

**SSB 6052** - S AMD TO S-3394.1 **513**

By Senator Hasegawa

WITHDRAWN 06/29/2015

1 On page 295, after line 28, insert the following:

2  
3 NEW SECTION. **Sec. 983.** (1) The legislature has already  
4 established that it is a goal of the state to provide for a public  
5 school system that gives all students the opportunity to achieve  
6 personal and academic success. This goal contains within it a  
7 promise of excellence and opportunity for all students, not just  
8 some students. In 2012, in *McCleary v. State of Washington*, the  
9 Washington supreme court reaffirmed the positive constitutional  
10 right of every student by noting, "No child is excluded." In  
11 establishing the educational opportunity gap oversight and  
12 accountability committee in 2009, the legislature recognized that  
13 additional work was needed to fulfill the promise of excellence and  
14 opportunity for students of certain demographic groups, including  
15 English language learners.

16 (2) In its 2015 report to the legislature, the educational  
17 opportunity gap oversight and accountability committee made the  
18 following recommendations in keeping with its statutory purpose,  
19 which is to recommend specific policies and strategies to close the  
20 educational opportunity gap:

21 (a) Reduce the length of time students of color are excluded  
22 from school due to suspension and expulsion and provide students  
23 support for reengagement plans;

24 (b) Enhance the cultural competence of current and future  
25 educators and classified staff;

26 (c) Endorse all educators in English language learner and second  
27 language acquisition;

1 (d) Account for the transitional bilingual instruction program  
2 instructional services provided to English language learner  
3 students;

4 (e) Analyze the opportunity gap through deeper disaggregation of  
5 student demographic data;

6 (f) Invest in the recruitment, hiring, and retention of  
7 educators of color;

8 (g) Incorporate integrated student services and family  
9 engagement; and

10 (h) Strengthen student transitions at each stage of the  
11 education development pathway: Early learning to elementary,  
12 elementary to secondary, secondary to college and career.

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

25 (4) Therefore, the legislature intends to adopt policies and  
26 programs to implement the six recommendations of the educational  
27 opportunity gap oversight and accountability committee and fulfill  
28 its promise of excellence and opportunity for all students.

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30 **Sec. 984.** RCW 28A.600.490 and 2013 2nd sp.s. c 18 s 301 are  
31 each amended to read as follows:

32 (1) The office of the superintendent of public instruction shall  
33 convene a discipline task force to develop standard definitions for  
34 causes of student disciplinary actions taken at the discretion of

1 the school district. The task force must also develop data  
2 collection standards for disciplinary actions that are discretionary  
3 and for disciplinary actions that result in the exclusion of a  
4 student from school. The data collection standards must include data  
5 about education services provided while a student is subject to a  
6 disciplinary action, the status of petitions for readmission to the  
7 school district when a student has been excluded from school, credit  
8 retrieval during a period of exclusion, and school dropout as a  
9 result of disciplinary action.

10 (2) The discipline task force shall include representatives from  
11 the K-12 data governance group, the educational opportunity gap  
12 oversight and accountability committee, the state ethnic  
13 commissions, the governor's office of Indian affairs, the office of  
14 the education (~~(ombudsman {ombuds})~~) ombuds, school districts,  
15 tribal representatives, and other education and advocacy  
16 organizations.

17 (3) The office of the superintendent of public instruction and  
18 the K-12 data governance group shall revise the statewide student  
19 data system to incorporate the student discipline data collection  
20 standards recommended by the discipline task force, and begin  
21 collecting data based on the revised standards in the 2015-16 school  
22 year.

23

24 NEW SECTION. **Sec. 985.** A new section is added to chapter  
25 28A.320 RCW to read as follows:

26 (1) School districts shall annually disseminate discipline  
27 policies and procedures to students, families, and the community.

28 (2) School districts shall use disaggregated data collected  
29 pursuant to RCW 28A.300.042 to monitor the impact of the school  
30 district's discipline policies and procedures.

31 (3) School districts, in consultation with school district  
32 staff, students, families, and the community, shall periodically  
33 review and update their discipline rules, policies, and procedures.

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1        NEW SECTION.    **Sec. 986.**    A new section is added to chapter  
2 28A.345 RCW to read as follows:

3        (1) The Washington state school directors' association shall  
4 create model school district discipline policies and procedures and  
5 post these models publicly by December 1, 2015. In developing these  
6 model policies and procedures, the association shall request  
7 technical assistance and guidance from the equity and civil rights  
8 office within the office of the superintendent of public instruction  
9 and the Washington state human rights commission. The model policies  
10 and procedures shall be updated as necessary.

11        (2) School districts shall adopt discipline policies and  
12 procedures consistent with the model policy by April 1, 2016.

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14        NEW SECTION.    **Sec. 987.**    A new section is added to chapter  
15 28A.415 RCW to read as follows:

16        (1) The office of the superintendent of public instruction shall  
17 develop a training program to support the implementation of  
18 discipline policies and procedures under chapter 28A.600 RCW.

19        (2) School districts are strongly encouraged to provide the  
20 trainings to all school and district staff interacting with  
21 students, including instructional staff and noninstructional staff,  
22 as well as within a reasonable time following any substantive change  
23 to school discipline policies or procedures.

24        (3) To the maximum extent feasible, the trainings must  
25 incorporate or adapt existing online training or curriculum,  
26 including securing materials or curriculum under contract or  
27 purchase agreements within available funds.

28        (4) The trainings must be developed in modules that allow:

29        (a) Access to material over a reasonable number of training  
30 sessions;

31        (b) Delivery in person or online; and

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

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1       **Sec. 988.** RCW 28A.600.015 and 2013 2nd sp.s. c 18 s 302 are  
2 each amended to read as follows:

3       (1) The superintendent of public instruction shall adopt and  
4 distribute to all school districts lawful and reasonable rules  
5 prescribing the substantive and procedural due process guarantees of  
6 pupils in the common schools. Such rules shall authorize a school  
7 district to use informal due process procedures in connection with  
8 the short-term suspension of students to the extent constitutionally  
9 permissible: PROVIDED, That the superintendent of public instruction  
10 deems the interest of students to be adequately protected. When a  
11 student suspension or expulsion is appealed, the rules shall  
12 authorize a school district to impose the suspension or expulsion  
13 temporarily after an initial hearing for no more than ten  
14 consecutive school days or until the appeal is decided, whichever is  
15 earlier. Any days that the student is temporarily suspended or  
16 expelled before the appeal is decided shall be applied to the term  
17 of the student suspension or expulsion and shall not limit or extend  
18 the term of the student suspension or expulsion. An expulsion or  
19 suspension of a student may not be for an indefinite period of time.

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

22       (3) Emergency expulsions must end or be converted to another  
23 form of corrective action within ten school days from the date of  
24 the emergency removal from school. Notice and due process rights  
25 must be provided when an emergency expulsion is converted to another  
26 form of corrective action.

27       (4) School districts may not impose long-term suspension or  
28 expulsion as a form of discretionary discipline.

29       (5) As used in this chapter, "discretionary discipline" means a  
30 disciplinary action taken by a school district for student behavior  
31 that violates rules of student conduct adopted by a school district  
32 board of directors under RCW 28A.600.010 and 28A.600.015, but does  
33 not constitute action taken in response to any of the following:

34       (a) A violation of RCW 28A.600.420;

1       (b) An offense in RCW 13.04.155; or  
2       (c) Two or more violations of RCW 9A.46.120, 9.41.280,  
3 28A.600.455, 28A.635.020, or 28A.635.060 within a three-year period.

