SENATE BILL 6552

State of Washington 63rd Legislature 2014 Regular Session

By Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland

Read first time 02/05/14. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to improving student success by increasing instructional hour and graduation requirements; amending RCW 28A.700.070, 28A.230.097, 28A.150.220, and 28A.230.090; amending 2013 2nd sp.s. c 4 s 502 (uncodified); creating a new section; and providing an effective date.

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

NEW SECTION. Sec. 1. The legislature recognizes that preparing students to be successful in postsecondary education, gainful employment, and citizenship requires increased rigor and achievement, including attaining a meaningful high school diploma with the opportunity to earn twenty-four credits. The legislature finds that an investment was made in the 2013-2015 omnibus appropriations act to implement an increase in instructional hours in the 2014-15 school year. Based on input from school districts across the state, the legislature recognizes the need to provide flexibility for school districts to implement the increase in instructional hours while still moving towards an increase in the high school graduation requirements. Therefore, the legislature intends to shift the focus and intent of the investments from compliance with the minimum instructional hours
offering to assisting school districts to provide an opportunity for students to earn twenty-four credits for high school graduation and obtain a meaningful diploma, beginning with the graduating class of 2019.

**PART I**

CAREER AND TECHNICAL EQUIVALENCIES

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

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

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

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

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

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

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

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

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

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

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

PART II

INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

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

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

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

(a) Beginning in the 2015-16 school year, for students enrolled in grades one through ((twelve)) eight, at least a district-wide annual average of one thousand eight instructional hours, ((which shall be increased to at least one thousand eighty instructional hours)) and for students enrolled in ((each of)) grades ((seven)) nine through twelve ((and)),

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at least a district-wide annual average of one thousand eighty instructional hours ((for students in each of grades one through six according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year)) all of which may be calculated as a district-wide annual average of instructional hours; and

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

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

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

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

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

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

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

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

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

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.
(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. (However)

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

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

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

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

Sec. 202. RCW 28A.230.090 and 2011 c 203 s 2 are each amended to read as follows:
The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW 28A.230.097. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

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

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

(d) The state board of education shall adopt rules to implement the requirement of twenty-four credits for high school graduation based on the career and college framework to take effect beginning with the graduating class of 2019.

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

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

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

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

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

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

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

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

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

2013-2015 OMNIBUS APPROPRIATIONS ACT PROVISION

Sec. 301. 2013 2nd sp.s. c 4 s 502 (uncodified) is amended to read as follows:

FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION--FOR GENERAL APPORTIONMENT

General Fund--State Appropriation (FY 2014) ........... $5,395,289,000
General Fund--State Appropriation (FY 2015) ........... $5,581,336,000
Education Legacy Trust Account--State Appropriation .... $328,563,000
TOTAL APPROPRIATION ............................... $11,305,188,000

The appropriations in this section are subject to the following conditions and limitations:
(1)(a) Each general fund fiscal year appropriation includes such funds as are necessary to complete the school year ending in the fiscal year and for prior fiscal year adjustments.
(b) For the 2013-14 and 2014-15 school years, the superintendent shall allocate general apportionment funding to school districts as provided in the funding formulas and salary schedules in sections 502 and 503 of this act, excluding (c) of this subsection.
(c) From July 1, 2013, to August 31, 2013, the superintendent shall allocate general apportionment funding to school districts programs as provided in sections 502 and 503, chapter 50, Laws of 2011 1st sp. sess., as amended.
(d) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the fourth day of school in September and on the first school day of each month October through June, including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. Any school district concluding its basic education program in May must report the enrollment of the last school day held in May in lieu of a June enrollment.

(2) CERTIFICATED INSTRUCTIONAL STAFF ALLOCATIONS

Allocations for certificated instructional staff salaries for the 2013-14 and 2014-15 school years are determined using formula-generated staff units calculated pursuant to this subsection.
(a) Certificated instructional staff units, as defined in RCW 28A.150.410, shall be allocated to reflect the minimum class size allocations, requirements, and school prototypes assumptions as
provided in RCW 28A.150.260, except that the allocation for guidance
counselors in a middle school shall be 1.216 and the allocation for
guidance counselors in a high school shall be 2.009, which enhancements
are within the program of basic education. The superintendent shall
make allocations to school districts based on the district's annual
average full-time equivalent student enrollment in each grade.

(b) Additional certificated instructional staff units provided in
this subsection (2) that exceed the minimum requirements in RCW
28A.150.260 are enhancements outside the program of basic education,
except as otherwise provided in this section.

