
HOUSE BILL 2719

State of Washington

66th Legislature

2020 Regular Session

By Representatives Callan, Bergquist, Thai, Dolan, Duerr, Kilduff, Leavitt, Goodman, and Tharinger

Read first time 01/20/20. Referred to Committee on Appropriations.

1 AN ACT Relating to the use of K-3 class size funding for student
2 supports; amending RCW 28A.150.260; and adding a new section to
3 chapter 28A.150 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.150.260 and 2018 c 266 s 101 are each amended to
6 read as follows:

7 The purpose of this section is to provide for the allocation of
8 state funding that the legislature deems necessary to support school
9 districts in offering the minimum instructional program of basic
10 education under RCW 28A.150.220. The allocation shall be determined
11 as follows:

12 (1) The governor shall and the superintendent of public
13 instruction may recommend to the legislature a formula for the
14 distribution of a basic education instructional allocation for each
15 common school district.

16 (2)(a) The distribution formula under this section shall be for
17 allocation purposes only. Except as may be required under subsections
18 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,
19 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
20 this section requires school districts to use basic education
21 instructional funds to implement a particular instructional approach

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

7 (b) To promote transparency in state funding allocations, the
8 superintendent of public instruction must report state per-pupil
9 allocations for each school district for the general apportionment,
10 special education, learning assistance, transitional bilingual,
11 highly capable, and career and technical education programs. The
12 superintendent must also report state general apportionment per-pupil
13 allocations by grade for each school district. The superintendent
14 must report this information in a user-friendly format on the main
15 page of the office's web site and on school district apportionment
16 reports. School districts must include a link to the superintendent's
17 per-pupil allocations report on the main page of the school
18 district's web site. In addition, the budget documents published by
19 the legislature for the enacted omnibus operating appropriations act
20 must report statewide average per-pupil allocations for general
21 apportionment and the categorical programs listed in this subsection.

22 (3)(a) To the extent the technical details of the formula have
23 been adopted by the legislature and except when specifically provided
24 as a school district allocation, the distribution formula for the
25 basic education instructional allocation shall be based on minimum
26 staffing and nonstaff costs the legislature deems necessary to
27 support instruction and operations in prototypical schools serving
28 high, middle, and elementary school students as provided in this
29 section. The use of prototypical schools for the distribution formula
30 does not constitute legislative intent that schools should be
31 operated or structured in a similar fashion as the prototypes.
32 Prototypical schools illustrate the level of resources needed to
33 operate a school of a particular size with particular types and grade
34 levels of students using commonly understood terms and inputs, such
35 as class size, hours of instruction, and various categories of school
36 staff. It is the intent that the funding allocations to school
37 districts be adjusted from the school prototypes based on the actual
38 number of annual average full-time equivalent students in each grade
39 level at each school in the district and not based on the grade-level
40 configuration of the school to the extent that data is available. The

1 allocations shall be further adjusted from the school prototypes with
2 minimum allocations for small schools and to reflect other factors
3 identified in the omnibus appropriations act.

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

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

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

11 (iii) A prototypical elementary school has four hundred average
12 annual full-time equivalent students in grades kindergarten through
13 six.

14 (4)(a)(i) The minimum allocation for each level of prototypical
15 school shall be based on the number of full-time equivalent classroom
16 teachers needed to provide instruction over the minimum required
17 annual instructional hours under RCW 28A.150.220 and provide at least
18 one teacher planning period per school day, and based on the
19 following general education average class size of full-time
20 equivalent students per teacher:

	General education average class size
21 Grades K-3.	17.00
22 Grade 4.	27.00
23 Grades 5-6.	27.00
24 Grades 7-8.	28.53
25 Grades 9-12.	28.74

26 (ii) The minimum class size allocation for each prototypical high
27 school shall also provide for enhanced funding for class size
28 reduction for two laboratory science classes within grades nine
29 through twelve per full-time equivalent high school student
30 multiplied by a laboratory science course factor of 0.0833, based on
31 the number of full-time equivalent classroom teachers needed to
32 provide instruction over the minimum required annual instructional
33 hours in RCW 28A.150.220, and providing at least one teacher planning
34 period per school day:

