

2SSB 5427 - H COMM AMD
By Committee on Education

ADOPTED 04/11/2011

1 Strike everything after the enacting clause and insert the
2 following:

3 "Sec. 1. RCW 28A.150.315 and 2010 c 236 s 4 are each amended to
4 read as follows:

5 (1) Beginning with the 2007-08 school year, funding for voluntary
6 all-day kindergarten programs shall be phased-in beginning with schools
7 with the highest poverty levels, defined as those schools with the
8 highest percentages of students qualifying for free and reduced-price
9 lunch support in the prior school year. During the 2011-2013 biennium,
10 funding shall continue to be phased-in each year until full statewide
11 implementation of all-day kindergarten is achieved in the 2017-18
12 school year. Once a school receives funding for the all-day
13 kindergarten program, that school shall remain eligible for funding in
14 subsequent school years regardless of changes in the school's
15 percentage of students eligible for free and reduced-price lunches as
16 long as other program requirements are fulfilled. Additionally,
17 schools receiving all-day kindergarten program support shall agree to
18 the following conditions:

- 19 (a) Provide at least a one thousand-hour instructional program;
20 (b) Provide a curriculum that offers a rich, varied set of
21 experiences that assist students in:
22 (i) Developing initial skills in the academic areas of reading,
23 mathematics, and writing;
24 (ii) Developing a variety of communication skills;
25 (iii) Providing experiences in science, social studies, arts,
26 health and physical education, and a world language other than English;
27 (iv) Acquiring large and small motor skills;
28 (v) Acquiring social and emotional skills including successful
29 participation in learning activities as an individual and as part of a
30 group; and

1 (vi) Learning through hands-on experiences;

2 (c) Establish learning environments that are developmentally
3 appropriate and promote creativity;

4 (d) Demonstrate strong connections and communication with early
5 learning community providers; and

6 (e) Participate in kindergarten program readiness activities with
7 early learning providers and parents.

8 (2)(a) In addition to the requirements in subsection (1) of this
9 section and to the extent funds are available, beginning with the 2011-
10 12 school year on a voluntary basis, schools must identify the skills,
11 knowledge, and characteristics of kindergarten students at the
12 beginning of the school year in order to support social-emotional,
13 physical, and cognitive growth and development of individual children;
14 support early learning provider and parent involvement; and inform
15 instruction. Kindergarten teachers shall administer the Washington
16 kindergarten inventory of developing skills, as directed by the
17 superintendent of public instruction in consultation with the
18 department of early learning, and report the results to the
19 superintendent. The superintendent shall share the results with the
20 director of the department of early learning.

21 (b) School districts shall provide an opportunity for parents and
22 guardians to excuse their children from participation in the Washington
23 kindergarten inventory of developing skills.

24 (c) To the extent funds are available, beginning in the 2012-13
25 school year, the Washington kindergarten inventory of developing skills
26 shall be administered at the beginning of the school year to all
27 students enrolled in state-funded full-day kindergarten programs with
28 the exception of students who have been excused from participation by
29 their parents or guardians.

30 (d) Until full implementation of state-funded all-day kindergarten,
31 the superintendent of public instruction, in consultation with the
32 director of the department of early learning, may grant annual,
33 renewable waivers from the requirement of (c) of this subsection to
34 administer the Washington kindergarten inventory of developing skills.
35 A school district seeking a waiver for one or more of its schools must
36 submit an application to the office of the superintendent of public
37 instruction that includes:

1 (i) A description of the kindergarten readiness assessment and
2 transition processes that it proposes to administer instead of the
3 Washington kindergarten inventory of developing skills;

4 (ii) An explanation of why the administration of the Washington
5 kindergarten inventory of developing skills would be unduly burdensome;
6 and

7 (iii) An explanation of how administration of the alternative
8 kindergarten readiness assessment will support social-emotional,
9 physical, and cognitive growth and development of individual children;
10 support early learning provider and parent involvement; and inform
11 instruction.

12 (3) Subject to funds appropriated for this purpose, the
13 superintendent of public instruction shall designate one or more school
14 districts to serve as resources and examples of best practices in
15 designing and operating a high-quality all-day kindergarten program.
16 Designated school districts shall serve as lighthouse programs and
17 provide technical assistance to other school districts in the initial
18 stages of implementing an all-day kindergarten program. Examples of
19 topics addressed by the technical assistance include strategic
20 planning, developing the instructional program and curriculum, working
21 with early learning providers to identify students and communicate with
22 parents, and developing kindergarten program readiness activities.

23 NEW SECTION. Sec. 2. A new section is added to chapter 28A.655
24 RCW to read as follows:

25 Before implementing the Washington kindergarten inventory of
26 developing skills as provided under RCW 28A.150.315, the superintendent
27 of public instruction and the department of early learning must assure
28 that a fairness and bias review of the assessment process has been
29 conducted, including providing an opportunity for input from the
30 achievement gap oversight and accountability committee under RCW
31 28A.300.136 and from an additional diverse group of community
32 representatives, parents, and educators to be convened by the
33 superintendent and the director of the department.

34 NEW SECTION. Sec. 3. Section 1 of this act takes effect September
35 1, 2011."

Correct the title.

EFFECT: Makes the following changes:

References additional purposes for a kindergarten assessment:

Supporting early learning provider and parent involvement; and

Supporting social-emotional, physical, cognitive growth of children.

Requires the administration of "the Washington kindergarten inventory of developing skills" rather than "a kindergarten assessment process."

Removes the directive to seek input from the UW regarding issues of cultural responsiveness, disability accommodations, and parent involvement and satisfaction, and replaces it with a requirement that SPI and DEL must assure that a fairness and bias review has been conducted with input from AGOAC and an additional diverse group of community representatives, parents, and educators.

Provides that the section requiring the fairness and bias review goes into effect within 90 days after session adjourns.

Allows the Superintendent of Public Instruction, in consultation with the Director of the Department of Early Learning, to grant annual, renewable waivers in order to allow the administration of kindergarten assessments other than WAKids. Provides that such waivers may be granted only until full implementation of state-funded all-day kindergarten. Sets forth requirements applicable to the waiver application process.

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