

E2SSB 6552 - H COMM AMD
By Committee on Appropriations

ADOPTED AND ENGROSSED 3/12/14

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, with the opportunity for school districts to
28 request a waiver for up to two years.

29

PART I

1 **CAREER AND TECHNICAL EQUIVALENCIES**

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

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

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

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

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

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

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

1 (4) Subject to funds appropriated for this purpose, the office of
2 the superintendent of public instruction shall allocate grant funds to
3 school districts to increase the integration and rigor of academic
4 instruction in career and technical courses. Grant recipients are
5 encouraged to use grant funds to support teams of academic and
6 technical teachers using a research-based professional development
7 model supported by the national research center for career and
8 technical education. The office of the superintendent of public
9 instruction may require that grant recipients provide matching
10 resources using federal Carl Perkins funds or other fund sources.

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

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

34 (2) Career and technical courses determined to be equivalent to
35 academic core courses, in full or in part, by the high school or school
36 district shall be accepted as meeting core requirements, including
37 graduation requirements, if the courses are recorded on the student's

1 transcript using the equivalent academic high school department
2 designation and title. Full or partial credit shall be recorded as
3 appropriate. The high school or school district shall also issue and
4 keep record of course completion certificates that demonstrate that the
5 career and technical courses were successfully completed as needed for
6 industry certification, college credit, or preapprenticeship, as
7 applicable. The certificate shall be either part of the student's high
8 school and beyond plan or the student's culminating project, as
9 determined by the student. The office of the superintendent of public
10 instruction shall develop and make available electronic samples of
11 certificates of course completion.

12 **Sec. 103.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to
13 read as follows:

14 (1) School district boards of directors shall identify and offer
15 courses with content that meet or exceed: (~~(+1)~~) (a) The basic
16 education skills identified in RCW 28A.150.210; (~~(+2)~~) (b) the
17 graduation requirements under RCW 28A.230.090; (~~(+3)~~) (c) the courses
18 required to meet the minimum college entrance requirements under RCW
19 28A.230.130; and (~~(+4)~~) (d) the course options for career development
20 under RCW 28A.230.130. Such courses may be applied or theoretical,
21 academic, or vocational.

22 (2) School district boards of directors must provide high school
23 students with the opportunity to access at least one career and
24 technical education course that is considered equivalent to a
25 mathematics course or at least one career and technical education
26 course that is considered equivalent to a science course as determined
27 by the office of the superintendent of public instruction and the state
28 board of education in RCW 28A.700.070. Students may access such
29 courses at high schools, interdistrict cooperatives, skill centers or
30 branch or satellite skill centers, or through online learning or
31 applicable running start vocational courses.

32 (3) School district boards of directors of school districts with
33 fewer than two thousand students may apply to the state board of
34 education for a waiver from the provisions of subsection (2) of this
35 section.

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

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

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

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

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

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

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

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

29 (5)(a) Each school district's kindergarten through twelfth grade
30 basic educational program shall be accessible to all students who are
31 five years of age, as provided by RCW 28A.225.160, and less than
32 twenty-one years of age and shall consist of a minimum of one hundred
33 eighty school days per school year in such grades as are conducted by
34 a school district, and one hundred eighty half-days of instruction, or
35 equivalent, in kindergarten, to be increased to a minimum of one
36 hundred eighty school days per school year according to the
37 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. Effective with the graduating class
11 of 2015, the state board of education may not establish a requirement
12 for students to complete a culminating project for graduation.

13 (d)(i) The state board of education shall adopt rules to implement
14 the career and college ready graduation requirement proposal adopted
15 under board resolution on November 10, 2010, and revised on January 9,
16 2014, to take effect beginning with the graduating class of 2019 or as
17 otherwise provided in this subsection (1)(d). The rules must include
18 authorization for a school district to waive up to two credits for
19 individual students based on unusual circumstances and in accordance
20 with written policies that must be adopted by each board of directors
21 of a school district that grants diplomas. The rules must also provide
22 that the content of the third credit of mathematics and the content of
23 the third credit of science may be chosen by the student based on the
24 student's interests and high school and beyond plan with agreement of
25 the student's parent or guardian or agreement of the school counselor
26 or principal.

27 (ii) School districts may apply to the state board of education for
28 a waiver to implement the career and college ready graduation
29 requirement proposal beginning with the graduating class of 2020 or
30 2021 instead of the graduating class of 2019. In the application, a
31 school district must describe why the waiver is being requested, the
32 specific impediments preventing timely implementation, and efforts that
33 will be taken to achieve implementation with the graduating class
34 proposed under the waiver. The state board of education shall grant a
35 waiver under this subsection (1)(d) to an applying school district at
36 the next subsequent meeting of the board after receiving an
37 application.

