
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1443

State of Washington

62nd Legislature

2011 Regular Session

By House Education Appropriations & Oversight (originally sponsored by Representatives Maxwell, Dammeier, Sullivan, Pedersen, Springer, Kagi, Anderson, Pettigrew, Finn, Morris, Ladenburg, Frockt, Jinkins, Upthegrove, Clibborn, Orwall, Haigh, Jacks, Lias, Billig, Kelley, and Probst)

READ FIRST TIME 02/24/11.

1 AN ACT Relating to continuing education reforms, including
2 implementing recommendations of the quality education council; amending
3 RCW 28A.150.260, 28A.150.220, 28A.657.050, 28A.165.015, 28A.165.015,
4 28A.165.025, 28A.320.190, 28A.180.090, 28A.185.020, 28A.185.030,
5 28C.18.162, 28A.660.042, 28A.660.050, 28A.660.040, and 28A.400.201;
6 adding new sections to chapter 28A.655 RCW; adding a new section to
7 chapter 28A.230 RCW; adding a new section to chapter 28A.185 RCW;
8 creating new sections; providing an effective date; and providing an
9 expiration date.

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

11 **PART I**

12 **STRENGTHENING INSTRUCTION AND SUPPORT**

13 NEW SECTION. **Sec. 101.** A new section is added to chapter 28A.655
14 RCW to read as follows:

15 Before implementing revisions to the state essential academic
16 learning requirements as authorized under RCW 28A.655.070, the
17 superintendent of public instruction must ensure that a fairness and
18 bias review of the revisions has been conducted, including providing an

1 opportunity for input from the achievement gap oversight and
2 accountability committee under RCW 28A.300.136 and from an additional
3 diverse group of community representatives, parents, and educators to
4 be convened by the superintendent.

5 NEW SECTION. **Sec. 102.** A new section is added to chapter 28A.230
6 RCW to read as follows:

7 (1) By July 1, 2012, each school district board of directors that
8 grants high school diplomas shall adopt a policy that defines a high
9 school credit for purposes of meeting state and local graduation
10 requirements. The policy may define a high school credit based on a
11 seat-time definition, demonstrated competencies, or some combination,
12 as long as the policy specifies the means by which the school district
13 assures that students have gained the knowledge and skills necessary to
14 earn a credit.

15 (2) Each school district board of directors shall submit a copy of
16 its policy to the state board of education.

17 (3) The state board of education may adopt a rule repealing the
18 seat-time definition of a high school credit by May 31, 2012, and shall
19 require school districts to certify annually to the board that the
20 district has a policy to define a high school credit.

21 NEW SECTION. **Sec. 103.** A new section is added to chapter 28A.655
22 RCW to read as follows:

23 Within available state and federal funds for school and district
24 improvement, the office of the superintendent of public instruction
25 shall provide technical assistance to schools and districts
26 specifically targeted to reduce school dropouts and improve on-time and
27 extended high school graduation rates. The technical assistance shall
28 be more intensive for those high schools and school districts in
29 significant need of improvement.

30 **Sec. 104.** RCW 28A.150.260 and 2010 c 236 s 2 are each amended to
31 read as follows:

32 The purpose of this section is to provide for the allocation of
33 state funding that the legislature deems necessary to support school
34 districts in offering the minimum instructional program of basic

1 education under RCW 28A.150.220. The allocation shall be determined as
2 follows:

3 (1) The governor shall and the superintendent of public instruction
4 may recommend to the legislature a formula for the distribution of a
5 basic education instructional allocation for each common school
6 district.

7 (2) The distribution formula under this section shall be for
8 allocation purposes only. Except as may be required under chapter
9 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and
10 regulations, nothing in this section requires school districts to use
11 basic education instructional funds to implement a particular
12 instructional approach or service. Nothing in this section requires
13 school districts to maintain a particular classroom teacher-to-student
14 ratio or other staff-to-student ratio or to use allocated funds to pay
15 for particular types or classifications of staff. Nothing in this
16 section entitles an individual teacher to a particular teacher planning
17 period.

18 (3)(a) To the extent the technical details of the formula have been
19 adopted by the legislature and except when specifically provided as a
20 school district allocation, the distribution formula for the basic
21 education instructional allocation shall be based on minimum staffing
22 and nonstaff costs the legislature deems necessary to support
23 instruction and operations in prototypical schools serving high,
24 middle, and elementary school students as provided in this section.
25 The use of prototypical schools for the distribution formula does not
26 constitute legislative intent that schools should be operated or
27 structured in a similar fashion as the prototypes. Prototypical
28 schools illustrate the level of resources needed to operate a school of
29 a particular size with particular types and grade levels of students
30 using commonly understood terms and inputs, such as class size, hours
31 of instruction, and various categories of school staff. It is the
32 intent that the funding allocations to school districts be adjusted
33 from the school prototypes based on the actual number of annual average
34 full-time equivalent students in each grade level at each school in the
35 district and not based on the grade-level configuration of the school
36 to the extent that data is available. The allocations shall be further
37 adjusted from the school prototypes with minimum allocations for small

1 schools and to reflect other factors identified in the omnibus
2 appropriations act.

3 (b) For the purposes of this section, prototypical schools are
4 defined as follows:

5 (i) A prototypical high school has six hundred average annual full-
6 time equivalent students in grades nine through twelve;

7 (ii) A prototypical middle school has four hundred thirty-two
8 average annual full-time equivalent students in grades seven and eight;
9 and

10 (iii) A prototypical elementary school has four hundred average
11 annual full-time equivalent students in grades kindergarten through
12 six.

13 (4)(a) The minimum allocation for each level of prototypical school
14 shall be based on the number of full-time equivalent classroom teachers
15 needed to provide instruction over the minimum required annual
16 instructional hours under RCW 28A.150.220 and provide at least one
17 teacher planning period per school day, and based on the following
18 general education average class size of full-time equivalent students
19 per teacher:

	General education average class size
23 Grades K-3	25.23
24 Grade 4	27.00
25 Grades 5-6	27.00
26 Grades 7-8	28.53
27 Grades 9-12	28.74

28 (b) During the 2011-2013 biennium and beginning with schools with
29 the highest percentage of students eligible for free and reduced-price
30 meals in the prior school year, the general education average class
31 size for grades K-3 shall be reduced until the average class size
32 funded under this subsection (4) is no more than 17.0 full-time
33 equivalent students per teacher beginning in the 2017-18 school year.

34 (c) The minimum allocation for each prototypical middle and high
35 school shall also provide for full-time equivalent classroom teachers
36 based on the following number of full-time equivalent students per
37 teacher in career and technical education:

Career and technical
 education average
 class size

Approved career and technical education offered at
 the middle school and high school level 26.57
 Skill center programs meeting the standards established
 by the office of the superintendent of public
 instruction 22.76

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for laboratory science, advanced placement, and international baccalaureate courses.

