





CERTIFICATION OF ENROLLMENT

**SUBSTITUTE HOUSE BILL 2801**

61st Legislature  
2010 Regular Session

Passed by the House March 6, 2010  
Yeas 94 Nays 0

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**Speaker of the House of Representatives**

Passed by the Senate March 4, 2010  
Yeas 48 Nays 0

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**President of the Senate**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **SUBSTITUTE HOUSE BILL 2801** as passed by the House of Representatives and the Senate on the dates hereon set forth.

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**Chief Clerk**

FILED

**Secretary of State  
State of Washington**

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**SUBSTITUTE HOUSE BILL 2801**

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AS AMENDED BY THE SENATE

Passed Legislature - 2010 Regular Session

**State of Washington                      61st Legislature                      2010 Regular Session**

**By** House Education (originally sponsored by Representatives Lias, Johnson, Pedersen, Hunt, Orwall, Maxwell, Quall, Moeller, Chase, Williams, Nelson, and Simpson)

READ FIRST TIME 01/28/10.

1            AN ACT Relating to antiharassment strategies in public schools;  
2 amending RCW 28A.300.285; adding a new section to chapter 43.06B RCW;  
3 and creating a new section.

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

5            NEW SECTION.    **Sec. 1.**    The legislature finds that despite a  
6 recognized law prohibiting harassment, intimidation, and bullying of  
7 students in public schools and despite widespread adoption of  
8 antiharassment policies by school districts, harassment of students  
9 continues and has not declined since the law was enacted. Furthermore,  
10 students and parents continue to seek assistance against harassment,  
11 and schools need to disseminate more widely their antiharassment  
12 policies and procedures. The legislature intends to expand the tools,  
13 information, and strategies that can be used to combat harassment,  
14 intimidation, and bullying of students, and increase awareness of the  
15 need for respectful learning communities in all public schools.

16            **Sec. 2.**    RCW 28A.300.285 and 2007 c 407 s 1 are each amended to  
17 read as follows:

18            (1) By August 1, ((2003)) 2011, each school district shall adopt or

1 amend if necessary a policy(~~(, within the scope of its authority,))~~ and  
2 procedure that at a minimum incorporates the revised model policy and  
3 procedure provided under subsection (4) of this section that prohibits  
4 the harassment, intimidation, or bullying of any student. It is the  
5 responsibility of each school district to share this policy with  
6 parents or guardians, students, volunteers, and school employees in  
7 accordance with rules adopted by the superintendent of public  
8 instruction. Each school district shall designate one person in the  
9 district as the primary contact regarding the antiharassment,  
10 intimidation, or bullying policy. The primary contact shall receive  
11 copies of all formal and informal complaints, have responsibility for  
12 assuring the implementation of the policy and procedure, and serve as  
13 the primary contact on the policy and procedures between the school  
14 district, the office of the education ombudsman, and the office of the  
15 superintendent of public instruction.

16 (2) "Harassment, intimidation, or bullying" means any intentional  
17 electronic, written, verbal, or physical act, including but not limited  
18 to one shown to be motivated by any characteristic in RCW 9A.36.080(3),  
19 or other distinguishing characteristics, when the intentional  
20 electronic, written, verbal, or physical act:

21 (a) Physically harms a student or damages the student's property;  
22 or

23 (b) Has the effect of substantially interfering with a student's  
24 education; or

25 (c) Is so severe, persistent, or pervasive that it creates an  
26 intimidating or threatening educational environment; or

27 (d) Has the effect of substantially disrupting the orderly  
28 operation of the school.

29 Nothing in this section requires the affected student to actually  
30 possess a characteristic that is a basis for the harassment,  
31 intimidation, or bullying.

32 (3) The policy and procedure should be adopted or amended through  
33 a process that includes representation of parents or guardians, school  
34 employees, volunteers, students, administrators, and community  
35 representatives. It is recommended that each such policy emphasize  
36 positive character traits and values, including the importance of civil  
37 and respectful speech and conduct, and the responsibility of students

1 to comply with the district's policy prohibiting harassment,  
2 intimidation, or bullying.

