
ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552

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
27			
28			
29			
30			
31			
32			
33	1.253	1.353	1.880
34			
35	0.663	0.519	0.523

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	((1.909))
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

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

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

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

30
31
32
33
34
35
36 Per annual average
37 full-time equivalent student

1		<u>in grades 9-12</u>
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 ~~((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.

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.

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