4       (6) Except as provided in RCW 28A.600.420, school districts are  
5 not required to impose long-term suspension or expulsion for  
6 behavior that constitutes a violation or offense listed under  
7 subsection (5)(a) through (c) of this section and should first  
8 consider alternative actions.

9       (7) School districts may not suspend the provision of  
10 educational services to a student as a disciplinary action. A  
11 student may be excluded from a particular classroom or instructional  
12 or activity area for the period of suspension or expulsion, but the  
13 school district must provide an opportunity for a student to receive  
14 educational services during a period of suspension or expulsion.

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16       **Sec. 989.** RCW 28A.600.020 and 2013 2nd sp.s. c 18 s 303 are  
17 each amended to read as follows:

18       (1) The rules adopted pursuant to RCW 28A.600.010 shall be  
19 interpreted to ensure that the optimum learning atmosphere of the  
20 classroom is maintained, and that the highest consideration is given  
21 to the judgment of qualified certificated educators regarding  
22 conditions necessary to maintain the optimum learning atmosphere.

23       (2) Any student who creates a disruption of the educational  
24 process in violation of the building disciplinary standards while  
25 under a teacher's immediate supervision may be excluded by the  
26 teacher from his or her individual classroom and instructional or  
27 activity area for all or any portion of the balance of the school  
28 day, or up to the following two days, or until the principal or  
29 designee and teacher have conferred, whichever occurs first. Except  
30 in emergency circumstances, the teacher first must attempt one or  
31 more alternative forms of corrective action. In no event without the  
32 consent of the teacher may an excluded student return to the class  
33 during the balance of that class or activity period or up to the

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1 following two days, or until the principal or his or her designee  
2 and the teacher have conferred.

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

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

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

27 (i) Engages in two or more violations within a three-year period  
28 of RCW 9A.46.120, ((~~28A.320.135~~)) 28A.600.455, 28A.600.460,  
29 28A.635.020, 28A.600.020, 28A.635.060, or 9.41.280(~~(or~~  
30 ~~28A.320.140~~)); or

31 (ii) Engages in one or more of the offenses listed in RCW  
32 13.04.155.

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

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

24 (7) Nothing in this section prevents a public school district,  
25 educational service district, the Washington state center for  
26 childhood deafness and hearing loss, or the state school for the  
27 blind if it has suspended or expelled a student from the student's  
28 regular school setting from providing educational services to the  
29 student in an alternative setting or modifying the suspension or  
30 expulsion on a case-by-case basis. An alternative setting should be  
31 comparable, equitable, and appropriate to the regular education  
32 services a student would have received without the exclusionary  
33 discipline. Example alternative settings include alternative high  
34 schools, one-on-one tutoring, and online learning.



1       **Sec. 990.** RCW 28A.600.022 and 2013 2nd sp.s. c 18 s 308 are  
2 each amended to read as follows:

3       (1) School districts should make efforts to have suspended or  
4 expelled students return to an educational setting as soon as  
5 possible. School districts (~~should~~) must convene a meeting with  
6 the student and the student's parents or guardians within twenty  
7 days of the student's long-term suspension or expulsion, but no  
8 later than five days before the student's enrollment, to discuss a  
9 plan to reengage the student in a school program. Families must have  
10 access to, provide meaningful input on, and have the opportunity to  
11 participate in a culturally sensitive and culturally responsive  
12 reengagement plan.

13       (2) In developing a reengagement plan, school districts should  
14 consider shortening the length of time that the student is suspended  
15 or expelled, other forms of corrective action, and supportive  
16 interventions that aid in the student's academic success and keep  
17 the student engaged and on track to graduate. School districts must  
18 create a reengagement plan tailored to the student's individual  
19 circumstances, including consideration of the incident that led to  
20 the student's long-term suspension or expulsion. The plan should aid  
21 the student in taking the necessary steps to remedy the situation  
22 that led to the student's suspension or expulsion.

23       (3) Any reengagement meetings conducted by the school district  
24 involving the suspended or expelled student and his or her parents  
25 or guardians are not intended to replace a petition for readmission.  
26

27       **Sec. 991.** RCW 43.41.400 and 2012 c 229 s 585 are each amended  
28 to read as follows:

29       (1) An education data center shall be established in the office  
30 of financial management. The education data center shall jointly,  
31 with the legislative evaluation and accountability program  
32 committee, conduct collaborative analyses of early learning, K-12,  
33 and higher education programs and education issues across the P-20  
34 system, which includes the department of early learning, the

1 superintendent of public instruction, the professional educator  
2 standards board, the state board of education, the state board for  
3 community and technical colleges, the workforce training and  
4 education coordinating board, the student achievement council,  
5 public and private nonprofit four-year institutions of higher  
6 education, and the employment security department. The education  
7 data center shall conduct collaborative analyses under this section  
8 with the legislative evaluation and accountability program committee  
9 and provide data electronically to the legislative evaluation and  
10 accountability program committee, to the extent permitted by state  
11 and federal confidentiality requirements. The education data center  
12 shall be considered an authorized representative of the state  
13 educational agencies in this section under applicable federal and  
14 state statutes for purposes of accessing and compiling student  
15 record data for research purposes.

16 (2) The education data center shall:

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

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

27 (c) Collaborate with the legislative evaluation and  
28 accountability program committee and the education and fiscal  
29 committees of the legislature in identifying the data to be compiled  
30 and analyzed to ensure that legislative interests are served;

31 (d) Annually provide to the K-12 data governance group a list of  
32 data elements and data quality improvements that are necessary to  
33 answer the research and policy questions identified by the education  
34 data center and have been identified by the legislative committees

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

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

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

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

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

25 (i) Prepare a regular report on the educational and workforce  
26 outcomes of youth in the juvenile justice system, using data  
27 disaggregated by age, and by ethnic categories and racial subgroups  
28 in accordance with RCW 28A.300.042; and

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

32 (3) The department of early learning, superintendent of public  
33 instruction, professional educator standards board, state board of  
34 education, state board for community and technical colleges,

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

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24 **Sec. 992.** RCW 13.50.010 and 2014 c 175 s 2 and 2014 c 117 s 5  
25 are each reenacted and amended to read as follows:

26 (1) For purposes of this chapter:

27 (a) "Juvenile justice or care agency" means any of the  
28 following: Police, diversion units, court, prosecuting attorney,  
29 defense attorney, detention center, attorney general, the  
30 legislative children's oversight committee, the office of the family  
31 and children's ombuds, the department of social and health services  
32 and its contracting agencies, schools; persons or public or private  
33 agencies having children committed to their custody; and any  
34 placement oversight committee created under RCW 72.05.415;

1 (b) "Official juvenile court file" means the legal file of the  
2 juvenile court containing the petition or information, motions,  
3 memorandums, briefs, findings of the court, and court orders;

4 (c) "Records" means the official juvenile court file, the social  
5 file, and records of any other juvenile justice or care agency in  
6 the case;

7 (d) "Social file" means the juvenile court file containing the  
8 records and reports of the probation counselor.

9 (2) Each petition or information filed with the court may  
10 include only one juvenile and each petition or information shall be  
11 filed under a separate docket number. The social file shall be filed  
12 separately from the official juvenile court file.

13 (3) It is the duty of any juvenile justice or care agency to  
14 maintain accurate records. To this end:

15 (a) The agency may never knowingly record inaccurate  
16 information. Any information in records maintained by the department  
17 of social and health services relating to a petition filed pursuant  
18 to chapter 13.34 RCW that is found by the court to be false or  
19 inaccurate shall be corrected or expunged from such records by the  
20 agency;

21 (b) An agency shall take reasonable steps to assure the security  
22 of its records and prevent tampering with them; and

23 (c) An agency shall make reasonable efforts to insure the  
24 completeness of its records, including action taken by other  
25 agencies with respect to matters in its files.

