
SENATE BILL 6529

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By Senators McCoy, Kohl-Welles, and McAuliffe

Read first time 02/03/14. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to implementing strategies to close the educational
2 opportunity gap, based on the recommendations of the educational
3 opportunity gap oversight and accountability committee; amending RCW
4 28A.600.015, 28A.600.020, 28A.600.460, 43.41.400, 28A.405.106,
5 28A.405.120, 28A.660.045, 28A.660.050, and 28A.180.040; adding a new
6 section to chapter 28A.600 RCW; adding a new section to chapter 28A.415
7 RCW; adding a new section to chapter 28A.657 RCW; adding a new section
8 to chapter 28A.410 RCW; adding a new section to chapter 28B.50 RCW;
9 creating new sections; and providing expiration dates.

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

11 NEW SECTION. **Sec. 1.** (1) The legislature has already established
12 that it is a goal of the state to provide for a public school system
13 that gives all students the opportunity to achieve personal and
14 academic success. This goal contains within it a promise of excellence
15 and opportunity for all students, not just some students. In
16 establishing the educational opportunity gap oversight and
17 accountability committee in 2009, the legislature recognized that
18 additional work was needed to fulfill the promise of excellence and

1 opportunity for students of certain demographic groups, including
2 English language learners and also including students with
3 disabilities.

4 (2) In its 2013 report to the legislature, the educational
5 opportunity gap oversight and accountability committee made the
6 following recommendations in keeping with its statutory purpose, which
7 is to recommend specific policies and strategies to close the
8 educational opportunity gap:

9 (a) Decrease the disproportionate representation of students of
10 color in disciplinary actions in schools;

11 (b) Enhance the cultural competence of current and future
12 educators;

13 (c) Provide English language learner and second language
14 acquisition endorsements for all educators;

15 (d) Create new English language learner accountability benchmarks;

16 (e) Provide tools for deeper data analysis and disaggregation of
17 student demographic data to inform instructional strategies to close
18 the opportunity gap; and

19 (f) Invest in the recruitment and retention of educators of color.

20 (3) The legislature finds that these recommendations represent a
21 holistic approach to making progress toward closing the opportunity
22 gap. The recommendations are interdependent and mutually reinforcing.
23 Closing the opportunity gap requires highly skilled, culturally
24 competent, and diverse educators who understand the communities and
25 cultures that students come from; it requires careful monitoring of not
26 only the academic performance but also the educational environment for
27 all students, at a fine grain of detail to assure adequate
28 accountability; and it requires a robust program of instruction,
29 including appropriately trained educators, to help English language
30 learners gain language proficiency as well as academic proficiency.

31 (4) Therefore the legislature intends to adopt policies and
32 programs to implement the six recommendations of the educational
33 opportunity gap oversight and accountability committee.

34 **PART I**

35 **DISPROPORTIONALITY IN STUDENT DISCIPLINE**

1 NEW SECTION. **Sec. 101.** A new section is added to chapter 28A.600
2 RCW to read as follows:

3 (1) The office of the superintendent of public instruction shall
4 convene a discipline task force to develop standard definitions for
5 causes of student disciplinary actions taken at the discretion of the
6 school district. The task force must also develop data collection
7 standards for disciplinary actions that are discretionary and for
8 disciplinary actions that result in the exclusion of a student from
9 school. The data collection standards must include data about
10 education services provided while a student is subject to a
11 disciplinary action, the status of petitions for readmission to the
12 school district when a student has been excluded from school, credit
13 retrieval during a period of exclusion, and school dropout as a result
14 of disciplinary action.

15 (2) The discipline task force shall include representatives from
16 the K-12 data governance group, the educational opportunity gap
17 oversight and accountability committee, the state ethnic commissions,
18 the governor's office of Indian affairs, the office of the education
19 ombudsman, school districts, and other education and advocacy
20 organizations.

21 (3) The office of the superintendent of public instruction and the
22 K-12 data governance group shall revise the statewide student data
23 system to incorporate the student discipline data collection standards
24 recommended by the discipline task force, and begin collecting data
25 based on the revised standards in the 2016-17 school year.