	Laboratory science average class size
35 Grades 9-12.	19.98

1 (b)(i) Beginning September 1, 2019, funding for average K-3 class
2 sizes in this subsection (4) may be provided only to the extent of,
3 and proportionate to, the school district's demonstrated actual class
4 size in grades K-3, up to the funded class sizes, except for the
5 2020-21 and 2021-22 school years, funding withheld under this
6 subsection (4)(b)(i) must be allocated separately to school districts
7 and may be used solely to support implementation of the Washington
8 integrated student supports protocol established in RCW 28A.300.139
9 for students in kindergarten through third grade under section 2 of
10 this act.

11 (ii) The office of the superintendent of public instruction shall
12 develop rules to implement this subsection (4)(b).

13 (c)(i) The minimum allocation for each prototypical middle and
14 high school shall also provide for full-time equivalent classroom
15 teachers based on the following number of full-time equivalent
16 students per teacher in career and technical education:

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level.	23.00
Skill center programs meeting the standards established by the office of the superintendent of public instruction.	20.00

25 (ii) Funding allocated under this subsection (4)(c) is subject to
26 RCW 28A.150.265.

27 (d) In addition, the omnibus appropriations act shall at a
28 minimum specify:

29 (i) A high-poverty average class size in schools where more than
30 fifty percent of the students are eligible for free and reduced-price
31 meals; and

32 (ii) A specialty average class size for advanced placement and
33 international baccalaureate courses.

34 (5) The minimum allocation for each level of prototypical school
35 shall include allocations for the following types of staff in
36 addition to classroom teachers:

	Elementary School	Middle School	High School
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1	Principals, assistant principals, and other certificated building-level			
2	administrators.	1.253	1.353	1.880
3	Teacher-librarians, a function that includes information literacy, technology,			
4	and media to support school library media programs.	0.663	0.519	0.523
5	Health and social services:			
6	School nurses.	0.076	0.060	0.096
7	Social workers.	0.042	0.006	0.015
8	Psychologists.	0.017	0.002	0.007
9	Guidance counselors, a function that includes parent outreach and graduation			
10	advising.	0.493	1.216	2.539
11	Teaching assistance, including any aspect of educational instructional services			
12	provided by classified employees.	0.936	0.700	0.652
13	Office support and other noninstructional aides.	2.012	2.325	3.269
14	Custodians.	1.657	1.942	2.965
15	Classified staff providing student and staff safety.	0.079	0.092	0.141
16	Parent involvement coordinators.	0.0825	0.00	0.00

17 (6) (a) The minimum staffing allocation for each school district
18 to provide district-wide support services shall be allocated per one
19 thousand annual average full-time equivalent students in grades K-12
20 as follows:

21		Staff per 1,000
22		K-12 students
23	Technology.	0.628
24	Facilities, maintenance, and grounds.	1.813
25	Warehouse, laborers, and mechanics.	0.332

26 (b) The minimum allocation of staff units for each school
27 district to support certificated and classified staffing of central
28 administration shall be 5.30 percent of the staff units generated
29 under subsections (4) (a) and (5) of this section and (a) of this
30 subsection.

31 (7) The distribution formula shall include staffing allocations
32 to school districts for career and technical education and skill
33 center administrative and other school-level certificated staff, as
34 specified in the omnibus appropriations act.