26 (4) Each juvenile justice or care agency shall implement  
27 procedures consistent with the provisions of this chapter to  
28 facilitate inquiries concerning records.

29 (5) Any person who has reasonable cause to believe information  
30 concerning that person is included in the records of a juvenile  
31 justice or care agency and who has been denied access to those  
32 records by the agency may make a motion to the court for an order  
33 authorizing that person to inspect the juvenile justice or care  
34 agency record concerning that person. The court shall grant the

1 motion to examine records unless it finds that in the interests of  
2 justice or in the best interests of the juvenile the records or  
3 parts of them should remain confidential.

4 (6) A juvenile, or his or her parents, or any person who has  
5 reasonable cause to believe information concerning that person is  
6 included in the records of a juvenile justice or care agency may  
7 make a motion to the court challenging the accuracy of any  
8 information concerning the moving party in the record or challenging  
9 the continued possession of the record by the agency. If the court  
10 grants the motion, it shall order the record or information to be  
11 corrected or destroyed.

12 (7) The person making a motion under subsection (5) or (6) of  
13 this section shall give reasonable notice of the motion to all  
14 parties to the original action and to any agency whose records will  
15 be affected by the motion.

16 (8) The court may permit inspection of records by, or release of  
17 information to, any clinic, hospital, or agency which has the  
18 subject person under care or treatment. The court may also permit  
19 inspection by or release to individuals or agencies, including  
20 juvenile justice advisory committees of county law and justice  
21 councils, engaged in legitimate research for educational,  
22 scientific, or public purposes. Each person granted permission to  
23 inspect juvenile justice or care agency records for research  
24 purposes shall present a notarized statement to the court stating  
25 that the names of juveniles and parents will remain confidential.

26 (9) The court shall release to the caseload forecast council the  
27 records needed for its research and data-gathering functions. Access  
28 to caseload forecast data may be permitted by the council for  
29 research purposes only if the anonymity of all persons mentioned in  
30 the records or information will be preserved.

31 (10) Juvenile detention facilities shall release records to the  
32 caseload forecast council upon request. The commission shall not  
33 disclose the names of any juveniles or parents mentioned in the  
34 records without the named individual's written permission.

1 (11) Requirements in this chapter relating to the court's  
2 authority to compel disclosure shall not apply to the legislative  
3 children's oversight committee or the office of the family and  
4 children's ombuds.

5 (12) For the purpose of research only, the administrative office  
6 of the courts shall maintain an electronic research copy of all  
7 records in the judicial information system related to juveniles.  
8 Access to the research copy is restricted to the (~~Washington state~~  
9 ~~center for court research~~) administrative office of the courts for  
10 research purposes as authorized by the supreme court or by state  
11 statute. The (~~Washington state center for court research~~)  
12 administrative office of the courts shall maintain the  
13 confidentiality of all confidential records and shall preserve the  
14 anonymity of all persons identified in the research copy. Data  
15 contained in the research copy may be shared with other governmental  
16 agencies as authorized by state statute, pursuant to data-sharing  
17 and research agreements, and consistent with applicable security and  
18 confidentiality requirements. The research copy may not be subject  
19 to any records retention schedule and must include records destroyed  
20 or removed from the judicial information system pursuant to RCW  
21 13.50.270 and 13.50.100(3).

22 (13) The court shall release to the Washington state office of  
23 public defense records needed to implement the agency's oversight,  
24 technical assistance, and other functions as required by RCW  
25 2.70.020. Access to the records used as a basis for oversight,  
26 technical assistance, or other agency functions is restricted to the  
27 Washington state office of public defense. The Washington state  
28 office of public defense shall maintain the confidentiality of all  
29 confidential information included in the records.

30

31 NEW SECTION. Sec. 973. A new section is added to chapter  
32 28A.345 RCW to read as follows:

33 The Washington state school directors' association, in  
34 consultation with the office of the superintendent of public

1 instruction, the professional educator standards board, the steering  
2 committee established in RCW 28A.405.100, and the educational  
3 opportunity gap oversight and accountability committee, must develop  
4 a plan for the creation and delivery of cultural competency training  
5 for school board directors and superintendents. The training program  
6 must also include the foundational elements of cultural competence,  
7 focusing on multicultural education and principles of English  
8 language acquisition, including information regarding best practices  
9 to implement the tribal history and culture curriculum. The content  
10 of the training must be aligned with the standards for cultural  
11 competence developed by the professional educator standards board  
12 under RCW 28A.410.270.

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14       **Sec. 974.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to  
15 read as follows:

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

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

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

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

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

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

33       (e) Strategies for achieving maximum rater agreement;

34       (f) Evaluator feedback protocols in the evaluation systems;



1 (g) Examples of high quality teaching and leadership; and  
2 (h) Methods to link the evaluation process to ongoing educator  
3 professional development.

4 (3) The training program must also include the foundational  
5 elements of cultural competence, focusing on multicultural education  
6 and principles of English language acquisition, including  
7 information regarding best practices to implement the tribal history  
8 and culture curriculum. The content of the training must be aligned  
9 with the standards for cultural competence developed by the  
10 professional educator standards board under RCW 28A.410.270. The  
11 office of the superintendent of public instruction, in consultation  
12 with the professional educator standards board, the steering  
13 committee established in RCW 28A.405.100, and the educational  
14 opportunity gap oversight and accountability committee, must  
15 integrate the content for cultural competence into the overall  
16 training for principals, administrators, and teachers to support the  
17 revised 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  
21 contract or purchase agreements within available funds. Multiple  
22 modes of instruction should be incorporated including videos of  
23 classroom teaching, participatory exercises, and other engaging  
24 combinations of online audio, video, and print presentation.

25 ~~((4))~~ (5) The professional development program must be  
26 developed 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  
32 instruction must maintain a web site that includes the online  
33 professional development materials along with sample evaluation  
34 forms and templates, links to relevant research on evaluation and on

1 high quality teaching and leadership, samples of contract and  
2 collective bargaining language on key topics, examples of multiple  
3 measures of teacher and principal performance, suggestions for data  
4 to measure student growth, and other tools that will assist school  
5 districts in implementing the revised evaluation systems.

6 ~~((+6))~~ (7) The office of the superintendent of public  
7 instruction must identify the number of in-service training hours  
8 associated with each professional development module and develop a  
9 way for users to document their completion of the training.  
10 Documented completion of the training under this section is  
11 considered approved in-service training for the purposes of RCW  
12 28A.415.020.

13 ~~((+7))~~ (8) The office of the superintendent of public  
14 instruction shall periodically update the modules to reflect new  
15 topics and research on performance evaluation so that the training  
16 serves as an ongoing source of continuing education and professional  
17 development.

18 ~~((+8))~~ (9) The office of the superintendent of public  
19 instruction shall work with the educational service districts to  
20 provide clearinghouse services for the identification and  
21 publication of professional development opportunities for teachers  
22 and principals that align with performance evaluation criteria.

23  
24 **Sec. 975.** RCW 28A.405.120 and 2012 c 35 s 2 are each amended to  
25 read as follows:

26 (1) School districts shall require each administrator, each  
27 principal, or other supervisory personnel who has responsibility for  
28 evaluating classroom teachers or principals to have training in  
29 evaluation procedures.

