

1 partners such as the department of early learning and the educational
2 service districts to establish early literacy benchmarks and standards
3 and to implement the Washington state comprehensive literacy plan;

4 (2) Disseminating research and information to school districts
5 about evidence-based programs and practices in reading readiness
6 skills, early literacy, and reading instruction;

7 (3) Providing statewide models to support school districts that are
8 implementing response to intervention initiatives, positive behavior
9 intervention support systems, or other similar comprehensive models of
10 data-based identification and early intervention; and

11 (4) Within available funds and in partnership with the educational
12 service districts, providing technical assistance and professional
13 development opportunities for school districts.

14 NEW SECTION. **Sec. 102.** A new section is added to chapter 28A.320
15 RCW to read as follows:

16 School districts are responsible for providing a comprehensive
17 system of instruction and services in reading and early literacy to
18 kindergarten through fourth grade students and their parents or
19 guardians that is based on the degree of student need for additional
20 support. Reading and early literacy systems provided by school
21 districts must include:

22 (1) Annual use of screening assessments and other tools to identify
23 at-risk readers in kindergarten through fourth grade, such as the
24 Washington kindergarten inventory of developing skills, the Washington
25 state early learning and development guidelines for birth through third
26 grade, the second grade reading assessment under RCW 28A.300.310, and
27 locally used assessments and other tools; and

28 (2) Research-based family involvement and engagement strategies,
29 including strategies to help families and guardians assist in improving
30 students' reading and early literacy skills at home.

31 NEW SECTION. **Sec. 103.** A new section is added to chapter 28A.415
32 RCW to read as follows:

33 (1) High-quality professional development is essential for
34 educators to keep abreast of the important advances in research that
35 are occurring regarding instructional strategies and curriculum.

1 Professional development in early literacy is especially important to
2 support the instruction of young readers since reading proficiency is
3 a crucial element for student academic success.

4 (2) Subject to funds appropriated for this specific purpose, the
5 office of the superintendent of public instruction shall create
6 partnerships with the educational service districts and public or
7 private institutions of higher education with approved educator
8 preparation programs to develop and deliver research-based professional
9 development learning opportunities in reading instruction and early
10 literacy for teachers of kindergarten through fourth grade students.

11 NEW SECTION. **Sec. 104.** A new section is added to chapter 28A.320
12 RCW to read as follows:

13 (1) Each school district shall require that report cards for
14 students in kindergarten through fourth grade include information
15 regarding how the student is progressing on acquiring reading skills
16 and whether the student is at grade level in reading.

17 (2) If a student is not reading at or above grade level, the
18 teacher, with the support of other school personnel as appropriate,
19 must explain to the parent or guardian which interventions and
20 strategies will be used to help improve the student's reading skills
21 and must provide strategies for parents or guardians to assist with
22 improving the student's reading skills at home.

23 (3) Each school shall report to the school district the number of
24 students in grades kindergarten through four who are reading below
25 grade level and the interventions that are being provided to improve
26 the reading skills of the students, with the information disaggregated
27 by subgroups of students. The school district shall aggregate the
28 reports from the schools and provide the reports to the office of the
29 superintendent of public instruction. The office of the superintendent
30 of public instruction shall submit a statewide report annually to the
31 education committees of the legislature and the educational opportunity
32 gap oversight and accountability committee.

33 NEW SECTION. **Sec. 105.** A new section is added to chapter 28A.655
34 RCW to read as follows:

35 (1) The definitions in this subsection apply throughout this

1 section and section 106 of this act unless the context clearly requires
2 otherwise.

3 (a) "Basic" means a score on the statewide student assessment at a
4 level two in a four-level scoring system.

5 (b) "Below basic" means a score on the statewide student assessment
6 at a level one in a four-level scoring system.

7 (c) "Not meet the state standard" means a score on the statewide
8 student assessment at either a level one or a level two in a four-level
9 scoring system.

10 (2) Beginning in the 2014-15 school year, for any student who
11 receives a score of below basic on the third grade statewide student
12 assessment in English language arts, a meeting must be scheduled before
13 the end of the school year between the student's parent or guardian,
14 teacher, and the principal of the school the student attends or the
15 principal's designee to discuss appropriate grade placement and
16 recommended intensive strategies to improve the student's reading
17 skills. For students to be placed in fourth grade, the strategies
18 discussed must include an intensive improvement strategy provided,
19 supported, or contracted by the school district that includes a summer
20 program or other option identified by the parents, teacher, principal,
21 or principal's designee as appropriately meeting the student's need to
22 prepare for fourth grade. The parents or guardians must be fully
23 informed about the strategies and the parent's or guardian's consent
24 must be obtained regarding the appropriate grade placement and the
25 intensive improvement strategy to be implemented. The school district
26 must implement the strategy selected in consultation with the student's
27 parents or guardians.

