
SECOND SUBSTITUTE HOUSE BILL 1510

State of Washington

62nd Legislature

2011 Regular Session

By House Ways & Means (originally sponsored by Representatives Kagi, Maxwell, and Kelley; by request of Superintendent of Public Instruction)

READ FIRST TIME 02/25/11.

1 AN ACT Relating to the assessment of students in state-funded full-
2 day kindergarten classrooms; amending RCW 28A.150.315; adding a new
3 section to chapter 28A.655 RCW; creating a new section; and providing
4 an effective date.

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

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

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

1 long as other program requirements are fulfilled. Additionally,
2 schools receiving all-day kindergarten program support shall agree to
3 the following conditions:

4 (a) Provide at least a one thousand-hour instructional program;

5 (b) Provide a curriculum that offers a rich, varied set of
6 experiences that assist students in:

7 (i) Developing initial skills in the academic areas of reading,
8 mathematics, and writing;

9 (ii) Developing a variety of communication skills;

10 (iii) Providing experiences in science, social studies, arts,
11 health and physical education, and a world language other than English;

12 (iv) Acquiring large and small motor skills;

13 (v) Acquiring social and emotional skills including successful
14 participation in learning activities as an individual and as part of a
15 group; and

16 (vi) Learning through hands-on experiences;

17 (c) Establish learning environments that are developmentally
18 appropriate and promote creativity;

19 (d) Demonstrate strong connections and communication with early
20 learning community providers; and

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

23 (2)(a) In addition to the requirements in subsection (1) of this
24 section, beginning with the 2011-12 school year on a voluntary basis,
25 schools must identify the skills, knowledge, and characteristics of
26 kindergarten students at the beginning of the school year in order to
27 support social-emotional, physical, and cognitive growth and
28 development of individual children; support early learning provider and
29 parent involvement; and inform instruction. Kindergarten teachers
30 shall administer the Washington kindergarten inventory of developing
31 skills, as directed by the superintendent of public instruction in
32 consultation with the department of early learning, and report the
33 results to the superintendent. The superintendent shall share the
34 results with the director of the department of early learning.

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

1 (c) Beginning in the 2012-13 school year, the Washington
2 kindergarten inventory of developing skills shall be administered at
3 the beginning of the school year to all students enrolled in state-
4 funded full-day kindergarten programs with the exception of students
5 who have been excused from participation by their parents or guardians.

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

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

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

28 NEW SECTION. Sec. 3. Section 1 of this act takes effect September
29 1, 2011.

30 NEW SECTION. Sec. 4. If specific funding for the purposes of this
31 act, referencing this act by bill or chapter number, is not provided by
32 June 30, 2011, in the omnibus appropriations act, this act is null and
33 void.

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