rules of the superintendent of

1 public instruction and must provide for early involvement of parents in
2 attempts to improve the student's behavior.

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

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

10 (i) Engages in two or more violations within a three-year period of
11 RCW 9A.46.120(~~(, 28A.320.135,)~~) or 28A.600.455(~~(, 28A.600.460,~~
12 ~~28A.635.020, 28A.600.020, 28A.635.060, 9.41.280, or 28A.320.140)~~); or

13 (ii) Engages in one or more of the offenses listed in RCW
14 13.04.155.

15 (b) The principal shall communicate the disciplinary action taken
16 by the principal to the school personnel who referred the student to
17 the principal for disciplinary action.

18 (6) Any corrective action involving a suspension or expulsion from
19 school for more than ten days must have an end date (~~(of not more than~~
20 ~~one calendar year)~~) no later than the end of the academic term from the
21 time of corrective action, except as provided in RCW 28A.600.420. In
22 consultation with families and guardians of students subject to
23 corrective action, districts shall make reasonable efforts to assist
24 students and parents in returning to an educational setting prior to
25 and no later than the end date of the corrective action. Where
26 warranted based on public health or safety, a school may petition the
27 superintendent of the school district, pursuant to policies and
28 procedures adopted by the office of the superintendent of public
29 instruction, for authorization to exceed the (~~(one calendar year)~~)
30 academic term limitation provided in this subsection. The
31 superintendent of public instruction shall adopt rules outlining the
32 limited circumstances in which a school may petition to exceed the
33 (~~(one calendar year)~~) academic term limitation, including safeguards to
34 ensure that the school district has made every effort to plan for the
35 student's return to school. School districts shall report to the
36 office of the superintendent of public instruction the number of
37 petitions made to the school board and the number of petitions granted
38 on an annual basis.

1 (7) School districts may not suspend the provision of educational
2 services to a student as a disciplinary action. A student may be
3 excluded from a particular classroom or instructional or activity area
4 for the period of suspension, but the school district must provide an
5 opportunity for a student to receive educational services during a
6 period of suspension or expulsion that, at a minimum, meet the
7 standards established by the superintendent of public instruction under
8 section 105 of this act. Nothing in this section prevents a public
9 school district, educational service district, the Washington state
10 center for childhood deafness and hearing loss, or the state school for
11 the blind if it has suspended or expelled a student from the student's
12 regular school setting from providing educational services to the
13 student in an alternative setting or through an alternative manner or
14 program or from modifying the suspension or expulsion on a case-by-case
15 basis.

16 **Sec. 104.** RCW 28A.600.022 and 2013 2nd sp.s. c 18 s 308 are each
17 amended to read as follows:

18 (1) School districts should make efforts to have suspended or
19 expelled students return to an educational setting as soon as possible.
20 School districts (~~(should)~~) must convene a meeting with the student and
21 the student's parents or guardians within twenty days of the student's
22 long-term suspension or expulsion, but no later than five days before
23 the student's enrollment, to discuss a plan to reengage the student in
24 a school program.

25 (2) In developing a reengagement plan, school districts should
26 consider shortening the length of time that the student is suspended or
27 expelled, other forms of corrective action, and supportive
28 interventions that aid in the student's academic success and keep the
29 student engaged and on track to graduate. School districts, in
30 collaboration with the student's parents or guardians, must create a
31 reengagement plan tailored to the student's individual circumstances,
32 including consideration of the incident that led to the student's long-
33 term suspension or expulsion. The plan should aid the student in
34 taking the necessary steps to remedy the situation that led to the
35 student's suspension or expulsion.

36 (3) Any reengagement meetings conducted by the school district

1 involving the suspended or expelled student and his or her parents or
2 guardians are not intended to replace a petition for readmission.

3 (4) The office of the superintendent of public instruction shall
4 develop a clearinghouse of systemic, highly effective, research-based
5 practices for providing comprehensive social emotional and academic
6 support for students, both while they are subject to disciplinary
7 action and after reengagement. The office shall also provide technical
8 assistance to school districts on the use of available resources to
9 support reengagement plans, including funds from the learning
10 assistance program for purposes of reducing disruptive behaviors in the
11 classroom.

