

E2SSB 6552 - H AMD 829

By Representative Stonier

WITHDRAWN 03/12/2014

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** The legislature recognizes that preparing
4 students to be successful in postsecondary education, gainful
5 employment, and citizenship requires increased rigor and achievement,
6 including attaining a meaningful high school diploma with the
7 opportunity to earn twenty-four credits. The legislature finds that
8 an investment was made in the 2013-2015 omnibus appropriations act to
9 implement an increase in instructional hours in the 2014-15 school
10 year. School districts informed the legislature that the funding as
11 provided in the 2013-2015 omnibus appropriations act would result in
12 only a few minutes being added onto each class period and would not
13 result in a meaningful increase in instruction that would have the
14 positive impact on student learning expected by the legislature. The
15 school districts suggested that it would be a better educational
16 policy to use the funds to implement the requirement of twenty-four
17 credits for high school graduation, which will result in a meaningful
18 increase in the quality as well as quantity of instruction. Based on
19 input from school districts across the state, the legislature
20 recognizes the need to provide flexibility for school districts to
21 implement the increase in instructional hours while still moving
22 towards an increase in the high school graduation requirements.
23 Therefore, the legislature intends to shift the focus and intent of
24 the investments from compliance with the minimum instructional hours
25 to assisting school districts with providing an opportunity for
26 students to earn twenty-four credits for high school graduation and
27

1 obtain a meaningful diploma, beginning with the graduating class of
2 2021.

3
4 **PART I**

5 **CAREER AND TECHNICAL EQUIVALENCIES**

6
7 **Sec. 101.** RCW 28A.700.070 and 2008 c 170 s 201 are each amended
8 to read as follows:

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

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

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

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

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

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

1 and industry standards. The office shall submit the list of
2 equivalent career and technical courses and their curriculum
3 frameworks to the state board of education for review, an opportunity
4 for public comment, and approval. The first list of courses under
5 this subsection must be developed and approved before the 2015-16
6 school year. Thereafter, the office may periodically update or revise
7 the list of courses using the process in this subsection.

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

18
19 **Sec. 102.** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to
20 read as follows:

21 (1) Each high school or school district board of directors shall
22 adopt course equivalencies for career and technical high school
23 courses offered to students in high schools and skill centers. A
24 career and technical course equivalency may be for whole or partial
25 credit. Each school district board of directors shall develop a
26 course equivalency approval procedure. Boards of directors must
27 approve AP computer science courses as equivalent to high school
28 mathematics or science, and must denote on a student's transcript that
29 AP computer science qualifies as a math-based quantitative course for
30 students who take the course in their senior year. In order for a
31 board to approve AP computer science as equivalent to high school
32 mathematics, the student must be concurrently enrolled in or have
33 successfully completed algebra II. Beginning no later than the 2015-
34 16 school year, a school district board of directors must, at a

1 minimum, grant academic course equivalency in mathematics or science
2 for a high school career and technical course from the list of courses
3 approved by the state board of education under RCW 28A.700.070, but is
4 not limited to the courses on the list. If the list of courses is
5 revised after the 2015-16 school year, the school district board of
6 directors must grant academic course equivalency based on the revised
7 list beginning with the school year immediately following the
8 revision.

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

24
25 **Sec. 103.** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to
26 read as follows:

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

1 section shall be the minimum instructional program of basic education
2 offered by school districts.

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

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

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

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

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

24 (b) Instruction that provides students the opportunity to complete
25 twenty-four credits for high school graduation, (~~subject to a phased~~
26 ~~in implementation of the twenty-four credits as established by the~~
27 ~~legislature~~) beginning with the graduating class of 2021. Course
28 distribution requirements may be established by the state board of
29 education under RCW 28A.230.090;

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

34

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

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

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

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

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

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

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

30 (c) In the case of students who are graduating from high school, a
31 school district may schedule the last five school days of the one
32 hundred (~~and~~) eighty day school year for noninstructional purposes
33 (~~in the case of students who are graduating from high school,~~)
34 including, but not limited to, the observance of graduation and early

1 release from school upon the request of a student(~~(, and)~~). All such
2 students may be claimed as a full-time equivalent student to the
3 extent they could otherwise have been so claimed for the purposes of
4 RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school
5 district for noninstructional purposes during the last five school
6 days for such students shall count toward the instructional hours
7 requirement in subsection (2)(a) of this section.

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

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

18
19 **Sec. 202.** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to
20 read as follows:

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

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

33 (b) The certificate of academic achievement requirements under RCW
34 28A.655.061 or the certificate of individual achievement requirements

1 under RCW 28A.155.045 are required for graduation from a public high
2 school but are not the only requirements for graduation.