26 **Sec. 102.** RCW 28A.600.015 and 2013 2nd sp.s. c 18 s 302 are each
27 amended to read as follows:

28 (1) The superintendent of public instruction shall adopt and
29 distribute to all school districts lawful and reasonable rules
30 prescribing the substantive and procedural due process guarantees of
31 pupils in the common schools. Such rules shall authorize a school
32 district to use informal due process procedures in connection with the
33 short-term suspension of students to the extent constitutionally
34 permissible: PROVIDED, That the superintendent of public instruction
35 deems the interest of students to be adequately protected. When a
36 student suspension or expulsion is appealed, the rules shall authorize
37 a school district to impose the suspension or expulsion temporarily

1 after an initial hearing for no more than ten consecutive school days
2 or until the appeal is decided, whichever is earlier. Any days that
3 the student is temporarily suspended or expelled before the appeal is
4 decided shall be applied to the term of the student suspension or
5 expulsion and shall not limit or extend the term of the student
6 suspension or expulsion. An expulsion or suspension of a student may
7 not be for an indefinite period of time. A suspension or expulsion of
8 a student may not be for an indefinite period of time, and a school
9 district may not suspend the provision of educational services to a
10 student as a disciplinary measure.

11 (2) Short-term suspension procedures may be used for suspensions of
12 students up to and including, ten consecutive school days.

13 (3) Emergency expulsions must end or be converted to another form
14 of corrective action within ten school days from the date of the
15 emergency removal from school. Notice and due process rights must be
16 provided to students when an emergency expulsion is converted to
17 another form of corrective action.

18 (4) For any circumstance where disciplinary action is discretionary
19 on the part of the school district, a school district may not impose a
20 disciplinary action that results in the suspension of educational
21 services to a student. A student may be excluded from a particular
22 classroom or instructional or activity area for the period of
23 suspension, but the school district must provide an opportunity for the
24 student to receive educational services in an alternative manner, which
25 may include services provided through an alternative program, at an
26 alternative school, or at an alternative location within the student's
27 regular school.

28 **Sec. 103.** RCW 28A.600.020 and 2013 2nd sp.s. c 18 s 303 are each
29 amended to read as follows:

30 (1) The rules adopted pursuant to RCW 28A.600.010 shall be
31 interpreted to ensure that the optimum learning atmosphere of the
32 classroom is maintained, and that the highest consideration is given to
33 the judgment of qualified certificated educators regarding conditions
34 necessary to maintain the optimum learning atmosphere.

35 (2) Any student who creates a disruption of the educational process
36 in violation of the building disciplinary standards while under a
37 teacher's immediate supervision may be excluded by the teacher from his

1 or her individual classroom and instructional or activity area for all
2 or any portion of the balance of the school day, or up to the following
3 two days, or until the principal or designee and teacher have
4 conferred, whichever occurs first. Except in emergency circumstances,
5 the teacher first must attempt one or more alternative forms of
6 corrective action. In no event without the consent of the teacher may
7 an excluded student return to the class during the balance of that
8 class or activity period or up to the following two days, or until the
9 principal or his or her designee and the teacher have conferred.

10 (3) In order to preserve a beneficial learning environment for all
11 students and to maintain good order and discipline in each classroom,
12 every school district board of directors shall provide that written
13 procedures are developed for administering discipline at each school
14 within the district. Such procedures shall be developed with the
15 participation of parents and the community, and shall provide that the
16 teacher, principal or designee, and other authorities designated by the
17 board of directors, make every reasonable attempt to involve the parent
18 or guardian and the student in the resolution of student discipline
19 problems. Such procedures shall provide that students may be excluded
20 from their individual classes or activities for periods of time in
21 excess of that provided in subsection (2) of this section if such
22 students have repeatedly disrupted the learning of other students. The
23 procedures must be consistent with the rules of the superintendent of
24 public instruction and must provide for early involvement of parents in
25 attempts to improve the student's behavior.

26 (4) The procedures shall assure, pursuant to RCW 28A.400.110, that
27 all staff work cooperatively toward consistent enforcement of proper
28 student behavior throughout each school as well as within each
29 classroom.

30 (5)(a) A principal shall consider imposing long-term suspension or
31 expulsion as a sanction when deciding the appropriate disciplinary
32 action for a student who, after July 27, 1997:

33 (i) Engages in two or more violations within a three-year period of
34 RCW 9A.46.120, 28A.320.135, 28A.600.455, 28A.600.460, 28A.635.020,
35 28A.600.020, 28A.635.060, 9.41.280, or 28A.320.140; or

36 (ii) Engages in one or more of the offenses listed in RCW
37 13.04.155.

1 (b) The principal shall communicate the disciplinary action taken
2 by the principal to the school personnel who referred the student to
3 the principal for disciplinary action.