(c)(i) The superintendent shall base allocations for each level of
prototypical school on the following regular education average class
size of full-time equivalent students per teacher, except as provided
in (c)(ii) of this subsection:

<table>
<thead>
<tr>
<th>General education class size:</th>
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<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Grades K-3</td>
</tr>
<tr>
<td>Grade 4</td>
</tr>
<tr>
<td>Grades 5-6</td>
</tr>
<tr>
<td>Grades 7-8</td>
</tr>
<tr>
<td>Grades 9-12</td>
</tr>
</tbody>
</table>

The superintendent shall base allocations for career and technical
education (CTE) and skill center programs average class size as
provided in RCW 28A.150.260.

(ii) For each level of prototypical school at which more than fifty
percent of the students were eligible for free and reduced-price meals
in the prior school year, the superintendent shall allocate funding
based on the following average class size of full-time equivalent
students per teacher:

(A) General education class size in high poverty schools:

<table>
<thead>
<tr>
<th>Grade</th>
<th>RCW 28A.150.260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>..................</td>
</tr>
</tbody>
</table>
(B) For grades K-1, class size of 20.85 is provided for high poverty schools for the 2013-14 school year;

(C) For grades K through 1, the superintendent shall, at a minimum, allocate funding to high-poverty schools for the 2014-15 school year based on an average class size of 24.10 full-time equivalent students per teacher. The superintendent shall provide enhanced funding for class size reduction in grades K through 1 to the extent of, and proportionate to, the school's demonstrated actual average class size up to a class size of 20.30 full-time equivalent students per teacher. The office of the superintendent of public instruction shall develop rules to implement the enhanced funding authorized under (ii)(C) of this subsection and shall distribute draft rules for review no later than December 1, 2013. The office of the superintendent of public instruction shall report the draft rules and proposed methodology to the governor and the appropriate policy and fiscal committees of the legislature by December 1, 2013.

(D) The enhancement in this subsection (2)(c)(ii) is within the program of basic education.

(iii) Pursuant to RCW 28A.150.260(4)(a), the assumed teacher planning period, expressed as a percentage of a teacher work day, is 13.42 percent in grades K-6, and 16.67 percent in grades 7-12; and

(iv) Laboratory science, advanced placement, and international baccalaureate courses are funded at the same class size assumptions as general education schools in the same grade; and

(d)(i) Funding for teacher librarians, school nurses, social workers, school psychologists, and guidance counselors is allocated based on the school prototypes as provided in RCW 28A.150.260 and (a) of this subsection and is considered certificated instructional staff, except as provided in (d)(ii) of this subsection.

(ii) Students in approved career and technical education and skill center programs generate certificated instructional staff units to
provide for the services of teacher librarians, school nurses, social
workers, school psychologists, and guidance counselors at the following
combined rate per 1000 students:

Career and Technical Education
students ......................... 2.02 per 1000 student FTE's
Skill Center students ............ 2.36 per 1000 student FTE's

(3) ADMINISTRATIVE STAFF ALLOCATIONS
(a) Allocations for school building-level certificated
administrative staff salaries for the 2013-14 and 2014-15 school years
for general education students are determined using the formula
generated staff units calculated pursuant to this subsection. The
superintendent shall make allocations to school districts based on the
district's annual average full-time equivalent enrollment in each
grade. The following prototypical school values shall determine the
allocation for principals, assistance principals, and other
certificated building level administrators:

Prototypical School Building:
Elementary School ..................... 1.253
Middle School ........................... 1.353
High School ............................... 1.880

(b) Students in approved career and technical education and skill
center programs generate certificated school building-level
administrator staff units at per student rates that are a multiple of
the general education rate in (a) of this subsection by the following
factors: Career and Technical Education students ........ 1.025
Skill Center students .................. 1.198

(4) CLASSIFIED STAFF ALLOCATIONS
Allocations for classified staff units providing school building-
level and district-wide support services for the 2013-14 and 2014-15
school years are determined using the formula-generated staff units
provided in RCW 28A.150.260, and adjusted based on each district's
annual average full-time equivalent student enrollment in each grade,
except that the allocation for parent involvement coordinators in an
elementary school shall be 0.0825, which enhancement is within the program of basic education.

(5) CENTRAL OFFICE ALLOCATIONS

In addition to classified and administrative staff units allocated in subsections (3) and (4) of this section, classified and administrative staff units are provided for the 2013-14 and 2014-15 school year for the central office administrative costs of operating a school district, at the following rates:

(a) The total central office staff units provided in this subsection (5) are calculated by first multiplying the total number of eligible certificated instructional, certificated administrative, and classified staff units providing school-based or district-wide support services, as identified in RCW 28A.150.260(6)(b), by 5.3 percent.

