

SSB 5946 - S AMD TO S AMD (S-2965.3/13) 360
By Senators Rolfes, Billig, McAuliffe

NOT ADOPTED 06/13/2013

1 On page 42, after line 2 of the amendment, insert the following:

2 "PART VII
3 FUNDING ENHANCEMENTS TO THE PROTOTYPICAL SCHOOL ALLOCATION MODEL

4 NEW SECTION. **Sec. 701.** The Washington supreme court order from
5 December 2012 directed the 2013 legislature to establish a phase-in
6 plan that addresses "all areas of K-12 education identified in ESHB
7 2261." While Substitute House Bill No. 2776 established the end goal
8 enhancements for portions of the new basic education obligations under
9 Engrossed Substitute House Bill No. 2261, that legislation did not
10 establish the plan in which those enhancements would be phased-in over
11 time. The legislature intends to establish a linear phase-in plan for
12 funding the enhancements identified in Substitute House Bill No. 2776
13 but acknowledges that future legislatures may consider alternate
14 phase-in schedules to reflect legislative priorities and emerging
15 research. The legislature also recognizes that Substitute House Bill
16 No. 2776 did not establish 2018 enhancement values for the many other
17 components of the new prototypical funding formula and did not address
18 how funding for the increased instructional hours and credit hours
19 would be phased-in. It is the intent of the legislature to have
20 end-goal values and a complete phase-in plan for all the 2018 basic
21 education enhancements by the end of the 2013-2015 biennium after
22 reviewing the relevant work and recommendations of the quality
23 education council, the office of the superintendent of public
24 instruction, the compensation technical working group, and the
25 educational opportunity gap oversight and accountability committee. As
26 a first step, additional initial enhancements are included that are
27 beyond those identified in Substitute House Bill No. 2776 and that are
28 targeted to those areas that support legislative reforms to provide
29 students the opportunity to be career and college ready. It is the

1 legislature's intent that the final 2018 values for the additional
2 enhancements also be adopted by the legislature by the end of the
3 2013-2015 biennium.

4 **Sec. 702.** RCW 28A.150.220 and 2013 c 323 s 2 are each amended to
5 read as follows:

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

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

16 (a) For students enrolled in grades one through twelve, at least a
17 district-wide annual average of one thousand hours, which shall be
18 increased to at least one thousand eighty instructional hours for
19 students enrolled in each of grades seven through twelve and at least
20 one thousand instructional hours for students in each of grades one
21 through six according to an implementation schedule adopted by the
22 legislature(~~(, but not before the 2014-15 school year)~~). Beginning in
23 the 2013-2015 biennium, the legislature shall begin a linear phase-in
24 of the funding enhancements necessary to accomplish the district-wide
25 eighty hour increase in instructional hours for students in grades
26 seven through twelve by 2018; and

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

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

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

35 (b) Instruction that provides students the opportunity to complete
36 twenty-four credits for high school graduation, subject to a phased-in
37 implementation of the twenty-four credits as established by the

1 legislature. Beginning in the 2013-2015 biennium, the legislature
2 shall begin a linear phase-in of the funding enhancements necessary to
3 allow students the opportunity to graduate with twenty-four credits by
4 2018. Course distribution requirements may be established by the state
5 board of education under RCW 28A.230.090;

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

10 (d) Supplemental instruction and services for underachieving
11 students through the learning assistance program under RCW 28A.165.005
12 through 28A.165.065;

13 (e) Supplemental instruction and services for eligible and enrolled
14 students whose primary language is other than English through the
15 transitional bilingual instruction program under RCW 28A.180.010
16 through 28A.180.080;

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

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

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

25 (5) Each school district's kindergarten through twelfth grade basic
26 educational program shall be accessible to all students who are five
27 years of age, as provided by RCW 28A.225.160, and less than twenty-one
28 years of age and shall consist of a minimum of one hundred eighty
29 school days per school year in such grades as are conducted by a school
30 district, and one hundred eighty half-days of instruction, or
31 equivalent, in kindergarten, to be increased to a minimum of one
32 hundred eighty school days per school year according to the
33 implementation schedule under RCW 28A.150.315. However, schools
34 administering the Washington kindergarten inventory of developing
35 skills may use up to three school days at the beginning of the school
36 year to meet with parents and families as required in the parent
37 involvement component of the inventory. In addition, effective May 1,
38 1979, a school district may schedule the last five school days of the

1 one hundred and eighty day school year for noninstructional purposes in
2 the case of students who are graduating from high school, including,
3 but not limited to, the observance of graduation and early release from
4 school upon the request of a student, and all such students may be
5 claimed as a full-time equivalent student to the extent they could
6 otherwise have been so claimed for the purposes of RCW 28A.150.250 and
7 28A.150.260.