30 (2) Before school district implementation of the revised  
31 evaluation systems required under RCW 28A.405.100, principals and  
32 administrators who have evaluation responsibilities must engage in  
33 professional development designed to implement the revised systems  
34 and maximize rater agreement. The professional development to

1 support the revised evaluation systems must also include  
2 foundational elements of cultural competence, focusing on  
3 multicultural education and principles of English language  
4 acquisition.

5

6 NEW SECTION. Sec. 976. A new section is added to chapter  
7 28A.415 RCW to read as follows:

8 (1) The office of the superintendent of public instruction, in  
9 collaboration with the educational opportunity gap oversight and  
10 accountability committee, the professional educator standards board,  
11 colleges of education, and representatives from diverse communities  
12 and community-based organizations, must develop a content outline  
13 for professional development and training in cultural competence for  
14 school staff.

15 (2) The content of the cultural competence professional  
16 development and training must be aligned with the standards  
17 developed by the professional educator standards board under RCW  
18 28A.410.270. The training program must also include the foundational  
19 elements of cultural competence, focusing on multicultural education  
20 and principles of English language acquisition, including  
21 information regarding best practices to implement the tribal history  
22 and culture curriculum.

23 (3) The cultural competence professional development and  
24 training must contain components that are appropriate for classified  
25 school staff and district administrators as well as certificated  
26 instructional staff and principals at the building level. The  
27 professional development and training must also contain components  
28 suitable for delivery by individuals from the local community or  
29 community-based organizations with appropriate expertise.

30 (4) The legislature encourages educational service districts and  
31 school districts to use the cultural competence professional  
32 development and training developed under this section and provide  
33 opportunities for all school and school district staff to gain

34

1 knowledge and skills in cultural competence, including in  
2 partnership with their local communities.

3

4 NEW SECTION. **Sec. 977.** A new section is added to chapter  
5 28A.657 RCW to read as follows:

6 Required action districts as provided in RCW 28A.657.030, and  
7 districts with schools that receive the federal school improvement  
8 grant under the American recovery and reinvestment act of 2009, and  
9 districts with schools identified by the superintendent of public  
10 instruction as priority or focus are strongly encouraged to provide  
11 the cultural competence professional development and training  
12 developed under RCW 28A.405.106, 28A.405.120, and section 204 of  
13 this act for classified, certificated instructional, and  
14 administrative staff of the school. The professional development and  
15 training may be delivered by an educational service district,  
16 through district in-service, or by another qualified provider,  
17 including in partnership with the local community.

18

19 **Sec. 978.** RCW 28A.660.045 and 2007 c 396 s 7 are each amended  
20 to read as follows:

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

30 (2) Entry requirements for candidates include:

31 (a) Current K-12 teachers shall pursue a middle level  
32 mathematics or science, ((~~or~~)) secondary mathematics or science,  
33 special education, bilingual education, or English language learner  
34 endorsement.

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

6  
7 **Sec. 979.** RCW 28A.660.050 and 2012 c 229 s 507 are each amended  
8 to read as follows:

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

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

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

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

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

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

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

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

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

1 (iii) Receive no more than the annual amount of the scholarship,  
2 not to exceed eight thousand dollars, for the cost of tuition, fees,  
3 and educational expenses, including books, supplies, and  
4 transportation for the alternative route certification program in  
5 which the recipient is enrolled. The council may adjust the annual  
6 award by the average rate of resident undergraduate tuition and fee  
7 increases at the state universities as defined in RCW 28B.10.016.

8 (b) The pipeline for paraeducators conditional scholarship  
9 program is limited to qualified paraeducators as provided by RCW  
10 28A.660.042. In order to receive conditional scholarship awards,  
11 recipients shall:

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

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

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

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

31 (i) Individuals currently employed as teachers shall pursue a  
32 middle level mathematics or science, (~~((or))~~) secondary mathematics or  
33 science, special education, bilingual education, or English language  
34 learner endorsement; or

1 (ii) Individuals who are certificated with an elementary  
2 education endorsement shall pursue an endorsement in middle level  
3 mathematics or science, (~~or both~~) special education, bilingual  
4 education, or English language learner; and

5 (iii) Individuals shall use one of the pathways to endorsement  
6 processes to receive (~~a mathematics or science~~) the endorsement,  
7 (~~or both~~) which shall include passing (~~a mathematics or~~  
8 ~~science~~) the associated endorsement test(~~7~~) or (~~both~~) tests,  
9 plus observation and completing applicable coursework to attain the  
10 proper endorsement; and

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

16 (3) The Washington professional educator standards board shall  
17 select individuals to receive conditional scholarships. In selecting  
18 recipients, preference shall be given to eligible veterans or  
19 national guard members. In awarding conditional scholarships to  
20 support additional bilingual education or English language learner  
21 endorsements, the board shall also give preference to teachers  
22 assigned to schools required under state or federal accountability  
23 measures to implement a plan for improvement, and to teachers  
24 assigned to schools whose enrollment of English language learner  
25 students has increased an average of more than five percent per year  
26 over the previous three years.

27 (4) For the purpose of this chapter, a conditional scholarship  
28 is a loan that is forgiven in whole or in part in exchange for  
29 service as a certificated teacher employed in a Washington state K-  
30 12 public school. The state shall forgive one year of loan  
31 obligation for every two years a recipient teaches in a public  
32 school. Recipients who fail to continue a course of study leading to  
33 residency teacher certification or cease to teach in a public school  
34

1 in the state of Washington in their endorsement area are required to  
2 repay the remaining loan principal with interest.

3 (5) Recipients who fail to fulfill the required teaching  
4 obligation are required to repay the remaining loan principal with  
5 interest and any other applicable fees. The student achievement  
6 council shall adopt rules to define the terms for repayment,  
7 including applicable interest rates, fees, and deferments.

8 (6) The student achievement council may deposit all  
9 appropriations, collections, and any other funds received for the  
10 program in this chapter in the future teachers conditional  
11 scholarship account authorized in RCW 28B.102.080.

12

13 **Sec. 980.** RCW 28A.180.040 and 2013 2nd sp.s. c 9 s 4 are each  
14 amended to read as follows:

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

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

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

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

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

31 (i) The receiving school shall determine whether the district's  
32 program is a like program when compared to the sending school's  
33 program; and

34



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

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

8 (f) Provide in-service training for teachers, counselors, and  
9 other staff, who are involved in the district's transitional  
10 bilingual program. Such training shall include appropriate  
11 instructional strategies for children of culturally different  
12 backgrounds, use of curriculum materials, and program models; and

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

18 (2) Beginning in the 2019-20 school year, all classroom teachers  
19 assigned using funds for the transitional bilingual instruction  
20 program to provide supplemental instruction for eligible pupils must  
21 hold an endorsement in bilingual education or English language  
22 learner, or both.

