
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
2 instructional hour and graduation requirements; amending RCW
3 28A.700.070, 28A.230.097, 28A.150.220, and 28A.230.090; amending 2013
4 2nd sp.s. c 4 s 502 (uncodified); creating a new section; and providing
5 an effective date.

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

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

1 offering to assisting school districts to provide an opportunity for
2 students to earn twenty-four credits for high school graduation and
3 obtain a meaningful diploma, beginning with the graduating class of
4 2019.

5 **PART I**

6 **CAREER AND TECHNICAL EQUIVALENCIES**

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

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

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

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

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

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

24 (3) The office of the superintendent of public instruction, in
25 consultation with one or more technical working groups convened for
26 this purpose, shall develop curriculum frameworks for a selected list
27 of career and technical courses that may be offered by high schools or
28 skill centers whose content in science, technology, engineering, and
29 mathematics is considered equivalent in full or in part to science or
30 mathematics courses that meet high school graduation requirements. The
31 content of the courses must be aligned with state essential academic
32 learning requirements in mathematics as adopted by the superintendent
33 of public instruction in July 2011 and the essential academic learning
34 requirements in science as adopted in October 2013, and industry
35 standards. The office shall submit the list of equivalent career and
36 technical courses and their curriculum frameworks to the state board of

1 education for review, an opportunity for public comment, and approval.
2 The first list of courses under this subsection must be developed and
3 approved before the 2015-16 school year. Thereafter, the office may
4 periodically update or revise the list of courses using the process in
5 this subsection.

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

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

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

1 course equivalency based on the revised list beginning with the school
2 year immediately following the revision.

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

18 **PART II**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 (5)(a) Each school district's kindergarten through twelfth grade
2 basic educational program shall be accessible to all students who are
3 five years of age, as provided by RCW 28A.225.160, and less than
4 twenty-one years of age and shall consist of a minimum of one hundred
5 eighty school days per school year in such grades as are conducted by
6 a school district, and one hundred eighty half-days of instruction, or
7 equivalent, in kindergarten, to be increased to a minimum of one
8 hundred eighty school days per school year according to the
9 implementation schedule under RCW 28A.150.315. (~~However,~~)

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

15 (c) In the case of students who are graduating from high school, a
16 school district may schedule the last five school days of the one
17 hundred (~~and~~) eighty day school year for noninstructional purposes
18 (~~in the case of students who are graduating from high school,~~)
19 including, but not limited to, the observance of graduation and early
20 release from school upon the request of a student(~~,~~~~and~~). All such
21 students may be claimed as a full-time equivalent student to the extent
22 they could otherwise have been so claimed for the purposes of RCW
23 28A.150.250 and 28A.150.260. Any hours scheduled by a school district
24 for noninstructional purposes during the last five school days for such
25 students shall count toward the instructional hours requirement in
26 subsection (2)(a) of this section.

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

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

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

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

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

12 (b) The certificate of academic achievement requirements under RCW
13 28A.655.061 or the certificate of individual achievement requirements
14 under RCW 28A.155.045 are required for graduation from a public high
15 school but are not the only requirements for graduation.

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

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

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

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

37 (c) The state board shall forward any proposed changes to the high
38 school graduation requirements to the education committees of the

1 legislature for review and to the quality education council established
2 under RCW 28A.290.010. The legislature shall have the opportunity to
3 act during a regular legislative session before the changes are adopted
4 through administrative rule by the state board. Changes that have a
5 fiscal impact on school districts, as identified by a fiscal analysis
6 prepared by the office of the superintendent of public instruction,
7 shall take effect only if formally authorized and funded by the
8 legislature through the omnibus appropriations act or other enacted
9 legislation.

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

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

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

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

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

35 (6) At the college or university level, five quarter or three
36 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

1 provided in RCW 28A.150.260, except that the allocation for guidance
 2 counselors in a middle school shall be 1.216 and the allocation for
 3 guidance counselors in a high school shall be 2.009, which enhancements
 4 are within the program of basic education. The superintendent shall
 5 make allocations to school districts based on the district's annual
 6 average full-time equivalent student enrollment in each grade.