3 (4)(a) By August 1, ((2002)) 2010, the superintendent of public  
4 instruction, in consultation with representatives of parents, school  
5 personnel, the office of the education ombudsman, the Washington state  
6 school directors' association, and other interested parties, shall  
7 provide to ~~((school districts and educational service districts a))~~ the  
8 education committees of the legislature a revised and updated model  
9 harassment, intimidation, and bullying prevention policy and procedure.  
10 The superintendent of public instruction shall publish on its web site,  
11 with a link to the safety center web page, the revised and updated  
12 model harassment, intimidation, and bullying prevention policy and  
13 procedure, along with training and instructional materials on the  
14 components that ((should)) shall be included in any district policy and  
15 procedure. The superintendent shall adopt rules regarding school  
16 districts' communication of the policy and procedure to parents,  
17 students, employees, and volunteers. ((Training materials shall be  
18 disseminated in a variety of ways, including workshops and other staff  
19 developmental activities, and through the office of the superintendent  
20 of public instruction's web site, with a link to the safety center web  
21 page. On the web site:

22 ~~((a) The office of the superintendent of public instruction shall~~  
23 ~~post its model policy, recommended training materials, and~~  
24 ~~instructional materials;))~~

25 (b) The office of the superintendent of public instruction has the  
26 authority to update with new technologies access to this information in  
27 the safety center, to the extent resources are made available((~~+~~and)).

28 (c) ~~((Individual school districts shall have direct access to the~~  
29 ~~safety center web site to post a brief summary of their policies,~~  
30 ~~programs, partnerships, vendors, and instructional and training~~  
31 ~~materials, and to provide a link to the school district's web site for~~  
32 ~~further information.))~~ Each school district shall by August 15, 2011,  
33 provide to the superintendent of public instruction a brief summary of  
34 its policies, procedures, programs, partnerships, vendors, and  
35 instructional and training materials to be posted on the school safety  
36 center web site, and shall also provide the superintendent with a link  
37 to the school district's web site for further information. The

1 district's primary contact for bullying and harassment issues shall  
2 annually by August 15th verify posted information and links and notify  
3 the school safety center of any updates or changes.

4 (5) The Washington state school directors association, with the  
5 assistance of the office of the superintendent of public instruction,  
6 shall convene an advisory committee to develop a model policy  
7 prohibiting acts of harassment, intimidation, or bullying that are  
8 conducted via electronic means by a student while on school grounds and  
9 during the school day. The policy shall include a requirement that  
10 materials meant to educate parents and students about the seriousness  
11 of cyberbullying be disseminated to parents or made available on the  
12 school district's web site. The school directors association and the  
13 advisory committee shall develop sample materials for school districts  
14 to disseminate, which shall also include information on responsible and  
15 safe internet use as well as what options are available if a student is  
16 being bullied via electronic means, including but not limited to,  
17 reporting threats to local police and when to involve school officials,  
18 the internet service provider, or phone service provider. The school  
19 directors association shall submit the model policy and sample  
20 materials, along with a recommendation for local adoption, to the  
21 governor and the legislature and shall post the model policy and sample  
22 materials on its web site by January 1, 2008. Each school district  
23 board of directors shall establish its own policy by August 1, 2008.

24 (6) As used in this section, "electronic" or "electronic means"  
25 means any communication where there is the transmission of information  
26 by wire, radio, optical cable, electromagnetic, or other similar means.

27 NEW SECTION. Sec. 3. A new section is added to chapter 43.06B RCW  
28 to read as follows:

29 In addition to duties assigned under RCW 43.06B.020, the office of  
30 the education ombudsman shall serve as the lead agency to provide  
31 resources and tools to parents and families about public school  
32 antiharassment policies and strategies.

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CERTIFICATION OF ENROLLMENT  
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 3026

61st Legislature  
2010 Regular Session

Passed by the House January 1, 0001  
Yeas 0 Nays 0

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**Speaker of the House of Representatives**

Passed by the Senate January 1, 0001  
Yeas 0 Nays 0

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**President of the Senate**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 3026** as passed by the House of Representatives and the Senate on the dates hereon set forth.

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**Chief Clerk**

FILED

**Secretary of State  
State of Washington**

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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 3026

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AS AMENDED BY THE SENATE

Passed Legislature - 2010 Regular Session

**State of Washington**                      **61st Legislature**                      **2010 Regular Session**

**By** House Ways & Means (originally sponsored by Representatives Santos, Quall, Chase, Upthegrove, Kenney, Hunt, Nelson, Lias, McCoy, Hudgins, Simpson, and Darneille)

READ FIRST TIME 02/09/10.