12 NEW SECTION. Sec. 105. A new section is added to chapter 28A.600
13 RCW to read as follows:

14 (1) The superintendent of public instruction shall develop
15 standards for educational services provided to students during a period
16 of suspension or expulsion. At a minimum, the standards must require
17 that students be provided an opportunity to make academic progress
18 during the suspension or expulsion, make up missed assignments or
19 assessments, and earn credits missed.

20 (2) In developing the standards, the superintendent shall consult
21 with the office of the education ombuds; associations representing
22 teachers, principals, school administrators, and school directors; the
23 educational opportunity gap oversight and accountability committee; and
24 organizations representing parents, including parents of students in
25 special education.

26 (3) The superintendent shall monitor the educational services
27 provided to students who are suspended or expelled through regularly
28 scheduled consolidated program reviews and through the activities of
29 the office of equity and civil rights within the office of the
30 superintendent of public instruction.

31 **Sec. 106.** RCW 28A.600.410 and 1992 c 155 s 1 are each amended to
32 read as follows:

33 (1) Thousands of Washington students are excluded from school each
34 year due to out-of-school suspensions and expulsions. Out-of-school
35 suspensions and expulsions contribute to poor academic achievement,
36 lower graduation rates, and higher dropout rates. It is the intent of

1 the legislature to minimize the use of out-of-school suspension and
2 expulsion and its impact on student achievement by reducing the number
3 of days that students are excluded from school due to disciplinary
4 action. Student behavior should not result in the loss of educational
5 opportunity in the public school system.

6 (2) School districts are encouraged to find alternatives to
7 suspension including reducing the length of a student's suspension
8 conditioned by the commencement of counseling or other treatment
9 services. Consistent with current law, the conditioning of a student's
10 suspension does not obligate the school district to pay for the
11 counseling or other treatment services except for those stipulated and
12 agreed to by the district at the inception of the suspension.

13 **Sec. 107.** RCW 28A.600.455 and 1997 c 266 s 2 are each amended to
14 read as follows:

15 (1) A student who is enrolled in a public school or an alternative
16 school may be suspended or expelled if the student is a member of a
17 gang and knowingly engages in gang activity on school grounds, subject
18 to the provisions of RCW 28A.600.015.

19 (2) "Gang" means a group which: (a) Consists of three or more
20 persons; (b) has identifiable leadership; and (c) on an ongoing basis,
21 regularly conspires and acts in concert mainly for criminal purposes.

22 **Sec. 108.** RCW 28A.600.460 and 2013 2nd sp.s. c 18 s 305 are each
23 amended to read as follows:

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

35 (2) A student committing an offense under chapter 9A.36, 9A.40,
36 9A.46, or 9A.48 RCW when the activity is directed toward the teacher,

1 shall not be assigned to that teacher's classroom for the duration of
2 the student's attendance at that school or any other school where the
3 teacher is assigned.

4 (3) A student who commits an offense under chapter 9A.36, 9A.40,
5 9A.46, or 9A.48 RCW, when directed toward another student, may be
6 removed from the classroom of the victim for the duration of the
7 student's attendance at that school or any other school where the
8 victim is enrolled. A student who commits an offense under one of the
9 chapters enumerated in this section against a student or another school
10 employee, may be expelled or suspended.

11 (4) Nothing in this section is intended to limit the authority of
12 a school under existing law and rules to expel or suspend a student for
13 misconduct or criminal behavior. However, school districts may not
14 impose long-term suspension or expulsion as a form of discretionary
15 discipline as defined in RCW 28A.600.015.

16 (5) All school districts must collect data on disciplinary actions
17 taken in each school and must record these actions using the statewide
18 student data system, based on the data collection standards established
19 by the office of the superintendent of public instruction and the K-12
20 data governance group. The information shall be made available to the
21 public, but public release of the data shall not include personally
22 identifiable information including, but not limited to, a student's
23 social security number, name, or address.

24 **Sec. 109.** RCW 28A.635.090 and 2003 c 53 s 169 are each amended to
25 read as follows:

26 (1) It shall be unlawful for any person, singly or in concert with
27 others, to interfere by force or violence with any administrator,
28 teacher, classified employee, person under contract with the school or
29 school district, or student of any common school who is in the peaceful
30 discharge or conduct of his or her duties or studies. Any such
31 interference by force or violence committed by a student shall be
32 grounds for immediate suspension or expulsion of the student, subject
33 to the provisions of RCW 28A.600.015.

