

# SENATE BILL REPORT

## HB 2136

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As Reported By Senate Committee On:  
Early Learning & K-12 Education, March 29, 2007

**Title:** An act relating to the improving core subject instruction for all students pilot program.

**Brief Description:** Creating the improving core subject instruction for all students pilot program.

**Sponsors:** Representatives Fromhold, Sommers, Kenney, Moeller and Ormsby; by request of Superintendent of Public Instruction.

**Brief History:** Passed House: 3/12/07, 97-0.

**Committee Activity:** Early Learning & K-12 Education: 3/28/07, 3/29/07 [DP].

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** Do pass.

Signed by Senators McAuliffe, Chair; Tom, Vice Chair; Holmquist, Ranking Minority Member; Brandland, Clements, Eide, Hewitt, Hobbs, Kauffman, Oemig, Rasmussen and Zarelli.

**Staff:** Eric Bratton (786-7438)

**Background:** The Special Services Pilot Program, initiated under 2SHB 2012, began during the 2003-2004 school year and is scheduled to conclude during the 2006-07 school year. The current program is designed to address reading and language difficulties resulting in a substantially greater proportion of students meeting increasing performance standards. It implements a tiered set of research-based instructional strategies and interventions at district and building levels and increases effective instructional intervention strategies in an effort to reduce the need for students with learning difficulties to access special education services. Two school districts, Walla Walla School District (WW) and Vancouver School District (VSD), currently participate in the program.

**Summary of Bill:** A four-year pilot program, starting in the 2007-08 school year, is established to provide early intensive intervention services in reading, written language, and mathematics. The objective is to reduce the number of children who eventually may require special education. Seven school districts may participate in the pilot program, including the two already participating and five additional ones.

Pilot program funding consists only of sources other than special education monies. Participating districts 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

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for the then current school year based on its average percentage special education enrollment for the school year immediately preceding participating in the pilot program minus the district's actual funding for special education based on the then current special education enrollment.

This act will not increase or decrease a participating district's ability to access the safety net for high cost students. Participating districts must implement the program as part of the school districts' general education curriculum for all students. They must also use a multi-tiered service delivery system to provide scientific research-based instructional interventions addressing individual student needs in the areas of reading, written language, and mathematics. School districts must develop and implement an assessment system and incorporate student-specific data to identify student needs and monitor student progress. Parents must be informed of diagnosed needs, have the opportunity to participate in designing interventions, and be encouraged to actively participate in the learning process.

Districts must report progress annually to the Office of the Superintendent of Public Instruction (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. The progress report must include objective measures or indicators that show the progress towards the intended goal and purpose of the program.

By December 15, 2010, OSPI must report to the Governor and the Legislature on the effectiveness of the program. The pilot program expires June 30, 2011.

**Appropriation:** None.

**Fiscal Note:** Available.

**Committee/Commission/Task Force Created:** No.

**Effective Date:** The bill contains an emergency clause and takes effect immediately.

**Staff Summary of Public Testimony:** PRO: Not enough data is being collected regarding older children entering special education and why. It is important to see how many better programs can be provided in general education when separated entirely from special education. This will, in the end, probably provide a cost savings to the state. Expanding the program will provide even more experience. The opportunity to provide more funds will allow us to continue to provide more support to students who need the intensive support without having them entered on the rolls of special education.

**Persons Testifying:** PRO: Christie Perkins, Washington State Special Education Coalition; Kyra Kester, OSPI.