28 (3) If a student does not have a score in English language arts on
29 the third grade statewide student assessment but the district
30 determines, using district or classroom-based diagnostic assessments or
31 another standardized assessment, that the student's performance is
32 equivalent to below basic in English language arts, the policy in
33 subsection (2) of this section applies.

34 (4) Students participating in the transitional bilingual
35 instruction program are exempt from the policy in subsection (2) of
36 this section, unless the student has participated in the transitional
37 bilingual instruction program for three school years and receives a

1 score of below basic on the third grade statewide student assessment in
2 English language arts.

3 (5) Students with disabilities whose individualized education
4 program includes specially designed instruction in reading or English
5 language arts are exempt from subsections (2), (3), and (4) of this
6 section. Communication and consultation with parents or guardians of
7 such students shall occur through the individualized education program
8 process required under chapter 28A.155 RCW and associated
9 administrative rules.

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

12 (1)(a) Beginning in the 2015-16 school year, except as otherwise
13 provided in this subsection (1), for any student who received a score
14 of basic or below basic on the third grade statewide student assessment
15 in English language arts in the previous school year, the school
16 district must implement an intensive reading and literacy improvement
17 strategy from a state menu of best practices established in accordance
18 with subsection (3) of this section or an alternative strategy in
19 accordance with subsection (4) of this section.

20 (b) Reading and literacy improvement strategies for students with
21 disabilities whose individualized education program includes specially
22 designed instruction in reading or English language arts shall be as
23 provided in the individualized education program.

24 (2)(a) Also beginning in the 2015-16 school year, in any school
25 where more than forty percent of the tested students received a score
26 of basic or below basic on the third grade statewide student assessment
27 in English language arts in the previous school year, as calculated
28 under this subsection (2), the school district must implement an
29 intensive reading and literacy improvement strategy from a state menu
30 of best practices established in accordance with subsection (3) of this
31 section or an alternative strategy in accordance with subsection (4) of
32 this section for all students in grades kindergarten through four at
33 the school.

34 (b) For the purposes of this subsection (2), the office of the
35 superintendent of public instruction shall exclude the following from
36 the calculation of a school's percentage of tested students receiving

1 a score of basic or below basic on the third grade statewide student
2 assessment:

3 (i) Students enrolled in the transitional bilingual instruction
4 program;

5 (ii) Students with disabilities whose individualized education
6 program specifies a different standard to measure reading performance
7 than is required for the statewide student assessment; and

8 (iii) Schools with fewer than ten students in third grade.

9 (3) The office of the superintendent of public instruction shall
10 convene a panel of experts to develop a state menu of best practices
11 and strategies for intensive reading and literacy improvement designed
12 to assist struggling students in reaching grade level in reading by the
13 end of fourth grade. The state menu must also include best practices
14 and strategies to improve the reading and literacy of students who are
15 English language learners and for system improvements that schools and
16 school districts can implement to improve reading instruction for all
17 students. The office of the superintendent of public instruction shall
18 publish the state menu by July 1, 2014, and update the state menu by
19 each July 1st thereafter.

20 (4) School districts may use an alternative practice or strategy
21 that is not on a state menu developed under subsection (3) of this
22 section for two school years initially. If the district is able to
23 demonstrate improved outcomes for participating students over the
24 previous two school years at a level commensurate with the best
25 practices and strategies on the state menu, the office of the
26 superintendent of public instruction must approve use of the
27 alternative practice or strategy by the district for one additional
28 school year. Subsequent annual approval by the superintendent of
29 public instruction to use the alternative practice or strategy is
30 dependent on the district continuing to demonstrate an increase in
31 improved outcomes for participating students.

32 PART II

33 REQUIRING THE LEARNING ASSISTANCE PROGRAM TO BE EVIDENCE-BASED

34 **Sec. 201.** RCW 28A.165.005 and 2009 c 548 s 701 are each amended to
35 read as follows:

36 (1) This chapter is designed to: ~~((1))~~ (a) Promote the use of

1 ((assessment)) data when developing programs to assist underachieving
2 students and reduce disruptive behaviors in the classroom; and ((+2))
3 (b) guide school districts in providing the most effective and
4 efficient practices when implementing supplemental instruction and
5 services to assist underachieving students and reduce disruptive
6 behaviors in the classroom.

