
SENATE BILL 5330

State of Washington

63rd Legislature

2013 Regular Session

By Senators Hargrove, Shin, and Hill

Read first time 01/28/13. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to improved student achievement and student
2 outcomes; amending RCW 28A.150.220, 28A.150.315, 28A.150.250,
3 28A.150.260, 28A.150.410, 28A.165.005, 28A.165.015, 28A.165.025,
4 28A.165.035, 28A.175.025, 28A.400.200, and 28A.655.080; adding a new
5 section to chapter 28A.150 RCW; adding a new section to chapter 28A.415
6 RCW; adding new sections to chapter 28A.165 RCW; adding a new section
7 to chapter 28A.180 RCW; adding a new section to chapter 28A.300 RCW;
8 and creating new sections.

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

10 NEW SECTION. **Sec. 1.** The legislature intends to respond to our
11 constitutional obligation to fully fund basic education by targeting
12 our initial investments in the new basic education program on research-
13 based practices that will result in improving student achievement,
14 closing the opportunity gap, and reducing dropout rates. The
15 legislature recognizes that reform efforts without funding is simply
16 another unfunded mandate on our schools and an empty promise to our
17 children. However, the legislature also recognizes that new funding
18 for those reform efforts must be targeted on the programs and practices
19 that are proven to get positive results, otherwise the funding itself

1 is squandered. By focusing our initial funding on programs that have
2 positive student outcomes we are moving away from an input-based
3 approach to school funding and towards a funding system that is tied to
4 producing results.

5 The legislature intends to continue to make changes to the program
6 of basic education in those areas where emerging research and evidence
7 shows there are better and more efficient strategies for helping
8 students succeed. The legislature further intends to continue to focus
9 on the individualized needs of every child and recognize that different
10 children need differing levels of support in order to have an equal
11 opportunity to access their full potential. By investing now in those
12 educational support services that research demonstrates have a low risk
13 of failure and good return on investment, the state anticipates we will
14 save money in the future as the need for continuing intervention
15 strategies for those same children later in their educational career is
16 reduced. With this approach, the overall funding needs of the
17 educational system will over time be reduced even as student
18 achievement improves.

19 **Sec. 2.** RCW 28A.150.220 and 2011 1st sp.s. c 27 s 1 are each
20 amended to read as follows:

21 (1) In order for students to have the opportunity to develop the
22 basic education knowledge and skills under RCW 28A.150.210, school
23 districts must provide instruction of sufficient quantity and quality
24 and give students the opportunity to complete graduation requirements
25 that are intended to prepare them for postsecondary education, gainful
26 employment, and citizenship. The program established under this
27 section shall be the minimum instructional program of basic education
28 offered by school districts.

29 (2) Each school district shall make available to students the
30 following minimum instructional offering each school year:

31 (a) For students enrolled in grades one through twelve, at least a
32 district-wide annual average of one thousand hours, which shall be
33 increased to at least one thousand eighty instructional hours for
34 students enrolled in each of grades seven through twelve and at least
35 one thousand instructional hours for students in each of grades one
36 through six according to an implementation schedule adopted by the
37 legislature, but not before the 2014-15 school year; and

1 (b) For students enrolled in kindergarten, at least four hundred
2 fifty instructional hours(~~(, which shall be increased to at least one~~
3 ~~thousand instructional hours according to the implementation schedule~~
4 ~~under RCW 28A.150.315)) except for entering kindergarten students who
5 are identified in accordance with RCW 28A.150.315.~~

6 (3) The instructional program of basic education provided by each
7 school district shall include:

8 (a) Instruction in the essential academic learning requirements
9 under RCW 28A.655.070;

10 (b) Instruction that provides students the opportunity to complete
11 twenty-four credits for high school graduation, subject to a phased-in
12 implementation of the twenty-four credits as established by the
13 legislature. Course distribution requirements may be established by
14 the state board of education under RCW 28A.230.090;

15 (c) If the essential academic learning requirements include a
16 requirement of languages other than English, the requirement may be met
17 by students receiving instruction in one or more American Indian
18 languages;

19 (d) Supplemental instruction and services for underachieving
20 students through the learning assistance program under RCW 28A.165.005
21 through 28A.165.065;

22 (e) Supplemental instruction and services for eligible and enrolled
23 students whose primary language is other than English through the
24 transitional bilingual instruction program under RCW 28A.180.010
25 through 28A.180.080 and section 17 of this act;

26 (f) The opportunity for an appropriate education at public expense
27 as defined by RCW 28A.155.020 for all eligible students with
28 disabilities as defined in RCW 28A.155.020; and

29 (g) Programs for highly capable students under RCW 28A.185.010
30 through 28A.185.030.

31 (4) Nothing contained in this section shall be construed to require
32 individual students to attend school for any particular number of hours
33 per day or to take any particular courses.

34 (5) Each school district's kindergarten through twelfth grade basic
35 educational program shall be accessible to all students who are five
36 years of age, as provided by RCW 28A.225.160, and less than twenty-one
37 years of age and shall consist of a minimum of one hundred eighty
38 school days per school year in such grades as are conducted by a school

1 district, and one hundred eighty half-days of instruction, or
2 equivalent, in kindergarten, to be increased to a minimum of one
3 hundred eighty school days per school year according to the
4 implementation schedule under RCW 28A.150.315. However, schools
5 administering the Washington kindergarten inventory of developing
6 skills may use up to five school days at the beginning of the school
7 year to meet with parents and families as required in the parent
8 involvement component of the inventory. In addition, effective May 1,
9 1979, a school district may schedule the last five school days of the
10 one hundred ((and)) eighty day school year for noninstructional
11 purposes in the case of students who are graduating from high school,
12 including, but not limited to, the observance of graduation and early
13 release from school upon the request of a student, and all such
14 students may be claimed as a full-time equivalent student to the extent
15 they could otherwise have been so claimed for the purposes of RCW
16 28A.150.250 and 28A.150.260.

17 (6) Nothing in this section precludes a school district from
18 enriching the instructional program of basic education, such as
19 offering additional instruction or providing additional services,
20 programs, or activities that the school district determines to be
21 appropriate for the education of the school district's students.

22 (7) The state board of education shall adopt rules to implement and
23 ensure compliance with the program requirements imposed by this
24 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental
25 program approval requirements as the state board may establish.