34 (2) A person violating this section is guilty of a gross
35 misdemeanor and shall be fined not more than five hundred dollars, or
36 imprisoned in jail not more than six months, or both such fine and
37 imprisonment.

1 **Sec. 110.** RCW 43.41.400 and 2012 c 229 s 585 are each amended to
2 read as follows:

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

23 (2) The education data center shall:

24 (a) In consultation with the legislative evaluation and
25 accountability program committee and the agencies and organizations
26 participating in the education data center, identify the critical
27 research and policy questions that are intended to be addressed by the
28 education data center and the data needed to address the questions;

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

33 (c) Collaborate with the legislative evaluation and accountability
34 program committee and the education and fiscal committees of the
35 legislature in identifying the data to be compiled and analyzed to
36 ensure that legislative interests are served;

37 (d) Annually provide to the K-12 data governance group a list of
38 data elements and data quality improvements that are necessary to

1 answer the research and policy questions identified by the education
2 data center and have been identified by the legislative committees in
3 (c) of this subsection. Within three months of receiving the list, the
4 K-12 data governance group shall develop and transmit to the education
5 data center a feasibility analysis of obtaining or improving the data,
6 including the steps required, estimated time frame, and the financial
7 and other resources that would be required. Based on the analysis, the
8 education data center shall submit, if necessary, a recommendation to
9 the legislature regarding any statutory changes or resources that would
10 be needed to collect or improve the data;

11 (e) Monitor and evaluate the education data collection systems of
12 the organizations and agencies represented in the education data center
13 ensuring that data systems are flexible, able to adapt to evolving
14 needs for information, and to the extent feasible and necessary,
15 include data that are needed to conduct the analyses and provide
16 answers to the research and policy questions identified in (a) of this
17 subsection;

18 (f) Track enrollment and outcomes through the public centralized
19 higher education enrollment system;

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

23 (h) Provide research that focuses on student transitions within and
24 among the early learning, K-12, and higher education sectors in the P-
25 20 system; (~~and~~)

26 (i) Prepare a regular report on the educational and workforce
27 outcomes of youth in the juvenile justice system, using data
28 disaggregated as provided in RCW 28A.300.042 and by age; and

29 (j) Make recommendations to the legislature as necessary to help
30 ensure the goals and objectives of this section and RCW 28A.655.210 and
31 28A.300.507 are met.

32 (3) The department of early learning, superintendent of public
33 instruction, professional educator standards board, state board of
34 education, state board for community and technical colleges, workforce
35 training and education coordinating board, student achievement council,
36 public four-year institutions of higher education, department of social
37 and health services, and employment security department shall work with
38 the education data center to develop data-sharing and research

1 agreements, consistent with applicable security and confidentiality
2 requirements, to facilitate the work of the center. The education data
3 center shall also develop data-sharing and research agreements with the
4 administrative office of the courts to conduct research on educational
5 and workforce outcomes using data maintained under RCW 13.50.010(11)
6 related to juveniles. Private, nonprofit institutions of higher
7 education that provide programs of education beyond the high school
8 level leading at least to the baccalaureate degree and are accredited
9 by the Northwest association of schools and colleges or their peer
10 accreditation bodies may also develop data-sharing and research
11 agreements with the education data center, consistent with applicable
12 security and confidentiality requirements. The education data center
13 shall make data from collaborative analyses available to the education
14 agencies and institutions that contribute data to the education data
15 center to the extent allowed by federal and state security and
16 confidentiality requirements applicable to the data of each
17 contributing agency or institution.

18 **PART II**
19 **EDUCATOR CULTURAL COMPETENCE**

20 **Sec. 201.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
21 read as follows:

22 (1) Subject to funds appropriated for this purpose, the office of
23 the superintendent of public instruction must develop and make
24 available a professional development program to support the
25 implementation of the evaluation systems required by RCW 28A.405.100.
26 The program components may be organized into professional development
27 modules for principals, administrators, and teachers. The professional
28 development program shall include a comprehensive online training
29 package.