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

6 (b) The state board shall reevaluate the graduation requirements
7 for students enrolled in vocationally intensive and rigorous career and
8 technical education programs, particularly those programs that lead to
9 a certificate or credential that is state or nationally recognized.
10 The purpose of the evaluation is to ensure that students enrolled in
11 these programs have sufficient opportunity to earn a certificate of
12 academic achievement, complete the program and earn the program's
13 certificate or credential, and complete other state and local
14 graduation requirements.

15 (c) The state board shall forward any proposed changes to the high
16 school graduation requirements to the education committees of the
17 legislature for review and to the quality education council established
18 under RCW 28A.290.010. The legislature shall have the opportunity to
19 act during a regular legislative session before the changes are adopted
20 through administrative rule by the state board. Changes that have a
21 fiscal impact on school districts, as identified by a fiscal analysis
22 prepared by the office of the superintendent of public instruction,
23 shall take effect only if formally authorized and funded by the
24 legislature through the omnibus appropriations act or other enacted
25 legislation.

26 (3) Pursuant to any requirement for instruction in languages other
27 than English established by the state board of education or a local
28 school district, or both, for purposes of high school graduation,
29 students who receive instruction in American sign language or one or
30 more American Indian languages shall be considered to have satisfied
31 the state or local school district graduation requirement for
32 instruction in one or more languages other than English.

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

37 (a) The course was taken with high school students, if the academic
38 level of the course exceeds the requirements for seventh and eighth

1 grade classes, and the student has successfully passed by completing
2 the same course requirements and examinations as the high school
3 students enrolled in the class; or

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

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

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

15 NEW SECTION. **Sec. 203.** The Washington state school directors'
16 association shall adopt a model policy and procedure that school
17 districts may use for granting waivers to individual students of up to
18 two credits required for high school graduation based on unusual
19 circumstances. The purpose of the model policy and procedure is to
20 assist school districts in providing all students the opportunity to
21 complete graduation requirements without discrimination and without
22 disparate impact on groups of students. The model policy must take
23 into consideration the unique limitations of a student that may be
24 associated with such circumstances as homelessness, limited English
25 proficiency, medical conditions that impair a student's opportunity to
26 learn, or disabilities, regardless of whether the student has an
27 individualized education program or a plan under section 504 of the
28 federal rehabilitation act of 1973. The model policy must also address
29 waivers if the student has not been provided with an opportunity to
30 retake classes or enroll in remedial classes free of charge during the
31 first four years of high school. The Washington state school
32 directors' association must distribute the model policy and procedure
33 to all school districts in the state that grant high school diplomas by
34 June 30, 2015.

35 **Sec. 204.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to
36 read as follows:

1 (1) Each high school or school district board of directors shall
2 adopt course equivalencies for career and technical high school courses
3 offered to students in high schools and skill centers. A career and
4 technical course equivalency may be for whole or partial credit. Each
5 school district board of directors shall develop a course equivalency
6 approval procedure. Boards of directors must approve AP computer
7 science courses as equivalent to high school mathematics or science,
8 and must denote on a student's transcript that AP computer science
9 qualifies as a math-based quantitative course for students who take the
10 course in their senior year. In order for a board to approve AP
11 computer science as equivalent to high school mathematics, the student
12 must be concurrently enrolled in or have successfully completed algebra
13 II.

14 (2) Career and technical courses determined to be equivalent to
15 academic core courses, in full or in part, by the high school or school
16 district shall be accepted as meeting core requirements, including
17 graduation requirements, if the courses are recorded on the student's
18 transcript using the equivalent academic high school department
19 designation and title. Full or partial credit shall be recorded as
20 appropriate. The high school or school district shall also issue and
21 keep record of course completion certificates that demonstrate that the
22 career and technical courses were successfully completed as needed for
23 industry certification, college credit, or preapprenticeship, as
24 applicable. The certificate shall be ~~((either))~~ part of the student's
25 high school and beyond plan ~~((or the student's culminating project, as
26 determined by the student))~~. The office of the superintendent of
27 public instruction shall develop and make available electronic samples
28 of certificates of course completion.