26 **Sec. 3.** RCW 28A.150.315 and 2012 c 51 s 1 are each amended to read
27 as follows:

28 (1) ~~((Beginning with the 2007-08 school year, funding for voluntary~~
29 ~~all-day kindergarten programs shall be phased in beginning with schools~~
30 ~~with the highest poverty levels, defined as those schools with the~~
31 ~~highest percentages of students qualifying for free and reduced price~~
32 ~~lunch support in the prior school year. During the 2011-2013 biennium,~~
33 ~~funding shall continue to be phased in each year until full statewide~~
34 ~~implementation of all-day kindergarten is achieved in the 2017-18~~
35 ~~school year. Once a school receives funding for the all-day~~
36 ~~kindergarten program, that school shall remain eligible for funding in~~
37 ~~subsequent school years regardless of changes in the school's~~

1 ~~percentage of students eligible for free and reduced price lunches as~~
2 ~~long as other program requirements are fulfilled. Additionally,))~~ The
3 goal of an effective kindergarten program is to provide a learning
4 environment that will successfully prepare each individual student to
5 take the next step in his or her education. The legislature finds that
6 all kindergarten students will not need a full-day kindergarten program
7 to be prepared for first grade. For many kindergarten students a half-
8 day program is sufficient.

9 (2) The legislature shall provide a full-day kindergarten program
10 to the following entering kindergarten students who need additional
11 support:

12 (a) Students who participate in the early childhood education and
13 assistance program whose performance on the spring administration of
14 the Washington kindergarten inventory of developing skills indicates
15 that they need additional support; and

16 (b) Students identified on a screening tool developed or listed as
17 appropriate by the office of the superintendent of public instruction
18 under section 18 of this act.

19 (3) Schools receiving ((all-day)) full-day kindergarten program
20 support shall agree to the following conditions:

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

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

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

26 (ii) Developing a variety of communication skills;

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

29 (iv) Acquiring large and small motor skills;

30 (v) Acquiring social and emotional skills including successful
31 participation in learning activities as an individual and as part of a
32 group; and

33 (vi) Learning through hands-on experiences;

34 (c) Establish learning environments that are developmentally
35 appropriate and promote creativity;

36 (d) Demonstrate strong connections and communication with early
37 learning community providers; and

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

3 ~~((+2)) (4)(a) ((It is the intent of the legislature that
4 administration of the Washington kindergarten inventory of developing
5 skills as required in this subsection (2) and RCW 28A.655.080 replace
6 administration of other assessments being required by school districts
7 or that other assessments only be administered if they seek to obtain
8 information not covered by the Washington kindergarten inventory of
9 developing skills.~~

10 ~~(b) In addition to the requirements in subsection (1) of this
11 section and to the extent funds are available, beginning with the 2011-
12 12 school year on a voluntary basis, schools must identify the skills,
13 knowledge, and characteristics of kindergarten students at the
14 beginning of the school year in order to support social-emotional,
15 physical, and cognitive growth and development of individual children;
16 support early learning provider and parent involvement; and inform
17 instruction.)) Beginning with the 2014-15 school year, all kindergarten
18 teachers shall administer the Washington kindergarten inventory of
19 developing skills to each kindergarten student, as directed by the
20 superintendent of public instruction in consultation with the
21 department of early learning and in collaboration with the
22 nongovernmental private-public partnership designated in RCW
23 43.215.070(, and report)). The results shall be reported to the
24 superintendent. The superintendent shall share the results with the
25 director of the department of early learning.~~

26 ~~((+e)) (b) Beginning with the 2015-16 school year, state funding
27 for the full-day kindergarten programs for students identified in
28 subsection (2) of this section shall be based on the percentage of
29 students in kindergarten in the school district who were eligible for
30 free or reduced-priced meals in the prior school year. Beginning in
31 the 2017-18 school year, state funding for the full-day kindergarten
32 programs for students identified in subsection (2) of this section
33 shall change to be based on a three-year rolling average of the number
34 of children scoring below peer level within the school district on the
35 Washington kindergarten inventory of developing skills. Any state
36 funds provided for a full-day kindergarten program under this
37 subsection shall be considered basic education program funding.~~

1 (c) School districts shall provide an opportunity for parents and
2 guardians to excuse their children from participation in the Washington
3 kindergarten inventory of developing skills. However, if the student
4 does not participate in the Washington kindergarten inventory of
5 developing skills, the student is not eligible for a state-funded full-
6 day kindergarten program.

7 (~~(3)~~) (5) Subject to funds appropriated for this purpose, the
8 superintendent of public instruction shall designate one or more school
9 districts to serve as resources and examples of best practices in
10 designing and operating a high-quality all-day kindergarten program.
11 Designated school districts shall serve as lighthouse programs and
12 provide technical assistance to other school districts in the initial
13 stages of implementing an all-day kindergarten program. Examples of
14 topics addressed by the technical assistance include strategic
15 planning, developing the instructional program and curriculum, working
16 with early learning providers to identify students and communicate with
17 parents, and developing kindergarten program readiness activities.

18 **Sec. 4.** RCW 28A.150.250 and 2009 c 548 s 105 are each amended to
19 read as follows:

20 (1) From those funds made available by the legislature for the
21 current use of the common schools, the superintendent of public
22 instruction shall distribute annually as provided in RCW 28A.510.250 to
23 each school district of the state operating a basic education
24 instructional program approved by the state board of education an
25 amount based on the formulas provided in RCW 28A.150.260, 28A.150.390,
26 and 28A.150.392 which, when combined with an appropriate portion of
27 such locally available revenues, other than receipts from federal
28 forest revenues distributed to school districts pursuant to RCW
29 28A.520.010 and 28A.520.020, as the superintendent of public
30 instruction may deem appropriate for consideration in computing state
31 equalization support, excluding excess property tax levies, will
32 constitute a basic education allocation in dollars for each annual
33 average full-time equivalent student enrolled.

34 (2) The instructional program of basic education shall be
35 considered to be fully funded by those amounts of dollars appropriated
36 by the legislature pursuant to RCW 28A.150.260, 28A.150.390, and
37 28A.150.392 to fund those program requirements identified in RCW

1 28A.150.220 in accordance with the formula provided in RCW 28A.150.260
2 and those amounts of dollars appropriated by the legislature to fund
3 the salary requirements of RCW 28A.150.410 and section 7 of this act.