4 (6) Any corrective action involving a suspension or expulsion from
5 school for more than ten days must have an end date of not more than
6 one calendar year from the time of corrective action. Districts shall
7 make reasonable efforts to assist students and parents in returning to
8 an educational setting prior to and no later than the end date of the
9 corrective action. Where warranted based on public health or safety,
10 a school may petition the superintendent of the school district,
11 pursuant to policies and procedures adopted by the office of the
12 superintendent of public instruction, for authorization to exceed the
13 one calendar year limitation provided in this subsection. The
14 superintendent of public instruction shall adopt rules outlining the
15 limited circumstances in which a school may petition to exceed the one
16 calendar year limitation, including safeguards to ensure that the
17 school district has made every effort to plan for the student's return
18 to school. School districts shall report to the office of the
19 superintendent of public instruction the number of petitions made to
20 the school board and the number of petitions granted on an annual
21 basis.

22 (7) Nothing in this section prevents a public school district,
23 educational service district, the Washington state center for childhood
24 deafness and hearing loss, or the state school for the blind if it has
25 suspended or expelled a student from the student's regular school
26 setting from providing educational services to the student in an
27 alternative setting or modifying the suspension or expulsion on a case-
28 by-case basis.

29 (8) As provided in RCW 28A.600.015, for any circumstance where
30 disciplinary action is discretionary on the part of the school
31 district, a school district may not impose disciplinary action that
32 results in the suspension of educational services to a student.

33 **Sec. 104.** RCW 28A.600.460 and 2013 2nd sp.s. c 18 s 305 are each
34 amended to read as follows:

35 (1) School district boards of directors shall adopt policies that
36 restore discipline to the classroom. Such policies must provide for at
37 least the following: Allowing each teacher to take disciplinary action

1 to correct a student who disrupts normal classroom activities, abuses
2 or insults a teacher as prohibited by RCW 28A.635.010, willfully
3 disobeys a teacher, uses abusive or foul language directed at a school
4 district employee, school volunteer, or another student, violates
5 school rules, or who interferes with an orderly education process.
6 Disciplinary action may include but is not limited to: Oral or written
7 reprimands; written notification to parents of disruptive behavior, a
8 copy of which must be provided to the principal.

9 (2) A student committing an offense under chapter 9A.36, 9A.40,
10 9A.46, or 9A.48 RCW when the activity is directed toward the teacher,
11 shall not be assigned to that teacher's classroom for the duration of
12 the student's attendance at that school or any other school where the
13 teacher is assigned.

14 (3) A student who commits an offense under chapter 9A.36, 9A.40,
15 9A.46, or 9A.48 RCW, when directed toward another student, may be
16 removed from the classroom of the victim for the duration of the
17 student's attendance at that school or any other school where the
18 victim is enrolled. A student who commits an offense under one of the
19 chapters enumerated in this section against a student or another school
20 employee, may be expelled or suspended.

21 (4) Nothing in this section is intended to limit the authority of
22 a school under existing law and rules to expel or suspend a student for
23 misconduct or criminal behavior. However, as provided in RCW
24 28A.600.015, for any circumstance where disciplinary action is
25 discretionary on the part of the school district, a school district may
26 not impose disciplinary action that results in the suspension of
27 educational services to a student.

28 (5) All school districts must collect data on disciplinary actions
29 taken in each school and must record these actions using the statewide
30 student data system, based on the data collection standards established
31 by the office of the superintendent of public instruction and the K-12
32 data governance group. The information shall be made available to the
33 public, but public release of the data shall not include personally
34 identifiable information including, but not limited to, a student's
35 social security number, name, or address.

36 **Sec. 105.** RCW 43.41.400 and 2012 c 229 s 585 are each amended to
37 read as follows:

1 (1) An education data center shall be established in the office of
2 financial management. The education data center shall jointly, with
3 the legislative evaluation and accountability program committee,
4 conduct collaborative analyses of early learning, K-12, and higher
5 education programs and education issues across the P-20 system, which
6 includes the department of early learning, the superintendent of public
7 instruction, the professional educator standards board, the state board
8 of education, the state board for community and technical colleges, the
9 workforce training and education coordinating board, the student
10 achievement council, public and private nonprofit four-year
11 institutions of higher education, and the employment security
12 department. The education data center shall conduct collaborative
13 analyses under this section with the legislative evaluation and
14 accountability program committee and provide data electronically to the
15 legislative evaluation and accountability program committee, to the
16 extent permitted by state and federal confidentiality requirements.
17 The education data center shall be considered an authorized
18 representative of the state educational agencies in this section under
19 applicable federal and state statutes for purposes of accessing and
20 compiling student record data for research purposes.

