

ESSB 6255 - H COMM AMD
By Committee on Education

ADOPTED 03/03/2006

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature recognizes that there are
4 specific skills and a body of knowledge that each student needs to
5 chart a course through middle school, high school, and post-high school
6 options. Each student needs active involvement from parents and at
7 least one supportive adult in the school who knows the student well and
8 cares about the student's progress and future. Students, parents, and
9 teachers also need the benefit of immediate feedback and accurate
10 diagnosis of students' academic strengths and weaknesses to inform the
11 students' short-term and long-term plans. To empower and motivate all
12 students and parents to take a greater role in charting the students'
13 own educational experiences, the legislature intends to strengthen
14 schools' guidance and planning programs.

15 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600
16 RCW to read as follows:

17 (1) The legislature encourages each middle school, junior high
18 school, and high school to implement a comprehensive guidance and
19 planning program for all students. The purpose of the program is to
20 support students as they navigate their education and plan their
21 future; encourage an ongoing and personal relationship between each
22 student and an adult in the school; and involve parents in students'
23 educational decisions and plans.

24 (2) A comprehensive guidance and planning program is a program that
25 contains at least the following components:

26 (a) A curriculum intended to provide the skills and knowledge
27 students need to select courses, explore options, plan for their
28 future, and take steps to implement their plans. The curriculum may
29 include such topics as analysis of students' test results; diagnostic

1 assessments of students' academic strengths and weaknesses; use of
2 assessment results in developing students' short-term and long-term
3 plans; assessments of student interests and aptitude; goal-setting
4 skills; planning for high school course selection; independent living
5 skills; and postsecondary options and how to access them;

6 (b) Regular meetings between each student and a teacher who serves
7 as an advisor throughout the student's enrollment at the school;

8 (c) Student-led conferences with the student's parents, guardians,
9 or family members and the student's advisor for the purpose of
10 demonstrating the student's accomplishments; identifying weaknesses;
11 planning and selecting courses; and setting long-term goals; and

12 (d) Data collection that allows schools to monitor students'
13 progress.

14 NEW SECTION. **Sec. 3.** (1) Subject to the availability of funds
15 appropriated for this purpose, the superintendent of public instruction
16 shall:

17 (a) Develop and disseminate the curriculum for the comprehensive
18 guidance and planning program under section 2 of this act to all school
19 districts no later than the beginning of the 2006-07 school year;

20 (b) Develop and disseminate electronic student planning tools and
21 a software package to analyze the impact of the implementation of the
22 program on student performance;

23 (c) Develop and disseminate information about options for
24 diagnostic assessments to improve student learning and student planning
25 as provided under RCW 28A.655.200;

26 (d) Develop and conduct regional training seminars for teachers on
27 the curriculum and on guidance and mentoring skills;

28 (e) Monitor and evaluate implementation of the program during the
29 fall of 2006 in order to revise and improve the curriculum by the
30 spring of 2007; and

31 (f) Allocate grants to selected schools for the purpose of
32 implementing the program. The superintendent shall develop and publish
33 the grant selection criteria, number of awards, and award amounts. The
34 first round of at least twenty-five grant recipients shall be selected
35 and notified by September 2006. The second round of at least seventy-
36 five grant recipients shall be selected and notified by January 2007.
37 The purpose of the grants is to provide time for school staff to plan

1 and integrate the comprehensive program into their schools. To the
2 extent possible, the superintendent shall include representation from
3 school districts of varying sizes and from different geographic regions
4 of the state in the grant allocation.

5 (2) By January 1, 2009, the superintendent of public instruction
6 shall report to the education committees of the legislature regarding
7 the impact of comprehensive guidance and planning programs on student
8 performance.

9 **Sec. 4.** RCW 28A.655.200 and 2005 c 217 s 2 are each amended to
10 read as follows:

11 (1) ~~((The legislature finds that the mandatory norm referenced~~
12 ~~student assessments eliminated under chapter 217, Laws of 2005 provide~~
13 ~~information that teachers and parents use to improve student~~
14 ~~learning.)) In the absence of mandatory, statewide, norm-referenced~~
15 assessments, the legislature intends to permit school districts to
16 offer norm-referenced assessments ((at the districts' own expense
17 and)), make diagnostic tools available ((that provide information that
18 is at least as valuable as the information eliminated under chapter
19 217, Laws of 2005)), and provide funding for diagnostic assessments to
20 enhance guidance and planning for students and to provide early
21 intervention before the high school Washington assessment of student
22 learning.

23 (2) In addition to the diagnostic assessments provided under
24 subsection (5) of this section, school districts may, at their own
25 expense, administer norm-referenced assessments to students.

26 (3) By September 1, 2005, subject to available funds, the office of
27 the superintendent of public instruction shall post on its web site for
28 voluntary use by school districts, a guide of diagnostic assessments.
29 The assessments in the guide, to the extent possible, shall include the
30 characteristics listed in subsection (4)~~((a) through (e))~~ of this
31 section.

32 (4) ~~((By September 1, 2006, subject to the availability of amounts~~
33 ~~appropriated for this specific purpose)) Beginning September 1, 2007,~~
34 the office of the superintendent of public instruction shall make
35 available to school districts diagnostic assessments that help improve
36 student learning. To the greatest extent possible, the assessments
37 shall be:

- 1 (a) Aligned to the state's grade level expectations;
2 (b) Individualized to each student's performance level;
3 (c) Administered efficiently to provide results either immediately
4 or within two weeks;
5 (d) Capable of measuring individual student growth over time and
6 allowing student progress to be compared to other students across the
7 country; ((and))
8 (e) Readily available to parents; and
9 (f) Cost-effective.

10 (5) Beginning with the 2006-07 school year, the superintendent of
11 public instruction shall reimburse school districts for administration
12 of diagnostic assessments in grade nine for the purpose of identifying
13 academic weaknesses, enhancing student planning and guidance, and
14 developing targeted instructional strategies to assist students before
15 the high school Washington assessment of student learning.

16 (6) The office of the superintendent of public instruction is
17 encouraged to offer at ((their)) statewide and regional staff
18 development activities training opportunities that would assist
19 practitioners in:

- 20 (a) The interpretation of diagnostic assessments; and
21 (b) Application of instructional strategies that will increase
22 student learning based on diagnostic assessment data.

23 NEW SECTION. Sec. 5. If specific funding for the purposes of this
24 act and section 4 of this act, referencing this act and section 4 of
25 this act by bill or chapter number and section number, is not provided
26 by June 30, 2006, in the omnibus appropriations act, section 4 of this
27 act is null and void."

28 Correct the title.

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