4 (3) If a school district's basic education program fails to meet
5 the basic education requirements enumerated in RCW 28A.150.260 and
6 28A.150.220, the state board of education shall require the
7 superintendent of public instruction to withhold state funds in whole
8 or in part for the basic education allocation until program compliance
9 is assured. However, the state board of education may waive this
10 requirement in the event of substantial lack of classroom space.

11 **Sec. 5.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
12 amended to read as follows:

13 The purpose of this section is to provide for the allocation of
14 state funding that the legislature deems necessary to support school
15 districts in offering the minimum instructional program of basic
16 education under RCW 28A.150.220. The allocation shall be determined as
17 follows:

18 (1) The governor shall and the superintendent of public instruction
19 may recommend to the legislature a formula for the distribution of a
20 basic education instructional allocation for each common school
21 district.

22 (2) The distribution formula under this section shall be for
23 allocation purposes only. Except as may be required under chapter
24 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and
25 regulations, nothing in this section requires school districts to use
26 basic education instructional funds to implement a particular
27 instructional approach or service. Nothing in this section requires
28 school districts to maintain a particular classroom teacher-to-student
29 ratio or other staff-to-student ratio or to use allocated funds to pay
30 for particular types or classifications of staff. Nothing in this
31 section entitles an individual teacher to a particular teacher planning
32 period.

33 (3)(a) To the extent the technical details of the formula have been
34 adopted by the legislature and except when specifically provided as a
35 school district allocation, the distribution formula for the basic
36 education instructional allocation shall be based on minimum staffing
37 and nonstaff costs the legislature deems necessary to support

1 instruction and operations in prototypical schools serving high,
2 middle, and elementary school students as provided in this section.
3 The use of prototypical schools for the distribution formula does not
4 constitute legislative intent that schools should be operated or
5 structured in a similar fashion as the prototypes. Prototypical
6 schools illustrate the level of resources needed to operate a school of
7 a particular size with particular types and grade levels of students
8 using commonly understood terms and inputs, such as class size, hours
9 of instruction, and various categories of school staff. It is the
10 intent that the funding allocations to school districts be adjusted
11 from the school prototypes based on the actual number of annual average
12 full-time equivalent students in each grade level at each school in the
13 district and not based on the grade-level configuration of the school
14 to the extent that data is available. The allocations shall be further
15 adjusted from the school prototypes with minimum allocations for small
16 schools and to reflect other factors identified in the omnibus
17 appropriations act.

18 (b) For the purposes of this section, prototypical schools are
19 defined as follows:

20 (i) A prototypical high school has six hundred average annual full-
21 time equivalent students in grades nine through twelve;

22 (ii) A prototypical middle school has four hundred thirty-two
23 average annual full-time equivalent students in grades seven and eight;
24 and

25 (iii) A prototypical elementary school has four hundred average
26 annual full-time equivalent students in grades kindergarten through
27 six.

28 (4)(a) The minimum allocation for each level of prototypical school
29 shall be based on the number of full-time equivalent classroom teachers
30 needed to provide instruction over the minimum required annual
31 instructional hours under RCW 28A.150.220 and provide at least one
32 teacher planning period per school day, and based on the following
33 general education average class size of full-time equivalent students
34 per teacher:

	General education average class size
35	
36	
37	
38	Grades K-3 25.23

1	Grade 4	27.00
2	Grades 5-6	27.00
3	Grades 7-8	28.53
4	Grades 9-12	28.74

5 (b) During the 2011-2013 biennium and beginning with schools with
6 the highest percentage of students eligible for free and reduced-price
7 meals in the prior school year, the general education average class
8 size for grades ((K-3)) K-2 shall be reduced until the average class
9 size funded under this subsection (4) is no more than 17.0 full-time
10 equivalent students per teacher beginning in the 2017-18 school year.

11 (c) The minimum allocation for each prototypical middle and high
12 school shall also provide for full-time equivalent classroom teachers
13 based on the following number of full-time equivalent students per
14 teacher in career and technical education:

15		Career and technical
16		education average
17		class size
18	Approved career and technical education offered at	
19	the middle school and high school level	26.57
20	Skill center programs meeting the standards established	
21	by the office of the superintendent of public	
22	instruction	22.76

23 (d) In addition, the omnibus appropriations act shall at a minimum
24 specify:

25 (i) A high-poverty average class size in schools where more than
26 fifty percent of the students are eligible for free and reduced-price
27 meals; and

28 (ii) A specialty average class size for laboratory science,
29 advanced placement, and international baccalaureate courses.

30 (5)(a) The minimum allocation for each level of prototypical school
31 shall include allocations for the following types of staff in addition
32 to classroom teachers:

33			
34		Elementary	Middle
35		School	School
			High
			School

1	Principals, assistant principals, and other certificated building-level			
2	administrators	1.253	1.353	1.880
3	Teacher librarians, a function that includes information literacy, technology,			
4	and media to support school library media programs	0.663	0.519	0.523
5	Health and social services:			
6	School nurses	0.076	0.060	0.096
7	Social workers	0.042	0.006	0.015
8	Psychologists	0.017	0.002	0.007
9	Guidance counselors, a function that includes parent outreach and graduation			
10	advising	0.493	1.116	1.909
11	Teaching assistance, including any aspect of educational instructional			
12	services provided by classified employees	0.936	0.700	0.652
13	Office support and other noninstructional aides	2.012	2.325	3.269
14	Custodians	1.657	1.942	2.965
15	Classified staff providing student and staff safety	0.079	0.092	0.141
16	Parent involvement coordinators	((0.00))	((0.00))	((0.00))
17		<u>1.00</u>	<u>1.00</u>	<u>1.00</u>

18 (b) State funds provided for parent involvement coordinators must
19 be spent by the school districts to employ parent involvement
20 coordinators and implement parent involvement programs that have been
21 shown by research to be successful.

22 (6)(a) The minimum staffing allocation for each school district to
23 provide district-wide support services shall be allocated per one
24 thousand annual average full-time equivalent students in grades K-12 as
25 follows:

26		Staff per 1,000
27		K-12 students
28	Technology	0.628
29	Facilities, maintenance, and grounds	1.813
30	Warehouse, laborers, and mechanics	0.332

31 (b) The minimum allocation of staff units for each school district
32 to support certificated and classified staffing of central
33 administration shall be 5.30 percent of the staff units generated under
34 subsections (4)(a) and (b) and (5) of this section and (a) of this
35 subsection.