7 (2) School districts implementing a learning assistance program
8 shall focus first on addressing the needs of students in grades
9 kindergarten through four who are deficient in reading or reading
10 readiness skills to improve reading literacy.

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

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

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

19 (+2)) "Basic skills areas" means reading, writing, and mathematics
20 as well as readiness associated with these skills.

21 ((+3)) (2) "Participating student" means a student in kindergarten
22 through grade twelve who scores below standard for his or her grade
23 level using multiple measures of performance, including on the
24 statewide student assessments or other assessments and performance
25 measurement tools administered by the school or district and who is
26 identified ((in)) by the ((approved plan)) district to receive
27 services.

28 ((+4)) (3) "Statewide student assessments" means one or more of
29 the (~~several basic skills assessments administered as part of the~~
30 ~~state's student assessment system, and assessments in the basic skills~~
31 ~~areas)) assessments administered by ((local)) school districts as
32 required under RCW 28A.655.070.~~

33 ((+5)) (4) "Underachieving students" means students with the
34 greatest academic deficits in basic skills as identified by ((the))
35 statewide, school, or district assessments or other performance
36 measurement tools.

1 **Sec. 203.** RCW 28A.165.035 and 2008 c 321 s 4 are each amended to
2 read as follows:

3 (1) Beginning in the 2015-16 school year, expenditure of funds from
4 the learning assistance program must be consistent with the provisions
5 of section 106 of this act.

6 (2) Use of best practices that have been demonstrated through
7 research to be associated with increased student achievement magnifies
8 the opportunities for student success. To the extent they are included
9 as a best practice or strategy in one of the state menus or an approved
10 alternative under this section or section 106 of this act, the
11 following are services and activities that may be supported by the
12 learning assistance program:

13 ~~((1))~~ (a) Extended learning time opportunities occurring:

14 ~~((a))~~ (i) Before or after the regular school day;

15 ~~((b))~~ (ii) On Saturday; and

16 ~~((c))~~ (iii) Beyond the regular school year;

17 ~~((2))~~ (b) Services under RCW 28A.320.190;

18 ~~((3))~~ (c) Professional development for certificated and
19 classified staff that focuses on:

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

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

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

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

27 ~~((5))~~ (e) Tutoring support for participating students; and

28 ~~((6))~~ (f) Outreach activities and support for parents of
29 participating students, including employing parent and family
30 engagement coordinators.

31 (3) In addition to the state menu developed under section 106 of
32 this act, the office of the superintendent of public instruction shall
33 convene a panel of experts to develop additional state menus of best
34 practices and strategies for use in the learning assistance program to
35 assist struggling students at all grade levels in English language arts
36 and mathematics and reduce disruptive behaviors in the classroom. The
37 office of the superintendent of public instruction shall publish the

1 state menus by July 1, 2015, and update the state menus by each July
2 1st thereafter.

3 (4)(a) Beginning in the 2016-17 school year, except as provided in
4 (b) of this subsection, school districts must use a practice or
5 strategy that is on a state menu developed under subsection (3) of this
6 section or section 106 of this act.

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

19 (5) School districts are encouraged to implement best practices and
20 strategies from the state menus developed under this section and
21 section 106 of this act before the use is required.

22 NEW SECTION. Sec. 204. A new section is added to chapter 28A.165
23 RCW to read as follows:

24 (1) Beginning with the 2013-14 school year, school districts shall
25 record in the statewide individual student data system annual entrance
26 and exit performance data for each student participating in the
27 learning assistance program according to specifications established by
28 the office of the superintendent of public instruction.

29 (2) By August 1, 2014, and each August 1st thereafter, school
30 districts shall report to the office of the superintendent of public
31 instruction, using a common format prepared by the office:

32 (a) The amount of academic growth gained by students participating
33 in the learning assistance program;

34 (b) The number of students who gain at least one year of academic
35 growth; and

36 (c) The specific practices, activities, and programs used by each
37 school building that received learning assistance program funding.

1 (3) The office of the superintendent of public instruction shall
2 compile the school district data and report annual and longitudinal
3 gains for the specific practices, activities, and programs used by the
4 school districts to show which are the most effective. The data must
5 be disaggregated by student subgroups.

