
HOUSE BILL 1182

State of Washington 66th Legislature 2019 Regular Session

By Representatives Santos, Steele, Dolan, Ortiz-Self, and Slatter

Read first time 01/16/19. Referred to Committee on Education.

1 AN ACT Relating to modifying the learning assistance program to
2 balance local control and state accountability by making the
3 allowable uses of program funds more flexible and requiring that the
4 expenditure of funds be consistent with the Washington integrated
5 student supports protocol; amending RCW 28A.165.055, 28A.165.005,
6 28A.165.035, 28A.165.035, 28A.165.100, 28A.165.065, 28A.300.139,
7 28A.320.190, and 28A.710.280; creating new sections; providing an
8 effective date; and providing expiration dates.

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

10 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that the
11 learning assistance program was developed to provide supplemental
12 services for public school students who are not meeting academic
13 standards. Initially, school districts were allowed to use learning
14 assistance program funds in a flexible manner to support
15 participating students. Over time, the legislature restricted, and
16 established priorities for, the use of learning assistance program
17 funds. The legislature finds that it is time to restore flexibility
18 to the use of learning assistance program funds; however, local
19 control must be balanced with local accountability for improvement in
20 student academic achievement.

1 (2) (a) The legislature acknowledges that it established the
2 Washington integrated student supports protocol in 2016 to, among
3 other things: (i) Support a school-based approach to promoting the
4 success of all students by coordinating academic and nonacademic
5 supports to reduce barriers to academic achievement and educational
6 attainment; (ii) fulfill a vision of public education where educators
7 focus on education, students focus on learning, and auxiliary
8 supports enable teaching and learning to occur unimpeded; and (iii)
9 support the integration of high quality, evidence-based, student-
10 centered, coordinated school-based approaches throughout the state.

11 (b) The protocol developed by the center for the improvement of
12 student learning, within the office of the superintendent of public
13 instruction, includes the following components: (i) Student-level and
14 system-level needs and strengths assessments; (ii) community partners
15 that provide nonacademic supports; (iii) coordination and integration
16 of academic and nonacademic supports with the school district and
17 schools; and (iv) analysis of school-level and student-level data to
18 determine the efficiency of the activities, practices, and programs
19 funded by the district's learning assistance program.

20 (3) (a) The legislature intends to restore flexibility to the use
21 of learning assistance program funds, but to require that school
22 districts budget and expend learning assistance program funds at both
23 the district and school levels in a manner consistent with the
24 Washington integrated student supports protocol. Before engaging in
25 the budgeting process, it is expected that school districts will use
26 needs assessments and data to map the resources of the district, each
27 school, and the community; identify gaps in the coordination and
28 integration of academic and nonacademic supports; and engage
29 community partners in strategic planning that prioritizes the needs
30 of students. It is also expected that each school will use needs
31 assessments and data to determine how to best engage community
32 partners to address the academic and nonacademic needs of its
33 students in an integrated and coordinated manner. Data must be used
34 in an iterative process to drive decisions about how learning
35 assistance program funds are used in the district and schools, and to
36 determine whether decisions about the use of program funds resulted
37 in improvement in students' academic achievement.

38 (b) In addition, the legislature intends to require monitoring of
39 school district learning assistance programs to ensure fidelity in
40 implementing best practices in a manner consistent with the

1 Washington integrated student supports protocol. School districts and
2 schools should be able to demonstrate the link between the results of
3 the various needs assessments, the learning assistance program budget
4 and expenditures, and the improvement in participating students'
5 academic achievement.

6 NEW SECTION. **Sec. 2.** (1) In preparation for the required
7 implementation of the Washington integrated student supports protocol
8 as described in this act, school districts are encouraged to expend
9 the appropriations for the learning assistance program, under RCW
10 28A.165.005 through 28A.165.065, in a manner consistent with the
11 Washington integrated student supports protocol, established under
12 RCW 28A.300.139. Plans for district expenditures should consider the
13 needs of participating students at the school district's various
14 schools, and prioritize student needs based on system-level,
15 including district, school, and community, needs assessments and
16 student-level needs assessments performed as part of the Washington
17 integrated student supports protocol.