1 (7) The distribution formula shall include staffing allocations to
2 school districts for career and technical education and skill center
3 administrative and other school-level certificated staff, as specified
4 in the omnibus appropriations act.

5 (8)(a) Except as provided in (b) of this subsection, the minimum
6 allocation for each school district shall include allocations per
7 annual average full-time equivalent student for the following
8 materials, supplies, and operating costs, to be adjusted for inflation
9 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
13 Technology	\$54.43
14 Utilities and insurance	\$147.90
15 Curriculum and textbooks	\$58.44
16 Other supplies and library materials	\$124.07
17 Instructional professional development for certified and 18 classified staff	\$9.04
19 Facilities maintenance	\$73.27
20 Security and central office	\$50.76

21 (b) During the 2011-2013 biennium, the minimum allocation for
22 maintenance, supplies, and operating costs shall be increased as
23 specified in the omnibus appropriations act. The following
24 allocations, adjusted for inflation from the 2007-08 school year, are
25 provided in the 2015-16 school year, after which the allocations shall
26 be adjusted annually for inflation as specified in the omnibus
27 appropriations act:

	Per annual average full-time equivalent student in grades K-12
31 Technology	\$113.80
32 Utilities and insurance	\$309.21
33 Curriculum and textbooks	\$122.17
34 Other supplies and library materials	\$259.39
35 Instructional professional development for certificated and 36 classified staff	\$18.89
37 Facilities maintenance	\$153.18

1 Security and central office administration \$106.12

2 (9) In addition to the amounts provided in subsection (8) of this
3 section, the omnibus appropriations act shall provide an amount based
4 on full-time equivalent student enrollment in each of the following:

5 (a) Exploratory career and technical education courses for students
6 in grades seven through twelve;

7 (b) Laboratory science courses for students in grades nine through
8 twelve;

9 (c) Preparatory career and technical education courses for students
10 in grades nine through twelve offered in a high school; and

11 (d) Preparatory career and technical education courses for students
12 in grades eleven and twelve offered through a skill center.

13 (10) In addition to the allocations otherwise provided under this
14 section, amounts shall be provided to support the following programs
15 and services:

16 (a) To provide supplemental instruction and services for
17 underachieving students through the learning assistance program under
18 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
19 district percentage of students in grades K-12 who were eligible for
20 free or reduced-price meals in the prior school year. The minimum
21 allocation for the program shall provide for each level of prototypical
22 school resources to provide, on a statewide average, 1.5156 hours per
23 week in extra instruction with a class size of fifteen learning
24 assistance program students per teacher.

25 (b) To provide supplemental instruction and services for students
26 whose primary language is other than English, allocations shall be
27 based on the head count number of students in each school who are
28 eligible for and enrolled in the transitional bilingual instruction
29 program under RCW 28A.180.010 through 28A.180.080. The minimum
30 allocation for each level of prototypical school shall provide
31 resources to provide, on a statewide average, 4.7780 hours per week in
32 extra instruction with fifteen transitional bilingual instruction
33 program students per teacher. Notwithstanding other provisions of this
34 subsection (10), the actual per-student allocation may be scaled to
35 provide a larger allocation for students needing more intensive
36 intervention and a commensurate reduced allocation for students needing
37 less intensive intervention, as detailed in the omnibus appropriations
38 act.

1 (c) To provide additional allocations to support programs for
2 highly capable students under RCW 28A.185.010 through 28A.185.030,
3 allocations shall be based on two and three hundred fourteen one-
4 thousandths percent of each school district's full-time equivalent
5 basic education enrollment. The minimum allocation for the programs
6 shall provide resources to provide, on a statewide average, 2.1590
7 hours per week in extra instruction with fifteen highly capable program
8 students per teacher.

9 (11) The allocations under subsections (4)(a) and (b), (5), (6),
10 and (8) of this section shall be enhanced as provided under RCW
11 28A.150.390 on an excess cost basis to provide supplemental
12 instructional resources for students with disabilities.

13 (12)(a) For the purposes of allocations for prototypical high
14 schools and middle schools under subsections (4) and (10) of this
15 section that are based on the percent of students in the school who are
16 eligible for free and reduced-price meals, the actual percent of such
17 students in a school shall be adjusted by a factor identified in the
18 omnibus appropriations act to reflect underreporting of free and
19 reduced-price meal eligibility among middle and high school students.

20 (b) Allocations or enhancements provided under subsections (4),
21 (7), and (9) of this section for exploratory and preparatory career and
22 technical education courses shall be provided only for courses approved
23 by the office of the superintendent of public instruction under chapter
24 28A.700 RCW.

25 (13)(a) This formula for distribution of basic education funds
26 shall be reviewed biennially by the superintendent and governor. The
27 recommended formula shall be subject to approval, amendment or
28 rejection by the legislature.

29 (b) In the event the legislature rejects the distribution formula
30 recommended by the governor, without adopting a new distribution
31 formula, the distribution formula for the previous school year shall
32 remain in effect.

33 (c) The enrollment of any district shall be the annual average
34 number of full-time equivalent students and part-time students as
35 provided in RCW 28A.150.350, enrolled on the first school day of each
36 month, including students who are in attendance pursuant to RCW
37 28A.335.160 and 28A.225.250 who do not reside within the servicing
38 school district. The definition of full-time equivalent student shall

1 be determined by rules of the superintendent of public instruction and
2 shall be included as part of the superintendent's biennial budget
3 request. The definition shall be based on the minimum instructional
4 hour offerings required under RCW 28A.150.220. Any revision of the
5 present definition shall not take effect until approved by the house
6 ways and means committee and the senate ways and means committee.

7 (d) The office of financial management shall make a monthly review
8 of the superintendent's reported full-time equivalent students in the
9 common schools in conjunction with RCW 43.62.050.