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523
Health and social services:			
School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	1.116	1.909
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965

1	Classified staff providing student and staff safety	0.079	0.092	0.141
2	((Parent involvement)) Family engagement coordinators	0.00	0.00	0.00

3 (6)(a) The minimum staffing allocation for each school district to
4 provide district-wide support services shall be allocated per one
5 thousand annual average full-time equivalent students in grades K-12 as
6 follows:

7			Staff per 1,000	
8			K-12 students	
9	Technology			0.628
10	Facilities, maintenance, and grounds			1.813
11	Warehouse, laborers, and mechanics			0.332

12 (b) The minimum allocation of staff units for each school district
13 to support certificated and classified staffing of central
14 administration shall be 5.30 percent of the staff units generated under
15 subsections (4)(a) and (b) and (5) of this section and (a) of this
16 subsection.

17 (7) The distribution formula shall include staffing allocations to
18 school districts for career and technical education and skill center
19 administrative and other school-level certificated staff, as specified
20 in the omnibus appropriations act.

21 (8)(a) Except as provided in (b) of this subsection, the minimum
22 allocation for each school district shall include allocations per
23 annual average full-time equivalent student for the following
24 materials, supplies, and operating costs, to be adjusted for inflation
25 from the 2008-09 school year:

26			Per annual average	
27			full-time equivalent student	
28			in grades K-12	
29	Technology			\$54.43
30	Utilities and insurance			\$147.90
31	Curriculum and textbooks			\$58.44
32	Other supplies and library materials			\$124.07
33	Instructional professional development for certified and			
34	classified staff			\$9.04
35	Facilities maintenance			\$73.27
36	Security and central office			\$50.76

1 (b) During the 2011-2013 biennium, the minimum allocation for
2 maintenance, supplies, and operating costs shall be increased as
3 specified in the omnibus appropriations act. The following
4 allocations, adjusted for inflation from the 2007-08 school year, are
5 provided in the 2015-16 school year, after which the allocations shall
6 be adjusted annually for inflation as specified in the omnibus
7 appropriations act:

	Per annual average full-time equivalent student in grades K-12
8	
9	
10	
11 Technology	\$113.80
12 Utilities and insurance	\$309.21
13 Curriculum and textbooks	\$122.17
14 Other supplies and library materials	\$259.39
15 Instructional professional development for certificated and 16 classified staff	\$18.89
17 Facilities maintenance	\$153.18
18 Security and central office administration	\$106.12

19 (9) In addition to the amounts provided in subsection (8) of this
20 section, the omnibus appropriations act shall provide an amount based
21 on full-time equivalent student enrollment in each of the following:

22 (a) Exploratory career and technical education courses for students
23 in grades seven through twelve;

24 (b) Laboratory science courses for students in grades nine through
25 twelve;

26 (c) Preparatory career and technical education courses for students
27 in grades nine through twelve offered in a high school; and

28 (d) Preparatory career and technical education courses for students
29 in grades eleven and twelve offered through a skill center.

30 (10) In addition to the allocations otherwise provided under this
31 section, amounts shall be provided to support the following programs
32 and services:

33 (a) To provide supplemental instruction and services for
34 underachieving students through the learning assistance program under
35 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
36 district percentage of students in grades K-12 who were eligible for
37 free or reduced-price meals in the prior school year. The minimum

1 allocation for the program shall provide for each level of prototypical
2 school resources to provide, on a statewide average, 1.5156 hours per
3 week in extra instruction with a class size of fifteen learning
4 assistance program students per teacher.

5 (b) To provide supplemental instruction and services for students
6 whose primary language is other than English, allocations shall be
7 based on the head count number of students in each school who are
8 eligible for and enrolled in the transitional bilingual instruction
9 program under RCW 28A.180.010 through 28A.180.080. The minimum
10 allocation for each level of prototypical school shall provide
11 resources to provide, on a statewide average, 4.7780 hours per week in
12 extra instruction with fifteen transitional bilingual instruction
13 program students per teacher.

14 (c) To provide additional allocations to support programs for
15 highly capable students under RCW 28A.185.010 through 28A.185.030,
16 allocations shall be based on two and three hundred fourteen one-
17 thousandths percent of each school district's full-time equivalent
18 basic education enrollment. The minimum allocation for the programs
19 shall provide resources to provide, on a statewide average, 2.1590
20 hours per week in extra instruction with fifteen highly capable program
21 students per teacher.

22 (11) The allocations under subsections (4)(a) and (b), (5), (6),
23 and (8) of this section shall be enhanced as provided under RCW
24 28A.150.390 on an excess cost basis to provide supplemental
25 instructional resources for students with disabilities.

26 (12)(a) For the purposes of allocations for prototypical high
27 schools and middle schools under subsections (4) and (10) of this
28 section that are based on the percent of students in the school who are
29 eligible for free and reduced-price meals, the actual percent of such
30 students in a school shall be adjusted by a factor identified in the
31 omnibus appropriations act to reflect underreporting of free and
32 reduced-price meal eligibility among middle and high school students.

33 (b) Allocations or enhancements provided under subsections (4),
34 (7), and (9) of this section for exploratory and preparatory career and
35 technical education courses shall be provided only for courses approved
36 by the office of the superintendent of public instruction under chapter
37 28A.700 RCW.

1 (13)(a) This formula for distribution of basic education funds
2 shall be reviewed biennially by the superintendent and governor. The
3 recommended formula shall be subject to approval, amendment or
4 rejection by the legislature.

5 (b) In the event the legislature rejects the distribution formula
6 recommended by the governor, without adopting a new distribution
7 formula, the distribution formula for the previous school year shall
8 remain in effect.

9 (c) The enrollment of any district shall be the annual average
10 number of full-time equivalent students and part-time students as
11 provided in RCW 28A.150.350, enrolled on the first school day of each
12 month, including students who are in attendance pursuant to RCW
13 28A.335.160 and 28A.225.250 who do not reside within the servicing
14 school district. The definition of full-time equivalent student shall
15 be determined by rules of the superintendent of public instruction and
16 shall be included as part of the superintendent's biennial budget
17 request. The definition shall be based on the minimum instructional
18 hour offerings required under RCW 28A.150.220. Any revision of the
19 present definition shall not take effect until approved by the house
20 ways and means committee and the senate ways and means committee.

21 (d) The office of financial management shall make a monthly review
22 of the superintendent's reported full-time equivalent students in the
23 common schools in conjunction with RCW 43.62.050.

24 **Sec. 105.** RCW 28A.150.220 and 2009 c 548 s 104 are each amended to
25 read as follows:

26 (1) In order for students to have the opportunity to develop the
27 basic education knowledge and skills under RCW 28A.150.210, school
28 districts must provide instruction of sufficient quantity and quality
29 and give students the opportunity to complete graduation requirements
30 that are intended to prepare them for postsecondary education, gainful
31 employment, and citizenship. The program established under this
32 section shall be the minimum instructional program of basic education
33 offered by school districts.