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

6 (2)(a) (~~In recognition of the statutory authority of the state~~
7 ~~board of education to establish and enforce minimum high school~~
8 ~~graduation requirements,~~) The state board shall establish the
9 following credit and course distribution requirements beginning with
10 the graduating class of 2021:

11 (i) Four English credits;

12 (ii) Three mathematics credits, which may include equivalent
13 career and technical courses, and where the content of the third
14 credit is chosen by the student based on the student's interests and
15 high school and beyond plan with agreement of the student's parent or
16 guardian or agreement of the school counselor or principal;

17 (iii) Three social studies credits;

18 (iv) Three science credits, including two credits of laboratory
19 science, which may include equivalent career and technical courses,
20 and where the content of the third credit is chosen by the student
21 based on the student's interests and high school and beyond plan with
22 agreement of the student's parent or guardian or agreement of the
23 school counselor or principal;

24 (v) One-half credit in health;

25 (vi) One and one-half credits in fitness;

26 (vii) Two credits in the arts, one of which may be substituted for
27 a personalized pathway requirement;

28 (viii) One credit in career and technical education or
29 occupational education;

30 (ix) Two credits of world languages or two credits of personalized
31 pathway requirements; and

32 (x) Four elective credits.

33 (b) Personalized pathway requirements are related courses that
34 lead to a specific posthigh school career or educational outcome

1 chosen by the student based on the student's interests and high school
2 and beyond plan, that may include career and technical education, and
3 are intended to provide a focus for the student's learning.

4 (c) School districts are authorized to waive up to two credits of
5 the twenty-four credits specified in (a) and (b) of this subsection on
6 an individual student basis in accordance with written policies
7 adopted by school district boards of directors. The policies must
8 establish criteria for granting the waiver based on unusual
9 circumstances.

10 (d) The state board shall periodically reevaluate the graduation
11 requirements and shall report such findings to the legislature in a
12 timely manner as determined by the state board.

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

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

1 (g) The state board shall adopt rules consistent with this
2 section.

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
15 academic level of the course exceeds the requirements for seventh and
16 eighth grade classes, and the student has successfully passed by
17 completing the same course requirements and examinations as the high
18 school 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
26 shall not be required to take an additional competency examination or
27 perform 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
31 **Sec. 203.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
32 amended to read as follows:

33 The purpose of this section is to provide for the allocation of
34 state funding that the legislature deems necessary to support school

1 districts in offering the minimum instructional program of basic
2 education under RCW 28A.150.220. The allocation shall be determined
3 as follows:

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

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

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

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

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

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

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

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

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

	General education average class size
24	
25	
26 Grades K-3	25.23
27 Grade 4	27.00
28 Grades 5-6	27.00
29 Grades 7-8	28.53
30 Grades 9-12	28.74

31 (ii) The minimum class size allocation for each prototypical high
32 school shall also provide for enhanced funding for class size
33 reduction for two laboratory science classes within grades nine
34 through twelve per full-time equivalent high school student multiplied

1 by a laboratory science course factor of 0.0833, based on the number
 2 of full-time equivalent classroom teachers needed to provide
 3 instruction over the minimum required annual instructional hours in
 4 RCW 28A.150.220, and providing at least one teacher planning period
 5 per school day:

6		<u>Laboratory science</u>
7		<u>average class size</u>
8	<u>Grades 9-12</u>	<u>19.98</u>
9		

10 (b) During the 2011-2013 biennium and beginning with schools with
 11 the highest percentage of students eligible for free and reduced-price
 12 meals in the prior school year, the general education average class
 13 size for grades K-3 shall be reduced until the average class size
 14 funded under this subsection (4) is no more than 17.0 full-time
 15 equivalent students per teacher beginning in the 2017-18 school year.