29 **Sec. 205.** RCW 28A.320.240 and 2006 c 263 s 914 are each amended to
30 read as follows:

31 (1) The purpose of this section is to identify quality criteria for
32 school library media programs that support the student learning goals
33 under RCW 28A.150.210, the essential academic learning requirements
34 under RCW 28A.655.070, and high school graduation requirements adopted
35 under RCW 28A.230.090.

36 (2) Every board of directors shall provide for the operation and

1 stocking of such libraries as the board deems necessary for the proper
2 education of the district's students or as otherwise required by law or
3 rule of the superintendent of public instruction.

4 (3) "Teacher-librarian" means a certified teacher with a library
5 media endorsement under rules adopted by the professional educator
6 standards board.

7 (4) "School-library media program" means a school-based program
8 that is staffed by a certificated teacher-librarian and provides a
9 variety of resources that support student mastery of the essential
10 academic learning requirements in all subject areas and the
11 implementation of the district's school improvement plan.

12 (5) The teacher-librarian, through the school-library media
13 program, shall collaborate as an instructional partner to help all
14 students meet the content goals in all subject areas, and assist high
15 school students completing (~~the culminating project and~~) high school
16 and beyond plans required for graduation.

17 **Sec. 206.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
18 amended to read as follows:

19 The purpose of this section is to provide for the allocation of
20 state funding that the legislature deems necessary to support school
21 districts in offering the minimum instructional program of basic
22 education under RCW 28A.150.220. The allocation shall be determined as
23 follows:

24 (1) The governor shall and the superintendent of public instruction
25 may recommend to the legislature a formula for the distribution of a
26 basic education instructional allocation for each common school
27 district.

28 (2) The distribution formula under this section shall be for
29 allocation purposes only. Except as may be required under chapter
30 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and
31 regulations, nothing in this section requires school districts to use
32 basic education instructional funds to implement a particular
33 instructional approach or service. Nothing in this section requires
34 school districts to maintain a particular classroom teacher-to-student
35 ratio or other staff-to-student ratio or to use allocated funds to pay
36 for particular types or classifications of staff. Nothing in this

1 section entitles an individual teacher to a particular teacher planning
2 period.

3 (3)(a) To the extent the technical details of the formula have been
4 adopted by the legislature and except when specifically provided as a
5 school district allocation, the distribution formula for the basic
6 education instructional allocation shall be based on minimum staffing
7 and nonstaff costs the legislature deems necessary to support
8 instruction and operations in prototypical schools serving high,
9 middle, and elementary school students as provided in this section.
10 The use of prototypical schools for the distribution formula does not
11 constitute legislative intent that schools should be operated or
12 structured in a similar fashion as the prototypes. Prototypical
13 schools illustrate the level of resources needed to operate a school of
14 a particular size with particular types and grade levels of students
15 using commonly understood terms and inputs, such as class size, hours
16 of instruction, and various categories of school staff. It is the
17 intent that the funding allocations to school districts be adjusted
18 from the school prototypes based on the actual number of annual average
19 full-time equivalent students in each grade level at each school in the
20 district and not based on the grade-level configuration of the school
21 to the extent that data is available. The allocations shall be further
22 adjusted from the school prototypes with minimum allocations for small
23 schools and to reflect other factors identified in the omnibus
24 appropriations 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 (4)(a)(i) The minimum allocation for each level of prototypical
36 school shall be based on the number of full-time equivalent classroom
37 teachers needed to provide instruction over the minimum required annual
38 instructional hours under RCW 28A.150.220 and provide at least one

1 teacher planning period per school day, and based on the following
2 general education average class size of full-time equivalent students
3 per teacher:

	General education average class size
6 Grades K-3	25.23
7 Grade 4	27.00
8 Grades 5-6	27.00
9 Grades 7-8	28.53
10 Grades 9-12	28.74

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

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

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

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

	Career and technical education average class size
35 Approved career and technical education offered at 36 the middle school and high school level	26.57
37 Skill center programs meeting the standards established	

1 by the office of the superintendent of public
 2 instruction 22.76

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

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

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

10 (5) The minimum allocation for each level of prototypical school
 11 shall include allocations for the following types of staff in addition
 12 to classroom teachers:
 13