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

- 32 (a) Introduction of the evaluation criteria for teachers and
- 33 principals and the four-level rating system;
- 34 (b) Orientation to and use of instructional frameworks;
- 35 (c) Orientation to and use of the leadership frameworks;

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

4 (e) Strategies for achieving maximum rater agreement;

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

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

7 (h) Methods to link the evaluation process to ongoing educator
8 professional development.

9 (3) The training program must also include the foundational
10 elements of cultural competence, focusing on multicultural education
11 and principles of English language acquisition, as well as best
12 practices in implementing the tribal history and culture curricula in
13 RCW 28A.320.170 and in providing appropriate language access to limited
14 English proficient families. The content of the training must be
15 aligned with the standards for cultural competence developed by the
16 professional educator standards board under RCW 28A.410.270. The
17 office of the superintendent of public instruction, in consultation
18 with the professional educator standards board, the steering committee
19 established in RCW 28A.405.100, and the educational opportunity gap
20 oversight and accountability committee, must integrate the content for
21 cultural competence into the overall training for principals,
22 administrators, and teachers to support the revised evaluation systems.

23 (4) To the maximum extent feasible, the professional development
24 program must incorporate or adapt existing online training or
25 curriculum, including securing materials or curriculum under contract
26 or purchase agreements within available funds. Multiple modes of
27 instruction should be incorporated including videos of classroom
28 teaching, participatory exercises, and other engaging combinations of
29 online audio, video, and print presentation.

30 ((+4)) (5) The professional development program must be developed
31 in modules that allow:

32 (a) Access to material over a reasonable number of training
33 sessions;

34 (b) Delivery in person or online; and

35 (c) Use in a self-directed manner.

36 ((+5)) (6) The office of the superintendent of public instruction
37 must maintain a web site that includes the online professional
38 development materials along with sample evaluation forms and templates,

1 links to relevant research on evaluation and on high quality teaching
2 and leadership, samples of contract and collective bargaining language
3 on key topics, examples of multiple measures of teacher and principal
4 performance, suggestions for data to measure student growth, and other
5 tools that will assist school districts in implementing the revised
6 evaluation systems.

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

13 ((+7+)) (8) The office of the superintendent of public instruction
14 shall periodically update the modules to reflect new topics and
15 research on performance evaluation so that the training serves as an
16 ongoing source of continuing education and professional development.

17 ((+8+)) (9) The office of the superintendent of public instruction
18 shall work with the educational service districts to provide
19 clearinghouse services for the identification and publication of
20 professional development opportunities for teachers and principals that
21 align with performance evaluation criteria.

22 **Sec. 202.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to
23 read as follows:

24 (1) School districts shall require each administrator, each
25 principal, or other supervisory personnel who has responsibility for
26 evaluating classroom teachers or principals to have training in
27 evaluation procedures.

28 (2) Before school district implementation of the revised evaluation
29 systems required under RCW 28A.405.100, principals and administrators
30 who have evaluation responsibilities must engage in professional
31 development designed to implement the revised systems and maximize
32 rater agreement. The professional development to support the revised
33 evaluation systems must also include foundational elements of cultural
34 competence, focusing on multicultural education and principles of
35 English language acquisition, as well as best practices in implementing
36 the tribal history and culture curricula in RCW 28A.320.170 and in

1 providing appropriate language access to limited English proficient
2 families.

3 NEW SECTION. Sec. 203. A new section is added to chapter 28A.415
4 RCW to read as follows:

5 (1) The office of the superintendent of public instruction, in
6 collaboration with the educational opportunity gap oversight and
7 accountability committee, the professional educator standards board,
8 colleges of education, and representatives from diverse communities and
9 community-based organizations, must develop a content outline for
10 professional development and training in cultural competence for school
11 staff.

12 (2) The content of the cultural competence professional development
13 and training must be aligned with the standards developed by the
14 professional educator standards board under RCW 28A.410.270 and include
15 best practices in implementing the tribal history and culture curricula
16 in RCW 28A.320.170 and in providing appropriate language access to
17 limited English proficient families.

18 (3) The cultural competence professional development and training
19 must contain components that are appropriate for classified school
20 staff and district administrators as well as certificated instructional
21 staff and principals at the building level. The professional
22 development and training must also contain components suitable for
23 delivery by individuals from the local community or community-based
24 organizations with appropriate expertise.

