

2025-S

Sponsor(s): House Committee on Education (originally sponsored by Representatives Santos, Talcott, Quall, Keiser, Ogden, Tokuda, Schual-Berke and Kenney)

Brief Description: Changing transitional bilingual instruction program provisions.

HB 2025-S - DIGEST

(SUBSTITUTED FOR - SEE 2ND SUB)

Directs the superintendent of public instruction to review the criteria used to determine the point at which limited English proficient students are required to take the Washington assessment of student learning. The review shall be used to determine if the criteria are developmentally appropriate and in the best interest of the students.

Provides that, in conducting the review, the superintendent shall consult with parents, teachers, principals, classroom aides, recognized experts in second-language instruction, and statewide ethnic organizations that represent second-language learners. Results of the review shall be reported to the education and fiscal committees of the legislature by November 1, 2001.

Provides that the results of the Washington assessment of student learning for students receiving instructional services in the state transitional bilingual program shall not be included in a school's assessment results unless the students have been in the United States for a total of thirty-six months or more. The results may be used to track student progress in meeting the state's essential academic learning requirements.

Directs the superintendent of public instruction to develop and implement an evaluation system designed to measure increases in the English and academic proficiency of eligible pupils.

Requires a report to the education and fiscal committees of the legislature by November 1, 2002, regarding the implementation of this act.