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HOUSE BILL 2085

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State of Washington

56th Legislature

1999 Regular Session

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 03/01/1999.

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 summer 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 summer institute in each of the nine educational service districts  
23 before the 1999-2000 school year, subject to available funding. The  
24 superintendent may enter into contracts with public or private entities  
25 that provide training in effective research-based methods for dealing  
26 with disruptive students. The institutes shall be open to teams of  
27 teachers, principals, and other school staff from each school district  
28 choosing to participate. However, as a condition of participating in  
29 the institutes, school district teams shall be required to develop  
30 during or immediately following the institute a district plan for  
31 carrying out the purposes of this section. Individual participants in  
32 the institutes shall agree to provide assistance as needed to other  
33 school staff in their school building or school district, consistent  
34 with their other normal duties.

35 Elementary and middle schools in districts that send teams to  
36 participate in summer institutes conducted under this section are  
37 encouraged to formulate school building-level plans for addressing the

1 educational needs of disruptive students and the needs of students and  
2 teachers in the regular classrooms for an orderly and disciplined  
3 environment that is optimally conducive to learning.

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

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

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

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

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

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

36 In order to be eligible for funding, applicants' plans must provide  
37 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 eighty percent of the  
5 instructional staff in any school with students who will be served  
6 through the program.

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

17 The superintendent of public instruction shall consult with  
18 representatives of principals' organizations in determining which  
19 applicants shall receive grants.

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

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

24 **PART 4**

25 **MISCELLANEOUS**

26 NEW SECTION. **Sec. 4.** Part headings used in this act are not any  
27 part of the law.

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

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