25 (4) The legislature encourages educational service districts and
26 school districts to use the cultural competence professional
27 development and training developed under this section and provide
28 opportunities for all school and school district staff to gain
29 knowledge and skills in cultural competence, including in partnership
30 with their local communities. The legislature also encourages
31 partnerships between diverse community organizations, families,
32 schools, and institutions of higher education in the delivery of
33 cultural competence professional development and training.

34 NEW SECTION. Sec. 204. A new section is added to chapter 28A.657
35 RCW to read as follows:

36 Schools that are identified through the state accountability system

1 as challenged schools in need of improvement in RCW 28A.657.020 must
2 provide the cultural competence professional development and training
3 developed under section 203 of this act for classified, certificated
4 instructional, and administrative staff of the school. The
5 professional development and training may be delivered by an
6 educational service district, through district in-service, or by
7 another qualified provider, including in partnership with the local
8 community.

9 **PART III**

10 **INSTRUCTING ENGLISH LANGUAGE LEARNERS**

11 **Sec. 301.** RCW 28A.660.045 and 2007 c 396 s 7 are each amended to
12 read as follows:

13 (1) The educator retooling (~~to teach mathematics and science~~)
14 conditional scholarship program is created. Participation is limited
15 to current K-12 teachers and individuals having an elementary education
16 certificate but who are not employed in positions requiring an
17 elementary education certificate. It is anticipated that candidates
18 enrolled in this program will complete the requirements for a
19 mathematics ((~~or~~)), science, special education, bilingual education, or
20 English language learner endorsement (~~(, or both,)~~) in two years or
21 less.

22 (2) Entry requirements for candidates include:

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

26 (b) Individuals having an elementary education certificate but who
27 are not employed in positions requiring an elementary education
28 certificate shall pursue an endorsement only in middle level
29 mathematics or science (~~(~~only~~)~~), special education, bilingual
30 education, or English language learner.

31 **Sec. 302.** RCW 28A.660.050 and 2012 c 229 s 507 are each amended to
32 read as follows:

33 Subject to the availability of amounts appropriated for these
34 purposes, the conditional scholarship programs in this chapter are
35 created under the following guidelines:

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

4 (a) To adopt necessary rules and develop guidelines to administer
5 the programs;

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

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

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

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

18 (i) Be accepted and maintain enrollment in alternative
19 certification routes through a professional educator standards board-
20 approved program;

21 (ii) Continue to make satisfactory progress toward completion of
22 the alternative route certification program and receipt of a residency
23 teaching certificate; and

24 (iii) Receive no more than the annual amount of the scholarship,
25 not to exceed eight thousand dollars, for the cost of tuition, fees,
26 and educational expenses, including books, supplies, and transportation
27 for the alternative route certification program in which the recipient
28 is enrolled. The council may adjust the annual award by the average
29 rate of resident undergraduate tuition and fee increases at the state
30 universities as defined in RCW 28B.10.016.

31 (b) The pipeline for paraeducators conditional scholarship program
32 is limited to qualified paraeducators as provided by RCW 28A.660.042.
33 In order to receive conditional scholarship awards, recipients shall:

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

37 (ii) Continue to make satisfactory progress toward completion of an
38 associate of arts degree. This progress requirement is a condition for

1 eligibility into a route one program of the alternative routes to
2 teacher certification program for a mathematics, special education, or
3 English as a second language endorsement; and

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

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

14 (i) Individuals currently employed as teachers shall pursue a
15 middle level mathematics or science, (~~((or))~~) secondary mathematics or
16 science, special education, bilingual education, or English language
17 learner endorsement; or

18 (ii) Individuals who are certificated with an elementary education
19 endorsement shall pursue an endorsement in middle level mathematics or
20 science, (~~((or both))~~) special education, bilingual education, or English
21 language learner; and

22 (iii) Individuals shall use one of the pathways to endorsement
23 processes to receive (~~((a mathematics or science))~~) the endorsement, (~~((or~~
24 ~~both,))~~) which shall include passing (~~((a mathematics or science))~~) the
25 associated endorsement test(~~((r))~~) or (~~((both))~~) tests, plus observation
26 and completing applicable coursework to attain the proper endorsement;
27 and