7 (b) Additional certificated instructional staff units provided in
 8 this subsection (2) that exceed the minimum requirements in RCW
 9 28A.150.260 are enhancements outside the program of basic education,
 10 except as otherwise provided in this section.

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

15 General education class size:

16 Grade	RCW 28A.150.260	2013-14 School Year	2014-15 School Year
17 Grades K-3	25.23	25.23
18 Grade 4	27.00	27.00
19 Grades 5-6	27.00	27.00
20 Grades 7-8	28.53	28.53
21 Grades 9-12	28.74	28.74

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

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

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

32 Grade	RCW 28A.150.260
33 Grade 2	..... 24.10

1	Grade 3	.....	24.10
2	Grade 4	.....	27.00
3	Grades 5-6	.....	27.00
4	Grades 7-8	.....	28.53
5	Grades 9-12	.....	28.74

6 (B) For grades K-1, class size of 20.85 is provided for high
7 poverty schools for the 2013-14 school year;

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

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

24 (iii) Pursuant to RCW 28A.150.260(4)(a), the assumed teacher
25 planning period, expressed as a percentage of a teacher work day, is
26 13.42 percent in grades K-6, and 16.67 percent in grades 7-12; and

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

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

35 (ii) Students in approved career and technical education and skill
36 center programs generate certificated instructional staff units to

1 provide for the services of teacher librarians, school nurses, social
2 workers, school psychologists, and guidance counselors at the following
3 combined rate per 1000 students:

4 Career and Technical Education

5 students 2.02 per 1000 student FTE's
6 Skill Center students 2.36 per 1000 student FTE's

7 (3) ADMINISTRATIVE STAFF ALLOCATIONS

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

17 Prototypical School Building:

18 Elementary School	.....	1.253
19 Middle School	.....	1.353
20 High School	.....	1.880

21 (b) Students in approved career and technical education and skill
22 center programs generate certificated school building-level
23 administrator staff units at per student rates that are a multiple of
24 the general education rate in (a) of this subsection by the following
25 factors: Career and Technical Education students1.025
26 Skill Center students1.198

27 (4) CLASSIFIED STAFF ALLOCATIONS

28 Allocations for classified staff units providing school building-
29 level and district-wide support services for the 2013-14 and 2014-15
30 school years are determined using the formula-generated staff units
31 provided in RCW 28A.150.260, and adjusted based on each district's
32 annual average full-time equivalent student enrollment in each grade,
33 except that the allocation for parent involvement coordinators in an

1 elementary school shall be 0.0825, which enhancement is within the
2 program of basic education.

3 (5) CENTRAL OFFICE ALLOCATIONS

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

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

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

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

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

35 (6) FRINGE BENEFIT ALLOCATIONS

36 Fringe benefit allocations shall be calculated at a rate of 18.68
37 percent in the 2013-14 school year and 18.68 percent in the 2014-15
38 school year for certificated salary allocations provided under

1 subsections (2), (3), and (5) of this section, and a rate of 20.95
2 percent in the 2013-14 school year and 20.95 percent in the 2014-15
3 school year for classified salary allocations provided under
4 subsections (4) and (5) of this section.

5 (7) INSURANCE BENEFIT ALLOCATIONS

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

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

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

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

19 Funding is allocated per annual average full-time equivalent
20 student for the materials, supplies, and operating costs (MSOC)
21 incurred by school districts, consistent with the requirements of RCW
22 28A.150.260.