10 **Sec. 6.** RCW 28A.150.410 and 2010 c 236 s 10 are each amended to
11 read as follows:

12 (1) The legislature shall establish for each school year in the
13 appropriations act a statewide salary allocation schedule(~~(7)~~). Except
14 as provided in section 7 of this act, the statewide salary schedule
15 shall be for allocation purposes only(~~(7 to be)~~) and used to distribute
16 funds for basic education certificated instructional staff salaries
17 under RCW 28A.150.260. For the purposes of this section, the staff
18 allocations for classroom teachers, teacher librarians, guidance
19 counselors, and student health services staff under RCW 28A.150.260 are
20 considered allocations for certificated instructional staff.

21 (2) Salary allocations for state-funded basic education
22 certificated instructional staff shall be calculated by the
23 superintendent of public instruction by determining the district's
24 average salary for certificated instructional staff, using the
25 statewide salary allocation schedule and related documents, conditions,
26 and limitations established by the omnibus appropriations act.

27 (3) Beginning January 1, 1992, no more than ninety college quarter-
28 hour credits received by any employee after the baccalaureate degree
29 may be used to determine compensation allocations under the state
30 salary allocation schedule and LEAP documents referenced in the omnibus
31 appropriations act, or any replacement schedules and documents, unless:

32 (a) The employee has a master's degree; or

33 (b) The credits were used in generating state salary allocations
34 before January 1, 1992.

35 (4) Beginning in the 2007-08 school year, the calculation of years
36 of service for occupational therapists, physical therapists, speech-
37 language pathologists, audiologists, nurses, social workers,

1 counselors, and psychologists regulated under Title 18 RCW may include
2 experience in schools and other nonschool positions as occupational
3 therapists, physical therapists, speech-language pathologists,
4 audiologists, nurses, social workers, counselors, or psychologists.
5 The calculation shall be that one year of service in a nonschool
6 position counts as one year of service for purposes of this chapter, up
7 to a limit of two years of nonschool service. Nonschool years of
8 service included in calculations under this subsection shall not be
9 applied to service credit totals for purposes of any retirement benefit
10 under chapter 41.32, 41.35, or 41.40 RCW, or any other state retirement
11 system benefits.

12 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.150
13 RCW to read as follows:

14 (1) The legislature intends to align the compensation system with
15 the state expectations for certificated instructional staff development
16 and certification, recognizing the movement from a residency
17 certificate to a professional certificate and potentially to a national
18 board for professional teaching standards certificate with an increase
19 in salary; and recognizing the level of education the certificated
20 instructional staff attains with an increase in allocations for an
21 advanced degree that is relevant to current or future assignments as
22 locally determined by the relevant school district. The legislature
23 further intends for this system to apply to certificated instructional
24 staff entering the public school system after the 2012-13 school year
25 and permits certificated instructional staff who have already obtained
26 a professional or continuing certificate by the 2012-13 school year to
27 choose whether to remain in the system provided in accordance with RCW
28 28A.150.410 or transfer to the system created by this section.

29 (2) For the purposes of this section, the salary allocations for
30 classroom teachers, teacher librarians, guidance counselors, and
31 student health services staff under RCW 28A.150.260 are considered
32 allocations for certificated instructional staff.

33 (3) Beginning in the 2013-14 school year, the legislature shall
34 establish in the appropriations act a statewide salary allocation
35 schedule for each school year. Except as provided in RCW 28A.150.410,
36 the statewide salary schedule shall be for allocation purposes only and
37 used to distribute funds for basic education certificated instructional

1 staff salaries under RCW 28A.150.260 for staff who enter the public
2 school system after the 2012-13 school year. Staff with a professional
3 or continuing certificate by the 2012-13 school year may choose to use
4 the salary schedule created in this section or may continue to have
5 their salaries distributed in accordance with RCW 28A.150.410.
6 Certificated instructional staff who earn a national board for
7 professional teaching standards certification must choose to either
8 accept the bonus available to them under RCW 28A.405.415(1) and have
9 their salaries distributed in accordance with the salary allocation
10 model in accordance with RCW 28A.150.410 or not accept the bonus and
11 have their salaries distributed in accordance with this section.
12 Certificated instructional staff remain eligible for the bonus under
13 RCW 28A.405.415(2) regardless of which salary schedule is used to
14 distribute their salaries.

15 (4)(a) A beginning educator with an entry level residency
16 certificate may remain on a residency certificate for up to nine years
17 at the same salary allocation, although there are different levels of
18 salary allocations for residency certificate holders who have a
19 bachelor's degree and those who have an advanced degree. Allocations
20 based on an advanced degree must be only for those degrees that are
21 relevant to current or future assignments as locally determined by the
22 relevant school district.

23 (b) Once the professional certificate is achieved, a salary
24 increase must be allocated. A minimum of three years of experience is
25 required to make the progression from the residency certification to
26 the professional certification. An additional increase must be
27 allocated with a minimum of five years and a residency certificate.

28 (c) Once national board for professional teaching standards
29 certification is achieved, a salary increase must be allocated. A
30 minimum of four years of experience shall be required to make the
31 progression from either the residency certification or the
32 professional/continuing certification to the national board for
33 professional teaching standards certification.

34 (d) An additional salary increase must be allocated after nine
35 years of experience with retention of the professional/continuing
36 certificate or the national board for professional teaching standards
37 certificate.

1 (e) The actual salary schedule allocations must be specified in the
2 omnibus appropriations act.

3 (5) The office of the superintendent of public instruction and the
4 professional educator standards board shall make rules to implement
5 this section.

6 NEW SECTION. **Sec. 8.** A new section is added to chapter 28A.415
7 RCW to read as follows:

8 (1) The beginning educator support program is created to provide
9 mentor support to novice and probationary teachers. The superintendent
10 of public instruction shall provide funding for the components in
11 subsection (2) of this section and an average of two hours of mentor
12 support per week for first year and probationary teachers and an
13 average caseload of not greater than fifteen novice teachers for a
14 full-time mentor. Mentor support is decreased to an average of one and
15 one-half hours per week for second year teachers and an average of one
16 hour per week for third-year teachers, with the mentor caseload
17 adjusted accordingly.

18 (2) The program provided by a district must include: A paid
19 orientation; assignment of a qualified mentor; development of a
20 professional growth plan for each beginning teacher aligned with
21 professional certification; release time for mentors and new teachers
22 to work together; and teacher observation time with accomplished peers.

23 (3) Only teachers who have national board for professional teaching
24 standards certification may serve as mentors.

