

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE SENATE BILL 5803

Chapter 125, Laws of 2015

64th Legislature
2015 Regular Session

K-12 EDUCATION--ENGLISH LANGUAGE ARTS ASSESSMENT--PARENTAL
NOTIFICATION

EFFECTIVE DATE: 4/25/2015

Passed by the Senate March 3, 2015
Yeas 39 Nays 9

BRAD OWEN

President of the Senate

Passed by the House April 9, 2015
Yeas 95 Nays 2

FRANK CHOPP

Speaker of the House of Representatives

Approved April 25, 2015 11:25 AM

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5803** as passed by Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

FILED

April 25, 2015

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 5803

Passed Legislature - 2015 Regular Session

State of Washington

64th Legislature

2015 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Dammeier, McAuliffe, and Keiser)

READ FIRST TIME 02/20/15.

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 a score of~~) Prior to the return of the results of the
20 statewide student assessment in English language arts, elementary
21 schools shall require meetings between teachers and parents of

1 students in third grade who are reading below grade-level or who,
2 based on formative or diagnostic assessment, and other indicators,
3 are likely to score in the below basic level on the third grade
4 statewide student assessment in English language arts ((, a meeting
5 must be scheduled before the end of the school year between the
6 student's parent or guardian, teacher, and the principal of the
7 school the student attends or the principal's designee to discuss
8 appropriate grade placement and recommended intensive strategies to
9 improve the student's reading skills)). At the meeting, the teacher
10 shall inform the parents or guardians of the requirements of this
11 section and the intensive reading improvement strategies that will be
12 available to students before fourth grade. The teacher also shall
13 inform the parents and guardians of the school district's grade
14 placement policy for the following year. Schools that have regularly
15 scheduled parent teacher conferences may use those meetings to comply
16 with this section.

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

25 (4) If a student in third grade scores below grade level on the
26 third grade statewide student assessment in English language arts,
27 and there was no meeting under subsection (2) of this section, the
28 principal or his or her designee shall notify the student's parents
29 or guardians of the following:

30 (a) The below basic score;

31 (b) An explanation of the requirements of this section;

32 (c) The intensive improvement strategy options that are
33 available;

34 (d) The school district's grade placement policy;

35 (e) Contact information for a school district employee who can
36 respond to questions and provide additional information; and

37 (f) A reasonable deadline for obtaining the parent's consent
38 regarding the student's intensive improvement strategies that will be
39 implemented and the student's grade placement.

1 (5) The parent's or guardian's consent must be obtained regarding
2 the appropriate grade placement and the intensive improvement
3 strategy to be implemented. The school district must implement the
4 strategy selected in consultation with the student's parents or
5 guardians. If the school district does not receive a response from a
6 parent by the deadline or a reasonable time thereafter, the principal
7 or his or her designee shall make a decision on the student's grade
8 placement for the following year and the intensive improvement
9 strategies that will be implemented during the following school year.

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

13 ~~((3))~~ (7) If a student does not have a score in English
14 language arts on the third grade statewide student assessment but the
15 district determines, or is able to anticipate from, using district or
16 classroom-based formative or diagnostic assessments or another
17 standardized assessment, that the student's performance is equivalent
18 to below basic in English language arts, the policy in subsections
19 (2) through (6) of this section applies.

20 ~~((4))~~ (8) Students participating in the transitional bilingual
21 instruction program are exempt from the policy in subsections (2)
22 through (6) of this section, unless the student has participated in
23 the transitional bilingual instruction program for three school years
24 and receives a score of below basic on the third grade statewide
25 student assessment in English language arts.

26 ~~((5))~~ (9) Students with disabilities whose individualized
27 education program includes specially designed instruction in reading
28 or English language arts are exempt from subsections (2) ~~(, (3), and~~
29 ~~(4))~~ through (8) of this section. Communication and consultation
30 with parents or guardians of such students shall occur through the
31 individualized education program process required under chapter
32 28A.155 RCW and associated administrative rules.

33 NEW SECTION. Sec. 2. This act is necessary for the immediate
34 preservation of the public peace, health, or safety, or support of
35 the state government and its existing public institutions, and takes
36 effect immediately.

Passed by the Senate March 3, 2015.
Passed by the House April 9, 2015.
Approved by the Governor April 25, 2015.

Filed in Office of Secretary of State April 25, 2015.