

FINAL BILL REPORT

2SHB 2012

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Synopsis as Enacted

Brief Description: Creating a special services pilot program.

Sponsors: By House Committee on Appropriations (originally sponsored by Representatives Fromhold, Cox, Kenney, Hunter, Quall, Moeller, Chase and Santos).

House Committee on Education
House Committee on Appropriations
Senate Committee on Education

Background:

Proponents of early intervention approaches in education, including approaches aimed at less labeling of students, cite to the various desirable outcomes achieved by such approaches:

- reduced growth in special education eligible populations;
- increases in the percentage of students meeting state academic standards;
- increased emphasis on prevention of academic failure;
- increased rate of students graduating from high school;
- increased emphasis on accountability for academic outcomes; and
- reduced risk of incurring sanctions under the Elementary and Secondary Education Act (ESEA).

In 1991, at the request of the Legislative Budget Committee (LBC), the Legislature authorized certain K-12 special services demonstration projects. The LBC's 1993 report regarding the nine demonstration projects indicated: (1) intensive testing has little diagnostic value and is often unconnected with the special education interventions subsequently authorized for the students; and (2) over regulation at the state and federal level often results in uncoordinated programs with excessive paperwork to comply with categorical program rules.

Summary:

A four-year pilot program is established to provide early intensive intervention services in reading and language. The objective is to reduce the number of children who eventually may require special education. Two districts will be selected by the Office of Superintendent of Public Instruction (OSPI) by June 2003.

Pilot program funding will consist only of sources other than special education moneys. Participating districts will receive state funding by separate appropriation for the pilot program. The amount of pilot program funding will be equal to the district's special education funding for its average percentage special education enrollment for the 2001-2002 and 2002-2003 school years minus the district's annual actual funding for special education.

Participating districts must use multiple diagnostics to identify individual student literacy needs and use research-based instructional interventions to address individual student deficits in reading and language. Parents must be informed of diagnosed needs, be given the opportunity to participate in designing interventions, and be encouraged to actively participate in the learning process.

Districts also must report progress annually to the OSPI and agree to participate in an evaluation of the program, including the contribution of funds and staff expertise for the design and implementation of the evaluation. Annual progress reports must include objective measures showing progress toward achieving the goals of the program.

By December 15, 2006, the OSPI must report to the Governor and the Legislature on the effectiveness of the program. The pilot program expires June 30, 2007.

Votes on Final Passage:

House 98 0
Senate 48 0 (Senate amended)
House 97 0 (House concurred)

Effective: May 7, 2003