

SHB 2261 - H AMD TO H AMD (H-2636.1/09) 403
By Representative Anderson

NOT ADOPTED 03/12/2009

1 On page 1 of the striking amendment, strike all material after line
2 2 and insert the following:

3 "NEW SECTION. **Sec. 1.** INTENT. (1) In enacting this legislation,
4 the legislature intends to fulfill its obligation under Article IX of
5 the Washington state Constitution to define and fund a program of basic
6 education for children residing in the state and attending public
7 schools. This act defines the educational opportunities that school
8 districts shall provide and for which the state shall allocate funding.

9 (2) The legislature also intends that the policies and allocation
10 formulas in this act fulfill the legislature's obligation under Article
11 IX to establish a general and uniform system of public schools. The
12 legislature finds that in some instances providing general and uniform
13 educational opportunity requires tailoring basic education allocations
14 to reflect certain needs and circumstances of each school district,
15 including district size, certain student characteristics, and regional
16 labor market differences. It is the intent of the legislature that
17 these allocation formulas address these differences in order to promote
18 equity and uniformity of educational opportunity.

19 (3) Public education in Washington State has evolved since the
20 enactment of the Washington basic education act of 1977. Student
21 demographics, educational technology, data, and standards-based
22 learning and assessment are only a few examples of factors affecting
23 education that have changed in the last thirty years. Decisions by the
24 courts have played a part in this evolution, as have studies and
25 research about education practices and education funding. The
26 legislature finds ample evidence of a need to redefine the program of
27 basic education that is funded by the state and delivered by school
28 districts to better align with the stated goals of a basic education
29 and to improve the transparency and accountability of how the state
30 meets its constitutional obligation under Article IX.

1 (4) For practical and educational reasons, wholesale change of the
2 program of basic education and the funding formulas to support it
3 cannot occur instantaneously. Financial experts must develop the
4 details of the funding formulas. New systems of educator
5 certification, evaluation, mentoring, and compensation must be
6 developed and implemented. Data and accountability systems must be
7 created. Significant increases in resources for staffing and class
8 size reduction will have detrimental impact on student learning if
9 school districts hire unprepared teachers and lack facilities to house
10 them. The legislature intends to adopt a schedule for implementation
11 of the redefined program of basic education and the resources necessary
12 to support it, beginning in the 2011-12 school year and phased in over
13 a six-year time period.

14 NEW SECTION. **Sec. 2.** INTENT TO MAKE NECESSARY CORRECTIONS. It is
15 the intent of the legislature that the policies and allocation formulas
16 adopted under this act, including the implementation schedule for these
17 formulas, constitute the legislature's definition of basic education
18 under Article IX of the state Constitution. It is the further intent
19 of the legislature that these policies, formulas, and schedules should
20 not be revised or delayed other than for educational reasons. The
21 legislature intends, however, to continue to review and revise the
22 formulas and schedules and may make revisions for technical purposes
23 and consistency in the event of mathematical or other technical errors.

24 NEW SECTION. **Sec. 3.** STEERING COMMITTEE TO OVERSEE
25 IMPLEMENTATION. (1) The basic education steering committee is
26 established to monitor and oversee implementation of the new definition
27 of basic education. The steering committee shall be composed of the
28 following members:

29 (a) Four members of the house of representatives, with two members
30 representing each of the major caucuses and appointed by the speaker of
31 the house of representatives;

32 (b) Four members of the senate, with two members representing each
33 of the major caucuses and appointed by the president of the senate; and

34 (c) One representative each from the office of the governor, office
35 of the superintendent of public instruction, state board of education,

1 professional educator standards board, and department of early
2 learning.

3 (2) The chair or cochairs of the steering committee shall be
4 selected by the members of the committee.

5 (3) The responsibility of the steering committee is to monitor and
6 oversee implementation of the new definition of basic education,
7 including the funding formulas, systems of educator compensation and
8 accountability, the program of early learning, and a supplemental
9 finance system from levies and local effort assistance. The steering
10 committee shall monitor and oversee the following technical working
11 groups:

12 (a) The funding formulas working group under section 114 of this
13 act that develops the financial model and funding formulas for the
14 basic education instructional allocation;

15 (b) The compensation working group under section 206 of this act
16 that develops options for a new statewide salary model and bonuses for
17 certificated instructional staff;

18 (c) The early learning working group under section 111 of this act
19 that develops a proposal for a basic education program of early
20 learning and examines options for preschool early learning for at-risk
21 children from birth to age three;

22 (d) The local funding working group under section 402 of this act
23 that develops options for a new system of supplemental school funding
24 through local school levies and local effort assistance; and

25 (e) The data working group under section 311 of this act designing
26 comprehensive accountability systems for financial, student, and
27 educator data.

28 (4) The steering committee may also request updates and progress
29 reports from the office of the superintendent of public instruction,
30 the state board of education, the professional educator standards
31 board, and the department of early learning on the implementation of
32 this act.

33 (5) The steering committee shall submit an initial report to the
34 governor and the legislature by January 1, 2010, detailing its
35 recommendations based on analysis of reports from the working groups
36 and state agencies, including recommendations for resolving issues or
37 decisions requiring legislative action during the 2010 legislative

1 session, and recommendations for any funding necessary to continue
2 development and implementation of this act.

3 (6) The steering committee shall submit subsequent reports to the
4 governor and the legislature by November 15, 2010, and annually
5 thereafter, ending November 15, 2016.

6 (7) Staff support for the basic education steering committee shall
7 be provided by the state agencies with representatives on the
8 committee, the senate committee services, and the office of program
9 research of the house of representatives. Legislative members of the
10 steering committee shall be reimbursed for travel expenses in
11 accordance with RCW 44.04.120.

12 (8) This section expires June 30, 2017.

13 **PART I**

14 **PROGRAM OF BASIC EDUCATION**

15 **Sec. 101.** RCW 28A.150.200 and 1990 c 33 s 104 are each amended to
16 read as follows:

17 PROGRAM OF EDUCATION. (~~This 1977 amendatory act shall be known~~
18 ~~and may be cited as "The Washington Basic Education Act of 1977." The~~
19 ~~program evolving from the Basic Education Act shall include (1) the~~
20 ~~goal of the school system as defined in RCW 28A.150.210, (2) those~~
21 ~~program requirements enumerated in RCW 28A.150.220, and (3) the~~
22 ~~determination and distribution of state resources as defined in RCW~~
23 ~~28A.150.250 and 28A.150.260.~~

24 ~~The requirements of the Basic Education Act are))~~ (1) The program
25 of basic education established under this chapter is deemed by the
26 legislature to comply with the requirements of Article IX, section 1 of
27 the state Constitution, which states that "It is the paramount duty of
28 the state to make ample provision for the education of all children
29 residing within its borders, without distinction or preference on
30 account of race, color, caste, or sex," and ~~((are))~~ is adopted pursuant
31 to Article IX, section 2 of the state Constitution, which states that
32 "The legislature shall provide for a general and uniform system of
33 public schools."

34 (2) The legislature defines the program of basic education under
35 this chapter as:

1 (a) The instructional program of basic education the minimum
2 components of which are described in section 104 of this act;

3 (b) The program of early learning for at-risk children under
4 section 110 of this act;

5 (c) The program of education provided by chapter 28A.190 RCW for
6 students in residential schools as defined by RCW 28A.190.020 and for
7 juveniles in detention facilities as identified by RCW 28A.190.010;

8 (d) The program of education provided by chapter 28A.193 RCW for
9 individuals under the age of eighteen who are incarcerated in adult
10 correctional facilities; and

11 (e) Transportation and transportation services to and from school
12 for eligible students as provided under RCW 28A.160.150 through
13 28A.160.180.

14 (3) Therefore, basic education shall be considered to be fully
15 funded by those amounts of dollars appropriated by the legislature for
16 the following purposes:

17 (a) Amounts appropriated pursuant to sections 106 through 108 of
18 this act to fund the instructional program requirements identified in
19 section 104 of this act;

20 (b) Amounts appropriated to fund the salary requirements of
21 sections 204, 207, and 209 of this act;

22 (c) Amounts appropriated to support the program of early learning
23 for at-risk children under section 110 of this act;

24 (d) Amounts appropriated to support the programs of education
25 provided by chapters 28A.190 and 28A.193 RCW; and

26 (e) Amounts appropriated for pupil transportation as provided under
27 RCW 28A.160.150 through 28A.160.180.

28 NEW SECTION. Sec. 102. DEFINITIONS. The definitions in this
29 section apply throughout this chapter unless the context clearly
30 requires otherwise.

31 (1) "Basic education core instructional allocation" means the
32 funding allocation to school districts under section 106 (3), (4), and
33 (7) of this act to support school staffing; maintenance, supplies, and
34 operating costs; and central office administration.

35 (2) "Basic education goal" means the student learning goals and the
36 student knowledge and skills described under section 103 of this act.

1 (3) "Certificated administrative staff" means all those persons who
2 are chief executive officers, chief administrative officers,
3 confidential employees, supervisors, principals, or assistant
4 principals within the meaning of RCW 41.59.020(4).

5 (4) "Certificated employee" as used in this chapter and RCW
6 28A.195.010, 28A.405.100, 28A.405.210, 28A.405.240, 28A.405.250,
7 28A.405.300 through 28A.405.380, and chapter 41.59 RCW, means those
8 persons who hold certificates as authorized by rule of the Washington
9 professional educator standards board.

10 (5) "Certificated instructional staff" means those persons employed
11 by a school district who are nonsupervisory certificated employees
12 within the meaning of RCW 41.59.020(8).

13 (6) "Class size" means an instructional grouping of students where,
14 on average, the ratio of students to teacher is the number specified.

15 (7) "Classroom teacher" means a certificated instructional staff
16 person whose primary duty is the daily educational instruction of
17 students. In exceptional cases, people of unusual competence but
18 without certification may teach students so long as a certificated
19 person exercises general supervision, but the hiring of such classified
20 people shall not occur during a labor dispute, and such classified
21 people shall not be hired to replace certificated employees during a
22 labor dispute.

23 (8) "Instructional hours" means those hours students are provided
24 the opportunity to engage in academic and career and technical
25 instruction planned by and under the direction of school district
26 staff, as directed by the administration and board of directors of the
27 district, inclusive of teacher/parent-guardian conferences that are
28 planned and scheduled by the district for the purpose of discussing
29 students' educational needs or progress, and exclusive of time actually
30 spent for meals, intermissions for class changes, or recess.

31 (9) "Instructional program of basic education" means the minimum
32 program required to be provided by school districts and includes
33 instructional hour requirements and other components under section 104
34 of this act.

35 (10) "Program of basic education" means the overall program deemed
36 by the legislature to comply with the requirements of Article IX,
37 section 1 of the state Constitution, full funding of which is described
38 under section 101 of this act.

1 (11) "School day" means each day of the school year on which pupils
2 enrolled in the common schools of a school district are engaged in
3 academic and career and technical instruction planned by and under the
4 direction of the school.

5 (12) "School year" includes the minimum number of school days
6 required under section 104 of this act and begins on the first day of
7 September and ends with the last day of August, except that any school
8 district may elect to commence the annual school term in the month of
9 August of any calendar year and in such case the operation of a school
10 district for such period in August shall be credited by the
11 superintendent of public instruction to the succeeding school year for
12 the purpose of the allocation and distribution of state funds for the
13 support of such school district.

14 (13) "Teacher planning period" means a period of a school day as
15 determined by the administration and board of the directors of the
16 district that may be used by teachers for instruction-related
17 activities including but not limited to preparing instructional
18 materials; reviewing student performance; recording student data;
19 consulting with other teachers, instructional aides, mentors,
20 instructional coaches, administrators, and parents; or participating in
21 professional development.

22 **Sec. 103.** RCW 28A.150.210 and 2007 c 400 s 1 are each amended to
23 read as follows:

24 BASIC EDUCATION GOAL. (~~The goal of the basic education act for~~
25 ~~the schools of the state of Washington set forth in this chapter shall~~
26 ~~be to~~) A basic education is an evolving program of instruction that
27 provides students with the opportunity to become responsible and
28 respectful global citizens, to contribute to their economic well-being
29 and that of their families and communities, to explore and understand
30 different perspectives, and to enjoy productive and satisfying lives.
31 (~~Additionally,~~) The state of Washington intends to provide for a
32 public school system that is able to evolve and adapt in order to
33 better focus on strengthening the educational achievement of all
34 students, which includes high expectations for all students and gives
35 all students the opportunity to achieve personal and academic success.
36 To these ends, the goals of each school district, with the involvement

1 of parents and community members, shall be to provide opportunities for
2 every student to develop the knowledge and skills essential to:

3 (1) Read with comprehension, write effectively, and communicate
4 successfully in a variety of ways and settings and with a variety of
5 audiences;

6 (2) Know and apply the core concepts and principles of mathematics;
7 social, physical, and life sciences; civics and history, including
8 different cultures and participation in representative government;
9 geography; arts; and health and fitness;

10 (3) Think analytically, logically, and creatively, and to integrate
11 different experiences and knowledge to form reasoned judgments and
12 solve problems; and

13 (4) Understand the importance of work and finance and how
14 performance, effort, and decisions directly affect future career and
15 educational opportunities.

16 **Sec. 104.** RCW 28A.150.220 and 1993 c 371 s 2 are each amended to
17 read as follows:

18 INSTRUCTIONAL PROGRAM. (1) (~~Satisfaction of the basic education~~
19 ~~program requirements identified in RCW 28A.150.210 shall be considered~~
20 ~~to be implemented by the following program:~~

21 ~~(a) Each school district shall make available to students enrolled~~
22 ~~in kindergarten at least a total instructional offering of four hundred~~
23 ~~fifty hours. The program shall include instruction in the essential~~
24 ~~academic learning requirements under RCW 28A.630.885 and such other~~
25 ~~subjects and such activities as the school district shall determine to~~
26 ~~be appropriate for the education of the school district's students~~
27 ~~enrolled in such program;~~

28 ~~(b) Each school district shall make available to students enrolled~~
29 ~~in grades one through twelve, at least a district-wide annual average~~
30 ~~total instructional hour offering of one thousand hours. The state~~
31 ~~board of education may define alternatives to classroom instructional~~
32 ~~time for students in grades nine through twelve enrolled in alternative~~
33 ~~learning experiences. The state board of education shall establish~~
34 ~~rules to determine annual average instructional hours for districts~~
35 ~~including fewer than twelve grades. The program shall include the~~
36 ~~essential academic learning requirements under RCW 28A.630.885 and such~~

1 other subjects and such activities as the school district shall
2 determine to be appropriate for the education of the school district's
3 students enrolled in such group;

4 (c) If the essential academic learning requirements include a
5 requirement of languages other than English, the requirement may be met
6 by students receiving instruction in one or more American Indian
7 languages.

8 (2) Nothing contained in subsection (1) of this section shall be
9 construed to require individual students to attend school for any
10 particular number of hours per day or to take any particular courses.

11 (3)) In order for students to have the opportunity to develop the
12 basic education knowledge and skills under section 103 of this act,
13 school districts must provide instruction of sufficient quantity and
14 quality and give students the opportunity to complete graduation
15 requirements that are intended to prepare them for postsecondary
16 education, gainful employment, lifelong learning, and citizenship. The
17 program established under this section, supported by the resources
18 allocated under sections 106 through 108 of this act, shall be the
19 minimum instructional program of basic education offered by school
20 districts.

21 (2) Each school district's kindergarten through twelfth grade basic
22 educational program shall be accessible to all students who are five
23 years of age, as provided by RCW 28A.225.160, and less than twenty-one
24 years of age and shall consist of a minimum of one hundred eighty
25 school days per school year in such grades as are conducted by a school
26 district, and one hundred eighty half-days of instruction, or
27 equivalent, in kindergarten(~~(+ PROVIDED, That effective May 1, 1979)),~~
28 to be increased to a minimum of one hundred eighty school days per
29 school year no later than the 2016-17 school year and according to the
30 implementation schedules under sections 109 and 113 of this act.
31 However, a school district may schedule the last five school days of
32 the one hundred ((and)) eighty day school year for noninstructional
33 purposes in the case of students who are graduating from high school,
34 including, but not limited to, the observance of graduation and early
35 release from school upon the request of a student, and all such
36 students may be claimed as ((a)) full-time equivalent students to the
37 extent they could otherwise have been so claimed for the purposes of
38 ((RCW 28A.150.250 and 28A.150.260.

1 ~~(4))~~ section 106 of this act. The minimum one hundred eighty day
2 school year requirement may be waived by the state board of education
3 as provided under section 115 of this act.

4 (3) Each school district shall make available to students the
5 following minimum instructional offering each school year:

6 (a) For students enrolled in grades seven through twelve, at least
7 a district-wide annual average of one thousand hours for students
8 enrolled in grades one through twelve, which shall be increased to one
9 thousand eighty instructional hours by the 2016-17 school year
10 according to the implementation schedules under section 113 of this
11 act;

12 (b) For students enrolled in grades one through six, at least a
13 district-wide annual average of one thousand hours for students
14 enrolled in grades one through twelve, which shall be increased to one
15 thousand instructional hours by the 2016-17 school year according to
16 the implementation schedules under section 113 of this act; and

17 (c) For students enrolled in kindergarten, at least four hundred
18 fifty instructional hours, which shall be increased to at least one
19 thousand instructional hours by the 2016-17 school year according to
20 the implementation schedules under sections 109 and 113 of this act.

21 (4) The instructional program of basic education provided by each
22 school district shall include:

23 (a) Instruction in the essential academic learning requirements
24 under RCW 28A.655.070;

25 (b) Instruction that provides students the opportunity to complete
26 twenty-four credits for high school graduation, with course
27 distribution requirements established by the state board of education
28 under RCW 28A.230.090 and that may be subject to a phased-in
29 implementation of the twenty-four credits as adopted by the board;

30 (c) Supplemental instruction and services for underachieving
31 students through the learning assistance program under RCW 28A.165.005
32 through 28A.165.065;

33 (d) Supplemental instruction and services for eligible and enrolled
34 students whose primary language is other than English through the
35 transitional bilingual instruction program under RCW 28A.180.010
36 through 28A.180.080; and

37 (e) The opportunity for an appropriate education at public expense

1 as defined by RCW 28A.155.020 for all eligible students with
2 disabilities as defined in RCW 28A.155.020.

3 (5) Nothing in this section precludes a school district from
4 enriching the instructional program of basic education, such as
5 offering additional instruction in other subjects or providing
6 additional services, programs, or activities that the school district
7 determines to be appropriate for the education of the school district's
8 students.

9 (6) Nothing in this section requires individual students to attend
10 school for any particular number of hours per day or to take any
11 particular courses.

12 (7) The state board of education shall adopt rules to implement and
13 ((ensure)) assure compliance with the ((program requirements imposed by
14 this section, RCW 28A.150.250 and 28A.150.260, and such related
15 supplemental program approval requirements as the state board may
16 establish)) minimum instructional hours and school days required under
17 this section and to assure that school districts provide the components
18 of the basic education instructional program under this section. If a
19 school district's basic education instructional program fails to meet
20 the requirements of this section, the state board of education shall
21 require the superintendent of public instruction to withhold state
22 funds in whole or in part for the basic education allocation until
23 program compliance is assured. The state board shall periodically
24 examine the effectiveness of different instructional strategies and
25 schedules used by school districts to meet the requirements of this
26 section, communicate identified concerns to districts, and disseminate
27 to other districts information about effective innovations.

28 **Sec. 105.** RCW 28A.150.250 and 1990 c 33 s 107 are each amended to
29 read as follows:

30 FUNDING OF BASIC EDUCATION INSTRUCTIONAL ALLOCATION. From those
31 funds made available by the legislature for the current use of the
32 common schools, the superintendent of public instruction shall
33 distribute annually as provided in RCW 28A.510.250 to each school
34 district of the state operating a basic education instructional program
35 approved by the state board of education an ((amount which, when
36 combined with an appropriate portion of such locally available
37 revenues, other than)) allocation based on the formulas provided in

1 sections 106 through 108 of this act. The basic education
2 instructional allocation shall be net of receipts from federal forest
3 revenues distributed to school districts pursuant to RCW 28A.520.010
4 and 28A.520.020(, as the superintendent of public instruction may deem
5 appropriate for consideration in computing state equalization support,
6 excluding excess property tax levies, will constitute a basic education
7 allocation in dollars for each annual average full time equivalent
8 student enrolled, based upon one full school year of one hundred eighty
9 days, except that for kindergartens one full school year shall be one
10 hundred eighty half days of instruction, or the equivalent as provided
11 in RCW 28A.150.220.

12 ~~Basic education shall be considered to be fully funded by those~~
13 ~~amounts of dollars appropriated by the legislature pursuant to RCW~~
14 ~~28A.150.250 and 28A.150.260 to fund those program requirements~~
15 ~~identified in RCW 28A.150.220 in accordance with the formula and ratios~~
16 ~~provided in RCW 28A.150.260 and those amounts of dollars appropriated~~
17 ~~by the legislature to fund the salary requirements of RCW 28A.150.100~~
18 ~~and 28A.150.410.~~

19 ~~Operation of a program approved by the state board of education,~~
20 ~~for the purposes of this section, shall include a finding that the~~
21 ~~ratio of students per classroom teacher in grades kindergarten through~~
22 ~~three is not greater than the ratio of students per classroom teacher~~
23 ~~in grades four and above for such district: PROVIDED, That for the~~
24 ~~purposes of this section, "classroom teacher" shall be defined as an~~
25 ~~instructional employee possessing at least a provisional certificate,~~
26 ~~but not necessarily employed as a certificated employee, whose primary~~
27 ~~duty is the daily educational instruction of students: PROVIDED~~
28 ~~FURTHER, That the state board of education shall adopt rules and~~
29 ~~regulations to insure compliance with the student/teacher ratio~~
30 ~~provisions of this section, and such rules and regulations shall allow~~
31 ~~for exemptions for those special programs and/or school districts which~~
32 ~~may be deemed unable to practicably meet the student/teacher ratio~~
33 ~~requirements of this section by virtue of a small number of students.~~

34 ~~If a school district's basic education program fails to meet the~~
35 ~~basic education requirements enumerated in RCW 28A.150.250,~~
36 ~~28A.150.260, and 28A.150.220, the state board of education shall~~
37 ~~require the superintendent of public instruction to withhold state~~
38 ~~funds in whole or in part for the basic education allocation until~~

1 ~~program compliance is assured: PROVIDED, That the state board of~~
2 ~~education may waive this requirement in the event of substantial lack~~
3 ~~of classroom space)).~~

4 **Sec. 106.** RCW 28A.150.260 and 2006 c 263 s 322 are each amended to
5 read as follows:

6 ALLOCATION FOR INSTRUCTIONAL PROGRAM OF BASIC EDUCATION. ((The
7 basic education allocation for each annual average full time equivalent
8 student shall be determined in accordance with the following
9 procedures)) The purpose of this section is to provide for the
10 allocation of state funding that the legislature deems necessary to
11 support school districts in offering the minimum instructional program
12 of basic education under section 104 of this act. The allocation shall
13 be determined as follows:

14 (1) The governor shall and the superintendent of public instruction
15 may recommend to the legislature a formula ((based on a ratio of
16 students to staff)) for the distribution of a basic education
17 instructional allocation for each ((annual average full time equivalent
18 student enrolled in a)) common school district. ((The distribution
19 formula shall have the primary objective of equalizing educational
20 opportunities and shall provide appropriate recognition of the
21 following costs among the various districts within the state:

22 (a) ~~Certificated instructional staff and their related costs;~~

23 (b) ~~Certificated administrative staff and their related costs;~~

24 (c) ~~Classified staff and their related costs;~~

25 (d) ~~Nonsalary costs;~~

26 (e) ~~Extraordinary costs, including school facilities, of remote and~~
27 ~~necessary schools as judged by the superintendent of public~~
28 ~~instruction, with recommendations from the school facilities citizen~~
29 ~~advisory panel under RCW 28A.525.025, and small high schools, including~~
30 ~~costs of additional certificated and classified staff; and~~

31 (f) ~~The attendance of students pursuant to RCW 28A.335.160 and~~
32 ~~28A.225.250 who do not reside within the servicing school district.))~~

33 (2)((+)) The distribution formula under this section shall be for
34 allocation purposes only. Except as may be required under chapter
35 28A.165, 28A.180, or 28A.155 RCW, or federal laws and regulations,
36 nothing in this section requires school districts to use basic
37 education instructional funds to implement a particular instructional

1 approach or service. Nothing in this section requires school districts
2 to maintain a particular classroom teacher-to-student ratio or other
3 staff-to-student ratio or to use allocated funds to pay for particular
4 types or classifications of staff. Nothing in this section entitles an
5 individual teacher to a particular teacher planning period.

6 (3)(a) The distribution formula for the basic education
7 instructional allocation shall be based on minimum staffing and
8 nonstaff costs the legislature deems necessary to support instruction
9 and operations in prototypical schools serving high, middle, and
10 elementary school students as provided in this section. The use of
11 prototypical schools for the distribution formula does not constitute
12 legislative intent that schools should be operated or structured in a
13 similar fashion as the prototypes. Prototypical schools illustrate the
14 level of resources needed to operate a school of a particular size with
15 particular types and grade levels of students using commonly understood
16 terms and inputs, such as class size, hours of instruction, and various
17 categories of school staff. Funding allocations to school districts
18 shall be adjusted from the school prototypes based on the actual number
19 of annual average full-time equivalent students in each grade level at
20 each school in the district and not based on the grade-level
21 configuration of the school. The allocations shall be further adjusted
22 from the school prototypes with minimum allocations for small schools
23 and to reflect other factors identified in the omnibus appropriations
24 act.