(b) Of the central office staff units calculated in (a) of this subsection, 74.53 percent are allocated as classified staff units, as generated in subsection (4) of this section, and 25.47 percent shall be allocated as administrative staff units, as generated in subsection (3) of this section.

(c) Staff units generated as enhancements outside the program of basic education to the minimum requirements of RCW 28A.150.260, and staff units generated by skill center and career-technical students, are excluded from the total central office staff units calculation in (a) of this subsection.

(d) For students in approved career-technical and skill center programs, central office classified units are allocated at the same staff unit per student rate as those generated for general education students of the same grade in this subsection (5), and central office administrative staff units are allocated at staff unit per student rates that exceed the general education rate established for students in the same grade in this subsection (5) by 1.71 percent in the 2013-14 school year and 2.00 percent in the 2014-15 school year for career and technical education students, and 21.60 percent in the 2013-14 school year and 15.98 percent in the 2014-15 school year for skill center students.

(6) FRINGE BENEFIT ALLOCATIONS

Fringe benefit allocations shall be calculated at a rate of 18.68 percent in the 2013-14 school year and 18.68 percent in the 2014-15 school year for certificated salary allocations provided under
subsections (2), (3), and (5) of this section, and a rate of 20.95 percent in the 2013-14 school year and 20.95 percent in the 2014-15 school year for classified salary allocations provided under subsections (4) and (5) of this section.

(7) INSURANCE BENEFIT ALLOCATIONS

Insurance benefit allocations shall be calculated at the maintenance rate specified in section 504 of this act, based on the number of benefit units determined as follows:

(a) The number of certificated staff units determined in subsections (2), (3), and (5) of this section; and

(b) The number of classified staff units determined in subsections (4) and (5) of this section multiplied by 1.152. This factor is intended to adjust allocations so that, for the purposes of distributing insurance benefits, full-time equivalent classified employees may be calculated on the basis of 1440 hours of work per year, with no individual employee counted as more than one full-time equivalent.

(8) MATERIALS, SUPPLIES, AND OPERATING COSTS (MSOC) ALLOCATIONS

Funding is allocated per annual average full-time equivalent student for the materials, supplies, and operating costs (MSOC) incurred by school districts, consistent with the requirements of RCW 28A.150.260.

(a) MSOC funding for general education students are allocated at the following per student rates:

<table>
<thead>
<tr>
<th>MSOC Component</th>
<th>2013-14 SCHOOL YEAR</th>
<th>2014-15 SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>$77.46</td>
<td>$82.16</td>
</tr>
<tr>
<td>Utilities and Insurance</td>
<td>$210.46</td>
<td>$223.23</td>
</tr>
<tr>
<td>Curriculum and Textbooks</td>
<td>$83.17</td>
<td>$88.21</td>
</tr>
<tr>
<td>Other Supplies and Library Materials</td>
<td>$176.56</td>
<td>$187.27</td>
</tr>
</tbody>
</table>
Instructional Professional Development for Certificated and Classified Staff

Facilities Maintenance

Security and Central Office

TOTAL BASIC EDUCATION MSOC/STUDENT FTE

(b) Students in approved skill center programs generate per student FTE MSOC allocations of $1,244.25 for the 2013-14 school year and $1,262.92 for the 2014-15 school year.

(c) Students in approved exploratory and preparatory career and technical education programs generate a per student MSOC allocation of $1,399.30 for the 2013-14 school year and $1,420.29 for the 2014-15 school year.

(d) Students in laboratory science courses generate per student FTE MSOC allocations which equal the per student FTE rate for general education students established in (a) of this subsection.

(9) SUBSTITUTE TEACHER ALLOCATIONS

For the 2013-14 and 2014-15 school years, funding for substitute costs for classroom teachers is based on four (4) funded substitute days per classroom teacher unit generated under subsection (2) of this section, at a daily substitute rate of $151.86.

(10) ALTERNATIVE LEARNING EXPERIENCE PROGRAM FUNDING

(a) Amounts provided in this section from July 1, 2013, to August 31, 2013, are adjusted to reflect provisions of chapter 34, Laws of 2011 1st sp. sess. (allocation of funding for funding for students enrolled in alternative learning experiences).

(b) Amounts provided in this section beginning September 1, 2013, are adjusted to reflect modifications to alternative learning experience courses in Engrossed Substitute Senate Bill No. 5946 (student educational outcomes).

