
SECOND SUBSTITUTE SENATE BILL 6673

State of Washington

60th Legislature

2008 Regular Session

By Senate Ways & Means (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 02/12/08.

1 AN ACT Relating to learning opportunities to assist students to
2 obtain a high school diploma; amending RCW 28A.165.035; adding new
3 sections to chapter 28A.320 RCW; adding a new section to chapter
4 28A.630 RCW; adding a new section to chapter 28A.655 RCW; adding a new
5 section to chapter 28A.310 RCW; creating new sections; and providing an
6 expiration date.

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. Some students struggle to meet the standard on a

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

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

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

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

27 (a) Any credit deficiencies;

28 (b) The students' attendance rates over the past two years;

29 (c) Whether they have completed other graduation requirements
30 established by the state board of education or the legislature;

31 (d) If the student is in a transitional bilingual program, the
32 score on his or her Washington language proficiency test II;

33 (e) Remediation strategies and alternative education options
34 available to students including, but not limited to, informing students
35 of the option to continue to receive instructional services after grade
36 twelve or until the age of twenty-one. This may include:

1 (i) School district programs, high school courses, and career and
2 technical education options available for students to meet graduation
3 requirements;

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

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

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

21 (1) Under the extended learning opportunities program, districts
22 shall make available to students in grade twelve who have failed to
23 meet one or more local or state graduation requirements the option of
24 continuing enrollment in the school district in accordance with RCW
25 28A.225.160. Districts are authorized to use basic education program
26 funding to provide instruction to eligible students under RCW
27 28A.150.220(3).

28 (2) Under the extended learning program, instructional services for
29 eligible students in grades eight, eleven, and twelve can occur during
30 the regular school day, evenings, on weekends, or at a time and
31 location deemed appropriate by the school district, including the
32 educational service district, in order to meet the needs of these
33 students. Instructional services provided under this section do not
34 include services offered at private schools. Instructional services
35 can include, but are not limited to, the following:

36 (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 a public high school or public alternative school
5 classes or at a skill center;

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

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

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

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

18 **Sec. 4.** RCW 28A.165.035 and 2004 c 20 s 4 are each amended to read
19 as follows:

20 Use of best practices magnifies the opportunities for student
21 success. The following are services and activities that may be
22 supported by the learning assistance program:

23 (1) Extended learning time opportunities occurring:

24 (a) Before or after the regular school day;

25 (b) On Saturday; and

26 (c) Beyond the regular school year;

27 (2) Services and funding under section 3 of this act;

28 (3) Professional development for certificated and classified staff
29 that focuses on:

30 (a) The needs of a diverse student population;

31 (b) Specific literacy and mathematics content and instructional
32 strategies; and

33 (c) The use of student work to guide effective instruction;

34 ~~((3))~~ (4) Consultant teachers to assist in implementing effective
35 instructional practices by teachers serving participating students;

36 ~~((4))~~ (5) Tutoring support for participating students; and

1 committees of the legislature. The recommendations shall include how
2 the lessons learned through the pilot program are best shared with
3 school districts and how the best practices can be implemented
4 statewide.

5 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.310
6 RCW to read as follows:

7 Educational service districts shall develop and provide a program
8 of outreach to community-based programs and organizations within the
9 district that are serving non-English speaking segments of the
10 population as well as those programs that target subgroups of students
11 that may be struggling academically, including to the extent possible,
12 African-American, Native American, Asian, Pacific Islander, Hispanic,
13 low income, and special education. Educational service districts shall
14 consult and coordinate with the governor's minority commissions in
15 order to efficiently conduct this outreach and are encouraged to enter
16 into partnerships with representatives of the local business
17 communities in order to develop a coordinated outreach plan. The
18 purpose of the outreach activities shall be to inform students via the
19 various community-based programs and organizations of the educational
20 opportunities available under chapter . . . , Laws of 2008 (this act)
21 and to engage them in the process as appropriate. Outreach shall at a
22 minimum include information about the availability of dropout and
23 credit retrieval programs, remediation programs, and extended learning
24 opportunities, including fifth year opportunities.

25 NEW SECTION. **Sec. 9.** (1) The legislature finds that educators are
26 faced with the complex responsibility of educating an increasing
27 population of English language learners who speak a wide variety of
28 languages and dialects and may come with varying levels of formal
29 schooling, students who come from low-income households, and students
30 who have learning disabilities. These educators struggle to provide
31 meaningful instruction that helps students meet high content standards
32 while overcoming their challenges. The 2007 legislature directed the
33 professional educator standards board to begin the process of adopting
34 new certification requirements and revising the higher education
35 teacher preparation program requirements. Additionally, the office of
36 the superintendent of public instruction was directed to contract with

1 the northwest regional educational laboratory to review and report on
2 the ongoing English as a second language pilot projects and best
3 practices related to helping students who are English language
4 learners. It is therefore the intent of the legislature to build upon
5 the work started in 2007 by requiring that the professional educator
6 standards board consider the findings of the northwest regional
7 educational laboratory and incorporate into its ongoing work a review
8 of how to revise the current certification requirements and teacher
9 preparation programs in order to better serve the needs of English
10 language learners.

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

27 (3) The work group shall identify gaps and weaknesses in the
28 current knowledge and skills standards for teacher preparation and
29 teacher competencies regarding understanding how students acquire
30 language, how to teach academic content in English to non-English
31 speakers, and how to demonstrate cultural competence. The work group
32 shall look to the English as a second language demonstration projects
33 under RCW 28A.630.058 and the accompanying research and evaluation by
34 the northwest regional educational laboratory.

35 (4)(a) The work group shall submit an interim report by December 1,
36 2008, to the governor and the education and higher education committees
37 of the legislature with initial findings and general recommendations to
38 improve the teacher preparation knowledge and skills standards and

1 teacher competencies in the areas identified under subsection (2) of
2 this section. Recommendations shall also include what professional
3 development program components are most effective for existing
4 educators of English language learners.

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

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