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

32 (3) The Washington professional educator standards board shall
33 select individuals to receive conditional scholarships. In selecting
34 recipients, preference shall be given to eligible veterans or national
35 guard members. In awarding educator retooling scholarships to support
36 additional bilingual education and English language learner
37 endorsements, the board shall give preference to: Teachers seeking
38 endorsements in order to be assigned to the transitional bilingual

1 instructional program under the provisions of RCW 28A.180.040(2),
2 teachers assigned to schools that are identified through the state
3 accountability system as challenged schools in need of improvement
4 under RCW 28A.657.020, and teachers assigned to schools whose
5 enrollment of English language learner students has increased an
6 average of more than five percent per year over the previous three
7 years.

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

17 (5) Recipients who fail to fulfill the required teaching obligation
18 are required to repay the remaining loan principal with interest and
19 any other applicable fees. The student achievement council shall adopt
20 rules to define the terms for repayment, including applicable interest
21 rates, fees, and deferments. The student achievement council must
22 provide regular reports to the professional educator standards board
23 that include the enrollment, employment, and repayment status of
24 recipients of all scholarships under this section and the certificate
25 number of recipients who have successfully completed a certification
26 program.

27 (6) The student achievement council may deposit all appropriations,
28 collections, and any other funds received for the program in this
29 chapter in the future teachers conditional scholarship account
30 authorized in RCW 28B.102.080. Funds received by the professional
31 educator standards board for the program in this chapter may be
32 transferred to the student achievement council for deposit in the
33 future teachers conditional scholarship account.

34 **Sec. 303.** RCW 28A.180.040 and 2013 2nd sp.s. c 9 s 4 are each
35 amended to read as follows:

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

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

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

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

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

15 (i) The receiving school shall determine whether the district's
16 program is a like program when compared to the sending school's
17 program; and

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

21 (e) Before the conclusion of each school year, measure each
22 eligible pupil's improvement in learning the English language by means
23 of a test approved by the superintendent of public instruction;

24 (f) Provide in-service training for teachers, counselors, and other
25 staff, who are involved in the district's transitional bilingual
26 program. Such training shall include appropriate instructional
27 strategies for children of culturally different backgrounds, use of
28 curriculum materials, and program models; and

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

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

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

3 **Sec. 304.** RCW 28A.410.260 and 2009 c 468 s 5 are each amended to
4 read as follows:

5 (1) The professional educator standards board, in consultation and
6 collaboration with the (~~achievement~~) educational opportunity gap
7 oversight and accountability committee established under RCW
8 28A.300.136, shall identify a list of model standards for cultural
9 competency and make recommendations to the education committees of the
10 legislature on the strengths and weaknesses of those standards.

11 (2) For the purposes of this section, "cultural competency"
12 includes knowledge of student cultural histories and contexts, as well
13 as family norms and values in different cultures; knowledge and skills
14 in accessing community resources and community and parent outreach; and
15 skills in adapting instruction to students' experiences and identifying
16 cultural contexts for individual students.

17 (3) The professional educator standards board shall examine the
18 principles of language acquisition embedded in the knowledge and skill
19 standards required for educator certification to ensure that the
20 principles address instruction for both non-English speaking students
21 and students who speak nonstandard English.

22 **PART IV**

23 **ENGLISH LANGUAGE LEARNER ACCOUNTABILITY**

24 NEW SECTION. **Sec. 401.** (1) The legislature finds that, while
25 there is guidance for schools and school districts in implementing the
26 transitional bilingual instruction program, there is not sufficient
27 accountability for programs serving students who are English language
28 learners. Furthermore, this accountability should include the
29 appropriate use of qualified foreign language interpreters both to
30 support instruction and to facilitate effective two-way communication
31 with parents and families.

32 (2) The office of the superintendent of public instruction shall
33 convene an English language learner accountability task force to design
34 a performance-based accountability system for the transitional
35 bilingual instructional program. The task force must include

1 representatives from the educational opportunity gap oversight and
2 accountability committee, the state ethnic commissions, the governor's
3 office of tribal affairs, the office of the education ombuds, the civil
4 rights office within the office of the superintendent of public
5 instruction, parents, community representatives, and program directors
6 and teachers from school districts of different sizes and with
7 different English language learner student populations.