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

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

17 **Sec. 703.** 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) The minimum allocation for each level of prototypical school
36 shall be based on the number of full-time equivalent classroom teachers
37 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
4	
5	
6	
7 Grades K-3	25.23
8 Grade 4	27.00
9 Grades 5-6	27.00
10 Grades 7-8	28.53
11 Grades 9-12	28.74

12 (b) (~~During~~) Beginning with the (~~2011-2013~~) 2013-2015 biennium
13 and beginning with schools with the highest percentage of students
14 eligible for free and reduced-price meals in the prior school year, the
15 general education average class size for grades K-3 shall be reduced
16 (~~until the~~) in a linear fashion each biennium in order to achieve an
17 average class size funded under this subsection (4) (~~is~~) of no more
18 than 17.0 full-time equivalent students per teacher (~~beginning in~~) by
19 the 2017-18 school year.

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

	Career and technical education average class size
24	
25	
26	
27 Approved career and technical education offered at	
28 the middle school and high school level	26.57
29 Skill center programs meeting the standards established	
30 by the office of the superintendent of public	
31 instruction	22.76

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

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

(ii) A specialty average class size for laboratory science, advanced placement, 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
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs	0.663	0.519	0.523
Health and social services:			
School nurses	0.076	0.060	0.096
Social workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising	0.493	((1.116)) <u>1.216</u>	((1.909)) <u>2.009</u>
Teaching assistance, including any aspect of educational instructional services provided by classified employees	0.936	0.700	0.652
Office support and other noninstructional aides	2.012	2.325	3.269
Custodians	1.657	1.942	2.965
Classified staff providing student and staff safety	0.079	0.092	0.141
((Parent involvement)) <u>Family and community engagement</u> coordinators	((0.00)) <u>0.10</u>	0.00	0.00

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

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

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

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

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

	Per annual average full-time equivalent student in grades K-12
15 Technology	\$54.43
16 Utilities and insurance	\$147.90
17 Curriculum and textbooks	\$58.44
18 Other supplies and library materials	\$124.07
19 Instructional professional development for certified and 20 classified staff	\$9.04
21 Facilities maintenance	\$73.27
22 Security and central office	\$50.76

23 (b) (~~During~~) Beginning with the ((2011-2013)) 2013-2015 biennium,
24 the minimum allocation for maintenance, supplies, and operating costs
25 shall be increased (~~as specified in the omnibus appropriations act~~)
26 in a linear fashion each biennium in order to achieve the 2015-16
27 allocation values by the 2015-16 school year. The following
28 allocations, adjusted for inflation from the 2007-08 school year, are
29 provided in the 2015-16 school year, after which the allocations shall
30 be adjusted annually for inflation as specified in the omnibus
31 appropriations act:

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

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

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

14 (b) Laboratory science courses for students in grades nine through
15 twelve;

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

18 (d) Preparatory career and technical education courses for students
19 in grades eleven and twelve offered through a skill center.

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

23 (a) To provide supplemental instruction and services for
24 underachieving students through the learning assistance program under
25 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
26 district percentage of students in grades K-12 who were eligible for
27 free or reduced-price meals in the prior school year. The minimum
28 allocation for the program shall provide for each level of prototypical
29 school resources to provide, on a statewide average, (~~1.5156~~) two
30 hours per week in extra instruction with a class size of fifteen
31 learning assistance program students per teacher.

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

1 extra instruction with fifteen transitional bilingual instruction
2 program students per teacher in elementary school, six hours per week
3 in extra instruction with fifteen transitional bilingual instruction
4 program students per teacher in middle school, and eight hours per week
5 in extra instruction with fifteen transitional bilingual instruction
6 program students per teacher in high school. An additional three hours
7 per week of transition support shall be provided for each student for
8 two years after exiting the transitional bilingual instructional
9 program. Notwithstanding other provisions of this subsection (10), the
10 actual per-student allocation may be scaled to provide a larger
11 allocation for students needing more intensive intervention and a
12 commensurate reduced allocation for students needing less intensive
13 intervention, as detailed in the omnibus appropriations act.

