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**SUBSTITUTE HOUSE BILL 2792**

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**State of Washington**

**63rd Legislature**

**2014 Regular Session**

**By** House Appropriations (originally sponsored by Representatives Sullivan, Hunter, Freeman, Morrell, Walkinshaw, Ryu, Tarleton, Appleton, Jinkins, Lytton, Tharinger, Fey, Bergquist, Pollet, Reykdal, Van De Wege, Roberts, S. Hunt, and Carlyle)

READ FIRST TIME 03/04/14.

1       AN ACT Relating to implementing the state's education funding  
2 obligation by increasing allocations to school districts, which include  
3 materials, supplies, and operating costs, all-day kindergarten, and  
4 class size reduction in kindergarten through third grade; amending RCW  
5 28A.150.220, 28A.150.260, 28A.150.315, 28A.160.192, and 28A.230.090;  
6 adding a new section to chapter 28A.150 RCW; creating new sections;  
7 providing an effective date; providing an expiration date; and  
8 declaring an emergency.

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

10       **Sec. 1.** RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each  
11 amended to read as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

35 (6) Nothing in this section precludes a school district from  
36 enriching the instructional program of basic education, such as  
37 offering additional instruction or providing additional services,

1 programs, or activities that the school district determines to be  
2 appropriate for the education of the school district's students.

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

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

9 The purpose of this section is to provide for the allocation of  
10 state funding that the legislature deems necessary to support school  
11 districts in offering the minimum instructional program of basic  
12 education under RCW 28A.150.220. The allocation shall be determined as  
13 follows:

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

18 (2) The distribution formula under this section shall be for  
19 allocation purposes only. Except as may be required under chapter  
20 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and  
21 regulations, nothing in this section requires school districts to use  
22 basic education instructional funds to implement a particular  
23 instructional approach or service. Nothing in this section requires  
24 school districts to maintain a particular classroom teacher-to-student  
25 ratio or other staff-to-student ratio or to use allocated funds to pay  
26 for particular types or classifications of staff. Nothing in this  
27 section entitles an individual teacher to a particular teacher planning  
28 period.

29 (3)(a) To the extent the technical details of the formula have been  
30 adopted by the legislature and except when specifically provided as a  
31 school district allocation, the distribution formula for the basic  
32 education instructional allocation shall be based on minimum staffing  
33 and nonstaff costs the legislature deems necessary to support  
34 instruction and operations in prototypical schools serving high,  
35 middle, and elementary school students as provided in this section.  
36 The use of prototypical schools for the distribution formula does not  
37 constitute legislative intent that schools should be operated or

1 structured in a similar fashion as the prototypes. Prototypical  
 2 schools illustrate the level of resources needed to operate a school of  
 3 a particular size with particular types and grade levels of students  
 4 using commonly understood terms and inputs, such as class size, hours  
 5 of instruction, and various categories of school staff. It is the  
 6 intent that the funding allocations to school districts be adjusted  
 7 from the school prototypes based on the actual number of annual average  
 8 full-time equivalent students in each grade level at each school in the  
 9 district and not based on the grade-level configuration of the school  
 10 to the extent that data is available. The allocations shall be further  
 11 adjusted from the school prototypes with minimum allocations for small  
 12 schools and to reflect other factors identified in the omnibus  
 13 appropriations act.

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

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

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

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

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

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

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

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

12        ~~((During the 2011-2013 biennium and beginning with schools with~~  
 13 ~~the highest percentage of students eligible for free and reduced-price~~  
 14 ~~meals in the prior)) Beginning with allocations for the 2015-16 school  
 15 year, the general education average class size for grades K-3 shall be  
 16 reduced in equal annual increments from the allocation levels in (a) of  
 17 this subsection, and the general education average class size for  
 18 grades K-3 in high poverty schools where more than fifty percent of the  
 19 students were eligible for free and reduced-price meals in the prior  
 20 school year shall be reduced in equal annual increments from the 2014-  
 21 15 school year allocation levels, until the average class size funded  
 22 under this subsection (4) in all prototypical elementary schools is no  
 23 more than 17.0 full-time equivalent students per teacher ((beginning))  
 24 in the 2017-18 school year and thereafter.~~

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

	<u>Career and technical</u> <u>education average</u> <u>class size</u>
Approved career and technical education offered at the middle school and high school level . . . . .	26.57
Skill center programs meeting the standards established by the office of the superintendent of public instruction . . . . .	22.76

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

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals, which may be in addition to the class size specified for grades K-3 under (b) of this subsection; and

(ii) A specialty average class size for (~~laboratory science~~) advanced placement(~~(7)~~) and international baccalaureate courses.

