

**SSB 5077 - S AMD 359**

By Senators Hasegawa, McAuliffe, Jayapal, McCoy

**NOT ADOPTED 04/02/2015**

1 On page 120, line 5, increase the General Fund--State (FY 2016)  
2 appropriation by \$611,000.

3 Adjust the total appropriation accordingly.

4

5 On page 279, after line 23, insert the following:

6

7 "NEW SECTION. Sec. 964. A new section is added to chapter  
8 43.215 RCW to read as follows:

9 The department, in collaboration with the office of the  
10 superintendent of public instruction, shall create a community  
11 information and involvement plan to inform home-based, tribal, and  
12 family early learning providers of the early achievers program under  
13 RCW 43.215.100.

14

15 NEW SECTION. Sec. 965. A new section is added to chapter  
16 28A.300 RCW to read as follows:

17 (1) The Washington integrated student supports protocol is  
18 established. The protocol shall be developed by the center for the  
19 improvement of student learning, established in RCW 28A.300.130,  
20 based on the framework described in this section. The purposes of  
21 the protocol include:

22 (a) Supporting a school-based approach to promoting the success  
23 of all students by coordinating academic and nonacademic supports to  
24 reduce barriers to academic achievement and educational attainment;

25 (b) Fulfilling a vision of public education where educators  
26 focus on education, students focus on learning, and auxiliary  
27 supports enable teaching and learning to occur unimpeded;

1 (c) Encouraging the creation, expansion, and quality improvement  
2 of community-based supports that can be integrated into the academic  
3 environment of schools and school districts;

4 (d) Increasing public awareness of the evidence showing that  
5 academic outcomes are a result of both academic and nonacademic  
6 factors; and

7 (e) Supporting statewide and local organizations in their  
8 efforts to provide leadership, coordination, technical assistance,  
9 professional development, and advocacy to implement high-quality,  
10 evidence-based, student-centered, coordinated approaches throughout  
11 the state.

12 (2)(a) The Washington integrated student supports protocol must  
13 be sufficiently flexible to adapt to the unique needs of schools and  
14 districts across the state, yet sufficiently structured to provide  
15 all students with the individual support they need for academic  
16 success.

17 (b) The essential framework of the Washington integrated student  
18 supports protocol includes:

19 (i) Needs assessments: A needs assessment must be conducted for  
20 all at-risk students in order to develop or identify the needed  
21 academic and nonacademic supports within the students' school and  
22 community. These supports must be coordinated to provide students  
23 with a package of mutually reinforcing supports designed to meet the  
24 individual needs of each student.

25 (ii) Integration and coordination: The school and district  
26 leadership and staff must develop close relationships with providers  
27 of academic and nonacademic supports to enhance the effectiveness of  
28 the protocol.

29 (iii) Community partnerships: Community partners must be engaged  
30 to provide nonacademic supports to reduce barriers to students'  
31 academic success, including supports to students' families.

32 (iv) Data driven: Students' needs and outcomes must be tracked  
33 over time to determine student progress and evolving needs.

34

1 (c) The framework must facilitate the ability of any academic or  
2 nonacademic provider to support the needs of at-risk students,  
3 including, but not limited to: Out-of-school providers, social  
4 workers, mental health counselors, physicians, dentists, speech  
5 therapists, and audiologists.

6

7 NEW SECTION. **Sec. 966.** (1) The legislature intends to  
8 integrate the delivery of various academic and nonacademic programs  
9 and services through a single protocol. This coordination and  
10 consolidation of assorted services, such as expanded learning  
11 opportunities, mental health, medical screening, and access to food  
12 and housing, is intended to reduce barriers to academic achievement  
13 and educational attainment by weaving together existing public and  
14 private resources needed to support student success in school.

15 (2) The office of the superintendent of public instruction shall  
16 create a work group to determine how to best implement the framework  
17 described in section 801 of this act throughout the state.

18 (3) The work group must be composed of the following members,  
19 who must reflect the geographic diversity across the state:

20 (a) The superintendent of public instruction or the  
21 superintendent's designee;

22 (b) Three principals and three superintendents representing  
23 districts with diverse characteristics, selected by state  
24 associations of principals and superintendents, respectively;

25 (c) A representative from a statewide organization specializing  
26 in out-of-school learning;

27 (d) A representative from an organization with expertise in the  
28 needs of homeless students;

29 (e) A school counselor from an elementary school, a middle  
30 school, and a high school, selected by a state association of school  
31 counselors;

32 (f) A representative of an organization that is an expert on a  
33 multitiered system of supports; and

34

1 (g) A representative from a career and technical student  
2 organization.

3 (4) The superintendent of public instruction shall consult and  
4 may contract for services with a national nonpartisan, nonprofit  
5 research center that has provided data and analyses to improve  
6 policies and programs serving children and youth for over thirty-  
7 five years.