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

25

26 **Sec. 981.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each  
27 amended to read as follows:

28 The superintendent of public instruction shall develop an  
29 evaluation system designed to measure increases in the English and  
30 academic proficiency of eligible pupils. When developing the system,  
31 the superintendent shall:

32 (1) Require school districts to assess potentially eligible  
33 pupils within ten days of registration using an English proficiency  
34 assessment or assessments as specified by the superintendent of

1 public instruction. Results of these assessments shall be made  
2 available to both the superintendent of public instruction and the  
3 school district;

4 (2) Require school districts to annually assess all eligible  
5 pupils at the end of the school year using an English proficiency  
6 assessment or assessments as specified by the superintendent of  
7 public instruction. Results of these assessments shall be made  
8 available to both the superintendent of public instruction and the  
9 school district;

10 (3) Develop a system to evaluate increases in the English and  
11 academic proficiency of students who are, or were, eligible pupils.  
12 This evaluation shall include students when they are in the program  
13 and after they exit the program until they finish their K-12 career  
14 or transfer from the school district. The purpose of the evaluation  
15 system is to inform schools, school districts, parents, and the  
16 state of the effectiveness of the transitional bilingual programs in  
17 school and school districts in teaching these students English and  
18 other content areas, such as mathematics and writing; and

19 ~~(4) ((Report to the education and fiscal committees of the~~  
20 ~~legislature by November 1, 2002, regarding the development of the~~  
21 ~~systems described in this section and a timeline for the full~~  
22 ~~implementation of those systems. The legislature shall approve and~~  
23 ~~provide funding for the evaluation system in subsection (3) of this~~  
24 ~~section before any implementation of the system developed under~~  
25 ~~subsection (3) of this section may occur.))~~ Provide school districts  
26 with technical assistance and support in selecting research-based  
27 program models, instructional materials, and professional  
28 development for program staff, including disseminating information  
29 about best practices and innovative programs. The information must  
30 include research about the differences between conversational  
31 language proficiency, academic language proficiency, and subject-  
32 specific language proficiency and the implications this research has  
33 on instructional practices and evaluation of program effectiveness.  
34

1 NEW SECTION. **Sec. 982.** A new section is added to chapter  
2 28A.657 RCW to read as follows:

3 At the beginning of each school year, the office of the  
4 superintendent of public instruction shall identify schools in the  
5 top five percent of schools with the highest percent growth during  
6 the previous two school years in enrollment of English language  
7 learner students as compared to previous enrollment trends. The  
8 office shall notify the identified schools, and the school districts  
9 in which the schools are located are strongly encouraged to provide  
10 the cultural competence professional development and training  
11 developed under RCW 28A.405.106, 28A.405.120, and section 204 of  
12 this act for classified, certificated instructional, and  
13 administrative staff of the schools. The professional development  
14 and training may be delivered by an educational service district,  
15 through district in-service, or by another qualified provider,  
16 including in partnership with the local community.

17

18 **Sec. 983.** RCW 28A.300.042 and 2013 2nd sp.s. c 18 s 307 are  
19 each amended to read as follows:

20 (1) Beginning with the 2017-18 school year, and using the phase-  
21 in provided in subsection (2) of this section, the superintendent of  
22 public instruction must collect and school districts must submit all  
23 student-level data using the United States department of education  
24 2007 race and ethnicity reporting guidelines, including the  
25 subracial and subethnic categories within those guidelines, with the  
26 following modifications:

27 (a) Further disaggregation of the Black category to  
28 differentiate students of African origin and students native to the  
29 United States with African ancestors;

30 (b) Further disaggregation of countries of origin for Asian  
31 students;

32 (c) Further disaggregation of the White category to include  
33 subethnic categories for Eastern European nationalities that have  
34 significant populations in Washington; and

1 (d) For students who report as multiracial, collection of their  
2 racial and ethnic combination of categories.

3 (2) Beginning with the 2017-18 school year, school districts  
4 shall collect student-level data as provided in subsection (1) of  
5 this section for all newly enrolled students, including transfer  
6 students. When the students enroll in a different school within the  
7 district, school districts shall resurvey the newly enrolled  
8 students for whom subracial and subethnic categories were not  
9 previously collected. School districts may resurvey other students.

10 (3) All student data-related reports required of the  
11 superintendent of public instruction in this title must be  
12 disaggregated by at least the following subgroups of students:  
13 White, Black, Hispanic, American Indian/Alaskan Native, Asian,  
14 Pacific Islander/Hawaiian Native, low income, transitional  
15 bilingual, migrant, special education, and students covered by  
16 section 504 of the federal rehabilitation act of 1973, as amended  
17 (29 U.S.C. Sec. 794).

18 ~~((2))~~ (4) All student data-related reports ~~((required of))~~  
19 prepared by the superintendent of public instruction regarding  
20 student suspensions and expulsions as required ~~((in RCW~~  
21 ~~28A.300.046))~~ under this title are subject to disaggregation by  
22 subgroups including:

- 23 (a) Gender;
- 24 (b) Foster care;
- 25 (c) Homeless, if known;
- 26 (d) School district;
- 27 (e) School;
- 28 (f) Grade level;
- 29 (g) Behavior infraction code, including:
  - 30 (i) Bullying;
  - 31 (ii) Tobacco;
  - 32 (iii) Alcohol;
  - 33 (iv) Illicit drug;
  - 34 (v) Fighting without major injury;

1 (vi) Violence without major injury;  
2 (vii) Violence with major injury;  
3 (viii) Possession of a weapon; and  
4 (ix) Other behavior resulting from a short-term or long-term  
5 suspension, expulsion, or interim alternative education setting  
6 intervention;  
7 (h) Intervention applied, including:  
8 (i) Short-term suspension;  
9 (ii) Long-term suspension;  
10 (iii) Emergency expulsion;  
11 (iv) Expulsion;  
12 (v) Interim alternative education settings;  
13 (vi) No intervention applied; and  
14 (vii) Other intervention applied that is not described in this  
15 subsection (~~(2)~~) (4)(h);  
16 (i) Number of days a student is suspended or expelled, to be  
17 counted in half or full days; and  
18 (j) Any other categories added at a future date by the data  
19 governance group.  
20 (~~(3)~~) (5) All student data-related reports required of the  
21 superintendent of public instruction regarding student suspensions  
22 and expulsions as required in RCW 28A.300.046 are subject to cross-  
23 tabulation at a minimum by the following:  
24 (a) School and district;  
25 (b) Race, low income, special education, transitional bilingual,  
26 migrant, foster care, homeless, students covered by section 504 of  
27 the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec.  
28 794), and categories to be added in the future;  
29 (c) Behavior infraction code; and  
30 (d) Intervention applied.  
31 (6) The K-12 data governance group shall develop the data  
32 protocols and guidance for school districts in the collection of  
33 data as required under this section, and the office of the  
34 superintendent of public instruction shall modify the statewide

1 student data system as needed. The office of the superintendent of  
2 public instruction shall also incorporate training for school staff  
3 on best practices for collection of data on student race and  
4 ethnicity in other training or professional development related to  
5 data provided by the office.

6  
7 NEW SECTION. **Sec. 984.** The office of the superintendent of  
8 public instruction shall convene a task force to review the United  
9 States department of education 2007 race and ethnicity reporting  
10 guidelines and develop race and ethnicity guidance for the state.  
11 The task force must include representatives from the educational  
12 opportunity gap oversight and accountability committee, the ethnic  
13 commissions, the governor's office of Indian affairs, and a diverse  
14 group of parents. The guidance must clarify for students and  
15 families why information about race and ethnicity is collected and  
16 how students and families can help school administrators properly  
17 identify them. The guidance must also describe the best practices  
18 for school administrators to use when identifying the race and  
19 ethnicity of students and families. The task force must use the  
20 United States census and the American community survey in the  
21 development of the guidance.

22  
23 **Sec. 985.** RCW 28A.300.505 and 2007 c 401 s 5 are each amended  
24 to read as follows:

25 (1) The office of the superintendent of public instruction shall  
26 develop standards for school data systems that focus on validation  
27 and verification of data entered into the systems to ensure accuracy  
28 and compatibility of data. The standards shall address but are not  
29 limited to the following topics:

30 (a) Date validation;

31 (b) Code validation, which includes gender, race or ethnicity,  
32 and other code elements;

33 (c) Decimal and integer validation; and

34

1 (d) Required field validation as defined by state and federal  
2 requirements.