18 (2) This section expires August 1, 2021.

19 **Sec. 3.** RCW 28A.165.055 and 2018 c 266 s 104 are each amended to
20 read as follows:

21 (1) While the state allocations for the learning assistance
22 program under this chapter are intended to be flexible dollars within
23 the control of the public school and school district, this local
24 control must be balanced with local accountability for improvement in
25 student achievement. Therefore, the expenditure of learning
26 assistance program funds must be consistent with the Washington
27 integrated student supports protocol, established under RCW
28 28A.300.139. Plans for district expenditures must address the needs
29 of participating students at the school district's various schools,
30 and prioritize student needs based on system-level, including
31 district, school, and community, needs assessments and student-level
32 needs assessments performed as part of the Washington integrated
33 student supports protocol, established under RCW 28A.300.139.

34 (2) The funds for the learning assistance program shall be
35 appropriated in accordance with RCW 28A.150.260 and the omnibus
36 appropriations act. The distribution formula is for school district
37 allocation purposes only, except as provided in RCW
38 28A.150.260(10)(a)(ii), but all funds appropriated for the learning

1 assistance program must be expended for the purposes of RCW
2 28A.165.005 through 28A.165.065.

3 ~~((2))~~ (3) A district's high poverty-based allocation is
4 generated by its qualifying schools as defined in RCW 28A.150.260(10)
5 and must be expended by the district for those schools. This funding
6 must supplement and not supplant the district's expenditures under
7 this chapter for those schools.

8 **Sec. 4.** RCW 28A.165.005 and 2017 3rd sp.s. c 13 s 403 are each
9 amended to read as follows:

10 ~~((1))~~ This chapter is designed to: ~~((a))~~ (1) Promote the use
11 of data when developing programs to assist students who are not
12 meeting academic standards ~~((and reduce disruptive behaviors in the
13 classroom));~~ and ~~((b))~~ (2) guide school districts in providing the
14 most effective and efficient practices when implementing supplemental
15 instruction and services to assist students who are not meeting
16 academic standards ~~((and reduce disruptive behaviors in the
17 classroom)).~~

18 ~~((2) School districts implementing a learning assistance program
19 shall focus first on addressing the needs of students in grades
20 kindergarten through four who are deficient in reading or reading
21 readiness skills to improve reading literacy.))~~

22 **Sec. 5.** RCW 28A.165.035 and 2018 c 75 s 7 are each amended to
23 read as follows:

24 (1) Use of best practices that have been demonstrated through
25 research to be associated with increased student achievement
26 magnifies the opportunities for student success. To the extent they
27 are included as a best practice or strategy in one of the state menus
28 or an approved alternative under this section or RCW 28A.655.235, the
29 following are services and activities that may be supported by the
30 learning assistance program:

- 31 (a) Extended learning time opportunities occurring:
32 (i) Before or after the regular school day;
33 (ii) On Saturday; and
34 (iii) Beyond the regular school year;
35 (b) Services under RCW 28A.320.190;
36 (c) Intensive reading and literacy improvement strategies under
37 RCW 28A.655.235;

1 (d) Professional development for certificated and classified
2 staff that focuses on:

3 (i) The needs of a diverse student population;

4 (ii) Specific literacy and mathematics content and instructional
5 strategies; and

6 (iii) The use of student work to guide effective instruction and
7 appropriate assistance;

8 ~~((d))~~ (e) Consultant teachers to assist in implementing
9 effective instructional practices by teachers serving participating
10 students;

11 ~~((e))~~ (f) Tutoring support for participating students;

12 ~~((f))~~ (g) Outreach activities and support for parents of
13 participating students, including employing parent and family
14 engagement coordinators; ~~(and~~

15 ~~(g) Up to five percent of a district's learning assistance
16 program allocation may be used for development of)~~

17 (h) Partnerships with community-based organizations, educational
18 service districts, and other local agencies to deliver academic and
19 nonacademic supports to participating students who are significantly
20 at risk of not being successful in school to reduce barriers to
21 learning, increase student engagement, and enhance students'
22 readiness to learn. The school board must approve in an open meeting
23 any community-based organization or local agency before learning
24 assistance funds may be expended for the purpose of partnerships
25 under this subsection;

26 (i) Screening and intervention requirements under RCW
27 28A.320.260, even if the student being screened or provided with
28 supports is not eligible to participate in the learning assistance
29 program; and

30 (j) Staff trainings necessary to implement RCW 28A.320.260.