35 (8) (a) Except as provided in (b) of this subsection, the minimum
36 allocation for each school district shall include allocations per

1 annual average full-time equivalent student for the following
2 materials, supplies, and operating costs as provided in the 2017-18
3 school year, after which the allocations shall be adjusted annually
4 for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
5	
6	
7	
8 Technology.	\$130.76
9 Utilities and insurance.	\$355.30
10 Curriculum and textbooks.	\$140.39
11 Other supplies	\$278.05
12 Library materials.	\$20.00
13 Instructional professional development for certificated and	
14 classified staff.	\$21.71
15 Facilities maintenance.	\$176.01
16 Security and central office administration.	\$121.94

17 (b) In addition to the amounts provided in (a) of this
18 subsection, beginning in the 2014-15 school year, the omnibus
19 appropriations act shall provide the following minimum allocation for
20 each annual average full-time equivalent student in grades nine
21 through twelve for the following materials, supplies, and operating
22 costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
23	
24	
25	
26 Technology.	\$36.35
27 Curriculum and textbooks.	\$39.02
28 Other supplies	\$77.28
29 Library materials.	\$5.56
30 Instructional professional development for certificated and	
31 classified staff.	\$6.04

32 (9) In addition to the amounts provided in subsection (8) of this
33 section and subject to RCW 28A.150.265, the omnibus appropriations
34 act shall provide an amount based on full-time equivalent student
35 enrollment in each of the following:

36 (a) Exploratory career and technical education courses for
37 students in grades seven through twelve;

1 (b) Preparatory career and technical education courses for
2 students in grades nine through twelve offered in a high school; and

3 (c) Preparatory career and technical education courses for
4 students in grades eleven and twelve offered through a skill center.

5 (10) In addition to the allocations otherwise provided under this
6 section, amounts shall be provided to support the following programs
7 and services:

8 (a)(i) To provide supplemental instruction and services for
9 students who are not meeting academic standards through the learning
10 assistance program under RCW 28A.165.005 through 28A.165.065,
11 allocations shall be based on the district percentage of students in
12 grades K-12 who were eligible for free or reduced-price meals in the
13 prior school year. The minimum allocation for the program shall
14 provide for each level of prototypical school resources to provide,
15 on a statewide average, 2.3975 hours per week in extra instruction
16 with a class size of fifteen learning assistance program students per
17 teacher.

18 (ii) In addition to funding allocated under (a)(i) of this
19 subsection, to provide supplemental instruction and services for
20 students who are not meeting academic standards in qualifying
21 schools. A qualifying school means a school in which the three-year
22 rolling average of the prior year total annual average enrollment
23 that qualifies for free or reduced-price meals equals or exceeds
24 fifty percent or more of its total annual average enrollment. The
25 minimum allocation for this additional high poverty-based allocation
26 must provide for each level of prototypical school resources to
27 provide, on a statewide average, 1.1 hours per week in extra
28 instruction with a class size of fifteen learning assistance program
29 students per teacher, under RCW 28A.165.055, school districts must
30 distribute the high poverty-based allocation to the schools that
31 generated the funding allocation.

32 (b)(i) To provide supplemental instruction and services for
33 students whose primary language is other than English, allocations
34 shall be based on the head count number of students in each school
35 who are eligible for and enrolled in the transitional bilingual
36 instruction program under RCW 28A.180.010 through 28A.180.080. The
37 minimum allocation for each level of prototypical school shall
38 provide resources to provide, on a statewide average, 4.7780 hours
39 per week in extra instruction for students in grades kindergarten
40 through six and 6.7780 hours per week in extra instruction for

1 students in grades seven through twelve, with fifteen transitional
2 bilingual instruction program students per teacher. Notwithstanding
3 other provisions of this subsection (10), the actual per-student
4 allocation may be scaled to provide a larger allocation for students
5 needing more intensive intervention and a commensurate reduced
6 allocation for students needing less intensive intervention, as
7 detailed in the omnibus appropriations act.

8 (ii) To provide supplemental instruction and services for
9 students who have exited the transitional bilingual program,
10 allocations shall be based on the head count number of students in
11 each school who have exited the transitional bilingual program within
12 the previous two years based on their performance on the English
13 proficiency assessment and are eligible for and enrolled in the
14 transitional bilingual instruction program under RCW
15 28A.180.040(1)(g). The minimum allocation for each prototypical
16 school shall provide resources to provide, on a statewide average,
17 3.0 hours per week in extra instruction with fifteen exited students
18 per teacher.