	Elementary	Middle	High
	School	School	School
18 Principals, assistant principals, and other certificated building-level			
19 administrators	1.253	1.353	1.880
20 Teacher librarians, a function that includes information literacy, technology,			
21 and media to support school library media programs	0.663	0.519	0.523
22 Health and social services:			
23 School nurses	0.076	0.060	0.096
24 Social workers	0.042	0.006	0.015
25 Psychologists	0.017	0.002	0.007
26 Guidance counselors, a function that includes parent outreach and graduation			
27 advising	0.493	1.116	((1.909))
28			<u>2.539</u>
29 Teaching assistance, including any aspect of educational instructional			
30 services provided by classified employees	0.936	0.700	0.652
31 Office support and other noninstructional aides	2.012	2.325	3.269
32 Custodians	1.657	1.942	2.965
33 Classified staff providing student and staff safety	0.079	0.092	0.141
34 Parent involvement coordinators	0.00	0.00	0.00

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

	Staff per 1,000 K-12 students
5 Technology	0.628
6 Facilities, maintenance, and grounds	1.813
7 Warehouse, laborers, and mechanics	0.332

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10 (b) The minimum allocation of staff units for each school district
11 to support certificated and classified staffing of central
12 administration shall be 5.30 percent of the staff units generated under
13 subsections (4)(a) and (b) and (5) of this section and (a) of this
14 subsection.

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

19 (8)(a) Except as provided in (b) and (c) of this subsection, the
20 minimum allocation for each school district shall include allocations
21 per annual average full-time equivalent student for the following
22 materials, supplies, and operating costs, to be adjusted for inflation
23 from the 2008-09 school year:

	Per annual average full-time equivalent student in grades K-12
24 Technology	\$54.43
25 Utilities and insurance	\$147.90
26 Curriculum and textbooks	\$58.44
27 Other supplies and library materials	\$124.07
28 Instructional professional development for certified and 29 classified staff	\$9.04
30 Facilities maintenance	\$73.27
31 Security and central office	\$50.76

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35 (b) During the 2011-2013 biennium, the minimum allocation for
36 maintenance, supplies, and operating costs shall be increased as
37 specified in the omnibus appropriations act. The following

1 allocations, adjusted for inflation from the 2007-08 school year, are
2 provided in the 2015-16 school year, after which the allocations shall
3 be adjusted annually for inflation as specified in the omnibus
4 appropriations act:

	Per annual average full-time equivalent student in grades K-12
5 Technology	\$113.80
6 Utilities and insurance	\$309.21
7 Curriculum and textbooks	\$122.17
8 Other supplies and library materials	\$259.39
9 Instructional professional development for certificated and 10 classified staff	\$18.89
11 Facilities maintenance	\$153.18
12 Security and central office administration	\$106.12

13
14
15
16 (c) In addition to the amounts provided in (a) and (b) of this
17 subsection, beginning in the 2014-15 school year, the omnibus
18 appropriations act shall provide the following minimum allocation for
19 each annual average full-time equivalent student in grades nine through
20 twelve for the following materials, supplies, and operating costs, to
21 be adjusted annually for inflation:

	<u>Per annual average</u> <u>full-time equivalent student</u> <u>in grades 9-12</u>
22 <u>Technology</u>	<u>\$36.35</u>
23 <u>Curriculum and textbooks</u>	<u>\$39.02</u>
24 <u>Other supplies and library materials</u>	<u>\$82.84</u>
25 <u>Instructional professional development for certificated and</u> 26 <u>classified staff</u>	<u>\$6.04</u>

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

- 33 (a) Exploratory career and technical education courses for students
34 in grades seven through twelve;
- 35 (b) ~~((Laboratory science courses for students in grades nine~~
36 ~~through twelve;~~

1 ~~(e))~~) Preparatory career and technical education courses for
2 students in grades nine through twelve offered in a high school; and
3 ~~((d))~~) (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) To provide supplemental instruction and services for
9 underachieving students through the learning assistance program under
10 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
11 district percentage of students in grades K-12 who were eligible for
12 free or reduced-price meals in the prior school year. The minimum
13 allocation for the program shall provide for each level of prototypical
14 school resources to provide, on a statewide average, 1.5156 hours per
15 week in extra instruction with a class size of fifteen learning
16 assistance program students per teacher.

17 (b) To provide supplemental instruction and services for students
18 whose primary language is other than English, allocations shall be
19 based on the head count number of students in each school who are
20 eligible for and enrolled in the transitional bilingual instruction
21 program under RCW 28A.180.010 through 28A.180.080. The minimum
22 allocation for each level of prototypical school shall provide
23 resources to provide, on a statewide average, 4.7780 hours per week in
24 extra instruction with fifteen transitional bilingual instruction
25 program students per teacher. Notwithstanding other provisions of this
26 subsection (10), the actual per-student allocation may be scaled to
27 provide a larger allocation for students needing more intensive
28 intervention and a commensurate reduced allocation for students needing
29 less intensive intervention, as detailed in the omnibus appropriations
30 act.