25 (b) For the purposes of this section, prototypical schools are
26 defined as follows:

27 (i) A prototypical high school has six hundred average annual full-
28 time equivalent students in grades nine through twelve;

29 (ii) A prototypical middle school has four hundred thirty-two
30 average annual full-time equivalent students in grades seven and eight;
31 and

32 (iii) A prototypical elementary school has four hundred average
33 annual full-time equivalent students in grades kindergarten through
34 six.

35 (c) By the 2016-17 school year, the minimum allocation for a
36 prototypical high school shall be based on the number of full-time
37 equivalent classroom teachers needed to provide instruction over one

1 thousand eighty annual instructional hours and provide at least one
2 teacher planning period per school day, with the following average
3 class size:

	<u>Average</u>
	<u>Class Size</u>
4	
5	
6 <u>Basic class size</u>	25.0
7 <u>Basic class size in schools where more than fifty percent</u>	
8 <u>of the students are eligible for free and reduced-price</u>	
9 <u>meals, adjusted as provided under subsection (8) of</u>	
10 <u>this section</u>	22.0
11 <u>For exploratory career and technical education courses</u>	19.0
12 <u>For laboratory science, advanced placement, and</u>	
13 <u>international baccalaureate courses</u>	19.0
14 <u>For preparatory career and technical education courses,</u>	
15 <u>including those offered through a skill center</u>	16.0

16 (d) By the 2016-17 school year, the minimum allocation for a
17 prototypical middle school shall be based on the number of full-time
18 equivalent classroom teachers needed to provide instruction over one
19 thousand eighty instructional hours and provide at least one teacher
20 planning period per school day, with the following average class size:

	<u>Average</u>
	<u>Class Size</u>
21	
22	
23 <u>Basic class size</u>	25.0
24 <u>Basic class size in schools where more than fifty percent</u>	
25 <u>of the students are eligible for free and reduced-price</u>	
26 <u>meals, adjusted as provided under subsection (8) of</u>	
27 <u>this section</u>	22.0
28 <u>For exploratory career and technical education courses</u>	19.0

29 (e) By the 2016-17 school year, the minimum allocation for a
30 prototypical elementary school shall be based on the number of full-
31 time equivalent classroom teachers needed to provide instruction over
32 one thousand instructional hours and provide at least one teacher
33 planning period per school day, with the following average class size:

	<u>Average</u>
	<u>Class Size</u>
34	
35	
36 <u>Basic class size</u>	25.0
37 <u>Basic class size in schools where more than fifty percent</u>	

1 of the students are eligible for free and reduced-priced
 2 meals22.0
 3 Class size in grades kindergarten through three15.0

4 (f) By the 2016-17 school year, the minimum allocation for each
 5 prototypical school shall include allocations for the following types
 6 and number of full-time equivalent staff in addition to classroom
 7 teachers:

	<u>High</u>	<u>Middle</u>	<u>Elementary</u>
	<u>School</u>	<u>School</u>	<u>School</u>
11 <u>Principals, including assistant principals and other certificated</u>	<u>1.8</u>	<u>1.3</u>	<u>1.2</u>
12 <u>building-level administrators</u>			
13 <u>Teacher librarians, a function that includes information literacy,</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>
14 <u>technology, and media to support school library media programs</u>			
15 <u>Student health services, a function that includes school nurses and</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>
16 <u>social workers</u>			
17 <u>Guidance counselors, a function that includes parent outreach and</u>	<u>1.50</u>	<u>1.0</u>	<u>0.0</u>
18 <u>graduation advisor</u>			
19 <u>Professional development coaches</u>	<u>0.75</u>	<u>0.50</u>	<u>0.50</u>
20 <u>Office support and noninstructional aides</u>	<u>3.0</u>	<u>3.0</u>	<u>3.0</u>
21 <u>Custodians and other maintenance</u>	<u>4.0</u>	<u>4.0</u>	<u>4.0</u>
22 <u>Student and staff safety</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>

23 (4)(a) The minimum allocation for each school district shall
 24 include allocations per annual average full-time equivalent student for
 25 the following materials, supplies, and operating costs. The amounts in
 26 this subsection are based on 2007-08 dollars and shall be adjusted
 27 annually for inflation with the amounts allocated for each school year
 28 specified in the omnibus appropriations act and subject to the
 29 implementation schedule in section 113 of this act. The amounts may be
 30 inflated differentially by category.

	<u>Per annual average</u>
	<u>full-time equivalent student</u>
33 <u>Student technology</u>	<u>\$200</u>
34 <u>Utilities</u>	<u>\$216</u>
35 <u>Curriculum, textbooks, library materials, and instructional</u>	
36 <u>supplies</u>	<u>\$155</u>

1 Instructional professional development \$103
 2 Other building-level costs including maintenance, custodial,
 3 and security \$102
 4 Central office administration \$310

5 (b) The per annual average full-time equivalent student amounts in
 6 (a) of this subsection shall be enhanced as follows based on full-time
 7 equivalent student enrollment in the following courses:

	<u>Per annual average</u>
	<u>full-time equivalent</u>
	<u>student amount enhancement</u>
11 <u>Exploratory career and technical education courses for</u>	
12 <u>students in grades seven through twelve</u>	6.0%
13 <u>Laboratory science courses for students in grades nine</u>	
14 <u>through twelve</u>	6.0%
15 <u>Preparatory career and technical education courses for</u>	
16 <u>students in grades nine through twelve offered in a high</u>	
17 <u>school</u>	10.0%
18 <u>Preparatory career and technical education courses for</u>	
19 <u>students in grades eleven and twelve offered through a</u>	
20 <u>skill center</u>	12.0%

21 (5) By the 2016-17 school year, the allocations provided under
 22 subsections (3) and (4) of this section shall be enhanced as follows to
 23 provide additional allocations for classroom teachers and maintenance,
 24 supplies, and operating costs:

25 (a) To provide supplemental instruction and services for
 26 underachieving students through the learning assistance program under
 27 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
 28 percent of students in each school who are eligible for free and
 29 reduced-price meals, adjusted as provided under subsection (8) of this
 30 section.

31 (i) The minimum allocation for the learning assistance program
 32 shall provide an extended school day for a prototypical school as
 33 follows:

	<u>High</u>	<u>Middle</u>	<u>Elementary</u>
	<u>School</u>	<u>School</u>	<u>School</u>
36 <u>Instructional hours per week</u>	2.0	2.0	2.0

1 Average class size..... 5.0 5.0 5.0
 2 (ii) The minimum allocation for the learning assistance program
 3 shall provide an extended school year for a prototypical school as
 4 follows:

	<u>High</u>	<u>Middle</u>	<u>Elementary</u>
	<u>School</u>	<u>School</u>	<u>School</u>
7 <u>Instructional hours per week.....</u>	<u>10.0</u>	<u>10.0</u>	<u>10.0</u>
8 <u>Number of weeks.....</u>	<u>4.0</u>	<u>4.0</u>	<u>4.0</u>
9 <u>Average class size.....</u>	<u>5.0</u>	<u>5.0</u>	<u>5.0</u>

10 (iii) The minimum allocation for the learning assistance program
 11 shall include a per student allocation for maintenance, supplies, and
 12 operating costs as provided in the omnibus appropriations act.

13 (b) To provide supplemental instruction and services for students
 14 whose primary language is other than English, allocations shall be
 15 based on the number of students in each school who are eligible for and
 16 enrolled in the transitional bilingual instruction program under RCW
 17 28A.180.010 through 28A.180.080.

18 (i) The minimum allocation for a prototypical school shall provide
 19 for supplemental instruction as follows:

	<u>High</u>	<u>Middle</u>	<u>Elementary</u>
	<u>School</u>	<u>School</u>	<u>School</u>
23 <u>Percent of school day in supplemental instruction.....</u>	<u>14.0%</u>	<u>14.0%</u>	<u>20.0%</u>
24 <u>Average class size.....</u>	<u>8.0</u>	<u>8.0</u>	<u>8.0</u>

25 (ii) The minimum allocation for the transitional bilingual
 26 instruction program shall include a per student allocation for
 27 maintenance, supplies, and operating costs as provided in the omnibus
 28 appropriations act.

29 (6) The allocations under subsections (3) through (5) of this
 30 section shall be enhanced as provided under section 107 of this act on
 31 an excess cost basis to provide supplemental instructional resources
 32 for students with disabilities.

33 (7) The distribution formula shall include allocations to school
 34 districts to support staffing of central office administration. The

1 minimum allocation shall be calculated as a percentage, identified in
2 the omnibus appropriations act, of the total allocations for staff
3 under subsection (3) of this section for all schools in the district.

4 (8)(a) For the purposes of allocations for prototypical high
5 schools and middle schools under subsections (3) and (5) of this
6 section that are based on the percent of students in the school who are
7 eligible for free and reduced-price meals, the actual percent of such
8 students in a school shall be adjusted by a factor identified in the
9 omnibus appropriations act to reflect underreporting of free and
10 reduced-price meal eligibility among middle and high school students.

11 (b) Allocations or enhancements provided under subsections (3) and
12 (4) of this section for exploratory and preparatory career and
13 technical education courses shall be provided only for courses approved
14 by the office of the superintendent of public instruction under chapter
15 28A.700 RCW.

16 (9) Beginning in the 2012-13 school year, the distribution formula
17 shall include allocations to school districts to support release time
18 for state-certified mentors and new teachers and other costs to provide
19 the mentoring and support program under section 203 of this act. The
20 formula shall be based on the number of teachers in the district with
21 five or fewer years of teaching experience, with the amount of release
22 time significantly greater to support teachers in their first year of
23 teaching service for whom the program is mandatory. School districts
24 must use the allocations under this subsection to provide the mentoring
25 and support program under section 203 of this act.

26 (10)(a) This formula for distribution of basic education funds
27 shall be reviewed biennially by the superintendent and governor. The
28 recommended formula shall be subject to approval, amendment or
29 rejection by the legislature. (~~The formula shall be for allocation~~
30 ~~purposes only. While the legislature intends that the allocations for~~
31 ~~additional instructional staff be used to increase the ratio of such~~
32 ~~staff to students, nothing in this section shall require districts to~~
33 ~~reduce the number of administrative staff below existing levels.~~

34 ~~(b) The formula adopted by the legislature shall reflect the~~
35 ~~following ratios at a minimum: (i) Forty nine certificated~~
36 ~~instructional staff to one thousand annual average full time equivalent~~
37 ~~students enrolled in grades kindergarten through three; (ii) forty six~~
38 ~~certificated instructional staff to one thousand annual average full~~

1 ~~time equivalent students in grades four through twelve; (iii) four~~
2 ~~certificated administrative staff to one thousand annual average full~~
3 ~~time equivalent students in grades kindergarten through twelve; and~~
4 ~~(iv) sixteen and sixty seven one hundredths classified personnel to one~~
5 ~~thousand annual average full time equivalent students enrolled in~~
6 ~~grades kindergarten through twelve.~~

7 ~~(e)) (b) In the event the legislature rejects the distribution~~
8 ~~formula recommended by the governor, without adopting a new~~
9 ~~distribution formula, the distribution formula for the previous school~~
10 ~~year shall remain in effect((:—PROVIDED, That the distribution formula~~
11 ~~developed pursuant to this section shall be for state apportionment and~~
12 ~~equalization purposes only and shall not be construed as mandating~~
13 ~~specific operational functions of local school districts other than~~
14 ~~those program requirements identified in RCW 28A.150.220 and~~
15 ~~28A.150.100)).~~

16 ~~(c) The enrollment of any district shall be the annual average~~
17 ~~number of full_time equivalent students and part_time students as~~
18 ~~provided in RCW 28A.150.350, enrolled on the first school day of each~~
19 ~~month ((and shall exclude full time equivalent students with~~
20 ~~disabilities recognized for the purposes of allocation of state funds~~
21 ~~for programs under RCW 28A.155.010 through 28A.155.100)), including~~
22 ~~students who are in attendance pursuant to RCW 28A.335.160 and~~
23 ~~28A.225.250 who do not reside within the servicing school district.~~
24 ~~The definition of full_time equivalent student shall be determined by~~
25 ~~rules of the superintendent of public instruction((:—PROVIDED, That~~
26 ~~the definition)) and shall be included as part of the superintendent's~~
27 ~~biennial budget request((:—PROVIDED, FURTHER, That)). The definition~~
28 ~~shall be based on the minimum instructional hour offerings required~~
29 ~~under section 104 of this act. Any revision of the present definition~~
30 ~~shall not take effect until approved by the house appropriations~~
31 ~~committee and the senate ways and means committee((:—PROVIDED,~~
32 ~~FURTHER, That)).~~

33 ~~(d) The office of financial management shall make a monthly review~~
34 ~~of the superintendent's reported full_time equivalent students in the~~
35 ~~common schools in conjunction with RCW 43.62.050.~~

36 ~~((3)(a) Certificated instructional staff shall include those~~
37 ~~persons employed by a school district who are nonsupervisory employees~~
38 ~~within the meaning of RCW 41.59.020(8):—PROVIDED, That in exceptional~~

1 cases, people of unusual competence but without certification may teach
2 students so long as a certificated person exercises general
3 supervision: PROVIDED, FURTHER, That the hiring of such classified
4 people shall not occur during a labor dispute and such classified
5 people shall not be hired to replace certificated employees during a
6 labor dispute.

7 (b) ~~Certificated administrative staff shall include all those~~
8 ~~persons who are chief executive officers, chief administrative~~
9 ~~officers, confidential employees, supervisors, principals, or assistant~~
10 ~~principals within the meaning of RCW 41.59.020(4).)~~

11 **Sec. 107.** RCW 28A.150.390 and 1995 c 77 s 6 are each amended to
12 read as follows:

13 SPECIAL EDUCATION EXCESS COST ALLOCATION. (1) The superintendent
14 of public instruction shall submit to each regular session of the
15 legislature during an odd-numbered year a programmed budget request for
16 special education programs for students with disabilities. Funding for
17 programs operated by local school districts shall be on an excess cost
18 basis from appropriations provided by the legislature for special
19 education programs for students with disabilities and shall take
20 account of state funds accruing through ~~((RCW 28A.150.250,~~
21 ~~28A.150.260,))~~ section 106 (3) through (5) of this act and federal
22 medical assistance and private funds accruing under RCW 74.09.5249
23 through 74.09.5253 and 74.09.5254 through 74.09.5256~~((, and other state~~
24 ~~and local funds, excluding special excess levies))~~.

25 (2) The excess cost allocation to school districts shall be based
26 on the following:

27 (a) A district's annual average headcount enrollment of students
28 ages birth through four and those five year olds not yet enrolled in
29 kindergarten who are eligible for and enrolled in special education,
30 multiplied by the district's base allocation per full-time equivalent
31 student, multiplied by 1.15; and

32 (b) A district's annual average full-time equivalent basic
33 education enrollment, multiplied by the district's funded enrollment
34 percent, multiplied by the district's base allocation per full-time
35 equivalent student, multiplied by 0.9309.

36 (3) As used in this section:

1 (a) "Base allocation" means the total state allocation to all
2 schools in the district generated by the distribution formula under
3 section 106 (3) through (5) of this act, to be divided by the
4 district's full-time equivalent enrollment.

5 (b) "Basic education enrollment" means enrollment of resident
6 students including nonresident students enrolled under RCW 28A.225.225
7 and students from nonhigh districts enrolled under RCW 28A.225.210 and
8 excluding students residing in another district enrolled as part of an
9 interdistrict cooperative program under RCW 28A.225.250.

10 (c) "Enrollment percent" means the district's resident special
11 education annual average enrollment, excluding students ages birth
12 through four and those five year olds not yet enrolled in kindergarten,
13 as a percent of the district's annual average full-time equivalent
14 basic education enrollment.

15 (d) "Funded enrollment percent" means the lesser of the district's
16 actual enrollment percent or twelve and seven-tenths percent.

17 NEW SECTION. Sec. 108. SPECIAL EDUCATION SAFETY NET. (1) To the
18 extent necessary, funds shall be made available for safety net awards
19 for districts with demonstrated needs for special education funding
20 beyond the amounts provided through the special education funding
21 formula under section 107 of this act. If the federal safety net
22 awards based on the federal eligibility threshold exceed the federal
23 appropriation in any fiscal year, then the superintendent shall expend
24 all available federal discretionary funds necessary to meet this need.
25 Safety net funds shall be awarded by the state safety net oversight
26 committee subject to the following conditions and limitations:

27 (a) The committee shall consider additional funds for districts
28 that can convincingly demonstrate that all legitimate expenditures for
29 special education exceed all available revenues from state funding
30 formulas. In the determination of need, the committee shall also
31 consider additional available revenues from federal sources.
32 Differences in program costs attributable to district philosophy,
33 service delivery choice, or accounting practices are not a legitimate
34 basis for safety net awards. In the determination of need, the
35 committee shall require that districts demonstrate that they are
36 maximizing their eligibility for all state and federal revenues related
37 to services for special education students.

1 (b) The committee shall then consider the extraordinary high cost
2 needs of one or more individual special education students.
3 Differences in costs attributable to district philosophy, service
4 delivery choice, or accounting practices are not a legitimate basis for
5 safety net awards.

6 (c) Using criteria developed by the committee, the committee shall
7 then consider extraordinary costs associated with communities that draw
8 a larger number of families with children in need of special education
9 services. Safety net awards under this subsection (1)(c) shall be
10 adjusted to reflect amounts awarded under (b) of this subsection.

11 (d) The maximum allowable indirect cost for calculating safety net
12 eligibility may not exceed the federal restricted indirect cost rate
13 for the district plus one percent.

14 (e) Safety net awards shall be adjusted based on the percent of
15 potential medicaid eligible students billed as calculated by the
16 superintendent of public instruction in accordance with chapter 318,
17 Laws of 1999.

18 (f) Safety net awards must be adjusted for any audit findings or
19 exceptions related to special education funding.

20 (2) The superintendent of public instruction may adopt such rules
21 and procedures as are necessary to administer the special education
22 funding and safety net award process. Before revising any standards,
23 procedures, or rules, the superintendent shall consult with the office
24 of financial management and the fiscal committees of the legislature.
25 In adopting and revising the rules, the superintendent shall ensure the
26 application process to access safety net funding is streamlined,
27 timelines for submission are not in conflict, feedback to school
28 districts is timely and provides sufficient information to allow school
29 districts to understand how to correct any deficiencies in a safety net
30 application, and that there is consistency between awards approved by
31 school district and by application period. The office of the
32 superintendent of public instruction shall also provide technical
33 assistance to school districts in preparing and submitting special
34 education safety net applications.

35 (3) On an annual basis, the superintendent shall survey districts
36 regarding their satisfaction with the safety net process and consider
37 feedback from districts to improve the safety net process. Each year
38 by December 1st, the superintendent shall prepare and submit a report

1 to the office of financial management and the appropriate policy and
2 fiscal committees of the legislature that summarizes the survey results
3 and those changes made to the safety net process as a result of the
4 school district feedback.

5 (4) The safety net oversight committee appointed by the
6 superintendent of public instruction shall consist of:

7 (a) One staff member from the office of the superintendent of
8 public instruction;

9 (b) Staff of the office of the state auditor who shall be nonvoting
10 members of the committee; and

11 (c) One or more representatives from school districts or
12 educational service districts knowledgeable of special education
13 programs and funding.

14 **Sec. 109.** RCW 28A.150.315 and 2007 c 400 s 2 are each amended to
15 read as follows:

16 PHASE-IN ALL-DAY KINDERGARTEN. (1) Beginning with the 2007-08
17 school year, funding for voluntary all-day kindergarten programs shall
18 be phased-in beginning with schools with the highest poverty levels,
19 defined as those schools with the highest percentages of students
20 qualifying for free and reduced-price lunch support in the prior school
21 year. Once a school receives funding for the all-day kindergarten
22 program, that school shall remain eligible for funding in subsequent
23 school years regardless of changes in the school's percentage of
24 students eligible for free and reduced-price lunches as long as other
25 program requirements are fulfilled. Additionally, schools receiving
26 all-day kindergarten program support shall agree to the following
27 conditions:

28 (a) Provide at least a one thousand-hour instructional program;

29 (b) Provide a curriculum that offers a rich, varied set of
30 experiences that assist students in:

31 (i) Developing initial skills in the academic areas of reading,
32 mathematics, and writing;

33 (ii) Developing a variety of communication skills;

34 (iii) Providing experiences in science, social studies, arts,
35 health and physical education, and a world language other than English;

36 (iv) Acquiring large and small motor skills;

1 (v) Acquiring social and emotional skills including successful
2 participation in learning activities as an individual and as part of a
3 group; and

4 (vi) Learning through hands-on experiences;

5 (c) Establish learning environments that are developmentally
6 appropriate and promote creativity;

7 (d) Demonstrate strong connections and communication with early
8 learning community providers; and

9 (e) Participate in kindergarten program readiness activities with
10 early learning providers and parents.

11 (2) Subject to funds appropriated for this purpose, the
12 superintendent of public instruction shall designate one or more school
13 districts to serve as resources and examples of best practices in
14 designing and operating a high-quality all-day kindergarten program.
15 Designated school districts shall serve as lighthouse programs and
16 provide technical assistance to other school districts in the initial
17 stages of implementing an all-day kindergarten program. Examples of
18 topics addressed by the technical assistance include strategic
19 planning, developing the instructional program and curriculum, working
20 with early learning providers to identify students and communicate with
21 parents, and developing kindergarten program readiness activities.

22 ~~((3) Any funds allocated to support all-day kindergarten programs
23 under this section shall not be considered as basic education
24 funding.))~~

25 NEW SECTION. **Sec. 110.** BASIC EDUCATION PROGRAM OF EARLY LEARNING.

26 (1) The legislature finds that disadvantaged young children do not have
27 the opportunity to attain the goals or meaningfully participate or
28 reach any reasonable level of achievement within the regular
29 instructional program of basic education without supplemental
30 instruction in preschool to prepare them for kindergarten and beyond.
31 Therefore, the legislature intends to establish a basic education
32 program of early learning for at-risk children that is part of the
33 program of basic education under this chapter beginning in the 2011-12
34 school year, subject to the implementation schedule under section 113
35 of this act.

36 (2) The basis for the basic education program of early learning is
37 the statewide Washington head start program required to be proposed by

1 the department of early learning under RCW 43.215.125, which the
2 legislature may modify before adopting. It is the intent of the
3 legislature that the basic education program of early learning, which
4 shall include the federal head start program as it applies to at-risk
5 children, replace the early childhood education and assistance program
6 under RCW 43.215.400 through 43.215.450 as it applies to at-risk
7 children. The basic education program of early learning includes:

8 (a) Comprehensive services that focus on the needs of the child and
9 include education, health, and family support services;

10 (b) Instruction to develop literacy, numeracy, reasoning, problem-
11 solving, and decision-making skills that are the foundation of school
12 readiness;

13 (c) A minimum of four hundred forty-eight instructional hours per
14 year;

15 (d) Required family support services and parent conferences;

16 (e) Minimum staffing requirements and appropriate minimum
17 qualifications for instructional staff;

18 (f) Data collection used for program planning; and

19 (g) Program quality and performance standards.

20 (3) For the purposes of this section and the basic education
21 program of early learning, "at-risk children" means children aged
22 three, four, and five who are not eligible for kindergarten and whose
23 family income is at or below one hundred thirty percent of the federal
24 poverty level, as published annually by the federal department of
25 health and human services. Participation by an at-risk child in the
26 basic education program of early learning is voluntary.

27 (4)(a) Beginning in the 2011-12 school year and subject to the
28 implementation schedule under section 113 of this act, the legislature
29 shall appropriate funds on a per-student basis to provide services for
30 at-risk children who enroll in the basic education program of early
31 learning. The per-student amount for the 2011-12 school year shall be
32 equivalent to the amount provided for that year for the federal head
33 start program and must be annually adjusted thereafter in the omnibus
34 appropriations act. The total allocation shall be net of receipts from
35 the federal head start program that are to provide services for at-risk
36 children.

37 (b) State and federal funds to support the program shall be
38 distributed to school districts that may provide services directly or

1 may contract with public or private nonsectarian organizations,
2 including but not limited to educational service districts, community
3 and technical colleges, local governments, or nonprofit organizations,
4 to provide services.

5 (5) All programs are subject to approval by the department of early
6 learning.

7 (6) The superintendent of public instruction shall assure that
8 school districts and contractors comply with Article IX, section 4 of
9 the state Constitution prohibiting sectarian control or influence of
10 all schools maintained or supported wholly or in part by public funds.

11 (7) In cooperation with the department of early learning, the
12 superintendent of public instruction shall require school districts to
13 use a common, statewide kindergarten readiness assessment as a form of
14 accountability for the basic education program of early learning.

15 NEW SECTION. **Sec. 111.** EARLY LEARNING WORKING GROUP. (1) The
16 department of early learning and the office of the superintendent of
17 public instruction shall convene a working group to develop the basic
18 education program of early learning described under section 110 of this
19 act. The early learning working group shall be composed of
20 representatives from head start and early childhood education and
21 assistance program providers, school districts, thrive by five of
22 Washington, and other stakeholders with expertise in early learning.

23 (2) The early learning working group shall continue the preliminary
24 work of the department of early learning under RCW 43.215.125 to
25 develop a proposal for a statewide Washington head start program. The
26 working group shall develop recommended parameters and minimum
27 standards for the program.