3 (2) The superintendent of public instruction shall develop a  
4 reporting format and instructions for school districts to collect  
5 and submit data on student demographics that is disaggregated (~~by~~  
6 ~~distinct ethnic categories within racial subgroups so that analyses~~  
7 ~~may be conducted on student achievement using the disaggregated~~  
8 ~~data~~) as required under RCW 28A.300.042.

9  
10 NEW SECTION. Sec. 986. (1) To increase the visibility of the  
11 opportunity gap in schools with small subgroups of students and to  
12 hold schools accountable to individual student-level support, by  
13 July 1, 2016, the office of the superintendent of public  
14 instruction, in cooperation with the K-12 data governance group  
15 established within the office of the superintendent of public  
16 instruction, the education data center established within the office  
17 of financial management, and the state board of education, shall  
18 adopt a rule that the only student data that should not be reported  
19 for public reporting and accountability is data where the school or  
20 district has fewer than ten students in a grade level or student  
21 subgroup.

22 (2) This section expires August 1, 2017.

23  
24 NEW SECTION. Sec. 986. (1) The professional educator standards  
25 board and the office of the superintendent of public instruction  
26 shall convene a work group to revise and update the model framework  
27 and curriculum, as well as the program of study, for high school  
28 career and technical education courses related to careers in  
29 education.

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

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

33

34

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

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

6 (3) The revisions must be completed before the 2016-17 school  
7 year.

8 (4) This section expires September 1, 2017.

9

10 **Sec. 987.** RCW 28A.300.507 and 2009 c 548 s 203 are each amended  
11 to read as follows:

12 (1) A K-12 data governance group shall be established within the  
13 office of the superintendent of public instruction to assist in the  
14 design and implementation of a K-12 education data improvement  
15 system for financial, student, and educator data. It is the intent  
16 that the data system reporting specifically serve requirements for  
17 teachers, parents, superintendents, school boards, the office of the  
18 superintendent of public instruction, the legislature, and the  
19 public.

20 (2) The K-12 data governance group shall include representatives  
21 of the education data center, the office of the superintendent of  
22 public instruction, the legislative evaluation and accountability  
23 program committee, the professional educator standards board, the  
24 state board of education, and school district staff, including  
25 information technology staff. Additional entities with expertise in  
26 education data may be included in the K-12 data governance group.

27 (3) The K-12 data governance group shall:

28 (a) Identify the critical research and policy questions that  
29 need to be addressed by the K-12 education data improvement system;

30 (b) Identify reports and other information that should be made  
31 available on the internet in addition to the reports identified in  
32 subsection (5) of this section;

33 (c) Create a comprehensive needs requirement document detailing  
34 the specific information and technical capacity needed by school



1 districts and the state to meet the legislature's expectations for a  
2 comprehensive K-12 education data improvement system as described  
3 under RCW 28A.655.210;

4 (d) Conduct a gap analysis of current and planned information  
5 compared to the needs requirement document, including an analysis of  
6 the strengths and limitations of an education data system and  
7 programs currently used by school districts and the state, and  
8 specifically the gap analysis must look at the extent to which the  
9 existing data can be transformed into canonical form and where  
10 existing software can be used to meet the needs requirement  
11 document;

12 (e) Focus on financial and cost data necessary to support the  
13 new K-12 financial models and funding formulas, including any  
14 necessary changes to school district budgeting and accounting, and  
15 on assuring the capacity to link data across financial, student, and  
16 educator systems; and

17 (f) Define the operating rules and governance structure for K-12  
18 data collections, ensuring that data systems are flexible and able  
19 to adapt to evolving needs for information, within an objective and  
20 orderly data governance process for determining when changes are  
21 needed and how to implement them. Strong consideration must be made  
22 to the current practice and cost of migration to new requirements.  
23 The operating rules should delineate the coordination, delegation,  
24 and escalation authority for data collection issues, business rules,  
25 and performance goals for each K-12 data collection system,  
26 including:

27 (i) Defining and maintaining standards for privacy and  
28 confidentiality;

29 (ii) Setting data collection priorities;

30 (iii) Defining and updating a standard data dictionary;

31 (iv) Ensuring data compliance with the data dictionary;

32 (v) Ensuring data accuracy; and

33 (vi) Establishing minimum standards for school, student,

34 financial, and teacher data systems. Data elements may be specified

1 "to the extent feasible" or "to the extent available" to collect  
2 more and better data sets from districts with more flexible  
3 software. Nothing in RCW 43.41.400, this section, or RCW 28A.655.210  
4 should be construed to require that a data dictionary or reporting  
5 should be hobbled to the lowest common set. The work of the K-12  
6 data governance group must specify which data are desirable.  
7 Districts that can meet these requirements shall report the  
8 desirable data. Funding from the legislature must establish which  
9 subset data are absolutely required.

10 (4)(a) The K-12 data governance group shall provide updates on  
11 its work as requested by the education data center and the  
12 legislative evaluation and accountability program committee.

13 (b) The work of the K-12 data governance group shall be  
14 periodically reviewed and monitored by the educational data center  
15 and the legislative evaluation and accountability program committee.

16 (5) To the extent data is available, the office of the  
17 superintendent of public instruction shall make the following  
18 minimum reports available on the internet. The reports must either  
19 be run on demand against current data, or, if a static report, must  
20 have been run against the most recent data:

21 (a) The percentage of data compliance and data accuracy by  
22 school district;

23 (b) The magnitude of spending per student, by student estimated  
24 by the following algorithm and reported as the detailed summation of  
25 the following components:

26 (i) An approximate, prorated fraction of each teacher or human  
27 resource element that directly serves the student. Each human  
28 resource element must be listed or accessible through online  
29 tunneling in the report;

30 (ii) An approximate, prorated fraction of classroom or building  
31 costs used by the student;

32 (iii) An approximate, prorated fraction of transportation costs  
33 used by the student; and

34

1 (iv) An approximate, prorated fraction of all other resources  
2 within the district. District-wide components should be  
3 disaggregated to the extent that it is sensible and economical;

4 (c) The cost of K-12 basic education, per student, by student,  
5 by school district, estimated by the algorithm in (b) of this  
6 subsection, and reported in the same manner as required in (b) of  
7 this subsection;

8 (d) The cost of K-12 special education services per student, by  
9 student receiving those services, by school district, estimated by  
10 the algorithm in (b) of this subsection, and reported in the same  
11 manner as required in (b) of this subsection;

12 (e) Improvement on the statewide assessments computed as both a  
13 percentage change and absolute change on a scale score metric by  
14 district, by school, and by teacher that can also be filtered by a  
15 student's length of full-time enrollment within the school district;

16 (f) Number of K-12 students per classroom teacher on a per  
17 teacher basis;

18 (g) Number of K-12 classroom teachers per student on a per  
19 student basis;

20 (h) Percentage of a classroom teacher per student on a per  
21 student basis; (~~and~~)

22 (i) Percentage of classroom teachers per school district and per  
23 school disaggregated as described in RCW 28A.300.042(1) for student-  
24 level data;

25 (j) Average length of service of classroom teachers per school  
26 district and per school disaggregated as described in RCW  
27 28A.300.042(1) for student-level data; and

28 (k) The cost of K-12 education per student by school district  
29 sorted by federal, state, and local dollars.

30 (6) The superintendent of public instruction shall submit a  
31 preliminary report to the legislature by November 15, 2009,  
32 including the analyses by the K-12 data governance group under  
33 subsection (3) of this section and preliminary options for  
34 addressing identified gaps. A final report, including a proposed

1 phase-in plan and preliminary cost estimates for implementation of a  
2 comprehensive data improvement system for financial, student, and  
3 educator data shall be submitted to the legislature by September 1,  
4 2010.