25 **Sec. 9.** RCW 28A.165.005 and 2009 c 548 s 701 are each amended to
26 read as follows:

27 This chapter is designed to: (1) Promote the use of assessment
28 data when developing programs to assist underachieving students and
29 students who exhibit behavior that is not conducive to their own
30 learning or the learning of other students; and (2) guide school
31 districts in providing the most effective and efficient practices when
32 implementing supplemental instruction and services to assist
33 underachieving students.

34 **Sec. 10.** RCW 28A.165.015 and 2009 c 548 s 702 are each amended to
35 read as follows:

1 Unless the context clearly indicates otherwise the definitions in
2 this section apply throughout this chapter.

3 (1) "Approved program" means a program submitted to and approved by
4 the office of the superintendent of public instruction and conducted
5 pursuant to the plan that addresses the required elements as provided
6 for in this chapter. The approved program must be included on the
7 inventory of effective practices, activities, and programs developed by
8 the Washington institute for public policy as provided under section 11
9 of this act unless the program is approved by the office of the
10 superintendent of public instruction under section 12 of this act.

11 (2) "Basic skills areas" means reading, writing, and mathematics as
12 well as readiness associated with these skills.

13 (3) "Participating student" means a student in kindergarten through
14 grade twelve who:

15 (a) Scores below standard for his or her grade level on the
16 statewide assessments and who is identified in the approved plan to
17 receive services; or

18 (b) Has behavior that is not conducive to his or her own learning
19 or the learning of others and who is not eligible for special education
20 or related services.

21 (4) "Statewide assessments" means:

22 (a) One or more of the several basic skills assessments
23 administered as part of the state's student assessment system, and
24 assessments in the basic skills areas administered by local school
25 districts; or

26 (b) For students who have behavior problems, an age-appropriate,
27 research-based, standardized screening to be recommended by the office
28 of the superintendent of public instruction.

29 (5) "Underachieving students" means students with the greatest
30 academic deficits in basic skills as identified by the statewide
31 assessments.

32 NEW SECTION. Sec. 11. A new section is added to chapter 28A.165
33 RCW to read as follows:

34 (1) By August 1, 2014, the Washington institute for public policy
35 shall prepare an inventory of evidence-based and research-based
36 effective practices, activities, and programs for use by school

1 districts in the learning assistance program. The inventory shall be
2 updated every two years.

3 (2) School districts shall report to the office of the
4 superintendent of public instruction:

5 (a) Annual entrance and exit data for individual students
6 participating in the learning assistance program; and

7 (b) The specific practices, activities, and programs used by each
8 school building that receives learning assistance program funding. The
9 office of the superintendent of public instruction shall develop
10 standard categories and definitions of the specific practices,
11 activities, and programs for school district reporting purposes.

12 (3) The office of the superintendent of public instruction shall
13 use monitoring and quality control procedures designed to measure
14 school district fidelity in implementing the programs on the inventory.

15 NEW SECTION. **Sec. 12.** A new section is added to chapter 28A.165
16 RCW to read as follows:

17 School districts may use a practice, activity, or program that is
18 not on the inventory list developed under section 11 of this act for
19 one school year. If at the end of the school year, the school district
20 can show that the students in the program experienced an increase in
21 academic achievement, then the office of the superintendent of public
22 instruction may approve the program for one additional school year.
23 Subsequent annual approval by the superintendent's office is dependent
24 on continued success in increasing academic performance of the students
25 in the program.

26 **Sec. 13.** RCW 28A.165.025 and 2009 c 556 s 1 are each amended to
27 read as follows:

28 (1) A participating school district shall submit the district's
29 plan for using learning assistance funds to the office of the
30 superintendent of public instruction for approval, to the extent
31 required under subsection ~~((2))~~ (3) of this section. The program
32 plan must identify the program activities to be implemented from RCW
33 28A.165.035 and implement all of the elements in (a) through ~~((h))~~
34 (i) of this subsection. The school district plan shall include the
35 following:

1 (a) District and school-level data on reading, writing, and
2 mathematics achievement as reported pursuant to chapter 28A.655 RCW and
3 relevant federal law;

4 (b) Processes used for identifying the underachieving students or
5 students who have behaviors that are not conducive to their own
6 learning or the learning of others, to be served by the program,
7 including the identification of school or program sites providing
8 program activities;

9 (c) A statement that the program or activities are included on the
10 inventory referenced in section 11 of this act or meets the exception
11 provided under section 12 of this act;

12 (d) How ~~((accelerated))~~ learning plans are developed and
13 implemented for participating students. ~~((Accelerated))~~ Learning plans
14 may be developed as part of existing student achievement plan process
15 such as student plans for achieving state high school graduation
16 standards, individual student academic plans, or the achievement plans
17 for groups of students. ~~((Accelerated))~~ Learning plans shall include:

18 (i) Achievement goals for the students;

19 (ii) Roles of the student, parents, or guardians and teachers in
20 the plan;

21 (iii) Communication procedures regarding student accomplishment;

22 and

23 (iv) Plan reviews and adjustments processes;

24 ~~((d))~~ (e) How state level ~~((and))~~ l classroom assessments, or
25 screening tools recommended by the office of the superintendent of
26 public instruction are used to inform instruction;

27 ~~((e))~~ (f) How focused and intentional instructional strategies
28 including strategies to assist students to identify ways to help
29 themselves establish a calm, safe, and orderly demeanor have been
30 identified and implemented;

31 ~~((f))~~ (g) How highly qualified instructional staff are developed
32 and supported in the program and in participating schools;

33 ~~((g))~~ (h) How other federal, state, district, and school
34 resources are coordinated with school improvement plans and the
35 district's strategic plan to support underachieving students; and

36 ~~((h))~~ (i) How a program evaluation will be conducted to determine
37 direction for the following school year.

1 (2) For students with behaviors that are not conducive to
2 learning, placement in the program may be temporary and episodic due to
3 adverse childhood experiences or may be for a full school year.

4 (3) If a school district has received approval of its plan once, it
5 is not required to submit a plan for approval under RCW 28A.165.045 or
6 this section unless the district has made a significant change to the
7 plan. If a district has made a significant change to only a portion of
8 the plan the district need only submit a description of the changes
9 made and not the entire plan. Plans or descriptions of changes to the
10 plan must be submitted by July 1st as required under this section. The
11 office of the superintendent of public instruction shall establish
12 guidelines for what a "significant change" is.