6 **Sec. 205.** RCW 28A.165.055 and 2009 c 548 s 703 are each amended to
7 read as follows:

8 ~~((Each school district with an approved program is eligible for
9 state funds provided for the learning assistance program.))~~ The funds
10 for the learning assistance program shall be appropriated ~~((for the
11 learning assistance program))~~ in accordance with RCW 28A.150.260 and
12 the omnibus appropriations act. The distribution formula is for school
13 district allocation purposes only, but funds appropriated for the
14 learning assistance program must be expended for the purposes of RCW
15 28A.165.005 through 28A.165.065 and section 106 of this act.

16 **Sec. 206.** RCW 28A.165.065 and 2004 c 20 s 7 are each amended to
17 read as follows:

18 To ensure that school districts are meeting the requirements of
19 ~~((an approved program))~~ this chapter, the superintendent of public
20 instruction shall monitor ~~((such))~~ learning assistance programs no less
21 than once every four years. ~~((Individual student records shall be
22 maintained at the school district.))~~ The primary purpose of program
23 monitoring is to evaluate the effectiveness of a district's allocation
24 and expenditure of resources and monitor school district fidelity in
25 implementing best practices. The office of the superintendent of
26 public instruction may provide technical assistance to school districts
27 to improve the effectiveness of a learning assistance program.

28 **PART III**
29 **STUDENT DISCIPLINE**

30 NEW SECTION. **Sec. 301.** A new section is added to chapter 28A.600
31 RCW 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 the

1 school district. The task force must also develop data collection
2 standards for disciplinary actions that are discretionary and for
3 disciplinary actions that result in the exclusion of a student from
4 school. The data collection standards must include data about
5 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 result
9 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 commissions,
13 the governor's office of Indian affairs, the office of the education
14 ombudsman, school districts, and other education and advocacy
15 organizations.

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

21 **Sec. 302.** RCW 28A.600.015 and 2006 c 263 s 701 are each amended to
22 read as follows:

23 (1) The superintendent of public instruction shall adopt and
24 distribute to all school districts lawful and reasonable rules
25 prescribing the substantive and procedural due process guarantees of
26 pupils in the common schools. Such rules shall authorize a school
27 district to use informal due process procedures in connection with the
28 short-term suspension of students to the extent constitutionally
29 permissible: PROVIDED, That the superintendent of public instruction
30 deems the interest of students to be adequately protected. When a
31 student suspension or expulsion is appealed, the rules shall authorize
32 a school district to impose the suspension or expulsion temporarily
33 after an initial hearing for no more than ten consecutive school days
34 or until the appeal is decided, whichever is earlier. Any days that
35 the student is temporarily suspended or expelled before the appeal is
36 decided shall be applied to the term of the student suspension or

1 expulsion and shall not limit or extend the term of the student
2 suspension or expulsion. An expulsion or suspension of a student may
3 not be for an indefinite period of time.

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

6 (3) Emergency expulsions must end or be converted to another form
7 of corrective action within ten school days from the date of the
8 emergency removal from school. Notice and due process rights must be
9 provided when an emergency expulsion is converted to another form of
10 corrective action.

11 **Sec. 303.** RCW 28A.600.020 and 2006 c 263 s 706 are each amended to
12 read as follows:

13 (1) The rules adopted pursuant to RCW 28A.600.010 shall be
14 interpreted to ensure that the optimum learning atmosphere of the
15 classroom is maintained, and that the highest consideration is given to
16 the judgment of qualified certificated educators regarding conditions
17 necessary to maintain the optimum learning atmosphere.

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

30 (3) In order to preserve a beneficial learning environment for all
31 students and to maintain good order and discipline in each classroom,
32 every school district board of directors shall provide that written
33 procedures are developed for administering discipline at each school
34 within the district. Such procedures shall be developed with the
35 participation of parents and the community, and shall provide that the
36 teacher, principal or designee, and other authorities designated by the
37 board of directors, make every reasonable attempt to involve the parent

1 or guardian and the student in the resolution of student discipline
2 problems. Such procedures shall provide that students may be excluded
3 from their individual classes or activities for periods of time in
4 excess of that provided in subsection (2) of this section if such
5 students have repeatedly disrupted the learning of other students. The
6 procedures must be consistent with the rules of the superintendent of
7 public instruction and must provide for early involvement of parents in
8 attempts to improve the student's behavior.