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

22 (d) To provide additional allocations to support the increased
23 instructional hours requirements established under RCW
24 28A.150.220(2)(a), allocations must be based on the full-time
25 equivalent student enrollment in grades seven through twelve. The
26 minimum allocation for the programs must provide resources to provide,
27 on a statewide average, 2.220 hours per week in extra instruction with
28 fifteen eligible students per teacher.

29 (11) The allocations under subsections (4)(a) and (b), (5), (6),
30 and (8) of this section shall be enhanced as provided under RCW
31 28A.150.390 on an excess cost basis to provide supplemental
32 instructional resources for students with disabilities.

33 (12)(a) For the purposes of allocations for prototypical high
34 schools and middle schools under subsections (4) and (10) of this
35 section that are based on the percent of students in the school who are
36 eligible for free and reduced-price meals, the actual percent of such
37 students in a school shall be adjusted by a factor identified in the

1 omnibus appropriations act to reflect underreporting of free and
2 reduced-price meal eligibility among middle and high school students.

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

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

12 (b) In the event the legislature rejects the distribution formula
13 recommended by the governor, without adopting a new distribution
14 formula, the distribution formula for the previous school year shall
15 remain in effect.

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

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

31 **Sec. 704.** RCW 28A.150.315 and 2012 c 51 s 1 are each amended to
32 read as follows:

33 (1) Beginning with the 2007-08 school year, funding for voluntary
34 all-day kindergarten programs shall be phased-in beginning with schools
35 with the highest poverty levels, defined as those schools with the
36 highest percentages of students qualifying for free and reduced-price
37 lunch support in the prior school year. (~~During~~) Beginning with the

1 ((2011-2013)) 2013-2015 biennium, funding enhancements shall ((continue
2 to)) be phased-in each year ((until)) in a linear fashion each biennium
3 in order to achieve full statewide implementation of all-day
4 kindergarten is achieved in the 2017-18 school year. Once a school
5 receives funding for the all-day kindergarten program, that school
6 shall remain eligible for funding in subsequent school years regardless
7 of changes in the school's percentage of students eligible for free and
8 reduced-price lunches as long as other program requirements are
9 fulfilled. Additionally, schools receiving all-day kindergarten
10 program support shall agree to the following conditions:

- 11 (a) Provide at least a one thousand-hour instructional program;
- 12 (b) Provide a curriculum that offers a rich, varied set of
13 experiences that assist students in:
 - 14 (i) Developing initial skills in the academic areas of reading,
15 mathematics, and writing;
 - 16 (ii) Developing a variety of communication skills;
 - 17 (iii) Providing experiences in science, social studies, arts,
18 health and physical education, and a world language other than English;
 - 19 (iv) Acquiring large and small motor skills;
 - 20 (v) Acquiring social and emotional skills including successful
21 participation in learning activities as an individual and as part of a
22 group; and
 - 23 (vi) Learning through hands-on experiences;
- 24 (c) Establish learning environments that are developmentally
25 appropriate and promote creativity;
- 26 (d) Demonstrate strong connections and communication with early
27 learning community providers; and
- 28 (e) Participate in kindergarten program readiness activities with
29 early learning providers and parents.

30 (2)(a) It is the intent of the legislature that administration of
31 the Washington kindergarten inventory of developing skills as required
32 in this subsection (2) and RCW 28A.655.080 replace administration of
33 other assessments being required by school districts or that other
34 assessments only be administered if they seek to obtain information not
35 covered by the Washington kindergarten inventory of developing skills.

36 (b) In addition to the requirements in subsection (1) of this
37 section and to the extent funds are available, beginning with the 2011-
38 12 school year on a voluntary basis, schools must identify the skills,

1 knowledge, and characteristics of kindergarten students at the
2 beginning of the school year in order to support social-emotional,
3 physical, and cognitive growth and development of individual children;
4 support early learning provider and parent involvement; and inform
5 instruction. Kindergarten teachers shall administer the Washington
6 kindergarten inventory of developing skills, as directed by the
7 superintendent of public instruction in consultation with the
8 department of early learning and in collaboration with the
9 nongovernmental private-public partnership designated in RCW
10 43.215.070, and report the results to the superintendent. The
11 superintendent shall share the results with the director of the
12 department of early learning.

