
SUBSTITUTE SENATE BILL 6673

State of Washington

60th Legislature

2008 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored 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 02/04/08.

1 AN ACT Relating to learning opportunities to assist students to
2 obtain a high school diploma; adding new sections to chapter 28A.320
3 RCW; adding a new section to chapter 28A.630 RCW; adding a new section
4 to chapter 28A.655 RCW; adding a new section to chapter 28A.310 RCW;
5 creating new sections; and providing an expiration date.

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

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

17 Different students face different challenges and barriers to their
18 academic success. Some students struggle to meet the standard on a
19 single portion of the Washington assessment of student learning while

1 excelling in the other subject areas; other students struggle to
2 complete the necessary state or local graduation credits; while still
3 others have their knowledge tested on the assessments and have
4 completed all the credit requirements but are struggling because
5 English is not their first language. The legislature finds that many
6 of these students need additional time and support to achieve academic
7 proficiency and meet all graduation requirements.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.320
9 RCW to read as follows:

10 (1) The extended learning opportunities program is created for
11 eligible eleventh and twelfth grade students who are not on track to
12 meet local or state graduation requirements as well as eighth grade
13 students who may not be on track to meet the standard on the Washington
14 assessment of student learning or need additional assistance in order
15 to have the opportunity for a successful entry into high school. The
16 program shall provide early notification of graduation status,
17 information on education opportunities including preapprenticeship
18 programs that are available, and incentives for new district programs.

19 (2) Schools shall notify eligible students and their parents or
20 legal guardians about the status of their progress on state and local
21 graduation requirements, the alternative assessment opportunities
22 available to students under RCW 28A.655.061 and 28A.655.065, and
23 regarding continued instructional services identified in section 3 of
24 this act. Information provided to students and their parents or legal
25 guardians must include:

- 26 (a) Any credit deficiencies;
- 27 (b) The students' attendance rates over the past two years;
- 28 (c) Whether they have completed other graduation requirements
29 established by the state board of education or the legislature;
- 30 (d) If the student is in a transitional bilingual program, the
31 score on his or her Washington language proficiency test II;
- 32 (e) Remediation strategies and alternative education options
33 available to students including, but not limited to, informing students
34 of the option to continue to receive instructional services after grade
35 twelve or until the age of twenty-one. This may include:
 - 36 (i) School district programs, high school courses, and career and

1 technical education options available for students to meet graduation
2 requirements;

3 (ii) Available programs offered through skill centers or community
4 or technical colleges.

5 (3) The first notification of information in subsection (2) of this
6 section shall take place in the spring of the eighth grade year for
7 students who did not meet the standard on the Washington assessment of
8 student learning. The second notification shall take place in the
9 spring of the eleventh grade year and then, if necessary, the spring of
10 the twelfth grade year for students who are not on track to meet state
11 and local graduation requirements. Schools may notify students and
12 their parents or guardians through school conferences, written
13 notification, or in the student learning plan identified under RCW
14 28A.655.061. Schools serving English language learners and their
15 parents shall translate information in the primary language of the
16 family to the extent feasible. Notifications shall begin with the
17 graduating class of 2008.

18 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.320
19 RCW to read as follows:

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

26 (2) Instructional services can occur during the regular school day,
27 evenings, on weekends, or at a time and location deemed appropriate by
28 the school district, including the educational service district, in
29 order to meet the needs of these students. Instructional services
30 provided under this section do not include services offered at private
31 schools. Instructional services can include, but are not limited to,
32 the following:

33 (a) Individual or small group instruction;

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

1 (c) Attendance in a public high school or public alternative school
2 classes or at a skill center;

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

4 (e) Language development instruction for English language learners;

5 (f) Online curriculum and instructional support, including programs
6 for credit retrieval and Washington assessment of student learning
7 preparatory classes; and

8 (g) Reading improvement specialists available at the educational
9 service districts to serve eighth, eleventh, and twelfth grade
10 educators through professional development in accordance with RCW
11 28A.415.350. The reading improvement specialist may also provide
12 direct services to eighth, eleventh, and twelfth grade students and
13 those students electing to continue a fifth year in a high school
14 program, and who are still struggling with basic reading skills.

15 (3) To the extent funding is appropriated for this purpose, the
16 office of the superintendent of public instruction shall allocate
17 funding to school districts and educational service districts that want
18 to start up or expand the availability of programs designed
19 specifically for these students. Priority shall be given to those
20 districts with the lowest graduation rates. Funds shall be used only
21 for planning, expansion, and start-up costs associated with services to
22 eligible students. The office of the superintendent of public
23 instruction shall annually report to the appropriate committees of the
24 legislature on which school districts received funds, the amount of
25 funds received, the types of programs used by the school district, the
26 number of students projected to be served and the characteristics of
27 those students, including why the student was at risk of not
28 graduating, any change in the dropout rate for grades nine through
29 twelve, and the graduation rates experienced at the school district.

30 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630
31 RCW to read as follows:

32 (1) If funding is appropriated for this purpose, the office of the
33 superintendent of public instruction shall explore online curriculum
34 support in languages other than English that are currently available.
35 By December 1, 2008, the office of the superintendent of public
36 instruction shall report to the appropriate committees of the
37 legislature recommendations for other online support in other languages

1 that would most appropriately assist Washington's English language
2 learners. Included in the recommendations shall be the actions that
3 would need to be taken to access the recommended online support and the
4 cost.