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

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

16 ((+a)) (i) Engages in two or more violations within a three-year
17 period of RCW 9A.46.120, 28A.320.135, 28A.600.455, 28A.600.460,
18 28A.635.020, 28A.600.020, 28A.635.060, 9.41.280, or 28A.320.140; or

19 ((+b)) (ii) Engages in one or more of the offenses listed in RCW
20 13.04.155.

21 (b) The principal shall communicate the disciplinary action taken
22 by the principal to the school personnel who referred the student to
23 the principal for disciplinary action.

24 (6) Any corrective action involving a suspension or expulsion from
25 school for more than ten days must have an end date of not more than
26 one calendar year from the time of corrective action. Districts shall
27 make reasonable efforts to assist students and parents in returning to
28 an educational setting prior to and no later than the end date of the
29 corrective action. Where warranted based on public health or safety,
30 a school may petition the superintendent of the school district or the
31 superintendent's designee, pursuant to policies and procedures adopted
32 by the school district board of directors outlining the limited
33 circumstances in which a school may petition to exceed the one calendar
34 year limitation, including safeguards to ensure that the school
35 district has made every effort to plan for the student's return to
36 school.

37 (7) Nothing in this section prevents a public school district,
38 educational service district, the Washington state center for childhood

1 deafness and hearing loss, or the state school for the blind if it has
2 suspended or expelled a student from the student's regular school
3 setting from providing educational services to the student in an
4 alternative setting or modifying the suspension or expulsion on a case-
5 by-case basis.

6 **Sec. 304.** RCW 28A.600.410 and 1992 c 155 s 1 are each amended to
7 read as follows:

8 The state of Washington excludes tens of thousands of students from
9 school each year due to out-of-school suspensions and expulsions. Out-
10 of-school suspensions and expulsions contribute to poor academic
11 achievement, lower graduation rates, and higher dropout rates. It is
12 the intent of the legislature to minimize the use of out-of-school
13 suspension and expulsion and its impact on student achievement by
14 reducing the number of days that students are excluded from school due
15 to disciplinary action. Student behavior should not result in the loss
16 of educational opportunity in the public school system.

17 School districts are encouraged to find alternatives to suspension
18 including reducing the length of a student's suspension conditioned by
19 the commencement of counseling or other treatment services. Consistent
20 with current law, the conditioning of a student's suspension does not
21 obligate the school district to pay for the counseling or other
22 treatment services except for those stipulated and agreed to by the
23 district at the inception of the suspension.

24 **Sec. 305.** RCW 28A.600.460 and 1997 c 266 s 9 are each amended to
25 read as follows:

26 (1) School district boards of directors shall adopt policies that
27 restore discipline to the classroom. Such policies must provide for at
28 least the following: Allowing each teacher to take disciplinary action
29 to correct a student who disrupts normal classroom activities, abuses
30 or insults a teacher as prohibited by RCW 28A.635.010, willfully
31 disobeys a teacher, uses abusive or foul language directed at a school
32 district employee, school volunteer, or another student, violates
33 school rules, or who interferes with an orderly education process.
34 Disciplinary action may include but is not limited to: Oral or written
35 reprimands; written notification to parents of disruptive behavior, a
36 copy of which must be provided to the principal.

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

6 (3) A student who commits an offense under chapter 9A.36, 9A.40,
7 9A.46, or 9A.48 RCW, when directed toward another student, may be
8 removed from the classroom of the victim for the duration of the
9 student's attendance at that school or any other school where the
10 victim is enrolled. A student who commits an offense under one of the
11 chapters enumerated in this section against a student or another school
12 employee, may be expelled or suspended.

13 (4) Nothing in this section is intended to limit the authority of
14 a school under existing law and rules to expel or suspend a student for
15 misconduct or criminal behavior.

16 (5) All school districts must collect data on disciplinary actions
17 taken in each school and must record these actions using the statewide
18 student data system, based on the data collection standards established
19 by the office of the superintendent of public instruction and the K-12
20 data governance group. The information shall be made available to the
21 public (~~upon request. This collection of~~), but public release of the
22 data shall not include personally identifiable information including,
23 but not limited to, a student's social security number, name, or
24 address.