(c) The superintendent of public instruction shall require all districts receiving general apportionment funding for alternative learning experience (ALE) programs as defined in WAC 392-121-182 to provide separate financial accounting of expenditures for the ALE programs offered in district or with a provider, including but not limited to private companies and multidistrict cooperatives, as well as
accurate, monthly headcount and FTE enrollment claimed for basic education, including separate counts of resident and nonresident students.

(11) VOLUNTARY FULL DAY KINDERGARTEN PROGRAMS

Funding in this section is sufficient to fund voluntary full day kindergarten programs in qualifying high poverty schools, pursuant to RCW 28A.150.220 and 28A.150.315. Each kindergarten student who enrolls for the voluntary full-day program in a qualifying school shall count as one-half of one full-time equivalent student for purpose of making allocations under this section. Funding in this section provides full-day kindergarten programs for 43.75 percent of kindergarten enrollment in the 2013-14 school year and 43.75 percent in the 2014-15 school year, which enhancement is within the program of basic education.

(12) ((INCREASED INSTRUCTIONAL HOURS FOR GRADES SEVEN THROUGH TWELVE)

(a) School districts shall implement the increased instructional hours for the instructional program of basic education required under the provisions of RCW 28A.150.220(2)(a) beginning with the 2014-15 school year, which enhancement is within the program of basic education.

(b) Amounts provided in this section are sufficient to fund increased instructional hours in grades seven through twelve. For the 2014-15 school year, the superintendent shall allocate funding to school districts for increased instructional hours. In calculating the allocations, the superintendent shall assume the following averages:

(a) Additional instruction of 2.2222 hours per week per full-time equivalent student in grades seven through twelve in school year 2014-15;
(b) the general education average class sizes specified in section 502(2)(e);
(c) 36 instructional weeks per year;
(d) 900 instructional hours per teacher; and
(e) the district's average staff mix and compensation rates as provided in sections 503 and 504 of this act.

(13))) ADDITIONAL FUNDING FOR SMALL SCHOOL DISTRICTS AND REMOTE AND NECESSARY PLANTS

For small school districts and remote and necessary school plants within any district which have been judged to be remote and necessary by the superintendent of public instruction, additional staff units are provided to ensure a minimum level of staffing support. Additional
administrative and certificated instructional staff units provided to districts in this subsection shall be reduced by the general education staff units, excluding career and technical education and skills center enhancement units, otherwise provided in subsections (2) through (5) of this section on a per district basis.

(a) For districts enrolling not more than twenty-five average annual full-time equivalent students in grades K-8, and for small school plants within any school district which have been judged to be remote and necessary by the superintendent of public instruction and enroll not more than twenty-five average annual full-time equivalent students in grades K-8:

(i) For those enrolling no students in grades 7 and 8, 1.76 certificated instructional staff units and 0.24 certificated administrative staff units for enrollment of not more than five students, plus one-twentith of a certificated instructional staff unit for each additional student enrolled; and

(ii) For those enrolling students in grades 7 or 8, 1.68 certificated instructional staff units and 0.32 certificated administrative staff units for enrollment of not more than five students, plus one-tenth of a certificated instructional staff unit for each additional student enrolled;

(b) For specified enrollments in districts enrolling more than twenty-five but not more than one hundred average annual full-time equivalent students in grades K-8, and for small school plants within any school district which enroll more than twenty-five average annual full-time equivalent students in grades K-8 and have been judged to be remote and necessary by the superintendent of public instruction:

(i) For enrollment of up to sixty annual average full-time equivalent students in grades K-6, 2.76 certificated instructional staff units and 0.24 certificated administrative staff units; and

(ii) For enrollment of up to twenty annual average full-time equivalent students in grades 7 and 8, 0.92 certificated instructional staff units and 0.08 certificated administrative staff units;

(c) For districts operating no more than two high schools with enrollments of less than three hundred average annual full-time equivalent students, for enrollment in grades 9-12 in each such school, other than alternative schools, except as noted in this subsection:
(i) For remote and necessary schools enrolling students in any
grades 9-12 but no more than twenty-five average annual full-time
equivalent students in grades K-12, four and one-half certificated
instructional staff units and one-quarter of a certificated
administrative staff unit;

(ii) For all other small high schools under this subsection, nine
certificated instructional staff units and one-half of a certificated
administrative staff unit for the first sixty average annual full-time
equivalent students, and additional staff units based on a ratio of
0.8732 certificated instructional staff units and 0.1268 certificated
administrative staff units per each additional forty-three and one-half
average annual full-time equivalent students;

(iii) Districts receiving staff units under this subsection shall
add students enrolled in a district alternative high school and any
grades nine through twelve alternative learning experience programs
with the small high school enrollment for calculations under this
subsection;

