



SUPERINTENDENT OF PUBLIC INSTRUCTION

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August 1, 2017

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(X) Informational

BULLETIN NO. 047–17 LEARNING AND TEACHING

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School Building Principals
School District Assessment Coordinators
School District Early Learning Coordinators
Administrators of Alternative Learning Experience Programs/Schools

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Expectations for State-funded Full-day Kindergarten in Alternative Learning Environment Schools and Programs

CONTACT: Amber Havens, WaKIDS Assessment Coordinator
360-725-6180, amber.havens@k12.wa.us

Lillian Hunter, Director of Alternative Learning Department
360-725-6237, lillian.hunter@k12.wa.us

This bulletin is to inform Alternative Learning Experience (ALE) providers about the minimum expectations of implementing state-funded full-day kindergarten (FDK) during the 2017–18 school year.

The voluntary full-day kindergarten program was created in 2007 to significantly enhance learning opportunities during this critical time of child development. This basic education program is funded statewide in 2017–18. (See [RCW 28A.150.315](#)). Expectations include:

- Prescribed specific requirements regarding the curriculum that must be provided.
- Identified required characteristics of the classroom learning environment.
- Required action to be taken for a smooth transition into kindergarten.
- Required comprehensive inventory of the skills, knowledge, and characteristics of kindergarten children in order to support their social-emotional, physical, and cognitive development (Washington Kindergarten Inventory of Developing Skills (WaKIDS)) to be administered at the beginning of the school year.

Based on a review of the statutory requirements for FDK, ALE providers that elect to offer FDK are required to meet the specified requirements to qualify for FDK state funding. These expectations are outlined below. Absent these expectations, ALE kindergarten students may not be claimed for more than 0.50 FTE on the P223. Please refer to the [2016–17 Enrollment Handbook](#) for guidance on claiming a student as FDK:

- Enrollment Handbook for 2017–18 will be available in August at this link: [School Apportionment & Financial Services](#)
- ALE rules ([WAC 392-121-182](#)) must also be followed to claim funding.

If districts elect not to offer FDK in the ALE setting, options for parents seeking FDK must be readily available elsewhere in the district.

ALE schools and programs implementing FDK are expected to meet the following minimum requirements:

- ALE schools and programs must follow the requirements of ALE funding per [WAC 392-121-182](#)
- All three parts of WaKIDS must be implemented:
 - Family Connection
 - Whole Child Assessment
 - Early Learning Collaboration
- Teachers new to WaKIDS must attend WaKIDS 101 training offered this summer:
 - [WaKIDS Events and Training Page](#)
- Programs are expected to serve FDK students onsite, with students directly engaged with a WaKIDS-trained teacher, for a minimum of three days a week, for at least three hours each day.
- All expectations outlined in the FDK statute:
 - [RCW 28A.150.315](#)
- Programs must notify Amber Havens, WaKIDS Coordinator at amber.havens@k12.wa.us of the intent to offer FDK in order for us to provide necessary technical assistance.

For questions regarding this bulletin, please contact Amber Havens, WaKIDS Assessment Coordinator, at 360-725-6180 or amber.havens@k12.wa.us, or Lillian Hunter, Director of Alternative Learning, at 360-725-6237 or lillian.hunter@k12.wa.us. The OSPI TTY number is 360-664-3631.

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This bulletin is also available on the OSPI website at [Bulletins & Memorandum 2017 Bulletins](#).

Michaela W. Miller, Ed.D., NBCT
Deputy Superintendent

Kathe Taylor, Ph.D.
Assistant Superintendent
Learning and Teaching

Karma Hugo
Early Learning Director
Learning and Teaching

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