

**E2SSB 6552** - H COMM AMD  
By Committee on Appropriations

ADOPTED AS AMENDED 03/12/2014

1 Strike everything after the enacting clause and insert the  
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature recognizes that preparing  
4 students to be successful in postsecondary education, gainful  
5 employment, and citizenship requires increased rigor and achievement,  
6 including attaining a meaningful high school diploma with the  
7 opportunity to earn twenty-four credits. The legislature finds that an  
8 investment was made in the 2013-2015 omnibus appropriations act to  
9 implement an increase in instructional hours in the 2014-15 school  
10 year. School districts informed the legislature that the funding as  
11 provided in the 2013-2015 omnibus appropriations act would result in  
12 only a few minutes being added onto each class period and would not  
13 result in a meaningful increase in instruction that would have the  
14 positive impact on student learning that the legislature expects. The  
15 school districts suggested that it would be a better educational policy  
16 to use the funds to implement the requirement of twenty-four credits  
17 for high school graduation, which will result in a meaningful increase  
18 of instructional hours. Based on input from school districts across  
19 the state, the legislature recognizes the need to provide flexibility  
20 for school districts to implement the increase in instructional hours  
21 while still moving towards an increase in the high school graduation  
22 requirements. Therefore, the legislature intends to shift the focus  
23 and intent of the investments from compliance with the minimum  
24 instructional hours offering to assisting school districts to provide  
25 an opportunity for students to earn twenty-four credits for high school  
26 graduation and obtain a meaningful diploma, beginning with the  
27 graduating class of 2019.

28 **PART I**

29 **CAREER AND TECHNICAL EQUIVALENCIES**

1       **Sec. 101.** RCW 28A.700.070 and 2008 c 170 s 201 are each amended to  
2 read as follows:

3       (1) The office of the superintendent of public instruction shall  
4 support school district efforts under RCW 28A.230.097 to adopt course  
5 equivalencies for career and technical courses by:

6       (a) Recommending career and technical curriculum suitable for  
7 course equivalencies;

8       (b) Publicizing best practices for high schools and school  
9 districts in developing and adopting course equivalencies; and

10       (c) In consultation with the Washington association for career and  
11 technical education, providing professional development, technical  
12 assistance, and guidance for school districts seeking to expand their  
13 lists of equivalent courses.

14       (2) The office of the superintendent of public instruction shall  
15 provide professional development, technical assistance, and guidance  
16 for school districts to develop career and technical course  
17 equivalencies that also qualify as advanced placement courses.

18       (3) The office of the superintendent of public instruction, in  
19 consultation with one or more technical working groups convened for  
20 this purpose, shall develop curriculum frameworks for a selected list  
21 of career and technical courses that may be offered by high schools or  
22 skill centers whose content in science, technology, engineering, and  
23 mathematics is considered equivalent in full or in part to science or  
24 mathematics courses that meet high school graduation requirements. The  
25 content of the courses must be aligned with state essential academic  
26 learning requirements in mathematics as adopted by the superintendent  
27 of public instruction in July 2011 and the essential academic learning  
28 requirements in science as adopted in October 2013, and industry  
29 standards. The office shall submit the list of equivalent career and  
30 technical courses and their curriculum frameworks to the state board of  
31 education for review, an opportunity for public comment, and approval.  
32 The first list of courses under this subsection must be developed and  
33 approved before the 2015-16 school year. Thereafter, the office may  
34 periodically update or revise the list of courses using the process in  
35 this subsection.

36       (4) Subject to funds appropriated for this purpose, the office of  
37 the superintendent of public instruction shall allocate grant funds to  
38 school districts to increase the integration and rigor of academic

1 instruction in career and technical courses. Grant recipients are  
2 encouraged to use grant funds to support teams of academic and  
3 technical teachers using a research-based professional development  
4 model supported by the national research center for career and  
5 technical education. The office of the superintendent of public  
6 instruction may require that grant recipients provide matching  
7 resources using federal Carl Perkins funds or other fund sources.