31 (2) In addition to the state menu developed under RCW
32 28A.655.235, the office of the superintendent of public instruction
33 shall convene a panel of experts, including the Washington state
34 institute for public policy, to develop additional state menus of
35 best practices and strategies for use in the learning assistance
36 program to assist struggling students at all grade levels in English
37 language arts and mathematics and reduce disruptive behaviors in the
38 classroom. The office of the superintendent of public instruction
39 shall publish the state menus by July 1, 2015, and update the state
40 menus by each July 1st thereafter.

1 (3) (a) Beginning in the 2016-17 school year, except as provided
2 in (b) of this subsection, school districts must use a practice or
3 strategy that is on a state menu developed under subsection (2) of
4 this section or RCW 28A.655.235.

5 (b) Beginning in the 2016-17 school year, school districts may
6 use a practice or strategy that is not on a state menu developed
7 under subsection (2) of this section for two school years initially.
8 If the district is able to demonstrate improved outcomes for
9 participating students over the previous two school years at a level
10 commensurate with the best practices and strategies on the state
11 menu, the office of the superintendent of public instruction shall
12 approve use of the alternative practice or strategy by the district
13 for one additional school year. Subsequent annual approval by the
14 superintendent of public instruction to use the alternative practice
15 or strategy is dependent on the district continuing to demonstrate
16 increased improved outcomes for participating students.

17 (c) Beginning in the 2016-17 school year, school districts may
18 enter cooperative agreements with state agencies, local governments,
19 or school districts for administrative or operational costs needed to
20 provide services in accordance with the state menus developed under
21 this section and RCW 28A.655.235.

22 (4) School districts are encouraged to implement best practices
23 and strategies from the state menus developed under this section and
24 RCW 28A.655.235 before the use is required.

25 ~~((5) School districts may use learning assistance program
26 allocations to meet the screening and intervention requirements of
27 RCW 28A.320.260, even if the student being screened or provided with
28 supports is not eligible to participate in the learning assistance
29 program. The learning assistance program allocations may also be used
30 for school district staff trainings necessary to implement the
31 provisions of RCW 28A.320.260.))~~

32 **Sec. 6.** RCW 28A.165.035 and 2018 c 75 s 7 are each amended to
33 read as follows:

34 (1) A school or school district may only use the best practices
35 and strategies identified under subsection (2) of this section and
36 the services and activities described in subsection (3) of this
37 section if its use is consistent with the Washington integrated
38 student supports protocol, established under RCW 28A.300.139.

1 (2) Use of best practices that have been demonstrated through
2 research to be associated with increased student achievement
3 magnifies the opportunities for student success. ((To the extent they
4 are included as a best practice or strategy in one of the state menus
5 or an approved alternative under this section or RCW 28A.655.235,))
6 The office of the superintendent of public instruction shall convene
7 a panel of experts to identify best practices and strategies that may
8 be used to provide behavioral and other nonacademic supports to
9 participating students or to assist them in meeting state standards
10 in federally required state assessments. The office of the
11 superintendent of public instruction shall publish the best practices
12 and strategies by July 1, 2022, and update this publication by each
13 July 1st thereafter.