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

25 MSOC RATES/STUDENT FTE

26 MSOC Component	27 2013-14	28 2014-15
	SCHOOL YEAR	SCHOOL YEAR
29 Technology	\$77.46	\$82.16
30 Utilities and Insurance	\$210.46	\$223.23
31 Curriculum and Textbooks	\$83.17	\$88.21
32 Other Supplies and Library Materials	\$176.56	\$187.27

1	Instructional Professional Development for Certificated		
2	and Classified Staff	\$12.86	\$13.64
3	Facilities Maintenance	\$104.27	\$110.59
4	Security and Central Office	\$72.24	\$76.62
5	TOTAL BASIC EDUCATION MSOC/STUDENT FTE	\$737.02	\$781.72

6 (b) Students in approved skill center programs generate per student
7 FTE MSOC allocations of \$1,244.25 for the 2013-14 school year and
8 \$1,262.92 for the 2014-15 school year.

9 (c) Students in approved exploratory and preparatory career and
10 technical education programs generate a per student MSOC allocation of
11 \$1,399.30 for the 2013-14 school year and \$1,420.29 for the 2014-15
12 school year.

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

16 (9) SUBSTITUTE TEACHER ALLOCATIONS

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

21 (10) ALTERNATIVE LEARNING EXPERIENCE PROGRAM FUNDING

22 (a) Amounts provided in this section from July 1, 2013, to August
23 31, 2013, are adjusted to reflect provisions of chapter 34, Laws of
24 2011 1st sp. sess. (allocation of funding for funding for students
25 enrolled in alternative learning experiences).

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

30 (c) The superintendent of public instruction shall require all
31 districts receiving general apportionment funding for alternative
32 learning experience (ALE) programs as defined in WAC 392-121-182 to
33 provide separate financial accounting of expenditures for the ALE
34 programs offered in district or with a provider, including but not
35 limited to private companies and multidistrict cooperatives, as well as

1 accurate, monthly headcount and FTE enrollment claimed for basic
2 education, including separate counts of resident and nonresident
3 students.

4 (11) VOLUNTARY FULL DAY KINDERGARTEN PROGRAMS

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

14 ~~(12) ((INCREASED INSTRUCTIONAL HOURS FOR GRADES SEVEN THROUGH~~
15 ~~TWELVE~~

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

21 ~~(b) Amounts provided in this section are sufficient to fund~~
22 ~~increased instructional hours in grades seven through twelve. For the~~
23 ~~2014-15 school year, the superintendent shall allocate funding to~~
24 ~~school districts for increased instructional hours. In calculating the~~
25 ~~allocations, the superintendent shall assume the following averages:~~
26 ~~(a) Additional instruction of 2.2222 hours per week per full-time~~
27 ~~equivalent student in grades seven through twelve in school year 2014-~~
28 ~~15; (b) the general education average class sizes specified in section~~
29 ~~502(2)(c); (c) 36 instructional weeks per year; (d) 900 instructional~~
30 ~~hours per teacher; and (e) the district's average staff mix and~~
31 ~~compensation rates as provided in sections 503 and 504 of this act.~~

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

34 For small school districts and remote and necessary school plants
35 within any district which have been judged to be remote and necessary
36 by the superintendent of public instruction, additional staff units are
37 provided to ensure a minimum level of staffing support. Additional

1 administrative and certificated instructional staff units provided to
2 districts in this subsection shall be reduced by the general education
3 staff units, excluding career and technical education and skills center
4 enhancement units, otherwise provided in subsections (2) through (5) of
5 this section on a per district basis.

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

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

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

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

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

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

34 (c) For districts operating no more than two high schools with
35 enrollments of less than three hundred average annual full-time
36 equivalent students, for enrollment in grades 9-12 in each such school,
37 other than alternative schools, except as noted in this subsection:

1 (i) For remote and necessary schools enrolling students in any
2 grades 9-12 but no more than twenty-five average annual full-time
3 equivalent students in grades K-12, four and one-half certificated
4 instructional staff units and one-quarter of a certificated
5 administrative staff unit;

6 (ii) For all other small high schools under this subsection, nine
7 certificated instructional staff units and one-half of a certificated
8 administrative staff unit for the first sixty average annual full-time
9 equivalent students, and additional staff units based on a ratio of
10 0.8732 certificated instructional staff units and 0.1268 certificated
11 administrative staff units per each additional forty-three and one-half
12 average annual full-time equivalent students;