21 (2) The education data center shall:

22 (a) In consultation with the legislative evaluation and
23 accountability program committee and the agencies and organizations
24 participating in the education data center, identify the critical
25 research and policy questions that are intended to be addressed by the
26 education data center and the data needed to address the questions;

27 (b) Coordinate with other state education agencies to compile and
28 analyze education data, including data on student demographics that is
29 disaggregated by distinct ethnic categories within racial subgroups,
30 and complete P-20 research projects;

31 (c) Collaborate with the legislative evaluation and accountability
32 program committee and the education and fiscal committees of the
33 legislature in identifying the data to be compiled and analyzed to
34 ensure that legislative interests are served;

35 (d) Annually provide to the K-12 data governance group a list of
36 data elements and data quality improvements that are necessary to
37 answer the research and policy questions identified by the education
38 data center and have been identified by the legislative committees in

1 (c) of this subsection. Within three months of receiving the list, the
2 K-12 data governance group shall develop and transmit to the education
3 data center a feasibility analysis of obtaining or improving the data,
4 including the steps required, estimated time frame, and the financial
5 and other resources that would be required. Based on the analysis, the
6 education data center shall submit, if necessary, a recommendation to
7 the legislature regarding any statutory changes or resources that would
8 be needed to collect or improve the data;

9 (e) Monitor and evaluate the education data collection systems of
10 the organizations and agencies represented in the education data center
11 ensuring that data systems are flexible, able to adapt to evolving
12 needs for information, and to the extent feasible and necessary,
13 include data that are needed to conduct the analyses and provide
14 answers to the research and policy questions identified in (a) of this
15 subsection;

16 (f) Track enrollment and outcomes through the public centralized
17 higher education enrollment system;

18 (g) Assist other state educational agencies' collaborative efforts
19 to develop a long-range enrollment plan for higher education including
20 estimates to meet demographic and workforce needs;

21 (h) Provide research that focuses on student transitions within and
22 among the early learning, K-12, and higher education sectors in the P-
23 20 system; (~~and~~)

24 (i) Prepare a regular report on the educational and workforce
25 outcomes of youth in the juvenile justice system, using data
26 disaggregated by ethnic categories, racial subgroups, and age; and

27 (j) Make recommendations to the legislature as necessary to help
28 ensure the goals and objectives of this section and RCW 28A.655.210 and
29 28A.300.507 are met.

30 (3) The department of early learning, superintendent of public
31 instruction, professional educator standards board, state board of
32 education, state board for community and technical colleges, workforce
33 training and education coordinating board, student achievement council,
34 public four-year institutions of higher education, department of social
35 and health services, and employment security department shall work with
36 the education data center to develop data-sharing and research
37 agreements, consistent with applicable security and confidentiality
38 requirements, to facilitate the work of the center. The education data

1 center shall also develop data-sharing and research agreements with the
2 administrative office of the courts to conduct research on educational
3 and workforce outcomes using data maintained under RCW 13.50.010(11)
4 related to juveniles. Private, nonprofit institutions of higher
5 education that provide programs of education beyond the high school
6 level leading at least to the baccalaureate degree and are accredited
7 by the Northwest association of schools and colleges or their peer
8 accreditation bodies may also develop data-sharing and research
9 agreements with the education data center, consistent with applicable
10 security and confidentiality requirements. The education data center
11 shall make data from collaborative analyses available to the education
12 agencies and institutions that contribute data to the education data
13 center to the extent allowed by federal and state security and
14 confidentiality requirements applicable to the data of each
15 contributing agency or institution.

16 **PART II**

17 **EDUCATOR CULTURAL COMPETENCE**

18 **Sec. 201.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
19 read as follows:

20 (1) Subject to funds appropriated for this purpose, the office of
21 the superintendent of public instruction must develop and make
22 available a professional development program to support the
23 implementation of the evaluation systems required by RCW 28A.405.100.
24 The program components may be organized into professional development
25 modules for principals, administrators, and teachers. The professional
26 development program shall include a comprehensive online training
27 package.

28 (2) The training program must include, but not be limited to, the
29 following topics:

30 (a) Introduction of the evaluation criteria for teachers and
31 principals and the four-level rating system;

32 (b) Orientation to and use of instructional frameworks;

33 (c) Orientation to and use of the leadership frameworks;

34 (d) Best practices in developing and using data in the evaluation
35 systems, including multiple measures, student growth data, classroom
36 observations, and other measures and evidence;

- 1 (e) Strategies for achieving maximum rater agreement;
2 (f) Evaluator feedback protocols in the evaluation systems;
3 (g) Examples of high quality teaching and leadership; and
4 (h) Methods to link the evaluation process to ongoing educator
5 professional development.