14 (3) The following are services and activities that may be
15 supported by the learning assistance program:

16 (a) Extended learning time opportunities occurring:

17 (i) Before or after the regular school day;

18 (ii) On Saturday; and

19 (iii) Beyond the regular school year;

20 (b) Services under RCW 28A.320.190;

21 (c) Intensive reading and literacy improvement strategies under
22 RCW 28A.655.235;

23 (d) Professional development for certificated and classified
24 staff that focuses on:

25 (i) The needs of a diverse student population;

26 (ii) Specific literacy and mathematics content and instructional
27 strategies; and

28 (iii) The use of student work to guide effective instruction and
29 appropriate assistance;

30 ~~((d))~~ (e) Consultant teachers to assist in implementing
31 effective instructional practices by teachers serving participating
32 students;

33 ~~((e))~~ (f) Tutoring support for participating students;

34 ~~((f))~~ (g) Outreach activities and support for parents of
35 participating students, including employing parent and family
36 engagement coordinators; ((and

37 (g) Up to five percent of a district's learning assistance
38 program allocation may be used for development of))

39 (h) Partnerships with community-based organizations, educational
40 service districts, and other local agencies to deliver academic and

1 nonacademic supports to participating students who are significantly
2 at risk of not being successful in school to reduce barriers to
3 learning, increase student engagement, and enhance students'
4 readiness to learn. The academic and nonacademic supports must be
5 identified through system-level, including district, school, and
6 community, needs assessments and student-level needs assessments
7 performed as part of the Washington integrated student supports
8 protocol, established under RCW 28A.300.139. The school board must
9 approve in an open meeting any community-based organization or local
10 agency before learning assistance funds may be expended for the
11 purpose of partnerships under this subsection;

12 (i) Screening and intervention requirements under RCW
13 28A.320.260, even if the student being screened or provided with
14 supports is not eligible to participate in the learning assistance
15 program; and

16 (j) Staff trainings necessary to implement RCW 28A.320.260.

17 ~~((2) In addition to the state menu developed under RCW~~
18 ~~28A.655.235, the office of the superintendent of public instruction~~
19 ~~shall convene a panel of experts, including the Washington state~~
20 ~~institute for public policy, to develop additional state menus of~~
21 ~~best practices and strategies for use in the learning assistance~~
22 ~~program to assist struggling students at all grade levels in English~~
23 ~~language arts and mathematics and reduce disruptive behaviors in the~~
24 ~~classroom. The office of the superintendent of public instruction~~
25 ~~shall publish the state menus by July 1, 2015, and update the state~~
26 ~~menus by each July 1st thereafter.~~

27 ~~(3)(a) Beginning in the 2016-17 school year, except as provided~~
28 ~~in (b) of this subsection, school districts must use a practice or~~
29 ~~strategy that is on a state menu developed under subsection (2) of~~
30 ~~this section or RCW 28A.655.235.~~

31 ~~(b) Beginning in the 2016-17 school year, school districts may~~
32 ~~use a practice or strategy that is not on a state menu developed~~
33 ~~under subsection (2) of this section for two school years initially.~~
34 ~~If the district is able to demonstrate improved outcomes for~~
35 ~~participating students over the previous two school years at a level~~
36 ~~commensurate with the best practices and strategies on the state~~
37 ~~menu, the office of the superintendent of public instruction shall~~
38 ~~approve use of the alternative practice or strategy by the district~~
39 ~~for one additional school year. Subsequent annual approval by the~~
40 ~~superintendent of public instruction to use the alternative practice~~

1 ~~or strategy is dependent on the district continuing to demonstrate~~
2 ~~increased improved outcomes for participating students.~~

3 ~~(c) Beginning in the 2016-17 school year, school districts may~~
4 ~~enter cooperative agreements with state agencies, local governments,~~
5 ~~or school districts for administrative or operational costs needed to~~
6 ~~provide services in accordance with the state menus developed under~~
7 ~~this section and RCW 28A.655.235.~~

8 ~~(4) School districts are encouraged to implement best practices~~
9 ~~and strategies from the state menus developed under this section and~~
10 ~~RCW 28A.655.235 before the use is required.~~

11 ~~(5) School districts may use learning assistance program~~
12 ~~allocations to meet the screening and intervention requirements of~~
13 ~~RCW 28A.320.260, even if the student being screened or provided with~~
14 ~~supports is not eligible to participate in the learning assistance~~
15 ~~program. The learning assistance program allocations may also be used~~
16 ~~for school district staff trainings necessary to implement the~~
17 ~~provisions of RCW 28A.320.260.)~~

18 **Sec. 7.** RCW 28A.165.100 and 2013 2nd sp.s. c 18 s 204 are each
19 amended to read as follows:

20 (1) ~~((Beginning with the 2014-15 school year,))~~ School districts
21 shall record in the statewide individual student data system annual
22 entrance and exit performance data for each student participating in
23 the learning assistance program according to specifications
24 established by the office of the superintendent of public
25 instruction.