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

6 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.655
7 RCW to read as follows:

8 (1) If funding is appropriated for this purpose, school districts
9 shall provide all ninth graders enrolled in the district the option of
10 taking the PSAT at no cost to the student.

11 (2) The office of the superintendent of public instruction shall
12 enter into an agreement with the firm that administers the PSAT to
13 reimburse the firm for the testing fees of students who take the test.

14 NEW SECTION. **Sec. 6.** (1) The legislature intends to build on the
15 lessons learned in the Lorraine Wojahn dyslexia pilot reading program,
16 which the legislature has funded since 2005.

17 (2) By September 15, 2008, each of the grant recipients shall
18 report to the office of the superintendent of public instruction on the
19 lessons learned in the pilot program regarding effective assessment and
20 intervention programs to help students with dyslexia or characteristics
21 of dyslexia, best practices for professional development, and
22 strategies to build capacity and sustainability among teaching staff.

23 (3) By December 31, 2008, the office of the superintendent of
24 public instruction shall aggregate the reports from the grant
25 recipients and provide a report and recommendations to the appropriate
26 committees of the legislature. The recommendations shall include how
27 the lessons learned through the pilot program are best shared with
28 school districts and how the best practices can be implemented
29 statewide.

30 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.310
31 RCW to read as follows:

32 Educational service districts shall develop and provide a program
33 of outreach to community-based programs and organizations within the
34 district that are serving non-English speaking segments of the
35 population as well as those programs that target subgroups of students

1 that may be struggling academically, including to the extent possible,
2 African-American, Native American, Asian, Pacific Islander, Hispanic,
3 low income, and special education. Educational service districts shall
4 consult and coordinate with the governor's minority commissions in
5 order to efficiently conduct this outreach and are encouraged to enter
6 into partnerships with representatives of the local business
7 communities in order to develop a coordinated outreach plan. The
8 purpose of the outreach activities shall be to inform students via the
9 various community-based programs and organizations of the educational
10 opportunities available under chapter . . ., Laws of 2008 (this act)
11 and to engage them in the process as appropriate. Outreach shall at a
12 minimum include information about the availability of dropout and
13 credit retrieval programs, remediation programs, and extended learning
14 opportunities, including fifth year opportunities.

15 NEW SECTION. **Sec. 8.** (1) The legislature finds that educators are
16 faced with the complex responsibility of educating an increasing
17 population of English language learners who speak a wide variety of
18 languages and dialects and may come with varying levels of formal
19 schooling, students who come from low-income households, and students
20 who have learning disabilities. These educators struggle to provide
21 meaningful instruction that helps students meet high content standards
22 while overcoming their challenges. The 2007 legislature directed the
23 professional educator standards board to begin the process of adopting
24 new certification requirements and revising the higher education
25 teacher preparation program requirements. Additionally, the office of
26 the superintendent of public instruction was directed to contract with
27 the northwest regional educational laboratory to review and report on
28 the ongoing English as a second language pilot projects and best
29 practices related to helping students who are English language
30 learners. It is therefore the intent of the legislature to build upon
31 the work started in 2007 by requiring that the professional educator
32 standards board consider the findings of the northwest regional
33 educational laboratory and incorporate into its ongoing work a review
34 of how to revise the current certification requirements and teacher
35 preparation programs in order to better serve the needs of English
36 language learners.

1 (2) The professional educator standards board shall convene a work
2 group to develop recommendations for increasing teacher knowledge,
3 skills, and competencies to address the needs of English language
4 learner students. The work group shall include representatives from
5 the Washington association of colleges for teacher education, school
6 districts with significant populations of English language learner
7 students who speak a single language, school districts with significant
8 populations of English language learner students who speak multiple
9 languages, classroom teachers, English as a second language teachers,
10 bilingual education teachers, principals, the migrant and bilingual
11 education office in the office of the superintendent of public
12 instruction, and the higher education coordinating board. In making
13 its selections, the professional educator standards board will include
14 members from diverse cultural backgrounds and strive to promote
15 geographic balance. The professional educator standards board shall
16 invite participation by the northwest regional educational laboratory.

17 (3) The work group shall identify gaps and weaknesses in the
18 current knowledge and skills standards for teacher preparation and
19 teacher competencies regarding understanding how students acquire
20 language, how to teach academic content in English to non-English
21 speakers, and how to demonstrate cultural competence. The work group
22 shall look to the English as a second language demonstration projects
23 under RCW 28A.630.058 and the accompanying research and evaluation by
24 the northwest regional educational laboratory.

25 (4)(a) The work group shall submit an interim report by December 1,
26 2008, to the governor and the education and higher education committees
27 of the legislature with initial findings and general recommendations to
28 improve the teacher preparation knowledge and skills standards and
29 teacher competencies in the areas identified under subsection (2) of
30 this section. Recommendations shall also include what professional
31 development program components are most effective for existing
32 educators of English language learners.

33 (b) A final report shall be submitted to the governor and the
34 education and higher education committees of the legislature with
35 specific recommendations by December 1, 2009.

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