5 (7) All reports and data referenced in this section and RCW  
6 43.41.400 and 28A.655.210 shall be made available in a manner  
7 consistent with the technical requirements of the legislative  
8 evaluation and accountability program committee and the education  
9 data center so that selected data can be provided to the  
10 legislature, governor, school districts, and the public.

11 (8) Reports shall contain data to the extent it is available.  
12 All reports must include documentation of which data are not  
13 available or are estimated. Reports must not be suppressed because  
14 of poor data accuracy or completeness. Reports may be accompanied  
15 with documentation to inform the reader of why some data are missing  
16 or inaccurate or estimated.

17

18 NEW SECTION. **Sec. 988.** A new section is added to chapter  
19 43.215 RCW to read as follows:

20 The department, in collaboration with the office of the  
21 superintendent of public instruction, shall create a community  
22 information and involvement plan to inform home-based, tribal, and  
23 family early learning providers of the early achievers program under  
24 RCW 43.215.100.

25

26 NEW SECTION. **Sec. 989.** A new section is added to chapter  
27 28A.300 RCW to read as follows:

28 (1) The Washington integrated student supports protocol is  
29 established. The protocol shall be developed by the center for the  
30 improvement of student learning, established in RCW 28A.300.130,  
31 based on the framework described in this section. The purposes of  
32 the protocol include:

33

34

1 (a) Supporting a school-based approach to promoting the success  
2 of all students by coordinating academic and nonacademic supports to  
3 reduce barriers to academic achievement and educational attainment;

4 (b) Fulfilling a vision of public education where educators  
5 focus on education, students focus on learning, and auxiliary  
6 supports enable teaching and learning to occur unimpeded;

7 (c) Encouraging the creation, expansion, and quality improvement  
8 of community-based supports that can be integrated into the academic  
9 environment of schools and school districts;

10 (d) Increasing public awareness of the evidence showing that  
11 academic outcomes are a result of both academic and nonacademic  
12 factors; and

13 (e) Supporting statewide and local organizations in their  
14 efforts to provide leadership, coordination, technical assistance,  
15 professional development, and advocacy to implement high-quality,  
16 evidence-based, student-centered, coordinated approaches throughout  
17 the state.

18 (2)(a) The Washington integrated student supports protocol must  
19 be sufficiently flexible to adapt to the unique needs of schools and  
20 districts across the state, yet sufficiently structured to provide  
21 all students with the individual support they need for academic  
22 success.

23 (b) The essential framework of the Washington integrated student  
24 supports protocol includes:

25 (i) Needs assessments: A needs assessment must be conducted for  
26 all at-risk students in order to develop or identify the needed  
27 academic and nonacademic supports within the students' school and  
28 community. These supports must be coordinated to provide students  
29 with a package of mutually reinforcing supports designed to meet the  
30 individual needs of each student.

31 (ii) Integration and coordination: The school and district  
32 leadership and staff must develop close relationships with providers  
33 of academic and nonacademic supports to enhance the effectiveness of  
34 the protocol.

1 (iii) Community partnerships: Community partners must be engaged  
2 to provide nonacademic supports to reduce barriers to students'  
3 academic success, including supports to students' families.

4 (iv) Data driven: Students' needs and outcomes must be tracked  
5 over time to determine student progress and evolving needs.

6 (c) The framework must facilitate the ability of any academic or  
7 nonacademic provider to support the needs of at-risk students,  
8 including, but not limited to: Out-of-school providers, social  
9 workers, mental health counselors, physicians, dentists, speech  
10 therapists, and audiologists.

11  
12 NEW SECTION. **Sec. 990.** (1) The legislature intends to  
13 integrate the delivery of various academic and nonacademic programs  
14 and services through a single protocol. This coordination and  
15 consolidation of assorted services, such as expanded learning  
16 opportunities, mental health, medical screening, and access to food  
17 and housing, is intended to reduce barriers to academic achievement  
18 and educational attainment by weaving together existing public and  
19 private resources needed to support student success in school.

20 (2) The office of the superintendent of public instruction shall  
21 create a work group to determine how to best implement the framework  
22 described in section 801 of this act throughout the state.

23 (3) The work group must be composed of the following members,  
24 who must reflect the geographic diversity across the state:

25 (a) The superintendent of public instruction or the  
26 superintendent's designee;

27 (b) Three principals and three superintendents representing  
28 districts with diverse characteristics, selected by state  
29 associations of principals and superintendents, respectively;

30 (c) A representative from a statewide organization specializing  
31 in out-of-school learning;

32 (d) A representative from an organization with expertise in the  
33 needs of homeless students;

34

1 (e) A school counselor from an elementary school, a middle  
2 school, and a high school, selected by a state association of school  
3 counselors;

4 (f) A representative of an organization that is an expert on a  
5 multitiered system of supports; and

6 (g) A representative from a career and technical student  
7 organization.

8 (4) The superintendent of public instruction shall consult and  
9 may contract for services with a national nonpartisan, nonprofit  
10 research center that has provided data and analyses to improve  
11 policies and programs serving children and youth for over thirty-  
12 five years.

13 (5) The work group must submit to the appropriate committees of  
14 the legislature a report recommending policies that need to be  
15 adopted or revised to implement the framework described in section  
16 801 of this act throughout the state by October 1, 2016. The work  
17 group must submit a preliminary report by October 1, 2015, and a  
18 final report by October 1, 2016.

19 (6) This section expires August 1, 2017.

20

21 **Sec. 991.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are  
22 each amended to read as follows:

23 (1) (~~Beginning in the 2015-16 school year, expenditure of funds~~  
24 ~~from the learning assistance program must be consistent with the~~  
25 ~~provisions of RCW 28A.655.235.~~

26 ~~(2))~~ Use of best practices that have been demonstrated through  
27 research to be associated with increased student achievement  
28 magnifies the opportunities for student success. To the extent they  
29 are included as a best practice or strategy in one of the state  
30 menus or an approved alternative under this section or RCW  
31 28A.655.235, the following are services and activities that may be  
32 supported by the learning assistance program:

33 (a) Extended learning time opportunities occurring:

34 (i) Before or after the regular school day;

1 (ii) On Saturday; and  
2 (iii) Beyond the regular school year;  
3 (b) Services under RCW 28A.320.190;  
4 (c) The integrated student supports protocol and services under  
5 section 801 of this act;  
6 (d) Professional development for certificated and classified  
7 staff that focuses on:  
8 (i) The needs of a diverse student population;  
9 (ii) Specific literacy and mathematics content and instructional  
10 strategies; and  
11 (iii) The use of student work to guide effective instruction and  
12 appropriate assistance;  
13 ~~((d))~~ (e) Consultant teachers to assist in implementing  
14 effective instructional practices by teachers serving participating  
15 students;  
16 ~~((e))~~ (f) Tutoring support for participating students;  
17 ~~((f))~~ (g) Outreach activities and support for parents of  
18 participating students, including employing parent and family  
19 engagement coordinators; and  
20 ~~((g))~~ (h) Up to five percent of a district's learning  
21 assistance program allocation may be used for development of  
22 partnerships with community-based organizations, educational service  
23 districts, and other local agencies to deliver academic and  
24 nonacademic supports to participating students who are significantly  
25 at risk of not being successful in school to reduce barriers to  
26 learning, increase student engagement, and enhance students'  
27 readiness to learn. The ~~((office of the superintendent of public~~  
28 ~~instruction))~~ school board must approve in an open meeting any  
29 community-based organization or local agency before learning  
30 assistance funds may be expended.  
31 ~~((3))~~ (2) In addition to the state menu developed under RCW  
32 28A.655.235, the office of the superintendent of public instruction  
33 shall convene a panel of experts, including the Washington state  
34 institute for public policy, to develop additional state menus of



1 best practices and strategies for use in the learning assistance  
2 program to assist struggling students at all grade levels in English  
3 language arts and mathematics (~~(and reduce disruptive behaviors in~~  
4 ~~the classroom)~~). The office of the superintendent of public  
5 instruction shall publish the state menus by July 1, 2015, and  
6 update the state menus by each July 1st thereafter.

