
SENATE BILL 6168

State of Washington

61st Legislature

2009 Regular Session

By Senators Tom and Prentice

1 AN ACT Relating to reducing costs in state elementary and secondary
2 education programs; and amending RCW 28A.415.380, 28A.320.190,
3 28A.415.340, 28A.300.515, 28A.630.035, 28A.300.130, 28A.245.060,
4 28A.625.020, 28A.300.520, and 28A.320.125.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

6 **Sec. 1.** RCW 28A.415.380 and 2007 c 396 s 4 are each amended to
7 read as follows:

8 (1) A mathematics and science instructional coach program is
9 authorized, which shall consist of a coach development institute,
10 coaching seminars, coaching activities in schools, and program
11 evaluation.

12 (2) The office of the superintendent of public instruction shall
13 develop a mathematics and science instructional coach program that
14 includes an initial coach development experience for new coaches
15 provided through an institute setting, coaching support seminars, and
16 additional coach development services. The office shall draw upon the
17 experiences of coaches in federally supported elementary literacy
18 programs and other successful programs, research and policy briefs on
19 adult professional development, and research that specifically

1 addresses the instructional environments of middle, junior high, and
2 high schools as well as the unique aspects of the fields of mathematics
3 and science.

4 (3) The office of the superintendent of public instruction shall
5 design the application process and select the program participants.

6 (4) Schools and school districts participating in the program shall
7 carefully select the individuals to perform the role of mathematics or
8 science instructional coach. Characteristics to be considered for a
9 successful coach include:

10 (a) Expertise in content area;

11 (b) Expertise in various instructional methodologies and
12 personalizing learning;

13 (c) Personal skills that include skilled listening, questioning,
14 trust-building, and problem-solving;

15 (d) Understanding and appreciation for the differences in adult
16 learners and student learners; and

17 (e) Capacity for strategic planning and quality program
18 implementation.

19 (5) The role of the mathematics or science instructional coach is
20 focused on supporting teachers as they apply knowledge, develop skills,
21 polish techniques, and deepen their understanding of content and
22 instructional practices. This work takes a number of forms including:
23 Individualized professional development, department-wide and school-
24 wide professional development, guidance in student data interpretation,
25 and using assessment to guide instruction. Each coach shall be
26 assigned to two schools as part of the program.

27 (6) Program participants have the following responsibilities:

28 (a) Mathematics and science coaches shall participate in the coach
29 development institute as well as in coaching support seminars that take
30 place throughout the school year, practice coaching activities as
31 guided by those articulated in the role of the coach in subsection (5)
32 of this section, collect data, and participate in program evaluation
33 activities as requested by the institute pursuant to subsection (7) of
34 this section.

35 (b) School and district administrators in districts in which the
36 mathematics and science coaches are practicing shall participate in
37 program evaluation activities.

1 (7)(a) The Washington State University social and economic sciences
2 research center shall conduct an evaluation of the mathematics and
3 science instructional coach program in this section. Data shall be
4 collected through various instruments including surveys, program and
5 activity reports, student performance measures, observations,
6 interviews, and other processes. Findings shall include an evaluation
7 of the coach development institute, coaching support seminars, and
8 other coach support activities; recommendations with regard to the
9 characteristics required of the coaches; identification of changes in
10 teacher instruction related to coaching activities; and identification
11 of the satisfaction level with coaching activities as experienced by
12 classroom teachers and administrators.

13 (b) The Washington State University social and economic sciences
14 research center shall report its findings to the governor, the office
15 of the superintendent of public instruction, and the education and
16 fiscal committees of the legislature. An interim report is due
17 November 1, 2008. The final report is due December 1, 2009.

18 (8) The mathematics and science instructional coach program in this
19 section shall be implemented to the extent funds are available for that
20 purpose.