19 (c) To provide additional allocations to support programs for
20 highly capable students under RCW 28A.185.010 through 28A.185.030,
21 allocations shall be based on 5.0 percent of each school district's
22 full-time equivalent basic education enrollment. The minimum
23 allocation for the programs shall provide resources to provide, on a
24 statewide average, 2.1590 hours per week in extra instruction with
25 fifteen highly capable program students per teacher.

26 (11) The allocations under subsections (4)(a), (5), (6), and (8)
27 of this section shall be enhanced as provided under RCW 28A.150.390
28 on an excess cost basis to provide supplemental instructional
29 resources for students with disabilities.

30 (12)(a) For the purposes of allocations for prototypical high
31 schools and middle schools under subsections (4) and (10) of this
32 section that are based on the percent of students in the school who
33 are eligible for free and reduced-price meals, the actual percent of
34 such students in a school shall be adjusted by a factor identified in
35 the omnibus appropriations act to reflect underreporting of free and
36 reduced-price meal eligibility among middle and high school students.

37 (b) Allocations or enhancements provided under subsections (4),
38 (7), and (9) of this section for exploratory and preparatory career
39 and technical education courses shall be provided only for courses

1 approved by the office of the superintendent of public instruction
2 under chapter 28A.700 RCW.

3 (13)(a) This formula for distribution of basic education funds
4 shall be reviewed biennially by the superintendent and governor. The
5 recommended formula shall be subject to approval, amendment or
6 rejection by the legislature.

7 (b) In the event the legislature rejects the distribution formula
8 recommended by the governor, without adopting a new distribution
9 formula, the distribution formula for the previous school year shall
10 remain in effect.

11 (c) The enrollment of any district shall be the annual average
12 number of full-time equivalent students and part-time students as
13 provided in RCW 28A.150.350, enrolled on the first school day of each
14 month, including students who are in attendance pursuant to RCW
15 28A.335.160 and 28A.225.250 who do not reside within the servicing
16 school district. The definition of full-time equivalent student shall
17 be determined by rules of the superintendent of public instruction
18 and shall be included as part of the superintendent's biennial budget
19 request. The definition shall be based on the minimum instructional
20 hour offerings required under RCW 28A.150.220. Any revision of the
21 present definition shall not take effect until approved by the house
22 ways and means committee and the senate ways and means committee.

23 (d) The office of financial management shall make a monthly
24 review of the superintendent's reported full-time equivalent students
25 in the common schools in conjunction with RCW 43.62.050.

26 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150
27 RCW to read as follows:

28 (1) Funding allocated to implement the Washington integrated
29 student supports protocol established in RCW 28A.300.139 for students
30 in kindergarten through third grade under RCW 28A.150.260(4)(b)(i)
31 must supplement and may not supplant funding from other sources.
32 Districts may use partnerships with organizations or other local or
33 regional agencies to provide services, supports, and training for
34 implementation.

35 (2)(a) Districts must develop an investment plan annually, based
36 on community input, for the use of funding allocated to implement the
37 Washington integrated student supports protocol for students in
38 kindergarten through third grade under RCW 28A.150.260(4)(b)(i). The
39 plan must include:

1 (i) How the investments will reduce opportunity gaps for students
2 in kindergarten through third grade;
3 (ii) Any barriers to meeting the state-funded K-3 class sizes in
4 RCW 28A.150.260(4)(a)(i), including capital capacity;
5 (iii) The status of meeting state-funded K-3 class sizes;
6 (iv) How funding allocated under RCW 28A.150.260(4)(b)(i) was
7 invested; and
8 (v) How the district will meet the state-funded K-3 class size
9 before the 2022-23 school year.
10 (b) Districts must annually present the plan to the school board
11 of directors and report the plan to the office of the superintendent
12 of public instruction. The office of the superintendent of public
13 instruction must submit to the legislature a summary report of
14 district plans showing the status of class size reductions by
15 district and how allocations subject to this subsection were
16 invested.

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