
HOUSE BILL 2654

State of Washington

61st Legislature

2010 Regular Session

By Representatives Wallace, Seaquist, Probst, Quall, Ormsby, Simpson, Kelley, and Anderson

Read first time 01/12/10. Referred to Committee on Education.

1 AN ACT Relating to providing for elementary math specialists;
2 amending RCW 28A.150.260; adding a new section to chapter 28A.150 RCW;
3 adding a new section to chapter 28A.410 RCW; creating a new section;
4 and providing an effective date.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that significant
7 changes have been made in recent years to improve Washington's
8 mathematics standards. Additional mathematics coursework, at a more
9 rigorous level, will be required for high school graduation. However,
10 efforts to increase the rigor of middle and high school mathematics
11 will ultimately not be successful unless students in elementary school
12 are more engaged and better prepared in mathematics. Success in this
13 objective is more likely to occur, and in a shorter time frame, if
14 students have the opportunity to receive instruction from a teacher
15 with special skills in both mathematics content and instructional
16 strategies focused on the learning needs of elementary students. At
17 least seven other states, including Michigan, Ohio, Virginia, and
18 Arizona, have created an endorsement for elementary mathematics

1 teachers. Therefore, the legislature intends to provide for both a
2 staffing allocation and an endorsement pathway for elementary
3 mathematics specialists to be deployed in schools.

4 **Sec. 2.** RCW 28A.150.260 and 2009 c 548 s 106 are each amended to
5 read as follows:

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

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

15 (2) The distribution formula under this section shall be for
16 allocation purposes only. Except as may be required under chapter
17 28A.165, 28A.180, or 28A.155 RCW, or federal laws and regulations,
18 nothing in this section requires school districts to use basic
19 education instructional funds to implement a particular instructional
20 approach or service. Nothing in this section requires school districts
21 to maintain a particular classroom teacher-to-student ratio or other
22 staff-to-student ratio or to use allocated funds to pay for particular
23 types or classifications of staff. Nothing in this section entitles an
24 individual teacher to a particular teacher planning period.

25 (3)(a) To the extent the technical details of the formula have been
26 adopted by the legislature, the distribution formula for the basic
27 education instructional allocation shall be based on minimum staffing
28 and nonstaff costs the legislature deems necessary to support
29 instruction and operations in prototypical schools serving high,
30 middle, and elementary school students as provided in this section.
31 The use of prototypical schools for the distribution formula does not
32 constitute legislative intent that schools should be operated or
33 structured in a similar fashion as the prototypes. Prototypical
34 schools illustrate the level of resources needed to operate a school of
35 a particular size with particular types and grade levels of students
36 using commonly understood terms and inputs, such as class size, hours
37 of instruction, and various categories of school staff. It is the

1 intent that the funding allocations to school districts be adjusted
2 from the school prototypes based on the actual number of annual average
3 full-time equivalent students in each grade level at each school in the
4 district and not based on the grade-level configuration of the school
5 to the extent that data is available. The allocations shall be further
6 adjusted from the school prototypes with minimum allocations for small
7 schools and to reflect other factors identified in the omnibus
8 appropriations act.

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

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

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

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

19 (c) The minimum allocation for each level of prototypical school
20 shall be based on the number of full-time equivalent classroom teachers
21 needed to provide instruction over the minimum required annual
22 instructional hours under RCW 28A.150.220 and provide at least one
23 teacher planning period per school day, and based on an average class
24 size as specified in the omnibus appropriations act. The omnibus
25 appropriations act shall at a minimum specify:

26 (i) Basic average class size;

27 (ii) Basic average class size in schools where more than fifty
28 percent of the students are eligible for free and reduced-price meals;

29 (iii) Average class size for exploratory and preparatory career and
30 technical education, laboratory science, advanced placement, and
31 international baccalaureate courses; and

32 (iv) Average class size in grades kindergarten through three.

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

36 (i) Principals, including assistant principals, and other
37 certificated building-level administrators;

1 (ii) Teacher librarians, performing functions including information
2 literacy, technology, and media to support school library media
3 programs;

4 (iii) Student health services, a function that includes school
5 nurses, whether certificated instructional or classified employee, and
6 social workers;

7 (iv) Guidance counselors, performing functions including parent
8 outreach and graduation advisor;

9 (v) Professional development coaches;

10 (vi) Teaching assistance, which includes any aspect of educational
11 instructional services provided by classified employees;

12 (vii) Office support, technology support, and other
13 noninstructional aides;

14 (viii) Custodians, warehouse, maintenance, laborer, and
15 professional and technical education support employees; and

16 (ix) Classified staff providing student and staff safety.

17 (e) The minimum allocation for each prototypical elementary school
18 shall include an allocation for one elementary mathematics specialist,
19 as defined under section 3 of this act.