8 **Sec. 102.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to  
9 read as follows:

10 (1) Each high school or school district board of directors shall  
11 adopt course equivalencies for career and technical high school courses  
12 offered to students in high schools and skill centers. A career and  
13 technical course equivalency may be for whole or partial credit. Each  
14 school district board of directors shall develop a course equivalency  
15 approval procedure. Boards of directors must approve AP computer  
16 science courses as equivalent to high school mathematics or science,  
17 and must denote on a student's transcript that AP computer science  
18 qualifies as a math-based quantitative course for students who take the  
19 course in their senior year. In order for a board to approve AP  
20 computer science as equivalent to high school mathematics, the student  
21 must be concurrently enrolled in or have successfully completed algebra  
22 II. Beginning no later than the 2015-16 school year, a school district  
23 board of directors must, at a minimum, grant academic course  
24 equivalency in mathematics or science for a high school career and  
25 technical course, if the course is offered, from the list of courses  
26 approved by the state board of education under RCW 28A.700.070, but is  
27 not limited to the courses on the list. If the list of courses is  
28 revised after the 2015-16 school year, the school district board of  
29 directors must grant academic course equivalency based on the revised  
30 list beginning with the school year immediately following the revision.

31 (2) Career and technical courses determined to be equivalent to  
32 academic core courses, in full or in part, by the high school or school  
33 district shall be accepted as meeting core requirements, including  
34 graduation requirements, if the courses are recorded on the student's  
35 transcript using the equivalent academic high school department  
36 designation and title. Full or partial credit shall be recorded as  
37 appropriate. The high school or school district shall also issue and

1 keep record of course completion certificates that demonstrate that the  
2 career and technical courses were successfully completed as needed for  
3 industry certification, college credit, or preapprenticeship, as  
4 applicable. The certificate shall be either part of the student's high  
5 school and beyond plan or the student's culminating project, as  
6 determined by the student. The office of the superintendent of public  
7 instruction shall develop and make available electronic samples of  
8 certificates of course completion.

9 **PART II**

10 **INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS**

11 **Sec. 201.** RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each  
12 amended to read as follows:

13 (1) In order for students to have the opportunity to develop the  
14 basic education knowledge and skills under RCW 28A.150.210, school  
15 districts must provide instruction of sufficient quantity and quality  
16 and give students the opportunity to complete graduation requirements  
17 that are intended to prepare them for postsecondary education, gainful  
18 employment, and citizenship. The program established under this  
19 section shall be the minimum instructional program of basic education  
20 offered by school districts.

21 (2) Each school district shall make available to students the  
22 following minimum instructional offering each school year:

23 (a) For students enrolled in grades one through twelve, at least a  
24 district-wide annual average of one thousand hours, which shall be  
25 increased beginning in the 2015-16 school year to at least one thousand  
26 eighty instructional hours for students enrolled in (~~each of~~) grades  
27 (~~seven~~) nine through twelve and at least one thousand instructional  
28 hours for students in (~~each of~~) grades one through (~~six according to~~  
29 ~~an implementation schedule adopted by the legislature, but not before~~  
30 ~~the 2014-15 school year~~) eight, all of which may be calculated by a  
31 school district using a district-wide annual average of instructional  
32 hours over grades one through twelve; and

33 (b) For students enrolled in kindergarten, at least four hundred  
34 fifty instructional hours, which shall be increased to at least one  
35 thousand instructional hours according to the implementation schedule  
36 under RCW 28A.150.315.