8 (5) The work group must submit to the appropriate committees of  
9 the legislature a report recommending policies that need to be  
10 adopted or revised to implement the framework described in section  
11 801 of this act throughout the state by October 1, 2016. The work  
12 group must submit a preliminary report by October 1, 2015, and a  
13 final report by October 1, 2016.

14 (6) This section expires August 1, 2017.

15

16 **Sec. 967.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are  
17 each amended to read as follows:

18 (1) (~~Beginning in the 2015-16 school year, expenditure of funds~~  
19 ~~from the learning assistance program must be consistent with the~~  
20 ~~provisions of RCW 28A.655.235.~~

21 (2)) Use of best practices that have been demonstrated through  
22 research to be associated with increased student achievement  
23 magnifies the opportunities for student success. To the extent they  
24 are included as a best practice or strategy in one of the state  
25 menus or an approved alternative under this section or RCW  
26 28A.655.235, the following are services and activities that may be  
27 supported by the learning assistance program:

28 (a) Extended learning time opportunities occurring:

29 (i) Before or after the regular school day;

30 (ii) On Saturday; and

31 (iii) Beyond the regular school year;

32 (b) Services under RCW 28A.320.190;

33 (c) The integrated student supports protocol and services under  
34 section 801 of this act;

1        (d) Professional development for certificated and classified  
2 staff that focuses on:

3        (i) The needs of a diverse student population;

4        (ii) Specific literacy and mathematics content and instructional  
5 strategies; and

6        (iii) The use of student work to guide effective instruction and  
7 appropriate assistance;

8        ~~((d))~~ (e) Consultant teachers to assist in implementing  
9 effective instructional practices by teachers serving participating  
10 students;

11        ~~((e))~~ (f) Tutoring support for participating students;

12        ~~((f))~~ (g) Outreach activities and support for parents of  
13 participating students, including employing parent and family  
14 engagement coordinators; and

15        ~~((g))~~ (h) Up to five percent of a district's learning  
16 assistance program allocation may be used for development of  
17 partnerships with community-based organizations, educational service  
18 districts, and other local agencies to deliver academic and  
19 nonacademic supports to participating students who are significantly  
20 at risk of not being successful in school to reduce barriers to  
21 learning, increase student engagement, and enhance students'  
22 readiness to learn. The ~~((office of the superintendent of public  
23 instruction))~~ school board must approve in an open meeting any  
24 community-based organization or local agency before learning  
25 assistance funds may be expended.

26        ~~((3))~~ (2) In addition to the state menu developed under RCW  
27 28A.655.235, the office of the superintendent of public instruction  
28 shall convene a panel of experts, including the Washington state  
29 institute for public policy, to develop additional state menus of  
30 best practices and strategies for use in the learning assistance  
31 program to assist struggling students at all grade levels in English  
32 language arts and mathematics ~~((and reduce disruptive behaviors in  
33 the classroom))~~. The office of the superintendent of public  
34

1 instruction shall publish the state menus by July 1, 2015, and  
2 update the state menus by each July 1st thereafter.

3 ~~((4))~~ (3)(a) Beginning in the 2016-17 school year, except as  
4 provided in (b) of this subsection, school districts must use a  
5 practice or strategy that is on a state menu developed under  
6 subsection ~~((3))~~ (2) of this section or RCW 28A.655.235.

7 (b) Beginning in the 2016-17 school year, school districts may  
8 use a practice or strategy that is not on a state menu developed  
9 under subsection ~~((3))~~ (2) of this section for two school years  
10 initially. If the district is able to demonstrate improved outcomes  
11 for participating students over the previous two school years at a  
12 level commensurate with the best practices and strategies on the  
13 state menu, the office of the superintendent of public instruction  
14 shall approve use of the alternative practice or strategy by the  
15 district for one additional school year. Subsequent annual approval  
16 by the superintendent of public instruction to use the alternative  
17 practice or strategy is dependent on the district continuing to  
18 demonstrate increased improved outcomes for participating students.

19 (c) Beginning in the 2016-17 school year, school districts may  
20 enter cooperative agreements with state agencies, local governments,  
21 or school districts for administrative or operational costs needed  
22 to provide services in accordance with the state menus developed  
23 under this section and RCW 28A.655.235.

24 ~~((5))~~ (4) School districts are encouraged to implement best  
25 practices and strategies from the state menus developed under this  
26 section and RCW 28A.655.235 before the use is required.

27

28 **Sec. 968.** RCW 28A.165.055 and 2013 2nd sp.s. c 18 s 205 are  
29 each amended to read as follows:

30 The funds for the learning assistance program shall be  
31 appropriated in accordance with RCW 28A.150.260 and the omnibus  
32 appropriations act. The distribution formula is for school district  
33 allocation purposes only, but funds appropriated for the learning  
34 assistance program must be expended for the purposes of RCW

1 28A.165.005 through 28A.165.065 and 28A.655.235. The funds may also  
2 be appropriated for the integrated student supports protocol and  
3 services under section 801 of this act.

