
SENATE BILL 6673

State of Washington

60th Legislature

2008 Regular Session

By Senators McAuliffe, Brandland, Hobbs, McDermott, Rasmussen, Weinstein, Oemig, Tom, Kauffman, Hargrove, Fairley, Franklin, and Shin; by request of Superintendent of Public Instruction

Read first time 01/21/08. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to extended learning opportunities and
2 instructional support for English language learners, low-income
3 students, and students with learning disabilities; adding new sections
4 to chapter 28A.320 RCW; adding new sections to chapter 28A.630 RCW;
5 adding a new section to chapter 28A.300 RCW; creating new sections; and
6 providing expiration dates.

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

8 NEW SECTION. **Sec. 1.** The legislature finds that high school
9 students need to graduate with the skills necessary to be successful in
10 college and work. The state graduation requirements help to ensure
11 that Washington high school graduates have the basic skills to be
12 competitive in a global economy. Under education reform started in
13 1993, time was to be the variable, obtaining the skills was to be the
14 constant. Therefore, students who need additional time to gain the
15 academic skills needed for college and the workplace should have the
16 opportunities they need to reach high academic achievement, even if
17 that takes more than the standard four years of high school.

18 Different students face different challenges and barriers to their
19 academic success. There are one thousand two hundred eighty-eight

1 English language learners in the class of 2008 who have not met the
2 state reading or writing content area, or both, on the Washington
3 assessment of student learning. There are four thousand nine hundred
4 eighty-eight low-income students in the class of 2008 who have not met
5 the state reading or writing content area, or both, on the Washington
6 assessment of student learning. There are an unknown number of
7 students with disabilities in the class of 2008 who have not met the
8 state reading or writing content area, or both, on the Washington
9 assessment of student learning. The legislature finds that many
10 struggling students need additional time and support to achieve
11 academic proficiency and meet graduation requirements.

12 **PART I**

13 **EXTENDED LEARNING OPPORTUNITIES**

14 NEW SECTION. **Sec. 101.** A new section is added to chapter 28A.320
15 RCW to read as follows:

16 (1) The extended learning opportunities program is created for
17 eligible eleventh and twelfth grade students who are not on track to
18 meet local or state graduation requirements as well as eighth grade
19 students who are not on track to meet the standard on the Washington
20 assessment of student learning and need additional assistance in order
21 to have the opportunity for a successful entry into high school. The
22 program shall provide early notification of graduation status,
23 information on education opportunities, and incentives for new district
24 programs.

25 (2) Schools shall notify eligible students and their parents or
26 legal guardians about the status of their progress on state and local
27 graduation requirements, the alternative assessment opportunities
28 available to students under RCW 28A.655.061 and 28A.655.065, and
29 regarding continued instructional services identified in section 102 of
30 this act. Information provided to students must include:

31 (a) Any credit deficiencies;

32 (b) Whether they have completed other graduation requirements
33 established by the state board of education or the legislature;

34 (c) If the student is in a transitional bilingual program, the
35 score on his or her Washington language proficiency test II;

1 (d) Remediation strategies and alternative education options
2 available to students including, but not limited to, informing students
3 of the option to continue to receive instructional services after grade
4 twelve or until the age of twenty-one. This may include:

5 (i) School district programs, high school courses, and career and
6 technical education options available for students to meet graduation
7 requirements;

8 (ii) Available programs offered through skill centers or community
9 or technical colleges.

10 (3) Notification of information in subsection (2) of this section
11 shall occur three times. Notification shall occur twice for students
12 not on track to meet state and local graduation requirements and once
13 for students not on track to meet the standard on the Washington
14 assessment of student learning or to successfully enter high school.
15 The first notification shall take place in the spring of the student's
16 eighth grade year and the second notification shall take place in the
17 spring of the eleventh grade year and then, if necessary, the spring of
18 the twelfth grade year. Schools may notify students and their parents
19 or guardians through school conferences, written notification, or in
20 the student learning plan identified under RCW 28A.655.061. Schools
21 serving English language learners and their parents shall translate
22 information in the primary language of the family to the extent
23 feasible. Notifications shall begin with the graduating class of 2008.