1 (3) The instructional program of basic education provided by each  
2 school district shall include:

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

5 (b) Instruction that provides students the opportunity to complete  
6 twenty-four credits for high school graduation, (~~subject to a phased-~~  
7 ~~in implementation of the twenty-four credits as established by the~~  
8 ~~legislature~~) beginning with the graduating class of 2019. Course  
9 distribution requirements may be established by the state board of  
10 education under RCW 28A.230.090;

11 (c) If the essential academic learning requirements include a  
12 requirement of languages other than English, the requirement may be met  
13 by students receiving instruction in one or more American Indian  
14 languages;

15 (d) Supplemental instruction and services for underachieving  
16 students through the learning assistance program under RCW 28A.165.005  
17 through 28A.165.065;

18 (e) Supplemental instruction and services for eligible and enrolled  
19 students and exited students whose primary language is other than  
20 English through the transitional bilingual instruction program under  
21 RCW 28A.180.010 through 28A.180.080;

22 (f) The opportunity for an appropriate education at public expense  
23 as defined by RCW 28A.155.020 for all eligible students with  
24 disabilities as defined in RCW 28A.155.020; and

25 (g) Programs for highly capable students under RCW 28A.185.010  
26 through 28A.185.030.

27 (4) Nothing contained in this section shall be construed to require  
28 individual students to attend school for any particular number of hours  
29 per day or to take any particular courses.

30 (5)(a) Each school district's kindergarten through twelfth grade  
31 basic educational program shall be accessible to all students who are  
32 five years of age, as provided by RCW 28A.225.160, and less than  
33 twenty-one years of age and shall consist of a minimum of one hundred  
34 eighty school days per school year in such grades as are conducted by  
35 a school district, and one hundred eighty half-days of instruction, or  
36 equivalent, in kindergarten, to be increased to a minimum of one  
37 hundred eighty school days per school year according to the  
38 implementation schedule under RCW 28A.150.315. (~~However,~~)

1        (b) Schools administering the Washington kindergarten inventory of  
2        developing skills may use up to three school days at the beginning of  
3        the school year to meet with parents and families as required in the  
4        parent involvement component of the inventory. (~~In addition,~~  
5        ~~effective May 1, 1979,~~)

6        (c) In the case of students who are graduating from high school, a  
7        school district may schedule the last five school days of the one  
8        hundred (~~and~~) eighty day school year for noninstructional purposes  
9        (~~in the case of students who are graduating from high school,~~)  
10       including, but not limited to, the observance of graduation and early  
11       release from school upon the request of a student(~~,~~and)). All such  
12       students may be claimed as a full-time equivalent student to the extent  
13       they could otherwise have been so claimed for the purposes of RCW  
14       28A.150.250 and 28A.150.260. Any hours scheduled by a school district  
15       for noninstructional purposes during the last five school days for such  
16       students shall count toward the instructional hours requirement in  
17       subsection (2)(a) of this section.

18       (6) Nothing in this section precludes a school district from  
19       enriching the instructional program of basic education, such as  
20       offering additional instruction or providing additional services,  
21       programs, or activities that the school district determines to be  
22       appropriate for the education of the school district's students.

23       (7) The state board of education shall adopt rules to implement and  
24       ensure compliance with the program requirements imposed by this  
25       section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
26       program approval requirements as the state board may establish.

27       **Sec. 202.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to  
28       read as follows:

29       (1) The state board of education shall establish high school  
30       graduation requirements or equivalencies for students, except as  
31       provided in RCW 28A.230.122 and except those equivalencies established  
32       by local high schools or school districts under RCW 28A.230.097. The  
33       purpose of a high school diploma is to declare that a student is ready  
34       for success in postsecondary education, gainful employment, and  
35       citizenship, and is equipped with the skills to be a lifelong learner.

36       (a) Any course in Washington state history and government used to

1 fulfill high school graduation requirements shall consider including  
2 information on the culture, history, and government of the American  
3 Indian peoples who were the first inhabitants of the state.

4 (b) The certificate of academic achievement requirements under RCW  
5 28A.655.061 or the certificate of individual achievement requirements  
6 under RCW 28A.155.045 are required for graduation from a public high  
7 school but are not the only requirements for graduation.

