
SECOND SUBSTITUTE SENATE BILL 5841

State of Washington

60th Legislature

2007 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Hobbs, McAuliffe, Rockefeller, Tom, Oemig, Kauffman, Regala, Kohl-Welles and Rasmussen)

READ FIRST TIME 03/05/07.

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 students who qualify for free and reduced-price lunch
23 program support. The funding for voluntary all-day kindergarten
24 programs created in this section shall not be considered part of the
25 definition of basic education. Additionally, schools receiving all-day
26 kindergarten program support shall agree to the following conditions:

- 27 (1) Providing at least a one thousand-hour instructional program;
- 28 (2) Providing a curriculum that offers a rich, varied set of
29 experiences that assist students in:
 - 30 (a) Developing initial skills in the academic areas of reading,
31 mathematics, and writing;
 - 32 (b) Developing a variety of communication skills;
 - 33 (c) Providing experiences in science, social studies, arts, health
34 and physical education, and a world language other than English;
 - 35 (d) Acquiring large and small motor skills;
 - 36 (e) Acquiring social and emotional skills including successful

1 participation in learning activities as an individual and as part of a
2 group;

3 (f) Establishing learning environments that are developmentally
4 appropriate and promote creativity; and

5 (g) Learning through hands-on experiences;

6 (3) Demonstrating strong connections and communication with early
7 learning community providers; and

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

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

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

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

25 (3) Successful school applicants shall:

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

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

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

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

34 (e) Demonstrate successful linkages with the early learning
35 providers in their communities;

36 (f) Outline the steps taken to develop this application and the

1 general plan for implementation of a comprehensive K-3 foundations
2 program; and

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

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

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

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

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

13 (d) Support for professional development time related to program
14 implementation.

15 (5) Demonstration projects shall provide:

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

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

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

24 (d) Opportunities to learn and feel accomplishment, diligence,
25 creativity, and confidence;

26 (e) Social and emotional development opportunities;

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

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

35 (h) Class sizes that do not exceed one certificated instructional
36 staff to eighteen students; and

37 (i) That the project will agree to cooperate with the Washington

1 state institute for public policy in its evaluation of the
2 demonstration projects, including providing the data necessary for the
3 institute to complete its work.

4 (6) The Washington state institute for public policy shall conduct
5 an evaluation of the demonstration projects under this section.
6 Student, staff, program, and parent data shall be collected using
7 various instruments including surveys, program and activity
8 descriptions, student performance measures, observations, and other
9 processes.

10 (7) Within available funding, findings from the evaluation under
11 this section shall include conclusions regarding the degree to which
12 students thrive in the education environment; student progress in
13 academic, social, and emotional areas; the program components that have
14 been most important to student success; the degree to which educational
15 staff feel accomplished in their work and satisfied with student
16 progress; and recommendations for continued implementation and
17 expansion of the program.

18 (8) The institute for public policy shall report its findings to
19 the governor, the office of the superintendent of public instruction,
20 and the appropriate early learning, education, and fiscal committees of
21 the legislature. An interim report is due November 1, 2008. The final
22 report is due December 1, 2009.

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

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

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

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

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

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

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

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

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

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

19 (b) The institute for public policy shall report its findings to
20 the governor, the office of the superintendent of public instruction,
21 and the education and fiscal committees of the legislature. An interim
22 report is due November 1, 2008. The final report is due December 1,
23 2009.

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

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

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