21 **Sec. 2.** RCW 28A.320.190 and 2008 c 321 s 3 are each amended to
22 read as follows:

23 (1) The extended learning opportunities program is created for
24 eligible eleventh and twelfth grade students who are not on track to
25 meet local or state graduation requirements as well as eighth grade
26 students who (~~may not be on track to meet the standard on the~~
27 ~~Washington assessment of student learning or~~) need additional
28 assistance in order to have the opportunity for a successful entry into
29 high school. The program shall provide early notification of
30 graduation status and information on education opportunities including
31 preapprenticeship programs that are available.

32 (2) Under the extended learning opportunities program and to the
33 extent funds are available for that purpose, districts shall make
34 available to students in grade twelve who have failed to meet one or
35 more local or state graduation requirements the option of continuing
36 enrollment in the school district in accordance with RCW 28A.225.160.

1 Districts are authorized to use basic education program funding to
2 provide instruction to eligible students under RCW 28A.150.220(3).

3 (3) Under the extended learning (~~(opportunities)~~) opportunities
4 program, instructional services for eligible students can occur during
5 the regular school day, evenings, on weekends, or at a time and
6 location deemed appropriate by the school district, including the
7 educational service district, in order to meet the needs of these
8 students. Instructional services provided under this section do not
9 include services offered at private schools. Instructional services
10 can include, but are not limited to, the following:

11 (a) Individual or small group instruction;

12 (b) Instruction in English language arts and/or mathematics that
13 eligible students need to pass all or part of the Washington assessment
14 of student learning;

15 (c) Attendance in a public high school or public alternative school
16 classes or at a skill center;

17 (d) Inclusion in remediation programs, including summer school;

18 (e) Language development instruction for English language learners;

19 (f) Online curriculum and instructional support, including programs
20 for credit retrieval and Washington assessment of student learning
21 preparatory classes; and

22 (g) Reading improvement specialists available at the educational
23 service districts to serve eighth, eleventh, and twelfth grade
24 educators through professional development in accordance with RCW
25 28A.415.350. The reading improvement specialist may also provide
26 direct services to eligible students and those students electing to
27 continue a fifth year in a high school program who are still struggling
28 with basic reading skills.

29 **Sec. 3.** RCW 28A.415.340 and 2007 c 402 s 1 are each amended to
30 read as follows:

31 (1) Research supports the value of quality school and school
32 district leadership. Effective leadership is critical to improving
33 student learning and transforming underperforming schools and school
34 districts into world-class learning centers.

35 (2) A public-private partnership is established to develop, pilot,
36 and implement, to the extent funds are available, the Washington state
37 leadership academy to focus on the development and enhancement of

1 personal leadership characteristics and the teaching of effective
2 practices and skills demonstrated by school and district administrators
3 who are successful managers and instructional leaders. It is the goal
4 of the academy to provide state-of-the-art programs and services across
5 the state.

6 (3) Academy partners include the state superintendent and principal
7 professional associations, private nonprofit foundations, institutions
8 of higher education with approved educator preparation programs, the
9 professional educator standards board, the office of the superintendent
10 of public instruction, educational service districts, the state school
11 business officers' association, and other entities identified by the
12 partners. The partners shall designate an independent organization to
13 act as the fiscal agent for the academy and shall establish a board of
14 directors to oversee and direct the academy's finances, services, and
15 programs. The academy shall be supported by a national research
16 institution with demonstrated expertise in educational leadership.

17 (4) Initial development of academy course content and activities
18 shall be supported by private funds. Implementation of the Washington
19 state leadership academy is subject to the availability of funds.
20 Initial tasks of the academy are to:

21 (a) Finalize a comprehensive design of the academy and the
22 development of the curriculum frameworks for a comprehensive leadership
23 development program that includes coursework, practicum, mentoring, and
24 evaluation components;

25 (b) Develop curriculum for individual leadership topics;

26 (c) Pilot the curriculum and all program components; and

27 (d) Modify the comprehensive design, curriculum coursework,
28 practicum, and mentoring programs based on the research results gained
29 from pilot activities.

30 (5) The board of directors shall report semiannually to the
31 superintendent of public instruction on the financial contributions
32 provided by foundations and other organizations to support the work of
33 the academy. The board of directors shall report by December 31st each
34 year to the superintendent of public instruction on the programs and
35 services provided, numbers of participants in the various academy
36 activities, evaluation activities regarding program and participant
37 outcomes, and plans for the academy's future development.

