
SENATE BILL 5803

State of Washington

64th Legislature

2015 Regular Session

By Senators Dammeier, McAuliffe, and Keiser

Read first time 02/03/15. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to the notification of parents when their
2 children are below basic on the third grade statewide English
3 language arts assessment; amending RCW 28A.655.230; and declaring an
4 emergency.

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

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

8 (1) The definitions in this subsection apply throughout this
9 section and RCW 28A.655.235 unless the context clearly requires
10 otherwise.

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

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

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

18 (2) Beginning in the 2014-15 school year, ~~((for any student who~~
19 ~~receives))~~ during spring meetings with parents of students in third
20 grade, teachers shall inform the parents or guardians of students who
21 are below grade-level in reading or who are likely to receive a score

1 of below basic on the third grade statewide student assessment in
2 English language arts(~~(, a meeting must be scheduled before the end~~
3 ~~of the school year between the student's parent or guardian, teacher,~~
4 ~~and the principal of the school the student attends or the~~
5 ~~principal's designee to discuss appropriate grade placement and~~
6 ~~recommended intensive strategies to improve the student's reading~~
7 ~~skills)) of the requirements of this section and of the intensive
8 reading improvement strategies that will be available to students
9 before fourth grade. The teacher also shall inform these parents and
10 guardians of the school district's grade placement policy for the
11 following year.~~

12 (3) For students to be placed in fourth grade, the strategies
13 ((discussed)) provided by the school district must include an
14 intensive improvement strategy provided, supported, or contracted by
15 the school district that includes a summer program or other options
16 ((identified by the parents, teacher, principal, or principal's
17 designee as appropriately meeting the student's need)) developed to
18 meet the needs of students to prepare for fourth grade. ((The parents
19 or guardians must be fully informed about the strategies and))

20 (4) After the school receives the results from the third grade
21 statewide student assessment in English language arts, the principal
22 or his or her designee shall notify the parents or guardians of
23 students who received a score of below basic on the assessment in
24 order to provide them information regarding the requirements of this
25 section and a list of intensive improvement strategy options that are
26 available for their children. The notification also shall include the
27 school district's grade placement policy, contact information for a
28 school district employee who can respond to questions and provide
29 additional information, and a reasonable deadline for obtaining the
30 parent's consent regarding the student's intensive improvement
31 strategies that will be implemented and the student's grade
32 placement.

33 (5) The parent's or guardian's consent must be obtained regarding
34 the appropriate grade placement and the intensive improvement
35 strategy to be implemented. The school district must implement the
36 strategy selected in consultation with the student's parents or
37 guardians. If the school district does not receive a response from a
38 parent by the deadline or a reasonable time thereafter, the principal
39 or his or her designee shall make a decision on the student's grade

1 placement for the following year and the intensive improvement
2 strategies that will be implemented during the following school year.

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

6 ~~((3))~~ (7) If a student does not have a score in English
7 language arts on the third grade statewide student assessment but the
8 district determines, using district or classroom-based diagnostic
9 assessments or another standardized assessment, that the student's
10 performance is equivalent to below basic in English language arts,
11 the policy in subsections (2) through (6) of this section applies.

12 ~~((4))~~ (8) Students participating in the transitional bilingual
13 instruction program are exempt from the policy in subsections (2)
14 through (6) of this section, unless the student has participated in
15 the transitional bilingual instruction program for three school years
16 and receives a score of below basic on the third grade statewide
17 student assessment in English language arts.

18 ~~((5))~~ (9) Students with disabilities whose individualized
19 education program includes specially designed instruction in reading
20 or English language arts are exempt from subsections (2)~~(, (3), and~~
21 ~~(4))~~ through (8) of this section. Communication and consultation
22 with parents or guardians of such students shall occur through the
23 individualized education program process required under chapter
24 28A.155 RCW and associated administrative rules.

25 NEW SECTION. Sec. 2. This act is necessary for the immediate
26 preservation of the public peace, health, or safety, or support of
27 the state government and its existing public institutions, and takes
28 effect immediately.

--- END ---