6 (3) The training program must also include the foundational
7 elements of cultural competence, focusing on multicultural education
8 and principles of English language acquisition. The content of the
9 training must be aligned with the standards for cultural competence
10 developed by the professional educator standards board under RCW
11 28A.410.270. The office of the superintendent of public instruction,
12 in consultation with the professional educator standards board, the
13 steering committee established in RCW 28A.405.100, and the educational
14 opportunity gap oversight and accountability committee, must integrate
15 the content for cultural competence into the overall training for
16 principals, administrators, and teachers to support the revised
17 evaluation systems.

18 (4) To the maximum extent feasible, the professional development
19 program must incorporate or adapt existing online training or
20 curriculum, including securing materials or curriculum under contract
21 or purchase agreements within available funds. Multiple modes of
22 instruction should be incorporated including videos of classroom
23 teaching, participatory exercises, and other engaging combinations of
24 online audio, video, and print presentation.

25 ((+4)) (5) The professional development program must be developed
26 in modules that allow:

27 (a) Access to material over a reasonable number of training
28 sessions;

29 (b) Delivery in person or online; and

30 (c) Use in a self-directed manner.

31 ((+5)) (6) The office of the superintendent of public instruction
32 must maintain a web site that includes the online professional
33 development materials along with sample evaluation forms and templates,
34 links to relevant research on evaluation and on high quality teaching
35 and leadership, samples of contract and collective bargaining language
36 on key topics, examples of multiple measures of teacher and principal
37 performance, suggestions for data to measure student growth, and other

1 tools that will assist school districts in implementing the revised
2 evaluation systems.

3 ~~((+6))~~ (7) The office of the superintendent of public instruction
4 must identify the number of in-service training hours associated with
5 each professional development module and develop a way for users to
6 document their completion of the training. Documented completion of
7 the training under this section is considered approved in-service
8 training for the purposes of RCW 28A.415.020.

9 ~~((+7))~~ (8) The office of the superintendent of public instruction
10 shall periodically update the modules to reflect new topics and
11 research on performance evaluation so that the training serves as an
12 ongoing source of continuing education and professional development.

13 ~~((+8))~~ (9) The office of the superintendent of public instruction
14 shall work with the educational service districts to provide
15 clearinghouse services for the identification and publication of
16 professional development opportunities for teachers and principals that
17 align with performance evaluation criteria.

18 **Sec. 202.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to
19 read as follows:

20 (1) School districts shall require each administrator, each
21 principal, or other supervisory personnel who has responsibility for
22 evaluating classroom teachers or principals to have training in
23 evaluation procedures.

24 (2) Before school district implementation of the revised evaluation
25 systems required under RCW 28A.405.100, principals and administrators
26 who have evaluation responsibilities must engage in professional
27 development designed to implement the revised systems and maximize
28 rater agreement. The professional development to support the revised
29 evaluation systems must also include foundational elements of cultural
30 competence, focusing on multicultural education and principles of
31 English language acquisition.

32 NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.415
33 RCW to read as follows:

34 (1) The office of the superintendent of public instruction, in
35 collaboration with the educational opportunity gap oversight and
36 accountability committee, the professional educator standards board,

1 colleges of education, and representatives from diverse communities and
2 community-based organizations, must develop a content outline for
3 professional development and training in cultural competence for school
4 staff.

5 (2) The content of the cultural competence professional development
6 and training must be aligned with the standards developed by the
7 professional educator standards board under RCW 28A.410.270.

8 (3) The cultural competence professional development and training
9 must contain components that are appropriate for classified school
10 staff and district administrators as well as certificated instructional
11 staff and principals at the building level. The professional
12 development and training must also contain components suitable for
13 delivery by individuals from the local community or community-based
14 organizations with appropriate expertise.

15 (4) The legislature encourages educational service districts and
16 school districts to use the cultural competence professional
17 development and training developed under this section and provide
18 opportunities for all school and school district staff to gain
19 knowledge and skills in cultural competence, including in partnership
20 with their local communities.

21 **PART III**
22 **INSTRUCTING ENGLISH LANGUAGE LEARNERS**

23 **Sec. 301.** RCW 28A.660.045 and 2007 c 396 s 7 are each amended to
24 read as follows:

25 (1) The educator retooling (~~to teach mathematics and science~~)
26 conditional scholarship program is created. Participation is limited
27 to current K-12 teachers and individuals having an elementary education
28 certificate but who are not employed in positions requiring an
29 elementary education certificate. It is anticipated that candidates
30 enrolled in this program will complete the requirements for a
31 mathematics ((~~or~~)), science, special education, bilingual education, or
32 English language learner endorsement(~~(, or both,)~~) in two years or
33 less.