28 (3) The early learning working group shall also examine service
29 delivery, program, and funding options for providing preschool early
30 learning services for at-risk children aged birth to three and examine
31 the advantages, disadvantages, and implications of including services
32 to this population of children as part of the program of basic
33 education. A representative of the office of the attorney general
34 shall be included as a participant in the early learning working group
35 to assist with this examination.

36 (4) The work of the early learning working group shall be monitored

1 and overseen by the basic education steering committee under section 3
2 of this act. The working group shall provide updates on its work as
3 requested by the steering committee.

4 (5) The department of early learning and the office of the
5 superintendent of public instruction shall submit a progress report on
6 the development of the basic education program of early learning to the
7 basic education steering committee by November 15, 2009. The progress
8 report shall include recommendations for addressing any unresolved
9 issues or decisions requiring legislative action during the 2010
10 legislative session to allow continued development of the program. A
11 final report, including recommended legislation to authorize the
12 superintendent of public instruction and the department of early
13 learning to fulfill their responsibilities under section 110 of this
14 act, shall be submitted to the steering committee by September 1, 2010.

15 **Sec. 112.** RCW 28A.150.370 and 1995 c 335 s 102 and 1995 c 77 s 5
16 are each reenacted and amended to read as follows:

17 LEGISLATURE TO APPROPRIATE FUNDS. (1) The legislature shall, at
18 each regular session in an odd-numbered year, appropriate for the
19 current use of the common schools such amounts as needed for state
20 support to school districts for the program of basic education defined
21 under section 101 of this act, subject to the implementation schedule
22 under section 113 of this act.

23 (2) In addition to those state funds provided to school districts
24 for basic education, the legislature (~~shall appropriate funds for~~
25 pupil transportation, in accordance with this chapter, RCW 28A.160.150
26 through 28A.160.210, 28A.300.035, 28A.300.170, and 28A.500.010, and for
27 special education programs for students with disabilities, in
28 accordance with RCW 28A.155.010 through 28A.155.100. The legislature))
29 may appropriate funds to be distributed to school districts for
30 ((population)) other factors ((~~such as urban costs, enrollment~~
31 fluctuations)) and for other special programs(~~(, including but not~~
32 limited to, vocational technical institutes, compensatory programs,
33 bilingual education, urban, rural, racial and disadvantaged programs,
34 programs for gifted students, and other special programs)) to enhance
35 or enrich the program of basic education.

1 NEW SECTION. **Sec. 113.** IMPLEMENTATION SCHEDULE. (1) By the 2016-
2 17 school year, appropriations of state funds to support school
3 districts in offering the minimum instructional program of basic
4 education must be based on the factors and numeric values specified in
5 sections 106 through 108 of this act. Beginning with the 2011-12
6 school year, the legislature shall appropriate funds for the
7 instructional program of basic education using the structure of the
8 funding formulas under sections 106 through 108 of this act, but the
9 legislature may incrementally phase-in the implementation of the
10 numeric values in the formulas until full implementation is achieved in
11 the 2016-17 school year.

12 (2) By the 2016-17 school year, appropriations of state funds to
13 support the basic education program of early learning shall be
14 sufficient to serve all enrolled at-risk children as defined in section
15 110 of this act. Beginning with the 2011-12 school year, the
16 legislature may incrementally phase-in appropriations to support the
17 basic education program of early learning until full implementation is
18 achieved in the 2016-17 school year.

19 (3) For each school year beginning in 2011-12, the legislature
20 shall specify in the omnibus appropriations act the numeric values of
21 the funding formulas used to determine the appropriations and the
22 assumed number of at-risk children served.

23 (4) Within the six-year time frame under this section, the
24 priorities for phasing-in full implementation of the funding formulas
25 shall be as follows:

26 (a) Full funding of allocations for maintenance, supplies, and
27 operating costs and salary allocations for administrative and
28 classified staff and certificated instructional staff;

29 (b) Phasing-in all-day kindergarten according to the schedule
30 provided in section 109 of this act;

31 (c) Expansion of funding allocations for the learning assistance
32 program and the transitional bilingual instructional program to make
33 progress in closing the achievement gap;

34 (d) Increasing the number of at-risk children served under the
35 basic education program of early learning; and

36 (e) Class size reduction in grades kindergarten through three.

37 (5) This section expires June 30, 2017.

1 NEW SECTION. **Sec. 114.** FUNDING FORMULAS WORKING GROUP. (1) The
2 office of financial management shall convene a technical working group
3 to develop the financial model and funding formulas for the
4 distribution of the basic education instructional allocation and
5 special education allocations under sections 106 through 108 of this
6 act. Issues to be addressed by the funding formulas working group
7 include but are not limited to:

8 (a) Minimum allocations or adjustments for small schools and small
9 and remote school districts. The allocations or adjustments should
10 reflect a level of support for schools that are small because they are
11 located in small school districts without providing an incentive for
12 possible inefficiencies of small schools within larger school
13 districts;

14 (b) Examination and analysis of the allocation to support central
15 office administration to assure the adequacy of the allocation and
16 consideration of whether adjustments are appropriate for small or large
17 school districts;

18 (c) Examination of costs and other implications of basing
19 allocations on a three-year rolling average of student enrollment;

20 (d) Examination of costs and other implications of using
21 retrospective, current, or prospective enrollment numbers;

22 (e) An adjustment factor on the percent of students eligible for
23 free and reduced-price meals to reflect underreporting of eligibility
24 by middle and high school students;

25 (f) An allocation formula for the mentoring and support program;

26 (g) Rounding of nonwhole numbers of staff allocations; and

27 (h) Other issues that arise in the development and refinement of
28 the financial model and funding formulas.

29 (2) The funding formulas working group shall include
30 representatives of the office of the superintendent of public
31 instruction, the legislative evaluation and accountability program
32 committee, educational service district financial managers, the
33 Washington association of school business officers, the Washington
34 education association, the Washington association of school
35 administrators, the Washington state school directors' association, and
36 other interested stakeholders with expertise in education finance. The
37 office of financial management may engage technical consultants as
38 needed for computer programming and modeling.

1 (3) The superintendent of public instruction shall review the
2 program of education provided by chapter 28A.190 RCW for students in
3 residential schools and for juveniles in detention facilities, along
4 with the funding formulas and assumptions to support the program, and
5 shall make recommendations to the funding formulas working group for a
6 revised funding formula for the distribution of the basic education
7 allocation for the program. The recommendations shall assume a minimum
8 instructional program of one thousand three hundred twenty
9 instructional hours per school year. The superintendent shall also
10 recommend any amendments to chapter 28A.190 RCW necessary to align with
11 the funding formulas or the basic education instructional program under
12 section 105 of this act.

13 (4) The work of the funding formulas working group shall be
14 monitored and overseen by the basic education steering committee under
15 section 3 of this act. The working group shall provide updates on its
16 work as requested by the steering committee.

17 (5) The office of financial management shall submit a progress
18 report on the development of the financial model and funding formulas
19 to the basic education steering committee by November 15, 2009. The
20 progress report shall include recommendations for addressing the issues
21 identified in subsection (1) of this section, the funding formula under
22 subsection (3) of this section, and other unresolved issues or
23 decisions requiring legislative action during the 2010 legislative
24 session to allow continued development of the financial model and
25 funding formulas. A final report shall be submitted to the steering
26 committee by September 1, 2010.

27 (6) The estimates and information submitted to the governor by the
28 superintendent of public instruction under RCW 28A.300.170 and the
29 governor's biennial budget request and budget bill submitted to the
30 legislature under RCW 43.88.060 for the 2011-2013 biennium shall be
31 based on the requirements of sections 105 through 108 and 113 of this
32 act, and the funding formulas developed under this section, to be
33 implemented beginning with the 2011-12 school year.

34 NEW SECTION. **Sec. 115.** WAIVERS. The state board of education may
35 authorize waivers from the minimum one hundred eighty day school year
36 required under section 104 of this act as provided in this section.

1 (1) A school district may apply for a waiver of the minimum school
2 year if necessary to provide a specialized instructional program. The
3 district's application must describe the educational advantages of
4 offering the program for fewer than one hundred eighty days and
5 demonstrate how the minimum annual instructional hour requirement will
6 be maintained.

7 (2) The total waivers authorized by the board may not affect more
8 than two percent of the overall statewide student population. Waivers
9 shall be authorized for a one-year period only, and districts seeking
10 to continue a previously authorized waiver must resubmit a full
11 application.

12 (3) Waivers may not be granted for purposes of professional
13 development or teacher-parent conferences.

14 **Sec. 116.** RCW 28A.230.090 and 2006 c 114 s 3 are each amended to
15 read as follows:

16 GRADUATION REQUIREMENTS. (1) The state board of education shall
17 establish high school graduation requirements or equivalencies for
18 students, except those equivalencies established by local high schools
19 or school districts under RCW 28A.230.097.

20 (a) Any course in Washington state history and government used to
21 fulfill high school graduation requirements shall consider including
22 information on the culture, history, and government of the American
23 Indian peoples who were the first inhabitants of the state.

24 (b) The certificate of academic achievement requirements under RCW
25 28A.655.061 or the certificate of individual achievement requirements
26 under RCW 28A.155.045 are required for graduation from a public high
27 school but are not the only requirements for graduation.

28 (c) Any decision on whether a student has met the state board's
29 high school graduation requirements for a high school and beyond plan
30 shall remain at the local level.

31 (2)(a) In recognition of the statutory authority of the state board
32 of education to establish and enforce minimum high school graduation
33 requirements, the state board shall periodically reevaluate the
34 graduation requirements and shall report such findings to the
35 legislature in a timely manner as determined by the state board.

36 (b) The state board shall reevaluate the graduation requirements
37 for students enrolled in vocationally intensive and rigorous career and

1 technical education programs, particularly those programs that lead to
2 a certificate or credential that is state or nationally recognized.
3 The purpose of the evaluation is to ensure that students enrolled in
4 these programs have sufficient opportunity to earn a certificate of
5 academic achievement, complete the program and earn the program's
6 certificate or credential, and complete other state and local
7 graduation requirements. (~~The board shall reports [report] its~~
8 ~~findings and recommendations for additional flexibility in graduation~~
9 ~~requirements, if necessary, to the legislature by December 1, 2007.~~)

10 (c) The state board shall forward any proposed changes to the high
11 school graduation requirements to the education committees of the
12 legislature for review, and the legislature shall have the opportunity
13 to act during a regular legislative session before the changes are
14 adopted through administrative rule by the state board. Changes that
15 have a fiscal impact on school districts, as identified by a fiscal
16 analysis prepared by the office of the superintendent of public
17 instruction, shall take effect only if formally authorized by the
18 legislature through the omnibus appropriations act or other enacted
19 legislation.

20 (3) Pursuant to any requirement for instruction in languages other
21 than English established by the state board of education or a local
22 school district, or both, for purposes of high school graduation,
23 students who receive instruction in American sign language or one or
24 more American Indian languages shall be considered to have satisfied
25 the state or local school district graduation requirement for
26 instruction in one or more languages other than English.

27 (4) If requested by the student and his or her family, a student
28 who has completed high school courses before attending high school
29 shall be given high school credit which shall be applied to fulfilling
30 high school graduation requirements if:

31 (a) The course was taken with high school students, if the academic
32 level of the course exceeds the requirements for seventh and eighth
33 grade classes, and the student has successfully passed by completing
34 the same course requirements and examinations as the high school
35 students enrolled in the class; or

36 (b) The academic level of the course exceeds the requirements for
37 seventh and eighth grade classes and the course would qualify for high

1 school credit, because the course is similar or equivalent to a course
2 offered at a high school in the district as determined by the school
3 district board of directors.

4 (5) Students who have taken and successfully completed high school
5 courses under the circumstances in subsection (4) of this section shall
6 not be required to take an additional competency examination or perform
7 any other additional assignment to receive credit.

8 (6) At the college or university level, five quarter or three
9 semester hours equals one high school credit.

10 **Sec. 117.** RCW 28A.190.030 and 1995 c 77 s 19 are each amended to
11 read as follows:

12 INSTITUTIONS' PROGRAMS OF EDUCATION. Each school district within
13 which there is located a residential school shall, singly or in concert
14 with another school district pursuant to RCW 28A.335.160 and
15 28A.225.250 or pursuant to chapter 39.34 RCW, conduct a program of
16 education, including related student activities, for residents of the
17 residential school. Except as otherwise provided for by contract
18 pursuant to RCW 28A.190.050, the duties and authority of a school
19 district and its employees to conduct such a program shall be limited
20 to the following:

21 (1) The employment, supervision and control of administrators,
22 teachers, specialized personnel and other persons, deemed necessary by
23 the school district for the conduct of the program of education;

24 (2) The purchase, lease or rental and provision of textbooks, maps,
25 audio-visual equipment, paper, writing instruments, physical education
26 equipment and other instructional equipment, materials and supplies,
27 deemed necessary by the school district for the conduct of the program
28 of education;

29 (3) The development and implementation, in consultation with the
30 superintendent or chief administrator of the residential school or his
31 or her designee, of the curriculum;

32 (4) The conduct of a program of education, including related
33 student activities, for residents who are three years of age and less
34 than twenty-one years of age, and have not met high school graduation
35 requirements as now or hereafter established by the state board of
36 education and the school district which includes:

1 (a) Not less than one hundred and eighty school days and, by the
2 2016-17 school year, one thousand three hundred twenty instructional
3 hours each school year;

4 (b) Special education pursuant to RCW 28A.155.010 through
5 28A.155.100, and vocational education, as necessary to address the
6 unique needs and limitations of residents; and

7 (c) Such courses of instruction and school related student
8 activities as are provided by the school district for nonresidential
9 school students to the extent it is practical and judged appropriate
10 for the residents by the school district after consultation with the
11 superintendent or chief administrator of the residential school:
12 PROVIDED, That a preschool special education program may be provided
13 for residential school students with disabilities;

14 (5) The control of students while participating in a program of
15 education conducted pursuant to this section and the discipline,
16 suspension or expulsion of students for violation of reasonable rules
17 of conduct adopted by the school district; and

18 (6) The expenditure of funds for the direct and indirect costs of
19 maintaining and operating the program of education that are
20 appropriated by the legislature and allocated by the superintendent of
21 public instruction for the exclusive purpose of maintaining and
22 operating residential school programs of education, and funds from
23 federal and private grants, bequests and gifts made for the purpose of
24 maintaining and operating the program of education.

25 **PART II**

26 **CERTIFICATION, EVALUATION, MENTORING, AND COMPENSATION**

27 NEW SECTION. **Sec. 201.** INTENT. (1) The legislature finds that in
28 order to offer all students the opportunity to achieve the basic
29 education goal specified in section 103 of this act, school districts
30 must provide effective teaching and instruction. Teachers should be
31 provided opportunities to gain the knowledge and skills that will
32 enable them to be effective, and should be evaluated and rewarded based
33 on their effectiveness. Designing a system that clearly defines,
34 supports, measures, and rewards effective teaching is one of the most
35 important investments to be made in improving student learning.

1 (2) Therefore, the legislature intends to establish a comprehensive
2 system of teacher certification, evaluation, and mentoring that is
3 directly aligned with a revised system of compensation and focused on
4 achievement of effective teaching. The certification, evaluation,
5 mentoring, and compensation systems shall be implemented beginning with
6 the 2012-13 school year.

7 NEW SECTION. **Sec. 202.** A new section is added to chapter 28A.410
8 RCW to read as follows:

9 CERTIFICATION. (1) By January 1, 2010, the professional educator
10 standards board shall adopt a set of teacher knowledge, skill, and
11 performance standards for effective teaching that are clear,
12 measurable, meaningful, and documented in high-quality academic
13 research as being associated with improved student learning. The
14 standards shall focus on effective classroom instructional preparation
15 and practice that can be documented and observed. The standards shall
16 be calibrated for the stages of a teacher's career, with appropriate
17 performance expectations for residency certification, professional
18 certification, and continuing professional certification.

19 (2) By January 1, 2010, the professional educator standards board
20 shall submit to the governor and the education and fiscal committees of
21 the legislature a proposal for a system for rigorous, objective
22 evaluation of teacher competency on the knowledge, skill, and
23 performance standards along with the estimated costs and statutory
24 authority needed for further development and implementation of the
25 evaluation system. The system shall include:

26 (a) Peer evaluations for residency and professional certification
27 to be conducted by state-certified evaluators who are teachers with
28 endorsements in the same or similar subjects and who are not employed
29 by the same school district as the teacher being evaluated or do not
30 have a conflict of interest regarding the teacher being evaluated;

31 (b) A common and standardized evaluation process that involves
32 multiple measures of teacher performance, including in-class visits and
33 observations and review of artifacts such as lesson plans and student
34 work. The evaluation shall include evidence of improved student
35 learning from statewide student formative assessments and other sources
36 of evidence;

1 (c) A common and standardized scoring rubric for determining
2 whether a teacher meets the minimum level of performance;

3 (d) Standards, a training program, and a procedure for the
4 professional educator standards board to certify evaluators; and

5 (e) Administration and management of the evaluation process and
6 deployment of evaluators through regional networks operated through the
7 educational service districts.

8 (3) To the extent that funds are appropriated for this purpose, the
9 professional educator standards board shall develop the evaluation
10 system and process throughout the remainder of the 2010-11 and 2011-12
11 school years.

12 (4) The professional educator standards board shall establish
13 minimum levels of performance on the evaluation under this section for
14 a residency teaching certificate, a professional teaching certificate,
15 and continuing professional certification. The professional educator
16 standards board shall adopt a definition of master teacher that
17 requires certification from the national board for professional
18 teaching standards.

19 (a) Educator preparation programs approved to offer the residency
20 teaching certificate shall be required to demonstrate how the program
21 is aligned with and requires demonstration of the standards for
22 effective teaching adopted under this section. Beginning September 1,
23 2012, final evaluations for the award of the residency teaching
24 certificate shall be conducted through the evaluation system
25 established under this section.

26 (b) Beginning September 1, 2012, in addition to successfully
27 completing an approved residency certification program, a teacher
28 candidate must meet the minimum level of performance on the evaluation
29 under this section to receive a residency certificate. Beginning
30 September 1, 2012, a residency certificate issued to a teacher is valid
31 for no more than five years of teaching service in a Washington public
32 school, state-approved private school, educational service district, or
33 state agency that provides educational services for students. A
34 teacher must meet the minimum level of performance for and receive a
35 professional certificate to continue being certified as a teacher.

36 (c) Beginning September 1, 2012, award of a professional
37 certificate shall be based on a minimum of two years of successful

1 teaching experience as defined by the board and on the results of the
2 evaluation under this section and shall not require candidates to
3 enroll in a professional certification program.

4 (d) The professional educator standards board shall adopt standards
5 for continuing professional teaching certification that are based on
6 the results of periodic, ongoing evaluations under this section and do
7 not rely on continuing education credit hours. The standards shall
8 apply beginning September 1, 2012, to all teachers holding professional
9 teaching certification.

10 (5) By January 1, 2011, the professional educator standards board
11 shall adopt definitions and criteria for master-level certification for
12 educational staff associates. The criteria shall expect educational
13 staff associates to demonstrate a level of competency in their field
14 comparable to the level of competency that national board certification
15 expects from classroom teachers, with a comparable level of increased
16 competency between professional and master level as between
17 professional teaching certification and national board certification.
18 The board shall submit the proposed definitions and criteria to the
19 education committees of the legislature for review and must permit an
20 opportunity for the legislature to act before final adoption of the
21 definitions and criteria in rules.

22 NEW SECTION. **Sec. 203.** A new section is added to chapter 28A.415
23 RCW to read as follows:

24 MENTORING. (1) By January 1, 2010, the superintendent of public
25 instruction, in consultation with the professional educator standards
26 board, shall submit to the governor and the education and fiscal
27 committees of the legislature a proposed system to provide high quality
28 mentoring and support for new teachers after residency certification
29 and leading to professional certification. The mentoring and support
30 system shall include:

31 (a) A rigorous and structured program of professional development
32 activities to assist teachers in meeting the standards for effective
33 teaching adopted by the professional educator standards board. The
34 program shall provide intensive support for teachers in their first
35 year of teaching service and graduated levels of additional support
36 depending on the needs of the teacher for up to five years or the
37 teacher's attainment of professional certification;

1 (b) Mentoring and coaching from state-certified mentors who are
2 teachers with an endorsement in the same or similar subject as the
3 teacher being mentored, including minimum recommended standards for
4 release time for mentors and new teachers and contact between mentors
5 and new teachers. The standards should encourage mentors to remain
6 actively engaged in classroom instruction to maintain their skills and
7 provide students continued opportunities to receive instruction from
8 highly effective teachers. School districts may select and assign
9 mentors as long as the mentors are state-certified; however the
10 legislature does not intend that teachers permanently assume the role
11 of mentor on a full-time basis; and

12 (c) Standards, a training program, and a procedure for the
13 superintendent of public instruction to certify mentors.

14 (2) To the extent that funds are appropriated for this purpose, the
15 superintendent of public instruction shall develop the mentoring and
16 support system throughout the remainder of the 2010-11 and 2011-12
17 school years.

18 (3) Beginning with the 2012-13 school year, teachers in their first
19 year of teaching service in Washington public schools after receipt of
20 a residency certificate must participate in the mentoring and support
21 program developed under this section. Teachers may receive additional
22 mentoring and support under this section as needed and as determined by
23 the school district for up to five years until they achieve
24 professional certification.

25 NEW SECTION. **Sec. 204.** NEW SALARY MODEL. (1) The legislature
26 shall establish for each school year in the omnibus appropriations act,
27 beginning with the 2012-13 school year, a statewide salary schedule for
28 certificated instructional staff as provided in this section. The
29 salary allocation schedule shall be used to distribute funds for the
30 certificated instructional staff allocated under section 106 of this
31 act.

32 (2) For the purposes of this section, the staff allocations for
33 classroom teachers, teacher librarians, professional development
34 coaches, student health services staff, and guidance counselors under
35 section 106 of this act are allocations for certificated instructional
36 staff.

1 (3) Salary allocations under this section shall be calculated by
2 the superintendent of public instruction by determining the district's
3 average salary for all certificated instructional staff in the district
4 who are subject to this section, using the statewide salary schedule
5 and related documents, conditions, and limitations established by the
6 omnibus appropriations act.

7 (4) The statewide salary schedule under this section shall be based
8 on three tiers of demonstrated performance that align with the three
9 levels of certification as defined by the professional educator
10 standards board: Residency, professional, and master. Each tier shall
11 contain salary steps based on years of service. The salary schedule
12 shall not provide increased salaries based on continuing education
13 credits or academic degrees.

14 (5) By the 2016-17 school year, the statewide salary schedule under
15 this section shall include the equivalent of ten learning improvement
16 days, subject to the provisions of section 208 of this act and the
17 implementation schedule under section 113 of this act.

18 (6) This section applies only to certificated instructional staff
19 whose first employment with a school district commences with or after
20 the 2012-13 school year or who have transferred to the compensation
21 system with salary allocations established under this section as
22 provided under section 205 of this act.

23 NEW SECTION. **Sec. 205.** TRANSFER TO NEW SYSTEM. (1) Certificated
24 instructional staff whose first employment with a school district
25 commenced before the 2012-13 school year have the option to make an
26 irrevocable transfer to the compensation system with salary allocations
27 provided under section 204 of this act.

28 (2) An employee who wishes to transfer to the new compensation
29 system in accordance with this section shall notify the employing
30 school district no later than November 15th of the year prior to the
31 school year when the transfer will take effect. The transfer shall
32 take effect with the next subsequent school year after the notification
33 regardless of whether the employee changes school districts, takes a
34 leave of absence, or terminates employment before the beginning of the
35 school year.

36 (3) Any employee subject to this section who has not transferred to

1 the new compensation system by November 15, 2021, shall be
2 automatically transferred effective September 1, 2022.

3 (4) This section expires December 31, 2022.

4 NEW SECTION. **Sec. 206.** DEVELOPMENT OF NEW COMPENSATION SYSTEM.

5 (1) The office of financial management shall convene a compensation
6 working group to include representatives of the office of the
7 superintendent of public instruction, the professional educator
8 standards board, the department of personnel, the Washington education
9 association, the Washington association of school administrators, the
10 Washington state school directors' association, and other interested
11 stakeholders with expertise in educator compensation. The working
12 group shall develop and analyze options for the statewide salary
13 schedule for certificated instructional staff under section 204 of this
14 act and for bonus amounts for certified mentors and evaluators to
15 implement section 210 of this act.

16 (2) The compensation working group shall consider but not be
17 limited to the following information and factors in developing the
18 salary schedule:

19 (a) Results of the preliminary labor market survey and analysis
20 conducted under this section and other information about average
21 salaries for noneducators in comparable occupations in Washington,
22 including noneducators at the beginning of their careers and various
23 types of educational staff associates working in noneducational
24 settings;

25 (b) The impact of recognizing nonschool experience in the placement
26 of educational staff associates on the salary allocation schedule;

27 (c) The relative distribution of certificated staff on the current
28 salary allocation schedule, in combination with current pay for
29 additional time, responsibilities, and incentives, compared to the
30 levels of compensation that would make transfer to a new system
31 financially attractive for many individuals; and

32 (d) Significant recognition of effective teaching performance as
33 staff advance on the three tiers of the salary schedule.

34 (3) The compensation working group shall consider but not be
35 limited to the following factors in developing the recommended bonus
36 amounts for mentors and evaluators:

1 (a) Time commitment and level of effort expected of mentors under
2 the mentoring and support system proposed by the superintendent of
3 public instruction;

4 (b) Varying bonus levels for part-time and full-time service as a
5 mentor;

6 (c) Time commitment and level of effort expected of evaluators
7 under the teacher evaluation system proposed by the professional
8 educator standards board; and

9 (d) Amounts that, in combination with base salaries in the salary
10 schedule, represent an incentive for experienced and effective teachers
11 to serve as mentors and evaluators.

