

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

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

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

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

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

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

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

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

34 The purpose of this section is to provide for the allocation of
35 state funding that the legislature deems necessary to support school

1 districts in offering the minimum instructional program of basic
2 education under RCW 28A.150.220. The allocation shall be determined as
3 follows:

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

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

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

1 adjusted from the school prototypes with minimum allocations for small
2 schools and to reflect other factors identified in the omnibus
3 appropriations act.

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

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

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

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

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

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

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

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

Career and technical
education average
class size

1
2
3
4 Approved career and technical education offered at
5 the middle school and high school level 26.57
6 Skill center programs meeting the standards established
7 by the office of the superintendent of public
8 instruction 22.76

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

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

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

16 (5) The minimum allocation for each level of prototypical school
17 shall include allocations for the following types of staff in addition
18 to classroom teachers:
19
20

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

1	Custodians.....	1.657	1.942	2.965
2	Classified staff providing student and staff safety.....	0.079	0.092	0.141
3	((Parent involvement)) <u>Family engagement</u> coordinators.....	0.00	0.00	0.00

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

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

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

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

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

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

1 Security and central office \$50.76

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

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

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

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

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

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

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

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

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

1 free or reduced-price meals in the prior school year. The minimum
2 allocation for the program shall provide for each level of prototypical
3 school resources to provide, on a statewide average, 1.5156 hours per
4 week in extra instruction with a class size of fifteen learning
5 assistance program students per teacher.

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

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

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

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

34 (b) Allocations or enhancements provided under subsections (4),
35 (7), and (9) of this section for exploratory and preparatory career and
36 technical education courses shall be provided only for courses approved
37 by the office of the superintendent of public instruction under chapter
38 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.657.050 and 2010 c 235 s 105 are each amended to
25 read as follows:

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

1 submit the plan first to the office of the superintendent of public
2 instruction to review and approve that the plan is consistent with
3 federal guidelines. After the office of the superintendent of public
4 instruction has approved that the plan is consistent with federal
5 guidelines, the local school district must submit its required action
6 plan to the state board of education for approval.

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

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

20 (b) Submission of an application for a federal school improvement
21 grant or a grant from other federal funds for school improvement to the
22 superintendent of public instruction;

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

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

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

32 (f) Use of family engagement coordinators to build relationships
33 between families, the school, and the community to improve student
34 achievement; and

35 (g) Identification of the measures that the school district will
36 use in assessing student achievement at a school identified as a
37 persistently lowest-achieving school, which include improving
38 mathematics and reading student achievement and graduation rates as

1 defined by the office of the superintendent of public instruction that
2 enable the school to no longer be identified as a persistently lowest-
3 achieving school.

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

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

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

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

33 (i) The school district shall file a petition with the superior
34 court, by no later than May 20th of the same year in which the issues
35 were certified, setting forth the following:

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

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

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

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

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

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

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

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

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

36 (f) Any party that proceeds with the process in this section after
37 knowledge that any provision of this section has not been complied with

1 and who fails to state its objection in writing is deemed to have
2 waived its right to object.

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

7 NEW SECTION. **Sec. 106.** A new section is added to chapter 28A.655
8 RCW to read as follows:

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

15 **PART II**

16 **CLOSING THE OPPORTUNITY GAP**

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

19 Unless the context clearly indicates otherwise the definitions in
20 this section apply throughout this chapter.

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

25 (2) "Basic skills areas" means reading, writing, ~~((and))~~
26 mathematics, and science as well as readiness associated with these
27 skills.

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

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

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

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

10 Unless the context clearly indicates otherwise the definitions in
11 this section apply throughout this chapter.

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

16 (2) "Basic skills areas" means reading, writing, ~~((and))~~
17 mathematics, and science as well as readiness associated with these
18 skills.

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

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

27 (5) "Underachieving students" means students with the greatest
28 academic deficits in basic skills as identified by the statewide
29 assessments.

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

32 (1) A participating school district shall submit the district's
33 plan for using learning assistance funds to the office of the
34 superintendent of public instruction for approval, to the extent
35 required under subsection (2) of this section. The program plan must

1 identify the program activities to be implemented from RCW 28A.165.035
2 and implement all of the elements in (a) through (h) of this
3 subsection. The school district plan shall include the following:

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

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

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

16 (i) Achievement goals for the students;

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

19 (iii) Communication procedures regarding student accomplishment;

20 and

21 (iv) Plan reviews and adjustments processes;

22 (d) How state level and classroom assessments are used to inform
23 instruction;

24 (e) How focused and intentional instructional strategies have been
25 identified and implemented;

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

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

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

33 (2) If a school district has received approval of its plan once, it
34 is not required to submit a plan for approval under RCW 28A.165.045 or
35 this section unless the district has made a significant change to the
36 plan. If a district has made a significant change to only a portion of
37 the plan the district need only submit a description of the changes
38 made and not the entire plan. Plans or descriptions of changes to the

1 plan must be submitted by July 1st as required under this section. The
2 office of the superintendent of public instruction shall establish
3 guidelines for what a "significant change" is.