(d) For each nonhigh school district having an enrollment of more
than seventy annual average full-time equivalent students and less than
one hundred eighty students, operating a grades K-8 program or a grades
1-8 program, an additional one-half of a certificated instructional
staff unit;

(e) For each nonhigh school district having an enrollment of more
than fifty annual average full-time equivalent students and less than
one hundred eighty students, operating a grades K-6 program or a grades
1-6 program, an additional one-half of a certificated instructional
staff unit;

(f)(i) For enrollments generating certificated staff unit
allocations under (a) through (e) of this subsection, one classified
staff unit for each 2.94 certificated staff units allocated under such
subsections;

(ii) For each nonhigh school district with an enrollment of more
than fifty annual average full-time equivalent students and less than
one hundred eighty students, an additional one-half of a classified
staff unit; and

(g) School districts receiving additional staff units to support
small student enrollments and remote and necessary plants under this
subsection (12) shall generate additional MSOC allocations consistent
with the nonemployee related costs (NERC) allocation formula in place for the 2010-11 school year as provided section 502, chapter 37, Laws of 2010 1st sp. sess. (2010 supplemental budget), adjusted annually for inflation.

((14)) (13) Any school district board of directors may petition the superintendent of public instruction by submission of a resolution adopted in a public meeting to reduce or delay any portion of its basic education allocation for any school year. The superintendent of public instruction shall approve such reduction or delay if it does not impair the district's financial condition. Any delay shall not be for more than two school years. Any reduction or delay shall have no impact on levy authority pursuant to RCW 84.52.0531 and local effort assistance pursuant to chapter 28A.500 RCW.

((15)) (14) The superintendent may distribute funding for the following programs outside the basic education formula during fiscal years 2014 and 2015 as follows:

(a) $605,000 of the general fund--state appropriation for fiscal year 2014 and $614,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for fire protection for school districts located in a fire protection district as now or hereafter established pursuant to chapter 52.04 RCW.

(b) $436,000 of the general fund--state appropriation for fiscal year 2014 and $436,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for programs providing skills training for secondary students who are enrolled in extended day school-to-work programs, as approved by the superintendent of public instruction. The funds shall be allocated at a rate not to exceed $500 per full-time equivalent student enrolled in those programs.

((16)) (15) $214,000 of the general fund--state appropriation for fiscal year 2014 and $217,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for school district emergencies as certified by the superintendent of public instruction. At the close of the fiscal year the superintendent of public instruction shall report to the office of financial management and the appropriate fiscal committees of the legislature on the allocations provided to districts and the nature of the emergency.

((17)) (16) Funding in this section is sufficient to fund a
maximum of 1.6 FTE enrollment for skills center students pursuant to

(17) Students participating in running start programs may
be funded up to a combined maximum enrollment of 1.2 FTE including
school district and institution of higher education enrollment. In
calculating the combined 1.2 FTE, the office of the superintendent of
public instruction may average the participating student's September
through June enrollment to account for differences in the start and end
dates for courses provided by the high school and higher education
institution. Additionally, the office of the superintendent of public
instruction, in consultation with the state board for community and
technical colleges, the student achievement council, and the education
data center, shall annually track and report to the fiscal committees
of the legislature on the combined FTE experience of students
participating in the running start program, including course load
analyses at both the high school and community and technical college
system.

(18) If two or more school districts consolidate and each
district was receiving additional basic education formula staff units
(pursuant to subsection (12) of this section), the following apply:

(a) For three school years following consolidation, the number of
basic education formula staff units shall not be less than the number
of basic education formula staff units received by the districts in the
school year prior to the consolidation; and

(b) For the fourth through eighth school years following
consolidation, the difference between the basic education formula staff
units received by the districts for the school year prior to
consolidation and the basic education formula staff units after
consolidation (pursuant to subsection (12) of this section) shall be
reduced in increments of twenty percent per year.

(19)(a) Indirect cost charges by a school district to
approved career and technical education middle and secondary programs
shall not exceed 15 percent of the combined basic education and career
and technical education program enhancement allocations of state funds.
Middle and secondary career and technical education programs are
considered separate programs for funding and financial reporting
purposes under this section.
(b) Career and technical education program full-time equivalent enrollment shall be reported on the same monthly basis as the enrollment for students eligible for basic support, and payments shall be adjusted for reported career and technical education program enrollments on the same monthly basis as those adjustments for enrollment for students eligible for basic support.

PART IV

MISCELLANEOUS PROVISIONS

NEW SECTION.  Sec. 401.  Section 102 of this act takes effect September 1, 2015.

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