34 (2) Entry requirements for candidates include:

35 (a) Current K-12 teachers shall pursue a middle level mathematics

1 or science, (~~or~~) secondary mathematics or science, special education,
2 bilingual education, or English language learner endorsement.

3 (b) Individuals having an elementary education certificate but who
4 are not employed in positions requiring an elementary education
5 certificate shall pursue an endorsement only in middle level
6 mathematics or science (~~only~~), special education, bilingual
7 education, or English language learner.

8 **Sec. 302.** RCW 28A.660.050 and 2012 c 229 s 507 are each amended to
9 read as follows:

10 Subject to the availability of amounts appropriated for these
11 purposes, the conditional scholarship programs in this chapter are
12 created under the following guidelines:

13 (1) The programs shall be administered by the student achievement
14 council. In administering the programs, the council has the following
15 powers and duties:

16 (a) To adopt necessary rules and develop guidelines to administer
17 the programs;

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

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

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

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

30 (i) Be accepted and maintain enrollment in alternative
31 certification routes through a professional educator standards board-
32 approved program;

33 (ii) Continue to make satisfactory progress toward completion of
34 the alternative route certification program and receipt of a residency
35 teaching certificate; and

36 (iii) Receive no more than the annual amount of the scholarship,
37 not to exceed eight thousand dollars, for the cost of tuition, fees,

1 and educational expenses, including books, supplies, and transportation
2 for the alternative route certification program in which the recipient
3 is enrolled. The council may adjust the annual award by the average
4 rate of resident undergraduate tuition and fee increases at the state
5 universities as defined in RCW 28B.10.016.

6 (b) The pipeline for paraeducators conditional scholarship program
7 is limited to qualified paraeducators as provided by RCW 28A.660.042.
8 In order to receive conditional scholarship awards, recipients shall:

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

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

17 (iii) Receive no more than the annual amount of the scholarship,
18 not to exceed four thousand dollars, for the cost of tuition, fees, and
19 educational expenses, including books, supplies, and transportation for
20 the alternative route certification program in which the recipient is
21 enrolled. The student achievement council may adjust the annual award
22 by the average rate of tuition and fee increases at the state community
23 and technical colleges.

24 (c) The educator retooling (~~((to teach mathematics and science))~~)
25 conditional scholarship program is limited to current K-12 teachers.
26 In order to receive conditional scholarship awards:

27 (i) Individuals currently employed as teachers shall pursue a
28 middle level mathematics or science, (~~((or))~~) secondary mathematics or
29 science, special education, bilingual education, or English language
30 learner endorsement; or

31 (ii) Individuals who are certificated with an elementary education
32 endorsement shall pursue an endorsement in middle level mathematics or
33 science, (~~((or both))~~) special education, bilingual education, or English
34 language learner; and

35 (iii) Individuals shall use one of the pathways to endorsement
36 processes to receive (~~((a mathematics or science))~~) the endorsement, (~~((or~~
37 ~~both,))~~) which shall include passing (~~((a mathematics or science))~~) the

1 associated endorsement test((7)) or ((~~both~~)) tests, plus observation
2 and completing applicable coursework to attain the proper endorsement;
3 and

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

8 (3) The Washington professional educator standards board shall
9 select individuals to receive conditional scholarships. In selecting
10 recipients, preference shall be given to eligible veterans or national
11 guard members. In awarding educator retooling scholarships to support
12 additional bilingual education and English language learner
13 endorsements, the board shall give preference to: Teachers seeking
14 endorsements in order to be assigned to the transitional bilingual
15 instructional program under the provisions of RCW 28A.180.040(2),
16 teachers assigned to schools required under state or federal
17 accountability measures to implement a plan for improvement, and
18 teachers assigned to schools whose enrollment of English language
19 learner students has increased an average of more than five percent per
20 year over the previous three years.

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

30 (5) Recipients who fail to fulfill the required teaching obligation
31 are required to repay the remaining loan principal with interest and
32 any other applicable fees. The student achievement council shall adopt
33 rules to define the terms for repayment, including applicable interest
34 rates, fees, and deferments. The student achievement council must
35 provide regular reports to the professional educator standards board
36 that include the enrollment, employment, and repayment status of
37 recipients of all scholarships under this section and the certificate

1 number of recipients who have successfully completed a certification
2 program.