12 (4) The department of personnel shall conduct a preliminary
13 comparative labor market survey and analysis as described under section
14 216 of this act and provide the results to the working group.

15 (5) The work of the compensation working group shall be monitored
16 and overseen by the basic education steering committee under section 3
17 of this act. The working group shall provide updates on its work as
18 requested by the steering committee.

19 (6) The office of financial management shall submit a preliminary
20 analysis of the options developed under this section to the basic
21 education steering committee by November 15, 2009. The analysis shall
22 include preliminary fiscal estimates for implementing the schedule and
23 recommendations for addressing any unresolved issues or decisions
24 requiring legislative action during the 2010 legislative session to
25 allow continued development of the schedule and bonus amounts. A final
26 report shall be submitted to the steering committee by September 1,
27 2010.

28 (7) The estimates and information submitted to the governor by the
29 superintendent of public instruction under RCW 28A.300.170 and the
30 governor's biennial budget request and budget bill submitted to the
31 legislature under RCW 43.88.060 for the 2011-2013 biennium shall
32 include a proposed statewide salary schedule to implement section 204
33 of this act and proposed bonus amounts to implement section 210 of this
34 act, to be implemented beginning with the 2012-13 school year.

35 **Sec. 207.** RCW 28A.150.410 and 2007 c 403 s 1 are each amended to
36 read as follows:

37 OLD SALARY ALLOCATION MODEL. (1) The legislature shall establish

1 for each school year in the appropriations act a statewide salary
2 allocation schedule, for allocation purposes only, to be used to
3 distribute funds for basic education certificated instructional staff
4 salaries under (~~RCW 28A.150.260~~) section 106 of this act. For the
5 purposes of this section, beginning in the 2011-12 school year, the
6 staff allocations for classroom teachers, librarians, professional
7 development coaches, student health services staff, and guidance
8 counselors under section 106 of this act are allocations for
9 certificated instructional staff.

10 (2) Salary allocations for (~~state-funded basic education~~)
11 certificated instructional staff under this section shall be calculated
12 by the superintendent of public instruction by determining the
13 district's average salary for all certificated instructional staff who
14 are subject to this section, using the statewide salary allocation
15 schedule and related documents, conditions, and limitations established
16 by the omnibus appropriations act.

17 (3) Beginning January 1, 1992, no more than ninety college quarter-
18 hour credits received by any employee after the baccalaureate degree
19 may be used to determine compensation allocations under the state
20 salary allocation schedule and LEAP documents referenced in the omnibus
21 appropriations act, or any replacement schedules and documents, unless:

- 22 (a) The employee has a masters degree; or
- 23 (b) The credits were used in generating state salary allocations
24 before January 1, 1992.

25 (4) Beginning in the 2007-08 school year, the calculation of years
26 of service for occupational therapists, physical therapists, speech-
27 language pathologists, audiologists, nurses, social workers,
28 counselors, and psychologists regulated under Title 18 RCW may include
29 experience in schools and other nonschool positions as occupational
30 therapists, physical therapists, speech-language pathologists,
31 audiologists, nurses, social workers, counselors, or psychologists.
32 The calculation shall be that one year of service in a nonschool
33 position counts as one year of service for purposes of this chapter, up
34 to a limit of two years of nonschool service. Nonschool years of
35 service included in calculations under this subsection shall not be
36 applied to service credit totals for purposes of any retirement benefit
37 under chapter 41.32, 41.35, or 41.40 RCW, or any other state retirement
38 system benefits.

1 (5) By the 2016-17 school year, the statewide salary allocation
2 schedule under this section shall include the equivalent of ten
3 learning improvement days, subject to the provisions of section 208 of
4 this act and the implementation schedule under section 113 of this act.

5 (6) Beginning in the 2012-13 school year, this section applies only
6 to certificated instructional staff whose first employment with a
7 school district commenced before the 2012-13 school year and who have
8 not transferred under section 205 of this act to the compensation
9 system with salary allocations provided under section 204 of this act.

10 (7) This section expires August 31, 2022.

11 NEW SECTION. Sec. 208. LID DAYS. (1) A school district is
12 eligible to receive the additional funds for learning improvement days
13 through the salary schedules under sections 204 and 207 of this act
14 only if the learning improvement days have been added to the one
15 hundred eighty day contract year established by the district. If fewer
16 days are added, the additional learning improvement allocation shall be
17 adjusted accordingly. The length of a learning improvement day shall
18 not be less than the length of a full school day under the base
19 contract.

20 (2) The additional days shall be limited to specific activities
21 identified in the state-required school improvement plan related to
22 improving student learning that are consistent with education reform
23 implementation. The principal in each school shall assure that the
24 days are used to provide schoolwide professional development for all
25 teachers and other instructional staff that is tied directly to the
26 school improvement plan. The principal of each school and the
27 superintendent of the school district shall maintain documentation of
28 their approval of the activities.

29 (3) The superintendent of public instruction shall adopt rules and
30 take such other steps as necessary to assure that school districts
31 comply with the intent and purposes of this section.

32 NEW SECTION. Sec. 209. ADMINISTRATOR/CLASSIFIED SALARY
33 ALLOCATIONS. (1) Beginning with the 2011-12 school year, the
34 legislature shall establish for each school year in the omnibus
35 appropriations act statewide salary allocations, for allocation

1 purposes only, to be used to distribute funds for the following basic
2 education certificated administrators and classified staff allocated
3 under section 106 of this act:

4 (a) Principals, including assistant principals and other
5 certificated building-level administrators;

6 (b) Office support and noninstructional aides;

7 (c) Custodians and other maintenance; and

8 (d) Student and staff safety.

9 (2) The statewide salary allocations under this section for the
10 2011-12 school year shall be calculated by the superintendent of public
11 instruction based on the statewide actual average salaries reported by
12 school districts for the 2008-09 school year for the types of
13 certificated and classified staff under subsection (1) of this section,
14 increased by any subsequent across-the-board salary increases
15 authorized by the legislature.

16 NEW SECTION. **Sec. 210.** A new section is added to chapter 28A.405
17 RCW to read as follows:

18 NEW BONUSES. (1) In addition to salaries allocated under section
19 204 of this act, the legislature shall allocate the bonuses in
20 accordance with this subsection beginning with the 2012-13 school year
21 for qualified certificated instructional staff who are subject to this
22 section.

23 (a) Teachers serving as state-certified mentors as provided under
24 section 203 of this act shall receive a bonus in an amount specified in
25 the omnibus appropriations act. A state-certified mentor is eligible
26 for the mentor bonus only during periods of service as a mentor in the
27 program under section 203 of this act.

28 (b) Teachers serving as state-certified evaluators as provided
29 under section 202 of this act shall receive a bonus in an amount
30 specified in the omnibus appropriations act. A state-certified
31 evaluator is eligible for the evaluator bonus only during periods of
32 service as an evaluator.

33 (c) Certificated instructional staff who have attained
34 certification from the national board for professional teaching
35 standards shall receive a bonus in the amount of five thousand dollars
36 if the individual is in an instructional assignment in:

1 (i) A high school where at least fifty percent of the students in
2 the school are eligible for federal free or reduced-price meals;

3 (ii) A middle school where at least sixty percent of the students
4 in the school are eligible for federal free or reduced-price meals; or

5 (iii) An elementary school where at least seventy percent of the
6 students in the school are eligible for federal free or reduced-price
7 meals.

8 (2) The bonuses provided under this section are in addition to
9 compensation received under a district's salary schedule adopted in
10 accordance with RCW 28A.405.200 and shall not be included in
11 calculations of a district's average salary and associated salary
12 limitations under RCW 28A.400.200. The bonus under subsection (1)(c)
13 of this section shall be adjusted annually for inflation and shall be
14 paid in a lump sum amount.

15 (3) This section applies only to those certificated instructional
16 staff whose first employment with a school district commences with or
17 after the 2012-13 school year or who have transferred to the
18 compensation system with salary allocations established under section
19 204 of this act as provided under section 205 of this act.

20 (4) The superintendent of public instruction shall adopt rules to
21 implement this section, including assuring that certificated
22 instructional staff who qualify for one or more bonus under this
23 section for less than one full school year receive the bonus in a pro
24 rata manner.

25 NEW SECTION. **Sec. 211.** A new section is added to chapter 28A.400
26 RCW to read as follows:

27 REGIONAL WAGE ADJUSTMENT. (1) The office of financial management
28 shall develop a regional wage adjustment schedule for school districts
29 based on the labor market analysis conducted under section 216 of this
30 act. Each school district shall be placed in one of the regions in the
31 schedule. The purpose of the schedule is to permit an adjustment of
32 the salary allocations under sections 204, 207, and 209 of this act to
33 recognize that school districts must compete with other nonschool
34 employers in the region who tend to adapt their compensation policies
35 for employees in comparable occupations to reflect different regional
36 labor markets, including the cost of living in those markets. A school

1 district shall distribute its regional wage adjustment allocation in
2 accordance with the district's salary schedules, collective bargaining
3 agreements, and compensation policies.

4 (2) The office of financial management shall submit the initial
5 recommended regional wage adjustment and accompanying fiscal impact
6 analysis to the superintendent of public instruction, the governor, and
7 the education and fiscal committees of the legislature by August 1,
8 2010. The office of financial management shall update the recommended
9 adjustment and fiscal impact analysis every four years by August 1st.

10 **Sec. 212.** RCW 28A.405.415 and 2008 c 175 s 2 are each amended to
11 read as follows:

12 OLD NBPTS BONUS/PROFESSIONAL CERTIFICATION BONUS. (1) Certificated
13 instructional staff who have attained certification from the national
14 board for professional teaching standards shall receive a bonus each
15 year in which they maintain the certification. National board
16 certified staff who become public school principals shall continue to
17 receive the bonus for as long as they are principals and maintain the
18 national board certification. The bonus shall be calculated as
19 follows: The annual bonus shall be five thousand dollars in the 2007-
20 08 school year. Thereafter, the annual bonus shall increase by
21 inflation.

22 (2) Certificated instructional staff who have attained
23 certification from the national board for professional teaching
24 standards shall be eligible for bonuses in addition to that provided by
25 subsection (1) of this section if the individual is in an instructional
26 assignment in (~~a school in which at least seventy percent of the~~
27 ~~students qualify for the free and reduced-price lunch program)):~~

28 (a) A high school where at least fifty percent of the students in
29 the school are eligible for federal free or reduced-price lunch;

30 (b) A middle school where at least sixty percent of the students in
31 the school are eligible for federal free or reduced-price lunch; or

32 (c) An elementary school where at least seventy percent of the
33 students in the school are eligible for federal free or reduced-price
34 lunch.

35 (3) The amount of the additional bonus under subsection (2) of this
36 section for those meeting the qualifications of subsection (2) of this
37 section is five thousand dollars.

1 (4) Beginning in the 2012-13 school year, certificated
2 instructional staff who have attained professional level certification
3 from the professional educator standards board shall be eligible for a
4 one-time bonus of one thousand dollars. The bonus under this
5 subsection shall not be included in the definition of "earnable
6 compensation" under RCW 41.32.010(10).

7 (5) The bonuses provided under this section are in addition to
8 compensation received under a district's salary schedule adopted in
9 accordance with RCW 28A.405.200 and shall not be included in
10 calculations of a district's average salary and associated salary
11 limitations under RCW 28A.400.200.

12 ~~((+5))~~ (6) The bonuses provided under this section shall be paid
13 in a lump sum amount.

14 (7) Beginning in the 2012-13 school year, this section applies only
15 to certificated instructional staff whose first employment with a
16 school district commenced before the 2012-13 school year and who have
17 not transferred under section 205 of this act to the compensation
18 system with salary allocations provided under section 204 of this act.

19 (8) This section expires August 31, 2022.

20 **Sec. 213.** RCW 28A.400.200 and 2002 c 353 s 2 are each amended to
21 read as follows:

22 SALARY CONTROL AND SUPPLEMENTAL CONTRACTS. (1) Every school
23 district board of directors shall fix, alter, allow, and order paid
24 salaries and compensation for all district employees in conformance
25 with this section.

26 (2) For certificated instructional staff subject to the salary
27 allocation schedule established under section 207 of this act:

28 (a) Salaries ~~((for certificated instructional staff))~~ shall not be
29 less than the salary provided in the omnibus appropriations act in the
30 statewide salary allocation schedule for an employee with a
31 baccalaureate degree and zero years of service; ~~((and))~~

32 (b) Salaries for ~~((certificated instructional))~~ staff with a
33 masters degree shall not be less than the salary provided in the
34 appropriations act in the statewide salary allocation schedule for an
35 employee with a masters degree and zero years of service; and

36 ~~((+3)(a))~~ (c) The actual average salary paid to ~~((certificated~~
37 ~~instructional))~~ staff subject to this subsection (2) shall not exceed

1 the district's average certificated instructional staff salary used for
2 the state basic education allocations for that school year as
3 determined pursuant to (~~(RCW 28A.150.410)~~) section 207 of this act.

4 (~~((b))~~) (3) For certificated instructional staff subject to the
5 salary schedule established under section 204 of this act salaries
6 shall be as provided in the statewide salary schedule in the omnibus
7 appropriations act.

8 (4)(a) Fringe benefit contributions for certificated instructional
9 staff shall be included as salary under (~~((a) of this)~~) subsections (2)
10 and (3) of this section only to the extent that the district's actual
11 average benefit contribution exceeds the amount of the insurance
12 benefits allocation provided per certificated instructional staff unit
13 in the state operating appropriations act in effect at the time the
14 compensation is payable. For purposes of this section, fringe benefits
15 shall not include payment for unused leave for illness or injury under
16 RCW 28A.400.210; employer contributions for old age survivors
17 insurance, workers' compensation, unemployment compensation, and
18 retirement benefits under the Washington state retirement system; or
19 employer contributions for health benefits in excess of the insurance
20 benefits allocation provided per certificated instructional staff unit
21 in the state operating appropriations act in effect at the time the
22 compensation is payable. A school district may not use state funds to
23 provide employer contributions for such excess health benefits.

24 (~~((e))~~) (b) Salary and benefits for certificated instructional
25 staff in programs other than basic education shall be consistent with
26 the salary and benefits paid to certificated instructional staff in the
27 basic education program.

28 (~~((4))~~) (5)(a) Salaries and benefits for certificated instructional
29 staff may exceed the limitations in subsections (~~((3))~~) (2) through (4)
30 of this section only by separate contract for additional time(~~((~~
31 additional responsibilities, or incentives)) worked outside the regular
32 school day or school year.

33 (b) Supplemental contracts shall specify the minimum amount of
34 additional time required and the purpose or purposes of the additional
35 time using standard terms and definitions established by the office of
36 the superintendent of public instruction. Nothing in this section
37 prohibits a supplemental contract that pays a stipend rather than a
38 per-unit amount for the additional time. School districts shall

1 annually submit the information required under this subsection in a
2 common reporting format established by the office of the superintendent
3 of public instruction and disaggregated for each individual receiving
4 a supplemental contract.

5 (c) Supplemental contracts shall not cause the state to incur any
6 present or future funding obligation. Supplemental contracts shall be
7 subject to the collective bargaining provisions of chapter 41.59 RCW
8 and the provisions of RCW 28A.405.240, shall not exceed one year, and
9 if not renewed shall not constitute adverse change in accordance with
10 RCW 28A.405.300 through 28A.405.380.

11 (d) No district may enter into a supplemental contract under this
12 subsection (5) for the provision of services which are a part of the
13 basic education program (~~required by Article IX, section 3 of the~~
14 ~~state Constitution~~) as defined in section 101 of this act.

15 ((+5)) (6) Employee benefit plans offered by any district shall
16 comply with RCW 28A.400.350 and 28A.400.275 and 28A.400.280.

17 NEW SECTION. Sec. 214. A new section is added to chapter 41.59
18 RCW to read as follows:

19 COLLECTIVE BARGAINING AGREEMENTS. Nothing in chapter . . ., Laws
20 of 2009 (this act) is intended to alter or affect existing collective
21 bargaining agreements. Chapter . . ., Laws of 2009 (this act) applies
22 to all collective bargaining agreements ratified after the effective
23 date of this section.

24 Sec. 215. RCW 41.59.935 and 1990 c 33 s 571 are each amended to
25 read as follows:

26 LIMITS TO SALARY BARGAINING. Nothing in this chapter shall be
27 construed to grant employers or employees the right to reach agreements
28 regarding salary or compensation increases in excess of those
29 authorized in accordance with sections 204 and 207 of this act and RCW
30 (~~28A.150.410 and~~) 28A.400.200.

31 NEW SECTION. Sec. 216. A new section is added to chapter 28A.400
32 RCW to read as follows:

33 LABOR MARKET ANALYSIS. (1)(a) The department of personnel shall
34 conduct a comparative labor market survey and analysis every four years
35 of salaries and other compensation for school district employees in

1 Washington. The department of personnel shall consult with the office
2 of financial management in the design of the analysis. The office of
3 the superintendent of public instruction shall provide all necessary
4 salary and compensation data regarding school district employees to the
5 department for purposes of the analysis.

6 (b) The survey and analysis shall examine salaries and other
7 compensation for teachers, other certificated instructional staff,
8 principals and other building-level certificated administrators, office
9 support and instructional aides, custodians and other maintenance
10 staff, and student and staff safety personnel, as compared to salaries
11 and other compensation for nonschool employees in comparable
12 occupations. The analysis shall compare salaries and other
13 compensation for a ten-month work year and a twelve-month work year.

14 (c) The survey and analysis shall be conducted at a statewide level
15 and for metropolitan areas and other labor markets in Washington
16 identified through the use of data from the United States bureau of the
17 census and the bureau of labor statistics.

18 (d) The survey and analysis shall also include a comparison of
19 salaries and other compensation to the appropriate labor market for at
20 least the following subgroups of educators:

- 21 (i) Beginning teachers;
- 22 (ii) Mathematics and science teachers; and
- 23 (iii) Types of educational staff associates.

24 (2) For the purposes of this section, "salaries and other
25 compensation" includes average base salaries, average total salaries,
26 average employee basic benefits as defined by RCW 28A.400.270, and
27 retirement benefits.

28 (3) The department of personnel shall submit the results of the
29 comparative labor market analysis to the office of financial
30 management, the superintendent of public instruction, and the education
31 and fiscal committees of the legislature by June 30, 2010, and every
32 four years thereafter.

33 **Sec. 217.** RCW 28A.405.100 and 1997 c 278 s 1 are each amended to
34 read as follows:

35 EMPLOYMENT EVALUATION. (1) The superintendent of public
36 instruction, in consultation with the professional educator standards
37 board, shall establish and may amend from time to time minimum criteria

1 for the evaluation of the professional performance capabilities and
2 development of certificated classroom teachers and certificated support
3 personnel. For classroom teachers the criteria shall be (~~developed in~~
4 ~~the following categories: Instructional skill; classroom management,~~)
5 based on the standards and scoring rubric for effective teaching
6 adopted by the professional educator standards board. Additional
7 minimum criteria include professional preparation and scholarship;
8 effort toward improvement when needed; the handling of student
9 discipline and attendant problems; and interest in teaching pupils and
10 knowledge of subject matter.

11 Every board of directors shall, in accordance with procedure
12 provided in RCW 41.59.010 through 41.59.170, 41.59.910 and 41.59.920,
13 establish evaluative criteria and procedures for all certificated
14 classroom teachers and certificated support personnel. The evaluative
15 criteria must contain as a minimum the criteria established by the
16 superintendent of public instruction pursuant to this section and must
17 be prepared within six months following adoption of the superintendent
18 of public instruction's minimum criteria. The district must certify to
19 the superintendent of public instruction that evaluative criteria have
20 been so prepared by the district.

21 Except as provided in subsection (5) of this section, it shall be
22 the responsibility of a principal or his or her designee to evaluate
23 all certificated personnel in his or her school. During each school
24 year all classroom teachers and certificated support personnel,
25 hereinafter referred to as "employees" in this section, shall be
26 observed for the purposes of evaluation at least twice in the
27 performance of their assigned duties. Total observation time for each
28 employee for each school year shall be not less than sixty minutes.
29 Following each observation, or series of observations, the principal or
30 other evaluator shall promptly document the results of the observation
31 in writing, and shall provide the employee with a copy thereof within
32 three days after such report is prepared. New employees shall be
33 observed at least once for a total observation time of thirty minutes
34 during the first ninety calendar days of their employment period.

35 At any time after October 15th, an employee whose work is judged
36 unsatisfactory based on district evaluation criteria shall be notified
37 in writing of the specific areas of deficiencies along with a
38 reasonable program for improvement. During the period of probation,

1 the employee may not be transferred from the supervision of the
2 original evaluator. Improvement of performance or probable cause for
3 nonrenewal must occur and be documented by the original evaluator
4 before any consideration of a request for transfer or reassignment as
5 contemplated by either the individual or the school district. A
6 probationary period of sixty school days shall be established. The
7 establishment of a probationary period does not adversely affect the
8 contract status of an employee within the meaning of RCW 28A.405.300.
9 The purpose of the probationary period is to give the employee
10 opportunity to demonstrate improvements in his or her areas of
11 deficiency. The establishment of the probationary period and the
12 giving of the notice to the employee of deficiency shall be by the
13 school district superintendent and need not be submitted to the board
14 of directors for approval. During the probationary period the
15 evaluator shall meet with the employee at least twice monthly to
16 supervise and make a written evaluation of the progress, if any, made
17 by the employee. The evaluator may authorize one additional
18 certificated employee to evaluate the probationer and to aid the
19 employee in improving his or her areas of deficiency; such additional
20 certificated employee shall be immune from any civil liability that
21 might otherwise be incurred or imposed with regard to the good faith
22 performance of such evaluation. The probationer may be removed from
23 probation if he or she has demonstrated improvement to the satisfaction
24 of the principal in those areas specifically detailed in his or her
25 initial notice of deficiency and subsequently detailed in his or her
26 improvement program. Lack of necessary improvement during the
27 established probationary period, as specifically documented in writing
28 with notification to the probationer and shall constitute grounds for
29 a finding of probable cause under RCW 28A.405.300 or 28A.405.210.

30 Immediately following the completion of a probationary period that
31 does not produce performance changes detailed in the initial notice of
32 deficiencies and improvement program, the employee may be removed from
33 his or her assignment and placed into an alternative assignment for the
34 remainder of the school year. This reassignment may not displace
35 another employee nor may it adversely affect the probationary
36 employee's compensation or benefits for the remainder of the employee's
37 contract year. If such reassignment is not possible, the district may,

1 at its option, place the employee on paid leave for the balance of the
2 contract term.

3 (2) Every board of directors shall establish evaluative criteria
4 and procedures for all superintendents, principals, and other
5 administrators. It shall be the responsibility of the district
6 superintendent or his or her designee to evaluate all administrators.
7 Such evaluation shall be based on the administrative position job
8 description. Such criteria, when applicable, shall include at least
9 the following categories: Knowledge of, experience in, and training in
10 recognizing good professional performance, capabilities and
11 development; school administration and management; school finance;
12 professional preparation and scholarship; effort toward improvement
13 when needed; interest in pupils, employees, patrons and subjects taught
14 in school; leadership; and ability and performance of evaluation of
15 school personnel.

16 (3) Each certificated employee shall have the opportunity for
17 confidential conferences with his or her immediate supervisor on no
18 less than two occasions in each school year. Such confidential
19 conference shall have as its sole purpose the aiding of the
20 administrator in his or her assessment of the employee's professional
21 performance.

22 (4) The failure of any evaluator to evaluate or supervise or cause
23 the evaluation or supervision of certificated employees or
24 administrators in accordance with this section, as now or hereafter
25 amended, when it is his or her specific assigned or delegated
26 responsibility to do so, shall be sufficient cause for the nonrenewal
27 of any such evaluator's contract under RCW 28A.405.210, or the
28 discharge of such evaluator under RCW 28A.405.300.

29 (5) After an employee has (~~four~~) five years of satisfactory
30 evaluations under subsection (1) of this section, a school district may
31 use a short form of evaluation, a locally bargained evaluation
32 emphasizing professional growth, an evaluation under subsection (1) of
33 this section, or any combination thereof. Any evaluation of a
34 classroom teacher under this subsection must include an evaluation
35 based on the standards and scoring rubric for effective teaching
36 adopted by the professional educator standards board. The short form
37 of evaluation shall include either a thirty minute observation during
38 the school year with a written summary or a final annual written

1 evaluation based on the criteria in subsection (1) of this section and
2 based on at least two observation periods during the school year
3 totaling at least sixty minutes without a written summary of such
4 observations being prepared. However, the evaluation process set forth
5 in subsection (1) of this section shall be followed at least once every
6 three years unless this time is extended by a local school district
7 under the bargaining process set forth in chapter 41.59 RCW. The
8 employee or evaluator may require that the evaluation process set forth
9 in subsection (1) of this section be conducted in any given school
10 year. No evaluation other than the evaluation authorized under
11 subsection (1) of this section may be used as a basis for determining
12 that an employee's work is unsatisfactory under subsection (1) of this
13 section or as probable cause for the nonrenewal of an employee's
14 contract under RCW 28A.405.210 unless an evaluation process developed
15 under chapter 41.59 RCW determines otherwise.