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

26 (1) Districts shall make available to students in grade twelve who
27 have failed to meet one or more local or state graduation requirements
28 the option of continuing enrollment in the school district in
29 accordance with RCW 28A.225.160. Districts are authorized to use basic
30 education program funding to provide instruction to eligible students
31 under RCW 28A.150.220(3).

32 (2) Instructional services can occur during the regular school day,
33 evenings, on weekends, or at a time and location deemed appropriate by
34 the school district in order to meet the needs of these students.
35 Instructional services can include, but are not limited to, the
36 following:

37 (a) Individual or small group instruction;

1 (b) Instruction in English language arts and/or mathematics that
2 eligible students need to pass all or part of the Washington assessment
3 of student learning;

4 (c) Attendance in high school or alternative school classes or at
5 a skill center;

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

7 (e) Language development instruction for English language learners;
8 and/or

9 (f) Online curriculum and instructional support, including programs
10 for credit retrieval and Washington assessment of student learning
11 preparatory classes.

12 (3) The office of the superintendent of public instruction, to the
13 extent that funding is appropriated, shall create a planning grant
14 program for school districts, educational service districts, and other
15 community programs that want to expand the availability of programs
16 designed specifically for these students. Grants shall be used only
17 for planning and start-up costs associated with services to eligible
18 students. Applicants with a significant population of free and
19 reduced-price lunch students, English language learners, and students
20 with a learning disability shall be given priority.

21 **PART II**

22 **INSTRUCTIONAL SUPPORT FOR ENGLISH LANGUAGE LEARNERS**

23 NEW SECTION. **Sec. 201.** A new section is added to chapter 28A.630
24 RCW to read as follows:

25 (1) Subject to funds appropriated for this purpose, the secondary
26 integrated basic education and skills training (I-BEST) pilot project
27 is created to integrate career and technical instruction, core academic
28 and basic skills, and English as a second language, for secondary
29 school students. The objective of the pilot project is to determine
30 whether and how a successful community and technical college
31 instructional model can be adapted and implemented at a secondary
32 school level.

33 (2) The goal of secondary I-BEST is to enable and motivate
34 secondary students who are struggling with language and academic skills
35 to earn a high school diploma and be prepared for workforce entry or
36 further education and training in a career and technical field. Under

1 the pilot project, academic, career and technical, and English-as-a
2 second-language teachers shall provide instruction through team and
3 coteaching. Course content shall be integrated across the three
4 domains of career and technical, academic, and language.

5 (3) The office of the superintendent of public instruction shall
6 allocate pilot project grants to high schools or skill centers on a
7 competitive basis. Grants are for a three-year period. The office of
8 the superintendent of public instruction shall work with the state
9 board for community and technical colleges, grant recipients, and the
10 Washington State University social and economic sciences research
11 center to design and implement an evaluation of the pilot project that
12 includes comparisons of gains in achievement for students in the
13 project compared to other similar students. A report on the pilot
14 project and results of the evaluation shall be submitted to the
15 governor and the education and fiscal committees of the legislature by
16 December 1, 2010.

17 (4) The state board for community and technical colleges shall
18 provide technical assistance and advice to the office of the
19 superintendent of public instruction and the pilot project regarding
20 best practices for I-BEST, including program design, professional
21 development, assessment, and evaluation. The state board shall also
22 designate one or more community or technical colleges with exemplary
23 postsecondary I-BEST programs to serve as mentors for the pilot
24 project.

25 (5) This section expires June 30, 2012.

26 NEW SECTION. **Sec. 202.** A new section is added to chapter 28A.630
27 RCW to read as follows:

28 (1) Since more than sixty percent of English language learners are
29 Spanish speakers but very few teachers in Washington state are
30 bilingual, the legislature intends to expand access to online
31 curriculum support in at least Spanish. Students, especially twelfth
32 grade students who have not met state graduation requirements, needing
33 additional academic support can access this online curriculum.

