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**SUBSTITUTE HOUSE BILL 1251**

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**State of Washington**

**62nd Legislature**

**2011 Regular Session**

**By** House Ways & Means (originally sponsored by Representatives Hunter and Darneille; by request of Office of Financial Management)

READ FIRST TIME 01/24/11.

1       AN ACT Relating to revising education provisions to implement  
2 budget reductions; amending RCW 28A.300.515 and 28A.630.016; providing  
3 an expiration date; and declaring an emergency.

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

5       **Sec. 1.** RCW 28A.300.515 and 2007 c 396 s 15 are each amended to  
6 read as follows:

7       Subject to the availability of amounts appropriated specifically  
8 for this purpose, the superintendent of public instruction shall  
9 provide support for statewide coordination for math, science, and  
10 technology, including employing a statewide director for math, science,  
11 and technology. The duties of the director shall include, but not be  
12 limited to:

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

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

6 (3) Within funds specifically appropriated therefor, supporting a  
7 public-private partnership to provide enriching opportunities in  
8 mathematics, engineering, and science for underrepresented students in  
9 grades kindergarten through twelve using exemplary materials and  
10 instructional approaches;

11 (4) In an effort to increase precollege and prework interest in  
12 math, science, and technology fields, in collaboration with the  
13 community and technical colleges, the four-year institutions of higher  
14 education, and the workforce training and education coordinating board,  
15 conducting outreach efforts to attract middle and high school students  
16 to careers in math, science, and technology and to educate students  
17 about the coursework that is necessary to be adequately prepared to  
18 succeed in these fields;

19 (5) Coordinating youth opportunities in math, science, and  
20 technology, including facilitating student participation in school  
21 clubs, state-level fairs, national competitions, and encouraging  
22 partnerships between students and university faculty or industry to  
23 facilitate such student participation;

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

26 (a) Increasing student engagement and career awareness, including  
27 increasing student participation in the youth opportunities in  
28 subsection (5) of this section;

29 (b) Creation and promotion of student scholarships, internships,  
30 and apprenticeships;

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

33 (d) Upgrading kindergarten through twelfth grade school equipment  
34 and facilities to support high quality math, science, and technology  
35 programs;

36 (7) Assembling a cadre of inspiring speakers employed or  
37 experienced in the relevant fields to speak to kindergarten through  
38 twelfth grade students to demonstrate the breadth of the opportunities

1 in the relevant fields as well as share the types of coursework that  
2 (~~is~~~~are~~) are necessary for someone to be successful in the relevant  
3 field;

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

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

9 **Sec. 2.** RCW 28A.630.016 and 2007 c 522 s 959 are each amended to  
10 read as follows:

11 (1)(a) Research has shown that early, intensive interventions can  
12 significantly improve reading, written language, and mathematics skills  
13 for children who are struggling academically. This early research-  
14 based assistance has been successful in reducing the number of children  
15 who require specialized programs. Research further suggests that the  
16 disabilities of many students with mild and moderate disabilities are  
17 correctable through strategic early intervention and the students do  
18 not necessitate special education eligibility. However, by being  
19 effective in reducing the number of students eligible for these  
20 programs, school district funding is reduced.

21 (b) The purpose of the program in this section is to continue  
22 support to the existing pilot districts and to encourage other school  
23 districts to participate as pilot districts to improve the  
24 implementation of high quality general education research-based core  
25 instructional programs to meet the needs of students struggling  
26 academically, while reducing the number of students inappropriately  
27 referred and placed in special education under the specific learning  
28 disability eligibility category because of ineffective instructional  
29 practices. This will allow special education programs to concentrate  
30 specially designed instruction on students who truly require special  
31 education services. The goal of this assistance is to effectively  
32 address reading, written language, and mathematics difficulties  
33 resulting in a substantially greater proportion of students meeting the  
34 progressively increasing performance standards for both the aggregate  
35 and disaggregated subgroups under federal law.

36 (c) The participating pilot districts implementing the special  
37 services pilot program have met the goals of the pilot program

1 resulting in (i) a substantial number of underachieving students  
2 meeting the progressively increasing reading performance standards and  
3 (ii) a reduction in the number of children who require special  
4 education.