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

11 (d) The state board of education shall adopt rules to implement the  
12 career and college ready graduation requirement proposal adopted under  
13 board resolution on November 10, 2010, and revised on January 9, 2014,  
14 to take effect beginning with the graduating class of 2019, which  
15 includes authorization for a school district to waive up to two credits  
16 on an individual student basis in accordance with the rules established  
17 by the state board of education.

18 (2)(a) In recognition of the statutory authority of the state board  
19 of education to establish and enforce minimum high school graduation  
20 requirements, the state board shall periodically reevaluate the  
21 graduation requirements and shall report such findings to the  
22 legislature in a timely manner as determined by the state board.

23 (b) The state board shall reevaluate the graduation requirements  
24 for students enrolled in vocationally intensive and rigorous career and  
25 technical education programs, particularly those programs that lead to  
26 a certificate or credential that is state or nationally recognized.  
27 The purpose of the evaluation is to ensure that students enrolled in  
28 these programs have sufficient opportunity to earn a certificate of  
29 academic achievement, complete the program and earn the program's  
30 certificate or credential, and complete other state and local  
31 graduation requirements.

32 (c) The state board shall forward any proposed changes to the high  
33 school graduation requirements to the education committees of the  
34 legislature for review and to the quality education council established  
35 under RCW 28A.290.010. The legislature shall have the opportunity to  
36 act during a regular legislative session before the changes are adopted  
37 through administrative rule by the state board. Changes that have a  
38 fiscal impact on school districts, as identified by a fiscal analysis

1 prepared by the office of the superintendent of public instruction,  
2 shall take effect only if formally authorized and funded by the  
3 legislature through the omnibus appropriations act or other enacted  
4 legislation.

5 (3) Pursuant to any requirement for instruction in languages other  
6 than English established by the state board of education or a local  
7 school district, or both, for purposes of high school graduation,  
8 students who receive instruction in American sign language or one or  
9 more American Indian languages shall be considered to have satisfied  
10 the state or local school district graduation requirement for  
11 instruction in one or more languages other than English.

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

16 (a) The course was taken with high school students, if the academic  
17 level of the course exceeds the requirements for seventh and eighth  
18 grade classes, and the student has successfully passed by completing  
19 the same course requirements and examinations as the high school  
20 students enrolled in the class; or

21 (b) The academic level of the course exceeds the requirements for  
22 seventh and eighth grade classes and the course would qualify for high  
23 school credit, because the course is similar or equivalent to a course  
24 offered at a high school in the district as determined by the school  
25 district board of directors.

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

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

32 **Sec. 203.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each  
33 amended to read as follows:

34 The purpose of this section is to provide for the allocation of  
35 state funding that the legislature deems necessary to support school  
36 districts in offering the minimum instructional program of basic



1 education under RCW 28A.150.220. The allocation shall be determined as  
2 follows:

3 (1) The governor shall and the superintendent of public instruction  
4 may recommend to the legislature a formula for the distribution of a  
5 basic education instructional allocation for each common school  
6 district.

7 (2) The distribution formula under this section shall be for  
8 allocation purposes only. Except as may be required under chapter  
9 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and  
10 regulations, nothing in this section requires school districts to use  
11 basic education instructional funds to implement a particular  
12 instructional approach or service. Nothing in this section requires  
13 school districts to maintain a particular classroom teacher-to-student  
14 ratio or other staff-to-student ratio or to use allocated funds to pay  
15 for particular types or classifications of staff. Nothing in this  
16 section entitles an individual teacher to a particular teacher planning  
17 period.

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

1 schools and to reflect other factors identified in the omnibus  
2 appropriations act.

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

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

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

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

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

	General education average class size
20 Grades K-3 . . . . .	25.23
21 Grade 4 . . . . .	27.00
22 Grades 5-6 . . . . .	27.00
23 Grades 7-8 . . . . .	28.53
24 Grades 9-12 . . . . .	28.74

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

	<u>Laboratory science average class size</u>
33 Grades 9-12 . . . . .	<u>19.98</u>

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.