13 (c) School districts shall provide an opportunity for parents and
14 guardians to excuse their children from participation in the Washington
15 kindergarten inventory of developing skills.

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

27 **Sec. 705.** RCW 28A.160.192 and 2011 1st sp.s. c 27 s 3 are each
28 amended to read as follows:

29 (1) The superintendent of public instruction shall phase-in the
30 implementation of the distribution formula under this chapter for
31 allocating state funds to school districts for the transportation of
32 students to and from school. The phase-in shall (~~begin no later than~~
33 ~~the 2011-2013 biennium and~~) be fully implemented by the end of the
34 2013-2015 biennium.

35 (a) The formula must be developed and revised on an ongoing basis
36 using the major cost factors in student transportation, including basic
37 and special student loads, school district land area, average distance

1 to school, roadway miles, and number of locations served. Factors must
2 include all those site characteristics that are statistically
3 significant after analysis of the data required by the revised
4 reporting process.

5 (b) The formula must allocate funds to school districts based on
6 the average predicted costs of transporting students to and from
7 school, using a regression analysis. Only factors that are
8 statistically significant shall be used in the regression analysis.
9 Employee compensation costs included in the allowable transportation
10 expenditures used for the purpose of establishing each school
11 district's independent variable in the regression analysis shall be
12 limited to the base salary or hourly wage rates, fringe benefit rates,
13 and applicable health care rates provided in the omnibus appropriations
14 act.

15 (2) During the phase-in period, funding provided to school
16 districts for student transportation operations shall be distributed on
17 the following basis:

18 (a) Annually, each school district shall receive the lesser of the
19 previous school year's pupil transportation operations allocation, or
20 the total of allowable pupil transportation expenditures identified on
21 the previous school year's final expenditure report to the state plus
22 district indirect expenses using the federal restricted indirect rate
23 as calculated in the district annual financial report;

24 (b) Annually, the amount identified in (a) of this subsection shall
25 be adjusted for any budgeted increases provided in the omnibus
26 appropriations act for salaries or fringe benefits;

27 (c) Annually, any funds appropriated by the legislature in excess
28 of the maintenance level funding amount for student transportation
29 shall be distributed among school districts on a prorated basis using
30 the difference between the amount identified in (a) adjusted by (b) of
31 this subsection and the amount determined under the formula in RCW
32 28A.160.180; and

33 (d) Allocations provided to recognize the cost of depreciation to
34 districts contracting with private carriers for student transportation
35 shall be deducted from the allowable transportation expenditures in (a)
36 of this subsection.

1 **Sec. 706.** RCW 28A.405.106 and 2012 c 35 s 5 are each amended to
2 read as follows:

3 (1) (~~Subject to funds appropriated for this purpose,~~) The office
4 of the superintendent of public instruction must develop and make
5 available a professional development program to support the
6 implementation of the evaluation systems required by RCW 28A.405.100.
7 The program components may be organized into professional development
8 modules for principals, administrators, and teachers. The professional
9 development program shall include a comprehensive online training
10 package.

11 (2) The training program must include, but not be limited to, the
12 following topics:

13 (a) Introduction of the evaluation criteria for teachers and
14 principals and the four-level rating system;

15 (b) Orientation to and use of instructional frameworks;

16 (c) Orientation to and use of the leadership frameworks;

17 (d) Best practices in developing and using data in the evaluation
18 systems, including multiple measures, student growth data, classroom
19 observations, and other measures and evidence;

20 (e) Strategies for achieving maximum rater agreement;

21 (f) Evaluator feedback protocols in the evaluation systems;

22 (g) Examples of high quality teaching and leadership; and

23 (h) Methods to link the evaluation process to ongoing educator
24 professional development.

25 (3) To the maximum extent feasible, the professional development
26 program must incorporate or adapt existing online training or
27 curriculum, including securing materials or curriculum under contract
28 or purchase agreements within available funds. Multiple modes of
29 instruction should be incorporated including videos of classroom
30 teaching, participatory exercises, and other engaging combinations of
31 online audio, video, and print presentation.

32 (4) The professional development program must be developed in
33 modules that allow:

34 (a) Access to material over a reasonable number of training
35 sessions;

36 (b) Delivery in person or online; and

37 (c) Use in a self-directed manner.

