

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

Chapter 217, Laws of 2014

(partial veto)

63rd Legislature  
2014 Regular Session

K-12 EDUCATION--INSTRUCTIONAL HOUR AND GRADUATION REQUIREMENTS

EFFECTIVE DATE: 06/12/14 - Except Sections 103 and 104, which become effective 09/01/15; and Section 206, which becomes effective 09/01/14.

Passed by the Senate March 13, 2014  
YEAS 45 NAYS 2

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Passed by the House March 12, 2014  
YEAS 93 NAYS 5

FRANK CHOPP

\_\_\_\_\_  
**Speaker of the House of Representatives**

Approved April 3, 2014, 11:39 a.m., with the exception of Section 207, which is vetoed.

JAY INSLEE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

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**Secretary**

FILED

April 4, 2014

**Secretary of State  
State of Washington**

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**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2014 Regular Session

**State of Washington                      63rd Legislature                      2014 Regular Session**

**By** Senate Ways & Means (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland)

READ FIRST TIME 02/11/14.

1            AN ACT Relating to improving student success by modifying  
2 instructional hour and graduation requirements; amending RCW  
3 28A.700.070, 28A.230.097, 28A.230.010, 28A.150.220, 28A.230.090,  
4 28A.230.097, 28A.320.240, and 28A.150.260; adding a new section to  
5 chapter 28A.305 RCW; adding a new section to chapter 43.06B RCW;  
6 creating new sections; providing effective dates; and providing an  
7 expiration date.

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

9            NEW SECTION. **Sec. 1.** The legislature recognizes that preparing  
10 students to be successful in postsecondary education, gainful  
11 employment, and citizenship requires increased rigor and achievement,  
12 including attaining a meaningful high school diploma with the  
13 opportunity to earn twenty-four credits. The legislature finds that an  
14 investment was made in the 2013-2015 omnibus appropriations act to  
15 implement an increase in instructional hours in the 2014-15 school  
16 year. School districts informed the legislature that the funding as  
17 provided in the 2013-2015 omnibus appropriations act would result in  
18 only a few minutes being added onto each class period and would not  
19 result in a meaningful increase in instruction that would have the

1 positive impact on student learning that the legislature expects. The  
2 school districts suggested that it would be a better educational policy  
3 to use the funds to implement the requirement of twenty-four credits  
4 for high school graduation, which will result in a meaningful increase  
5 of instructional hours. Based on input from school districts across  
6 the state, the legislature recognizes the need to provide flexibility  
7 for school districts to implement the increase in instructional hours  
8 while still moving towards an increase in the high school graduation  
9 requirements. Therefore, the legislature intends to shift the focus  
10 and intent of the investments from compliance with the minimum  
11 instructional hours offering to assisting school districts to provide  
12 an opportunity for students to earn twenty-four credits for high school  
13 graduation and obtain a meaningful diploma, beginning with the  
14 graduating class of 2019, with the opportunity for school districts to  
15 request a waiver for up to two years.

16 **PART I**

17 **CAREER AND TECHNICAL EQUIVALENCIES**

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

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

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

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

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

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

35 (3) The office of the superintendent of public instruction, in  
36 consultation with one or more technical working groups convened for

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

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

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

29 (1) Each high school or school district board of directors shall  
30 adopt course equivalencies for career and technical high school courses  
31 offered to students in high schools and skill centers. A career and  
32 technical course equivalency may be for whole or partial credit. Each  
33 school district board of directors shall develop a course equivalency  
34 approval procedure. Boards of directors must approve AP computer  
35 science courses as equivalent to high school mathematics or science,  
36 and must denote on a student's transcript that AP computer science  
37 qualifies as a math-based quantitative course for students who take the

1 course in their senior year. In order for a board to approve AP  
2 computer science as equivalent to high school mathematics, the student  
3 must be concurrently enrolled in or have successfully completed algebra  
4 II. Beginning no later than the 2015-16 school year, a school district  
5 board of directors must, at a minimum, grant academic course  
6 equivalency in mathematics or science for a high school career and  
7 technical course from the list of courses approved by the state board  
8 of education under RCW 28A.700.070, but is not limited to the courses  
9 on the list. If the list of courses is revised after the 2015-16  
10 school year, the school district board of directors must grant academic  
11 course equivalency based on the revised list beginning with the school  
12 year immediately following the revision.