(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent 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 . . . . .	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction . . . . .	22.76

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

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

(ii) A specialty average class size for (~~laboratory science~~) advanced placement(~~(7)~~) and international baccalaureate courses.

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

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators . . . . .	1.253	1.353	1.880

1	Teacher librarians, a function that includes information literacy, technology,			
2	and media to support school library media programs .....	0.663	0.519	0.523
3	Health and social services:			
4	School nurses .....	0.076	0.060	0.096
5	Social workers .....	0.042	0.006	0.015
6	Psychologists .....	0.017	0.002	0.007
7	Guidance counselors, a function that includes parent outreach and graduation			
8	advising .....	0.493	1.116	<del>((1.909))</del>
9				<u>2.539</u>
10	Teaching assistance, including any aspect of educational instructional			
11	services provided by classified employees .....	0.936	0.700	0.652
12	Office support and other noninstructional aides .....	2.012	2.325	3.269
13	Custodians .....	1.657	1.942	2.965
14	Classified staff providing student and staff safety .....	0.079	0.092	0.141
15	Parent involvement coordinators .....	0.00	0.00	0.00

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

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

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

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

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

1 per annual average full-time equivalent student for the following  
2 materials, supplies, and operating costs, to be adjusted for inflation  
3 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
4	
5	
6	
7	Technology . . . . . \$54.43
8	Utilities and insurance . . . . . \$147.90
9	Curriculum and textbooks . . . . . \$58.44
10	Other supplies and library materials . . . . . \$124.07
11	Instructional professional development for certified and
12	classified staff . . . . . \$9.04
13	Facilities maintenance . . . . . \$73.27
14	Security and central office . . . . . \$50.76

15 (b) During the 2011-2013 biennium, the minimum allocation for  
16 maintenance, supplies, and operating costs shall be increased as  
17 specified in the omnibus appropriations act. The following  
18 allocations, adjusted for inflation from the 2007-08 school year, are  
19 provided in the 2015-16 school year, after which the allocations shall  
20 be adjusted annually for inflation as specified in the omnibus  
21 appropriations act:

	Per annual average full-time equivalent student in grades K-12
22	
23	
24	
25	Technology . . . . . \$113.80
26	Utilities and insurance . . . . . \$309.21
27	Curriculum and textbooks . . . . . \$122.17
28	Other supplies and library materials . . . . . \$259.39
29	Instructional professional development for certificated and
30	classified staff . . . . . \$18.89
31	Facilities maintenance . . . . . \$153.18
32	Security and central office administration . . . . . \$106.12

33 (c) In addition to the amounts provided in (a) and (b) of this  
34 subsection, beginning in the 2014-15 school year, the omnibus  
35 appropriations act shall provide the following minimum allocation for  
36 each annual average full-time equivalent student in grades nine through

1 twelve for the following materials, supplies, and operating costs, to  
2 be adjusted annually for inflation:

	<u>Per annual average</u>
	<u>full-time equivalent student</u>
	<u>in grades 9-12</u>
3	
4	
5	
6	<u>Technology . . . . . \$36.35</u>
7	<u>Curriculum and textbooks . . . . . \$39.02</u>
8	<u>Other supplies and library materials . . . . . \$82.84</u>
9	
10	<u>Instructional professional development for certificated and</u>
	<u>classified staff . . . . . \$6.04</u>

11 (9) In addition to the amounts provided in subsection (8) of this  
12 section, the omnibus appropriations act shall provide an amount based  
13 on full-time equivalent student enrollment in each of the following:

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

16 ~~(b) ((Laboratory science courses for students in grades nine~~  
17 ~~through twelve;~~

18 ~~(c))~~ Preparatory career and technical education courses for  
19 students in grades nine through twelve offered in a high school; and

20 ~~((d))~~ (c) Preparatory career and technical education courses for  
21 students in grades eleven and twelve offered through a skill center.