3 (6) The student achievement council may deposit all appropriations,
4 collections, and any other funds received for the program in this
5 chapter in the future teachers conditional scholarship account
6 authorized in RCW 28B.102.080. Funds received by the professional
7 educator standards board for the program in this chapter may be
8 transferred to the student achievement council for deposit in the
9 future teachers conditional scholarship account.

10 **Sec. 303.** RCW 28A.180.040 and 2013 2nd sp.s. c 9 s 4 are each
11 amended to read as follows:

12 (1) Every school district board of directors shall:

13 (a) Make available to each eligible pupil transitional bilingual
14 instruction to achieve competency in English, in accord with rules of
15 the superintendent of public instruction;

16 (b) Wherever feasible, ensure that communications to parents
17 emanating from the schools shall be appropriately bilingual for those
18 parents of pupils in the bilingual instruction program;

19 (c) Determine, by administration of an English test approved by the
20 superintendent of public instruction the number of eligible pupils
21 enrolled in the school district at the beginning of a school year and
22 thereafter during the year as necessary in individual cases;

23 (d) Ensure that a student who is a child of a military family in
24 transition and who has been assessed as in need of, or enrolled in, a
25 bilingual instruction program, the receiving school shall initially
26 honor placement of the student into a like program.

27 (i) The receiving school shall determine whether the district's
28 program is a like program when compared to the sending school's
29 program; and

30 (ii) The receiving school may conduct subsequent assessments
31 pursuant to RCW 28A.180.090 to determine appropriate placement and
32 continued enrollment in the program;

33 (e) Before the conclusion of each school year, measure each
34 eligible pupil's improvement in learning the English language by means
35 of a test approved by the superintendent of public instruction;

36 (f) Provide in-service training for teachers, counselors, and other
37 staff, who are involved in the district's transitional bilingual

1 program. Such training shall include appropriate instructional
2 strategies for children of culturally different backgrounds, use of
3 curriculum materials, and program models; and

4 (g) Make available a program of instructional support for up to two
5 years immediately after pupils exit from the program, for exited pupils
6 who need assistance in reaching grade-level performance in academic
7 subjects even though they have achieved English proficiency for
8 purposes of the transitional bilingual instructional program.

9 (2) Beginning in the 2018-19 school year, all classroom teachers
10 assigned using funds for the transitional bilingual instructional
11 program to provide supplemental instruction for eligible pupils must
12 hold an endorsement in bilingual education or English language learner,
13 or both.

14 (3) The definitions in Article II of RCW 28A.705.010 apply to
15 subsection (1)(d) of this section.

16 PART IV

17 ENGLISH LANGUAGE LEARNER ACCOUNTABILITY

18 NEW SECTION. Sec. 401. (1) The office of the superintendent of
19 public instruction shall convene an English language learner
20 accountability task force to design a performance-based accountability
21 system for the transitional bilingual instructional program. The task
22 force must include representatives from the educational opportunity gap
23 oversight and accountability committee, the state ethnic commissions,
24 the governor's office of tribal affairs, the office of the education
25 ombudsman, the civil rights office within the office of the
26 superintendent of public instruction, parents, community
27 representatives, and program directors and teachers from school
28 districts of different sizes and with different English language
29 learner student populations.

30 (2) The task force must review the research literature to identify
31 evidence-based program designs and instructional strategies for English
32 language learners to achieve English proficiency.

33 (3) The task force must identify performance benchmarks for
34 transitional bilingual instructional programs, including:

35 (a) Benchmarks based on performance of eligible and exited

1 students, including performance in English language and performance in
2 other academic areas, based on state learning standards; and

3 (b) Benchmarks based on program characteristics that research
4 suggests are associated with students achieving English proficiency,
5 such as staff qualifications and training and the level of supplemental
6 instruction for students.

7 (4) The task force must design an accountability system for the
8 program that includes reporting and monitoring of benchmark performance
9 and tiered levels of support and technical assistance for schools and
10 districts based on benchmark performance. The design of the system
11 must also include a reduction in requirements for schools and districts
12 to submit program applications and program plans for state approval, to
13 be replaced with a focus on program outcomes.

14 (5) The task force must submit a report first to the educational
15 opportunity gap oversight and accountability committee and the quality
16 education council, and then to the education committees of the
17 legislature, with recommendations for the design of the accountability
18 system and any policy changes, statutory changes, or resources
19 necessary for its implementation. An interim report is due to the
20 legislative education committees by January 15, 2015, and a final
21 report is due by September 30, 2015.

22 (6) This section expires July 1, 2016.