34 (2) Each school district shall make available to students the
35 following minimum instructional offering each school year:

36 (a) For students enrolled in grades one through twelve, at least a
37 district-wide annual average of one thousand hours, which shall be

1 increased to at least one thousand eighty instructional hours for
2 students enrolled in each of grades seven through twelve and at least
3 one thousand instructional hours for students in each of grades one
4 through six according to an implementation schedule adopted by the
5 legislature but not before the 2014-15 school year; and

6 (b) For students enrolled in kindergarten, at least four hundred
7 fifty instructional hours, which shall be increased to at least one
8 thousand instructional hours according to the implementation schedule
9 under RCW 28A.150.315.

10 (3) The instructional program of basic education provided by each
11 school district shall include:

12 (a) Instruction in the essential academic learning requirements
13 under RCW 28A.655.070;

14 (b) Instruction that provides students the opportunity to complete
15 twenty-four credits for high school graduation, subject to a phased-in
16 implementation of the twenty-four credits as established by the
17 legislature. Course distribution requirements may be established by
18 the state board of education under RCW 28A.230.090;

19 (c) If the essential academic learning requirements include a
20 requirement of languages other than English, the requirement may be met
21 by students receiving instruction in one or more American Indian
22 languages;

23 (d) Supplemental instruction and services for underachieving
24 students through the learning assistance program under RCW 28A.165.005
25 through 28A.165.065;

26 (e) Supplemental instruction and services for eligible and enrolled
27 students whose primary language is other than English through the
28 transitional bilingual instruction program under RCW 28A.180.010
29 through 28A.180.080;

30 (f) The opportunity for an appropriate education at public expense
31 as defined by RCW 28A.155.020 for all eligible students with
32 disabilities as defined in RCW 28A.155.020; and

33 (g) Programs for highly capable students under RCW 28A.185.010
34 through 28A.185.030.

35 (4) Nothing contained in this section shall be construed to require
36 individual students to attend school for any particular number of hours
37 per day or to take any particular courses.

1 (5) Each school district's kindergarten through twelfth grade basic
2 educational program shall be accessible to all students who are five
3 years of age, as provided by RCW 28A.225.160, and less than twenty-one
4 years of age and shall consist of a minimum of one hundred eighty
5 school days per school year in such grades as are conducted by a school
6 district, and one hundred eighty half-days of instruction, or
7 equivalent, in kindergarten, to be increased to a minimum of one
8 hundred eighty school days per school year according to the
9 implementation schedule under RCW 28A.150.315. However, effective May
10 1, 1979, a school district may schedule the last five school days of
11 the one hundred and eighty day school year for noninstructional
12 purposes in the case of students who are graduating from high school,
13 including, but not limited to, the observance of graduation and early
14 release from school upon the request of a student, and all such
15 students may be claimed as a full-time equivalent student to the extent
16 they could otherwise have been so claimed for the purposes of RCW
17 28A.150.250 and 28A.150.260.

18 (6) Nothing in this section precludes a school district from
19 enriching the instructional program of basic education, such as
20 offering additional instruction or providing additional services,
21 programs, or activities that the school district determines to be
22 appropriate for the education of the school district's students.

23 (7) The state board of education shall adopt rules to implement and
24 ensure compliance with the program requirements imposed by this
25 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental
26 program approval requirements as the state board may establish.

27 **Sec. 106.** RCW 28A.657.050 and 2010 c 235 s 105 are each amended to
28 read as follows:

29 (1) The local district superintendent and local school board of a
30 school district designated as a required action district must submit a
31 required action plan to the state board of education for approval.
32 Unless otherwise required by subsection (3) of this section, the plan
33 must be submitted under a schedule as required by the state board. A
34 required action plan must be developed in collaboration with
35 administrators, teachers, and other staff, parents, unions representing
36 any employees within the district, students, and other representatives
37 of the local community. The superintendent of public instruction shall

1 provide a district with assistance in developing its plan if requested.
2 The school board must conduct a public hearing to allow for comment on
3 a proposed required action plan. The local school district shall
4 submit the plan first to the office of the superintendent of public
5 instruction to review and approve that the plan is consistent with
6 federal guidelines. After the office of the superintendent of public
7 instruction has approved that the plan is consistent with federal
8 guidelines, the local school district must submit its required action
9 plan to the state board of education for approval.

10 (2) A required action plan must include all of the following:

11 (a) Implementation of one of the four federal intervention models
12 required for the receipt of a federal school improvement grant, for
13 those persistently lowest-achieving schools that the district will be
14 focusing on for required action. However, a district may not establish
15 a charter school under a federal intervention model without express
16 legislative authority. The intervention models are the turnaround,
17 restart, school closure, and transformation models. The intervention
18 model selected must address the concerns raised in the academic
19 performance audit and be intended to improve student performance to
20 allow a school district to be removed from the list of districts
21 designated as a required action district by the state board of
22 education within three years of implementation of the plan;

23 (b) Submission of an application for a federal school improvement
24 grant or a grant from other federal funds for school improvement to the
25 superintendent of public instruction;

26 (c) A budget that provides for adequate resources to implement the
27 federal model selected and any other requirements of the plan;

28 (d) A description of the changes in the district's or school's
29 existing policies, structures, agreements, processes, and practices
30 that are intended to attain significant achievement gains for all
31 students enrolled in the school and how the district intends to address
32 the findings of the academic performance audit; (~~and~~)

33 (e) Use of the state kindergarten readiness assessment process if
34 the school is an elementary school;

35 (f) Use of family engagement coordinators to build relationships
36 between families, the school, and the community to improve student
37 achievement; and

1 (g) Identification of the measures that the school district will
2 use in assessing student achievement at a school identified as a
3 persistently lowest-achieving school, which include improving
4 mathematics and reading student achievement and graduation rates as
5 defined by the office of the superintendent of public instruction that
6 enable the school to no longer be identified as a persistently lowest-
7 achieving school.

8 (3)(a) For any district designated for required action, the parties
9 to any collective bargaining agreement negotiated, renewed, or extended
10 under chapter 41.59 or 41.56 RCW after June 10, 2010, must reopen the
11 agreement, or negotiate an addendum, if needed, to make changes to
12 terms and conditions of employment that are necessary to implement a
13 required action plan.

14 (b) If the school district and the employee organizations are
15 unable to agree on the terms of an addendum or modification to an
16 existing collective bargaining agreement, the parties, including all
17 labor organizations affected under the required action plan, shall
18 request the public employment relations commission to, and the
19 commission shall, appoint an employee of the commission to act as a
20 mediator to assist in the resolution of a dispute between the school
21 district and the employee organizations. Beginning in 2011, and each
22 year thereafter, mediation shall commence no later than April 15th.
23 All mediations held under this section shall include the employer and
24 representatives of all affected bargaining units.

25 (c) If the executive director of the public employment relations
26 commission, upon the recommendation of the assigned mediator, finds
27 that the employer and any affected bargaining unit are unable to reach
28 agreement following a reasonable period of negotiations and mediation,
29 but by no later than May 15th of the year in which mediation occurred,
30 the executive director shall certify any disputed issues for a decision
31 by the superior court in the county where the school district is
32 located. The issues for determination by the superior court must be
33 limited to the issues certified by the executive director.