1            AN ACT Relating to school districts' compliance with state and  
2 federal civil rights laws; adding a new chapter to Title 28A RCW; and  
3 creating a new section.

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

5            NEW SECTION.        **Sec. 1.**        The legislature finds that in 1975  
6 legislation was adopted, codified as chapter 28A.640 RCW, recognizing  
7 the deleterious effect of discrimination on the basis of sex,  
8 specifically prohibiting such discrimination in Washington public  
9 schools, and requiring the office of the superintendent of public  
10 instruction to monitor and enforce compliance. The legislature further  
11 finds that, while numerous state and federal laws prohibit  
12 discrimination on other bases in addition to sex, the common school  
13 provisions in Title 28A RCW do not include specific acknowledgment of  
14 the right to be free from discrimination because of race, creed, color,  
15 national origin, honorably discharged veteran or military status,  
16 sexual orientation, the presence of any sensory, mental, or physical  
17 disability, or the use of a trained dog guide or service animal by a  
18 person with a disability, nor do any common school provisions  
19 specifically direct the office of the superintendent of public

1 instruction to monitor and enforce compliance with these laws. The  
2 legislature finds that one of the recommendations made to the  
3 legislature by the achievement gap oversight and accountability  
4 committee created in chapter 468, Laws of 2009, was that the office of  
5 the superintendent of public instruction should be specifically  
6 authorized to take affirmative steps to ensure that school districts  
7 comply with all civil rights laws, similar to what has already been  
8 authorized in chapter 28A.640 RCW with respect to discrimination on the  
9 basis of sex.

10 NEW SECTION. **Sec. 2.** Discrimination in Washington public schools  
11 on the basis of race, creed, religion, color, national origin,  
12 honorably discharged veteran or military status, sexual orientation  
13 including gender expression or identity, the presence of any sensory,  
14 mental, or physical disability, or the use of a trained dog guide or  
15 service animal by a person with a disability is prohibited. The  
16 definitions given these terms in chapter 49.60 RCW apply throughout  
17 this chapter unless the context clearly requires otherwise.

18 NEW SECTION. **Sec. 3.** The superintendent of public instruction  
19 shall develop rules and guidelines to eliminate discrimination  
20 prohibited in section 2 of this act as it applies to public school  
21 employment, counseling and guidance services to students, recreational  
22 and athletic activities for students, access to course offerings, and  
23 in textbooks and instructional materials used by students.

24 NEW SECTION. **Sec. 4.** The office of the superintendent of public  
25 instruction shall monitor local school districts' compliance with this  
26 chapter, and shall establish a compliance timetable, rules, and  
27 guidelines for enforcement of this chapter.

28 NEW SECTION. **Sec. 5.** Any person aggrieved by a violation of this  
29 chapter, or aggrieved by the violation of any rule or guideline adopted  
30 under this chapter, has a right of action in superior court for civil  
31 damages and such equitable relief as the court determines.

32 NEW SECTION. **Sec. 6.** The superintendent of public instruction has  
33 the power to enforce and obtain compliance with the provisions of this

1 chapter and the rules and guidelines adopted under this chapter, by  
2 appropriate order made pursuant to chapter 34.05 RCW. The order may  
3 include, but is not limited to, termination of all or part of state  
4 apportionment or categorical moneys to the offending school district,  
5 termination of specified programs in which violations may be flagrant  
6 within the offending school district, institution of corrective action,  
7 and the placement of the offending school district on probation with  
8 appropriate sanctions until compliance is achieved.

9 NEW SECTION. **Sec. 7.** This chapter is supplementary to, and does  
10 not supersede, existing law and procedures and future amendments to  
11 those laws and procedures relating to unlawful discrimination.

12 NEW SECTION. **Sec. 8.** Sections 1 through 7 of this act constitute  
13 a new chapter in Title 28A RCW.

14 NEW SECTION. **Sec. 9.** If specific funding for the purposes of this  
15 act, referencing this act by bill or chapter number, is not provided by  
16 June 30, 2010, in the omnibus appropriations act, this act is null and  
17 void.

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CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE SENATE BILL 6403**

61st Legislature  
2010 Regular Session

Passed by the Senate March 9, 2010  
YEAS 46 NAYS 0

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**President of the Senate**

Passed by the House March 3, 2010  
YEAS 96 NAYS 1

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**Speaker of the House of Representatives**

Approved

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**Governor of the State of Washington**

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 6403** as passed by the Senate and the House of Representatives on the dates hereon set forth.

