
SENATE BILL 6132

State of Washington

66th Legislature

2020 Regular Session

By Senator Wellman

Prefiled 01/06/20.

1 AN ACT Relating to allowing the learning assistance program to
2 support school-wide behavioral health system of supports and
3 interventions; and amending RCW 28A.165.035 and 28A.165.005.

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

5 **Sec. 1.** RCW 28A.165.035 and 2018 c 75 s 7 are each amended to
6 read as follows:

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

14 (a) Extended learning time opportunities occurring:

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

16 (ii) On Saturday; and

17 (iii) Beyond the regular school year;

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

19 (c) Professional development for certificated and classified
20 staff that focuses on:

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

1 (ii) Specific literacy and mathematics content and instructional
2 strategies; and

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

5 (d) Consultant teachers to assist in implementing effective
6 instructional practices by teachers serving participating students;

7 (e) Tutoring support for participating students;

8 (f) School-wide behavioral health system of supports and
9 interventions for students including social workers, counselors,
10 instructional aides, and other school-based health professionals;

11 (g) Outreach activities and support for parents of participating
12 students, including employing parent and family engagement
13 coordinators; and

14 ~~((g))~~ (h) Up to five percent of a district's learning
15 assistance program allocation may be used for development of
16 partnerships with community-based organizations, educational service
17 districts, and other local agencies to deliver academic and
18 nonacademic supports to participating students who are significantly
19 at risk of not being successful in school to reduce barriers to
20 learning, increase student engagement, and enhance students'
21 readiness to learn. The school board must approve in an open meeting
22 any community-based organization or local agency before learning
23 assistance program funds may be expended.

24 (2) In addition to the state menu developed under RCW
25 28A.655.235, the office of the superintendent of public instruction
26 shall convene a panel of experts, including the Washington state
27 institute for public policy, to develop additional state menus of
28 best practices and strategies for use in the learning assistance
29 program to assist struggling students at all grade levels in English
30 language arts and mathematics and reduce disruptive behaviors in the
31 classroom. The office of the superintendent of public instruction
32 shall publish the state menus by July 1 ~~((, 2015, and update the state~~
33 ~~menus by each July 1st thereafter))~~ of each year.

34 (3) (a) ~~((Beginning in the 2016-17 school year, except))~~ Except as
35 provided in (b) of this subsection, school districts must use a
36 practice or strategy that is on a state menu developed under
37 subsection (2) of this section or RCW 28A.655.235.

38 (b) ~~((Beginning in the 2016-17 school year, school))~~ School
39 districts may use a practice or strategy that is not on a state menu
40 developed under subsection (2) of this section for two school years

1 initially. If the district is able to demonstrate improved outcomes
2 for participating students over the previous two school years at a
3 level commensurate with the best practices and strategies on the
4 state menu, the office of the superintendent of public instruction
5 shall approve use of the alternative practice or strategy by the
6 district for one additional school year. Subsequent annual approval
7 by the superintendent of public instruction to use the alternative
8 practice or strategy is dependent on the district continuing to
9 demonstrate increased improved outcomes for participating students.

10 (c) (~~Beginning in the 2016-17 school year, school~~) School
11 districts may enter cooperative agreements with state agencies, local
12 governments, or school districts for administrative or operational
13 costs needed to provide services in accordance with the state menus
14 developed under this section and RCW 28A.655.235.

15 (4) (~~School districts are encouraged to implement best practices~~
16 ~~and strategies from the state menus developed under this section and~~
17 ~~RCW 28A.655.235 before the use is required.~~

18 (5)) School districts may use learning assistance program
19 allocations to meet the screening and intervention requirements of
20 RCW 28A.320.260, even if the student being screened or provided with
21 supports is not eligible to participate in the learning assistance
22 program. The learning assistance program allocations may also be used
23 for school district staff trainings necessary to implement the
24 provisions of RCW 28A.320.260.

25 **Sec. 2.** RCW 28A.165.005 and 2017 3rd sp.s. c 13 s 403 are each
26 amended to read as follows:

27 (1) This chapter is designed to: (a) Promote the use of data when
28 developing programs to assist students who are not meeting academic
29 standards and reduce disruptive behaviors in the classroom; and (b)
30 guide school districts in providing the most effective and efficient
31 practices when implementing supplemental instruction and services to
32 assist students who are not meeting academic standards and reduce
33 disruptive behaviors in the classroom.

34 (2) School districts implementing a learning assistance program
35 shall (~~focus first on addressing~~) expend a portion of learning
36 assistance program funding to address the needs of students in grades

1 kindergarten through four who are deficient in reading or reading
2 readiness skills to improve reading literacy.

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