
SUBSTITUTE SENATE BILL 5093

State of Washington

62nd Legislature

2011 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe and Shin; by request of Office of Financial Management)

READ FIRST TIME 02/03/11.

1 AN ACT Relating to revising education provisions to implement
2 budget reductions; amending RCW 28A.300.136, 28A.300.137, 28A.300.380,
3 28A.300.515, and 28A.630.016; providing an expiration date; and
4 declaring an emergency.

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

6 **Sec. 1.** RCW 28A.300.136 and 2010 c 235 s 901 are each amended to
7 read as follows:

8 (1) To the extent funds are available, the superintendent of public
9 instruction shall provide support for an achievement gap oversight and
10 accountability committee ((is created to synthesize)). The committee's
11 work may include synthesis of the findings and recommendations from the
12 2008 achievement gap studies into an implementation plan, and ((to
13 recommend)) development of recommended policies and strategies to the
14 superintendent of public instruction, the professional educator
15 standards board, and the state board of education to close the
16 achievement gap.

17 (2) The committee shall recommend specific policies and strategies
18 in at least the following areas:

- 1 (a) Supporting and facilitating parent and community involvement
2 and outreach;
- 3 (b) Enhancing the cultural competency of current and future
4 educators and the cultural relevance of curriculum and instruction;
- 5 (c) Expanding pathways and strategies to prepare and recruit
6 diverse teachers and administrators;
- 7 (d) Recommending current programs and resources that should be
8 redirected to narrow the gap;
- 9 (e) Identifying data elements and systems needed to monitor
10 progress in closing the gap;
- 11 (f) Making closing the achievement gap part of the school and
12 school district improvement process; and
- 13 (g) Exploring innovative school models that have shown success in
14 closing the achievement gap.
- 15 (3) Taking a multidisciplinary approach, the committee may seek
16 input and advice from other state and local agencies and organizations
17 with expertise in health, social services, gang and violence
18 prevention, substance abuse prevention, and other issues that
19 disproportionately affect student achievement and student success.
- 20 (4) The achievement gap oversight and accountability committee
21 shall be composed of the following members:
- 22 (a) The chairs and ranking minority members of the house and senate
23 education committees, or their designees;
- 24 (b) One additional member of the house of representatives appointed
25 by the speaker of the house and one additional member of the senate
26 appointed by the president of the senate;
- 27 (c) A representative of the office of the education ombudsman;
- 28 (d) A representative of the center for the improvement of student
29 learning in the office of the superintendent of public instruction;
- 30 (e) A representative of federally recognized Indian tribes whose
31 traditional lands and territories lie within the borders of Washington
32 state, designated by the federally recognized tribes; and
- 33 (f) Four members appointed by the governor in consultation with the
34 state ethnic commissions, who represent the following populations:
35 African-Americans, Hispanic Americans, Asian Americans, and Pacific
36 Islander Americans.
- 37 (5) The governor and the tribes are encouraged to designate members
38 who have experience working in and with schools.

1 (6) The committee may convene ad hoc working groups to obtain
2 additional input and participation from community members. Members of
3 ad hoc working groups shall serve without compensation and shall not be
4 reimbursed for travel or other expenses.

5 (7) The chair or cochairs of the committee shall be selected by the
6 members of the committee. Staff support for the committee shall be
7 provided by the center for the improvement of student learning.
8 Members of the committee shall serve without compensation but must be
9 reimbursed as provided in RCW 43.03.050 and 43.03.060. Legislative
10 members of the committee shall be reimbursed for travel expenses in
11 accordance with RCW 44.04.120.

12 (8) The superintendent of public instruction, the state board of
13 education, the professional educator standards board, and the quality
14 education council shall work collaboratively with the achievement gap
15 oversight and accountability committee to close the achievement gap.

16 **Sec. 2.** RCW 28A.300.137 and 2009 c 468 s 3 are each amended to
17 read as follows:

18 To the extent funds are available, beginning in January 2010, the
19 achievement gap oversight and accountability committee shall report
20 annually to the superintendent of public instruction, the state board
21 of education, the professional educator standards board, the governor,
22 and the education committees of the legislature on the strategies to
23 address the achievement gap and on the progress in improvement of
24 education performance measures for African-American, Hispanic, American
25 Indian/Alaskan Native, Asian, and Pacific Islander/Hawaiian Native
26 students.

