

1 **E2SSB 6509** - H AMD TO H AMD (6509-S2.E AMH H5514.3) **1163 FAILED 3-06-98**

2 By Representative \_\_\_\_

3 On page 5, after line 13, insert the following sections:

4 **Sec. 3.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to  
5 read as follows:

6 (1) Expanding activity in educational research, educational  
7 restructuring, and educational improvement initiatives has produced and  
8 continues to produce much valuable information. The legislature finds  
9 that such information should be shared with the citizens and  
10 educational community of the state as widely as possible. To  
11 facilitate access to information and materials on educational  
12 improvement and research, the superintendent of public instruction, to  
13 the extent funds are appropriated, shall establish the center for the  
14 improvement of student learning. The primary purpose of the center is  
15 to provide assistance and advice to parents, school board members,  
16 educators, and the public regarding strategies for assisting students  
17 in learning the essential academic learning requirements pursuant to  
18 RCW 28A.630.885. The center shall work in conjunction with the  
19 commission on student learning, educational service districts, and  
20 institutions of higher education.

21 (2) The center shall:

22 (a) Serve as a clearinghouse for the completed work and activities  
23 of the commission on student learning;

24 (b) Serve as a clearinghouse for information regarding successful  
25 educational restructuring and parental involvement programs in schools  
26 and districts, and information about efforts within institutions of  
27 higher education in the state to support educational restructuring  
28 initiatives in Washington schools and districts;

29 (c) Develop an independent unit within the center to focus  
30 primarily on research-based reading instructional practices. The unit  
31 shall serve as a resource for school districts and schools to provide  
32 teachers and other professionals with information about the important  
33 body of knowledge and techniques available to enable them to help  
34 children become successful readers.

35 The unit's responsibilities shall include, but not be limited to,  
36 identifying and distributing research on effective reading programs and

1 practices, providing technical assistance to districts in the selection  
2 and implementation of effective reading programs and practices,  
3 conducting and identifying professional development opportunities for  
4 schools accessing funding in accordance with section 2 of this act,  
5 identifying educators interested in assisting schools in the  
6 development and implementation of reading improvement efforts, and  
7 taking other actions to help schools improve reading instruction. The  
8 unit shall also provide information on the explicit instruction of  
9 phonemic awareness, decoding skills, spelling, vocabulary, and  
10 comprehension. To the maximum extent possible, staff at the unit shall  
11 collaborate with educational service districts, colleges and  
12 universities, and professional organizations;

13 (d) Provide best practices research and advice that can be used to  
14 help schools develop and implement: ~~((Programs and practices to~~  
15 ~~improve reading instruction;)) School improvement plans; school-based  
16 shared decision-making models; programs to promote lifelong learning  
17 and community involvement in education; school-to-work transition  
18 programs; programs to meet the needs of highly capable students;  
19 programs to meet the diverse needs of students based on gender, racial,  
20 ethnic, economic, and special needs status; and other programs that  
21 will assist educators in helping students learn the essential academic  
22 learning requirements;~~

23 ~~((d))~~ (e) Develop and distribute, in conjunction with the  
24 commission on student learning, parental involvement materials,  
25 including instructional guides developed to inform parents of the  
26 essential academic learning requirements. The instructional guides  
27 also shall contain actions parents may take to assist their children in  
28 meeting the requirements, and should focus on reaching parents who have  
29 not previously been involved with their children's education;

30 ~~((e))~~ (f) Identify obstacles to greater parent and community  
31 involvement in school shared decision-making processes and recommend  
32 strategies for helping parents and community members to participate  
33 effectively in school shared decision-making processes, including  
34 understanding and respecting the roles of school building  
35 administrators and staff;

36 ~~((f))~~ (g) Take other actions to increase public awareness of the  
37 importance of parental and community involvement in education;

1           (~~(g)~~) (h) Work with appropriate organizations to inform  
2 teachers, district and school administrators, and school directors  
3 about the waivers available under RCW 28A.305.140 and the broadened  
4 school board powers under RCW 28A.320.015;

5           (~~(h)~~) (i) Provide training and consultation services;

6           (~~(i)~~) (j) Address methods for improving the success rates of  
7 certain ethnic and racial student groups; and

8           (~~(j)~~) (k) Perform other functions consistent with the purpose of  
9 the center as prescribed in subsection (1) of this section.

10           (3) The superintendent of public instruction, after consultation  
11 with the commission on student learning, shall select and employ a  
12 director for the center.

13           (4) The superintendent may enter into contracts with individuals  
14 or organizations including but not limited to: School districts;  
15 teachers; higher education faculty; institutions of higher education;  
16 state agencies; business or community-based organizations; and other  
17 individuals and organizations to accomplish the duties and  
18 responsibilities of the center. The superintendent shall contract out  
19 with community-based organizations to meet the provisions of subsection  
20 (2)(~~(d)~~) (e) and (~~(e)~~) (f) of this section. In carrying out the  
21 duties and responsibilities of the center, the superintendent, whenever  
22 possible, shall use practitioners to assist agency staff as well as  
23 assist educators and others in schools and districts.

24           (5) The superintendent shall report annually to the commission on  
25 student learning on the activities of the center.

26           NEW SECTION. Sec. 4. (1) By October 1, 1998, each educational  
27 service district shall establish a reading resource center within the  
28 district. Each center shall serve as a resource for school districts  
29 and schools to provide teachers and other professionals with  
30 information about the important body of knowledge and techniques  
31 available to enable them to help children become successful readers.

32           The responsibilities of each center shall include, but not be  
33 limited to, identifying and distributing research on effective  
34 research-based reading programs and practices, providing technical  
35 assistance to districts in the selection and implementation of effective  
36 reading programs and practices, conducting and identifying professional  
37 development opportunities, identifying educators interested in

1 assisting schools in the development and implementation of reading  
2 improvement efforts, and taking other actions to help schools improve  
3 reading instruction and curriculum in the region. Each center shall  
4 also provide information on the explicit instruction of phonemic  
5 awareness, decoding skills, spelling, vocabulary, and comprehension.  
6 To the maximum extent possible, staff at the center shall collaborate  
7 with the office of the superintendent of public instruction, colleges  
8 and universities, and professional organizations.-

9 Renumber the remaining sections consecutively and correct the title and  
10 any internal references accordingly.

**EFFECT:** An independent unit devoted to reading will be created in the Center for the Improvement of Student Learning (CISL). The unit will assist schools with information about effective, research-based reading practices. The independent unit's other responsibilities are also described. In addition, a reading resource center will be created in each ESD. The centers will provide teachers and other professionals with information and techniques to help children become successful readers. The centers' other duties are described. Those responsibilities are very similar to the responsibilities described for the independent unit at CISL.