34 (d) The process for filing with the court in this subsection (3)(d)
35 must be used in the case where the executive director certifies issues
36 for a decision by the superior court.

37 (i) The school district shall file a petition with the superior

1 court, by no later than May 20th of the same year in which the issues
2 were certified, setting forth the following:

3 (A) The name, address, and telephone number of the school district
4 and its principal representative;

5 (B) The name, address, and telephone number of the employee
6 organizations and their principal representatives;

7 (C) A description of the bargaining units involved;

8 (D) A copy of the unresolved issues certified by the executive
9 director for a final and binding decision by the court; and

10 (E) The academic performance audit that the office of the
11 superintendent of public instruction completed for the school district.

12 (ii) Within seven days after the filing of the petition, each party
13 shall file with the court the proposal it is asking the court to order
14 be implemented in a required action plan for the district for each
15 issue certified by the executive director. Contemporaneously with the
16 filing of the proposal, a party must file a brief with the court
17 setting forth the reasons why the court should order implementation of
18 its proposal in the final plan.

19 (iii) Following receipt of the proposals and briefs of the parties,
20 the court must schedule a date and time for a hearing on the petition.
21 The hearing must be limited to argument of the parties or their counsel
22 regarding the proposals submitted for the court's consideration. The
23 parties may waive a hearing by written agreement.

24 (iv) The court must enter an order selecting the proposal for
25 inclusion in a required action plan that best responds to the issues
26 raised in the school district's academic performance audit, and allows
27 for the award of a federal school improvement grant or a grant from
28 other federal funds for school improvement to the district from the
29 office of the superintendent of public instruction to implement one of
30 the four federal intervention models. The court's decision must be
31 issued no later than June 15th of the year in which the petition is
32 filed and is final and binding on the parties; however the court's
33 decision is subject to appeal only in the case where it does not allow
34 the school district to implement a required action plan consistent with
35 the requirements for the award of a federal school improvement grant or
36 other federal funds for school improvement by the superintendent of
37 public instruction.

1 (e) Each party shall bear its own costs and attorneys' fees
2 incurred under this statute.

3 (f) Any party that proceeds with the process in this section after
4 knowledge that any provision of this section has not been complied with
5 and who fails to state its objection in writing is deemed to have
6 waived its right to object.

7 (4) All contracts entered into between a school district and an
8 employee must be consistent with this section and allow school
9 districts designated as required action districts to implement one of
10 the four federal models in a required action plan.

11 NEW SECTION. **Sec. 107.** A new section is added to chapter 28A.655
12 RCW to read as follows:

13 To the extent permitted by federal law and regulations, the office
14 of the superintendent of public instruction may require elementary
15 schools receiving federal school improvement grants to use the state
16 kindergarten readiness assessment, and may require a school to use
17 family engagement coordinators to build relationships between families,
18 the school, and the community to improve student achievement.

19 **PART II**

20 **CLOSING THE OPPORTUNITY GAP**

21 **Sec. 201.** RCW 28A.165.015 and 2004 c 20 s 2 are each amended to
22 read as follows:

23 Unless the context clearly indicates otherwise the definitions in
24 this section apply throughout this chapter.

25 (1) "Approved program" means a program submitted to and approved by
26 the office of the superintendent of public instruction and conducted
27 pursuant to the plan that addresses the required elements as provided
28 for in this chapter.

29 (2) "Basic skills areas" means reading, writing, ~~((and))~~
30 mathematics, and science as well as readiness associated with these
31 skills.

32 (3) "Participating student" means a student in kindergarten through
33 grade eleven who scores below standard for his or her grade level on
34 the statewide assessments and who is identified in the approved plan to
35 receive services. Beginning with the 2007-2008 school year,

1 "participating student" means a student in kindergarten through grade
2 twelve who scores below standard for his or her grade level on the
3 statewide assessments and who is identified in the approved plan to
4 receive services.

5 (4) "Statewide assessments" means one or more of the several basic
6 skills assessments administered as part of the state's student
7 assessment system, and assessments in the basic skills areas
8 administered by local school districts.

9 (5) "Underachieving students" means students with the greatest
10 academic deficits in basic skills as identified by the statewide
11 assessments.

12 **Sec. 202.** RCW 28A.165.015 and 2009 c 548 s 702 are each amended to
13 read as follows:

14 Unless the context clearly indicates otherwise the definitions in
15 this section apply throughout this chapter.

16 (1) "Approved program" means a program submitted to and approved by
17 the office of the superintendent of public instruction and conducted
18 pursuant to the plan that addresses the required elements as provided
19 for in this chapter.

20 (2) "Basic skills areas" means reading, writing, ~~((and))~~
21 mathematics, and science as well as readiness associated with these
22 skills.

23 (3) "Participating student" means a student in kindergarten through
24 grade twelve who scores below standard for his or her grade level on
25 the statewide assessments and who is identified in the approved plan to
26 receive services.

27 (4) "Statewide assessments" means one or more of the several basic
28 skills assessments administered as part of the state's student
29 assessment system, and assessments in the basic skills areas
30 administered by local school districts.

31 (5) "Underachieving students" means students with the greatest
32 academic deficits in basic skills as identified by the statewide
33 assessments.

34 **Sec. 203.** RCW 28A.165.025 and 2009 c 556 s 1 are each amended to
35 read as follows:

36 (1) A participating school district shall submit the district's

1 plan for using learning assistance funds to the office of the
2 superintendent of public instruction for approval, to the extent
3 required under subsection (2) of this section. The program plan must
4 identify the program activities to be implemented from RCW 28A.165.035
5 and implement all of the elements in (a) through (h) of this
6 subsection. The school district plan shall include the following:

7 (a) District and school-level data on reading, writing, science,
8 and mathematics achievement as reported pursuant to chapter 28A.655 RCW
9 and relevant federal law;

10 (b) Processes used for identifying the underachieving students to
11 be served by the program, including the identification of school or
12 program sites providing program activities;

13 (c) How accelerated learning plans are developed and implemented
14 for participating students. Accelerated learning plans may be
15 developed as part of existing student achievement plan process such as
16 student plans for achieving state high school graduation standards,
17 individual student academic plans, or the achievement plans for groups
18 of students. Accelerated learning plans shall include:

19 (i) Achievement goals for the students;

20 (ii) Roles of the student, parents, or guardians and teachers in
21 the plan;

22 (iii) Communication procedures regarding student accomplishment;
23 and

24 (iv) Plan reviews and adjustments processes;

25 (d) How state level and classroom assessments are used to inform
26 instruction;

27 (e) How focused and intentional instructional strategies have been
28 identified and implemented;

29 (f) How highly qualified instructional staff are developed and
30 supported in the program and in participating schools;

31 (g) How other federal, state, district, and school resources are
32 coordinated with school improvement plans and the district's strategic
33 plan to support underachieving students; and

34 (h) How a program evaluation will be conducted to determine
35 direction for the following school year.