16 **Sec. 218.** RCW 28A.405.220 and 1996 c 201 s 2 are each amended to
17 read as follows:

18 PROVISIONAL STATUS. (1) Notwithstanding the provisions of RCW
19 28A.405.210, every person employed by a school district in a teaching
20 or other nonsupervisory certificated position shall be subject to
21 nonrenewal of employment contract as provided in this section during
22 the first two years of employment by such district, unless the employee
23 has previously completed at least two years of certificated employment
24 in another school district in the state of Washington, in which case
25 the employee shall be subject to nonrenewal of employment contract
26 pursuant to this section during the first year of employment with the
27 new district.

28 (2) Every person employed by a school district in a teaching
29 position shall remain a provisional employee and subject to the
30 nonrenewal of employment contract until the beginning of the next
31 subsequent school year after the school year in which the employee
32 receives professional teaching certification as provided under section
33 202 of this act.

34 (3) Employees as defined in this section shall hereinafter be
35 referred to as "provisional employees".

36 (4) In the event the superintendent of the school district
37 determines that the employment contract of any provisional employee

1 should not be renewed by the district for the next ensuing term such
2 provisional employee shall be notified thereof in writing on or before
3 May 15th preceding the commencement of such school term, or if the
4 omnibus appropriations act has not passed the legislature by May 15th,
5 then notification shall be no later than June 1st, which notification
6 shall state the reason or reasons for such determination. Such notice
7 shall be served upon the provisional employee personally, or by
8 certified or registered mail, or by leaving a copy of the notice at the
9 place of his or her usual abode with some person of suitable age and
10 discretion then resident therein. The determination of the
11 superintendent shall be subject to the evaluation requirements of RCW
12 28A.405.100.

13 (5) Every such provisional employee so notified, at his or her
14 request made in writing and filed with the superintendent of the
15 district within ten days after receiving such notice, shall be given
16 the opportunity to meet informally with the superintendent for the
17 purpose of requesting the superintendent to reconsider his or her
18 decision. Such meeting shall be held no later than ten days following
19 the receipt of such request, and the provisional employee shall be
20 given written notice of the date, time and place of meeting at least
21 three days prior thereto. At such meeting the provisional employee
22 shall be given the opportunity to refute any facts upon which the
23 superintendent's determination was based and to make any argument in
24 support of his or her request for reconsideration.

25 (6) Within ten days following the meeting with the provisional
26 employee, the superintendent shall either reinstate the provisional
27 employee or shall submit to the school district board of directors for
28 consideration at its next regular meeting a written report recommending
29 that the employment contract of the provisional employee be nonrenewed
30 and stating the reason or reasons therefor. A copy of such report
31 shall be delivered to the provisional employee at least three days
32 prior to the scheduled meeting of the board of directors. In taking
33 action upon the recommendation of the superintendent, the board of
34 directors shall consider any written communication which the
35 provisional employee may file with the secretary of the board at any
36 time prior to that meeting.

37 (7) The board of directors shall notify the provisional employee in
38 writing of its final decision within ten days following the meeting at

1 which the superintendent's recommendation was considered. The decision
2 of the board of directors to nonrenew the contract of a provisional
3 employee shall be final and not subject to appeal.

4 (8) This section applies to any person employed by a school
5 district in a teaching or other nonsupervisory certificated position
6 after ~~((June 25, 1976))~~ the effective date of this section. This
7 section provides the exclusive means for nonrenewing the employment
8 contract of a provisional employee and no other provision of law shall
9 be applicable thereto, including, without limitation, RCW 28A.405.210
10 and chapter 28A.645 RCW.

11 **PART III**
12 **ACCOUNTABILITY**

13 NEW SECTION. **Sec. 301.** INTENT. (1) The legislature finds that
14 comprehensive education finance reform and the increased investment of
15 public resources necessary to implement that reform must be accompanied
16 by an equally comprehensive and transparent system of school and school
17 district accountability. The focus of the accountability system is on
18 continuous improvement of student achievement in all schools and all
19 school districts.

20 (2) The legislature further finds that it is the state's
21 responsibility to provide schools and districts with the tools
22 necessary to be accountable. These tools include the necessary
23 accounting and data reporting systems, assessment systems to monitor
24 student achievement, and a system of general support, targeted
25 assistance, recognition, and, if necessary, intervention.

26 **Sec. 302.** RCW 28A.305.130 and 2008 c 27 s 1 are each amended to
27 read as follows:

28 STATE BOARD OF EDUCATION AUTHORITY. The purpose of the state board
29 of education is to provide advocacy and strategic oversight of public
30 education; implement a standards-based accountability system to improve
31 student academic achievement; provide leadership in the creation of a
32 system that personalizes education for each student and respects
33 diverse cultures, abilities, and learning styles; and promote
34 achievement of the goals of RCW 28A.150.210 (as recodified by this

1 act). In addition to any other powers and duties as provided by law,
2 the state board of education shall:

3 (1) Hold regularly scheduled meetings at such time and place within
4 the state as the board shall determine and may hold such special
5 meetings as may be deemed necessary for the transaction of public
6 business;

7 (2) Form committees as necessary to effectively and efficiently
8 conduct the work of the board;

9 (3) Seek advice from the public and interested parties regarding
10 the work of the board;

11 (4) For purposes of statewide accountability:

12 (a) Adopt and revise performance improvement goals in reading,
13 writing, science, and mathematics, by subject and grade level, once
14 assessments in these subjects are required statewide; academic and
15 technical skills, as appropriate, in secondary career and technical
16 education programs; and student attendance, as the board deems
17 appropriate to improve student learning. The goals shall be consistent
18 with student privacy protection provisions of RCW 28A.655.090(7) and
19 shall not conflict with requirements contained in Title I of the
20 federal elementary and secondary education act of 1965, or the
21 requirements of the Carl D. Perkins vocational education act of 1998,
22 each as amended. The goals may be established for all students,
23 economically disadvantaged students, limited English proficient
24 students, students with disabilities, and students from
25 disproportionately academically underachieving racial and ethnic
26 backgrounds. The board may establish school and school district goals
27 addressing high school graduation rates and dropout reduction goals for
28 students in grades seven through twelve. The board shall adopt the
29 goals by rule. However, before each goal is implemented, the board
30 shall present the goal to the education committees of the house of
31 representatives and the senate for the committees' review and comment
32 in a time frame that will permit the legislature to take statutory
33 action on the goal if such action is deemed warranted by the
34 legislature;

35 (b) Identify the scores students must achieve in order to meet the
36 standard on the Washington assessment of student learning and, for high
37 school students, to obtain a certificate of academic achievement. The
38 board shall also determine student scores that identify levels of

1 student performance below and beyond the standard. The board shall
2 consider the incorporation of the standard error of measurement into
3 the decision regarding the award of the certificates. The board shall
4 set such performance standards and levels in consultation with the
5 superintendent of public instruction and after consideration of any
6 recommendations that may be developed by any advisory committees that
7 may be established for this purpose. The initial performance standards
8 and any changes recommended by the board in the performance standards
9 for the tenth grade assessment shall be presented to the education
10 committees of the house of representatives and the senate by November
11 30th of the school year in which the changes will take place to permit
12 the legislature to take statutory action before the changes are
13 implemented if such action is deemed warranted by the legislature. The
14 legislature shall be advised of the initial performance standards and
15 any changes made to the elementary level performance standards and the
16 middle school level performance standards;

17 (c) Adopt (~~objective, systematic criteria~~) an accountability
18 index as provided in section 303 of this act to identify successful
19 schools and school districts (~~and recommend to the superintendent of~~
20 ~~public instruction schools and districts to be recognized for two types~~
21 ~~of accomplishments, student achievement and improvements in student~~
22 ~~achievement. Recognition for improvements in student achievement shall~~
23 ~~include consideration of one or more of the following accomplishments:~~

24 (i) ~~An increase in the percent of students meeting standards. The~~
25 ~~level of achievement required for recognition may be based on the~~
26 ~~achievement goals established by the legislature and by the board under~~
27 ~~(a) of this subsection;~~

28 (ii) ~~Positive progress on an improvement index that measures~~
29 ~~improvement in all levels of the assessment; and~~

30 (iii) ~~Improvements despite challenges such as high levels of~~
31 ~~mobility, poverty, English as a second language learners, and large~~
32 ~~numbers of students in special populations as measured by either the~~
33 ~~percent of students meeting the standard, or the improvement index.~~
34 ~~When determining the baseline year or years for recognizing individual~~
35 ~~schools, the board may use the assessment results from the initial~~
36 ~~years the assessments were administered, if doing so with individual~~
37 ~~schools would be appropriate;~~

1 ~~(d) Adopt objective, systematic criteria to identify schools and~~
2 ~~school districts)), those in need of assistance, and those in which~~
3 ~~significant numbers of students persistently fail to meet state~~
4 ~~standards((. In its deliberations, the board shall consider the use of~~
5 ~~all statewide mandated criterion referenced and norm referenced~~
6 ~~standardized tests));~~

7 (d) Recommend to the superintendent of public instruction schools
8 and districts to be recognized for student achievement and improvements
9 in student achievement and recommend methods of recognition, including
10 the team-based recognition bonus under section 304 of this act;

11 (e) Identify schools and school districts in which state support,
12 assistance, and intervention measures will be needed ~~((and)); recommend~~
13 ~~a range of appropriate support, assistance, and intervention strategies~~
14 ~~((after the legislature has authorized a set of intervention~~
15 ~~strategies. After the legislature has authorized a set of intervention~~
16 ~~strategies, at the request of the board, the superintendent shall~~
17 ~~intervene in the school or school district and take corrective actions.~~
18 ~~This chapter does not provide additional authority for the board or the~~
19 ~~superintendent of public instruction to intervene in a school or school~~
20 ~~district)); adopt criteria for and approve performance contracts under~~
21 the innovation zone program as provided under section 305 of this act;
22 approve schools and school districts on academic watch as provided
23 under section 306 of this act; and review and approve academic watch
24 action plans for schools and school districts, including requiring
25 binding conditions in the plans as provided under section 306 of this
26 act;

27 (f) Identify performance incentive systems that have improved or
28 have the potential to improve student achievement;

29 (g) Annually review the assessment reporting system to ensure
30 fairness, accuracy, timeliness, and equity of opportunity, especially
31 with regard to schools with special circumstances and unique
32 populations of students, and a recommendation to the superintendent of
33 public instruction of any improvements needed to the system; and

34 (h) Include in the biennial report required under RCW 28A.305.035,
35 information on the progress that has been made in achieving goals
36 adopted by the board;

37 (5) Accredite, subject to such accreditation standards and
38 procedures as may be established by the state board of education, all

1 private schools that apply for accreditation, and approve, subject to
2 the provisions of RCW 28A.195.010, private schools carrying out a
3 program for any or all of the grades kindergarten through twelve:
4 PROVIDED, That no private school may be approved that operates a
5 kindergarten program only: PROVIDED FURTHER, That no private schools
6 shall be placed upon the list of accredited schools so long as secret
7 societies are knowingly allowed to exist among its students by school
8 officials;

9 (6) Articulate with the institutions of higher education, workforce
10 representatives, and early learning policymakers and providers to
11 coordinate and unify the work of the public school system;

12 (7) Hire an executive director and an administrative assistant to
13 reside in the office of the superintendent of public instruction for
14 administrative purposes. Any other personnel of the board shall be
15 appointed as provided by RCW 28A.300.020. The board may delegate to
16 the executive director by resolution such duties as deemed necessary to
17 efficiently carry on the business of the board including, but not
18 limited to, the authority to employ necessary personnel and the
19 authority to enter into, amend, and terminate contracts on behalf of
20 the board. The executive director, administrative assistant, and all
21 but one of the other personnel of the board are exempt from civil
22 service, together with other staff as now or hereafter designated as
23 exempt in accordance with chapter 41.06 RCW; and

24 (8) Adopt a seal that shall be kept in the office of the
25 superintendent of public instruction.

26 NEW SECTION. **Sec. 303.** A new section is added to chapter 28A.655
27 RCW to read as follows:

28 ACCOUNTABILITY INDEX. (1) The state board of education shall adopt
29 an accountability index to identify schools and school districts for
30 recognition and for state support, assistance, and intervention.

31 (2) The accountability index shall measure school and district
32 performance using multiple outcomes and indicators. The outcomes
33 measured by the index shall include but not be limited to extended
34 graduation rates and results from statewide assessments, including any
35 statewide formative assessments. The indicators measured by the index
36 shall include but not be limited to overall student achievement,

1 student achievement compared to similar schools and districts, and
2 improvement of student achievement.

3 (3) The state board of education shall develop a tiered system of
4 categories for evaluating schools and school districts based on the
5 results of the accountability index. The categories shall range from
6 struggling to exemplary and shall be used as the basis for recognition
7 and state support, assistance, and intervention.

8 (4) The superintendent of public instruction shall calculate the
9 results of the accountability index annually and place each school and
10 school district into one of the categories as defined by the state
11 board. The superintendent shall post the results of the accountability
12 index and the category for each school and district on the
13 superintendent's web site, subject to the protections of student
14 privacy required under RCW 28A.655.090.

15 (5) The superintendent of public instruction shall seek approval
16 from the United States department of education for use of the
17 accountability index and the state system of support, assistance, and
18 intervention to replace the federal accountability system under P.L.
19 107-110, the no child left behind act of 2001.

20 NEW SECTION. **Sec. 304.** A new section is added to chapter 28A.655
21 RCW to read as follows:

22 **TEAM-BASED RECOGNITION BONUS.** (1) The legislature finds that a
23 team-based recognition bonus for school staff is an integral part not
24 only of the statewide accountability system but also the overall system
25 of employee compensation in order to focus attention on the primary
26 objective of a basic education: Improved student learning.

27 (2) Based on the results of the accountability index under section
28 303 of this act and other criteria established by the state board of
29 education, the superintendent of public instruction shall annually
30 recommend to the state board of education a subset of exemplary schools
31 whose level of overall achievement and sustained improvement of student
32 learning warrant a special recognition for the staff assigned to the
33 school. The state board of education shall review the list of
34 identified schools and designate the schools that are eligible for a
35 team-based recognition bonus.

36 (3) To the extent that funds are appropriated for the purposes of
37 this section, each school district employee assigned to a school

1 designated by the state board under subsection (2) of this section is
2 eligible for a team-based recognition bonus in an amount specified in
3 the omnibus appropriations act. The bonuses provided under this
4 section are in addition to compensation received under a district's
5 salary schedule adopted in accordance with RCW 28A.405.200 and shall
6 not be included in calculations of a district's average salary and
7 associated salary limitations under RCW 28A.400.200. The bonuses shall
8 not be included in the definition of "earnable compensation" under RCW
9 41.32.010(10), 41.35.010(6), or 41.40.010(8). The bonuses shall be
10 paid in a lump sum amount.

11 (4) By December 1, 2009, the state board of education shall submit
12 a proposal for the team-based recognition bonus to the governor and the
13 education and fiscal committees of the legislature, including the
14 criteria for identifying qualifying schools and recommendations
15 regarding the amount of the bonus, which shall be awarded on a per
16 person basis to all staff assigned to the school but may be
17 differentiated based on the type of staff in the school.

18 (5) By November 1, 2010, and annually thereafter, the state board
19 of education shall submit a list of schools qualifying for the team-
20 based recognition bonus to the superintendent of public instruction and
21 the governor.

22 (6) The state board of education shall adopt rules to implement the
23 team-based recognition bonus under this section.

24 NEW SECTION. **Sec. 305.** A new section is added to chapter 28A.655
25 RCW to read as follows:

26 SYSTEM OF SUPPORT AND ASSISTANCE/INNOVATION ZONE. (1) In
27 consultation with the state board of education, the superintendent of
28 public instruction shall develop and implement a comprehensive system
29 of support and assistance to schools and school districts where the
30 level of intensity of support and assistance for school improvement
31 increases based on the results of the accountability index under
32 section 303 of this act. General support and assistance for school
33 improvement may include online professional learning and data
34 collection tools, school and district improvement plan and management
35 tools, regional and statewide professional development opportunities,
36 and other forms of assistance made broadly available by the office of
37 the superintendent of public instruction to all schools and districts.

1 Targeted support and assistance may include the school improvement
2 assistance program of the office of the superintendent of public
3 instruction, the summit district improvement program, and other
4 progressively more intensive collaborative and voluntary efforts by the
5 school, school district, office of the superintendent of public
6 instruction, and local community to improve student performance. For
7 priority schools and priority school districts designated under this
8 section, the superintendent of public instruction shall make intensive
9 support and assistance available through the innovation zone program
10 under subsection (3) of this section.

11 (2) Based on the results of the accountability index and other
12 criteria established by the state board of education, the
13 superintendent of public instruction shall annually recommend to the
14 state board of education a subset of struggling schools and school
15 districts whose level of achievement and sustained lack of improvement
16 of student learning warrant designation as priority schools or priority
17 school districts. Before making the recommendation, the superintendent
18 shall conduct an intensive analysis using quantitative and qualitative
19 data, including additional information supplied by the school or
20 district. The state board of education shall review the list of
21 identified schools and districts and designate priority schools and
22 priority school districts.

23 (3)(a) Subject to funds appropriated for this purpose, the
24 superintendent of public instruction shall develop and implement an
25 innovation zone program for priority schools and priority school
26 districts that apply and are designated by the state board of education
27 to participate in the program. The state board of education shall
28 adopt criteria for the performance contracts developed under the
29 program, including identifying the strategies for significantly
30 improving student achievement that must be included in a contract, and
31 shall approve the contracts of participating schools and districts.

32 (b) The innovation zone program shall include:

33 (i) Performance contracts between the state board of education and
34 school district boards of directors that include rigorous and demanding
35 expectations, measurable objectives and benchmarks with a timeline
36 against which a school or district is required to show progress, and a
37 commitment to strategies for making operational changes in the school
38 or district. Such strategies may include but not be limited to

1 additional time for professional development or student learning,
2 professional learning communities, supplemental learning opportunities
3 and support for students, reallocation of financial resources to the
4 extent authorized by law, personnel changes, implementation of data-
5 driven instruction, changes in curriculum, waivers of state or federal
6 rules or regulations to the extent authorized by law, changes to
7 collective bargaining agreements that are agreed to by the parties to
8 the agreements, enhanced connections between schools, parents, and
9 local communities, and improved coordination of professional
10 development and instruction;

11 (ii) To the extent that funds are appropriated or otherwise
12 available for this purpose, supplemental resources and assistance
13 provided by the office of the superintendent of public instruction to
14 implement the performance contracts;

15 (iii) Systemic, district-wide reform initiatives that involve
16 clusters of schools within a district or across districts; and

17 (iv) A focus on schools and districts that demonstrate a readiness
18 to benefit from the program and a commitment to collaboration from key
19 partners including the school board, school and district
20 administration, teachers, school staff, and community leaders.

21 (d) Performance contracts under the innovation zone program shall
22 be for a minimum two-year period of implementation, not including time
23 to develop the contract and the plan for participating in the
24 innovation zone program. If the superintendent of public instruction
25 determines that the priority school or priority school district has
26 demonstrated significant improvement after two years of a performance
27 contract, the superintendent may recommend to the state board of
28 education that supplemental resources and assistance to the school or
29 district be continued for an additional two-year period.

30 (4) Priority schools and priority school districts that do not
31 participate in the innovation zone program shall be offered strategic
32 planning assistance for school improvement from the office of the
33 superintendent of public instruction.

34 NEW SECTION. **Sec. 306.** A new section is added to chapter 28A.655
35 RCW to read as follows:

36 **ACADEMIC WATCH.** (1) The superintendent of public instruction shall
37 recommend that the state board of education place priority schools or

1 priority school districts, as designated by the state board of
2 education under section 305 of this act, on academic watch as provided
3 under this section if the school or district has not demonstrated
4 sufficient improvement through voluntary support and assistance
5 initiatives.

6 (2)(a) A priority school or priority school district that has
7 participated in the innovation zone program under section 305 of this
8 act shall be placed on academic watch if the school or district retains
9 priority designation by the state board of education after two years of
10 support and assistance through a performance contract and a review by
11 the state board of education of progress made under the contract.

12 (b) A priority school or priority school district that has not
13 participated in the innovation zone program shall be placed on academic
14 watch if the school or district retains priority designation by the
15 state board of education two years after being so designated.

16 (3) The superintendent of public instruction shall conduct an
17 academic performance audit of a school or school district on academic
18 watch, using peer review teams of educators and experts in school
19 improvement. The audit shall recommend specific corrective actions
20 that must be undertaken to improve student learning in the school or
21 district and any supplemental resources necessary to implement the
22 corrective actions. With the assistance of the office of the
23 superintendent of public instruction, a school district on academic
24 watch or in which schools on academic watch are located shall develop
25 an academic watch action plan to implement the corrective actions
26 identified by the performance audit and submit the plan to the state
27 board of education.

28 (4) The state board of education shall:

29 (a) Review academic watch action plans and recommend any changes
30 the board deems appropriate;

31 (b) Direct the superintendent of public instruction to develop
32 final academic watch action plans containing conditions, which shall be
33 binding on the district, that the superintendent of public instruction
34 determines are necessary to enable successful implementation of the
35 plans;

36 (c) Approve final academic watch action plans with binding
37 conditions; and

1 (d) To the extent funds are appropriated or otherwise available for
2 this purpose, authorize the superintendent of public instruction to
3 provide supplemental resources and assistance to implement academic
4 watch action plans.

5 (5) If the state board of education determines that available
6 supplemental resources are not sufficient to implement an academic
7 watch action plan, the board shall not approve the plan.

8 (6) The superintendent of public instruction shall closely monitor
9 implementation of academic watch action plans and make periodic status
10 reports to the state board of education. If the superintendent
11 determines that a plan is not being successfully implemented or the
12 actions and binding conditions are not sufficient to achieve their
13 intended results, the superintendent shall recommend a revised academic
14 watch action plan for that school district, which shall be approved by
15 the state board of education as provided under subsections (4) and (5)
16 of this section. If the superintendent determines that a plan has been
17 successfully implemented and achieved its intended results, the
18 superintendent shall recommend that the state board of education remove
19 the school or district from academic watch.

20 (7) Binding conditions contained in an academic action plan under
21 this section may include but are not limited to reallocation of
22 financial resources to the extent authorized by law, personnel changes,
23 changes in curriculum and instructional practices, supplemental
24 instruction and support for students, adoption of a teacher mentoring
25 program, reduced class size, and adjustment of the school calendar
26 including extension of the school day or school year. A binding
27 condition may not alter or affect an existing collective bargaining
28 agreement unless the agreement is modified by a new agreement bargained
29 under the terms of chapter 41.59 or 41.56 RCW.

30 NEW SECTION. **Sec. 307.** A new section is added to chapter 28A.320
31 RCW to read as follows:

32 **REQUIRED TO COMPLY WITH THE BINDING CONDITIONS.** As provided under
33 section 306 of this act, the board of directors of a school district on
34 academic watch or in which schools on academic watch are located shall
35 comply with the terms of an academic watch action plan with binding
36 conditions developed by the superintendent of public instruction and
37 approved by the state board of education.

1 **Sec. 308.** RCW 28A.505.120 and 1975-'76 2nd ex.s. c 118 s 12 are
2 each amended to read as follows:

3 FAILURE TO MEET BINDING CONDITIONS. If a local school district
4 fails to comply with any binding restrictions issued by the
5 superintendent of public instruction or binding conditions in an
6 academic watch action plan for schools and school districts on academic
7 watch under section 306 of this act, the allocation of state funds for
8 support of the local school district may be withheld, pending an
9 investigation of the reason for such noncompliance by the office of the
10 superintendent of public instruction. Written notice of the intent to
11 withhold state funds, with reasons stated for this action, shall be
12 made to the school district by the office of the superintendent of
13 public instruction before any portion of the state allocation is
14 withheld.

15 NEW SECTION. **Sec. 309.** A new section is added to chapter 28A.655
16 RCW to read as follows:

17 FORMATIVE ASSESSMENTS. (1) The superintendent of public
18 instruction, in consultation with the state board of education and the
19 professional educator standards board, shall issue a request for
20 proposals for a system of formative assessments for use by schools and
21 school districts to measure individual improvement in student learning
22 throughout the school year and from one school year to the next. The
23 formative assessments shall form the basis for a statewide system of
24 monitoring student progress, monitoring and improving the effectiveness
25 of supplemental instruction and strategies to support underachieving
26 students, improving curriculum and instruction, measuring effective
27 teaching, and monitoring overall school and district performance in
28 meeting the goals of the basic education act.

29 (2) The formative assessments shall have the following minimum
30 characteristics:

31 (a) Be reasonably aligned with the state essential academic
32 learning requirements and grade level expectations;

33 (b) Reliably measure student progress toward meeting grade-level
34 standards and progress within a grade level and from one grade to the
35 next;

36 (c) Provide periodic information during the school year about an

1 individual student's academic progress that is useful to parents and
2 teachers in adapting instruction to meet the student's learning needs;

3 (d) To the maximum extent possible, be administered online and with
4 immediate results; and

5 (e) Be available for statewide purchase and provision to school
6 districts with minimal adaptation or supplementation.

7 (3) In developing the request for proposals and reviewing the
8 responses, the superintendent of public instruction shall consult with
9 advisory committees of teachers, principals, and school curriculum and
10 assessment directors to assure the results of the formative assessments
11 provide instructional benefit.

12 (4) The superintendent shall report to the governor and the
13 education and fiscal committees of the legislature by November 15,
14 2010, identifying the recommended formative assessments and estimating
15 the costs of implementing the assessments statewide, starting with the
16 2011-12 school year.

17 (5) The superintendent of public instruction, in consultation with
18 the state board of education and the professional educator standards
19 board, shall adopt standards and a common format for schools and
20 districts to report results from the assessments that protect student
21 privacy as required under RCW 28A.655.090. Data from the assessments
22 must be consistently reported by student, by teacher, and by school so
23 that results may be used for the purposes identified in subsection (1)
24 of this section.