4

5 **Sec. 969.** RCW 28A.300.130 and 2009 c 578 s 6 are each amended  
6 to read as follows:

7 (1) To facilitate access to information and materials on  
8 educational improvement and research, the superintendent of public  
9 instruction(~~(, to the extent funds are appropriated,)~~) shall  
10 establish the center for the improvement of student learning. The  
11 center shall work in conjunction with parents, educational service  
12 districts, institutions of higher education, and education, parent,  
13 community, and business organizations.

14 (2) The center(~~(, to the extent funds are appropriated for this~~  
15 ~~purpose, and)~~) in conjunction with other staff in the office of the  
16 superintendent of public instruction, shall:

17 (a) Serve as a clearinghouse for information regarding  
18 successful educational improvement and parental involvement programs  
19 in schools and districts, and information about efforts within  
20 institutions of higher education in the state to support educational  
21 improvement initiatives in Washington schools and districts;

22 (b) Provide best practices research that can be used to help  
23 schools develop and implement: Programs and practices to improve  
24 instruction; systems to analyze student assessment data, with an  
25 emphasis on systems that will combine the use of state and local  
26 data to monitor the academic progress of each and every student in  
27 the school district; comprehensive, school-wide improvement plans;  
28 school-based shared decision-making models; programs to promote  
29 lifelong learning and community involvement in education; school-to-  
30 work transition programs; programs to meet the needs of highly  
31 capable students; programs and practices to meet the needs of  
32 students with disabilities; programs and practices to meet the  
33 diverse needs of students based on gender, racial, ethnic, economic,  
34 and special needs status; research, information, and technology

1 systems; and other programs and practices that will assist educators  
2 in helping students learn the essential academic learning  
3 requirements;

4 (c) Develop and maintain an internet web site to increase the  
5 availability of information, research, and other materials;

6 (d) Work with appropriate organizations to inform teachers,  
7 district and school administrators, and school directors about the  
8 waivers available and the broadened school board powers under RCW  
9 28A.320.015;

10 (e) Provide training and consultation services, including  
11 conducting regional summer;

12 (f) Identify strategies for improving the success rates of  
13 ethnic and racial student groups and students with disabilities,  
14 with disproportionate academic achievement;

15 (g) Work with parents, teachers, and school districts in  
16 establishing a model absentee notification procedure that will  
17 properly notify parents when their student has not attended a class  
18 or has missed a school day. The office of the superintendent of  
19 public instruction shall consider various types of communication  
20 with parents including, but not limited to, electronic mail, phone,  
21 and postal mail; and

22 (h) Perform other functions consistent with the purpose of the  
23 center as prescribed in subsection (1) of this section.

24 (3) The superintendent of public instruction shall select and  
25 employ a director for the center.

26 (4) The superintendent may enter into contracts with individuals  
27 or organizations including but not limited to: School districts;  
28 educational service districts; educational organizations; teachers;  
29 higher education faculty; institutions of higher education; state  
30 agencies; business or community-based organizations; and other  
31 individuals and organizations to accomplish the duties and  
32 responsibilities of the center. In carrying out the duties and  
33 responsibilities of the center, the superintendent, whenever  
34



1 possible, shall use practitioners to assist agency staff as well as  
2 assist educators and others in schools and districts.

3 (5) The office of the superintendent of public instruction shall  
4 report to the legislature by September 1, 2007, and thereafter  
5 biennially, regarding the effectiveness of the center for the  
6 improvement of student learning, how the services provided by the  
7 center for the improvement of student learning have been used and by  
8 whom, and recommendations to improve the accessibility and  
9 application of knowledge and information that leads to improved  
10 student learning and greater family and community involvement in the  
11 public education system.

12

13 NEW SECTION. **Sec. 970.** A new section is added to chapter  
14 43.215 RCW to read as follows:

15 The department, in collaboration with the office of the  
16 superintendent of public instruction, shall create a community  
17 information and involvement plan to inform home-based, tribal, and  
18 family early learning providers of the early achievers program under  
19 RCW 43.215.100."

20

EFFECT:

- Requires the Department of Early Learning (DEL) to create a community information and involvement plan to inform early learning providers of the Early Achievers program.
- Establishes the Washington Integrated Student Supports Protocol (WISSP) to promote student success by coordinating academic and non-academic supports.
- Creates a workgroup to determine how to implement the WISSP.
- Changes provisions of the Learning Assistance Program (LAP) related to early literacy and reducing disruptive behavior and adds the WISSP to the list of services and activities that may be supported by LAP funds.
- Removes the limitation that the Center for the Improvement of Student Learning (CISL) is established and must perform certain functions only to the extent that funds are appropriated.

Fiscal Impact: \$611,000 General Fund - State

34

--- END ---