36 (2) If a school district has received approval of its plan once, it
37 is not required to submit a plan for approval under RCW 28A.165.045 or
38 this section unless the district has made a significant change to the

1 plan. If a district has made a significant change to only a portion of
2 the plan the district need only submit a description of the changes
3 made and not the entire plan. Plans or descriptions of changes to the
4 plan must be submitted by July 1st as required under this section. The
5 office of the superintendent of public instruction shall establish
6 guidelines for what a "significant change" is.

7 **Sec. 204.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
8 read as follows:

9 (1) The extended learning opportunities program is created for
10 eligible (~~(eleventh and)~~) ninth through twelfth grade students who are
11 not on track to meet local or state graduation requirements as well as
12 eighth grade students who need additional assistance in order to have
13 the opportunity for a successful entry into high school. The program
14 shall provide early notification of graduation status and information
15 on education opportunities including preapprenticeship programs that
16 are available.

17 (2) Under the extended learning opportunities program and to the
18 extent funds are available for that purpose, districts shall make
19 available to students in grade twelve who have failed to meet one or
20 more local or state graduation requirements the option of continuing
21 enrollment in the school district in accordance with RCW 28A.225.160.
22 Districts are authorized to use basic education program funding to
23 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
24 (5).

25 (3) Under the extended learning opportunities program,
26 instructional services for eligible students can occur during the
27 regular school day, evenings, on weekends, or at a time and location
28 deemed appropriate by the school district, including the educational
29 service district, in order to meet the needs of these students.
30 Instructional services provided under this section do not include
31 services offered at private schools. Instructional services can
32 include, but are not limited to, the following:

33 (a) Individual or small group instruction;

34 (b) Instruction in English language arts and/or mathematics that
35 eligible students need to pass all or part of the (~~(Washington)~~) state
36 high school assessment (~~(of student learning)~~);

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

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

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

5 (f) Online curriculum and instructional support, including programs
6 for credit retrieval and (~~Washington~~) state assessment (~~of student~~
7 ~~learning~~) preparatory classes; and

8 (g) Reading improvement specialists available at the educational
9 service districts to serve eighth(~~, eleventh, and~~) through twelfth
10 grade educators through professional development in accordance with RCW
11 28A.415.350. The reading improvement specialist may also provide
12 direct services to eligible students and those students electing to
13 continue a fifth year in a high school program who are still struggling
14 with basic reading skills.

15 NEW SECTION. **Sec. 205.** (1) The Washington state institute for
16 public policy shall work with the office of the superintendent of
17 public instruction to design and implement a research study to measure
18 the impact on student achievement of remediation strategies funded by
19 the learning assistance program.

20 (2) The objectives of the research study are to determine which
21 remediation strategies are most effective and efficient in improving
22 student achievement in reading, mathematics, and science; and identify
23 outcome measures for use by policymakers in evaluating learning
24 assistance program success. The study design shall include
25 quantitative and qualitative methods; identify the data necessary for
26 a high-quality study; and identify the extent that necessary data is
27 being collected and, if not, how it could be collected, including
28 through sampling if necessary.

29 (3) The institute shall submit the research study design to the
30 quality education council and the education committees of the
31 legislature by September 1, 2011.

32 (4) The institute shall submit the results of the research study to
33 the quality education council and the education committees of the
34 legislature by September 1, 2012.

35 **Sec. 206.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each
36 amended to read as follows:

1 The superintendent of public instruction shall develop an
2 evaluation system designed to measure increases in the English and
3 academic proficiency of eligible pupils. When developing the system,
4 the superintendent shall:

5 (1) Require school districts to assess potentially eligible pupils
6 within ten days of registration using an English proficiency assessment
7 or assessments as specified by the superintendent of public
8 instruction. Results of these assessments shall be made available to
9 both the superintendent of public instruction and the school district;

10 (2) Require school districts to annually assess all eligible pupils
11 at the end of the school year using an English proficiency assessment
12 or assessments as specified by the superintendent of public
13 instruction. Results of these assessments shall be made available to
14 both the superintendent of public instruction and the school district.
15 Aggregated results must be posted on the web site of the office of the
16 superintendent of public instruction for each school and school
17 district, using the Washington state report card. The report card must
18 include the average length of time students in each school and district
19 are enrolled in the transitional bilingual instructional program,
20 annual change in the number and percentage of students making progress
21 in learning English, annual change in the number and percentage of
22 students attaining English proficiency, and the number and percentage
23 of students meeting annual targets in reading and mathematics for state
24 and federal accountability; and

25 (3) Develop a system to evaluate increases in the English and
26 academic proficiency of students who are, or were, eligible pupils.
27 This evaluation shall include students when they are in the program and
28 after they exit the program until they finish their K-12 career or
29 transfer from the school district. Aggregated results from the
30 academic assessment of students who were formerly eligible pupils under
31 the program must be reported by school and school district using the
32 Washington state report card. The purpose of the evaluation system is
33 to inform schools, school districts, parents, and the state of the
34 effectiveness of the transitional bilingual programs in school and
35 school districts in teaching these students English and other content
36 areas, such as mathematics and writing(~~and~~

37 ~~(4) — Report — to — the — education — and — fiscal — committees — of — the~~
38 ~~legislature — by — November — 1, — 2002, — regarding — the — development — of — the~~

1 ~~systems—described—in—this—section—and—a—timeline—for—the—full~~
2 ~~implementation—of—those—systems.—The—legislature—shall—approve—and~~
3 ~~provide—funding—for—the—evaluation—system—in—subsection—(3)—of—this~~
4 ~~section—before—any—implementation—of—the—system—developed—under~~
5 ~~subsection—(3)—of—this—section—may—occur)).~~

6 NEW SECTION. **Sec. 207.** A new section is added to chapter 28A.185
7 RCW to read as follows:

8 For the purposes of the program for highly capable students under
9 this chapter, a highly capable student means a student who performs, or
10 shows potential for performing, at significantly advanced levels when
11 compared to others of his or her age, experience, or environment.
12 Outstanding capabilities are seen with the student's general
13 intellectual aptitudes, specific academic abilities, creative
14 productivities within a specific domain, or leadership skills. Highly
15 capable students are present in all cultural and linguistic groups and
16 across all socioeconomic strata; coexist with all manner of disabling
17 conditions both visible and invisible; and manifest across all areas of
18 human endeavor.

19 **Sec. 208.** RCW 28A.185.020 and 2009 c 548 s 708 are each amended to
20 read as follows:

21 (1) The legislature finds that, for highly capable students, access
22 to accelerated learning and enhanced instruction is access to a basic
23 education. The education of highly capable students may include
24 supports and services that are in addition to those ordinarily provided
25 as part of general education.

26 (2) There are multiple definitions of highly capable, from
27 intellectual to academic to artistic. The research literature strongly
28 supports using multiple criteria to identify highly capable students,
29 and therefore, the legislature does not intend to prescribe a single
30 method. Instead, the legislature intends to allocate funding based on
31 two and three hundred fourteen one-thousandths percent of each school
32 district's population and authorize school districts to identify
33 through the use of multiple, objective criteria those students most
34 highly capable and eligible to receive accelerated learning and
35 enhanced instruction in the program offered by the district. Access to

1 accelerated learning and enhanced instruction through the program for
2 highly capable students does not constitute an individual entitlement
3 for any particular student.