1 (6) The board of directors shall make recommendations for changes
2 in superintendent and principal preparation programs, the administrator
3 licensure system, and continuing education requirements.

4 **Sec. 4.** RCW 28A.300.515 and 2007 c 396 s 15 are each amended to
5 read as follows:

6 To the extent funds are available for this purpose, the
7 superintendent of public instruction shall provide support for
8 statewide coordination for math, science, and technology, including
9 employing a statewide director for math, science, and technology. The
10 duties of the director shall include, but not be limited to:

11 (1) Within funds specifically appropriated therefor, obtain a
12 statewide license, or otherwise obtain and disseminate, an interactive,
13 project-based high school and middle school technology curriculum that
14 includes a comprehensive professional development component for
15 teachers and, if possible, counselors, and also includes a systematic
16 program evaluation. The curriculum must be distributed to all school
17 districts, or as many as feasible, by the 2007-08 school year;

18 (2) Within funds specifically appropriated therefor, supporting a
19 public-private partnership to assist school districts with implementing
20 an ongoing, inquiry-based science program that is based on a research-
21 based model of systemic reform and aligned with the Washington state
22 science grade level expectations;

23 (3) Within funds specifically appropriated therefor, supporting a
24 public-private partnership to provide enriching opportunities in
25 mathematics, engineering, and science for underrepresented students in
26 grades kindergarten through twelve using exemplary materials and
27 instructional approaches;

28 (4) In an effort to increase precollege and prework interest in
29 math, science, and technology fields, in collaboration with the
30 community and technical colleges, the four-year institutions of higher
31 education, and the workforce training and education coordinating board,
32 conducting outreach efforts to attract middle and high school students
33 to careers in math, science, and technology and to educate students
34 about the coursework that is necessary to be adequately prepared to
35 succeed in these fields;

36 (5) Coordinating youth opportunities in math, science, and
37 technology, including facilitating student participation in school

1 clubs, state-level fairs, national competitions, and encouraging
2 partnerships between students and university faculty or industry to
3 facilitate such student participation;

4 (6) Developing and maintaining public-private partnerships to
5 generate business and industry assistance to accomplish the following:

6 (a) Increasing student engagement and career awareness, including
7 increasing student participation in the youth opportunities in
8 subsection (5) of this section;

9 (b) Creation and promotion of student scholarships, internships,
10 and apprenticeships;

11 (c) Provision of relevant teacher experience and training,
12 including on-the-job professional development opportunities;

13 (d) Upgrading kindergarten through twelfth grade school equipment
14 and facilities to support high quality math, science, and technology
15 programs;

16 (7) Assembling a cadre of inspiring speakers employed or
17 experienced in the relevant fields to speak to kindergarten through
18 twelfth grade students to demonstrate the breadth of the opportunities
19 in the relevant fields as well as share the types of coursework that
20 (~~is~~~~are~~) are necessary for someone to be successful in the relevant
21 field;

22 (8) Providing technical assistance to schools and school districts,
23 including working with counselors in support of the math, science, and
24 technology programs; and

25 (9) Reporting annually to the legislature about the actions taken
26 to provide statewide coordination for math, science, and technology.

27 **Sec. 5.** RCW 28A.630.035 and 2006 c 113 s 3 are each amended to
28 read as follows:

29 (1) The legislature finds that the complexity of modern political
30 life has created a demand for informed citizens who are willing not
31 only to vote, but also to participate in the elections process.

32 (2) The purpose of this section is to create a pilot project to
33 help graduate students who are better voters, better citizens, and who
34 are ready to take an informed and responsible place in society.

35 (3) The office of the superintendent of public instruction, within
36 funds available for this purpose, shall work with selected county
37 auditors' offices to develop an interactive high school civics

1 curriculum to help students learn how to become informed citizens. The
2 curriculum shall meet the requirements for the office of the
3 superintendent of public instruction's classroom-based assessments.
4 Staff from the office of the superintendent of public instruction shall
5 work directly in the curriculum development.

