
SENATE BILL 5841

State of Washington

60th Legislature

2007 Regular Session

By Senators Hobbs, McAuliffe, Rockefeller, Tom, Oemig, Kauffman, Regala, Kohl-Welles and Rasmussen

Read first time 02/02/2007. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to enhancing student learning opportunities and
2 student achievement; amending RCW 28A.150.210 and 28A.505.210; adding
3 new sections to chapter 28A.150 RCW; adding new sections to chapter
4 28A.630 RCW; creating a new section; and providing expiration dates.

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

6 **Sec. 1.** RCW 28A.150.210 and 1993 c 336 s 101 are each amended to
7 read as follows:

8 The goal of the basic education act for the schools of the state of
9 Washington set forth in this chapter shall be to provide students with
10 the opportunity to become responsible citizens, to contribute to their
11 own economic well-being and to that of their families and communities,
12 and to enjoy productive and satisfying lives, and to develop a public
13 school system that focuses more on the educational performance of
14 students and includes high expectations for all students. To these
15 ends, the goals of each school district, with the involvement of
16 parents and community members, shall be to provide opportunities for
17 all students to develop the knowledge and skills essential to:

18 (1) Read with comprehension, write with skill, and communicate
19 effectively and responsibly in a variety of ways and settings;

1 (2) Know and apply the core concepts and principles of mathematics;
2 social, physical, and life sciences; civics and history; geography;
3 arts; and health and fitness;

4 (3) Think analytically, logically, and creatively, and to integrate
5 experience and knowledge to form reasoned judgments and solve problems;
6 and

7 (4) Understand the importance of work and how performance, effort,
8 and decisions directly affect future career and educational
9 opportunities.

10 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150
11 RCW to read as follows:

12 ALL-DAY KINDERGARTEN PROGRAMS--FUNDING. Beginning with the 2007-08
13 school year, funding for voluntary all-day kindergarten programs shall
14 be phased-in beginning with schools with the highest poverty levels,
15 defined as those schools with the highest percentages of students
16 qualifying for free and reduced-price lunch support in the prior school
17 year. Once a school receives funding for the all-day kindergarten
18 program, that school shall remain eligible for funding in subsequent
19 school years regardless of changes in the school's percentage of
20 students eligible for free and reduced-price lunches as long as other
21 program requirements are fulfilled. Resources for all-day kindergarten
22 shall support students who qualify for free and reduced-price lunch
23 program support. Additionally, schools receiving all-day kindergarten
24 program support shall agree to the following conditions:

25 (1) Providing at least a one thousand-hour instructional program;

26 (2) Providing a curriculum that offers a rich, varied set of
27 experiences that assist students in:

28 (a) Developing initial skills in the academic areas of reading,
29 mathematics, and writing;

30 (b) Developing a variety of communication skills;

31 (c) Providing experiences in science, social studies, arts, health
32 and physical education, and a world language other than English;

33 (d) Acquiring large and small motor skills;

34 (e) Acquiring social and emotional skills including successful
35 participation in learning activities as an individual and as part of a
36 group;

1 (f) Establishing learning environments that are developmentally
2 appropriate and promote creativity; and

3 (g) Learning through hands-on experiences;

4 (3) Demonstrating strong connections and communication with early
5 learning community providers; and

6 (4) Participating in kindergarten program readiness activities with
7 early learning providers and parents.

8 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.630
9 RCW to read as follows:

10 PRIMARY LEVEL EDUCATION PROJECTS. (1) Ten demonstration projects
11 are authorized for schools serving kindergarten through third grade
12 students to develop, implement, and document the effects of a
13 comprehensive K-3 foundations program. At least two demonstration
14 projects shall be in schools that are participating in the public-
15 private early learning partnerships in the Highline and Yakima school
16 districts.

17 (2) The superintendent of public instruction shall select project
18 participants based on the criteria in this section, the commitment to
19 a school-wide program, and the degree to which applicants articulate an
20 understanding of development and implementation of a comprehensive K-3
21 foundations program.