26 (2) Annually by ~~((August 1, 2014, and each August 1st~~
27 ~~thereafter))~~ September 30th, school districts shall report to the
28 office of the superintendent of public instruction, using a common
29 format prepared by the office:

30 (a) The amount of academic growth gained by students
31 participating in the learning assistance program;

32 (b) The number of students who gain at least one year of academic
33 growth; ~~((and))~~

34 (c) The specific practices, activities, and programs used by each
35 school building that received learning assistance program funding;
36 and

37 (d) Other data if required by the office of the superintendent of
38 public instruction to demonstrate the efficacy of the learning

1 assistance program expenditures to show student academic growth
2 gains.

3 (3) Annually by January 1st, the office of the superintendent of
4 public instruction shall compile the school district data reported as
5 required by subsection (2) of this section, and report, in compliance
6 with RCW 43.01.036, to the appropriate committees of the legislature
7 with the annual and longitudinal gains for the specific practices,
8 activities, and programs used by the school districts and schools to
9 show which are the most effective. The data must be disaggregated by
10 student subgroups.

11 **Sec. 8.** RCW 28A.165.065 and 2013 2nd sp.s. c 18 s 206 are each
12 amended to read as follows:

13 To ensure that school districts are meeting the requirements of
14 this chapter, the superintendent of public instruction shall monitor
15 learning assistance programs no less than once every four years. The
16 primary purpose of program monitoring is to evaluate the
17 effectiveness of a district's allocation and expenditure of resources
18 and monitor school district fidelity in implementing best practices.
19 The office of the superintendent of public instruction's center for
20 the improvement of student learning and learning assistance program
21 staff may provide technical assistance to school districts
22 identified, using data reported as required under RCW 28A.165.100, as
23 needing to improve the effectiveness of a learning assistance
24 program.

25 **Sec. 9.** RCW 28A.300.139 and 2016 c 72 s 801 are each amended to
26 read as follows:

27 (1) Subject to the availability of amounts appropriated for this
28 specific purpose, the Washington integrated student supports protocol
29 is established. The protocol shall be developed by the center for the
30 improvement of student learning, established in RCW 28A.300.130,
31 based on the framework described in this section. The purposes of the
32 protocol include:

33 (a) Supporting a school-based approach to promoting the success
34 of all students by coordinating academic and nonacademic supports to
35 reduce barriers to academic achievement and educational attainment;

36 (b) Fulfilling a vision of public education where educators focus
37 on education, students focus on learning, and auxiliary supports
38 enable teaching and learning to occur unimpeded;

1 (c) Encouraging the creation, expansion, and quality improvement
2 of community-based supports that can be integrated into the academic
3 environment of schools and school districts;

4 (d) Increasing public awareness of the evidence showing that
5 academic outcomes are a result of both academic and nonacademic
6 factors; and

7 (e) Supporting statewide and local organizations in their efforts
8 to provide leadership, coordination, technical assistance,
9 professional development, and advocacy to implement high-quality,
10 evidence-based, student-centered, coordinated approaches throughout
11 the state.

12 (2)(a) The Washington integrated student supports protocol must
13 be sufficiently flexible to adapt to the unique needs of schools and
14 districts across the state, yet sufficiently structured to provide
15 all students with the individual support they need for academic
16 success.

17 (b) The essential framework of the Washington integrated student
18 supports protocol includes:

19 (i) Needs assessments: A system-level needs assessment with
20 resource mapping must be conducted in order to identify academic and
21 nonacademic supports that are currently available or lacking in
22 schools, school districts, and the community. A student-level needs
23 assessment must be conducted for all at-risk students in order to
24 develop or identify the needed academic and nonacademic supports
25 within the students' school and community. These supports must be
26 coordinated to provide students with a package of mutually
27 reinforcing supports designed to meet the individual needs of each
28 student.