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

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

30 (1) School district boards of directors shall identify and offer  
31 courses with content that meet or exceed: ~~((1))~~ (a) The basic  
32 education skills identified in RCW 28A.150.210; ~~((2))~~ (b) the  
33 graduation requirements under RCW 28A.230.090; ~~((3))~~ (c) the courses  
34 required to meet the minimum college entrance requirements under RCW  
35 28A.230.130; and ~~((4))~~ (d) the course options for career development  
36 under RCW 28A.230.130. Such courses may be applied or theoretical,  
37 academic, or vocational.



1 increased beginning in the 2015-16 school year to at least one thousand  
2 eighty instructional hours for students enrolled in ~~((each of))~~ grades  
3 ~~((seven))~~ nine through twelve and at least one thousand instructional  
4 hours for students in ~~((each of))~~ grades one through ~~((six according to~~  
5 ~~an implementation schedule adopted by the legislature, but not before~~  
6 ~~the 2014-15 school year))~~ eight, all of which may be calculated by a  
7 school district using a district-wide annual average of instructional  
8 hours over grades one through twelve; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

37 (7) The state board of education shall adopt rules to implement and



1 ensure compliance with the program requirements imposed by this  
2 section, RCW 28A.150.250 and 28A.150.260, and such related supplemental  
3 program approval requirements as the state board may establish.

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

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

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

17 (b) The certificate of academic achievement requirements under RCW  
18 28A.655.061 or the certificate of individual achievement requirements  
19 under RCW 28A.155.045 are required for graduation from a public high  
20 school but are not the only requirements for graduation.

21 (c) Any decision on whether a student has met the state board's  
22 high school graduation requirements for a high school and beyond plan  
23 shall remain at the local level. Effective with the graduating class  
24 of 2015, the state board of education may not establish a requirement  
25 for students to complete a culminating project for graduation.

26 (d)(i) The state board of education shall adopt rules to implement  
27 the career and college ready graduation requirement proposal adopted  
28 under board resolution on November 10, 2010, and revised on January 9,  
29 2014, to take effect beginning with the graduating class of 2019 or as  
30 otherwise provided in this subsection (1)(d). The rules must include  
31 authorization for a school district to waive up to two credits for  
32 individual students based on unusual circumstances and in accordance  
33 with written policies that must be adopted by each board of directors  
34 of a school district that grants diplomas. The rules must also provide  
35 that the content of the third credit of mathematics and the content of  
36 the third credit of science may be chosen by the student based on the

1 student's interests and high school and beyond plan with agreement of  
2 the student's parent or guardian or agreement of the school counselor  
3 or principal.

4 (ii) School districts may apply to the state board of education for  
5 a waiver to implement the career and college ready graduation  
6 requirement proposal beginning with the graduating class of 2020 or  
7 2021 instead of the graduating class of 2019. In the application, a  
8 school district must describe why the waiver is being requested, the  
9 specific impediments preventing timely implementation, and efforts that  
10 will be taken to achieve implementation with the graduating class  
11 proposed under the waiver. The state board of education shall grant a  
12 waiver under this subsection (1)(d) to an applying school district at  
13 the next subsequent meeting of the board after receiving an  
14 application.

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

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

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

1 legislature through the omnibus appropriations act or other enacted  
2 legislation.

