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SENATE BILL 6326

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State of Washington

62nd Legislature

2012 Regular Session

By Senators McAuliffe and Litzow; by request of Department of Early Learning and Superintendent of Public Instruction

Read first time 01/18/12. Referred to Committee on Early Learning & K-12 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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