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

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

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

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

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

27 (6) The task force must submit a report first to the educational
28 opportunity gap oversight and accountability committee and the quality
29 education council, and then to the education committees of the
30 legislature, with recommendations for the design of the accountability
31 system and any policy changes, statutory changes, or resources
32 necessary for its implementation. An interim report is due to the
33 legislative education committees by January 15, 2015, and a final
34 report is due by September 30, 2015.

35 (7) This section expires July 1, 2016.

36 **Sec. 402.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each
37 amended to read as follows:

1 The superintendent of public instruction shall develop an
2 evaluation system designed to measure increases in the English and
3 academic proficiency of eligible pupils. When developing the system,
4 the superintendent shall:

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

10 (2) Require school districts to annually assess all eligible pupils
11 at the end of the school year using an English proficiency assessment
12 or assessments as specified by the superintendent of public
13 instruction. Results of these assessments shall be made available to
14 both the superintendent of public instruction and the school district;

15 (3) Develop a system to evaluate increases in the English and
16 academic proficiency of students who are, or were, eligible pupils.
17 This evaluation shall include students when they are in the program and
18 after they exit the program until they finish their K-12 career or
19 transfer from the school district. The purpose of the evaluation
20 system is to inform schools, school districts, parents, and the state
21 of the effectiveness of the transitional bilingual programs in school
22 and school districts in teaching these students English and other
23 content areas, such as mathematics and writing; and

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

1 NEW SECTION. **Sec. 403.** A new section is added to chapter 28A.657
2 RCW to read as follows:

3 At the beginning of each school year, the office of the
4 superintendent of public instruction shall identify schools that
5 experienced a significant increase during the previous two school years
6 in enrollment of English language learner students as compared to
7 previous enrollment trends. The office shall notify the schools, and
8 school districts in which the schools are located must provide the
9 cultural competence professional development and training developed
10 under section 203 of this act for classified, certificated
11 instructional, and administrative staff of the schools. The
12 professional development and training may be delivered by an
13 educational service district, through district in-service, or by
14 another qualified provider, including in partnership with the local
15 community.

16 **PART V**

17 **DISAGGREGATED STUDENT DATA**

18 **Sec. 501.** RCW 28A.300.042 and 2013 2nd sp.s. c 18 s 307 are each
19 amended to read as follows:

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

27 (a) Further disaggregation of the Black category to differentiate
28 students of African origin and students native to the United States
29 with African ancestors;

30 (b) Further disaggregation of countries of origin for Asian
31 students;

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

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

1 (2) Beginning with the 2015-16 school year, school districts must
2 collect student-level data as provided in subsection (1) of this
3 section for all newly enrolled students, including transfer students.
4 School districts must also resurvey students for whom subracial and
5 subethnic categories are not reported when the students enroll in a
6 different school within the district. School districts may resurvey
7 other students.

8 (3) All student data-related reports (~~required of~~) prepared by
9 the superintendent of public instruction (~~in~~) under this title must
10 be disaggregated by at least the following subgroups of students:
11 White, Black, Hispanic, American Indian/Alaskan Native, Asian, Pacific
12 Islander/Hawaiian Native, low income, transitional bilingual, migrant,
13 special education, and students covered by section 504 of the federal
14 rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794). Beginning
15 with the 2016-17 school year, student data-related reports must also be
16 prepared displaying additional disaggregation of data if analysis of
17 the data indicates significant differences among categories of students
18 as it pertains to the subject of the report.

19 (4) The K-12 data governance group shall develop the data protocols
20 and guidance for school districts in the collection of data as required
21 under this section, and the office of the superintendent of public
22 instruction shall modify the statewide student data system as needed.
23 The office of the superintendent of public instruction shall also
24 incorporate training for school staff on best practices for collection
25 of data on student race and ethnicity in other training or professional
26 development related to data provided by the office.