25 (6) To the extent that funds are appropriated for this purpose,
26 schools shall administer the formative assessments selected under this
27 section and report results beginning in the 2011-12 school year.

28 NEW SECTION. **Sec. 310.** A new section is added to chapter 28A.655
29 RCW to read as follows:

30 EDUCATION DATA ACCOUNTABILITY SYSTEM. (1) It is the legislature's
31 intent to establish comprehensive education data accountability systems
32 for financial, student, and educator data. The objective of the
33 systems is to monitor student progress, assure educator quality,
34 monitor and analyze the costs of programs, provide for financial
35 integrity and accountability, and have the capacity to link across
36 these various data components by student, by school, by district, and
37 statewide. Education data systems must be flexible and able to adapt

1 to evolving needs for information, but there must be an objective and
2 orderly process for determining when changes are needed and how to
3 implement them.

4 (2) It is the legislature's intent that the education data
5 accountability systems used by school districts and the state include
6 but not be limited to the following information and functionality:

7 (a) Comprehensive educator assignment information, including grade
8 level and courses taught, building or location, program, job
9 assignment, years of experience, and compensation;

10 (b) Capacity to link educator assignment information with educator
11 certification information such as certification number, type of
12 certification, route to certification, certification program, and
13 certification assessment or evaluation scores;

14 (c) Common coding of secondary courses and major areas of study at
15 the elementary level;

16 (d) Complete student information, including but not limited to
17 student characteristics, course and program enrollment, performance on
18 statewide summative and formative assessments, and performance on
19 college readiness tests;

20 (e) A subset of student information elements to serve as a dropout
21 early warning system;

22 (f) Capacity to link educator information with student information;

23 (g) A common, standardized structure for reporting the costs of
24 programs at the school and district level with a focus on financial
25 accountability rather than accounting for expenditure inputs;

26 (h) Separate accounting of state, federal, and local revenues and
27 costs;

28 (i) Alignment between state funding formulas and school district
29 budgeting and accounting, including procedures for assuring that
30 financial data is accurate and auditable; and

31 (j) Capacity to link program cost information with student
32 information to gauge the cost-effectiveness of programs.

33 (3) It is the legislature's long-term goal that all school
34 districts use a common software and data platform to support the
35 education data accountability systems under this section, which shall
36 be provided by the state. However, until this goal is fully
37 implemented, school districts may use software and programs of their

1 choosing as long as required information and functionality can be
2 assured.

3 NEW SECTION. **Sec. 311.** DATA WORKING GROUP. (1) The office of
4 the superintendent of public instruction shall convene a technical
5 working group to propose a design and implementation time frame for the
6 comprehensive data accountability systems for financial, student, and
7 educator data under section 310 of this act.

8 (2) The data working group shall include representatives of the
9 office of financial management, the state auditor's office, the
10 legislative evaluation and accountability program committee, the joint
11 legislative audit and review committee, the professional educator
12 standards board, the state board of education, the Washington state
13 information processing cooperative, educational service districts, the
14 Washington association of school business officers, the Washington
15 education association, the Washington association of school
16 administrators, the Washington state school directors' association, and
17 other interested stakeholders with expertise in education data.

18 (3) The data working group shall:

19 (a) Create a comprehensive needs requirement document detailing the
20 specific information and technical capacity needed by school districts
21 and the state to meet the legislature's expectations for comprehensive
22 data accountability systems as described under section 310 of this act;

23 (b) Conduct a gap analysis of current and planned information
24 compared to the needs requirement document, including an analysis of
25 the strengths and limitations of education data systems and programs
26 currently used by school districts and the state and the extent to
27 which these systems and programs have the capacity or can be modified
28 to meet the needs requirement document;

29 (c) Focus on financial and cost data necessary to support the new
30 financial models and funding formulas, including any necessary changes
31 to school district budgeting and accounting, and on assuring the
32 capacity to link data across financial, student, and educator systems;
33 and

34 (d) Develop a proposal for a data governance structure that would
35 be responsible for establishing a standard data dictionary, setting
36 data collection priorities, establishing minimum mandatory standards

1 for school data systems, and overseeing implementation of the
2 comprehensive education data accountability systems.

3 (4) The work of the data working group shall be monitored and
4 overseen by the basic education steering committee under section 3 of
5 this act. The working group shall provide updates on its work as
6 requested by the steering committee.

7 (5) The superintendent of public instruction shall submit a
8 preliminary report to the basic education steering committee by
9 November 15, 2009, including the analyses under subsection (3) of this
10 section and preliminary options for addressing identified gaps. A
11 final report, including a proposed phase-in plan and preliminary cost
12 estimates for implementation of comprehensive data accountability
13 systems for financial, student, and educator data shall be submitted to
14 the steering committee by September 1, 2010.

15 **PART IV**
16 **OTHER FINANCE**

17 NEW SECTION. **Sec. 401.** A new section is added to chapter 28A.500
18 RCW to read as follows:

19 **NEW LEVY/LEA SYSTEM--INTENT.** (1) The legislature finds that while
20 the state has the responsibility to provide for a general and uniform
21 system of public schools, there is also a need for some diversity in
22 the public school system. A successful system of public education must
23 permit some variation among school districts outside the basic
24 education provided for by the state to respond to and reflect the
25 unique desires of local communities. The opportunity for local
26 communities to invest in enriched education programs promotes support
27 for local public schools. Further, the ability of local school
28 districts to experiment with enriched programs can inform the
29 legislature's long-term evolution of the definition of basic education.
30 Therefore, local levy authority remains an important component of the
31 overall finance system in support of the public schools even though it
32 is outside the state's obligation for basic education.

33 (2) However, the value of permitting local levies must be balanced
34 with the value of equity and fairness to students and to taxpayers,
35 neither of whom should be unduly disadvantaged due to differences in
36 the tax bases used to support local levies. Equity and fairness

1 require both an equitable basis for supplemental funding outside basic
2 education and a mechanism for property tax-poor school districts to
3 fairly access supplemental funding. As such, local effort assistance,
4 while also outside the state's obligation for basic education, is
5 another important component of school finance.

6 NEW SECTION. **Sec. 402.** LOCAL FUNDING WORKING GROUP. (1) The
7 office of financial management shall convene a technical working group
8 to develop options for a new system of supplemental school funding
9 through local school levies and local effort assistance, to be
10 implemented beginning in the 2012 calendar year. The system shall have
11 the following characteristics:

12 (a) Local levy authority defined not on a percentage of state and
13 federal funding but on a per-student amount;

14 (b) State-funded matching assistance to equalize a portion of the
15 per-student amount in property tax-poor school districts that
16 demonstrate a level of local effort in authorizing a local levy; and

17 (c) Elimination of historic grandfathering of local levy authority.

18 (2) The local funding working group shall consider the impact on
19 overall school district revenues of the new basic education funding
20 system established under this act and shall recommend a phase-in plan
21 that ensures that no school district suffers a decrease in funding from
22 one school year to the next due to implementation of the new system of
23 supplemental funding.

24 (3) The local funding working group shall be composed of
25 representatives from the office of the superintendent of public
26 instruction, the department of revenue, the legislative evaluation and
27 accountability program committee, educational service district
28 financial managers, and representatives of the Washington association
29 of school business officers, the Washington education association, the
30 Washington association of school administrators, the Washington state
31 school directors' association, and other interested stakeholders with
32 expertise in education finance. The office of financial management may
33 engage technical consultants as needed for revenue forecasts and
34 financial modeling.

35 (4) The work of the local funding working group shall be monitored
36 and overseen by the basic education steering committee under section 3

1 of this act. The working group shall provide updates on its work as
2 requested by the steering committee.

3 (5) The office of financial management shall submit a progress
4 report on the development of the new system of supplemental school
5 funding to the basic education steering committee by November 15, 2009.
6 The progress report shall identify the options being considered for the
7 system and their estimated fiscal impact and any unresolved issues or
8 decisions requiring legislative action during the 2010 legislative
9 session to allow continued development of the system. The office of
10 financial management shall submit a final report with recommendations,
11 estimated fiscal impact, and implementing legislation to the steering
12 committee by September 1, 2010.

13 **Sec. 403.** RCW 84.52.0531 and 1997 c 259 s 2 are each amended to
14 read as follows:

15 LEVIES. The maximum dollar amount which may be levied by or for
16 any school district for maintenance and operation support under the
17 provisions of RCW 84.52.053 shall be determined as follows:

18 (1) For excess levies for collection in calendar year 1997, the
19 maximum dollar amount shall be calculated pursuant to the laws and
20 rules in effect in November 1996.

21 (2) For excess levies for collection in calendar year 1998 and
22 thereafter, the maximum dollar amount shall be the sum of (a) plus or
23 minus (b) and (c) of this subsection (~~minus (d) of this subsection~~):

24 (a) The district's levy base as defined in subsection (3) of this
25 section multiplied by the district's maximum levy percentage as defined
26 in subsection (4) of this section;

27 (b) For districts in a high/nonhigh relationship, the high school
28 district's maximum levy amount shall be reduced and the nonhigh school
29 district's maximum levy amount shall be increased by an amount equal to
30 the estimated amount of the nonhigh payment due to the high school
31 district under RCW 28A.545.030(3) and 28A.545.050 for the school year
32 commencing the year of the levy;

33 (c) For districts in an interdistrict cooperative agreement, the
34 nonresident school district's maximum levy amount shall be reduced and
35 the resident school district's maximum levy amount shall be increased
36 by an amount equal to the per pupil basic education allocation included

1 in the nonresident district's levy base under subsection (3) of this
2 section multiplied by:

3 (i) The number of full-time equivalent students served from the
4 resident district in the prior school year; multiplied by:

5 (ii) The serving district's maximum levy percentage determined
6 under subsection (4) of this section; increased by:

7 (iii) The percent increase per full-time equivalent student as
8 stated in the state basic education appropriation section of the
9 biennial budget between the prior school year and the current school
10 year divided by fifty-five percent((+

11 ~~(d) The district's maximum levy amount shall be reduced by the~~
12 ~~maximum amount of state matching funds for which the district is~~
13 ~~eligible under RCW 28A.500.010)).~~

14 (3) For excess levies for collection in calendar year ((1998 and
15 thereafter)) 2012, a district's levy base shall be the sum of
16 allocations in (a) through (c) of this subsection received by the
17 district for the prior school year, including allocations for
18 compensation increases, plus the sum of such allocations multiplied by
19 the percent increase per full-time equivalent student as stated in the
20 state basic education appropriation section of the biennial budget
21 between the prior school year and the current school year and divided
22 by fifty-five percent. A district's levy base shall not include local
23 school district property tax levies or other local revenues, or state
24 and federal allocations not identified in (a) through (c) of this
25 subsection.

26 (a) The district's basic education allocation as determined
27 pursuant to RCW 28A.150.250, 28A.150.260, and 28A.150.350, as they
28 existed for the 2010-11 school year;

29 (b) State and federal categorical allocations for the following
30 programs:

31 (i) Pupil transportation;

32 (ii) Special education;

33 (iii) Education of highly capable students;

34 (iv) Compensatory education, including but not limited to learning
35 assistance, migrant education, Indian education, refugee programs, and
36 bilingual education;

37 (v) Food services; and

38 (vi) Statewide block grant programs; and

1 (c) Any other federal allocations for elementary and secondary
2 school programs, including direct grants, other than federal impact aid
3 funds and allocations in lieu of taxes.

4 (4) For excess levies for collection in calendar year 2013 and
5 thereafter, a district's levy base shall be the sum of allocations in
6 (a) through (c) of this subsection received by the district for the
7 prior school year, including allocations for compensation increases,
8 plus the sum of such allocations multiplied by the percent increase per
9 full-time equivalent student as stated in the state basic education
10 appropriation section of the biennial budget between the prior school
11 year and the current school year and divided by fifty-five percent. A
12 district's levy base shall not include local school district property
13 tax levies or other local revenues, or state and federal allocations
14 not identified in (a) through (c) of this subsection.

15 (a) The district's basic education allocation as determined
16 pursuant to section 106 of this act, except amounts to fund special
17 education programs, the learning assistance program, and the
18 transitional bilingual instructional program, which are accounted for
19 under (b) of this subsection;

20 (b) State and federal categorical allocations for the following
21 programs:

22 (i) Pupil transportation;

23 (ii) Special education;

24 (iii) Education of highly capable students;

25 (iv) Compensatory education, including but not limited to learning
26 assistance, migrant education, Indian education, refugee programs, and
27 bilingual education;

28 (v) Food services; and

29 (vi) Statewide block grant programs; and

30 (c) Any other federal allocations for elementary and secondary
31 school programs, including direct grants, other than federal impact aid
32 funds and allocations in lieu of taxes.

33 (5) A district's maximum levy percentage shall be twenty-two
34 percent in 1998 and twenty-four percent in 1999 and every year
35 thereafter (~~plus, for qualifying districts, the grandfathered~~
36 ~~percentage determined as follows:~~

37 (a) ~~For 1997, the difference between the district's 1993 maximum~~
38 ~~levy percentage and twenty percent; and~~

1 ~~(b) For 1998 and thereafter, the percentage calculated as follows:~~

2 ~~(i) Multiply the grandfathered percentage for the prior year times~~
3 ~~the district's levy base determined under subsection (3) of this~~
4 ~~section;~~

5 ~~(ii) Reduce the result of (b)(i) of this subsection by any levy~~
6 ~~reduction funds as defined in subsection (5) of this section that are~~
7 ~~to be allocated to the district for the current school year;~~

8 ~~(iii) Divide the result of (b)(ii) of this subsection by the~~
9 ~~district's levy base; and~~

10 ~~(iv) Take the greater of zero or the percentage calculated in~~
11 ~~(b)(iii) of this subsection)).~~

12 ~~((+5))~~ (6) "Levy reduction funds" shall mean increases in state
13 funds from the prior school year for programs included under subsection
14 (3) or (4) of this section: (a) That are not attributable to
15 enrollment changes, compensation increases, or inflationary
16 adjustments; and (b) that are or were specifically identified as levy
17 reduction funds in the appropriations act. If levy reduction funds are
18 dependent on formula factors which would not be finalized until after
19 the start of the current school year, the superintendent of public
20 instruction shall estimate the total amount of levy reduction funds by
21 using prior school year data in place of current school year data.
22 Levy reduction funds shall not include moneys received by school
23 districts from cities or counties.

24 ~~((+6))~~ (7) For the purposes of this section, "prior school year"
25 means the most recent school year completed prior to the year in which
26 the levies are to be collected.

27 ~~((+7))~~ (8) For the purposes of this section, "current school year"
28 means the year immediately following the prior school year.

29 ~~((+8))~~ (9) Funds collected from transportation vehicle fund tax
30 levies shall not be subject to the levy limitations in this section.

31 ~~((+9))~~ (10) The superintendent of public instruction shall
32 ~~((develop))~~ adopt rules ~~((and regulations))~~ and inform school districts
33 of the pertinent data necessary to carry out the provisions of this
34 section.

35 NEW SECTION. Sec. 404. REPEAL OF LOCAL EFFORT ASSISTANCE. The
36 following acts or parts of acts are each repealed:

- 1 (1) RCW 28A.500.010 (Local effort assistance funds--Purpose--Not
2 basic education allocation) and 1999 c 317 s 1, 1997 c 259 s 4, 1993 c
3 410 s 1, 1992 c 49 s 2, & 1987 1st ex.s. c 2 s 102;
- 4 (2) RCW 28A.500.020 (Definitions) and 2004 c 21 s 1 & 1999 c 317 s
5 2;
- 6 (3) RCW 28A.500.030 (Allocation of state matching funds--
7 Determination) and 2006 c 372 s 904, 2006 c 119 s 1, 2005 c 518 s 914,
8 2003 1st sp.s. c 25 s 912, 2002 c 317 s 4, & 1999 c 317 s 3;
- 9 (4) RCW 28A.500.040 (Distribution of funds) and 1999 c 317 s 4; and
10 (5) RCW 28A.500.900 (Effective date--1999 c 317) and 1999 c 317 s
11 5.

12 **Sec. 405.** RCW 28A.185.020 and 1990 c 33 s 168 are each amended to
13 read as follows:

14 HIGHLY CAPABLE ALLOCATION. (1) Supplementary funds as may be
15 provided by the state for ((this program, in accordance with RCW
16 28A.150.370,)) the program for highly capable students shall be
17 categorical funding on an excess cost basis based upon a per student
18 ((amount)) allocation to provide services to highly capable students
19 not to exceed three percent of any district's full-time equivalent
20 enrollment. The amount of supplementary funding for this program shall
21 be established by the legislature in the omnibus appropriations act.
22 The program for highly capable students shall not be considered part of
23 the program of basic education as defined under section 101 of this
24 act.

25 (2) It is the intent of the legislature that the per student
26 allocation for this program be calculated for each school district
27 based on costs to provide classroom teachers and maintenance, supplies,
28 and operating costs in prototypical schools as described under section
29 106 of this act and provide for the following supplemental instruction:

30 (a) An extended school day for a prototypical school of two
31 instructional hours per week with an average class size of five
32 students;

33 (b) An extended school year for a prototypical school of ten
34 instructional hours per week for four weeks with an average class size
35 of five students; and

36 (c) A per student allocation for maintenance, supplies, and
37 operating costs as provided in the omnibus appropriations act.

1 (3) The distribution formula under this section shall be for
2 allocation purposes only.

3 **Sec. 406.** RCW 28B.102.040 and 2008 c 170 s 306 are each amended to
4 read as follows:

5 TEACHER CONDITIONAL SCHOLARSHIPS. (1) The board may select
6 participants based on an application process conducted by the board or
7 the board may utilize selection processes for similar students in
8 cooperation with the professional educator standards board or the
9 office of the superintendent of public instruction.

10 (2) If the board selects participants for the program, it shall
11 establish a selection committee for screening and selecting recipients
12 of the conditional scholarships. The criteria shall emphasize factors
13 demonstrating excellence including but not limited to superior
14 scholastic achievement, leadership ability, community contributions,
15 bilingual ability, willingness to commit to providing teaching service
16 in shortage areas, and an ability to act as a role model for students.
17 Priority will be given to individuals seeking certification or an
18 additional endorsement in math, science, technology education,
19 (~~agricultural education, business and marketing education, family and~~
20 ~~consumer science education, or~~) special education, bilingual
21 education, or English as a second language instruction.

22 NEW SECTION. **Sec. 407.** REPEAL OF STUDENT ACHIEVEMENT FUND. The
23 following acts or parts of acts are each repealed:

24 (1) RCW 28A.505.210 (Student achievement funds--Use and accounting
25 of funds--Public hearing--Report) and 2005 c 497 s 105 & 2001 c 3 s 3;

26 (2) RCW 28A.505.220 (Student achievement funds--Allocations) and
27 2008 c 170 s 401 & 2005 c 514 s 1103;

28 (3) RCW 28A.150.380 (Appropriations by legislature) and 2001 c 3 s
29 10, 1995 c 335 s 103, 1990 c 33 s 115, 1980 c 6 s 3, & 1969 ex.s. c 223
30 s 28A.41.050; and

31 (4) RCW 84.52.068 (State levy--Distribution to school districts)
32 and 2005 c 514 s 1104, 2003 1st sp.s. c 19 s 1, & 2001 c 3 s 5.

33 **Sec. 408.** RCW 84.52.067 and 2001 c 3 s 7 are each amended to read
34 as follows:

35 STUDENT ACHIEVEMENT FUND. All property taxes levied by the state

1 for the support of common schools shall be paid into the general fund
2 of the state treasury as provided in RCW 84.56.280(~~(, except for the~~
3 ~~amounts collected under RCW 84.52.068 which shall be directly deposited~~
4 ~~into the student achievement fund and distributed to school districts~~
5 ~~as provided in RCW 84.52.068))~~).

6 **Sec. 409.** RCW 83.100.230 and 2008 c 329 s 924 are each amended to
7 read as follows:

8 STUDENT ACHIEVEMENT FUND. The education legacy trust account is
9 created in the state treasury. Money in the account may be spent only
10 after appropriation. Expenditures from the account may be used only
11 for (~~deposit into the student achievement fund and for~~) expanding
12 access to higher education through funding for new enrollments and
13 financial aid, and other educational improvement efforts. (~~During the~~
14 ~~2007-2009 fiscal biennium,~~) Moneys in the account may also be
15 transferred into the state general fund.

16 **PART V**
17 **GENERAL PROVISIONS--PROGRAM OF BASIC EDUCATION**

18 NEW SECTION. **Sec. 501.** RULE-MAKING AUTHORITY. (1) The
19 superintendent of public instruction is authorized to adopt such rules
20 and require such reports as may be necessary for administration of this
21 chapter and RCW 28A.300.170.

22 (2) The superintendent of public instruction shall make every
23 effort to reduce the amount of paperwork required in administration of
24 this chapter and RCW 28A.300.170 to simplify the application,
25 monitoring, and evaluation processes used; to eliminate all duplicative
26 requests for information from local school districts; and to make every
27 effort to integrate and standardize information requests for other
28 state education acts and federal aid to education acts administered by
29 the superintendent of public instruction so as to reduce paperwork
30 requirements and duplicative information requests.

31 **Sec. 502.** RCW 28A.150.350 and 1990 c 33 s 112 are each amended to
32 read as follows:

33 PART-TIME STUDENTS. (1) For purposes of this section, the
34 following definitions shall apply:

1 (a) "Private school student" shall mean any student enrolled full
2 time in a private school;

3 (b) "School" shall mean any primary, secondary or vocational
4 school;

5 (c) "School funding authority" shall mean any nonfederal
6 governmental authority which provides moneys to common schools;

7 (d) "Part-time student" shall mean and include: Any student
8 enrolled in a course of instruction in a private school and taking
9 courses at and/or receiving ancillary services offered by any public
10 school not available in such private school; or any student who is not
11 enrolled in a private school and is receiving home-based instruction
12 under RCW 28A.225.010 which instruction includes taking courses at or
13 receiving ancillary services from the local school district or both; or
14 any student involved in any work training program and taking courses in
15 any public school, which work training program is approved by the
16 school board of the district in which such school is located.

17 (2) The board of directors of any school district is authorized
18 and, in the same manner as for other public school students, shall
19 permit the enrollment of and provide ancillary services for part-time
20 students: PROVIDED, That this section shall only apply to part-time
21 students who would be otherwise eligible for full-time enrollment in
22 the school district.

23 (3) The superintendent of public instruction shall recognize the
24 costs to each school district occasioned by enrollment of and/or
25 ancillary services provided for part-time students authorized by
26 subsection (2) of this section and shall include such costs in the
27 distribution of funds to school districts pursuant to ((RCW
28 ~~28A.150.260~~)) section 106 of this act. Each school district shall be
29 reimbursed for the costs or a portion thereof, occasioned by attendance
30 of and/or ancillary services provided for part-time students on a part-
31 time basis, by the superintendent of public instruction, according to
32 law.

33 (4) Each school funding authority shall recognize the costs
34 occasioned to each school district by enrollment of and ancillary
35 services provided for part-time students authorized by subsection (2)
36 of this section, and shall include said costs in funding the activities
37 of said school districts.

1 (~~(5) The superintendent of public instruction is authorized to~~
2 ~~adopt rules and regulations to carry out the purposes of RCW~~
3 ~~28A.150.260 and 28A.150.350.)~~)

4 **Sec. 503.** RCW 28A.150.290 and 1992 c 141 s 504 are each amended to
5 read as follows:

6 EMERGENCIES. (1) (~~The superintendent of public instruction shall~~
7 ~~have the power and duty to make such rules and regulations as are~~
8 ~~necessary for the proper administration of this chapter and RCW~~
9 ~~28A.160.150 through 28A.160.220, 28A.300.170, and 28A.500.010 not~~
10 ~~inconsistent with the provisions thereof, and in addition to require~~
11 ~~such reports as may be necessary to carry out his or her duties under~~
12 ~~this chapter and RCW 28A.160.150 through 28A.160.220, 28A.300.170, and~~
13 ~~28A.500.010.~~

14 ~~(2))~~) The superintendent of public instruction shall have the
15 authority to (~~make~~) adopt rules (~~and regulations~~) which establish
16 the terms and conditions for allowing school districts to receive state
17 basic education moneys as provided in (~~RCW 28A.150.250~~) section 106
18 of this act when said districts are unable to fulfill for one or more
19 schools as officially scheduled the requirement of a full school year
20 of one hundred eighty days or the (~~annual average total~~) minimum
21 instructional hour offering imposed by (~~RCW 28A.150.220 and~~
22 ~~28A.150.260~~) section 104 of this act due to one or more of the
23 following conditions:

24 (a) An unforeseen natural event, including, but not necessarily
25 limited to, a fire, flood, explosion, storm, earthquake, epidemic, or
26 volcanic eruption that has the direct or indirect effect of rendering
27 one or more school district facilities unsafe, unhealthy, inaccessible,
28 or (~~inoperable~~) inoperative; and

29 (b) An unforeseen mechanical failure or an unforeseen action or
30 inaction by one or more persons, including negligence and threats, that
31 (i) is beyond the control of both a school district board of directors
32 and its employees and (ii) has the direct or indirect effect of
33 rendering one or more school district facilities unsafe, unhealthy,
34 inaccessible, or (~~inoperable~~) inoperative. Such actions, inactions
35 or mechanical failures may include, but are not necessarily limited to,
36 arson, vandalism, riots, insurrections, bomb threats, bombings, delays
37 in the scheduled completion of construction projects, and the

1 discontinuance or disruption of utilities such as heating, lighting,
2 and water: PROVIDED, That an unforeseen action or inaction shall not
3 include any labor dispute between a school district board of directors
4 and any employee of the school district.