4 ~~((+2))~~ (3) Supplementary funds provided by the state for the
5 program for highly capable students under RCW 28A.150.260 shall be
6 categorical funding to provide services to highly capable students as
7 determined by a school district under RCW 28A.185.030.

8 **Sec. 209.** RCW 28A.185.030 and 2009 c 380 s 4 are each amended to
9 read as follows:

10 Local school districts may establish and operate, either separately
11 or jointly, programs for highly capable students. Such authority shall
12 include the right to employ and pay special instructors and to operate
13 such programs jointly with a public institution of higher education.
14 Local school districts which establish and operate programs for highly
15 capable students shall adopt identification procedures and provide
16 educational opportunities as follows:

17 (1) In accordance with rules adopted by the superintendent of
18 public instruction, school districts shall implement procedures for
19 nomination, assessment and selection of their most highly capable
20 students for the purposes of the highly capable program. ~~((Nominations
21 shall be based upon data from teachers, other staff, parents, students,
22 and members of the community. Assessment shall be based upon a review
23 of each student's capability as shown by multiple criteria intended to
24 reveal, from a wide variety of sources and data, each student's unique
25 needs and capabilities. Selection shall be made by a broadly based
26 committee of professionals, after consideration of the results of the
27 multiple-criteria-assessment.))~~ Under the procedures, no single
28 criterion should prevent a student's identification. However, any
29 single criterion, if strong enough, may indicate a need for services.
30 The rules adopted by the superintendent of public instruction must
31 include but are not limited to consistent procedures for:

- 32 (a) Universal screening;
- 33 (b) Regular public notification;
- 34 (c) Use of multiple criteria;
- 35 (d) Involvement of qualified professionals in the identification
36 process;
- 37 (e) Family involvement in decision making;

1 (f) Notification of parents or legal guardians;

2 (g) Safeguards to reduce cultural, linguistic, socioeconomic, and
3 gender bias, and to mitigate impacts resulting from disabilities; and

4 (h) Periodic reviews, including input from families.

5 (2) When a student, who is a child of a military family in
6 transition, has been assessed or enrolled as highly capable by a
7 sending school, the receiving school shall initially honor placement of
8 the student into a like program.

9 (a) The receiving school shall determine whether the district's
10 program is a like program when compared to the sending school's
11 program; and

12 (b) The receiving school may conduct subsequent assessments to
13 determine appropriate placement and continued enrollment in the
14 program.

15 (3) Students selected pursuant to procedures outlined in this
16 section shall be provided, to the extent feasible, an educational
17 opportunity which takes into account each student's unique needs and
18 capabilities and the limits of the resources and program options
19 available to the district, including those options which can be
20 developed or provided by using funds allocated by the superintendent of
21 public instruction for that purpose.

22 (4) The definitions in Article II of RCW 28A.705.010 apply to
23 subsection (2) of this section.

24 **Sec. 210.** RCW 28C.18.162 and 2009 c 238 s 3 are each amended to
25 read as follows:

26 Unless the context clearly requires otherwise, the definitions in
27 this section apply throughout this section and RCW 28C.18.160 and
28 28C.18.164 through 28C.18.168.

29 (1) "High-demand occupation" means an occupation with a substantial
30 number of current or projected employment opportunities. For the
31 purposes of opportunity internships, the teaching of mathematics,
32 science, bilingual education, special education, or English as a second
33 language is considered a high-demand occupation.

34 (2) "Low-income high school student" means a student who is
35 enrolled in grade((s)) ten, eleven, or twelve in a public high school
36 and who qualifies for federal free or reduced-price meals. If a
37 student qualifies at the time the student begins participating in the

1 opportunity internship program, the student remains eligible even if
2 the student does not receive free or reduced-price meals thereafter.
3 To participate in the program, the student must remain enrolled in high
4 school until the student receives a high school diploma.

5 (3) "Opportunity internship consortium" means a local consortium
6 formed for the purpose of participating in the opportunity internship
7 program and which may be composed of a local workforce development
8 council, economic development council, area high schools, community or
9 technical colleges, apprenticeship councils, preapprenticeship programs
10 such as running start for the trades, private vocational schools
11 licensed under chapter 28C.10 RCW, public and private four-year
12 institutions of higher education, employers in targeted industries, and
13 labor organizations. Partnerships of high schools, teacher preparation
14 programs, and community-based organizations offering the program under
15 RCW 28A.415.370 may be considered opportunity internship consortia.

16 (4) "Opportunity internship graduate" means a low-income high
17 school student who successfully completes an opportunity internship
18 program and graduates from high school.

19 (5) "Postsecondary program of study" means an undergraduate or
20 graduate certificate, apprenticeship, or degree program.

21 (6) "Preapprenticeship" means a program of at least ninety hours
22 and not more than one hundred eighty hours in length that provides
23 practical experience, education, preparation, and the development of
24 skills that would be beneficial for entry into state-approved
25 apprenticeship programs, including but not limited to construction
26 industry structure and the construction process; orientation to state-
27 approved apprenticeship; tools of the various trades and safe handling
28 of power tools; and industry standards of safety, responsibility, and
29 craft excellence.

30 (7) "Targeted industry" means a business or industry identified by
31 a local workforce development council as having high-demand occupations
32 that require candidates to have completed a postsecondary program of
33 study.

34 **Sec. 211.** RCW 28A.660.042 and 2007 c 396 s 6 are each amended to
35 read as follows:

36 (1) The pipeline for paraeducators conditional scholarship program
37 is created.

1 (2)(a) Except as provided under subsection (3) of this section,
2 participation is limited to paraeducators without a college degree who
3 have at least three years of classroom experience. It is anticipated
4 that candidates enrolled in this program will complete their associate
5 of arts degree at a community and technical college in two years or
6 less and become eligible for a mathematics, special education, or
7 English as a second language endorsement via route one in the
8 alternative routes to teacher certification program provided in this
9 chapter.

10 ~~((+2))~~ (b) Entry requirements for candidates under this subsection
11 (2) include district or building validation of qualifications,
12 including three years of successful student interaction and leadership
13 as a classified instructional employee.

14 (3) Subject to the availability of funds for the pipeline for
15 paraeducators conditional scholarship program under RCW 28A.660.050,
16 after qualified candidates under subsection (2) of this section have
17 been accepted, individuals who participated in one of the recruiting
18 Washington teachers grant programs under RCW 28A.415.370 may
19 participate in the pipeline for paraeducators conditional scholarship
20 program if the individual meets the criteria for the scholarship under
21 RCW 28A.660.050.