25 **Sec. 306.** RCW 28A.300.046 and 2011 c 288 s 10 are each amended to
26 read as follows:

27 (1)(a) The superintendent of public instruction shall adopt rules
28 establishing a standard definition of student absence from school. In
29 adopting the definition, the superintendent shall review current
30 practices in Washington school districts, definitions used in other
31 states, and any national standards or definitions used by the national
32 center for education statistics or other national groups. The
33 superintendent shall also consult with the building bridges work group
34 established under RCW 28A.175.075.

35 (b) Using the definition of student absence adopted under this
36 section, the superintendent shall establish an indicator for measuring

1 student attendance in high schools for purposes of the PASS program
2 under RCW 28A.175.130.

3 (2)(a) The K-12 data governance group under RCW 28A.300.507 shall
4 establish the parameters and an implementation schedule for statewide
5 collection through the comprehensive education and data research system
6 of: (i) Student attendance data using the definitions of student
7 absence adopted under this section; and (ii) student discipline data
8 with a focus on suspensions and expulsions from school.

9 (b) ~~((At a minimum,))~~ Student suspension and expulsion data
10 collected for the purposes of this subsection (2) must be:

11 (i) Made publicly available and easily accessible on the
12 superintendent of public instruction's web site; and

13 (ii) Disaggregated and cross-tabulated as established under RCW
14 28A.300.042.

15 (c) School districts must collect and submit student attendance
16 data and student discipline data for high school students through the
17 comprehensive education and data research system for purposes of the
18 PASS program under RCW 28A.175.130 beginning in the 2012-13 school
19 year.

20 **Sec. 307.** RCW 28A.300.042 and 2009 c 468 s 4 are each amended to
21 read as follows:

22 (1) All student data-related reports required of the superintendent
23 of public instruction in this title must be disaggregated by at least
24 the following subgroups of students: White, Black, Hispanic, American
25 Indian/Alaskan Native, Asian, Pacific Islander/Hawaiian Native, low
26 income, transitional bilingual, migrant, special education, and
27 students covered by section 504 of the federal rehabilitation act of
28 1973, as amended (29 U.S.C. Sec. 794).

29 (2) All student data-related reports required of the superintendent
30 of public instruction regarding student suspensions and expulsions as
31 required in RCW 28A.300.046 are subject to disaggregation by subgroups
32 including:

33 (a) Gender;

34 (b) Foster care;

35 (c) Homeless, if known;

36 (d) School district;

37 (e) School;

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

1 improvement coaching for educators on probation, as provided in this
2 section.

3 (2)(a) Subject to funds appropriated for this specific purpose, the
4 office of the superintendent of public instruction shall allocate funds
5 for the beginning educator support team on a competitive basis to
6 individual school districts or consortia of districts. School
7 districts are encouraged to include educational service districts in
8 creating regional consortia. In allocating funds, the office of the
9 superintendent of public instruction shall give priority to school
10 districts with low-performing schools identified under RCW 28A.657.020
11 as being challenged schools in need of improvement. A portion of the
12 appropriated funds may be used for program coordination and provision
13 of statewide or regional professional development through the office of
14 the superintendent of public instruction.

15 (b) A beginning educator support team must include the following
16 components:

17 (i) A paid orientation or individualized assistance before the
18 start of the school year for beginning educators;

19 (ii) Assignment of a trained and qualified mentor for the first
20 three years for beginning educators, with intensive support in the
21 first year and decreasing support over the following years depending on
22 the needs of the beginning educator;

23 (iii) Professional development for beginning educators that is
24 designed to meet their unique needs for supplemental training and skill
25 development;

26 (iv) Professional development for mentors;

27 (v) Release time for mentors and their designated educators to work
28 together, as well as time for educators to observe accomplished peers;
29 and

30 (vi) A program evaluation using a standard evaluation tool provided
31 from the office of the superintendent of public instruction that
32 measures increased knowledge, skills, and positive impact on student
33 learning for program participants.

34 (3) Subject to funds separately appropriated for this specific
35 purpose, the beginning educator support team components under
36 subsection (2) of this section may be provided for continuous
37 improvement coaching to support educators on probation under RCW
38 28A.405.100.