5 (2) A condition is foreseeable for the purposes of this subsection
6 to the extent a reasonably prudent person would have anticipated prior
7 to August first of the preceding school year that the condition
8 probably would occur during the ensuing school year because of the
9 occurrence of an event or a circumstance which existed during such
10 preceding school year or a prior school year. A board of directors of
11 a school district is deemed for the purposes of this subsection to have
12 knowledge of events and circumstances which are a matter of common
13 knowledge within the school district and of those events and
14 circumstances which can be discovered upon prudent inquiry or
15 inspection.

16 ~~((3) The superintendent of public instruction shall make every
17 effort to reduce the amount of paperwork required in administration of
18 this chapter and RCW 28A.160.150 through 28A.160.220, 28A.300.170, and
19 28A.500.010; to simplify the application, monitoring and evaluation
20 processes used; to eliminate all duplicative requests for information
21 from local school districts; and to make every effort to integrate and
22 standardize information requests for other state education acts and
23 federal aid to education acts administered by the superintendent of
24 public instruction so as to reduce paperwork requirements and
25 duplicative information requests.))~~

26 **Sec. 504.** RCW 28A.150.400 and 1990 c 33 s 117 are each amended to
27 read as follows:

28 FUNDING FACTORS. State and county funds which may become due and
29 apportionable to school districts shall be apportioned in such a manner
30 that any apportionment factors used shall utilize data and statistics
31 derived in the school year that such funds are paid: PROVIDED, That
32 the superintendent of public instruction may make necessary
33 administrative provision for the use of estimates, and corresponding
34 adjustments to the extent necessary: PROVIDED FURTHER, That as to
35 those revenues used in determining the amount of state funds to be
36 apportioned to school districts pursuant to ~~((RCW 28A.150.250))~~ section
37 105 of this act, any apportionment factors shall utilize data and

1 statistics derived in an annual period established pursuant to rules
2 (~~and regulations promulgated~~) adopted by the superintendent of public
3 instruction in cooperation with the department of revenue.

4 **Sec. 505.** RCW 28A.150.275 and 1995 c 77 s 4 are each amended to
5 read as follows:

6 TECHNICAL COLLEGE PROGRAMS. The basic education (~~allocation,~~
7 ~~including applicable vocational entitlements and special education~~
8 ~~program money,~~) core instructional allocation generated under section
9 106 of this act, plus the special education excess cost allocation
10 generated under (~~this chapter~~) section 107 of this act and under
11 state appropriation acts by school districts for students enrolled in
12 a technical college program established by an interlocal agreement
13 under RCW 28B.50.533 shall be allocated in amounts as determined by the
14 superintendent of public instruction to the serving college rather than
15 to the school district, unless the college chooses to continue to
16 receive the allocations through the school districts. This section
17 does not apply to students enrolled in the running start program
18 established in RCW 28A.600.310.

19 **Sec. 506.** RCW 28A.150.310 and 2002 c 291 s 2 are each amended to
20 read as follows:

21 YOUTH CHALLENGE PROGRAM. Basic and nonbasic education funding,
22 including applicable (~~vocational entitlements~~) career and technical
23 education enhancements and special education program money, generated
24 under (~~this~~) chapter 28A.--- RCW (created in section 702 of this act)
25 and under state appropriations acts shall be allocated directly to the
26 military department for a national guard youth challenge program for
27 students earning high school graduation credit under RCW
28 (~~28A.305.170~~) 28A.300.165. Funding shall be provided based on
29 statewide average rates for basic education, special education,
30 categorical, and block grant programs as determined by the office of
31 the superintendent of public instruction. The monthly full-time
32 equivalent enrollment reported for students enrolled in the national
33 guard youth challenge program shall be based on one full-time
34 equivalent for every one hundred student hours of scheduled instruction
35 eligible for high school graduation credit. The office of the

1 superintendent of public instruction, in consultation with the military
2 department, shall adopt such rules as are necessary to implement this
3 section.

4 **Sec. 507.** RCW 28A.150.230 and 2006 c 263 s 201 are each amended to
5 read as follows:

6 RESPONSIBILITIES OF SCHOOL BOARDS. (1) It is the intent and
7 purpose of this section to guarantee that each common school district
8 board of directors, whether or not acting through its respective
9 administrative staff, be held accountable for the proper operation of
10 their district to the local community and its electorate. In
11 accordance with the provisions of Title 28A RCW, as now or hereafter
12 amended, each common school district board of directors shall be vested
13 with the final responsibility for the setting of policies ensuring
14 quality in the content and extent of its educational program and that
15 such program provide students with the opportunity to achieve those
16 skills which are generally recognized as requisite to learning.

17 (2) In conformance with the provisions of Title 28A RCW, as now or
18 hereafter amended, it shall be the responsibility of each common school
19 district board of directors to adopt policies to:

20 (a) Establish performance criteria and an evaluation process for
21 its certificated personnel, including administrative staff, and for all
22 programs constituting a part of such district's curriculum;

23 (b) Determine the final assignment of staff, certificated or
24 classified, according to board enumerated classroom and program needs;

25 (c) Determine the amount of instructional hours necessary for any
26 student to acquire a quality education in such district, in not less
27 than an amount otherwise required in RCW (~~28A.150.220~~) section 104 of
28 this act, or rules of the state board of education;

29 (d) Determine the allocation of staff time, whether certificated or
30 classified;

31 (e) Establish final curriculum standards consistent with law and
32 rules of the superintendent of public instruction, relevant to the
33 particular needs of district students or the unusual characteristics of
34 the district, and ensuring a quality education for each student in the
35 district; and

36 (f) Evaluate teaching materials, including text books, teaching

1 aids, handouts, or other printed material, in public hearing upon
2 complaint by parents, guardians or custodians of students who consider
3 dissemination of such material to students objectionable.

4 **Sec. 508.** RCW 28A.165.005 and 2004 c 20 s 1 are each amended to
5 read as follows:

6 LAP ADJUSTMENTS. (~~The learning assistance program requirements~~
7 ~~in~~) This chapter ((are)) is designed to: (1) Promote the use of
8 assessment data when developing programs to assist underachieving
9 students; and (2) guide school districts in providing the most
10 effective and efficient practices when implementing (~~programs~~)
11 supplemental instruction and services to assist underachieving
12 students. (~~Further, this chapter provides the means by which a school~~
13 ~~district becomes eligible for learning assistance program funds and the~~
14 ~~distribution of those funds.))~~

15 **Sec. 509.** RCW 28A.165.015 and 2004 c 20 s 2 are each amended to
16 read as follows:

17 LAP ADJUSTMENTS. Unless the context clearly indicates otherwise
18 the definitions in this section apply throughout this chapter.

19 (1) "Approved program" means a program submitted to and approved by
20 the office of the superintendent of public instruction and conducted
21 pursuant to the plan that addresses the required elements as provided
22 for in this chapter.

23 (2) "Basic skills areas" means reading, writing, and mathematics as
24 well as readiness associated with these skills.

25 (3) "Participating student" means a student in kindergarten through
26 grade (~~eleven who scores below standard for his or her grade level on~~
27 ~~the statewide assessments and who is identified in the approved plan to~~
28 ~~receive services. Beginning with the 2007-2008 school year,~~
29 ~~"participating student" means a student in kindergarten through grade~~)
30 twelve who scores below standard for his or her grade level on the
31 statewide assessments and who is identified in the approved plan to
32 receive services.

33 (4) "Statewide assessments" means one or more of the several basic
34 skills assessments administered as part of the state's student
35 assessment system, and assessments in the basic skills areas
36 administered by local school districts.

1 (5) "Underachieving students" means students with the greatest
2 academic deficits in basic skills as identified by the statewide
3 assessments.

4 **Sec. 510.** RCW 28A.165.055 and 2008 c 321 s 10 are each amended to
5 read as follows:

6 LAP ADJUSTMENTS. ~~((+1))~~ Each school district with an approved
7 program is eligible for state funds provided for the learning
8 assistance program. The funds shall be appropriated for the learning
9 assistance program in accordance with section 106 of this act and the
10 ~~((biennial))~~ omnibus appropriations act. The distribution formula is
11 for school district allocation purposes only, but funds appropriated
12 for the learning assistance program must be expended for the purposes
13 of RCW 28A.165.005 through 28A.165.065. ~~((The distribution formula~~
14 ~~shall be based on one or more family income factors measuring economic~~
15 ~~need.~~

16 ~~(2) In addition to the funds allocated to eligible school districts~~
17 ~~on the basis of family income factors, enhanced funds shall be~~
18 ~~allocated for school districts where more than twenty percent of~~
19 ~~students are eligible for and enrolled in the transitional bilingual~~
20 ~~instruction program under chapter 28A.180 RCW as provided in this~~
21 ~~subsection. The enhanced funding provided in this subsection shall~~
22 ~~take effect beginning in the 2008-09 school year.~~

23 ~~(a) If, in the prior school year, a district's percent of October~~
24 ~~headcount student enrollment in grades kindergarten through twelve who~~
25 ~~are enrolled in the transitional bilingual instruction program, based~~
26 ~~on an average of the program headcount taken in October and May,~~
27 ~~exceeds twenty percent, twenty percent shall be subtracted from the~~
28 ~~district's percent transitional bilingual instruction program~~
29 ~~enrollment and the resulting percent shall be multiplied by the~~
30 ~~district's kindergarten through twelve annual average full-time~~
31 ~~equivalent enrollment for the prior school year.~~

32 ~~(b) The number calculated under (a) of this subsection shall be the~~
33 ~~number of additional funded students for purposes of this subsection,~~
34 ~~to be multiplied by the per-funded student allocation rates specified~~
35 ~~in the omnibus appropriations act.~~

36 ~~(c) School districts are only eligible for the enhanced funds under~~

1 ~~this subsection if their percentage of October headcount enrollment in~~
2 ~~grades kindergarten through twelve eligible for free or reduced price~~
3 ~~lunch exceeded forty percent in the prior school year.))~~

4 **Sec. 511.** RCW 28A.180.010 and 1990 c 33 s 163 are each amended to
5 read as follows:

6 TBIP ADJUSTMENTS. RCW 28A.180.010 through 28A.180.080 shall be
7 known and cited as "the transitional bilingual instruction act." The
8 legislature finds that there are large numbers of children who come
9 from homes where the primary language is other than English. The
10 legislature finds that a transitional bilingual education program can
11 meet the needs of these children. Pursuant to the policy of this state
12 to insure equal educational opportunity to every child in this state,
13 it is the purpose of RCW 28A.180.010 through 28A.180.080 to provide for
14 the implementation of transitional bilingual education programs in the
15 public schools(~~(, and to provide supplemental financial assistance to~~
16 ~~school districts to meet the extra costs of these programs))~~).

17 **Sec. 512.** RCW 28A.180.080 and 1995 c 335 s 601 are each amended to
18 read as follows:

19 TBIP ADJUSTMENTS. (~~The superintendent of public instruction shall~~
20 ~~prepare and submit biennially to the governor and the legislature a~~
21 ~~budget request for bilingual instruction programs.)) Moneys
22 appropriated by the legislature for the purposes of RCW 28A.180.010
23 through 28A.180.080 shall be allocated by the superintendent of public
24 instruction to school districts for the sole purpose of operating an
25 approved bilingual instruction program(~~(; priorities for funding shall~~
26 ~~exist for the early elementary grades. No moneys shall be allocated~~
27 ~~pursuant to this section to fund more than three school years of~~
28 ~~bilingual instruction for each eligible pupil within a district:~~
29 ~~PROVIDED, That such moneys may be allocated to fund more than three~~
30 ~~school years of bilingual instruction for any pupil who fails to~~
31 ~~demonstrate improvement in English language skills adequate to remove~~
32 ~~impairment of learning when taught only in English. The superintendent~~
33 ~~of public instruction shall set standards and approve a test for the~~
34 ~~measurement of such English language skills))~~).~~

1 **Sec. 513.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each
2 amended to read as follows:

3 TBIP ADJUSTMENTS. The superintendent of public instruction shall
4 develop an evaluation system designed to measure increases in the
5 English and academic proficiency of eligible pupils. When developing
6 the system, the superintendent shall:

7 (1) Require school districts to assess potentially eligible pupils
8 within ten days of registration using an English proficiency assessment
9 or assessments as specified by the superintendent of public
10 instruction. Results of these assessments shall be made available to
11 both the superintendent of public instruction and the school district;

12 (2) Require school districts to annually assess all eligible pupils
13 at the end of the school year using an English proficiency assessment
14 or assessments as specified by the superintendent of public
15 instruction. Results of these assessments shall be made available to
16 both the superintendent of public instruction and the school district;
17 and

18 (3) Develop a system to evaluate increases in the English and
19 academic proficiency of students who are, or were, eligible pupils.
20 This evaluation shall include students when they are in the program and
21 after they exit the program until they finish their K-12 career or
22 transfer from the school district. The purpose of the evaluation
23 system is to inform schools, school districts, parents, and the state
24 of the effectiveness of the transitional bilingual programs in school
25 and school districts in teaching these students English and other
26 content areas, such as mathematics and writing(~~(+and~~

27 ~~(4) Report to the education and fiscal committees of the~~
28 ~~legislature by November 1, 2002, regarding the development of the~~
29 ~~systems described in this section and a timeline for the full~~
30 ~~implementation of those systems. The legislature shall approve and~~
31 ~~provide funding for the evaluation system in subsection (3) of this~~
32 ~~section before any implementation of the system developed under~~
33 ~~subsection (3) of this section may occur)).~~

34 **Sec. 514.** RCW 28A.600.310 and 2005 c 125 s 1 are each amended to
35 read as follows:

36 RUNNING START ALLOCATION. (1) Eleventh and twelfth grade students
37 or students who have not yet received the credits required for the

1 award of a high school diploma and are eligible to be in the eleventh
2 or twelfth grades may apply to a participating institution of higher
3 education to enroll in courses or programs offered by the institution
4 of higher education. A student receiving home-based instruction
5 enrolling in a public high school for the sole purpose of participating
6 in courses or programs offered by institutions of higher education
7 shall not be counted by the school district in any required state or
8 federal accountability reporting if the student's parents or guardians
9 filed a declaration of intent to provide home-based instruction and the
10 student received home-based instruction during the school year before
11 the school year in which the student intends to participate in courses
12 or programs offered by the institution of higher education. Students
13 receiving home-based instruction under chapter 28A.200 RCW and students
14 attending private schools approved under chapter 28A.195 RCW shall not
15 be required to meet the student learning goals, obtain a certificate of
16 academic achievement or a certificate of individual achievement to
17 graduate from high school, or to master the essential academic learning
18 requirements. However, students are eligible to enroll in courses or
19 programs in participating universities only if the board of directors
20 of the student's school district has decided to participate in the
21 program. Participating institutions of higher education, in
22 consultation with school districts, may establish admission standards
23 for these students. If the institution of higher education accepts a
24 secondary school pupil for enrollment under this section, the
25 institution of higher education shall send written notice to the pupil
26 and the pupil's school district within ten days of acceptance. The
27 notice shall indicate the course and hours of enrollment for that
28 pupil.

29 (2) The pupil's school district shall transmit to the institution
30 of higher education an amount per each full-time equivalent college
31 student at statewide uniform rates for vocational and nonvocational
32 students. The superintendent of public instruction shall separately
33 calculate and allocate moneys appropriated (~~(for basic education under~~
34 ~~RCW 28A.150.260)~~) under section 106 of this act to school districts for
35 purposes of making such payments and for granting school districts
36 seven percent thereof to offset program related costs. The
37 calculations and allocations shall be based upon the estimated
38 statewide annual average per full-time equivalent high school student

1 basic education core instructional allocations under ((RCW
2 ~~28A.150.260~~)) section 106 of this act, excluding small high school
3 enhancements, and applicable rules adopted under chapter 34.05 RCW.
4 The superintendent of public instruction, the higher education
5 coordinating board, and the state board for community and technical
6 colleges shall consult on the calculation and distribution of the
7 funds. The institution of higher education shall not require the pupil
8 to pay any other fees. The funds received by the institution of higher
9 education from the school district shall not be deemed tuition or
10 operating fees and may be retained by the institution of higher
11 education. A student enrolled under this subsection shall not be
12 counted for the purpose of determining any enrollment restrictions
13 imposed by the state on the institution of higher education.

14 **Sec. 515.** RCW 28A.600.405 and 2007 c 355 s 4 are each amended to
15 read as follows:

16 HIGH SCHOOL COMPLETION OPTION ALLOCATION. (1) For purposes of this
17 section and RCW 28B.50.534, "eligible student" means a student who has
18 completed all state and local high school graduation requirements
19 except the certificate of academic achievement under RCW 28A.655.061 or
20 the certificate of individual achievement under RCW 28A.155.045, who is
21 less than age twenty-one as of September 1st of the academic year the
22 student enrolls at a community and technical college under this
23 section, and who meets the following criteria:

24 (a) Receives a level 2 (basic) score on the reading and writing
25 content areas of the high school Washington assessment of student
26 learning;

27 (b) Has not successfully met state standards on a retake of the
28 assessment or an alternative assessment;

29 (c) Has participated in assessment remediation; and

30 (d) Receives a recommendation to enroll in courses or a program of
31 study made available under RCW 28B.50.534 from his or her high school
32 principal.

33 (2) An eligible student may enroll in courses or a program of study
34 made available by a community or technical college participating in the
35 pilot program created under RCW 28B.50.534 for the purpose of obtaining
36 a high school diploma.

1 (3) For eligible students in courses or programs delivered directly
2 by the community or technical college participating in the pilot
3 program under RCW 28B.50.534 and only for enrollment in courses that
4 lead to a high school diploma, the superintendent of public instruction
5 shall transmit to the colleges participating in the pilot program an
6 amount per each full-time equivalent college student at statewide
7 uniform rates. The amount shall be the sum of (a), (b), and (c)(~~, and~~
8 ~~(d)~~) of this subsection, as applicable.

9 (a) The superintendent shall separately calculate and allocate
10 moneys appropriated (~~for basic education under RCW 28A.150.260~~) under
11 section 106 of this act for purposes of making payments under this
12 section. The calculations and allocations shall be based upon the
13 estimated statewide annual average per full-time equivalent high school
14 student basic education core instructional allocations under (~~RCW~~
15 ~~28A.150.260~~) section 106 of this act, excluding small high school
16 enhancements, and applicable rules adopted under chapter 34.05 RCW.

17 (b) The superintendent shall allocate an amount equal to the per
18 funded student state allocation for the learning assistance program
19 under chapter 28A.165 RCW for each full-time equivalent college student
20 or a pro rata amount for less than full-time enrollment.

21 (~~(c) (The superintendent shall allocate an amount equal to the per~~
22 ~~full-time equivalent student allocation for the student achievement~~
23 ~~program under RCW 28A.505.210 for each full-time equivalent college~~
24 ~~student or a pro rata amount for less than full-time enrollment.~~

25 ~~(d)~~) For eligible students who meet eligibility criteria for the
26 state transitional bilingual instruction program under chapter 28A.180
27 RCW, the superintendent shall allocate an amount equal to the per
28 student state allocation for the transitional bilingual instruction
29 program or a pro rata amount for less than full-time enrollment.

30 (4) The superintendent may adopt rules establishing enrollment
31 reporting, recordkeeping, and accounting requirements necessary to
32 ensure accountability for the use of basic education, learning
33 assistance, and transitional bilingual program funds under this section
34 for the pilot program created under RCW 28B.50.534.

35 (5) All school districts in the geographic area of the two
36 community and technical colleges selected pursuant to section 8,
37 chapter 355, Laws of 2007 to participate in the pilot program shall

1 provide information about the high school completion option under RCW
2 28B.50.534 to students in grades ten, eleven, and twelve and the
3 parents or guardians of those students.

4 **Sec. 516.** RCW 28A.320.190 and 2008 c 321 s 3 are each amended to
5 read as follows:

6 EXTENDED LEARNING OPPORTUNITIES. (1) The extended learning
7 opportunities program is created for eligible eleventh and twelfth
8 grade students who are not on track to meet local or state graduation
9 requirements as well as eighth grade students who may not be on track
10 to meet the standard on the Washington assessment of student learning
11 or need additional assistance in order to have the opportunity for a
12 successful entry into high school. The program shall provide early
13 notification of graduation status and information on education
14 opportunities including preapprenticeship programs that are available.

15 (2) Under the extended learning opportunities program, districts
16 shall make available to students in grade twelve who have failed to
17 meet one or more local or state graduation requirements the option of
18 continuing enrollment in the school district in accordance with RCW
19 28A.225.160. Districts are authorized to use basic education program
20 funding to provide instruction to eligible students under ((RCW
21 28A.150.220(3))) section 104(2) of this act.

22 (3) Under the extended learning ((~~opportunities~~)) opportunities
23 program, instructional services for eligible students can occur during
24 the regular school day, evenings, on weekends, or at a time and
25 location deemed appropriate by the school district, including the
26 educational service district, in order to meet the needs of these
27 students. Instructional services provided under this section do not
28 include services offered at private schools. Instructional services
29 can include, but are not limited to, the following:

30 (a) Individual or small group instruction;

31 (b) Instruction in English language arts and/or mathematics that
32 eligible students need to pass all or part of the Washington assessment
33 of student learning;

34 (c) Attendance in a public high school or public alternative school
35 classes or at a skill center;

36 (d) Inclusion in remediation programs, including summer school;

37 (e) Language development instruction for English language learners;

1 (f) Online curriculum and instructional support, including programs
2 for credit retrieval and Washington assessment of student learning
3 preparatory classes; and

4 (g) Reading improvement specialists available at the educational
5 service districts to serve eighth, eleventh, and twelfth grade
6 educators through professional development in accordance with RCW
7 28A.415.350. The reading improvement specialist may also provide
8 direct services to eligible students and those students electing to
9 continue a fifth year in a high school program who are still struggling
10 with basic reading skills.

11 **Sec. 517.** RCW 28A.195.010 and 2004 c 19 s 106 are each amended to
12 read as follows:

13 PRIVATE SCHOOLS. The legislature hereby recognizes that private
14 schools should be subject only to those minimum state controls
15 necessary to insure the health and safety of all the students in the
16 state and to insure a sufficient basic education to meet usual
17 graduation requirements. The state, any agency or official thereof,
18 shall not restrict or dictate any specific educational or other
19 programs for private schools except as hereinafter in this section
20 provided.

21 Principals of private schools or superintendents of private school
22 districts shall file each year with the state superintendent of public
23 instruction a statement certifying that the minimum requirements
24 hereinafter set forth are being met, noting any deviations. After
25 review of the statement, the state superintendent will notify schools
26 or school districts of those deviations which must be corrected. In
27 case of major deviations, the school or school district may request and
28 the state board of education may grant provisional status for one year
29 in order that the school or school district may take action to meet the
30 requirements. The state board of education shall not require private
31 school students to meet the student learning goals, obtain a
32 certificate of academic achievement, or a certificate of individual
33 achievement to graduate from high school, to master the essential
34 academic learning requirements, or to be assessed pursuant to RCW
35 28A.655.061. However, private schools may choose, on a voluntary
36 basis, to have their students master these essential academic learning

1 requirements, take the assessments, and obtain a certificate of
2 academic achievement or a certificate of individual achievement.
3 Minimum requirements shall be as follows:

4 (1) The minimum school year for instructional purposes shall
5 consist of no less than one hundred eighty school days or the
6 equivalent in annual minimum (~~(program)~~) instructional hour offerings
7 (~~(as prescribed in RCW 28A.150.220)~~), with a schoolwide annual average
8 total instructional hour offering of one thousand hours for students
9 enrolled in grades one through twelve, and at least four hundred fifty
10 hours for students enrolled in kindergarten.

11 (2) The school day shall be the same as (~~that required in RCW~~
12 ~~28A.150.030 and 28A.150.220, except that the percentages of total~~
13 ~~program hour offerings as prescribed in RCW 28A.150.220 for basic~~
14 ~~skills, work skills, and optional subjects and activities shall not~~
15 ~~apply to private schools or private sectarian schools~~) defined in
16 section 102 of this act.

17 (3) All classroom teachers shall hold appropriate Washington state
18 certification except as follows:

19 (a) Teachers for religious courses or courses for which no
20 counterpart exists in public schools shall not be required to obtain a
21 state certificate to teach those courses.

22 (b) In exceptional cases, people of unusual competence but without
23 certification may teach students so long as a certified person
24 exercises general supervision. Annual written statements shall be
25 submitted to the office of the superintendent of public instruction
26 reporting and explaining such circumstances.

27 (4) An approved private school may operate an extension program for
28 parents, guardians, or persons having legal custody of a child to teach
29 children in their custody. The extension program shall require at a
30 minimum that:

31 (a) The parent, guardian, or custodian be under the supervision of
32 an employee of the approved private school who is certified under
33 chapter 28A.410 RCW;

34 (b) The planning by the certified person and the parent, guardian,
35 or person having legal custody include objectives consistent with this
36 subsection and subsections (1), (2), (5), (6), and (7) of this section;

37 (c) The certified person spend a minimum average each month of one

1 contact hour per week with each student under his or her supervision
2 who is enrolled in the approved private school extension program;

3 (d) Each student's progress be evaluated by the certified person;
4 and

5 (e) The certified employee shall not supervise more than thirty
6 students enrolled in the approved private school's extension program.

7 (5) Appropriate measures shall be taken to safeguard all permanent
8 records against loss or damage.

