

CERTIFICATION OF ENROLLMENT  
**ENGROSSED SUBSTITUTE SENATE BILL 5803**

64th Legislature  
2015 Regular Session

Passed by the Senate March 3, 2015  
Yeas 39 Nays 9

---

**President of the Senate**

Passed by the House April 9, 2015  
Yeas 95 Nays 2

---

**Speaker of the House of Representatives**

Approved

---

**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5803** as passed by Senate and the House of Representatives on the dates hereon set forth.

---

**Secretary**

FILED

**Secretary of State  
State of Washington**

---

ENGROSSED SUBSTITUTE SENATE BILL 5803

---

Passed Legislature - 2015 Regular Session

State of Washington

64th Legislature

2015 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Dammeier, McAuliffe, and Keiser)

READ FIRST TIME 02/20/15.

1 AN ACT Relating to the notification of parents when their  
2 children are below basic on the third grade statewide English  
3 language arts assessment; amending RCW 28A.655.230; and declaring an  
4 emergency.

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

6 **Sec. 1.** RCW 28A.655.230 and 2013 2nd sp.s. c 18 s 105 are each  
7 amended to read as follows:

8 (1) The definitions in this subsection apply throughout this  
9 section and RCW 28A.655.235 unless the context clearly requires  
10 otherwise.

11 (a) "Basic" means a score on the statewide student assessment at  
12 a level two in a four-level scoring system.

13 (b) "Below basic" means a score on the statewide student  
14 assessment at a level one in a four-level scoring system.

15 (c) "Not meet the state standard" means a score on the statewide  
16 student assessment at either a level one or a level two in a four-  
17 level scoring system.

18 (2) (~~Beginning in the 2014-15 school year, for any student who~~  
19 ~~receives a score of~~) Prior to the return of the results of the  
20 statewide student assessment in English language arts, elementary  
21 schools shall require meetings between teachers and parents of

1 students in third grade who are reading below grade-level or who,  
2 based on formative or diagnostic assessment, and other indicators,  
3 are likely to score in the below basic level on the third grade  
4 statewide student assessment in English language arts ((, a meeting  
5 must be scheduled before the end of the school year between the  
6 student's parent or guardian, teacher, and the principal of the  
7 school the student attends or the principal's designee to discuss  
8 appropriate grade placement and recommended intensive strategies to  
9 improve the student's reading skills)). At the meeting, the teacher  
10 shall inform the parents or guardians of the requirements of this  
11 section and the intensive reading improvement strategies that will be  
12 available to students before fourth grade. The teacher also shall  
13 inform the parents and guardians of the school district's grade  
14 placement policy for the following year. Schools that have regularly  
15 scheduled parent teacher conferences may use those meetings to comply  
16 with this section.

17 (3) For students to be placed in fourth grade, the strategies  
18 ((discussed)) provided by the school district must include an  
19 intensive improvement strategy provided, supported, or contracted by  
20 the school district that includes a summer program or other options  
21 ((identified by the parents, teacher, principal, or principal's  
22 designee as appropriately meeting the student's need)) developed to  
23 meet the needs of students to prepare for fourth grade. ((The parents  
24 or guardians must be fully informed about the strategies and))

25 (4) If a student in third grade scores below grade level on the  
26 third grade statewide student assessment in English language arts,  
27 and there was no meeting under subsection (2) of this section, the  
28 principal or his or her designee shall notify the student's parents  
29 or guardians of the following:

30 (a) The below basic score;

31 (b) An explanation of the requirements of this section;

32 (c) The intensive improvement strategy options that are  
33 available;

34 (d) The school district's grade placement policy;

35 (e) Contact information for a school district employee who can  
36 respond to questions and provide additional information; and

37 (f) A reasonable deadline for obtaining the parent's consent  
38 regarding the student's intensive improvement strategies that will be  
39 implemented and the student's grade placement.

1       (5) The parent's or guardian's consent must be obtained regarding  
2 the appropriate grade placement and the intensive improvement  
3 strategy to be implemented. The school district must implement the  
4 strategy selected in consultation with the student's parents or  
5 guardians. If the school district does not receive a response from a  
6 parent by the deadline or a reasonable time thereafter, the principal  
7 or his or her designee shall make a decision on the student's grade  
8 placement for the following year and the intensive improvement  
9 strategies that will be implemented during the following school year.

10       (6) If the school principal and parent cannot agree on the  
11 appropriate grade placement and improvement strategies from the list  
12 of available options, the parent's request will be honored.

13       ~~((3))~~ (7) If a student does not have a score in English  
14 language arts on the third grade statewide student assessment but the  
15 district determines, or is able to anticipate from, using district or  
16 classroom-based formative or diagnostic assessments or another  
17 standardized assessment, that the student's performance is equivalent  
18 to below basic in English language arts, the policy in subsections  
19 (2) through (6) of this section applies.

20       ~~((4))~~ (8) Students participating in the transitional bilingual  
21 instruction program are exempt from the policy in subsections (2)  
22 through (6) of this section, unless the student has participated in  
23 the transitional bilingual instruction program for three school years  
24 and receives a score of below basic on the third grade statewide  
25 student assessment in English language arts.

26       ~~((5))~~ (9) Students with disabilities whose individualized  
27 education program includes specially designed instruction in reading  
28 or English language arts are exempt from subsections (2) ~~(, (3), and~~  
29 ~~(4))~~ through (8) of this section. Communication and consultation  
30 with parents or guardians of such students shall occur through the  
31 individualized education program process required under chapter  
32 28A.155 RCW and associated administrative rules.

33       NEW SECTION. Sec. 2. This act is necessary for the immediate  
34 preservation of the public peace, health, or safety, or support of  
35 the state government and its existing public institutions, and takes  
36 effect immediately.

--- END ---