6 (4) Counties (~~shall~~) may apply to, and be selected by, the office
7 of the superintendent of public instruction to participate in the pilot
8 project under this section. A maximum of fifteen counties may
9 participate.

10 (5) The curriculum shall include, but not be limited to:

11 (a) Local government organization;

12 (b) A discussion of ballot measures, initiatives, and referenda;

13 (c) The role of the precinct in defining ballots, candidates, and
14 political activities;

15 (d) The roles and responsibilities of taxing jurisdictions in
16 establishing ballot measures; and

17 (e) The work of conducting elections.

18 (6) The study may include in the curriculum civics essential
19 academic learning requirements relating to examining representative
20 government and citizen participation and analyzing the purposes and
21 organization of government and laws.

22 (7) To the extent funds are available, a curriculum guide shall be
23 developed that will help teachers and students maximize the learning of
24 key issues in civics, and shall include strategies for helping students
25 develop voters' guide information for ballot issues and candidates who
26 appear on the ballot. This guide should incorporate ideas from other
27 Washington state civics education programs, such as "We the People" and
28 "Project Citizen." The guide should also present ideas for sharing the
29 results of an election with the larger community and with local
30 government officials in productive, meaningful ways.

31 (8) In addition to the required components of the pilot project
32 under this section, other activities may be included in the project,
33 such as:

34 (a) Conducting mock county elections at schools; and

35 (b) Preparing an advisory issue on which the school would vote,
36 including issue preparation, conducting the election, and preparing a
37 presentation to a local government official on the results of the
38 advisory issue.

1 (9) The pilot project shall operate for the 2006-07 and 2007-08
2 school years.

3 ~~((10) Funds for the pilot project shall be made available to the
4 office of the superintendent of public instruction for a contract
5 position in civics curriculum and for support costs for soliciting and
6 implementing volunteer participation.~~

7 ~~(11))~~ The office of the superintendent of public instruction shall
8 adopt rules to implement this section, including rules specifying
9 selection criteria for counties that wish to participate.

10 ~~((12))~~ (11) The superintendent of public instruction shall
11 provide an interim report to appropriate committees of the legislature
12 by December 1, 2008, and a final report by December 1, 2009, detailing
13 the results of the project and budget recommendations for expansion, if
14 appropriate.

15 ~~((13))~~ (12) This section expires January 31, 2010.

16 **Sec. 6.** RCW 28A.300.130 and 2008 c 165 s 1 are each amended to
17 read as follows:

18 (1) To facilitate access to information and materials on
19 educational improvement and research, the superintendent of public
20 instruction, to the extent funds are appropriated, shall establish the
21 center for the improvement of student learning. The center shall work
22 in conjunction with parents, educational service districts,
23 institutions of higher education, and education, parent, community, and
24 business organizations.

25 (2) The center, to the extent funds are appropriated for this
26 purpose, and in conjunction with other staff in the office of the
27 superintendent of public instruction, shall:

28 (a) Serve as a clearinghouse for information regarding successful
29 educational improvement and parental involvement programs in schools
30 and districts, and information about efforts within institutions of
31 higher education in the state to support educational improvement
32 initiatives in Washington schools and districts;

33 (b) Provide best practices research that can be used to help
34 schools develop and implement: Programs and practices to improve
35 instruction; systems to analyze student assessment data, with an
36 emphasis on systems that will combine the use of state and local data
37 to monitor the academic progress of each and every student in the

1 school district; comprehensive, school-wide improvement plans; school-
2 based shared decision-making models; programs to promote lifelong
3 learning and community involvement in education; school-to-work
4 transition programs; programs to meet the needs of highly capable
5 students; programs and practices to meet the needs of students with
6 disabilities; programs and practices to meet the diverse needs of
7 students based on gender, racial, ethnic, economic, and special needs
8 status; research, information, and technology systems; and other
9 programs and practices that will assist educators in helping students
10 learn the essential academic learning requirements;