29 (ii) Integration and coordination: The school and district
30 leadership and staff must develop close relationships with providers
31 of academic and nonacademic supports to enhance the effectiveness of
32 the protocol.

33 (iii) Community partnerships: Community partners must be engaged
34 to provide nonacademic supports to reduce barriers to students'
35 academic success, including supports to students' families.

36 (iv) Data driven: Students' needs and outcomes must be tracked
37 over time to determine student progress and evolving needs.

38 (c) The framework must facilitate the ability of any academic or
39 nonacademic provider to support the needs of at-risk students,
40 including, but not limited to: Out-of-school providers, social

1 workers, mental health counselors, physicians, dentists, speech
2 therapists, and audiologists.

3 **Sec. 10.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
4 read as follows:

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

13 (2) Under the extended learning opportunities program and to the
14 extent funds are available for that purpose, districts shall make
15 available to students in grade twelve who have failed to meet one or
16 more local or state graduation requirements the option of continuing
17 enrollment in the school district in accordance with RCW 28A.225.160.
18 Districts are authorized to use basic education program funding to
19 provide instruction to eligible students under RCW 28A.150.220~~((+3))~~
20 (5).

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

29 (a) Individual or small group instruction;

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

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

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

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

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

4 (g) Reading improvement specialists available at the educational
5 service districts to serve eighth(~~, eleventh, and~~) through twelfth
6 grade educators through professional development in accordance with
7 RCW 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
10 struggling with basic reading skills.

11 **Sec. 11.** RCW 28A.710.280 and 2018 c 266 s 403 are each amended
12 to read as follows:

13 (1) The legislature intends that state funding for charter
14 schools be distributed equitably with state funding provided for
15 other public schools.

16 (2) For eligible students enrolled in a charter school
17 established and operating in accordance with this chapter, the
18 superintendent of public instruction shall transmit to each charter
19 school an amount calculated as provided in this section and based on
20 the statewide average salaries set forth in RCW 28A.150.410 for
21 certificated instructional staff adjusted by the regionalization
22 factor that applies to the school district in which the charter
23 school is geographically located, including any enrichment to those
24 statutory formulae that is specified in the omnibus appropriations
25 act. The amount must be the sum of (a) and (b) of this subsection.

26 (a) The superintendent shall, for purposes of making
27 distributions under this section, separately calculate and distribute
28 to charter schools moneys appropriated for general apportionment
29 under the same ratios as in RCW 28A.150.260.

30 (b) The superintendent also shall, for purposes of making
31 distributions under this section, and in accordance with the
32 applicable formulae for categorical programs specified in (b)(i)
33 through (v) of this subsection (2) and any enrichment to those
34 statutory formulae that is specified in the omnibus appropriations
35 act, separately calculate and distribute moneys appropriated by the
36 legislature to charter schools for:

37 (i) Supplemental instruction and services for (~~underachieving~~)
38 students who are not meeting academic standards through the learning
39 assistance program under RCW 28A.165.005 through 28A.165.065;

1 (ii) Supplemental instruction and services for eligible and
2 enrolled students and exited students whose primary language is other
3 than English through the transitional bilingual instruction program
4 under RCW 28A.180.010 through 28A.180.080;

5 (iii) The opportunity for an appropriate education at public
6 expense as defined by RCW 28A.155.020 for all eligible students with
7 disabilities as defined in RCW 28A.155.020;

8 (iv) Programs for highly capable students under RCW 28A.185.010
9 through 28A.185.030; and

10 (v) Pupil transportation services to and from school in
11 accordance with RCW 28A.160.150 through 28A.160.180. Distributions
12 for pupil transportation must be calculated on a per eligible student
13 basis based on the allocation for the previous school year to the
14 school district in which the charter school is located.

15 (3) The superintendent of public instruction must adopt rules
16 necessary for the distribution of funding required by this section
17 and to comply with federal reporting requirements.

18 NEW SECTION. **Sec. 12.** Section 5 of this act expires August 1,
19 2021.

20 NEW SECTION. **Sec. 13.** Sections 3 and 6 of this act take effect
21 August 1, 2021.

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