
HOUSE BILL 2607

State of Washington

64th Legislature

2016 Regular Session

By Representatives Magendanz, Muri, McCaslin, Griffey, Stambaugh, Harris, Haler, Stokesbary, and Zeiger

Read first time 01/15/16. Referred to Committee on Education.

1 AN ACT Relating to integrated student services and family
2 engagement; amending RCW 28A.165.035, 28A.165.055, and 28A.300.130;
3 adding a new section to chapter 28A.300 RCW; creating a new section;
4 and providing an expiration date.

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

6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
7 RCW to read as follows:

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

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

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

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

1 (d) Increasing public awareness of the evidence showing that
2 academic outcomes are a result of both academic and nonacademic
3 factors; and

4 (e) Supporting statewide and local organizations in their efforts
5 to provide leadership, coordination, technical assistance,
6 professional development, and advocacy to implement high-quality,
7 evidence-based, student-centered, coordinated approaches throughout
8 the state.

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

14 (b) The essential framework of the Washington integrated student
15 supports protocol includes:

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

22 (ii) Integration and coordination: The school and district
23 leadership and staff must develop close relationships with providers
24 of academic and nonacademic supports to enhance the effectiveness of
25 the protocol.

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

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

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

36 NEW SECTION. **Sec. 2.** (1) The legislature intends to integrate
37 the delivery of various academic and nonacademic programs and
38 services through a single protocol. This coordination and
39 consolidation of assorted services, such as expanded learning

1 opportunities, mental health, medical screening, and access to food
2 and housing, is intended to reduce barriers to academic achievement
3 and educational attainment by weaving together existing public and
4 private resources needed to support student success in school.

5 (2) The office of the superintendent of public instruction shall
6 create a work group to determine how to best implement the framework
7 described in section 1 of this act throughout the state.

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

10 (a) The superintendent of public instruction or the
11 superintendent's designee;

12 (b) Three principals and three superintendents representing
13 districts with diverse characteristics, selected by state
14 associations of principals and superintendents, respectively;

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

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

19 (e) A school counselor from an elementary school, a middle
20 school, and a high school, selected by a state association of school
21 counselors;

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

24 (g) A representative from a career and technical student
25 organization.

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

31 (5) The work group must submit to the appropriate committees of
32 the legislature a report recommending policies that need to be
33 adopted or revised to implement the framework described in section 1
34 of this act throughout the state by October 1, 2017. The work group
35 must submit a preliminary report by October 1, 2016, and a final
36 report by October 1, 2017.

37 (6) This section expires August 1, 2018.

38 **Sec. 3.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are each
39 amended to read as follows:

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

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

11 (a) Extended learning time opportunities occurring:

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

13 (ii) On Saturday; and

14 (iii) Beyond the regular school year;

15 (b) Services under RCW 28A.320.190;

16 (c) The integrated student supports protocol and services under
17 section 1 of this act;

18 (d) Professional development for certificated and classified
19 staff that focuses on:

20 (i) The needs of a diverse student population;

21 (ii) Specific literacy and mathematics content and instructional
22 strategies; and

23 (iii) The use of student work to guide effective instruction and
24 appropriate assistance;

25 ~~((d))~~ (e) Consultant teachers to assist in implementing
26 effective instructional practices by teachers serving participating
27 students;

28 ~~((e))~~ (f) Tutoring support for participating students;

29 ~~((f))~~ (g) Outreach activities and support for parents of
30 participating students, including employing parent and family
31 engagement coordinators; and

32 ~~((g))~~ (h) Up to five percent of a district's learning
33 assistance program allocation may be used for development of
34 partnerships with community-based organizations, educational service
35 districts, and other local agencies to deliver academic and
36 nonacademic supports to participating students who are significantly
37 at risk of not being successful in school to reduce barriers to
38 learning, increase student engagement, and enhance students'
39 readiness to learn. The ~~((office of the superintendent of public~~
40 ~~instruction))~~ school board must approve in an open meeting any

1 community-based organization or local agency before learning
2 assistance funds may be expended.

3 ~~((+3))~~ (2) In addition to the state menu developed under RCW
4 28A.655.235, the office of the superintendent of public instruction
5 shall convene a panel of experts, including the Washington state
6 institute for public policy, to develop additional state menus of
7 best practices and strategies for use in the learning assistance
8 program to assist struggling students at all grade levels in English
9 language arts and mathematics ~~((and reduce disruptive behaviors in
10 the classroom))~~. The office of the superintendent of public
11 instruction shall publish the state menus by July 1, 2015, and update
12 the state menus by each July 1st thereafter.

13 ~~((+4))~~ (3)(a) Beginning in the 2016-17 school year, except as
14 provided in (b) of this subsection, school districts must use a
15 practice or strategy that is on a state menu developed under
16 subsection ~~((+3))~~ (2) of this section or RCW 28A.655.235.

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

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

34 ~~((+5))~~ (4) School districts are encouraged to implement best
35 practices and strategies from the state menus developed under this
36 section and RCW 28A.655.235 before the use is required.

37 **Sec. 4.** RCW 28A.165.055 and 2013 2nd sp.s. c 18 s 205 are each
38 amended to read as follows:

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 1 of this act.

9 **Sec. 5.** RCW 28A.300.130 and 2009 c 578 s 6 are each amended to
10 read as follows:

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

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

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

26 (b) Provide best practices research that can be used to help
27 schools develop and implement: Programs and practices to improve
28 instruction; systems to analyze student assessment data, with an
29 emphasis on systems that will combine the use of state and local data
30 to monitor the academic progress of each and every student in the
31 school district; comprehensive, school-wide improvement plans;
32 school-based shared decision-making models; programs to promote
33 lifelong learning and community involvement in education; school-to-
34 work transition programs; programs to meet the needs of highly
35 capable students; programs and practices to meet the needs of
36 students with disabilities; programs and practices to meet the
37 diverse needs of students based on gender, racial, ethnic, economic,
38 and special needs status; research, information, and technology
39 systems; and other programs and practices that will assist educators

1 in helping students learn the essential academic learning
2 requirements;

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

5 (d) Work with appropriate organizations to inform teachers,
6 district and school administrators, and school directors about the
7 waivers available and the broadened school board powers under RCW
8 28A.320.015;

9 (e) Provide training and consultation services, including
10 conducting regional summer institutes;

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

14 (g) Work with parents, teachers, and school districts in
15 establishing a model absentee notification procedure that will
16 properly notify parents when their student has not attended a class
17 or has missed a school day. The office of the superintendent of
18 public instruction shall consider various types of communication with
19 parents including, but not limited to, (~~electronic-mail~~) email,
20 phone, and postal mail; and

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

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

25 (4) The superintendent may enter into contracts with individuals
26 or organizations including but not limited to: School districts;
27 educational service districts; educational organizations; teachers;
28 higher education faculty; institutions of higher education; state
29 agencies; business or community-based organizations; and other
30 individuals and organizations to accomplish the duties and
31 responsibilities of the center. In carrying out the duties and
32 responsibilities of the center, the superintendent, whenever
33 possible, shall use practitioners to assist agency staff as well as
34 assist educators and others in schools and districts.

35 (5) The office of the superintendent of public instruction shall
36 report to the legislature by September 1, 2007, and thereafter
37 biennially, regarding the effectiveness of the center for the
38 improvement of student learning, how the services provided by the
39 center for the improvement of student learning have been used and by
40 whom, and recommendations to improve the accessibility and

1 application of knowledge and information that leads to improved
2 student learning and greater family and community involvement in the
3 public education system.

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