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

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators .....	1.253	1.353	1.880
Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs .....	0.663	0.519	0.523
Health and social services:			
School nurses .....	0.076	0.060	0.096
Social workers .....	0.042	0.006	0.015
Psychologists .....	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising .....	0.493	<del>((1.116))</del>	<del>((1.909))</del>
		<u>1.216</u>	<u>2.539</u>
Teaching assistance, including any aspect of educational instructional services provided by classified employees .....	0.936	0.700	0.652
Office support and other noninstructional aides .....	2.012	2.325	3.269
Custodians .....	1.657	1.942	2.965
Classified staff providing student and staff safety .....	0.079	0.092	0.141
<del>((Parent involvement))</del> <u>Family engagement</u> coordinators .....	<del>((0.00))</del>	0.00	0.00
	<u>0.083</u>		

(b) Beginning with the 2015-16 school year, the minimum allocations under this subsection (5) for family engagement coordinators in

1 prototypical elementary schools and for guidance counselors in  
 2 prototypical middle schools and high schools shall each be increased in  
 3 equal annual increments from the allocation levels provided in the  
 4 2014-15 school year until allocations of 0.50 family engagement  
 5 coordinators in prototypical elementary schools, 1.616 guidance  
 6 counselors in prototypical middle schools, and 2.939 guidance  
 7 counselors in prototypical high schools are provided in the 2017-18  
 8 school year and thereafter.

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

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

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

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

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

	Per annual average
	full-time equivalent student
	in grades K-12
35 Technology . . . . .	\$54.43
36 Utilities and insurance . . . . .	\$147.90
37 Curriculum and textbooks . . . . .	\$58.44



1	Other supplies and library materials . . . . .	\$124.07
2	Instructional professional development for certified and	
3	classified staff . . . . .	\$9.04
4	Facilities maintenance . . . . .	\$73.27
5	Security and central office . . . . .	\$50.76

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

13		Per annual average
14		full-time equivalent student
15		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		<u>Per annual average</u>
31		<u>full-time equivalent student</u>
32		<u>in grades 9-12</u>
33	<u>Technology . . . . .</u>	<u>\$36.35</u>
34	<u>Curriculum and textbooks . . . . .</u>	<u>\$39.02</u>
35	<u>Other supplies and library materials . . . . .</u>	<u>\$82.84</u>
36	<u>Instructional professional development for certificated and</u>	
37	<u>classified staff . . . . .</u>	<u>\$6.04</u>

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

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

6 ~~((Laboratory science courses for students in grades nine  
7 through twelve;~~

8 ~~(e))~~ Preparatory career and technical education courses for  
9 students in grades nine through twelve offered in a high school; and

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

12 (10) In addition to the allocations otherwise provided under this  
13 section, amounts shall be provided to support the following programs  
14 and services:

15 (a) To provide supplemental instruction and services for  
16 underachieving students through the learning assistance program under  
17 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the  
18 district percentage of students in grades K-12 who were eligible for  
19 free or reduced-price meals in the prior school year. The minimum  
20 allocation for each level of prototypical school for the program shall  
21 provide ~~((for each level of prototypical school))~~ resources to provide,  
22 on a statewide average, ~~((1.5156))~~ 2.3975 hours per week in extra  
23 instruction with a class size of fifteen learning assistance program  
24 students per teacher.

25 (b) To provide supplemental instruction and services for students  
26 whose primary language is other than English, allocations shall be  
27 based on the following:

28 (i)(A) The head count number of students in each school who are  
29 eligible for and enrolled in the transitional bilingual instruction  
30 program under RCW 28A.180.010 through 28A.180.080. The minimum  
31 allocation for each level of prototypical school shall provide  
32 resources to provide, on a statewide average, 4.7780 hours per week in  
33 extra instruction with fifteen transitional bilingual instruction  
34 program students per teacher. ~~((Notwithstanding other provisions of  
35 this subsection (10), the actual per student allocation may be scaled  
36 to provide a larger allocation for students needing more intensive  
37 intervention and a commensurate reduced allocation for students needing~~

1 ~~less intensive intervention, as detailed in the omnibus appropriations~~  
2 ~~act.)~~ Beginning with the 2015-16 school year, the minimum allocation  
3 for students in grades seven and eight shall be increased in equal  
4 annual increments until an allocation of 6.0 hours per week is provided  
5 in the 2017-18 school year and thereafter. Also beginning with the  
6 2015-16 school year, the minimum allocation for students in grades nine  
7 through twelve shall be increased in equal annual increments until an  
8 allocation of 8.0 hours per week is provided in the 2017-18 school year  
9 and thereafter.