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**Secretary**

FILED

**Secretary of State  
State of Washington**

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**ENGROSSED SUBSTITUTE SENATE BILL 6403**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2010 Regular Session

**State of Washington                      61st Legislature                      2010 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Kauffman, McAuliffe, Hargrove, Hobbs, Regala, Oemig, McDermott, and Shin; by request of Superintendent of Public Instruction)

READ FIRST TIME 01/26/10.

1            AN ACT Relating to accountability and support for vulnerable  
2 students and dropouts, including prevention, intervention, and  
3 reengagement; amending RCW 28A.175.075 and 28A.175.010; adding a new  
4 section to chapter 28A.175 RCW; and creating new sections.

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

6            NEW SECTION.    **Sec. 1.** (1) The legislature finds that by preventing  
7 one high school student from dropping out the annual savings is  
8 approximately ten thousand five hundred dollars, including lost state  
9 and local taxes and savings to the temporary assistance to needy  
10 families program, food stamps, housing assistance, the criminal justice  
11 system, and the health care system.

12            (2) The legislature further finds that school districts need both  
13 accountability and technical assistance to improve high school  
14 graduation rates.

15            (3) The legislature further finds that many vulnerable students  
16 fail to graduate from high school without adequate dropout prevention,  
17 intervention, and reengagement systems at the school district level.

18            (4) The legislature further finds that school districts need the  
19 support of families, agencies, and organizations in the local community

1 to prevent dropouts. In order to significantly improve statewide high  
2 school graduation rates, it is the intent of the legislature to  
3 facilitate the development of a collaborative infrastructure at the  
4 local, regional, and state level between systems that serve vulnerable  
5 youth.

6 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.175  
7 RCW to read as follows:

8 The definitions in this section apply throughout sections 3 and 4  
9 of this act unless the context clearly requires otherwise.

10 (1) "Critical community members" means representatives in the local  
11 community from among the following agencies and organizations:  
12 Student/parent organizations, parents and families, local government,  
13 law enforcement, juvenile corrections, any tribal organization in the  
14 local school district, the local health district, nonprofit and social  
15 service organizations serving youth, and faith organizations.

16 (2) "Dropout early warning and intervention data system" means a  
17 student information system that provides the data needed to conduct a  
18 universal screening to identify students at risk of dropping out,  
19 catalog student interventions, and monitor student progress towards  
20 graduation.

21 (3) "K-12 dropout prevention, intervention, and reengagement  
22 system" means a system that provides all of the following functions:

23 (a) Engaging in school improvement planning specifically focused on  
24 improving high school graduation rates, including goal-setting and  
25 action planning, based on a comprehensive assessment of strengths and  
26 challenges;

27 (b) Providing prevention activities including, but not limited to,  
28 emotionally and physically safe school environments, implementation of  
29 a comprehensive guidance and counseling model facilitated by certified  
30 school counselors, core academic instruction, and career and technical  
31 education exploratory and preparatory programs;

32 (c) Identifying vulnerable students based on a dropout early  
33 warning and intervention data system;

34 (d) Timely academic and nonacademic group and individual  
35 interventions for vulnerable students based on a response to  
36 intervention model, including planning and sharing of information at  
37 critical academic transitions;

1 (e) Providing graduation coaches, mentors, certified school  
2 counselors, and/or case managers for vulnerable students identified as  
3 needing a more intensive one-on-one adult relationship;

4 (f) Establishing and providing staff to coordinate a  
5 school/family/community partnership that assists in building a K-12  
6 dropout prevention, intervention, and reengagement system;

7 (g) Providing retrieval or reentry activities; and

8 (h) Providing alternative educational programming including, but  
9 not limited to, credit retrieval and online learning opportunities.

10 (4) "School/family/community partnership" means a partnership  
11 between a school or schools, families, and the community, that engages  
12 critical community members in a formal, structured partnership with  
13 local school districts in a coordinated effort to provide comprehensive  
14 support services and improve outcomes for vulnerable youth.

15 (5) "Vulnerable students" means students who are in foster care,  
16 involved in the juvenile justice system, receiving special education  
17 services under chapter 28A.155 RCW, recent immigrants, homeless,  
18 emotionally traumatized, or are facing behavioral health issues, and  
19 students deemed at-risk of school failure as identified by a dropout  
20 early warning data system or other assessment.