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

20		Career and technical
21		education average
22		class size
23	Approved career and technical education offered at	
24	the middle school and high school level	26.57
25	Skill center programs meeting the standards established	
26	by the office of the superintendent of public	
27	instruction	22.76
28		

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

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

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

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

	Elementary	Middle	High
	School	School	School
8 Principals, assistant principals, and 9 other certificated building-level 10 administrators	1.253	1.353	1.880
11 Teacher librarians, a function that 12 includes information literacy, 13 technology, 14 and media to support school library 15 media programs	0.663	0.519	0.523
16 Health and social services:			
17 School nurses.....	0.076	0.060	0.096
18 Social workers.....	0.042	0.006	0.015
19 Psychologists.....	0.017	0.002	0.007
20 Guidance counselors, a function that 21 includes parent outreach and graduation 22 advising	0.493	1.116	((1.909)) <u>2.539</u>
23 Teaching assistance, including any 24 aspect of educational instructional 25 services provided by classified 26 employees	0.936	0.700	0.652
27 Office support and other 28 noninstructional aides	2.012	2.325	3.269
29 Custodians	1.657	1.942	2.965
30 Classified staff providing student and 31 staff safety	0.079	0.092	0.141
32 Parent involvement coordinators	0.00	0.00	0.00

33
34

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

	Staff per 1,000 K-12 students
5 Technology	0.628
6 Facilities, maintenance, and grounds	1.813
7 Warehouse, laborers, and mechanics	0.332

8
9
10
11 (b) The minimum allocation of staff units for each school district
12 to support certificated and classified staffing of central
13 administration shall be 5.30 percent of the staff units generated
14 under subsections (4)(a) and (b) and (5) of this section and (a) of
15 this subsection.

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

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

	Per annual average full-time equivalent student in grades K-12
25 Technology	\$54.43
26 Utilities and insurance	\$147.90
27 Curriculum and textbooks	\$58.44
28 Other supplies and library materials	\$124.07
29 Instructional professional development for certified and 30 classified staff	\$9.04
31 Facilities maintenance	\$73.27

1 Security and central office \$50.76

2

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

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

21

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

28

	<u>Per annual average</u>
	<u>full-time equivalent student</u>
	<u>in grades 9-12</u>
29 <u>Technology</u>	<u>\$36.35</u>
30 <u>Curriculum and textbooks</u>	<u>\$39.02</u>
31 <u>Other supplies and library materials</u>	<u>\$82.84</u>

34

1 Instructional professional development for certificated and
2 classified staff \$6.04

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

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

9 (~~(b) ((Laboratory science courses for students in grades nine~~
10 ~~through twelve;~~

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

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

15 (10) In addition to the allocations otherwise provided under this
16 section, amounts shall be provided to support the following programs
17 and services:

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

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

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

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

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

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

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

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

1 (b) In the event the legislature rejects the distribution formula
2 recommended by the governor, without adopting a new distribution
3 formula, the distribution formula for the previous school year shall
4 remain in effect.

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

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

20

21

PART III.

22

MISCELLANEOUS PROVISIONS.

23

24 NEW SECTION. **Sec. 301.** Sections 103 and 104 of this act take
25 effect September 1, 2015.

26

27 NEW SECTION. **Sec. 302.** Section 203 of this act takes effect
28 September 1, 2014."

29

30 Correct the title.

EFFECT: Makes the following changes to the underlying bill:

Graduation Requirements: Strikes the provisions of the bill
directing the SBE to adopt rules to implement a 24-credit graduation
framework adopted by SBE resolution in November 2010 and revised in

January 2014, beginning with the graduating class of 2019. Instead, specifies a 24-credit graduation framework in statute that matches the proposal by the SBE with some exceptions, to take effect with the graduating class of 2021.

Makes the following changes to the SBE proposal:

- Allows the content of the 3rd credit of mathematics and the 3rd credit of science to be chosen by the student based on a High School and Beyond Plan with agreement of the student's parent/guardian or the school counselor/principal.
- Specifies in statute, rather than only in SBE rule, that CTE equivalent courses may be used for mathematics and science.
- Authorizes school districts to waive up to two credits of the required twenty-four credits on an individual student basis based on criteria specified in written policies adopted by school boards, rather than based on SBE rules. Requires the policies to establish criteria for granting the waiver based on unusual circumstances.

Provides that if the SBE proposes further changes to graduation requirements, the proposals must be forwarded to the Legislature under the terms established in current law.

CTE Course Equivalencies: Removes a limitation that school districts must only grant academic credit for a career and technical education (CTE) course from the state-developed course equivalent list if the course is offered. Adds a requirement that, beginning in 2015-16, school districts must provide high school students with the opportunity to access at least one CTE course equivalent in mathematics or in science from the state list. Lists options for providing this access. Allows a school district with fewer than 2,000 students to seek a waiver of this requirement from the State Board of Education (SBE), and authorizes the SBE to grant such waivers.

Other: Simplifies the statutory language that specifies the additional allocation in the prototypical school funding formula for high school laboratory science class size.

Adds an effective date for the beginning of the next school fiscal year for the changes to the prototypical school funding formula in the bill.

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