5 (2) Seven school districts may participate in the special services  
6 pilot program, including two school districts already participating and  
7 five additional school districts. The special services pilot program  
8 shall begin in the 2007-08 school year and conclude (~~(in the 2010-11~~  
9 ~~school year)) March 1, 2011.~~

10 (3) School districts participating in the pilot program shall  
11 receive state special education funding in accordance with state  
12 special education funding formulas and a separate pilot program  
13 appropriation from sources other than special education funds. The  
14 separate appropriation shall be: (a) The school district's estimated  
15 state special education funding for the current year based on the  
16 school district's average percentage of students age three through  
17 twenty-one who were eligible for special education services for the  
18 school year before participation as a pilot program as reported to the  
19 office of the superintendent of public instruction; minus (b) the  
20 school district's actual state special education funding based on the  
21 district's current percentage of students age three through twenty-one  
22 eligible for special education services as reported to (~~(the office~~  
23 ~~of)) the office of the superintendent of public instruction.~~

24 The superintendent shall adjust the factors in (a) of this  
25 subsection for one or more participating school districts, where  
26 legislative changes to the special education funding formula impact the  
27 funding mechanism of this program.

28 (4) Participation in the pilot program shall not increase or  
29 decrease a district's ability to access the safety net for high-cost  
30 students by virtue of the district's participation in the program.  
31 Districts participating in the pilot program shall have access to the  
32 special education safety net using a modified application approach for  
33 the office of the superintendent of public instruction demonstration of  
34 financial need. The superintendent shall create a modified application  
35 to include all special education revenues received by the district, all  
36 pilot program funding, expenditures for students with individual  
37 education programs, and expenditures for students generating pilot  
38 program revenue. Districts participating in the pilot program that

1 seek safety net funding shall convincingly demonstrate to the safety  
2 net committee that any change in demonstrated need is not attributable  
3 to their participation in this pilot program.

4 (5) School districts participating in the program must agree to:

5 (a) Implement the program as part of the school district's general  
6 education curriculum for all students;

7 (b) Use a multitiered service delivery system to provide scientific  
8 research-based instructional interventions addressing individual  
9 student needs in the areas of reading, written language, or  
10 mathematics;

11 (c) Develop and implement an assessment system to conduct universal  
12 screening, progress monitoring, targeted assessments, and outcome  
13 assessments to identify the reading, written language, or mathematics  
14 needs of each student and to monitor student progress;

15 (d) Incorporate student-specific data obtained through the pilot  
16 program when conducting an evaluation to determine if the student has  
17 a disability;

18 (e) Assure that parents are informed of: The amount and nature of  
19 student performance data that is collected and the general education  
20 services that are provided; the strategies for increasing the student's  
21 rate of learning; the parents' right to make a referral for special  
22 education evaluation if they suspect the student has a disability; and  
23 the parents' right to have input into designed interventions;

24 (f) Assure that parents are provided assessments of achievement at  
25 reasonable intervals addressing student progress during instruction;

26 (g) Actively engage parents as partners in the learning process;

27 (h) Comply with state special education requirements; and

28 (i) Participate and provide staff expertise in the design and  
29 implementation of an evaluation of the program as determined by the  
30 superintendent of public instruction. Districts shall annually review  
31 and report progress, including objective measures or indicators that  
32 show the progress towards achieving the purpose and goal of the  
33 program, to the office of the superintendent of public instruction.

34 (6) By December 15, 2010, the superintendent of public instruction  
35 shall submit a report to the governor and appropriate committees of the  
36 legislature that summarizes the effectiveness of the pilot program in  
37 this section. The report shall also include a recommendation as to

1 whether or not the pilot program should be continued, expanded, or  
2 otherwise modified.

3 (7) This section expires (~~June 30, 2011~~) March 1, 2011.

4 NEW SECTION. **Sec. 3.** This act is necessary for the immediate  
5 preservation of the public peace, health, or safety, or support of the  
6 state government and its existing public institutions, and takes effect  
7 immediately.

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