1 (5) The office of the superintendent of public instruction must
2 maintain a web site that includes the online professional development
3 materials along with sample evaluation forms and templates, links to
4 relevant research on evaluation and on high quality teaching and
5 leadership, samples of contract and collective bargaining language on
6 key topics, examples of multiple measures of teacher and principal
7 performance, suggestions for data to measure student growth, and other
8 tools that will assist school districts in implementing the revised
9 evaluation systems.

10 (6) The office of the superintendent of public instruction must
11 identify the number of in-service training hours associated with each
12 professional development module and develop a way for users to document
13 their completion of the training. Documented completion of the
14 training under this section is considered approved in-service training
15 for the purposes of RCW 28A.415.020.

16 (7) The office of the superintendent of public instruction shall
17 periodically update the modules to reflect new topics and research on
18 performance evaluation so that the training serves as an ongoing source
19 of continuing education and professional development.

20 (8) The office of the superintendent of public instruction shall
21 work with the educational service districts to provide clearinghouse
22 services for the identification and publication of professional
23 development opportunities for teachers and principals that align with
24 performance evaluation criteria.

25 (9) The training program must be funded at a level that allows for
26 training of both principals and teachers on both an initial and ongoing
27 basis and provides for the development of a small team of staff from
28 each district on the appropriate use of student growth measures. The
29 training program must provide eight hours of training for every teacher
30 in the state.

31 NEW SECTION. Sec. 707. A new section is added to chapter 28A.310
32 RCW to read as follows:

33 (1) An English language arts instructional coach program is
34 authorized, which shall consist of an English language arts
35 instructional coach at each educational service district. The purpose
36 of the English language arts instructional coach program is to build
37 statewide capacity at the regional levels for implementing the new

1 common core standards in English language arts and enable all educators
2 within all programs to successfully support strong teaching and
3 learning in English language arts.

4 (2) Educational service districts shall carefully select the
5 individuals to perform the role of English language arts instructional
6 coach. Characteristics to be considered for a successful coach
7 include:

8 (a) Expertise in content area;

9 (b) Expertise in various instructional methodologies and
10 personalizing learning;

11 (c) Personal skills that include skilled listening, questioning,
12 trust building, and problem solving;

13 (d) Understanding and appreciation for the differences in adult
14 learners and student learners; and

15 (e) Capacity for strategic planning and quality program
16 implementation.

17 (3) The role of the English language arts instructional coach is
18 focused on supporting teachers as they apply knowledge, develop skills,
19 polish techniques, and deepen their understanding of content and
20 instructional practices. This work takes a number of forms including:
21 Individualized professional development, department-wide and school-
22 wide professional development, guidance in student data interpretation,
23 and using assessments to guide instruction.

24 (4) The English language arts instructional coach program in this
25 section shall be implemented to the extent funds are available for that
26 purpose.

27 NEW SECTION. **Sec. 708.** (1) Beginning in the 2013-14 school year,
28 the legislature shall provide the following average state salary
29 allocations for one full-time equivalent certificated administrative
30 staff and classified staff recognized in the prototypical school model
31 in RCW 28A.150.260 or the certificated administrative and classified
32 salary allocation amounts shown on LEAP Document 2 for the 2010-11
33 school year, whichever is higher:

34	2013-14
35	School
36	Year

1	Certificated administrative staff	\$63,261
2	Classified staff	\$32,847
3		2014-15
4		School
5		Year
6	Certificated administrative staff	\$68,536
7	Classified staff	\$33,830

8 (2) For the purposes of this section, "LEAP Document 2" means the
9 school year salary allocations for certificated administrative staff
10 and classified staff and derived and total base salaries for
11 certificated instructional staff as developed by the legislative
12 evaluation and accountability program committee on May 23, 2011, at
13 16:10 hours.

14 (3) The allocations established in subsection (1) of this section
15 shall be adjusted for Initiative 732 cost-of-living increases as
16 provided in the omnibus appropriations act.

17 (4) The allocations established in subsection (1) of this section
18 are intended to be only the initial step in enhancing salary
19 allocations.

20 (5) This section expires August 1, 2015.

21 NEW SECTION. **Sec. 709.** (1) The sum of one million two hundred
22 eighty-five thousand dollars, or as much thereof as may be necessary,
23 is appropriated for the fiscal year ending June 30, 2014, from the
24 general fund to the office of the superintendent of public instruction
25 to be distributed to the educational service districts for the purposes
26 of section 707 of this act.