11 (c) Develop and maintain an internet web site to increase the
12 availability of information, research, and other materials;

13 (d) Work with appropriate organizations to inform teachers,
14 district and school administrators, and school directors about the
15 waivers available and the broadened school board powers under RCW
16 28A.320.015;

17 (e) Provide training and consultation services, including
18 conducting regional summer institutes;

19 (f) Identify strategies for improving the success rates of ethnic
20 and racial student groups and students with disabilities, with
21 disproportionate academic achievement;

22 (g) Work with parents, teachers, and school districts in
23 establishing a model absentee notification procedure that will properly
24 notify parents when their student has not attended a class or has
25 missed a school day. The office of the superintendent of public
26 instruction shall consider various types of communication with parents
27 including, but not limited to, electronic mail, phone, and postal mail;
28 and

29 (h) Perform other functions consistent with the purpose of the
30 center as prescribed in subsection (1) of this section.

31 (3) The superintendent of public instruction shall select and
32 employ a director for the center.

33 (4) The superintendent may enter into contracts with individuals or
34 organizations including but not limited to: School districts;
35 educational service districts; educational organizations; teachers;
36 higher education faculty; institutions of higher education; state
37 agencies; business or community-based organizations; and other
38 individuals and organizations to accomplish the duties and

1 responsibilities of the center. In carrying out the duties and
2 responsibilities of the center, the superintendent, whenever possible,
3 shall use practitioners to assist agency staff as well as assist
4 educators and others in schools and districts.

5 (5) The office of the superintendent of public instruction shall
6 report to the legislature by September 1, 2007, and thereafter
7 biennially, regarding the effectiveness of the center for the
8 improvement of student learning, how the services provided by the
9 center for the improvement of student learning have been used and by
10 whom, and recommendations to improve the accessibility and application
11 of knowledge and information that leads to improved student learning
12 and greater family and community involvement in the public education
13 system.

14 **Sec. 7.** RCW 28A.245.060 and 2007 c 463 s 7 are each amended to
15 read as follows:

16 To the extent funds are available, the superintendent of public
17 instruction shall assign at least one full-time equivalent staff
18 position within the office of the superintendent of public instruction
19 to serve as the director of skill centers.

20 **Sec. 8.** RCW 28A.625.020 and 1991 c 255 s 1 are each amended to
21 read as follows:

22 (1) The superintendent of public instruction shall establish an
23 annual award program for excellence in education to recognize teachers,
24 principals, administrators, classified staff, school district
25 superintendents, and school boards for their leadership, contributions,
26 and commitment to education. The program shall recognize annually:

27 ~~((+1))~~ (a) Five teachers from each congressional district of the
28 state. One individual must be an elementary level teacher, one must be
29 a junior high or middle school level teacher, and one must be a
30 secondary level teacher. Teachers shall include educational staff
31 associates;

32 ~~((+2))~~ (b) Five principals or administrators from the state;

33 ~~((+3))~~ (c) One school district superintendent from the state;

34 ~~((+4))~~ (d) One school district board of directors from the state;

35 and

1 (~~(5)~~) (e) Three classified staff from each congressional district
2 of the state.

3 (2) Implementation of the program in this section is contingent on
4 the provision of funds available for this purpose.

5 **Sec. 9.** RCW 28A.300.520 and 2007 c 384 s 5 are each amended to
6 read as follows:

7 (1) The superintendent of public instruction shall review current
8 policies and assess the adequacy and availability of programs targeted
9 at children who have a parent who is incarcerated in a department of
10 corrections facility. The superintendent of public instruction shall
11 adopt policies that support the children of incarcerated parents and
12 meet their needs with the goal of facilitating normal child
13 development, including maintaining adequate academic progress, while
14 reducing intergenerational incarceration.

15 (2) To the extent funds are available, the superintendent shall
16 conduct the following activities to assist in implementing the
17 requirements of subsection (1) of this section:

18 (a) Gather information and data on the students who are the
19 children of inmates incarcerated in department of corrections
20 facilities; and

21 (b) Participate in the children of incarcerated parents advisory
22 committee and report information obtained under this section to the
23 advisory committee.