9 (6) The physical facilities of the school or district shall be
10 adequate to meet the program offered by the school or district:
11 PROVIDED, That each school building shall meet reasonable health and
12 fire safety requirements. A residential dwelling of the parent,
13 guardian, or custodian shall be deemed to be an adequate physical
14 facility when a parent, guardian, or person having legal custody is
15 instructing his or her child under subsection (4) of this section.

16 (7) Private school curriculum shall include instruction of the
17 basic skills of occupational education, science, mathematics, language,
18 social studies, history, health, reading, writing, spelling, and the
19 development of appreciation of art and music, all in sufficient units
20 for meeting state board of education graduation requirements.

21 (8) Each school or school district shall be required to maintain
22 up-to-date policy statements related to the administration and
23 operation of the school or school district.

24 All decisions of policy, philosophy, selection of books, teaching
25 material, curriculum, except as in subsection (7) of this section
26 provided, school rules and administration, or other matters not
27 specifically referred to in this section, shall be the responsibility
28 of the administration and administrators of the particular private
29 school involved.

30 **Sec. 518.** RCW 28A.225.200 and 1990 c 33 s 234 are each amended to
31 read as follows:

32 EDUCATION BY OTHER DISTRICTS. (1) A local district may be
33 authorized by the educational service district superintendent to
34 transport and educate its pupils in other districts for one year,
35 either by payment of a compensation agreed upon by such school
36 districts, or under other terms mutually satisfactory to the districts
37 concerned when this will afford better educational facilities for the

1 pupils and when a saving may be effected in the cost of education(~~(+~~
2 ~~PROVIDED, That~~)). Notwithstanding any other provision of law, the
3 amount to be paid by the state to the resident school district for
4 apportionment purposes and otherwise payable pursuant to ((RCW
5 ~~28A.150.100, 28A.150.250 through 28A.150.290, 28A.150.350 through~~
6 ~~28A.150.410)) sections 105 through 108 and 112 of this act, RCW
7 28A.150.280, 28A.150.290 (as recodified by this act), 28A.150.350 (as
8 recodified by this act), 28A.150.400 (as recodified by this act),
9 sections 204, 207, and 209 of this act, 28A.160.150 through
10 28A.160.200, ((28A.160.220)) 28A.300.035, and 28A.300.170((, and
11 ~~28A.500.010))~~ shall not be greater than the regular apportionment for
12 each high school student of the receiving district. Such authorization
13 may be extended for an additional year at the discretion of the
14 educational service district superintendent.~~

15 (2) Subsection (1) of this section shall not apply to districts
16 participating in a cooperative project established under RCW
17 28A.340.030 which exceeds two years in duration.

18 NEW SECTION. Sec. 519. The following acts or parts of acts are
19 each repealed:

20 (1) RCW 28A.150.030 (School day) and 1971 ex.s. c 161 s 1 & 1969
21 ex.s. c 223 s 28A.01.010;

22 (2) RCW 28A.150.205 (Definition) and 1992 c 141 s 502;

23 (3) RCW 28A.150.060 (Certificated employee) and 2005 c 497 s 212,
24 1990 c 33 s 102, 1977 ex.s. c 359 s 17, 1975 1st ex.s. c 288 s 21, &
25 1973 1st ex.s. c 105 s 1;

26 (4) RCW 28A.150.100 (Basic education certificated instructional
27 staff--Definition--Ratio to students) and 1990 c 33 s 103 & 1987 1st
28 ex.s. c 2 s 203;

29 (5) RCW 28A.150.040 (School year--Beginning--End) and 1990 c 33 s
30 101, 1982 c 158 s 5, 1977 ex.s. c 286 s 1, 1975-'76 2nd ex.s. c 118 s
31 22, & 1969 ex.s. c 223 s 28A.01.020;

32 (6) RCW 28A.305.140 (Waiver from provisions of RCW 28A.150.200
33 through 28A.150.220 authorized) and 1990 c 33 s 267, & 1985 c 349 s 6;

34 (7) RCW 28A.305.145 (Application process for waivers under RCW
35 28A.305.140) and 1993 c 336 s 302;

36 (8) RCW 28A.655.180 (Waivers for educational restructuring

1 programs--Study by joint select committee on education restructuring--
2 Report to legislature) and 1995 c 208 s 1; and
3 (9) RCW 28A.155.180 (Safety net funds--Application--Technical
4 assistance--Annual survey) and 2007 c 400 s 8.

5 **PART VI**

6 **GENERAL PROVISIONS--COMPENSATION AND CERTIFICATION**

7 **Sec. 601.** RCW 28A.415.020 and 2007 c 319 s 3 are each amended to
8 read as follows:

9 CLOCK HOURS. (1) Certificated personnel shall receive for each ten
10 clock hours of approved in-service training attended the equivalent of
11 a one credit college quarter course on the salary schedule developed by
12 the legislative evaluation and accountability program committee.

13 (2) Certificated personnel shall receive for each ten clock hours
14 of approved continuing education earned, as continuing education is
15 defined by rule adopted by the professional educator standards board,
16 the equivalent of a one credit college quarter course on the salary
17 schedule developed by the legislative evaluation and accountability
18 program committee.

19 (3) Certificated personnel shall receive for each forty clock hours
20 of participation in an approved internship with a business, an
21 industry, or government, as an internship is defined by rule of the
22 professional educator standards board in accordance with RCW
23 28A.415.025, the equivalent of a one credit college quarter course on
24 the salary schedule developed by the legislative evaluation and
25 accountability program committee.

26 (4) An approved in-service training program shall be a program
27 approved by a school district board of directors, which meet standards
28 adopted by the professional educator standards board, and the
29 development of said program has been participated in by an in-service
30 training task force whose membership is the same as provided under RCW
31 28A.415.040, or a program offered by an education agency approved to
32 provide in-service for the purposes of continuing education as provided
33 for under rules adopted by the professional educator standards board,
34 or both.

35 (5) Clock hours eligible for application to the salary schedule
36 developed by the legislative evaluation and accountability program

1 committee as described in subsections (1) and (2) of this section,
2 shall be those hours acquired after August 31, 1987. Clock hours
3 eligible for application to the salary schedule as described in
4 subsection (3) of this section shall be those hours acquired after
5 December 31, 1995.

6 (6) In-service training or continuing education in first peoples'
7 language, culture, or oral tribal traditions provided by a sovereign
8 tribal government participating in the Washington state first peoples'
9 language, culture, and oral tribal traditions teacher certification
10 program authorized under RCW 28A.410.045 shall be considered approved
11 in-service training or approved continuing education under this section
12 and RCW 28A.415.023.

13 (7) Beginning in the 2012-13 school year, this section applies only
14 to certificated instructional staff whose first employment with a
15 school district commenced before the 2012-13 school year and who have
16 not transferred under section 205 of this act to the compensation
17 system with salary allocation schedules provided under section 204 of
18 this act.

19 (8) This section expires August 31, 2022.

20 **Sec. 602.** RCW 28A.415.023 and 2005 c 497 s 209 and 2005 c 393 s 1
21 are each reenacted and amended to read as follows:

22 CREDITS ON SALARY ALLOCATION MODEL. (1) Credits earned by
23 certificated instructional staff after September 1, 1995, shall be
24 eligible for application to the salary schedule developed by the
25 legislative evaluation and accountability program committee only if the
26 course content:

27 (a) Is consistent with a school-based plan for mastery of student
28 learning goals as referenced in RCW 28A.655.110, the annual school
29 performance report, for the school in which the individual is assigned;

30 (b) Pertains to the individual's current assignment or expected
31 assignment for the subsequent school year;

32 (c) Is necessary to obtain an endorsement as prescribed by the
33 Washington professional educator standards board;

34 (d) Is specifically required to obtain advanced levels of
35 certification;

36 (e) Is included in a college or university degree program that

1 pertains to the individual's current assignment, or potential future
2 assignment, as a certified instructional staff; or

3 (f) Addresses research-based assessment and instructional
4 strategies for students with dyslexia, dysgraphia, and language
5 disabilities when addressing learning goal one under ((RCW
6 ~~28A.415.020~~) section 103 of this act, as applicable and appropriate
7 for individual certificated instructional staff.

8 (2) For the purpose of this section, "credits" mean college quarter
9 hour credits and equivalent credits for approved in-service, approved
10 continuing education, or approved internship hours computed in
11 accordance with RCW 28A.415.020.

12 (3) The superintendent of public instruction shall adopt rules and
13 standards consistent with the limits established by this section for
14 certificated instructional staff.

15 (4) Beginning in the 2012-13 school year, this section applies only
16 to certificated instructional staff whose first employment with a
17 school district commenced before the 2012-13 school year and who have
18 not transferred under section 205 of this act to the compensation
19 system with salary allocation schedules provided under section 204 of
20 this act.

21 (5) This section expires August 31, 2022.

22 **Sec. 603.** RCW 28A.415.024 and 2006 c 263 s 809 are each amended to
23 read as follows:

24 DEGREES ON SALARY ALLOCATION MODEL. (1) All credits earned in
25 furtherance of degrees earned by certificated staff, that are used to
26 increase earnings on the salary schedule consistent with RCW
27 28A.415.023, must be obtained from an educational institution
28 accredited by an accrediting association recognized by rule of the
29 professional educator standards board.

30 (2) The office of the superintendent of public instruction shall
31 verify for school districts the accreditation status of educational
32 institutions granting degrees that are used by certificated staff to
33 increase earnings on the salary schedule consistent with RCW
34 28A.415.023.

35 (3) The office of the superintendent of public instruction shall
36 provide school districts with training and additional resources to
37 ensure they can verify that degrees earned by certificated staff, that

1 are used to increase earnings on the salary schedule consistent with
2 RCW 28A.415.023, are obtained from an educational institution
3 accredited by an accrediting association recognized by rule of the
4 professional educator standards board.

5 (4)(a) No school district may submit degree information before
6 there has been verification of accreditation under subsection (3) of
7 this section.

8 (b) Certificated staff who submit degrees received from an
9 unaccredited educational institution for the purposes of receiving a
10 salary increase shall be fined three hundred dollars. The fine shall
11 be paid to the office of the superintendent of public instruction and
12 used for costs of administering this section.

13 (c) In addition to the fine in (b) of this subsection, certificated
14 staff who receive salary increases based upon degrees earned from
15 educational institutions that have been verified to be unaccredited
16 must reimburse the district for any compensation received based on
17 these degrees.

18 (5) Beginning in the 2012-13 school year, this section applies only
19 to certificated instructional staff whose first employment with a
20 school district commenced before the 2012-13 school year and who have
21 not transferred under section 205 of this act to the compensation
22 system with salary allocations provided under section 204 of this act.

23 (6) This section expires August 31, 2022.

24 **Sec. 604.** RCW 28A.415.025 and 2006 c 263 s 810 are each amended to
25 read as follows:

26 INTERNSHIP CLOCK HOURS. (1) The professional educator standards
27 board shall establish rules for awarding clock hours for participation
28 of certificated personnel in internships with business, industry, or
29 government. To receive clock hours for an internship, the individual
30 must demonstrate that the internship will provide beneficial skills and
31 knowledge in an area directly related to his or her current assignment,
32 or to his or her assignment for the following school year.

33 (2) An individual may not receive more than the equivalent of two
34 college quarter credits for internships during a calendar-year period.
35 The total number of credits for internships that an individual may earn
36 to advance on the salary schedule developed by the legislative

1 evaluation and accountability program committee or its successor agency
2 is limited to the equivalent of fifteen college quarter credits.

3 (3) Beginning in the 2012-13 school year, subsection (2) of this
4 section applies only to certificated instructional staff whose first
5 employment with a school district commenced before the 2012-13 school
6 year and who have not transferred under section 205 of this act to the
7 compensation system with salary allocations provided under section 204
8 of this act.

9 **Sec. 605.** RCW 28A.400.205 and 2003 1st sp.s. c 20 s 1 are each
10 amended to read as follows:

11 COST-OF-LIVING INCREASES. (1) School district employees shall be
12 provided an annual salary cost-of-living increase in accordance with
13 this section.

14 (a) The cost-of-living increase shall be calculated by applying the
15 rate of the yearly increase in the cost-of-living index to any state-
16 funded salary base used in state funding formulas for teachers and
17 other school district employees. Beginning with the 2001-02 school
18 year, and for each subsequent school year, except for the 2003-04 and
19 2004-05 school years, each school district shall be provided a cost-of-
20 living allocation sufficient to grant this cost-of-living increase.

21 (b) A school district shall distribute its cost-of-living
22 allocation for salaries and salary-related benefits in accordance with
23 the district's salary schedules, collective bargaining agreements, and
24 compensation policies. No later than the end of the school year, each
25 school district shall certify to the superintendent of public
26 instruction that it has spent funds provided for cost-of-living
27 increases on salaries and salary-related benefits.

28 (c) Any funded cost-of-living increase shall be included in the
29 salary base used to determine cost-of-living increases for school
30 employees in subsequent years. For teachers and other certificated
31 instructional staff, the rate of the annual cost-of-living increase
32 funded for certificated instructional staff shall be applied to the
33 base salary used with the statewide salary allocation schedules
34 established under (~~RCW 28A.150.410~~) sections 204 and 207 of this act
35 and to any other salary models used to recognize school district
36 personnel costs.

1 (2) For the purposes of this section, "cost-of-living index" means,
2 for any school year, the previous calendar year's annual average
3 consumer price index, using the official current base, compiled by the
4 bureau of labor statistics, United States department of labor for the
5 state of Washington. If the bureau of labor statistics develops more
6 than one consumer price index for areas within the state, the index
7 covering the greatest number of people, covering areas exclusively
8 within the boundaries of the state, and including all items shall be
9 used for the cost-of-living index in this section.

10 **Sec. 606.** RCW 28A.410.210 and 2008 c 176 s 1 are each amended to
11 read as follows:

12 RESPONSIBILITIES OF PROFESSIONAL EDUCATOR STANDARDS BOARD. The
13 purpose of the professional educator standards board is to establish
14 policies and requirements for the preparation and certification of
15 educators that provide standards for competency in professional
16 knowledge and practice in the areas of certification; a foundation of
17 skills, knowledge, and attitudes necessary to help students with
18 diverse needs, abilities, cultural experiences, and learning styles
19 meet or exceed the learning goals outlined in ((RCW 28A.150.210))
20 section 103 of this act; knowledge of research-based practice; and
21 professional development throughout a career. The Washington
22 professional educator standards board shall:

23 (1) Establish policies and practices for the approval of programs
24 of courses, requirements, and other activities leading to educator
25 certification including teacher, school administrator, and educational
26 staff associate certification;

27 (2) Establish policies and practices for the approval of the
28 character of work required to be performed as a condition of entrance
29 to and graduation from any educator preparation program including
30 teacher, school administrator, and educational staff associate
31 preparation program as provided in subsection (1) of this section;

32 (3) Establish a list of accredited institutions of higher education
33 of this and other states whose graduates may be awarded educator
34 certificates as teacher, school administrator, and educational staff
35 associate and establish criteria and enter into agreements with other
36 states to acquire reciprocal approval of educator preparation programs

1 and certification, including teacher certification from the national
2 board for professional teaching standards;

3 (4) Establish policies for approval of nontraditional educator
4 preparation programs;

5 (5) Conduct a review of educator program approval standards at
6 least every five years, beginning in 2006, to reflect research findings
7 and assure continued improvement of preparation programs for teachers,
8 administrators, and school specialized personnel;

9 (6) Specify the types and kinds of educator certificates to be
10 issued and conditions for certification in accordance with subsection
11 (1) of this section and RCW 28A.410.010 and section 202 of this act;

12 (7) Hear and determine educator certification appeals as provided
13 by RCW 28A.410.100;

14 (8) Apply for and receive federal or other funds on behalf of the
15 state for purposes related to the duties of the board;

16 (9) Adopt rules under chapter 34.05 RCW that are necessary for the
17 effective and efficient implementation of this chapter;

18 (10) Maintain data concerning educator preparation programs and
19 their quality, educator certification, educator employment trends and
20 needs, and other data deemed relevant by the board;

21 (11) Serve as an advisory body to the superintendent of public
22 instruction on issues related to educator recruitment, hiring,
23 mentoring and support, professional growth, retention, educator
24 evaluation including but not limited to peer evaluation, and revocation
25 and suspension of licensure;

26 (12) Submit, by October 15th of each even-numbered year, a joint
27 report with the state board of education to the legislative education
28 committees, the governor, and the superintendent of public instruction.
29 The report shall address the progress the boards have made and the
30 obstacles they have encountered, individually and collectively, in the
31 work of achieving the goals set out in (~~RCW 28A.150.210~~) section 103
32 of this act;

33 (13) Establish the prospective teacher assessment system for basic
34 skills and subject knowledge that shall be required to obtain residency
35 certification pursuant to RCW 28A.410.220 through 28A.410.240; and

36 (~~By January 2010, set performance standards and develop,~~
37 ~~pilot, and implement a uniform and externally administered~~
38 ~~professional level certification assessment based on demonstrated~~

1 ~~teaching skill. In the development of this assessment, consideration~~
2 ~~shall be given to changes in professional certification program~~
3 ~~components such as the culminating seminar; and~~

4 (+15)) Conduct meetings under the provisions of chapter 42.30 RCW.

5 **Sec. 607.** RCW 28A.410.220 and 2008 c 176 s 2 are each amended to
6 read as follows:

7 PESB EVALUATIONS AND ASSESSMENTS. (1)(a) Beginning not later than
8 September 1, 2001, the Washington professional educator standards board
9 shall make available and pilot a means of assessing an applicant's
10 knowledge in the basic skills. For the purposes of this section,
11 "basic skills" means the subjects of at least reading, writing, and
12 mathematics. Beginning September 1, 2002, except as provided in (c) of
13 this subsection and subsection (4) of this section, passing this
14 assessment shall be required for admission to approved teacher
15 preparation programs and for persons from out-of-state applying for a
16 Washington state residency teaching certificate.

17 (b) On an individual student basis, approved teacher preparation
18 programs may admit into their programs a candidate who has not achieved
19 the minimum basic skills assessment score established by the Washington
20 professional educator standards board. Individuals so admitted may not
21 receive residency certification without passing the basic skills
22 assessment under this section.

23 (c) The Washington professional educator standards board may
24 establish criteria to ensure that persons from out-of-state who are
25 applying for residency certification and persons applying to master's
26 degree level teacher preparation programs can demonstrate to the
27 board's satisfaction that they have the requisite basic skills based
28 upon having completed another basic skills assessment acceptable to the
29 Washington professional educator standards board or by some other
30 alternative approved by the Washington professional educator standards
31 board.

32 (2) The professional educator standards board shall set performance
33 standards and develop, pilot, and implement (~~a uniform and externally~~
34 ~~administered professional level certification assessment based on~~
35 ~~demonstrated teaching skill. In the development of this assessment,~~
36 ~~consideration shall be given to changes in professional certification~~
37 ~~program components such as the culminating seminar)) a system of~~

1 rigorous, objective evaluations of teacher competency for residency and
2 professional teacher certification as provided under section 202 of
3 this act.

4 (3) Beginning not later than September 1, 2002, the Washington
5 professional educator standards board shall provide for the initial
6 piloting and implementation of a means of assessing an applicant's
7 knowledge in the subjects for which the applicant has applied for an
8 endorsement to his or her residency or professional teaching
9 certificate. The assessment of subject knowledge shall not include
10 instructional methodology. Beginning September 1, 2005, passing this
11 assessment shall be required to receive an endorsement for
12 certification purposes.

13 (4) The Washington professional educator standards board may permit
14 exceptions from the assessment requirements under subsections (1), (2),
15 and (3) of this section on a case-by-case basis.

16 (5) The Washington professional educator standards board shall
17 provide for reasonable accommodations for individuals who are required
18 to take the assessments in subsection (1), (2), or (3) of this section
19 if the individuals have learning or other disabilities.

20 (6) With the exception of applicants exempt from the requirements
21 of subsections (1), (2), and (3) of this section, an applicant must
22 achieve a minimum assessment score or scores established by the
23 Washington professional educator standards board on each of the
24 assessments under subsections (1), (2), and (3) of this section.

25 (7) The Washington professional educator standards board and
26 superintendent of public instruction, as determined by the Washington
27 professional educator standards board, may contract with one or more
28 third parties for:

29 (a) The development, purchase, administration, scoring, and
30 reporting of scores of the assessments established by the Washington
31 professional educator standards board under subsections (1), (2), and
32 (3) of this section;

33 (b) Related clerical and administrative activities; or

34 (c) Any combination of the purposes in this subsection.

35 (8) Applicants for admission to a Washington teacher preparation
36 program and applicants for residency and professional certificates who
37 are required to successfully complete one or more of the assessments
38 under subsections (1), (2), and (3) of this section, and who are

1 charged a fee for the assessment by a third party contracted with under
2 subsection (7) of this section, shall pay the fee charged by the
3 contractor directly to the contractor. Such fees shall be reasonably
4 related to the actual costs of the contractor in providing the
5 assessment.

6 (9) The superintendent of public instruction is responsible for
7 supervision and providing support services to administer this section.

8 (10) The Washington professional educator standards board shall
9 collaboratively select or develop and implement the assessments and
10 minimum assessment scores required under this section with the
11 superintendent of public instruction and shall provide opportunities
12 for representatives of other interested educational organizations to
13 participate in the selection or development and implementation of such
14 assessments in a manner deemed appropriate by the Washington
15 professional educator standards board.

16 (11) The Washington professional educator standards board shall
17 adopt rules under chapter 34.05 RCW that are reasonably necessary for
18 the effective and efficient implementation of this section.

19 **PART VII**
20 **MISCELLANEOUS PROVISIONS**

21 NEW SECTION. **Sec. 701.** Part headings and captions used in this
22 act are not any part of the law.

23 NEW SECTION. **Sec. 702.** The following sections are codified or
24 recodified in the following order in a new chapter in Title 28A RCW.

- 25 RCW 28A.150.200
- 26 Section 102 of this act
- 27 RCW 28A.150.210
- 28 RCW 28A.150.211
- 29 RCW 28A.150.220
- 30 RCW 28A.150.250
- 31 RCW 28A.150.260
- 32 RCW 28A.150.390
- 33 Section 108 of this act
- 34 RCW 28A.150.315
- 35 Section 110 of this act

1 RCW 28A.150.370
2 Section 113 of this act
3 RCW 28A.150.230
4 RCW 28A.150.240
5 Section 115 of this act
6 Section 2 of this act
7 Section 3 of this act
8 Section 204 of this act
9 Section 205 of this act
10 RCW 28A.150.410
11 Section 208 of this act
12 Section 209 of this act
13 Section 501 of this act
14 RCW 28A.150.350
15 RCW 28A.150.290
16 RCW 28A.150.400
17 RCW 28A.150.275
18 RCW 28A.150.270
19 RCW 28A.150.360
20 RCW 28A.150.420

21 NEW SECTION. **Sec. 703.** Sections 101 through 109, 112, 113, 115,
22 117, 204, 205, 207, 208, 210, 212, 215, 305 through 308, 405, 407
23 through 409, 502 through 506, 510, 512, and 514 through 519 of this act
24 take effect September 1, 2011.

25 NEW SECTION. **Sec. 704.** Sections 403 and 404 of this act take
26 effect January 1, 2012.

27 NEW SECTION. **Sec. 705.** Sections 213, 217, and 218 of this act
28 take effect September 1, 2012.

29 NEW SECTION. **Sec. 706.** If any provision of this act or its
30 application to any person or circumstance is held invalid, the
31 remainder of the act or the application of the provision to other
32 persons or circumstances is not affected."

33 Correct the title.

EFFECT: Replaces all of the underlying bill with the following provisions:

Adopts definitions, requirements, and financing formulas for a Program of Basic Education and an Instructional Program that the Legislature deems complies with Article IX of the State Constitution.

Includes within the requirements: Expanded minimum instructional hours, full-day kindergarten, instruction for 24 credits for high school graduation, a Program of Early Learning for at-risk children, and supplemental instruction for students who are underachieving, non-English proficient, and in special education.

Sets forth financing formulas based on a prototypical school model and specifies numeric amounts as of the 2016-17 school year for such inputs as class size, types of school staff, central office administration, and allocations for maintenance, supplies, and operating costs.

Provides for phased-in implementation of the requirements and financing formulas beginning in the 2011-12 school year, with full implementation required by 2016-17.

Revises teacher certification to be based on performance standards and an evaluation from certified peer evaluators and requires employment evaluations and mentoring programs for new teachers to be aligned with the performance standards, all beginning in the 2012-13 school year.

Requires development of a new compensation system and state salary schedule for Certificated Instructional Staff hired after the 2012-13 school year or who transfer to the new system.

Limits supplemental contracts for time, responsibilities, and incentives to "time" worked.

Phases-in ten learning improvement days on the state salary allocation schedule.

Requires development of a statewide mentoring program for beginning teachers.

Directs development of a regional wage adjustment schedule based on comparative labor market surveys conducted by the Department of Personnel.

Authorizes the State Board of Education to implement a school and district accountability system including an accountability index, designation of some struggling schools and districts as Priority for intensive assistance, and placement of Priority schools and districts on Academic Watch with a binding performance agreement if no improvement is made.

Sets the levy lid at 24 percent for all districts and repeals Local Effort Assistance as of January 1, 2012, and directs a working group to develop a new system of local finance for public schools.

Creates five technical working groups to continue development of policies under the bill and creates a Basic Education Steering Committee to monitor and oversee implementation.

Recodifies laws pertaining to Basic Education into a single chapter of RCW.

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