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

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

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

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

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

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

30 NEW SECTION. **Sec. 203.** The Washington state school directors'  
31 association shall adopt a model policy and procedure that school  
32 districts may use for granting waivers to individual students of up to  
33 two credits required for high school graduation based on unusual  
34 circumstances. The purpose of the model policy and procedure is to  
35 assist school districts in providing all students the opportunity to  
36 complete graduation requirements without discrimination and without  
37 disparate impact on groups of students. The model policy must take

1 into consideration the unique limitations of a student that may be  
2 associated with such circumstances as homelessness, limited English  
3 proficiency, medical conditions that impair a student's opportunity to  
4 learn, or disabilities, regardless of whether the student has an  
5 individualized education program or a plan under section 504 of the  
6 federal rehabilitation act of 1973. The model policy must also address  
7 waivers if the student has not been provided with an opportunity to  
8 retake classes or enroll in remedial classes free of charge during the  
9 first four years of high school. The Washington state school  
10 directors' association must distribute the model policy and procedure  
11 to all school districts in the state that grant high school diplomas by  
12 June 30, 2015.

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

15 (1) Each high school or school district board of directors shall  
16 adopt course equivalencies for career and technical high school courses  
17 offered to students in high schools and skill centers. A career and  
18 technical course equivalency may be for whole or partial credit. Each  
19 school district board of directors shall develop a course equivalency  
20 approval procedure. Boards of directors must approve AP computer  
21 science courses as equivalent to high school mathematics or science,  
22 and must denote on a student's transcript that AP computer science  
23 qualifies as a math-based quantitative course for students who take the  
24 course in their senior year. In order for a board to approve AP  
25 computer science as equivalent to high school mathematics, the student  
26 must be concurrently enrolled in or have successfully completed algebra  
27 II.

28 (2) Career and technical courses determined to be equivalent to  
29 academic core courses, in full or in part, by the high school or school  
30 district shall be accepted as meeting core requirements, including  
31 graduation requirements, if the courses are recorded on the student's  
32 transcript using the equivalent academic high school department  
33 designation and title. Full or partial credit shall be recorded as  
34 appropriate. The high school or school district shall also issue and  
35 keep record of course completion certificates that demonstrate that the  
36 career and technical courses were successfully completed as needed for  
37 industry certification, college credit, or preapprenticeship, as

1 applicable. The certificate shall be (~~either~~) part of the student's  
2 high school and beyond plan (~~or the student's culminating project, as~~  
3 ~~determined by the student~~). The office of the superintendent of  
4 public instruction shall develop and make available electronic samples  
5 of certificates of course completion.

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

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

13 (2) Every board of directors shall provide for the operation and  
14 stocking of such libraries as the board deems necessary for the proper  
15 education of the district's students or as otherwise required by law or  
16 rule of the superintendent of public instruction.

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

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

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

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

32 The purpose of this section is to provide for the allocation of  
33 state funding that the legislature deems necessary to support school  
34 districts in offering the minimum instructional program of basic  
35 education under RCW 28A.150.220. The allocation shall be determined as  
36 follows:

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

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

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

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

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

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

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

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

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

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

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

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price

1 meals in the prior school year, the general education average class  
 2 size for grades K-3 shall be reduced until the average class size  
 3 funded under this subsection (4) is no more than 17.0 full-time  
 4 equivalent students per teacher beginning in the 2017-18 school year.

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

	Career and technical education average class size
9	
10	
11	
12	
13	26.57
14	
15	
16	22.76

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

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

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

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

	Elementary School	Middle School	High School
30			
31			
32			
33	1.253	1.353	1.880
34			0.523
35	0.663	0.519	



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

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

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

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

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

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

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

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

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

30 (c) In addition to the amounts provided in (a) and (b) of this  
 31 subsection, beginning in the 2014-15 school year, the omnibus  
 32 appropriations act shall provide the following minimum allocation for  
 33 each annual average full-time equivalent student in grades nine through  
 34 twelve for the following materials, supplies, and operating costs, to  
 35 be adjusted annually for inflation:

36 Per annual average  
 37 full-time equivalent student

in grades 9-12

1		
2	<u>Technology . . . . .</u>	<u>\$36.35</u>
3	<u>Curriculum and textbooks . . . . .</u>	<u>\$39.02</u>
4	<u>Other supplies and library materials . . . . .</u>	<u>\$82.84</u>
5	<u>Instructional professional development for certificated and</u>	
6	<u>classified staff . . . . .</u>	<u>\$6.04</u>

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

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

12 ~~(b) ((Laboratory—science—courses—for—students—in—grades—nine  
13 through twelve;~~

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

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

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

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

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

1 subsection (10), the actual per-student allocation may be scaled to  
2 provide a larger allocation for students needing more intensive  
3 intervention and a commensurate reduced allocation for students needing  
4 less intensive intervention, as detailed in the omnibus appropriations  
5 act.