22 (3) Successful school applicants shall:

23 (a) Demonstrate that there is engaged and committed school and
24 district leadership and support for the project;

25 (b) Demonstrate that school staff is engaged and committed and
26 believes in high expectations for all students;

27 (c) Have a history of successfully using data to guide decision
28 making for students and the program;

29 (d) Plan for the use of staff learning improvement days to support
30 project implementation;

31 (e) Demonstrate successful linkages with the early learning
32 providers in their communities;

33 (f) Outline the steps taken to develop this application and the
34 general plan for implementation of a comprehensive K-3 foundations
35 program; and

36 (g) Commit to individualized learning opportunities in early grades

1 by using district resources, such as funding under RCW 28A.505.210, to
2 reduce class sizes in grades kindergarten through three.

3 (4) Program resources provided to demonstration projects are:

4 (a) Support to implement a full-day kindergarten program;

5 (b) Support for class sizes at a ratio of one teacher to eighteen
6 students, and the additional resources for materials generated by that
7 ratio through associated nonemployee-related costs;

8 (c) Support for a one-half full-time equivalent instructional
9 coach; and

10 (d) Support for professional development time related to program
11 implementation.

12 (5) Demonstration projects shall provide:

13 (a) A program that implements an educational philosophy that
14 supports child-centered learning;

15 (b) Learning opportunities through personal exploration and
16 discovery, hands-on experiences, and by working independently, in small
17 groups and in large groups;

18 (c) Rich and varied subject matter that includes: Reading,
19 writing, mathematics, science, a world language other than English, the
20 arts, and health and physical education;

21 (d) Opportunities to learn and feel accomplishment, diligence,
22 creativity, and confidence;

23 (e) Social and emotional development opportunities;

24 (f) Personalized assessment for each student that addresses
25 academic knowledge and skill development, social and emotional skill
26 development, critical thinking and decision-making skills, large and
27 fine motor skill development, and knowledge of personal interests,
28 strengths, and goals;

29 (g) For students to progress to the upper elementary grades when a
30 solid foundation is in place and reading and mathematics primary skills
31 have been mastered; and

32 (h) Class sizes that do not exceed one certificated instructional
33 staff to eighteen students.

34 (6) The Washington state institute for public policy shall conduct
35 an evaluation of the demonstration projects under this section.
36 Student, staff, program, and parent data shall be collected using
37 various instruments including surveys, program and activity

1 descriptions, student performance measures, observations, and other
2 processes.

3 (7) Findings from the evaluation under this section shall include
4 conclusions regarding the degree to which students thrive in the
5 education environment; student progress in academic, social, and
6 emotional areas; the program components that have been most important
7 to student success; the degree to which educational staff feel
8 accomplished in their work and satisfied with student progress; and
9 recommendations for continued implementation and expansion of the
10 program.

11 (8) The institute for public policy shall report its findings to
12 the governor, the office of the superintendent of public instruction,
13 and the appropriate early learning, education, and fiscal committees of
14 the legislature. An interim report is due November 1, 2008. The final
15 report is due December 1, 2009.

16 (9) This section expires September 1, 2010.

17 **Sec. 4.** RCW 28A.505.210 and 2005 c 497 s 105 are each amended to
18 read as follows:

19 School districts shall have the authority to decide the best use of
20 student achievement funds to assist students in meeting and exceeding
21 the new, higher academic standards in each district consistent with the
22 provisions of chapter 3, Laws of 2001. In making this determination
23 beginning with the 2007-08 school year, each school district shall
24 consider using increases in these funds for reducing primary grade
25 class sizes as provided by subsection (1)(a) of this section.

26 (1) Student achievement funds shall be allocated for the following
27 uses:

28 (a) To reduce class size by hiring certificated elementary
29 classroom teachers in grades K-4 and paying nonemployee-related costs
30 associated with those new teachers;

31 (b) To make selected reductions in class size in grades 5-12, such
32 as small high school writing classes;

33 (c) To provide extended learning opportunities to improve student
34 academic achievement in grades K-12, including, but not limited to,
35 extended school year, extended school day, before-and-after-school
36 programs, special tutoring programs, weekend school programs, summer
37 school, and all-day kindergarten;

1 (d) To provide additional professional development for educators,
2 including additional paid time for curriculum and lesson redesign and
3 alignment, training to ensure that instruction is aligned with state
4 standards and student needs, reimbursement for higher education costs
5 related to enhancing teaching skills and knowledge, and mentoring
6 programs to match teachers with skilled, master teachers. The funding
7 shall not be used for salary increases or additional compensation for
8 existing teaching duties, but may be used for extended year and
9 extended day teaching contracts;

10 (e) To provide early assistance for children who need
11 prekindergarten support in order to be successful in school;

12 (f) To provide improvements or additions to school building
13 facilities which are directly related to the class size reductions and
14 extended learning opportunities under (a) through (c) of this
15 subsection.