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

1 (11) The allocations under subsections (4)(a) and (b), (5), (6),
2 and (8) of this section shall be enhanced as provided under RCW
3 28A.150.390 on an excess cost basis to provide supplemental
4 instructional resources for students with disabilities.

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

12 (b) Allocations or enhancements provided under subsections (4),
13 (7), and (9) of this section for exploratory and preparatory career and
14 technical education courses shall be provided only for courses approved
15 by the office of the superintendent of public instruction under chapter
16 28A.700 RCW.

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

21 (b) In the event the legislature rejects the distribution formula
22 recommended by the governor, without adopting a new distribution
23 formula, the distribution formula for the previous school year shall
24 remain in effect.

25 (c) The enrollment of any district shall be the annual average
26 number of full-time equivalent students and part-time students as
27 provided in RCW 28A.150.350, enrolled on the first school day of each
28 month, including students who are in attendance pursuant to RCW
29 28A.335.160 and 28A.225.250 who do not reside within the servicing
30 school district. The definition of full-time equivalent student shall
31 be determined by rules of the superintendent of public instruction and
32 shall be included as part of the superintendent's biennial budget
33 request. The definition shall be based on the minimum instructional
34 hour offerings required under RCW 28A.150.220. Any revision of the
35 present definition shall not take effect until approved by the house
36 ways and means committee and the senate ways and means committee.

37 (d) The office of financial management shall make a monthly review

1 of the superintendent's reported full-time equivalent students in the
2 common schools in conjunction with RCW 43.62.050.

3 NEW SECTION. **Sec. 207.** A new section is added to chapter 43.06B
4 RCW to read as follows:

5 (1) The office of the education ombuds shall convene a task force
6 on success for students with special needs to:

7 (a) Define and assess barriers that students with special needs
8 face in earning a high school diploma and fully accessing the
9 educational program provided by the public schools, including but not
10 limited to students with disabilities, dyslexia, and other physical or
11 emotional conditions for which students do not have an individualized
12 education program or section 504 plan but that create limitations to
13 their ability to succeed in school;

14 (b) Outline recommendations for systemic changes to address
15 barriers identified and successful models for the delivery of education
16 and supportive services for students with special needs;

17 (c) Recommend steps for coordination of delivery of early learning
18 through postsecondary education and career preparation for students
19 with special needs through ongoing efforts of various state and local
20 education and workforce agencies, including strategies for earlier
21 assessment and identification of disabilities or barriers to learning
22 in early learning programs and in kindergarten through third grade; and

23 (d) Identify options for state assistance to help school districts
24 develop course equivalencies for competency-based education or similar
25 systems of personalized learning where students master specific
26 knowledge and skills at their own pace.

27 (2) The task force shall be composed of at least the following
28 members:

29 (a) One representative each from the office of the superintendent
30 of public instruction, the workforce training and education
31 coordinating board, the Washington state school directors' association,
32 a statewide organization representing teachers and other certificated
33 instructional staff, the student achievement council, the state board
34 of education, the department of early learning, the educational
35 opportunity gap oversight and accountability committee, a nonprofit
36 organization providing professional development and resources for
37 educators and parents regarding dyslexia, a nonprofit organization of

1 special education parents and teachers, and the Washington association
2 for career and technical education, each to be selected by the
3 appropriate agency or organization; and

4 (b) At least one faculty member from a public institution of higher
5 education, at least one special education teacher, at least one general
6 education teacher, and at least three parent representatives from
7 special needs families, each to be appointed by the education ombuds.

8 (3) The office of the education ombuds shall submit an initial
9 report to the superintendent of public instruction, the governor, and
10 the legislature by December 15, 2014, and December 15th of each year
11 thereafter until 2016 detailing its recommendations, including
12 recommendations for specific strategies, programs, and potential
13 changes to funding or accountability systems that are designed to close
14 the opportunity gap, increase high school graduation rates, and assure
15 students with special needs are fully accessing the educational program
16 provided by the public schools.

17 (4) This section expires June 30, 2017.

18 NEW SECTION. **Sec. 208.** Sections 103 and 104 of this act take
19 effect September 1, 2015.

20 NEW SECTION. **Sec. 209.** Section 206 of this act takes effect
21 September 1, 2014."

22 Correct the title.

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