
HOUSE BILL 2586

State of Washington

62nd Legislature

2012 Regular Session

By Representatives Kagi, Maxwell, Ladenburg, Dammeier, Kenney, and Tharinger; by request of Department of Early Learning and Superintendent of Public Instruction

Read first time 01/18/12. Referred to Committee on Education.

1 AN ACT Relating to phasing-in statewide implementation of the
2 Washington kindergarten inventory of developing skills; amending RCW
3 28A.150.315; and adding a new section to chapter 28A.655 RCW.

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

5 **Sec. 1.** RCW 28A.150.315 and 2011 c 340 s 1 are each amended to
6 read as follows:

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

1 schools receiving all-day kindergarten program support shall agree to
2 the following conditions:

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

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

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

8 (ii) Developing a variety of communication skills;

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

11 (iv) Acquiring large and small motor skills;

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

15 (vi) Learning through hands-on experiences;

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

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

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

22 (2)(a) In addition to the requirements in subsection (1) of this
23 section and to the extent funds are available, beginning with the 2011-
24 12 school year on a voluntary basis, schools must identify the skills,
25 knowledge, and characteristics of kindergarten students at the
26 beginning of the school year in order to support social-emotional,
27 physical, and cognitive growth and development of individual children;
28 support early learning provider and parent involvement; and inform
29 instruction. Kindergarten teachers shall administer the Washington
30 kindergarten inventory of developing skills, as directed by the
31 superintendent of public instruction in consultation with the
32 department of early learning, and report the results to the
33 superintendent. The superintendent shall share the results with the
34 director of the department of early learning. Beginning with the 2012-
35 13 school year and thereafter, schools shall be subject to the
36 provisions of section 2 of this act.

37 (b) School districts shall provide an opportunity for parents and

1 guardians to excuse their children from participation in the Washington
2 kindergarten inventory of developing skills.

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

9 ~~(d) Until full implementation of state-funded all-day kindergarten,
10 the superintendent of public instruction, in consultation with the
11 director of the department of early learning, may grant annual,
12 renewable waivers from the requirement of (c) of this subsection to
13 administer the Washington kindergarten inventory of developing skills.
14 A school district seeking a waiver for one or more of its schools must
15 submit an application to the office of the superintendent of public
16 instruction that includes:~~

17 ~~(i) A description of the kindergarten readiness assessment and
18 transition processes that it proposes to administer instead of the
19 Washington kindergarten inventory of developing skills;~~

20 ~~(ii) An explanation of why the administration of the Washington
21 kindergarten inventory of developing skills would be unduly burdensome;
22 and~~

23 ~~(iii) An explanation of how administration of the alternative
24 kindergarten readiness assessment will support social-emotional,
25 physical, and cognitive growth and development of individual children;
26 support early learning provider and parent involvement; and inform
27 instruction.)~~

28 (3) Subject to funds appropriated for this purpose, the
29 superintendent of public instruction shall designate one or more school
30 districts to serve as resources and examples of best practices in
31 designing and operating a high-quality all-day kindergarten program.
32 Designated school districts shall serve as lighthouse programs and
33 provide technical assistance to other school districts in the initial
34 stages of implementing an all-day kindergarten program. Examples of
35 topics addressed by the technical assistance include strategic
36 planning, developing the instructional program and curriculum, working
37 with early learning providers to identify students and communicate with
38 parents, and developing kindergarten program readiness activities.

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

3 (1)(a) To the extent funds are available, beginning in the 2012-13
4 school year, the Washington kindergarten inventory of developing skills
5 shall be administered at the beginning of the school year to all
6 students enrolled in state-funded full-day kindergarten programs under
7 RCW 28A.150.315 with the exception of students who have been excused
8 from participation by their parents or guardians.

9 (b) To the extent funds are available, administration of the
10 Washington kindergarten inventory of developing skills to kindergarten
11 students in addition to those under (a) of this subsection shall be
12 phased in beginning in the 2012-13 school year as directed by the
13 superintendent of public instruction in consultation with the
14 department of early learning, until the 2014-15 school year and
15 thereafter when the Washington kindergarten inventory of developing
16 skills must be administered to all students enrolled in kindergarten
17 programs in the public schools with the exception of students who have
18 been excused from participation by their parents or guardians.

19 (2) Until full statewide implementation of the Washington
20 kindergarten inventory of developing skills, the superintendent of
21 public instruction, in consultation with the director of the department
22 of early learning, may grant annual, renewable waivers from the
23 requirement of subsection (1) of this subsection to administer the
24 Washington kindergarten inventory of developing skills. A school
25 district seeking a waiver for one or more of its schools must submit an
26 application to the office of the superintendent of public instruction
27 that includes:

28 (a) A description of the kindergarten readiness assessment and
29 transition processes that it proposes to administer instead of the
30 Washington kindergarten inventory of developing skills;

31 (b) An explanation of why the administration of the Washington
32 kindergarten inventory of developing skills would be unduly burdensome;
33 and

34 (c) An explanation of how administration of the alternative
35 kindergarten readiness assessment will support social-emotional,
36 physical, and cognitive growth and development of individual children;

1 support early learning provider and parent involvement; and inform
2 instruction.

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