7 ~~((4))~~ (3)(a) Beginning in the 2016-17 school year, except as  
8 provided in (b) of this subsection, school districts must use a  
9 practice or strategy that is on a state menu developed under  
10 subsection ~~((3))~~ (2) of this section or RCW 28A.655.235.

11 (b) Beginning in the 2016-17 school year, school districts may  
12 use a practice or strategy that is not on a state menu developed  
13 under subsection ~~((3))~~ (2) of this section for two school years  
14 initially. If the district is able to demonstrate improved outcomes  
15 for participating students over the previous two school years at a  
16 level commensurate with the best practices and strategies on the  
17 state menu, the office of the superintendent of public instruction  
18 shall approve use of the alternative practice or strategy by the  
19 district for one additional school year. Subsequent annual approval  
20 by the superintendent of public instruction to use the alternative  
21 practice or strategy is dependent on the district continuing to  
22 demonstrate increased improved outcomes for participating students.

23 (c) Beginning in the 2016-17 school year, school districts may  
24 enter cooperative agreements with state agencies, local governments,  
25 or school districts for administrative or operational costs needed  
26 to provide services in accordance with the state menus developed  
27 under this section and RCW 28A.655.235.

28 ~~((5))~~ (4) School districts are encouraged to implement best  
29 practices and strategies from the state menus developed under this  
30 section and RCW 28A.655.235 before the use is required.

31

32 **Sec. 992.** RCW 28A.165.055 and 2013 2nd sp.s. c 18 s 205 are  
33 each amended to read as follows:

34

1 The funds for the learning assistance program shall be  
2 appropriated in accordance with RCW 28A.150.260 and the omnibus  
3 appropriations act. The distribution formula is for school district  
4 allocation purposes only, but funds appropriated for the learning  
5 assistance program must be expended for the purposes of RCW  
6 28A.165.005 through 28A.165.065 and 28A.655.235. The funds may also  
7 be appropriated for the integrated student supports protocol and  
8 services under section 801 of this act.

9

10 **Sec. 993.** RCW 28A.300.130 and 2009 c 578 s 6 are each amended  
11 to read as follows:

12 (1) To facilitate access to information and materials on  
13 educational improvement and research, the superintendent of public  
14 instruction(~~(, to the extent funds are appropriated,)~~) shall  
15 establish the center for the improvement of student learning. The  
16 center shall work in conjunction with parents, educational service  
17 districts, institutions of higher education, and education, parent,  
18 community, and business organizations.

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

22 (a) Serve as a clearinghouse for information regarding  
23 successful educational improvement and parental involvement programs  
24 in schools and districts, and information about efforts within  
25 institutions of higher education in the state to support educational  
26 improvement initiatives in Washington schools and districts;

27 (b) Provide best practices research that can be used to help  
28 schools develop and implement: Programs and practices to improve  
29 instruction; systems to analyze student assessment data, with an  
30 emphasis on systems that will combine the use of state and local  
31 data to monitor the academic progress of each and every student in  
32 the school district; comprehensive, school-wide improvement plans;  
33 school-based shared decision-making models; programs to promote  
34 lifelong learning and community involvement in education; school-to-

1 work transition programs; programs to meet the needs of highly  
2 capable students; programs and practices to meet the needs of  
3 students with disabilities; programs and practices to meet the  
4 diverse needs of students based on gender, racial, ethnic, economic,  
5 and special needs status; research, information, and technology  
6 systems; and other programs and practices that will assist educators  
7 in helping students learn the essential academic learning  
8 requirements;

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

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

15 (e) Provide training and consultation services, including  
16 conducting regional summer institutes;

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

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

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

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

31 (4) The superintendent may enter into contracts with individuals  
32 or organizations including but not limited to: School districts;  
33 educational service districts; educational organizations; teachers;  
34 higher education faculty; institutions of higher education; state

1 agencies; business or community-based organizations; and other  
2 individuals and organizations to accomplish the duties and  
3 responsibilities of the center. In carrying out the duties and  
4 responsibilities of the center, the superintendent, whenever  
5 possible, shall use practitioners to assist agency staff as well as  
6 assist educators and others in schools and districts.  
7 (5) The office of the superintendent of public instruction shall  
8 report to the legislature by September 1, 2007, and thereafter  
9 biennially, regarding the effectiveness of the center for the  
10 improvement of student learning, how the services provided by the  
11 center for the improvement of student learning have been used and by  
12 whom, and recommendations to improve the accessibility and application  
13 of knowledge and information that leads to improved student learning  
14 and greater family and community involvement in the public education  
15 system."

16

EFFECT:

- Prohibits long-term suspension or expulsion as a form of discretionary discipline and defines discretionary discipline; limits suspensions or expulsions to the length of an academic term and allows for a petition process to exceed that limit; and requires a reengagement meeting that includes the student's family.
- Requires that districts provide an opportunity for students to receive educational services during a period of suspension or expulsion.
- Requires districts to adopt discipline policies consistent with a model policy to be developed by Washington State School Directors Association (WSSDA); districts must disseminate, monitor, and review the policies.
- Directs the Office of Superintendent of Public Instruction (OSPI) to develop discipline policy training programs, and districts are strongly encouraged to provide training.
- Requires the Education Research and Data Center (ERDC) to prepare a regular report on the educational and workforce outcomes of youth in the juvenile justice system.
- Requires the development of cultural competence training for all school staff and encourages this training for all districts and specific schools.
- Requires all teachers assigned to the Transitional Bilingual Instructional Program (TBIP) to have a bilingual education or English language learner (ELL) endorsement beginning in

17

2019-20.

- Expands a conditional scholarship program to include teachers seeking special education, bilingual education, and ELL endorsements.
- Requires OSPI to provide districts with technical assistance and support related to language proficiency.
- Requires phased-in collection and reporting of student data disaggregated by sub-racial and sub-ethnic categories beginning in 2017-18.
- Requires OSPI to convene a taskforce to review and provide race and ethnicity reporting guidance.
- Requires reporting of racial and ethnic data related to teachers and their average length of service.
- Requires a workgroup be established to revise high school-level career and technical education courses related to careers in education.
- Requires the Department of Early Learning (DEL) to create a community information and involvement plan to inform early learning providers of the Early Achievers program.
- Establishes the Washington Integrated Student Supports Protocol (WISSP) to promote student success by coordinating academic and non-academic supports.
- Creates a workgroup to determine how to implement the WISSP.
- Changes provisions of the Learning Assistance Program (LAP) related to early literacy and reducing disruptive behavior and adds the WISSP to the list of services and activities that may be supported by LAP funds.
- Removes the limitation that the Center for the Improvement of Student Learning (CISL) is established and must perform certain functions only to the extent that funds are appropriated.

**FISCAL IMPACT:** \$7,048,566 General Fund - State

--- END ---