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

18 (d) For each nonhigh school district having an enrollment of more
19 than seventy annual average full-time equivalent students and less than
20 one hundred eighty students, operating a grades K-8 program or a grades
21 1-8 program, an additional one-half of a certificated instructional
22 staff unit;

23 (e) For each nonhigh school district having an enrollment of more
24 than fifty annual average full-time equivalent students and less than
25 one hundred eighty students, operating a grades K-6 program or a grades
26 1-6 program, an additional one-half of a certificated instructional
27 staff unit;

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

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

36 (g) School districts receiving additional staff units to support
37 small student enrollments and remote and necessary plants under this
38 subsection (12) shall generate additional MSOC allocations consistent

1 with the nonemployee related costs (NERC) allocation formula in place
2 for the 2010-11 school year as provided section 502, chapter 37, Laws
3 of 2010 1st sp. sess. (2010 supplemental budget), adjusted annually for
4 inflation.

5 ~~((+14))~~ (13) Any school district board of directors may petition
6 the superintendent of public instruction by submission of a resolution
7 adopted in a public meeting to reduce or delay any portion of its basic
8 education allocation for any school year. The superintendent of public
9 instruction shall approve such reduction or delay if it does not impair
10 the district's financial condition. Any delay shall not be for more
11 than two school years. Any reduction or delay shall have no impact on
12 levy authority pursuant to RCW 84.52.0531 and local effort assistance
13 pursuant to chapter 28A.500 RCW.

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

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

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

29 ~~((+16))~~ (15) \$214,000 of the general fund--state appropriation for
30 fiscal year 2014 and \$217,000 of the general fund--state appropriation
31 for fiscal year 2015 are provided solely for school district
32 emergencies as certified by the superintendent of public instruction.
33 At the close of the fiscal year the superintendent of public
34 instruction shall report to the office of financial management and the
35 appropriate fiscal committees of the legislature on the allocations
36 provided to districts and the nature of the emergency.

37 ~~((+17))~~ (16) Funding in this section is sufficient to fund a

1 maximum of 1.6 FTE enrollment for skills center students pursuant to
2 chapter 463, Laws of 2007.

3 ~~((+18))~~ (17) Students participating in running start programs may
4 be funded up to a combined maximum enrollment of 1.2 FTE including
5 school district and institution of higher education enrollment. In
6 calculating the combined 1.2 FTE, the office of the superintendent of
7 public instruction may average the participating student's September
8 through June enrollment to account for differences in the start and end
9 dates for courses provided by the high school and higher education
10 institution. Additionally, the office of the superintendent of public
11 instruction, in consultation with the state board for community and
12 technical colleges, the student achievement council, and the education
13 data center, shall annually track and report to the fiscal committees
14 of the legislature on the combined FTE experience of students
15 participating in the running start program, including course load
16 analyses at both the high school and community and technical college
17 system.

18 ~~((+19))~~ (18) If two or more school districts consolidate and each
19 district was receiving additional basic education formula staff units
20 ~~((pursuant to subsection (12) of this section))~~, the following apply:

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

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

31 ~~((+20))~~ (19)(a) Indirect cost charges by a school district to
32 approved career and technical education middle and secondary programs
33 shall not exceed 15 percent of the combined basic education and career
34 and technical education program enhancement allocations of state funds.
35 Middle and secondary career and technical education programs are
36 considered separate programs for funding and financial reporting
37 purposes under this section.

1 (b) Career and technical education program full-time equivalent
2 enrollment shall be reported on the same monthly basis as the
3 enrollment for students eligible for basic support, and payments shall
4 be adjusted for reported career and technical education program
5 enrollments on the same monthly basis as those adjustments for
6 enrollment for students eligible for basic support.

7 **PART IV**

8 **MISCELLANEOUS PROVISIONS**

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

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