23 NEW SECTION. **Sec. 402.** A new section is added to chapter 28A.657
24 RCW to read as follows:

25 At the beginning of each school year, the office of the
26 superintendent of public instruction shall identify schools that
27 experienced a significant increase during the previous two school years
28 in enrollment of English language learner students as compared to
29 previous enrollment trends. The office shall notify the schools, and
30 school districts in which the schools are located must provide the
31 cultural competence professional development and training developed
32 under section 203 of this act for classified, certificated
33 instructional, and administrative staff of the schools. The
34 professional development and training may be delivered by an
35 educational service district, through district in-service, or by
36 another qualified provider, including in partnership with the local
37 community.

1 **PART V**

2 **RECRUITMENT AND RETENTION OF EDUCATORS**

3 NEW SECTION. **Sec. 501.** (1) The professional educator standards
4 board and the office of the superintendent of public instruction shall
5 convene a work group to revise and update the model framework and
6 curriculum, as well as the program of study, for high school career and
7 technical education courses related to careers in education.

8 (2) The revised careers in education courses must incorporate:

9 (a) Standards for cultural competence developed by the professional
10 educator standards board under RCW 28A.410.270;

11 (b) The most recent competency standards established by the
12 professional educator standards board and new research on best
13 practices for educator preparation and development; and

14 (c) Curriculum and activities used by the recruiting Washington
15 teachers program under RCW 28A.415.370.

16 (3) The revisions must be completed before the 2015-16 school year.

17 (4) This section expires September 1, 2016.

18 NEW SECTION. **Sec. 502.** A new section is added to chapter 28A.410
19 RCW to read as follows:

20 (1) Subject to funds appropriated specifically for this purpose,
21 the professional educator standards board shall convene a work group to
22 design an articulated pathway for teacher preparation and certification
23 that has the characteristics described in this section. The work group
24 must include representatives of community and technical college
25 paraeducator apprenticeship and certificate programs, colleges of
26 education, teacher and paraeducator associations, and the office of the
27 superintendent of public instruction.

28 (2) An articulated pathway for teacher preparation and
29 certification includes:

30 (a) Paraeducator certificate and apprenticeship programs that offer
31 course credits that apply to transferrable associate degrees and are
32 aligned with the standards and competencies for teachers adopted by the
33 professional educator standards board;

34 (b) Associate degree programs that build on and do not duplicate
35 the courses and competencies of paraeducator certificate programs,
36 incorporate field experiences, are aligned with the standards and

1 competencies for teachers adopted by the professional educator
2 standards board, and are transferrable to bachelor's degree in
3 education programs and teacher certification programs;

4 (c) Bachelor's degree programs that lead to teacher certification
5 that build on and do not duplicate the courses and competencies of
6 transferrable associate degrees; and

7 (d) Incorporation of the standards for cultural competence
8 developed by the professional educator standards board under RCW
9 28A.410.270 throughout the courses and curriculum of the pathway,
10 particularly focusing on multicultural education and principles of
11 language acquisition.

12 (3) The professional educator standards board must submit a report
13 to the education committees of the legislature by January 10, 2015,
14 comparing the current status of pathways for teacher certification to
15 the elements of the articulated pathway. The report must highlight
16 gaps and recommend strategies to address them.

17 (4) The professional educator standards board and the state board
18 for community and technical colleges may exercise their respective
19 authorities regarding program approval to implement the articulated
20 pathway for teacher preparation and certification under this section in
21 approved teacher certification programs and certificate and degree
22 programs offered by community and technical colleges.

23 NEW SECTION. **Sec. 503.** A new section is added to chapter 28B.50
24 RCW to read as follows:

25 Beginning with the 2015-16 academic year, any community or
26 technical college that offers an apprenticeship program or certificate
27 program for paraeducators must provide candidates the opportunity to
28 earn transferrable course credits within the program. The programs
29 must also incorporate the standards for cultural competence, including
30 multicultural education and principles of language acquisition,
31 developed by the professional educator standards board under RCW
32 28A.410.270.

33 NEW SECTION. **Sec. 504.** If specific funding for the purposes of
34 section 202 of this act, referencing section 202 of this act by bill or
35 chapter number and section number, is not provided by June 30, 2014, in

1 the omnibus appropriations act, section 202 of this act is null and
2 void.

3 NEW SECTION. **Sec. 505.** If specific funding for the purposes of
4 section 402 of this act, referencing section 402 of this act by bill or
5 chapter number and section number, is not provided by June 30, 2014, in
6 the omnibus appropriations act, section 402 of this act is null and
7 void.

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