21 NEW SECTION. **Sec. 3.** By September 15, 2010, the office of the  
22 superintendent of public instruction, in collaboration with the work  
23 group established in RCW 28A.175.075, shall develop and report  
24 recommendations to the quality education council and the legislature  
25 for the development of a comprehensive, K-12 dropout reduction  
26 initiative designed to integrate multiple tiers of dropout prevention,  
27 intervention, and technical assistance provided through federal and  
28 state programs and to support a K-12 dropout prevention, intervention,  
29 and reengagement system as defined in section 2 of this act.

30 **Sec. 4.** RCW 28A.175.075 and 2007 c 408 s 7 are each amended to  
31 read as follows:

32 (1) The office of the superintendent of public instruction shall  
33 establish a state-level building bridges work group that includes K-12  
34 and state agencies that work with youth who have dropped out or are at  
35 risk of dropping out of school. The following agencies shall appoint  
36 representatives to the work group: The office of the superintendent of

1 public instruction, the workforce training and education coordinating  
2 board, the department of early learning, the employment security  
3 department, the state board for community and technical colleges, the  
4 department of health, the community mobilization office, and the  
5 children's services and behavioral health and recovery divisions of the  
6 department of social and health services. The ~~((state—level~~  
7 ~~leadership))~~ work group ~~((shall))~~ should also consist of one  
8 representative from each of the following agencies and organizations:  
9 ~~((The workforce training and education coordinating board;))~~ A  
10 statewide organization representing career and technical education  
11 programs including skill centers; ~~((relevant divisions of the~~  
12 ~~department of social and health services;))~~ the juvenile courts or the  
13 office of juvenile justice, or both; the Washington association of  
14 prosecuting attorneys; the Washington state office of public defense;  
15 ~~((the employment security department;))~~ accredited institutions of  
16 higher education; the educational service districts; the area workforce  
17 development councils; parent and educator associations; ~~((the~~  
18 ~~department of health))~~ achievement gap oversight and accountability  
19 committee; office of the education ombudsman; local school districts;  
20 agencies or organizations that provide services to special education  
21 students; community organizations serving youth; federally recognized  
22 tribes and urban tribal centers; each of the major political caucuses  
23 of the senate and house of representatives; and the minority  
24 commissions.

25 (2) To assist and enhance the work of the building bridges programs  
26 established in RCW ~~((28A.175.055))~~ 28A.175.025, the state-level work  
27 group shall:

28 (a) Identify and make recommendations to the legislature for the  
29 reduction of fiscal, legal, and regulatory barriers that prevent  
30 coordination of program resources across agencies at the state and  
31 local level;

32 (b) Develop and track performance measures and benchmarks for each  
33 partner agency or organization across the state including performance  
34 measures and benchmarks based on student characteristics and outcomes  
35 specified in RCW 28A.175.035(1)(e); and

36 (c) Identify research-based and emerging best practices regarding  
37 prevention, intervention, and retrieval programs.

1           (3)(a) The work group shall report to the quality education  
2 council, appropriate committees of the legislature, and the governor on  
3 an annual basis beginning December 1, 2007, with proposed strategies  
4 for building K-12 dropout prevention, intervention, and reengagement  
5 systems in local communities throughout the state including, but not  
6 limited to, recommendations for implementing emerging best practices,  
7 needed additional resources, and eliminating barriers.

8           (b) By September 15, 2010, the work group shall report on:

9           (i) A recommended state goal and annual state targets for the  
10 percentage of students graduating from high school;

11           (ii) A recommended state goal and annual state targets for the  
12 percentage of youth who have dropped out of school who should be  
13 reengaged in education and be college and work ready;

14           (iii) Recommended funding for supporting career guidance and the  
15 planning and implementation of K-12 dropout prevention, intervention,  
16 and reengagement systems in school districts and a plan for phasing the  
17 funding into the program of basic education, beginning in the 2011-  
18 2013 biennium; and

19           (iv) A plan for phasing in the expansion of the current school  
20 improvement planning program to include state-funded, dropout-focused  
21 school improvement technical assistance for school districts in  
22 significant need of improvement regarding high school graduation rates.

