
SUBSTITUTE SENATE BILL 5841

State of Washington

60th Legislature

2007 Regular Session

By Senate Committee on Early Learning & K-12 Education (originally sponsored by Senators Hobbs, McAuliffe, Rockefeller, Tom, Oemig, Kauffman, Regala, Kohl-Welles and Rasmussen)

READ FIRST TIME 02/22/07.

1 AN ACT Relating to enhancing student learning opportunities and
2 student achievement; amending RCW 28A.150.210; adding a new section to
3 chapter 28A.150 RCW; adding new sections to chapter 28A.630 RCW;
4 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 all students at the school who are enrolled in
23 kindergarten. 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) Three 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. The third demonstration project shall be in the Spokane
17 school district.

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

23 (3) Successful school applicants shall:

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

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

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

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

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

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

1 (g) Commit to individualized learning opportunities in early grades
2 by using district resources, such as funding under RCW 28A.505.210, to
3 reduce class sizes in grades kindergarten through three.

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

5 (a) Support to implement an all-day kindergarten program;

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

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

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

13 (5) Demonstration projects shall provide:

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

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

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

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

24 (e) Social and emotional development opportunities;

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

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

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

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

1 various instruments including surveys, program and activity
2 descriptions, student performance measures, observations, and other
3 processes.

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

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

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

18 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.630
19 RCW to read as follows:

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

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

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

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

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

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

1 (b) The second strategy is to conduct a project that provides
2 professional development and planning time resources to approximately
3 three large schools in which there are many first languages among the
4 students. The participants of this project shall partner with an
5 institution of higher education or a professional development provider
6 with expertise in support student acquisition of academic English. The
7 superintendent of public instruction shall select the participants in
8 the project under this subsection (2)(b).

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

14 (b) The institute for public policy shall report its findings to
15 the governor, the office of the superintendent of public instruction,
16 and the education and fiscal committees of the legislature. An interim
17 report is due November 1, 2008. The final report is due December 1,
18 2009.

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

20 NEW SECTION. **Sec. 5.** Captions used in this act are not any part
21 of the law.

--- END ---