27 **Sec. 3.** RCW 28A.300.380 and 2010 1st sp.s. c 37 s 913 are each
28 amended to read as follows:

29 (1) To the extent funds are available, the superintendent of public
30 instruction shall maintain support for statewide coordination for
31 career and technical student organizations by providing program staff
32 support that is available to assist in meeting the needs of career and
33 technical student organizations and their members and students. The
34 superintendent may provide additional support to the organizations
35 through contracting with independent coordinators.

1 (2) Career and technical student organizations eligible for
2 technical assistance and other support services under this section are
3 organizations recognized as career and technical student organizations
4 by:

5 (a) The United States department of education; or

6 (b) The superintendent of public instruction, if such recognition
7 is recommended by the Washington association for career and technical
8 education.

9 (3) Career and technical student organizations eligible for
10 technical assistance and other support services under this section
11 include, but are not limited to: The national FFA organization;
12 family, career, and community leaders of America; skillsUSA;
13 distributive education clubs of America; future business leaders of
14 America; and the technology student association.

15 **Sec. 4.** RCW 28A.300.515 and 2007 c 396 s 15 are each amended to
16 read as follows:

17 To the extent funds are available, the superintendent of public
18 instruction shall provide support for statewide coordination for math,
19 science, and technology, including employing a statewide director for
20 math, science, and technology. The duties of the director shall
21 include, but not be limited to:

22 (1) Within funds specifically appropriated therefor, obtain a
23 statewide license, or otherwise obtain and disseminate, an interactive,
24 project-based high school and middle school technology curriculum that
25 includes a comprehensive professional development component for
26 teachers and, if possible, counselors, and also includes a systematic
27 program evaluation. The curriculum must be distributed to all school
28 districts, or as many as feasible, by the 2007-08 school year;

29 (2) Within funds specifically appropriated therefor, supporting a
30 public-private partnership to assist school districts with implementing
31 an ongoing, inquiry-based science program that is based on a research-
32 based model of systemic reform and aligned with the Washington state
33 science grade level expectations;

34 (3) Within funds specifically appropriated therefor, supporting a
35 public-private partnership to provide enriching opportunities in
36 mathematics, engineering, and science for underrepresented students in

1 grades kindergarten through twelve using exemplary materials and
2 instructional approaches;

3 (4) In an effort to increase precollege and prework interest in
4 math, science, and technology fields, in collaboration with the
5 community and technical colleges, the four-year institutions of higher
6 education, and the workforce training and education coordinating board,
7 conducting outreach efforts to attract middle and high school students
8 to careers in math, science, and technology and to educate students
9 about the coursework that is necessary to be adequately prepared to
10 succeed in these fields;

11 (5) Coordinating youth opportunities in math, science, and
12 technology, including facilitating student participation in school
13 clubs, state-level fairs, national competitions, and encouraging
14 partnerships between students and university faculty or industry to
15 facilitate such student participation;

16 (6) Developing and maintaining public-private partnerships to
17 generate business and industry assistance to accomplish the following:

18 (a) Increasing student engagement and career awareness, including
19 increasing student participation in the youth opportunities in
20 subsection (5) of this section;

21 (b) Creation and promotion of student scholarships, internships,
22 and apprenticeships;

23 (c) Provision of relevant teacher experience and training,
24 including on-the-job professional development opportunities;

25 (d) Upgrading kindergarten through twelfth grade school equipment
26 and facilities to support high quality math, science, and technology
27 programs;

28 (7) Assembling a cadre of inspiring speakers employed or
29 experienced in the relevant fields to speak to kindergarten through
30 twelfth grade students to demonstrate the breadth of the opportunities
31 in the relevant fields as well as share the types of coursework that
32 (~~is~~~~are~~) are necessary for someone to be successful in the relevant
33 field;

34 (8) Providing technical assistance to schools and school districts,
35 including working with counselors in support of the math, science, and
36 technology programs; and

37 (9) Reporting annually to the legislature about the actions taken
38 to provide statewide coordination for math, science, and technology.

1 **Sec. 5.** RCW 28A.630.016 and 2007 c 522 s 959 are each amended to
2 read as follows:

3 (1)(a) Research has shown that early, intensive interventions can
4 significantly improve reading, written language, and mathematics skills
5 for children who are struggling academically. This early research-
6 based assistance has been successful in reducing the number of children
7 who require specialized programs. Research further suggests that the
8 disabilities of many students with mild and moderate disabilities are
9 correctable through strategic early intervention and the students do
10 not necessitate special education eligibility. However, by being
11 effective in reducing the number of students eligible for these
12 programs, school district funding is reduced.