20 (4)(a) The minimum allocation for each school district shall
21 include allocations per annual average full-time equivalent student for
22 the following materials, supplies, and operating costs: Student
23 technology; utilities; curriculum, textbooks, library materials, and
24 instructional supplies; instructional professional development for both
25 certificated and classified staff; other building-level costs including
26 maintenance, custodial, and security; and central office
27 administration.

28 (b) The annual average full-time equivalent student amounts in (a)
29 of this subsection shall be enhanced based on full-time equivalent
30 student enrollment in exploratory career and technical education
31 courses for students in grades seven through twelve; laboratory science
32 courses for students in grades nine through twelve; preparatory career
33 and technical education courses for students in grades nine through
34 twelve offered in a high school; and preparatory career and technical
35 education courses for students in grades eleven and twelve offered
36 through a skill center.

37 (5) The allocations provided under subsections (3) and (4) of this

1 section shall be enhanced as follows to provide additional allocations
2 for classroom teachers and maintenance, supplies, and operating costs:

3 (a) To provide supplemental instruction and services for
4 underachieving students through the learning assistance program under
5 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
6 percent of students in each school who are eligible for free and
7 reduced-price meals. The minimum allocation for the learning
8 assistance program shall provide an extended school day and extended
9 school year for each level of prototypical school and a per student
10 allocation for maintenance, supplies, and operating costs.

11 (b) To provide supplemental instruction and services for students
12 whose primary language is other than English, allocations shall be
13 based on the number of students in each school who are eligible for and
14 enrolled in the transitional bilingual instruction program under RCW
15 28A.180.010 through 28A.180.080. The minimum allocation for each level
16 of prototypical school shall provide for supplemental instruction based
17 on percent of the school day a student is assumed to receive
18 supplemental instruction and a per student allocation for maintenance,
19 supplies, and operating costs.

20 (6) The allocations provided under subsections (3) and (4) of this
21 section shall be enhanced to provide additional allocations to support
22 programs for highly capable students under RCW 28A.185.010 through
23 28A.185.030, based on two and three hundred fourteen one-thousandths
24 percent of each school district's full-time equivalent enrollment. The
25 minimum allocation for the programs shall provide an extended school
26 day and extended school year for each level of prototypical school and
27 a per student allocation for maintenance, supplies, and operating
28 costs.

29 (7) The allocations under subsections (3)(b), (c)(i), and (d), (4),
30 and (8) of this section shall be enhanced as provided under RCW
31 28A.150.390 on an excess cost basis to provide supplemental
32 instructional resources for students with disabilities.

33 (8) The distribution formula shall include allocations to school
34 districts to support certificated and classified staffing of central
35 office administration. The minimum allocation shall be calculated as
36 a percentage, identified in the omnibus appropriations act, of the
37 total allocations for staff under subsections (3) and (6) of this
38 section for all schools in the district.

1 (9)(a) For the purposes of allocations for prototypical high
2 schools and middle schools under subsections (3) and (5) 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 (3) and
9 (4) 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 (10)(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 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.150
37 RCW to read as follows:

1 (1) For the purposes of RCW 28A.150.260, an elementary mathematics
2 specialist is a certificated elementary teacher with a specialty
3 elementary mathematics endorsement approved by the professional
4 educator standards board under section 4 of this act.

5 (2) The intended role of an elementary mathematics specialist is to
6 provide direct instruction to students in grades kindergarten through
7 six using an itinerant teacher model where the specialist rotates from
8 classroom to classroom within the school. The specialist may also
9 coach and demonstrate best practices to the regularly assigned
10 classroom teacher. The legislature encourages school districts to give
11 a priority to schools with large numbers of students who are struggling
12 in mathematics when assigning elementary mathematics specialists.

13 (3) The allocation for elementary mathematics specialists under RCW
14 28A.150.260 is for allocation purposes only.

15 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.410
16 RCW to read as follows:

17 (1) The professional educator standards board shall develop
18 standards for and adopt a specialty endorsement for elementary
19 mathematics specialists.

20 (2) The standards shall include:

21 (a) Demonstration of enhanced mathematics content knowledge and
22 skills necessary to provide students in grades kindergarten through six
23 with deep knowledge and understanding of the essential academic
24 learning requirements in mathematics;

25 (b) Demonstration of knowledge and skills in a variety of
26 instructional strategies designed to engage elementary students in
27 learning mathematics and encourage them to enjoy and be interested in
28 the subject; and

29 (c) Demonstration of knowledge and skills in instructional
30 strategies targeted for students struggling with mathematics.

31 (3) To the maximum extent possible, the additional knowledge and
32 skills for the specialty endorsement under this section shall be
33 performance-based and require a minimum of additional coursework. Any
34 coursework required must be widely accessible to elementary teachers
35 across the state.

1 NEW SECTION. **Sec. 5.** Sections 2 and 3 of this act take effect
2 September 1, 2011.

--- END ---