22 **Sec. 212.** RCW 28A.660.050 and 2010 c 235 s 505 are each amended to
23 read as follows:

24 Subject to the availability of amounts appropriated for these
25 purposes, the conditional scholarship programs in this chapter are
26 created under the following guidelines:

27 (1) The programs shall be administered by the higher education
28 coordinating board. In administering the programs, the higher
29 education coordinating board has the following powers and duties:

30 (a) To adopt necessary rules and develop guidelines to administer
31 the programs;

32 (b) To collect and manage repayments from participants who do not
33 meet their service obligations; and

34 (c) To accept grants and donations from public and private sources
35 for the programs.

36 (2) Requirements for participation in the conditional scholarship
37 programs are as provided in this subsection (2).

1 (a) The alternative route conditional scholarship program is
2 limited to interns of professional educator standards board-approved
3 alternative routes to teaching programs under RCW 28A.660.040. For
4 fiscal year 2011, priority must be given to fiscal year 2010
5 participants in the alternative route partnership program. In order to
6 receive conditional scholarship awards, recipients shall:

7 (i) Be accepted and maintain enrollment in alternative
8 certification routes through a professional educator standards board-
9 approved program;

10 (ii) Continue to make satisfactory progress toward completion of
11 the alternative route certification program and receipt of a residency
12 teaching certificate; and

13 (iii) Receive no more than the annual amount of the scholarship,
14 not to exceed eight thousand dollars, for the cost of tuition, fees,
15 and educational expenses, including books, supplies, and transportation
16 for the alternative route certification program in which the recipient
17 is enrolled. The board may adjust the annual award by the average rate
18 of resident undergraduate tuition and fee increases at the state
19 universities as defined in RCW 28B.10.016.

20 (b) The pipeline for paraeducators conditional scholarship program
21 is limited to qualified (~~paraeducators~~) individuals as provided by
22 RCW 28A.660.042. Paraeducators who apply for the program under RCW
23 28A.660.042(2) shall receive first priority in scholarship awards. In
24 order to receive conditional scholarship awards, recipients shall:

25 (i) Be accepted and maintain enrollment at a community and
26 technical college for no more than two years and attain an associate of
27 arts degree;

28 (ii) Continue to make satisfactory progress toward completion of an
29 associate of arts degree. This progress requirement is a condition for
30 eligibility into a route one program of the alternative routes to
31 teacher certification program for a mathematics, special education, or
32 English as a second language endorsement; and

33 (iii) Receive no more than the annual amount of the scholarship,
34 not to exceed four thousand dollars, for the cost of tuition, fees, and
35 educational expenses, including books, supplies, and transportation for
36 the alternative route certification program in which the recipient is
37 enrolled. The board may adjust the annual award by the average rate of

1 tuition and fee increases at the state community and technical
2 colleges.

3 (c) The retooling to teach mathematics and science conditional
4 scholarship program is limited to current K-12 teachers. In order to
5 receive conditional scholarship awards:

6 (i) Individuals currently employed as teachers shall pursue a
7 middle level mathematics or science, or secondary mathematics or
8 science endorsement; or

9 (ii) Individuals who are certificated with an elementary education
10 endorsement shall pursue an endorsement in middle level mathematics or
11 science, or both; and

12 (iii) Individuals shall use one of the pathways to endorsement
13 processes to receive a mathematics or science endorsement, or both,
14 which shall include passing a mathematics or science endorsement test,
15 or both tests, plus observation and completing applicable coursework to
16 attain the proper endorsement; and

17 (iv) Individuals shall receive no more than the annual amount of
18 the scholarship, not to exceed three thousand dollars, for the cost of
19 tuition, test fees, and educational expenses, including books,
20 supplies, and transportation for the endorsement pathway being pursued.

21 (3) The Washington professional educator standards board shall
22 select individuals to receive conditional scholarships. In selecting
23 recipients, preference shall be given to eligible veterans or national
24 guard members.

25 (4) For the purpose of this chapter, a conditional scholarship is
26 a loan that is forgiven in whole or in part in exchange for service as
27 a certificated teacher employed in a Washington state K-12 public
28 school. The state shall forgive one year of loan obligation for every
29 two years a recipient teaches in a public school. Recipients who fail
30 to continue a course of study leading to residency teacher
31 certification or cease to teach in a public school in the state of
32 Washington in their endorsement area are required to repay the
33 remaining loan principal with interest.

34 (5) Recipients who fail to fulfill the required teaching obligation
35 are required to repay the remaining loan principal with interest and
36 any other applicable fees. The higher education coordinating board
37 shall adopt rules to define the terms for repayment, including
38 applicable interest rates, fees, and deferments.

1 (6) The higher education coordinating board may deposit all
2 appropriations, collections, and any other funds received for the
3 program in this chapter in the future teachers conditional scholarship
4 account authorized in RCW 28B.102.080.

5 **Sec. 213.** RCW 28A.660.040 and 2010 c 235 s 504 are each amended to
6 read as follows:

7 Alternative route programs under this chapter shall operate one to
8 four specific route programs. Successful completion of the program
9 shall make a candidate eligible for residency teacher certification.
10 The mentor of the teacher candidate at the school and the supervisor of
11 the teacher candidate from the teacher preparation program must both
12 agree that the teacher candidate has successfully completed the
13 program.

14 (1) Alternative route programs operating route one programs shall
15 enroll currently employed classified instructional employees with
16 transferable associate degrees or former participants in the recruiting
17 Washington teachers program who enter through the pipeline for
18 paraeducators conditional scholarship program under RCW 28A.660.042 who
19 are seeking residency teacher certification with endorsements in
20 mathematics, special education, bilingual education, or English as a
21 second language. It is anticipated that candidates enrolled in this
22 route will complete both their baccalaureate degree and requirements
23 for residency certification in two years or less, including a mentored
24 internship to be completed in the final year. In addition, partnership
25 programs shall uphold entry requirements for candidates that include:

26 (a) District or building validation of qualifications, including
27 one year of successful student interaction and leadership as a
28 classified instructional employee;

29 (b) Successful passage of the statewide basic skills exam; and

30 (c) Meeting the age, good moral character, and personal fitness
31 requirements adopted by rule for teachers.

32 (2) Alternative route programs operating route two programs shall
33 enroll currently employed classified staff with baccalaureate degrees
34 seeking residency teacher certification in subject matter shortage
35 areas and areas with shortages due to geographic location. Candidates
36 enrolled in this route must complete a mentored internship complemented
37 by flexibly scheduled training and coursework offered at a local site,

1 such as a school or educational service district, or online or via
2 video-conference over the K-20 network, in collaboration with the
3 partnership program's higher education partner. In addition,
4 partnership grant programs shall uphold entry requirements for
5 candidates that include:

6 (a) District or building validation of qualifications, including
7 one year of successful student interaction and leadership as classified
8 staff;

9 (b) A baccalaureate degree from a regionally accredited institution
10 of higher education. The individual's college or university grade
11 point average may be considered as a selection factor;

12 (c) Successful completion of the subject matter assessment required
13 by RCW 28A.410.220(3);

14 (d) Meeting the age, good moral character, and personal fitness
15 requirements adopted by rule for teachers; and

16 (e) Successful passage of the statewide basic skills exam.