13 (b) The purpose of the program in this section is to continue
14 support to the existing pilot districts and to encourage other school
15 districts to participate as pilot districts to improve the
16 implementation of high quality general education research-based core
17 instructional programs to meet the needs of students struggling
18 academically, while reducing the number of students inappropriately
19 referred and placed in special education under the specific learning
20 disability eligibility category because of ineffective instructional
21 practices. This will allow special education programs to concentrate
22 specially designed instruction on students who truly require special
23 education services. The goal of this assistance is to effectively
24 address reading, written language, and mathematics difficulties
25 resulting in a substantially greater proportion of students meeting the
26 progressively increasing performance standards for both the aggregate
27 and disaggregated subgroups under federal law.

28 (c) The participating pilot districts implementing the special
29 services pilot program have met the goals of the pilot program
30 resulting in (i) a substantial number of underachieving students
31 meeting the progressively increasing reading performance standards and
32 (ii) a reduction in the number of children who require special
33 education.

34 (2) Seven school districts may participate in the special services
35 pilot program, including two school districts already participating and
36 five additional school districts. The special services pilot program
37 shall begin in the 2007-08 school year and conclude in the 2010-11
38 school year.

1 (3) School districts participating in the pilot program shall
2 receive state special education funding in accordance with state
3 special education funding formulas and a separate pilot program
4 appropriation from sources other than special education funds. The
5 separate appropriation shall be: (a) The school district's estimated
6 state special education funding for the current year based on the
7 school district's average percentage of students age three through
8 twenty-one who were eligible for special education services for the
9 school year before participation as a pilot program as reported to the
10 office of the superintendent of public instruction; minus (b) the
11 school district's actual state special education funding based on the
12 district's current percentage of students age three through twenty-one
13 eligible for special education services as reported to (~~the office~~
14 ~~of~~) the office of the superintendent of public instruction.

15 The superintendent shall adjust the factors in (a) of this
16 subsection for one or more participating school districts, where
17 legislative changes to the special education funding formula impact the
18 funding mechanism of this program.

19 (4) Participation in the pilot program shall not increase or
20 decrease a district's ability to access the safety net for high-cost
21 students by virtue of the district's participation in the program.
22 Districts participating in the pilot program shall have access to the
23 special education safety net using a modified application approach for
24 the office of the superintendent of public instruction demonstration of
25 financial need. The superintendent shall create a modified application
26 to include all special education revenues received by the district, all
27 pilot program funding, expenditures for students with individual
28 education programs, and expenditures for students generating pilot
29 program revenue. Districts participating in the pilot program that
30 seek safety net funding shall convincingly demonstrate to the safety
31 net committee that any change in demonstrated need is not attributable
32 to their participation in this pilot program.

33 (5) School districts participating in the program must agree to:

34 (a) Implement the program as part of the school district's general
35 education curriculum for all students;

36 (b) Use a multitiered service delivery system to provide scientific
37 research-based instructional interventions addressing individual

1 student needs in the areas of reading, written language, or
2 mathematics;

3 (c) Develop and implement an assessment system to conduct universal
4 screening, progress monitoring, targeted assessments, and outcome
5 assessments to identify the reading, written language, or mathematics
6 needs of each student and to monitor student progress;

7 (d) Incorporate student-specific data obtained through the pilot
8 program when conducting an evaluation to determine if the student has
9 a disability;

10 (e) Assure that parents are informed of: The amount and nature of
11 student performance data that is collected and the general education
12 services that are provided; the strategies for increasing the student's
13 rate of learning; the parents' right to make a referral for special
14 education evaluation if they suspect the student has a disability; and
15 the parents' right to have input into designed interventions;

16 (f) Assure that parents are provided assessments of achievement at
17 reasonable intervals addressing student progress during instruction;

18 (g) Actively engage parents as partners in the learning process;

19 (h) Comply with state special education requirements; and

20 (i) Participate and provide staff expertise in the design and
21 implementation of an evaluation of the program as determined by the
22 superintendent of public instruction. Districts shall annually review
23 and report progress, including objective measures or indicators that
24 show the progress towards achieving the purpose and goal of the
25 program, to the office of the superintendent of public instruction.

26 (6) By December 15, 2010, the superintendent of public instruction
27 shall submit a report to the governor and appropriate committees of the
28 legislature that summarizes the effectiveness of the pilot program in
29 this section. The report shall also include a recommendation as to
30 whether or not the pilot program should be continued, expanded, or
31 otherwise modified.

32 (7) This section expires (~~June 30~~) March 1, 2011.

33 NEW SECTION. **Sec. 6.** This act is necessary for the immediate
34 preservation of the public peace, health, or safety, or support of the
35 state government and its existing public institutions, and takes effect

1 immediately.

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