27 ~~((+2))~~ (5) All student data-related reports required of the
28 superintendent of public instruction regarding student suspensions and
29 expulsions as required in RCW 28A.300.046 are subject to disaggregation
30 by subgroups including:

- 31 (a) Gender;
- 32 (b) Foster care;
- 33 (c) Homeless, if known;
- 34 (d) School district;
- 35 (e) School;
- 36 (f) Grade level;
- 37 (g) Behavior infraction code, including:
- 38 (i) Bullying;

1 (ii) Tobacco;
2 (iii) Alcohol;
3 (iv) Illicit drug;
4 (v) Fighting without major injury;
5 (vi) Violence without major injury;
6 (vii) Violence with major injury;
7 (viii) Possession of a weapon; and
8 (ix) Other behavior resulting from a short-term or long-term
9 suspension, expulsion, or interim alternative education setting
10 intervention;

11 (h) Intervention applied, including:

12 (i) Short-term suspension;

13 (ii) Long-term suspension;

14 (iii) Emergency expulsion;

15 (iv) Expulsion;

16 (v) Interim alternative education settings;

17 (vi) No intervention applied; and

18 (vii) Other intervention applied that is not described in this
19 subsection (~~(+2)~~) (5)(h);

20 (i) Number of days a student is suspended or expelled, to be
21 counted in half or full days; and

22 (j) Any other categories added at a future date by the data
23 governance group.

24 (~~(+3)~~) (6) All student data-related reports required of the
25 superintendent of public instruction regarding student suspensions and
26 expulsions as required in RCW 28A.300.046 are subject to cross-
27 tabulation at a minimum by the following:

28 (a) School and district;

29 (b) Race, low income, special education, transitional bilingual,
30 migrant, foster care, homeless, students covered by section 504 of the
31 federal rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794),
32 and categories to be added in the future;

33 (c) Behavior infraction code; and

34 (d) Intervention applied.

35 **Sec. 502.** RCW 28A.300.505 and 2007 c 401 s 5 are each amended to
36 read as follows:

37 (1) The office of the superintendent of public instruction shall

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

5 (a) Date validation;

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

8 (c) Decimal and integer validation; and

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

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

17 PART VI

18 RECRUITMENT AND RETENTION OF EDUCATORS

19 NEW SECTION. **Sec. 601.** (1) The professional educator standards
20 board and the office of the superintendent of public instruction shall
21 convene a work group to revise and update the model framework and
22 curriculum, as well as the program of study, for high school career and
23 technical education courses related to careers in education.

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

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

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

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

32 (3) The revisions must be completed before the 2015-16 school year.

33 (4) This section expires September 1, 2016.

34 NEW SECTION. **Sec. 602.** A new section is added to chapter 28A.410
35 RCW to read as follows:

1 (1) The professional educator standards board shall convene a work
2 group to design an articulated pathway for teacher preparation and
3 certification that has the characteristics described in this section.
4 The work group must include representatives of community and technical
5 college paraeducator apprenticeship and certificate programs, colleges
6 of education, teacher and paraeducator associations, and the office of
7 the superintendent of public instruction.

8 (2) An articulated pathway for teacher preparation and
9 certification includes:

10 (a) Paraeducator certificate and apprenticeship programs that offer
11 course credits that apply to transferrable associate degrees and are
12 aligned with the standards and competencies for teachers adopted by the
13 professional educator standards board;

14 (b) Associate degree programs that build on and do not duplicate
15 the courses and competencies of paraeducator certificate programs,
16 incorporate field experiences, are aligned with the standards and
17 competencies for teachers adopted by the professional educator
18 standards board, and are transferrable to bachelor's degree in
19 education programs and teacher certification programs;

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

23 (d) Incorporation of the standards for cultural competence
24 developed by the professional educator standards board under RCW
25 28A.410.270 throughout the courses and curriculum of the pathway,
26 particularly focusing on multicultural education and principles of
27 language acquisition.

28 (3) The professional educator standards board must submit a report
29 to the education committees of the legislature by January 10, 2015,
30 comparing the current status of pathways for teacher certification to
31 the elements of the articulated pathway. The report must highlight
32 gaps and recommend strategies to address them.

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

1 NEW SECTION. **Sec. 603.** A new section is added to chapter 28B.50
2 RCW to read as follows:
3 Beginning with the 2015-16 academic year, any community or
4 technical college that offers an apprenticeship program or certificate
5 program for paraeducators must provide candidates the opportunity to
6 earn transferrable course credits within the program. The programs
7 must also incorporate the standards for cultural competence, including
8 multicultural education and principles of language acquisition,
9 developed by the professional educator standards board under RCW
10 28A.410.270.

--- END ---