10 (B) The head count number of students in each school who have  
11 exited the transitional bilingual instruction program within the  
12 previous two years based on their performance on the English  
13 proficiency assessment approved by the superintendent of public  
14 instruction under RCW 28A.180.090. Beginning with the 2013-14 school  
15 year, the minimum allocation under this subsection (10)(b)(i)(B) for  
16 each level of prototypical school shall provide resources to provide,  
17 on a statewide average, 3.0 hours per week in extra instruction with  
18 fifteen exited transitional bilingual instruction program students per  
19 teacher, based on students who exited within the previous school year.  
20 Beginning with the 2014-15 school year and thereafter, the minimum  
21 allocation shall be based on students who exited within the previous  
22 two school years.

23 (ii) School districts may not receive allocations under both  
24 (b)(i)(A) and (B) of this subsection for the same student in a single  
25 school year.

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

34 (11) The allocations under subsections (4)(a) and (b), (5), (6),  
35 and (8) of this section shall be enhanced as provided under RCW  
36 28A.150.390 on an excess cost basis to provide supplemental  
37 instructional resources for students with disabilities.

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

8 (b) Allocations or enhancements provided under subsections (4),  
9 (7), and (9) of this section for exploratory and preparatory career and  
10 technical education courses shall be provided only for courses approved  
11 by the office of the superintendent of public instruction under chapter  
12 28A.700 RCW.

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

17 (b) In the event the legislature rejects the distribution formula  
18 recommended by the governor, without adopting a new distribution  
19 formula, the distribution formula for the previous school year shall  
20 remain in effect.

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

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

36 **Sec. 3.** RCW 28A.150.315 and 2012 c 51 s 1 are each amended to read  
37 as follows:

1 (1) Beginning with the 2007-08 school year, funding for voluntary  
2 all-day kindergarten programs (~~(shall)~~) must be phased-in beginning  
3 with schools with the highest poverty levels, defined as those schools  
4 with the highest percentages of students qualifying for free and  
5 reduced-price lunch support in the prior school year. (~~During the~~  
6 ~~2011-2013 biennium, funding shall continue to be phased in each year~~)  
7 Beginning with the 2015-16 school year, funds shall be allocated to  
8 increase the proportion of full-time equivalent kindergarten students  
9 in state-funded all-day kindergarten programs in equal annual  
10 increments until full statewide implementation of all-day kindergarten  
11 is achieved in the 2017-18 school year and thereafter. Once a school  
12 receives funding for the all-day kindergarten program, that school  
13 shall remain eligible for funding in subsequent school years regardless  
14 of changes in the school's percentage of students eligible for free and  
15 reduced-price lunches as long as other program requirements are  
16 fulfilled. Additionally, schools receiving all-day kindergarten  
17 program support shall agree to the following conditions:

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

37 (2)(a) It is the intent of the legislature that administration of  
38 the Washington kindergarten inventory of developing skills as required

1 in this subsection (2) and RCW 28A.655.080 replace administration of  
2 other assessments being required by school districts or that other  
3 assessments only be administered if they seek to obtain information not  
4 covered by the Washington kindergarten inventory of developing skills.

5 (b) In addition to the requirements in subsection (1) of this  
6 section and to the extent funds are available, beginning with the 2011-  
7 12 school year on a voluntary basis, schools must identify the skills,  
8 knowledge, and characteristics of kindergarten students at the  
9 beginning of the school year in order to support social-emotional,  
10 physical, and cognitive growth and development of individual children;  
11 support early learning provider and parent involvement; and inform  
12 instruction. Kindergarten teachers shall administer the Washington  
13 kindergarten inventory of developing skills, as directed by the  
14 superintendent of public instruction in consultation with the  
15 department of early learning and in collaboration with the  
16 nongovernmental private-public partnership designated in RCW  
17 43.215.070, and report the results to the superintendent. The  
18 superintendent shall share the results with the director of the  
19 department of early learning.

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

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

34 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.150  
35 RCW to read as follows:

36 (1) Minimum salary allocations for state-funded classified and

1 certificated administrative staff positions allocated under RCW  
2 28A.150.260 shall be calculated as provided in this section.