34 (2) If funding is provided for this purpose, the office of the
35 superintendent of public instruction shall contract with Yakima school
36 district to expand the consejo nacional educativa para la vida y el

1 trabajo (CONEVyT) online instructional program, developed by the
2 Mexican education department, to other school districts. Services to
3 districts shall include, but not be limited to:

4 (a) Training for teachers on how to use CONEVyT to support
5 classroom instruction; and

6 (b) Technical assistance on accessing the CONEVyT portal and the
7 features available on the web site.

8 (3) The office of the superintendent of public instruction, if
9 funded, shall assemble a work group of curriculum and Spanish language
10 experts to review courses offered through CONEVyT and those courses to
11 state standards. The office of the superintendent of public
12 instruction shall make the results of the standards alignment available
13 to school districts by July 2009.

14 (4) The office of the superintendent of public instruction, if
15 funded, shall contract for a third party review of the effectiveness of
16 the CONEVyT program. The program review shall be submitted to
17 appropriate committees of the legislature by December 1, 2010.

18 (5) If funding is provided for this purpose, the office of the
19 superintendent of public instruction shall explore other online
20 curriculum support currently available in languages other than English
21 or Spanish. By December 1, 2008, the office of the superintendent of
22 public instruction shall report to the appropriate committees of the
23 legislature recommendations for other online support in other languages
24 that would most appropriately assist Washington's English language
25 learners whose first language is not Spanish. Included in the
26 recommendations shall be the actions that would need to be taken to
27 access the recommended online support and the cost.

28 (6) This section expires June 30, 2012.

29 NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.300
30 RCW to read as follows:

31 (1) The legislature finds that educators are faced with the complex
32 responsibility of educating an increasing population of English
33 language learners who speak a wide variety of languages and dialects
34 and may come with varying levels of formal schooling, students who come
35 from low-income households, and students who have learning
36 disabilities. These educators struggle to provide meaningful
37 instruction that helps students meet high content standards while

1 overcoming their challenges. Therefore the legislature finds that
2 educators need professional development focused on effective strategies
3 for instruction of struggling students.

4 (2) Subject to funds appropriated for this purpose, the office of
5 the superintendent of public instruction shall develop a professional
6 development plan specific to educators of English language learners, a
7 plan for educators of low-income students, and a plan for educators of
8 students with learning disabilities.

9 (a) The plan for English language instruction shall use the
10 findings identified by the Northwest regional educational laboratory
11 field study report required in RCW 28A.630.058. The professional
12 development plan for English language instruction shall identify:

13 (i) Foundational competencies for development of academic English
14 skills in English language learner students that all teachers should
15 acquire in initial teacher preparation programs;

16 (ii) Components of a professional development program that build
17 classroom teacher competence for developing academic English skills in
18 English language learner students; and

19 (iii) Job-embedded practices that connect the English language
20 learner teacher and classroom teachers to coordinate instruction to
21 support the work of the student.

22 (b) The professional development plan for low-income students shall
23 identify:

24 (i) Foundational competencies for development of academic skills in
25 low-income students that all teachers should acquire in initial teacher
26 preparation programs;

27 (ii) Components of a professional development program that build
28 classroom teacher competence for developing academic skills in low-
29 income students; and

30 (iii) Job-embedded practices that connect classroom teachers with
31 other educators assisting the low-income student to coordinate
32 instruction to support the work of the student.

33 (c) The professional development plan for students with a learning
34 disability shall identify:

35 (i) Foundational competencies for development of academic skills in
36 students with a learning disability that all teachers should acquire in
37 initial teacher preparation programs;

1 (ii) Components of a professional development program that build
2 classroom teacher competence for developing academic skills in students
3 with a learning disability; and

4 (iii) Job-embedded practices that connect classroom teachers with
5 other educators assisting the student with a learning disability to
6 coordinate instruction to support the work of the student.

7 (3) The superintendent of public instruction shall complete the
8 plans in this section by December 1, 2009.

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PART III
MISCELLANEOUS PROVISIONS

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NEW SECTION. **Sec. 301.** Part headings used in this act are not any
part of the law.

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