24 **Sec. 10.** RCW 28A.320.125 and 2007 c 406 s 1 are each amended to
25 read as follows:

26 (1) The legislature considers it to be a matter of public safety
27 for public schools and staff to have current safe school plans and
28 procedures in place, fully consistent with federal law. The
29 legislature further finds and intends, by requiring safe school plans
30 to be in place, that school districts will become eligible for federal
31 assistance. The legislature further finds that schools are in a
32 position to serve the community in the event of an emergency resulting
33 from natural disasters or man-made disasters.

34 (2) Schools and school districts shall consider the guidance
35 provided by the superintendent of public instruction, including the
36 comprehensive school safety checklist and the model comprehensive safe

1 school plans that include prevention, intervention, all hazard/crisis
2 response, and postcrisis recovery, when developing their own individual
3 comprehensive safe school plans. Each school district shall adopt, no
4 later than September 1, 2008, and implement a safe school plan
5 consistent with the school mapping information system pursuant to RCW
6 36.28A.060. The plan shall:

7 (a) Include required school safety policies and procedures;

8 (b) Address emergency mitigation, preparedness, response, and
9 recovery;

10 (c) Include provisions for assisting and communicating with
11 students and staff, including those with special needs or disabilities;

12 (d) Use the training guidance provided by the Washington emergency
13 management division of the state military department in collaboration
14 with the Washington state office of the superintendent of public
15 instruction school safety center and the school safety center advisory
16 committee;

17 (e) Require the building principal to be certified on the incident
18 command system;

19 (f) Take into account the manner in which the school facilities may
20 be used as a community asset in the event of a community-wide
21 emergency; and

22 (g) Set guidelines for requesting city or county law enforcement
23 agencies, local fire departments, emergency service providers, and
24 county emergency management agencies to meet with school districts and
25 participate in safety-related drills (~~annually~~).

26 (3) To the extent funds are available, school districts shall
27 annually:

28 (a) Review and update safe school plans in collaboration with local
29 emergency response agencies;

30 (b) Conduct an inventory of all hazardous materials;

31 (c) Update information on the school mapping information system to
32 reflect current staffing and updated plans, including:

33 (i) Identifying all staff members who are trained on the national
34 incident management system, trained on the incident command system, or
35 are certified on the incident command system; and

36 (ii) Identifying school transportation procedures for evacuation,
37 to include bus staging areas, evacuation routes, communication systems,

1 parent-student reunification sites, and secondary transportation
2 agreements consistent with the school mapping information system; and

3 (d) Provide information to all staff on the use of emergency
4 supplies and notification and alert procedures.

5 (4) To the extent funds are available, school districts (~~are~~
6 ~~required to~~) shall annually record and report on the information and
7 activities required in subsection (3) of this section to the Washington
8 association of sheriffs and police chiefs.

9 (5) School districts are encouraged to work with local emergency
10 management agencies and other emergency responders to conduct one
11 tabletop exercise, one functional exercise, and two full-scale
12 exercises within a four-year period.

13 (6) Schools shall conduct no less than one safety-related drill
14 each month that school is in session. Schools shall complete no less
15 than one drill using the school mapping information system, one drill
16 for lockdowns, one drill for shelter-in-place, and six drills for fire
17 evacuation in accordance with the state fire code. Schools should
18 consider drills for earthquakes, tsunamis, or other high-risk local
19 events. Schools shall document the date and time of such drills. This
20 subsection is intended to satisfy all federal requirements for
21 comprehensive school emergency drills and evacuations.

22 (7) Educational service districts are encouraged to apply for
23 federal emergency response and crisis management grants with the
24 assistance of the superintendent of public instruction and the
25 Washington emergency management division of the state military
26 department.

27 (8) The superintendent of public instruction may adopt rules to
28 implement provisions of this section. These rules may include, but are
29 not limited to, provisions for evacuations, lockdowns, or other
30 components of a comprehensive safe school plan.

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