17 (3) Alternative route programs seeking funds to operate route three
18 programs shall enroll individuals with baccalaureate degrees, who are
19 not employed in the district at the time of application. When
20 selecting candidates for certification through route three, districts
21 and approved preparation program providers shall give priority to
22 individuals who are seeking residency teacher certification in subject
23 matter shortage areas or shortages due to geographic locations.
24 Cohorts of candidates for this route shall attend an intensive summer
25 teaching academy, followed by a full year employed by a district in a
26 mentored internship, followed, if necessary, by a second summer
27 teaching academy. In addition, partnership programs shall uphold entry
28 requirements for candidates that include:

29 (a) A baccalaureate degree from a regionally accredited institution
30 of higher education. The individual's grade point average may be
31 considered as a selection factor;

32 (b) Successful completion of the subject matter assessment required
33 by RCW 28A.410.220(3);

34 (c) External validation of qualifications, including demonstrated
35 successful experience with students or children, such as reference
36 letters and letters of support from previous employers;

37 (d) Meeting the age, good moral character, and personal fitness
38 requirements adopted by rule for teachers; and

1 (e) Successful passage of statewide basic skills exam.

2 (4) Alternative route programs operating route four programs shall
3 enroll individuals with baccalaureate degrees, who are employed in the
4 district at the time of application, or who hold conditional teaching
5 certificates or emergency substitute certificates. Cohorts of
6 candidates for this route shall attend an intensive summer teaching
7 academy, followed by a full year employed by a district in a mentored
8 internship. If employed on a conditional certificate, the intern may
9 serve as the teacher of record, supported by a well-trained mentor. In
10 addition, partnership programs shall uphold entry requirements for
11 candidates that include:

12 (a) A baccalaureate degree from a regionally accredited institution
13 of higher education. The individual's grade point average may be
14 considered as a selection factor;

15 (b) Successful completion of the subject matter assessment required
16 by RCW 28A.410.220(3);

17 (c) External validation of qualifications, including demonstrated
18 successful experience with students or children, such as reference
19 letters and letters of support from previous employers;

20 (d) Meeting the age, good moral character, and personal fitness
21 requirements adopted by rule for teachers; and

22 (e) Successful passage of statewide basic skills exam.

23 (5) Applicants for alternative route programs who are eligible
24 veterans or national guard members and who meet the entry requirements
25 for the alternative route program for which application is made shall
26 be given preference in admission.

27 **PART III**

28 **SUPPORTING EDUCATION PROFESSIONALS**

29 NEW SECTION. **Sec. 301.** The legislature intends to continue
30 development and implementation of revised teacher and principal
31 evaluation systems according to the schedule in RCW 28A.405.100,
32 including supporting the work of those school districts developing and
33 piloting the revised evaluation systems.

34 **Sec. 302.** RCW 28A.400.201 and 2010 c 236 s 7 are each amended to
35 read as follows:

1 (1) The legislature recognizes that providing students with the
2 opportunity to access a world-class educational system depends on our
3 continuing ability to provide students with access to world-class
4 educators. The legislature also understands that continuing to attract
5 and retain the highest quality educators will require increased
6 investments. The legislature intends to enhance the current salary
7 allocation model and recognizes that changes to the current model
8 cannot be imposed without great deliberation and input from teachers,
9 administrators, and classified employees. Therefore, it is the intent
10 of the legislature to begin the process of developing an enhanced
11 salary allocation model that is collaboratively designed to ensure the
12 rationality of any conclusions regarding what constitutes adequate
13 compensation.

14 (2) Beginning July 1, 2011, the office of the superintendent of
15 public instruction, in collaboration with the office of financial
16 management, shall convene a technical working group to recommend the
17 details of an enhanced salary allocation model that aligns state
18 expectations for educator development and certification with the
19 compensation system and establishes recommendations for a concurrent
20 implementation schedule. In addition to any other details the
21 technical working group deems necessary, the technical working group
22 shall make recommendations on the following:

23 (a) How to reduce the number of tiers within the existing salary
24 allocation model;

25 (b) How to account for labor market adjustments;

26 (c) How to account for different geographic regions of the state
27 where districts may encounter difficulty recruiting and retaining
28 teachers;

29 (d) The role of and types of bonuses available;

30 (e) Ways to accomplish salary equalization over a set number of
31 years; and

32 (f) Initial fiscal estimates for implementing the recommendations
33 including a recognition that staff on the existing salary allocation
34 model would have the option to grandfather in permanently to the
35 existing schedule.

36 (3) As part of its work, the technical working group shall conduct
37 or contract for a preliminary comparative labor market analysis of
38 salaries and other compensation for school district employees to be

1 conducted and shall include the results in any reports to the
2 legislature. For the purposes of this subsection, "salaries and other
3 compensation" includes average base salaries, average total salaries,
4 average employee basic benefits, and retirement benefits.

5 (4) The analysis required under subsection (1) of this section
6 must:

7 (a) Examine salaries and other compensation for teachers, other
8 certificated instructional staff, principals, and other building-level
9 certificated administrators, and the types of classified employees for
10 whom salaries are allocated;

11 (b) Be calculated at a statewide level that identifies labor
12 markets in Washington through the use of data from the United States
13 bureau of the census and the bureau of labor statistics; and

14 (c) Include a comparison of salaries and other compensation to the
15 appropriate labor market for at least the following subgroups of
16 educators: Beginning teachers and types of educational staff
17 associates.

18 (5) The working group shall conduct a comprehensive analysis of
19 educator professional development and mentoring needs for principals,
20 teachers, educational staff associates, and classified staff. The
21 analysis must include professional development needs in the following
22 specific areas:

23 (a) Cultural competency;

24 (b) Competency in language acquisition; and

25 (c) Science, technology, engineering, and mathematics instruction.

26 (6) The working group shall also examine current barriers and
27 possible strategies, including incentives, to recruit and retain
28 diverse teachers and teachers with knowledge and skills in science,
29 technology, engineering, and mathematics.

30 (7) The working group shall include representatives of the
31 department of personnel, the professional educator standards board, the
32 office of the superintendent of public instruction, the Washington
33 education association, the Washington association of school
34 administrators, the association of Washington school principals, the
35 Washington state school directors' association, the public school
36 employees of Washington, and other interested stakeholders with
37 appropriate expertise in compensation related matters. The working

1 group may convene advisory subgroups on specific topics as necessary to
2 assure participation and input from a broad array of diverse
3 stakeholders.

4 ~~((6))~~ (8) The working group shall be monitored and overseen by
5 the legislature and the quality education council created in RCW
6 28A.290.010. The working group shall make an initial report to the
7 legislature by June 30, 2012, and shall include in its report
8 recommendations for whether additional further work of the group is
9 necessary.

10
11

PART IV
MISCELLANEOUS PROVISIONS

12 NEW SECTION. **Sec. 401.** Sections 104, 105, 202, and 208 of this
13 act take effect September 1, 2011.

14 NEW SECTION. **Sec. 402.** Section 201 of this act expires September
15 1, 2011.

--- END ---