3 (2)(a) Beginning with the 2015-16 school year, the minimum standard  
4 salary allocation for classified staff shall be increased in equal  
5 annual increments until an allocation equal to the market rate salary  
6 for classified staff, adjusted by inflation from the 2010-11 school  
7 year, is provided in the 2017-18 school year and thereafter.

8 (b) Beginning with the 2015-16 school year, the minimum standard  
9 salary allocation for certificated administrative staff shall be  
10 increased in equal annual increments until an allocation equal to the  
11 market rate salary for certificated administrative staff, adjusted by  
12 inflation from the 2010-11 school year, is provided in the 2017-18  
13 school year and thereafter.

14 (3) School districts whose grandfathered salary allocation exceeds  
15 the standard salary allocation in any year shall receive the greater of  
16 their grandfathered salary allocation or the standard salary allocation  
17 as provided under this section.

18 (4) The salary allocations calculated under this section are  
19 minimum allocations, which include salary increases provided under RCW  
20 28A.400.205. The salaries calculated under this section are for  
21 allocation purposes only.

22 (5) The definitions in this subsection apply throughout this  
23 section.

24 (a) "Grandfathered salary allocation" means a state salary  
25 allocation rate for classified or certificated administrative staff  
26 provided to a school district that exceeds the standard salary  
27 allocation.

28 (b) "Inflation" means the change in the consumer price index--  
29 Seattle for urban wage earners and clerical workers, all items,  
30 compiled by the bureau of labor statistics, United States department of  
31 labor.

32 (c) "Market rate salary for classified staff" means the 2010 state  
33 average predicted salary for comparable occupations to classified  
34 staff, identified through a wage analysis submitted in April 2012 to  
35 the compensation technical working group convened under chapter 548,  
36 Laws of 2009, weighted by the distribution of school staff among the  
37 occupational groupings considered in the analysis.

1 (d) "Market rate salary for certificated administrative staff"  
2 means the 2010 state average prevailing salary for managerial  
3 occupations comparable to school district administrators, identified  
4 through a wage analysis submitted in April 2012 to the compensation  
5 technical working group convened under chapter 548, Laws of 2009.

6 (e) "Standard salary allocation" means the state salary allocation  
7 rate for classified or certificated administrative staff provided to  
8 the majority of school districts.

9 **Sec. 5.** RCW 28A.160.192 and 2011 1st sp.s. c 27 s 3 are each  
10 amended to read as follows:

11 ~~((The superintendent of public instruction shall phase in the~~  
12 ~~implementation of))~~ The distribution formula under this chapter for  
13 allocating state funds to school districts for the transportation of  
14 students to and from school(~~(. The phase in shall begin no later than~~  
15 ~~the 2011-2013 biennium and be fully implemented by the 2013-2015~~  
16 ~~biennium.~~

17 ~~(a) The formula))~~ must:

18 (a) Be developed and revised on an ongoing basis using the major  
19 cost factors in student transportation, including basic and special  
20 student loads, school district land area, average distance to school,  
21 roadway miles, and number of locations served. Factors must include  
22 all those site characteristics that are statistically significant after  
23 analysis of the data required by the revised reporting process.

24 ~~(b) ((The formula must))~~ Allocate funds to school districts based  
25 on the average predicted costs of transporting students to and from  
26 school, using a regression analysis. Only factors that are  
27 statistically significant shall be used in the regression analysis.  
28 Employee compensation costs included in the allowable transportation  
29 expenditures used for the purpose of establishing each (~~school~~  
30 ~~district's independent~~) variable in the regression analysis shall be  
31 limited to the base salary or hourly wage rates, fringe benefit rates,  
32 and (~~applicable health care~~) the insurance benefit allocation  
33 rate(~~(s)~~) provided in the omnibus appropriations act.

34 ~~((During the phase in period,))~~ Funding provided to school  
35 districts for student transportation operations shall be distributed on  
36 the following basis:



1 (a) Annually, each school district shall receive the lesser of the  
2 (~~previous school year's pupil transportation operations allocation~~)  
3 expected cost as predicted by the regression analysis under subsection  
4 (1)(b) of this section, or the total of allowable pupil transportation  
5 expenditures identified on the previous school year's final expenditure  
6 report to the state plus district indirect expenses using the federal  
7 restricted indirect rate as calculated in the district annual financial  
8 report;

9 (b) Annually, the amount identified in (a) of this subsection shall  
10 be adjusted for any budgeted (~~increases~~) changes provided in the  
11 omnibus appropriations act for salaries (~~or~~), fringe benefits, and  
12 the insurance benefit allocation rate; and

13 (~~(c) (Annually, any funds appropriated by the legislature in excess~~  
14 ~~of the maintenance level funding amount for student transportation~~  
15 ~~shall be distributed among school districts on a prorated basis using~~  
16 ~~the difference between the amount identified in (a) adjusted by (b) of~~  
17 ~~this subsection and the amount determined under the formula in RCW~~  
18 ~~28A.160.180; and~~

19 ~~(d))~~ Allocations provided to recognize the cost of depreciation to  
20 districts contracting with private carriers for student transportation  
21 shall be deducted from the allowable transportation expenditures in (a)  
22 of this subsection.