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

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

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

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

30 (a) Individual or small group instruction;

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

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

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

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

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

4 (g) Reading improvement specialists available at the educational
5 service districts to serve eighth(~~, eleventh, and~~) through twelfth
6 grade educators through professional development in accordance with RCW
7 28A.415.350. The reading improvement specialist may also provide
8 direct services to eligible students and those students electing to
9 continue a fifth year in a high school program who are still struggling
10 with basic reading skills.

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

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

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

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

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

33 The superintendent of public instruction shall develop an
34 evaluation system designed to measure increases in the English and
35 academic proficiency of eligible pupils. When developing the system,
36 the superintendent shall:

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

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

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

33 ~~(4) Report to the education and fiscal committees of the~~
34 ~~legislature by November 1, 2002, regarding the development of the~~
35 ~~systems described in this section and a timeline for the full~~
36 ~~implementation of those systems. The legislature shall approve and~~
37 ~~provide funding for the evaluation system in subsection (3) of this~~

1 ~~section before any implementation of the system developed under~~
2 ~~subsection (3) of this section may occur)).~~

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

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

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

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

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

1 ((+2)) (3) Supplementary funds provided by the state for the
2 program for highly capable students under RCW 28A.150.260 shall be
3 categorical funding to provide services to highly capable students as
4 determined by a school district under RCW 28A.185.030.

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

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

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

- 29 (a) Universal screening;
30 (b) Regular public notification;
31 (c) Use of multiple criteria;
32 (d) Involvement of qualified professionals in the identification
33 process;
34 (e) Family involvement in decision making;
35 (f) Notification of parents or legal guardians;
36 (g) Safeguards to reduce cultural, linguistic, socioeconomic, and
37 gender bias, and to mitigate impacts resulting from disabilities; and

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

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

6 (a) The receiving school shall determine whether the district's
7 program is a like program when compared to the sending school's
8 program; and

9 (b) The receiving school may conduct subsequent assessments to
10 determine appropriate placement and continued enrollment in the
11 program.

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

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

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

23 Unless the context clearly requires otherwise, the definitions in
24 this section apply throughout this section and RCW 28C.18.160 and
25 28C.18.164 through 28C.18.168.

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

31 (2) "Low-income high school student" means a student who is
32 enrolled in grade((s)) ten, eleven, or twelve in a public high school
33 and who qualifies for federal free or reduced-price meals. If a
34 student qualifies at the time the student begins participating in the
35 opportunity internship program, the student remains eligible even if
36 the student does not receive free or reduced-price meals thereafter.

1 To participate in the program, the student must remain enrolled in high
2 school until the student receives a high school diploma.

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

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

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

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

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

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

34 (1) The pipeline for paraeducators conditional scholarship program
35 is created.

36 (2)(a) Except as provided under subsection (3) of this section,
37 participation is limited to paraeducators without a college degree who

1 have at least three years of classroom experience. It is anticipated
2 that candidates enrolled in this program will complete their associate
3 of arts degree at a community and technical college in two years or
4 less and become eligible for a mathematics, special education, or
5 English as a second language endorsement via route one in the
6 alternative routes to teacher certification program provided in this
7 chapter.

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

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

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

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

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

28 (a) To adopt necessary rules and develop guidelines to administer
29 the programs;

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

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

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

36 (a) The alternative route conditional scholarship program is
37 limited to interns of professional educator standards board-approved

1 alternative routes to teaching programs under RCW 28A.660.040. For
2 fiscal year 2011, priority must be given to fiscal year 2010
3 participants in the alternative route partnership program. In order to
4 receive conditional scholarship awards, recipients shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

37 (6) The higher education coordinating board may deposit all

1 appropriations, collections, and any other funds received for the
2 program in this chapter in the future teachers conditional scholarship
3 account authorized in RCW 28B.102.080.

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

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

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

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

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

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

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

1 video-conference over the K-20 network, in collaboration with the
2 partnership program's higher education partner. In addition,
3 partnership grant programs shall uphold entry requirements for
4 candidates that include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26 PART III

27 SUPPORTING EDUCATION PROFESSIONALS

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

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

35 (1) The legislature recognizes that providing students with the

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

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

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

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

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

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

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

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

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

1 legislature. For the purposes of this subsection, "salaries and other
2 compensation" includes average base salaries, average total salaries,
3 average employee basic benefits, and retirement benefits.

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

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

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

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

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

22 (a) Cultural competency;

23 (b) Competency in language acquisition; and

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

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

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

1 assure participation and input from a broad array of diverse
2 stakeholders.

3 ((+6+)) (8) The working group shall be monitored and overseen by
4 the legislature and the quality education council created in RCW
5 28A.290.010. The working group shall make an initial report to the
6 legislature by June 30, 2012, and shall include in its report
7 recommendations for whether additional further work of the group is
8 necessary.

9 **PART IV**

10 **MISCELLANEOUS PROVISIONS**

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

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

--- END ---