27 (2) The sum of one million two hundred eighty-five thousand
28 dollars, or as much thereof as may be necessary, is appropriated for
29 the fiscal year ending June 30, 2015, from the general fund to the
30 office of the superintendent of public instruction to be distributed to
31 the educational service districts for the purposes of section 707 of
32 this act."

33 Renumber the remaining part and sections consecutively.

34 On page 42, after line 19 of the amendment, insert the following:

1 "NEW SECTION. **Sec. 703.** Section 709 of this act is necessary for
2 the immediate preservation of the public peace, health, or safety, or
3 support of the state government and its existing public institutions,
4 and takes effect July 1, 2013."

5 Renumber the remaining section consecutively.

SSB 5946 - S AMD TO S AMD (S-2965.3/13)
By Senators Rolfes, Billig, McAuliffe

NOT ADOPTED 06/13/2013

6 On page 43, beginning on line 3 of the title amendment, after
7 "28A.525.162," strike "and 28A.525.166" and insert "28A.525.166,
8 28A.150.220, 28A.150.260, 28A.150.315, 28A.160.192, and 28A.405.106;"

9 On page 43, line 9 of the title amendment, after "28A.250 RCW;"
10 insert "adding a new section to chapter 28A.310 RCW;"

11 On page 43, line 12 of the title amendment, after "28A.415.260;"
12 insert "making appropriations; providing an effective date; providing
13 an expiration date;"

EFFECT: Implements the recommendations of the Joint Task Force on Education Funding to phase-in each year in a linear fashion the enhancements specified in SHB 2776. Provides additional funding for a career and college readiness plan that is linked to the increase in instructional hours and the increase to 24 credits for high school graduation. Provides a linear increase in funding to eliminate grandfathered differential allocations for classified and administrative salaries. Provides funding to address recent legislatively enacted education reforms. Includes the following:

Beginning with 2013-2015 biennium funding enhancements shall be phased-in each year in a linear fashion each biennium in order to achieve full statewide implementation of all-day kindergarten by 2017-18.

Beginning in the 2013-2015 biennium, the legislature must begin a linear phase-in of the funding enhancements necessary to accomplish the district-wide eight hour increase in instructional hours for students in grades seven through twelve by 2018. This must be an amount that is equal to a statewide average of 2.2 hours per week of extra instruction with 15 students per teacher.

Beginning in the 2013-2015 biennium, the legislature must begin a linear phase-in of the funding enhancements necessary to provide students the opportunity to graduate with 24 credits by 2018.

Beginning with the 2013-2015 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals, the K-3 class size must be reduced in a linear fashion each biennium in order to achieve an average class size funded of no more than 17 students per teacher by the 2017-18 school year.

The minimum allocation for guidance counselors at the middle and high school levels are increased to an amount that will fund 1.2 at each middle school and 2 at each high school.

Increases the funding provided for family and community coordinators from 0 to 0.10 FTE at each elementary school.

Beginning with the 2013-2015 biennium, the minimum allocation for MSOC must be increased in a linear fashion each biennium in order to achieve the 2015-16 allocation values by the 2015-16 school year.

Funding for LAP is increased from the current 1.5 hours to 2 hours per week.

Funding is increased for middle and high school bilingual instructional hours from the current 4.7 hours per week to 6 hours per week in middle school and 8 hours per week in high school. Additionally, funding is provided for transition support for all exited students for 2 years, in an amount equal to providing 3 hours per week of additional instructional time.

The new revised transportation funding formula must be fully implemented by the end of the 2013-2015 biennium.

OSPI must make available a professional development program to implement the teacher and principal evaluations. This provision is no longer subject to funds being appropriated and must include the appropriate use of student growth measures. The training program must provide 8 hours of training for every teacher in the state.

An English language arts instructional program is authorized, which locates an instructional coach at each Educational Service District (ESD). The purpose of the program is to build capacity for implementing the new common core state standards in English language arts. It is subject to funds being available for this purpose. \$2,285,000 is provided for this purpose.

Beginning in the 2013-14 school year the average state salary allocations for certificated administrative staff and classified staff is the higher of the amount in the prototypical school model or the LEAP document to eliminate grandfathering. The allocations must be adjusted for Initiative 732 cost-of-living adjustments as provided in the budget.

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