23 **Sec. 6.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to  
24 read as follows:

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

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

36 (b) The certificate of academic achievement requirements under RCW

1 28A.655.061 or the certificate of individual achievement requirements  
2 under RCW 28A.155.045 are required for graduation from a public high  
3 school but are not the only requirements for graduation.

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

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

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

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

32 (d) The state board of education shall adopt rules to implement the  
33 career and college ready graduation requirement proposal adopted under  
34 board resolution on November 10, 2010, and revised on January 9, 2014,  
35 to take effect beginning with the graduating class of 2019, which  
36 includes authorization for a school district to waive up to two credits  
37 on an individual student basis in accordance with the rules established  
38 by the state board of education.

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

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

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

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

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

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

28 NEW SECTION. **Sec. 7.** (1) A joint task force on local education  
29 financing reform is established with the following members:

30 (a) Four members from the house of representatives, two from each  
31 major caucus, appointed by the speaker of the house of representatives;

32 (b) Four members from the senate, two from each major caucus,  
33 appointed by the majority leader and minority leader of the major  
34 caucuses of the senate;

35 (c) The governor or the governor's designee; and

36 (d) The superintendent of public instruction or the  
37 superintendent's designee.

1 (2) Appointments to the task force shall be completed within thirty  
2 days of the effective date of this section.

3 (3) The task force shall be cochaired by one member of the house of  
4 representatives and one member of the senate, selected by the members  
5 of the task force.

6 (4) The task force shall:

7 (a) Review the work of the levy and local effort assistance  
8 technical working group created in accordance with chapter 548, Laws of  
9 2009, and amended by chapter 236, Laws of 2010, and other relevant  
10 studies and information;

11 (b) Review the use of local levies by school districts, including  
12 the level of funding and how the funding is used by school districts;

13 (c) Review issues related to various aspects of the local levy  
14 process, including school district levy authority, the determination of  
15 the levy base, the different levy lids, levy equalization, school  
16 choice to use excess levies rather than regular levies, and other voter  
17 approval strategies available to school districts;

18 (d) Review issues related to the small school factor in state  
19 funding formulas;

20 (e) Review the work of the compensation technical working group  
21 created in accordance with chapter 548, Laws of 2009, and amended by  
22 chapter 236, Laws of 2010, and other relevant studies and information  
23 as they relate to salary grandfathering and regional compensation  
24 differences in state funding formulas;

25 (f) Review issues related to grandfathered base salary allocations  
26 for certificated instructional staff in state funding formulas;

27 (g) Review options for addressing regional labor market differences  
28 in state funding formulas; and

29 (h) Recommend approaches in a report to the governor and the  
30 legislature to address a system for state and local funds that are  
31 distributed in a manner that provides all children with the opportunity  
32 to meet the state's academic standards and become prepared for  
33 postsecondary careers and education, and that provides compensation  
34 allocations that are adequate to hire and retain competent teachers.

35 (5) Findings and recommendations from the task force shall be  
36 reported to fiscal committees of the legislature by December 20, 2014.

37 (6) Staff and logistical support for the task force must be  
38 provided by the house of representatives office of program research and

1 senate committee services, with assistance as necessary from the office  
2 of financial management and the office of the superintendent of public  
3 instruction. The first meeting of the task force shall be convened by  
4 the house of representatives office of program research and senate  
5 committee services within forty-five days of the effective date of this  
6 section.

7 (7) Members of the task force shall be reimbursed for travel  
8 expenses as provided in RCW 44.04.120.

9 (8) This section expires June 30, 2015.

10 NEW SECTION. **Sec. 8.** Sections 2 through 5 of this act take effect  
11 September 1, 2014.

12 NEW SECTION. **Sec. 9.** Section 7 of this act is necessary for the  
13 immediate preservation of the public peace, health, or safety, or  
14 support of the state government and its existing public institutions,  
15 and takes effect immediately.

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