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SECOND SUBSTITUTE HOUSE BILL 2085

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State of Washington

56th Legislature

1999 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Quall, Talcott, Haigh, Carlson, Santos, Linville, Cox, Kessler, Morris, Murray, McDonald, O'Brien, Anderson, Thomas, Ogden, Poulsen, Rockefeller, Lovick, Kenney, Wolfe, Stensen, Schual-Berke, Tokuda, Ruderman, Keiser, Wood, Constantine and Lantz)

Read first time 03/08/1999.

1 AN ACT Relating to programs addressing disruptive students in  
2 regular classrooms; adding a new section to chapter 28A.415 RCW; adding  
3 a new section to chapter 28A.300 RCW; creating new sections; and  
4 declaring an emergency.

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

6 PART 1  
7 INTENT

8 NEW SECTION. Sec. 1. The legislature finds that disruptive  
9 students can significantly impede effective teaching and learning in  
10 the classroom. When disruptive behavior forces teachers to devote a  
11 significant amount of time and energy on classroom management rather  
12 than teaching, the learning of all students suffers, including the  
13 learning of the student engaging in the disruptive behavior.

14 The legislature finds that the short-term removal from the  
15 classroom of a disruptive student may not be sufficient in every case  
16 to ensure an orderly classroom environment that is conducive to  
17 teaching and learning. Teachers, principals, and other school staff  
18 require training in effective strategies for handling disruptive

1 students. Schools and school districts should be encouraged to provide  
2 staff with the training necessary to respond to disruptions effectively  
3 and should have opportunities to seek support for implementing plans to  
4 assist disruptive students more effectively in alternative learning  
5 programs and settings when appropriate.

6 **PART 2**

7 **PROFESSIONAL DEVELOPMENT WORKSHOPS**

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

10 Subject to available funding, the superintendent of public  
11 instruction shall conduct professional development institutes to  
12 provide opportunities for teachers, principals, and other school staff  
13 to learn effective research-based strategies for handling disruptive  
14 students. The training institutes shall emphasize methods for handling  
15 disruptions in regular classrooms and how to design and implement  
16 alternative learning settings and programs that have been proven to be  
17 effective in providing for the educational needs of students who  
18 exhibit frequent and prolonged disruptive behavior when placed in a  
19 regular classroom setting. The institutes shall be intensive training  
20 programs at least two full days in length.

21 The superintendent of public instruction shall conduct at least one  
22 institute in each of the nine educational service districts by March 1,  
23 2000, subject to available funding. The superintendent may enter into  
24 contracts with public or private entities that provide training in  
25 effective research-based methods for dealing with disruptive students.  
26 The institutes shall be open to teams of teachers, principals, and  
27 other school staff from each school district choosing to participate.  
28 However, as a condition of participating in the institutes, school  
29 district teams shall be required to develop during or immediately  
30 following the institute a district plan for carrying out the purposes  
31 of this section. Individual participants in the institutes shall agree  
32 to provide assistance as needed to other school staff in their school  
33 building or school district, consistent with their other normal duties.

34 Elementary and middle schools in districts that send teams to  
35 participate in institutes conducted under this section are encouraged  
36 to formulate school building-level plans for addressing the educational  
37 needs of disruptive students and the needs of students and teachers in

1 the regular classrooms for an orderly and disciplined environment that  
2 is optimally conducive to learning.

3 **PART 3**  
4 **GRANT PROGRAM**

5 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300  
6 RCW to read as follows:

7 A grant program to assist schools in providing alternative learning  
8 programs and settings for disruptive students in kindergarten through  
9 eighth grade is created.

10 The purpose of the grant program is to assist schools and districts  
11 in implementing plans for addressing the needs of disruptive students  
12 in kindergarten through eighth grade while improving the learning  
13 environment for students and teachers in regular classrooms. Grants  
14 are intended to support implementation of plans and programs that may  
15 include, but are not limited to, the creation or expansion of  
16 appropriate alternative educational programs and settings that are  
17 separate from the regular classroom environment and that are designed  
18 to meet the educational needs of students who are frequently and  
19 significantly disruptive when placed in the regular classroom setting.

20 The superintendent of public instruction shall administer the grant  
21 program. Schools, school districts, and consortia of schools or school  
22 districts may apply for funds under the program in this section by  
23 submitting an application to the superintendent of public instruction.  
24 A school, school district, or consortium of schools or school districts  
25 receiving funds in accordance with this section shall certify and  
26 provide documentation to the superintendent of public instruction that  
27 funds received were expended for professional development and related  
28 program implementation in accordance with the purposes of this section.

29 Applications must include a description of the school's or school  
30 district's plans for the use of these funds and how the funds will  
31 assist in improving regular classroom environments by providing for the  
32 removal of disruptive students and how the funds will assist in the  
33 placement of disruptive students in alternative learning programs and  
34 settings.

35 In order to be eligible for funding, applicants' plans must provide  
36 for the use of research-based strategies that have been demonstrated to

1 be effective in dealing with the kinds of students intended to be  
2 served through this program.

3 Applications must also certify that at any program funded through  
4 the grant has the support of at least a majority of the instructional  
5 staff in any school with students who will be served through the  
6 program. However, in any school that has adopted policies requiring  
7 that more than a majority of certificated staff approve a proposal  
8 before beginning new programs or policies, the application must  
9 indicate the level of support required by the school's policies.

10 In distributing funds for this program, the superintendent shall  
11 give priority to applications that demonstrate the highest proportion  
12 of students who exhibit frequent and significant disruptive behavior or  
13 the highest proportion of disciplinary incidents such as removals from  
14 regular classrooms, suspensions, and expulsions. Priority shall also  
15 be assigned on the basis of an applicant's lack of trained personnel  
16 and absence of programs related to addressing the educational needs of  
17 disruptive students. Applicants may also be given priority on the basis  
18 of other information which the superintendent determines may be  
19 indicative of significant levels of disruptive behavior.

20 The superintendent of public instruction shall consult with  
21 representatives of principals' organizations in determining which  
22 applicants shall receive grants.

23 Grants shall be continued for a minimum period of three years,  
24 subject to available funding.

25 No funds made available through this grant program may be  
26 distributed before July 1, 2000.

#### 27 **PART 4**

#### 28 **MISCELLANEOUS**

29 NEW SECTION. **Sec. 4.** (1) If specific funding for the purposes of  
30 section 2 of this act, referencing section 2 of this act by bill or  
31 chapter and section number, is not provided by June 30, 1999, in the  
32 omnibus appropriations act, section 2 of this act is null and void.

33 (2) If specific funding for the purposes of section 3 of this act,  
34 referencing section 3 of this act by bill or chapter and section  
35 number, is not provided by June 30, 1999, in the omnibus appropriations  
36 act, section 3 of this act is null and void.

1        NEW SECTION.    **Sec. 5.**    Part headings used in this act are not any  
2 part of the law.

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

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