16 (2) Annually on or before May 1st, the school district board of
17 directors shall meet at the time and place designated for the purpose
18 of a public hearing on the proposed use of these funds to improve
19 student achievement for the coming year. Any person may appear or by
20 written submission have the opportunity to comment on the proposed plan
21 for the use of these funds. No later than August 31st, as a part of
22 the process under RCW 28A.505.060, each school district shall adopt a
23 plan for the use of these funds for the upcoming school year.
24 Annually, each school district shall provide to the citizens of their
25 district a public accounting of the funds made available to the
26 district during the previous school year under chapter 3, Laws of 2001,
27 how the funds were used, and the progress the district has made in
28 increasing student achievement, as measured by required state
29 assessments and other assessments deemed appropriate by the district.
30 Copies of this report shall be provided to the superintendent of public
31 instruction.

32 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.630
33 RCW to read as follows:

34 ENGLISH AS A SECOND LANGUAGE PROJECTS. (1) The goals of the
35 English as a second language demonstration project are to develop
36 recommendations:

1 (a) Identifying foundational competencies for developing academic
2 English skills in English language learner students that all teachers
3 should acquire in initial teacher preparation programs;

4 (b) Identifying components of a professional development program
5 that builds classroom teacher competence for developing academic
6 English skills in English language learner students; and

7 (c) Identifying job-embedded practices that connect the English
8 language learner teacher and classroom teachers to coordinate
9 instruction to support the work of the student.

10 (2) The English as a second language demonstration project shall
11 use two field strategies in the development of recommendations.

12 (a) The first strategy is to conduct a field study of an ongoing
13 project in a number of schools and school districts in which Spanish is
14 the predominate language other than English.

15 (b) The second strategy is to conduct a project that provides
16 professional development and planning time resources to approximately
17 three large schools in which there are many first languages among the
18 students. The participants of this project shall partner with an
19 institution of higher education or a professional development provider
20 with expertise in support student acquisition of academic English. The
21 superintendent of public instruction shall select the participants in
22 the project under this subsection (2)(b).

23 (3)(a) The Washington state institute for public policy shall
24 conduct the field study work and collect additional information from
25 the project schools. In conducting its work, the institute shall
26 review current literature regarding best practices and consult with
27 state and national experts as appropriate.

28 (b) The institute for public policy shall report its findings to
29 the governor, the office of the superintendent of public instruction,
30 and the education and fiscal committees of the legislature. An interim
31 report is due November 1, 2008. The final report is due December 1,
32 2009.

33 (4) This section expires September 1, 2010.

34 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.150
35 RCW to read as follows:

36 HEALTH-RELATED CAREER ACADEMIES. (1) A health-related career
37 academies grant program is established to provide students with

1 opportunities to prepare for a health-related career. The pathways
2 offered shall result in students acquiring preparation and
3 certification to enter the workforce or to enroll in postsecondary
4 education and training programs upon high school graduation. The grant
5 program shall use a public-private partnership to bring the resources
6 of the state and the private sector together to create the pathways.
7 To the extent possible, grants shall be distributed geographically
8 throughout the state. The grant program is competitive and shall be
9 administered by an experienced nonprofit health organization.

10 (2) The grant program shall:

11 (a) Require participation in each academy to include high school
12 and school district instructional and administrative staff, public and
13 private institutions of higher education, employers, industry and labor
14 associations, and philanthropic organizations;

15 (b) Provide resources for first year, start-up activities only;

16 (c) Require matching funds and services from program partners; and

17 (d) Require applicants to describe community interest, the content
18 and proposed outcomes of the program, steps needed to implement the
19 program, the role each partner will play in the program, general
20 proposed budget, and a plan for sustaining the program after the first
21 year.

22 NEW SECTION. **Sec. 7.** Captions used in this act are not any part
23 of the law.

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