

SSB 5803 - S AMD 78

By Senator Dammeier

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

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

5 (1) The definitions in this subsection apply throughout this
6 section and RCW 28A.655.235 unless the context clearly requires
7 otherwise.

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

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

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

15 (2) (~~Beginning in the 2014-15 school year, for any student who~~
16 ~~receives a score of~~) Prior to the return of the results of the
17 statewide student assessment in English language arts, elementary
18 schools shall require meetings between teachers and parents of
19 students in third grade who are reading below grade-level or who,
20 based on formative or diagnostic assessment, and other indicators,
21 are likely to score in the below basic level on the third grade
22 statewide student assessment in English language arts ((, a meeting
23 must be scheduled before the end of the school year between the
24 student's parent or guardian, teacher, and the principal of the
25 school the student attends or the principal's designee to discuss
26 appropriate grade placement and recommended intensive strategies to
27 improve the student's reading skills)). At the meeting, the teacher
28 shall inform the parents or guardians of the requirements of this
29 section and the intensive reading improvement strategies that will be
30 available to students before fourth grade. The teacher also shall
31 inform the parents and guardians of the school district's grade
32 placement policy for the following year. Schools that have regularly
33 scheduled parent teacher conferences may use those meetings to comply
34 with this section.

1 ~~(3)~~ For students to be placed in fourth grade, the strategies
2 ~~((discussed))~~ provided by the school district must include an
3 intensive improvement strategy provided, supported, or contracted by
4 the school district that includes a summer program or other options
5 ~~((identified by the parents, teacher, principal, or principal's~~
6 ~~designee as appropriately meeting the student's need))~~ developed to
7 meet the needs of students to prepare for fourth grade. ~~((The parents~~
8 ~~or guardians must be fully informed about the strategies and))~~

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

- 14 (a) The below basic score;
15 (b) An explanation of the requirements of this section;
16 (c) The intensive improvement strategy options that are
17 available;
18 (d) The school district's grade placement policy;
19 (e) Contact information for a school district employee who can
20 respond to questions and provide additional information; and
21 (f) A reasonable deadline for obtaining the parent's consent
22 regarding the student's intensive improvement strategies that will be
23 implemented and the student's grade placement.

24 (5) The parent's or guardian's consent must be obtained regarding
25 the appropriate grade placement and the intensive improvement
26 strategy to be implemented. The school district must implement the
27 strategy selected in consultation with the student's parents or
28 guardians. If the school district does not receive a response from a
29 parent by the deadline or a reasonable time thereafter, the principal
30 or his or her designee shall make a decision on the student's grade
31 placement for the following year and the intensive improvement
32 strategies that will be implemented during the following school year.

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

36 ~~((+3))~~ (7) If a student does not have a score in English
37 language arts on the third grade statewide student assessment but the
38 district determines, or is able to anticipate from, using district or
39 classroom-based formative or diagnostic assessments or another
40 standardized assessment, that the student's performance is equivalent

1 to below basic in English language arts, the policy in subsections
2 (2) through (6) of this section applies.

3 ((~~4~~)) (8) Students participating in the transitional bilingual
4 instruction program are exempt from the policy in subsections (2)
5 through (6) of this section, unless the student has participated in
6 the transitional bilingual instruction program for three school years
7 and receives a score of below basic on the third grade statewide
8 student assessment in English language arts.

9 ((~~5~~)) (9) Students with disabilities whose individualized
10 education program includes specially designed instruction in reading
11 or English language arts are exempt from subsections (2)((~~3~~), and
12 (~~4~~)) through (8) of this section. Communication and consultation
13 with parents or guardians of such students shall occur through the
14 individualized education program process required under chapter
15 28A.155 RCW and associated administrative rules.

16 NEW SECTION. **Sec. 2.** This act is necessary for the immediate
17 preservation of the public peace, health, or safety, or support of
18 the state government and its existing public institutions, and takes
19 effect immediately."

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20 On page 1, line 3 of the title, after "assessment;" strike the
21 remainder of the title and insert "amending RCW 28A.655.230; and
22 declaring an emergency."

EFFECT: Removes the reference to "the prior year's assessment"
and instead authorizes the use of formative or diagnostic
assessments, and other indicators to determine whether the student is
likely to score in the below basic level on the third grade English
language arts state assessment.

Specifies that the meeting with the parents must be prior to the
return of the results on the third grade English language arts state
assessment.

Clarifies that if a student scores in the below basic level on
the third grade English language arts state assessment and there was
no meeting then the principal must take certain steps.

Corrects that the reasonable deadline for obtaining the parent's
consent is for both the improvement strategies implemented and the
student's grade placement.

Changes a reference to diagnostic assessments to reflect both formative and diagnostic assessments to align the terms in the bill.

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