23           (4) State agencies in the building bridges work group shall work  
24 together, wherever feasible, on the following activities to support  
25 school/family/community partnerships engaged in building K-12 dropout  
26 prevention, intervention, and reengagement systems:

27           (a) Providing opportunities for coordination and flexibility of  
28 program eligibility and funding criteria;

29           (b) Providing joint funding;

30           (c) Developing protocols and templates for model agreements on  
31 sharing records and data;

32           (d) Providing joint professional development opportunities that  
33 provide knowledge and training on:

34           (i) Research-based and promising practices;

35           (ii) The availability of programs and services for vulnerable  
36 youth; and

37           (iii) Cultural competence.

1       (5) The building bridges work group shall make recommendations to  
2 the governor and the legislature by December 1, 2010, on a state-level  
3 and regional infrastructure for coordinating services for vulnerable  
4 youth. Recommendations must address the following issues:

5       (a) Whether to adopt an official conceptual approach or framework  
6 for all entities working with vulnerable youth that can support  
7 coordinated planning and evaluation;

8       (b) The creation of a performance-based management system,  
9 including outcomes, indicators, and performance measures relating to  
10 vulnerable youth and programs serving them, including accountability  
11 for the dropout issue;

12       (c) The development of regional and/or county-level multipartner  
13 youth consortia with a specific charge to assist school districts and  
14 local communities in building K-12 comprehensive dropout prevention,  
15 intervention, and reengagement systems;

16       (d) The development of integrated or school-based one-stop shopping  
17 for services that would:

18       (i) Provide individualized attention to the neediest youth and  
19 prioritized access to services for students identified by a dropout  
20 early warning and intervention data system;

21       (ii) Establish protocols for coordinating data and services,  
22 including getting data release at time of intake and common assessment  
23 and referral processes; and

24       (iii) Build a system of single case managers across agencies;

25       (e) Launching a statewide media campaign on increasing the high  
26 school graduation rate; and

27       (f) Developing a statewide database of available services for  
28 vulnerable youth.

29       **Sec. 5.** RCW 28A.175.010 and 2005 c 207 s 3 are each amended to  
30 read as follows:

31       Each school district shall account for the educational progress of  
32 each of its students. To achieve this, school districts shall be  
33 required to report annually to the superintendent of public  
34 instruction:

35       (1) For students enrolled in each of a school district's high  
36 school programs:

37       (a) The number of students who graduate in fewer than four years;

1 (b) The number of students who graduate in four years;  
2 (c) The number of students who remain in school for more than four  
3 years but who eventually graduate and the number of students who remain  
4 in school for more than four years but do not graduate;  
5 (d) The number of students who transfer to other schools;  
6 (e) The number of students in the ninth through twelfth grade who  
7 drop out of school over a four-year period; and  
8 (f) The number of students whose status is unknown.  
9 (2) Dropout rates of students in each of the grades seven through  
10 twelve.  
11 (3) Dropout rates for student populations in each of the grades  
12 seven through twelve by:  
13 (a) Ethnicity;  
14 (b) Gender;  
15 (c) Socioeconomic status; and  
16 (d) Disability status.  
17 (4) The causes or reasons, or both, attributed to students for  
18 having dropped out of school in grades seven through twelve.  
19 (5) The superintendent of public instruction shall adopt rules  
20 under chapter 34.05 RCW to assure uniformity in the information  
21 districts are required to report under subsections (1) through (4) of  
22 this section. In developing rules, the superintendent of public  
23 instruction shall consult with school districts, including  
24 administrative and counseling personnel, with regard to the methods  
25 through which information is to be collected and reported.  
26 (6) In reporting on the causes or reasons, or both, attributed to  
27 students for having dropped out of school, school building officials  
28 shall, to the extent reasonably practical, obtain such information  
29 directly from students. In lieu of obtaining such information directly  
30 from students, building principals and counselors shall identify the  
31 causes or reasons, or both, based on their professional judgment.  
32 (7) The superintendent of public instruction shall report annually  
33 to the legislature the information collected under subsections (1)  
34 through (4) of this section.  
35 (8) The Washington state institute for public policy shall  
36 calculate an annual estimate of the savings resulting from any change  
37 compared to the prior school year in the extended graduation rate. The

1 superintendent shall include the estimate from the institute in an  
2 appendix of the report required under subsection (7) of this section,  
3 beginning with the 2010 report.

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