22 (10) In addition to the allocations otherwise provided under this  
23 section, amounts shall be provided to support the following programs  
24 and services:

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 district percentage of students in grades K-12 who were eligible for  
29 free or reduced-price meals in the prior school year. The minimum  
30 allocation for the program shall provide for each level of prototypical  
31 school resources to provide, on a statewide average, 1.5156 hours per  
32 week in extra instruction with a class size of fifteen learning  
33 assistance program students per teacher.

34 (b) To provide supplemental instruction and services for students  
35 whose primary language is other than English, allocations shall be  
36 based on the head count number of students in each school who are  
37 eligible for and enrolled in the transitional bilingual instruction  
38 program under RCW 28A.180.010 through 28A.180.080. The minimum

1 allocation for each level of prototypical school shall provide  
2 resources to provide, on a statewide average, 4.7780 hours per week in  
3 extra instruction with fifteen transitional bilingual instruction  
4 program students per teacher. Notwithstanding other provisions of this  
5 subsection (10), the actual per-student allocation may be scaled to  
6 provide a larger allocation for students needing more intensive  
7 intervention and a commensurate reduced allocation for students needing  
8 less intensive intervention, as detailed in the omnibus appropriations  
9 act.

10 (c) To provide additional allocations to support programs for  
11 highly capable students under RCW 28A.185.010 through 28A.185.030,  
12 allocations shall be based on two and three hundred fourteen one-  
13 thousandths percent of each school district's full-time equivalent  
14 basic education enrollment. The minimum allocation for the programs  
15 shall provide resources to provide, on a statewide average, 2.1590  
16 hours per week in extra instruction with fifteen highly capable program  
17 students per teacher.

18 (11) The allocations under subsections (4)(a) and (b), (5), (6),  
19 and (8) of this section shall be enhanced as provided under RCW  
20 28A.150.390 on an excess cost basis to provide supplemental  
21 instructional resources for students with disabilities.

22 (12)(a) For the purposes of allocations for prototypical high  
23 schools and middle schools under subsections (4) and (10) of this  
24 section that are based on the percent of students in the school who are  
25 eligible for free and reduced-price meals, the actual percent of such  
26 students in a school shall be adjusted by a factor identified in the  
27 omnibus appropriations act to reflect underreporting of free and  
28 reduced-price meal eligibility among middle and high school students.

29 (b) Allocations or enhancements provided under subsections (4),  
30 (7), and (9) of this section for exploratory and preparatory career and  
31 technical education courses shall be provided only for courses approved  
32 by the office of the superintendent of public instruction under chapter  
33 28A.700 RCW.

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

1 (b) In the event the legislature rejects the distribution formula  
2 recommended by the governor, without adopting a new distribution  
3 formula, the distribution formula for the previous school year shall  
4 remain in effect.

5 (c) The enrollment of any district shall be the annual average  
6 number of full-time equivalent students and part-time students as  
7 provided in RCW 28A.150.350, enrolled on the first school day of each  
8 month, including students who are in attendance pursuant to RCW  
9 28A.335.160 and 28A.225.250 who do not reside within the servicing  
10 school district. The definition of full-time equivalent student shall  
11 be determined by rules of the superintendent of public instruction and  
12 shall be included as part of the superintendent's biennial budget  
13 request. The definition shall be based on the minimum instructional  
14 hour offerings required under RCW 28A.150.220. Any revision of the  
15 present definition shall not take effect until approved by the house  
16 ways and means committee and the senate ways and means committee.

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

20 NEW SECTION. **Sec. 204.** Section 203 of this act takes effect  
21 September 1, 2014."

22 Correct the title.

EFFECT: Moves a phrase within a sentence to make it clearer that  
the 24-credit graduation requirements proposal takes effect with the  
graduating class of 2019.

Simplifies the statutory language that specifies the additional  
allocation in the prototypical school funding formula for high school  
laboratory science class size.

Adds an effective date for the beginning of the next school fiscal year  
for the changes to the prototypical school funding formula in the bill.

--- END ---