13 **Sec. 14.** RCW 28A.165.035 and 2008 c 321 s 4 are each amended to
14 read as follows:

15 Use of best practices magnifies the opportunities for student
16 success. The following are services and activities that may be
17 supported by the learning assistance program:

18 (1) Extended learning time opportunities occurring:

19 (a) Before or after the regular school day;

20 (b) On Saturday; and

21 (c) Beyond the regular school year;

22 (2) Services under RCW 28A.320.190;

23 (3) Professional development for certificated and classified staff
24 that focuses on:

25 (a) The needs of a diverse student population;

26 (b) Specific literacy and mathematics content and instructional
27 strategies; and

28 (c) The use of student work and student behavior to guide effective
29 instruction and appropriate assistance;

30 (4) Consultant teachers to assist in implementing effective
31 instructional practices by teachers serving participating students;

32 (5) Tutoring support for participating students; and

33 (6) Research-based outreach activities and support for parents of
34 participating students, including employing a parent involvement
35 coordinator as provided in RCW 28A.150.260.

1 **Sec. 15.** RCW 28A.175.025 and 2007 c 408 s 2 are each amended to
2 read as follows:

3 Subject to the availability of funds appropriated for this purpose,
4 the office of the superintendent of public instruction shall create a
5 grant program and award grants to local partnerships of schools,
6 families, and communities to begin the phase in of a statewide
7 comprehensive dropout prevention, intervention, and retrieval system.
8 This program shall be known as the building bridges program.

9 (1) For purposes of RCW 28A.175.025 through 28A.175.075, a
10 "building bridges program" means a local partnership of schools,
11 families, and communities that provides all of the following programs
12 or activities:

13 (a) A system that identifies individual students at risk of
14 dropping out from middle through high school based on local predictive
15 data, including state assessment data starting in the fourth grade, and
16 provides timely interventions for such students and for dropouts,
17 including a plan for educational success as already required by the
18 student learning plan as defined under RCW 28A.655.061. Students
19 identified shall include foster care youth, youth involved in the
20 juvenile justice system, and students receiving special education
21 services under chapter 28A.155 RCW;

22 (b) Coaches or mentors for students as necessary;

23 (c) Staff responsible for coordination of community partners that
24 provide a seamless continuum of academic and nonacademic support in
25 schools and communities;

26 (d) Retrieval or reentry activities; and

27 (e) Alternative educational programming, including, but not limited
28 to, career and technical education exploratory and preparatory programs
29 and online learning opportunities.

30 (2) One of the grants awarded under this section shall be for a
31 two-year demonstration project focusing on providing fifth through
32 twelfth grade students with a program that utilizes technology and is
33 integrated with state standards, basic academics, cross-cultural
34 exposures, and age-appropriate preemployment training. The project
35 shall:

36 (a) Establish programs in two western Washington and one eastern
37 Washington urban areas;

1 (b) Identify at-risk students in each of the distinct communities
2 and populations and implement strategies to close the achievement gap;

3 (c) Collect and report data on participant characteristics and
4 outcomes of the project, including the characteristics and outcomes
5 specified under RCW 28A.175.035(1)(e); and

6 (d) Submit a report to the legislature by December 1, 2009.

7 (3) School districts that have the highest levels of truancy as
8 demonstrated by the number of petitions filed in accordance with RCW
9 28A.225.015 and 28A.225.030 shall receive priority when awarding the
10 grants under this section.

11 NEW SECTION. Sec. 16. The legislature finds that in the past ten
12 years, there has been a significant increase in the number of students
13 who participate in the transitional bilingual program. This
14 demographic shift requires changes in the services and support provided
15 in schools to ensure the success of each and every student, including
16 addressing the students' cultures and linguistic needs. The
17 legislature further finds that there are successful partnerships
18 between institutions of higher education and school districts that are
19 increasing the ability for educators to work effectively with English
20 language learners and are models for providing job-embedded training in
21 classrooms with greater than fifteen percent English language learners,
22 including training regarding language acquisition; appropriate
23 assessment of student language proficiency, including academic
24 achievement and social language; and cultural competence training. The
25 legislature intends to build on the success of these partnerships and
26 provide training in other districts based upon the level of language
27 diversity of the students in the district.

28 NEW SECTION. Sec. 17. A new section is added to chapter 28A.180
29 RCW to read as follows:

30 (1) School districts with more than fifteen percent language
31 diversity in the student population must be allocated funding to
32 provide research-based professional development to all educators in the
33 school on successful, best practice strategies for English language
34 learner instruction. The professional development strategies must be
35 one developed or identified by the office of the superintendent of
36 public instruction under subsection (2) of this section.

1 (2) The office of the superintendent of public instruction shall:

2 (a) Develop or identify research-based or evidence-based
3 professional development of effective professional development
4 strategies for English language learner instruction; and

5 (b) Adopt rules necessary to implement this section.

6 NEW SECTION. **Sec. 18.** A new section is added to chapter 28A.300
7 RCW to read as follows:

8 The office of the superintendent of public instruction shall
9 develop, or identify a list of, appropriate screening tools for school
10 districts to use to determine the level of kindergarten readiness of
11 entering kindergarten students for the purposes of RCW 28A.150.315.

12 **Sec. 19.** RCW 28A.400.200 and 2010 c 235 s 401 are each amended to
13 read as follows:

14 (1) Every school district board of directors shall fix, alter,
15 allow, and order paid salaries and compensation for all district
16 employees in conformance with this section and section 7 of this act.

17 (2)(a) Salaries for certificated instructional staff shall not be
18 less than the salary provided in the appropriations act in the
19 statewide salary allocation schedule for an employee with a
20 baccalaureate degree and zero years of service; and

21 (b) Salaries for certificated instructional staff with a master's
22 degree shall not be less than the salary provided in the appropriations
23 act in the statewide salary allocation schedule for an employee with a
24 master's degree and zero years of service.

25 (3)(a) The actual average salary paid to certificated instructional
26 staff shall not exceed the district's average certificated
27 instructional staff salary used for the state basic education
28 allocations for that school year as determined pursuant to RCW
29 28A.150.410.