1 **Sec. 402.** RCW 28A.415.010 and 2006 c 263 s 807 are each amended to
2 read as follows:

3 It shall be the responsibility of each educational service district
4 board to establish a center for the improvement of teaching. The
5 center shall administer, coordinate, and act as fiscal agent for such
6 programs related to the recruitment and training of certificated and
7 classified K-12 education personnel as may be delegated to the center
8 by the superintendent of public instruction under RCW 28A.310.470. To
9 assist in these activities, each educational service district board
10 shall establish an improvement of teaching coordinating council to
11 include, at a minimum, representatives as specified in RCW 28A.415.040.
12 An existing in-service training task force, established pursuant to RCW
13 28A.415.040, may serve as the improvement of teaching coordinating
14 council. The educational service district board shall ensure
15 coordination of programs established pursuant to RCW 28A.415.030,
16 28A.410.060, and (~~28A.415.250~~) section 401 of this act.

17 The educational service district board may arrange each year for
18 the holding of one or more teachers' institutes and/or workshops for
19 professional staff preparation and in-service training in such manner
20 and at such time as the board believes will be of benefit to the
21 teachers and other professional staff of school districts within the
22 educational service district and shall comply with rules of the
23 professional educator standards board pursuant to RCW 28A.410.060 or
24 the superintendent of public instruction (~~pursuant to RCW~~
25 ~~28A.415.250~~). The board may provide such additional means of teacher
26 and other professional staff preparation and in-service training as it
27 may deem necessary or appropriate and there shall be a proper charge
28 against the educational service district general expense fund when
29 approved by the educational service district board.

30 Educational service district boards of contiguous educational
31 service districts, by mutual arrangements, may hold joint institutes
32 and/or workshops, the expenses to be shared in proportion to the
33 numbers of certificated personnel as shown by the last annual reports
34 of the educational service districts holding such joint institutes or
35 workshops.

36 In local school districts employing more than one hundred teachers
37 and other professional staff, the school district superintendent may
38 hold a teachers' institute of one or more days in such district, said

1 institute when so held by the school district superintendent to be in
2 all respects governed by the provisions of this title and rules
3 relating to teachers' institutes held by educational service district
4 superintendents.

5 **PART V**

6 **PROFESSIONAL DEVELOPMENT**

7 NEW SECTION. **Sec. 501.** A new section is added to chapter 28A.320
8 RCW to read as follows:

9 (1)(a) The legislature finds that the school district board of
10 directors sets the vision and provides direction and oversight for the
11 school district. The legislature further finds that the school
12 district superintendent is key to the day-to-day administration of the
13 school district. The legislature intends to provide additional
14 professional development opportunities for school district directors
15 and superintendents to focus on research-based governance strategies to
16 improve student achievement.

17 (b) The office of the superintendent of public instruction shall
18 develop and annually implement a professional development program for
19 first-time school directors and school district superintendents and for
20 on-going development of school directors and superintendents. The
21 program must focus on research-based governance strategies to improve
22 student achievement.

23 (2)(a) The legislature recognizes that there have been many recent
24 changes in state educational policies that affect students, educators,
25 and school district personnel, including the adoption of the common
26 core standards and the new evaluation system. The legislature further
27 recognizes that those important changes are intended to improve the
28 performance of the educational system and student achievement. The
29 legislature understands that the importance of providing adequate
30 training and professional development for the changes in policy to have
31 the successful outcomes that are intended. The legislature further
32 intends the training to be responsive to the needs of local school
33 districts.

34 (b) For the 2013-14 and 2014-15 school years, for any adjustments
35 made to compensation provided by the school district beyond an

1 adjustment for inflation must be in the form of targeted professional
2 development, as determined to be appropriate by the school district, to
3 improve student achievement.

4 **PART VI**
5 **MISCELLANEOUS**

6 NEW SECTION. **Sec. 601.** The following acts or parts of acts are
7 each repealed:

8 (1) RCW 28A.165.025 (School district program plan) and 2009 c 556
9 s 1 & 2004 c 20 s 3;

10 (2) RCW 28A.165.045 (Plan approval process) and 2009 c 556 s 2 &
11 2004 c 20 s 5;

12 (3) RCW 28A.415.250 (Teacher assistance program--Provision for
13 mentor teachers) and 2009 c 539 s 5, 1993 c 336 s 401, 1991 c 116 s 19,
14 1990 c 33 s 403, 1987 c 507 s 1, & 1985 c 399 s 1; and

15 (4) RCW 28A.415.260 (Pilot program using full-time mentor teachers)
16 and 1998 c 245 s 12 & 1993 c 336 s 402.

17 NEW SECTION. **Sec. 602.** If any provision of this act or its
18 application to any person or circumstance is held invalid, the
19 remainder of the act or the application of the provision to other
20 persons or circumstances is not affected.

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