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

14 (11) The allocations under subsections (4)(a) and (b), (5), (6),  
15 and (8) of this section shall be enhanced as provided under RCW  
16 28A.150.390 on an excess cost basis to provide supplemental  
17 instructional resources for students with disabilities.

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

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

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

34 (b) In the event the legislature rejects the distribution formula  
35 recommended by the governor, without adopting a new distribution  
36 formula, the distribution formula for the previous school year shall  
37 remain in effect.

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

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

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

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

20 ***(a) Define and assess barriers that students with special needs***  
21 ***face in earning a high school diploma and fully accessing the***  
22 ***educational program provided by the public schools, including but not***  
23 ***limited to students with disabilities, dyslexia, and other physical or***  
24 ***emotional conditions for which students do not have an individualized***  
25 ***education program or section 504 plan but that create limitations to***  
26 ***their ability to succeed in school;***

27 ***(b) Outline recommendations for systemic changes to address***  
28 ***barriers identified and successful models for the delivery of education***  
29 ***and supportive services for students with special needs;***

30 ***(c) Recommend steps for coordination of delivery of early learning***  
31 ***through postsecondary education and career preparation for students***  
32 ***with special needs through ongoing efforts of various state and local***  
33 ***education and workforce agencies, including strategies for earlier***  
34 ***assessment and identification of disabilities or barriers to learning***  
35 ***in early learning programs and in kindergarten through third grade; and***

36 ***(d) Identify options for state assistance to help school districts***

1 develop course equivalencies for competency-based education or similar  
2 systems of personalized learning where students master specific  
3 knowledge and skills at their own pace.

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

6 (a) One representative each from the office of the superintendent  
7 of public instruction, the workforce training and education  
8 coordinating board, the Washington state school directors' association,  
9 a statewide organization representing teachers and other certificated  
10 instructional staff, the student achievement council, the state board  
11 of education, the department of early learning, the educational  
12 opportunity gap oversight and accountability committee, a nonprofit  
13 organization providing professional development and resources for  
14 educators and parents regarding dyslexia, a nonprofit organization of  
15 special education parents and teachers, and the Washington association  
16 for career and technical education, each to be selected by the  
17 appropriate agency or organization; and

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

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

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

\*Sec. 207 was vetoed. See message at end of chapter.

32 NEW SECTION. Sec. 208. Sections 103 and 104 of this act take  
33 effect September 1, 2015.

34 NEW SECTION. Sec. 209. Section 206 of this act takes effect

1 September 1, 2014.

Passed by the Senate March 13, 2014.

Passed by the House March 12, 2014.

Approved by the Governor April 3, 2014, with the exception of certain items that were vetoed.

Filed in Office of Secretary of State April 4, 2014.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 207, Engrossed Second Substitute Senate Bill No. 6552 entitled:

"AN ACT Relating to improving student success by modifying instructional hour and graduation requirements."

Section 207 of the bill directs the Office of the Education Ombuds to convene a three-year task force on students with special needs to examine barriers to earning a diploma.

Later this week I will sign the 2014 supplemental budget, Engrossed Substitute Senate Bill 6002, which includes a similar directive for the Office of Education Ombuds. As that provision of the budget is implemented, it is important that my ombuds office work closely with the Office of the Superintendent of Public Instruction and stakeholders to improve education programs and support success for special education students--and all students. Section 207 creates unnecessary duplication.

For these reasons I have vetoed Section 207 of Engrossed Second Substitute Senate Bill No. 6552.

With the exception of Section 207, Engrossed Second Substitute Senate Bill No. 6552 is approved."