30 (b) Fringe benefit contributions for certificated instructional
31 staff shall be included as salary under (a) of this subsection only to
32 the extent that the district's actual average benefit contribution
33 exceeds the amount of the insurance benefits allocation provided per
34 certificated instructional staff unit in the state operating
35 appropriations act in effect at the time the compensation is payable.
36 For purposes of this section, fringe benefits shall not include payment

1 for unused leave for illness or injury under RCW 28A.400.210; employer
2 contributions for old age survivors insurance, workers' compensation,
3 unemployment compensation, and retirement benefits under the Washington
4 state retirement system; or employer contributions for health benefits
5 in excess of the insurance benefits allocation provided per
6 certificated instructional staff unit in the state operating
7 appropriations act in effect at the time the compensation is payable.
8 A school district may not use state funds to provide employer
9 contributions for such excess health benefits.

10 (c) Salary and benefits for certificated instructional staff in
11 programs other than basic education shall be consistent with the salary
12 and benefits paid to certificated instructional staff in the basic
13 education program.

14 ~~(4) ((Salaries and benefits for certificated instructional staff
15 may exceed the limitations in subsection (3) of this section only by
16 separate contract for additional time, for additional responsibilities,
17 for incentives, or for implementing specific measurable innovative
18 activities, including professional development, specified by the school
19 district to: (a) Close one or more achievement gaps, (b) focus on
20 development of science, technology, engineering, and mathematics (STEM)
21 learning opportunities, or (c) provide arts education. Beginning
22 September 1, 2011, school districts shall annually provide a brief
23 description of the innovative activities included in any supplemental
24 contract to the office of the superintendent of public instruction.
25 The office of the superintendent of public instruction shall summarize
26 the district information and submit an annual report to the education
27 committees of the house of representatives and the senate.
28 Supplemental contracts)) Locally funded salary enhancements for
29 nonbasic education functions that are unique to the school district
30 shall be limited to no more than ten percent of the state amount for
31 the school district's state provided salaries. Such locally funded
32 salary enhancements shall not cause the state to incur any present or
33 future funding obligation. ((Supplemental contracts)) Locally funded
34 salary enhancements for nonbasic education functions shall be subject
35 to the collective bargaining provisions of chapter 41.59 RCW and the
36 provisions of RCW 28A.405.240, shall not exceed one year, and if not
37 renewed shall not constitute adverse change in accordance with RCW
38 28A.405.300 through 28A.405.380. No district may ((enter into a~~

1 ~~supplemental contract))~~ provide locally funded salary enhancements
2 under this subsection for the provision of services which are a part of
3 the basic education program required by Article IX, section 3 of the
4 state Constitution.

5 (5) Employee benefit plans offered by any district shall comply
6 with RCW 28A.400.350 ~~((and))~~, 28A.400.275, and 28A.400.280.

7 **Sec. 20.** RCW 28A.655.080 and 2012 c 51 s 2 are each amended to
8 read as follows:

9 ~~(1) ((To the extent funds are available, beginning in the 2012-13~~
10 ~~school year, the Washington kindergarten inventory of developing skills~~
11 ~~shall be administered at the beginning of the school year to all~~
12 ~~students enrolled in state-funded full-day kindergarten programs under~~
13 ~~RCW 28A.150.315 with the exception of students who have been excused~~
14 ~~from participation by their parents or guardians))~~ It is the intent of
15 the legislature that administration of the Washington kindergarten
16 inventory of developing skills as required in RCW 28A.150.315 replace
17 administration of other assessments being required by school districts
18 or that other assessments only be administered if they seek to obtain
19 information not covered by the Washington kindergarten inventory of
20 developing skills.

21 (2)(a) The superintendent of public instruction, in consultation
22 with the department of early learning, shall convene a work group to
23 provide:

24 (i) Input and recommendations with respect to implementation of the
25 Washington kindergarten inventory of developing skills;

26 (ii) Recommendations regarding the optimum way to administer the
27 Washington kindergarten inventory of developing skills to children in
28 half-day kindergarten while ensuring that they receive the maximum
29 instruction ~~((as required in RCW 28A.150.205))~~; and

30 (iii) Recommendations with respect to achieving the goal of
31 replacing assessments currently required by school districts with the
32 Washington kindergarten inventory of developing skills.

33 (b) The work group shall include:

34 (i) One representative from the office of the superintendent of
35 public instruction;

36 (ii) One representative from the department of early learning;

1 (iii) One representative from the nongovernmental private-public
2 partnership defined in RCW 43.215.010;

3 (iv) Five representatives, including both teachers and principals,
4 from school districts that participated in the pilot project, with
5 every effort made to make sure that there is representation from across
6 the state;

7 (v) Two parents who are familiar with and participated in the
8 Washington kindergarten inventory of developing skills pilot during the
9 2010-11 school year; and

10 (vi) A representative from an independent, nonprofit children and
11 family services organization with a main campus in North Bend,
12 Washington.

13 (c) The work group may solicit input from people who are recent
14 implementers of the Washington kindergarten inventory of developing
15 skills.

16 (d) A preliminary report and recommendations shall be submitted to
17 the education committees of the senate and the house of representatives
18 by December 1, 2012. A subsequent report and recommendations shall be
19 submitted to the education committees of the senate and the house of
20 representatives by December 1, 2013(~~(, and annually by December 1st~~
21 ~~thereafter))~~).

22 (e) The work group shall terminate (~~(upon full statewide~~
23 ~~implementation of all-day kindergarten)) December 31, 2013.~~

24 (3) (~~To the extent funds are available, additional support in the~~
25 ~~form of implementation grants shall be offered to schools on a schedule~~
26 ~~to be determined by the office of [the] superintendent of public~~
27 ~~instruction, in consultation with the department of early learning.~~

28 (4)) Until (~~(full statewide implementation of all-day kindergarten~~
29 ~~programs)) the 2014-15 school year, the superintendent of public
30 instruction, in consultation with the director of the department of
31 early learning, may grant annual, renewable waivers from the
32 requirement of subsection (1) of this section to administer the
33 Washington kindergarten inventory of developing skills. A school
34 district seeking a waiver for one or more of its schools must submit an
35 application to the office of the superintendent of public instruction
36 that includes:~~

37 (a) A description of the kindergarten readiness assessment and

1 transition processes that it proposes to administer instead of the
2 Washington kindergarten inventory of developing skills;

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

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

--- END ---