
HOUSE BILL 1560

State of Washington 63rd Legislature 2013 Regular Session

By Representatives Maxwell, Dahlquist, Haigh, Lytton, Santos,
Bergquist, Sullivan, Jenkins, Fey, and Pollet

Read first time 01/30/13. Referred to Committee on Education.

1 AN ACT Relating to implementing selected recommendations from the
2 2011 and 2013 reports of the quality education council; amending RCW
3 28A.165.015, 28A.165.025, 28A.320.190, 28A.180.090, 28A.185.020,
4 28A.185.030, 28A.150.260, 28C.18.162, 28A.660.042, 28A.660.050, and
5 28A.660.040; adding a new section to chapter 28A.415 RCW; adding a new
6 section to chapter 28A.310 RCW; adding a new section to chapter 28A.185
7 RCW; and adding a new section to chapter 28A.655 RCW.

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

9 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
10 RCW to read as follows:

11 PROFESSIONAL LEARNING. (1) The legislature finds that a clear
12 definition of professional learning provides a foundational vision that
13 sets the course for how state, regional, and local education leaders
14 support educator development. A shared, statewide definition is a
15 piece of critical infrastructure to guide policy and investments in the
16 content, structure, and provision of the types of professional
17 development that are associated with increased student performance.

18 (2) The office of the superintendent of public instruction, in
19 partnership with the professional educator standards board, the

1 educational service districts, and other experts and practitioners,
2 shall create a common definition for professional learning. The office
3 must submit the definition to the education committees of the
4 legislature by January 15, 2014, along with a recommended framework for
5 how the definition may be used to guide and inform state, regional, and
6 local policy and investments in professional development that will have
7 the highest anticipated return on investment in terms of increased
8 student performance.

9 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.310
10 RCW to read as follows:

11 PROFESSIONAL LEARNING. Subject to funds appropriated specifically
12 for this purpose or made available through supplemental grants, federal
13 funds, or other funding sources, each educational service district
14 shall retain professional development coordinators with expertise in
15 mathematics, science, and English language arts. The coordinators
16 shall offer regional professional development opportunities, as well as
17 technical assistance and customized professional development, to
18 individual schools and districts on request. The professional
19 development is intended to assist educators with implementation of
20 state standards in mathematics, science, and English language arts;
21 alignment of curriculum and instruction; and instructional strategies
22 that have been demonstrated to improve student engagement and
23 achievement.

24 **Sec. 3.** RCW 28A.165.015 and 2009 c 548 s 702 are each amended to
25 read as follows:

26 LEARNING ASSISTANCE PROGRAM. Unless the context clearly indicates
27 otherwise the definitions in this section apply throughout this
28 chapter.

29 (1) "Approved program" means a program submitted to and approved by
30 the office of the superintendent of public instruction and conducted
31 pursuant to the plan that addresses the required elements as provided
32 for in this chapter.

33 (2) "Basic skills areas" means reading, writing, ~~((and))~~
34 mathematics, and science as well as readiness associated with these
35 skills.

1 (3) "Participating student" means a student in kindergarten through
2 grade twelve who scores below standard for his or her grade level on
3 the statewide assessments and who is identified in the approved plan to
4 receive services.

5 (4) "Statewide assessments" means one or more of the several basic
6 skills assessments administered as part of the state's student
7 assessment system, and assessments in the basic skills areas
8 administered by local school districts.

9 (5) "Underachieving students" means students with the greatest
10 academic deficits in basic skills as identified by the statewide
11 assessments.

12 **Sec. 4.** RCW 28A.165.025 and 2009 c 556 s 1 are each amended to
13 read as follows:

14 LEARNING ASSISTANCE PROGRAM. (1) A participating school district
15 shall submit the district's plan for using learning assistance funds to
16 the office of the superintendent of public instruction for approval, to
17 the extent required under subsection (2) of this section. The program
18 plan must identify the program activities to be implemented from RCW
19 28A.165.035 and implement all of the elements in (a) through (h) of
20 this subsection. The school district plan shall include the following:

21 (a) District and school-level data on reading, writing, science,
22 and mathematics achievement as reported pursuant to chapter 28A.655 RCW
23 and relevant federal law;

24 (b) Processes used for identifying the underachieving students to
25 be served by the program, including the identification of school or
26 program sites providing program activities;

27 (c) How accelerated learning plans are developed and implemented
28 for participating students. Accelerated learning plans may be
29 developed as part of existing student achievement plan process such as
30 student plans for achieving state high school graduation standards,
31 individual student academic plans, or the achievement plans for groups
32 of students. Accelerated learning plans shall include:

33 (i) Achievement goals for the students;

34 (ii) Roles of the student, parents, or guardians and teachers in
35 the plan;

36 (iii) Communication procedures regarding student accomplishment;

37 and

1 (iv) Plan reviews and adjustments processes;
2 (d) How state level and classroom assessments are used to inform
3 instruction;
4 (e) How focused and intentional instructional strategies have been
5 identified and implemented;
6 (f) How highly qualified instructional staff are developed and
7 supported in the program and in participating schools;
8 (g) How other federal, state, district, and school resources are
9 coordinated with school improvement plans and the district's strategic
10 plan to support underachieving students; and
11 (h) How a program evaluation will be conducted to determine
12 direction for the following school year.
13 (2) If a school district has received approval of its plan once, it
14 is not required to submit a plan for approval under RCW 28A.165.045 or
15 this section unless the district has made a significant change to the
16 plan. If a district has made a significant change to only a portion of
17 the plan the district need only submit a description of the changes
18 made and not the entire plan. Plans or descriptions of changes to the
19 plan must be submitted by July 1st as required under this section. The
20 office of the superintendent of public instruction shall establish
21 guidelines for what a "significant change" is.

22 **Sec. 5.** RCW 28A.320.190 and 2009 c 578 s 2 are each amended to
23 read as follows:

24 EXTENDED LEARNING OPPORTUNITIES PROGRAM. (1) The extended learning
25 opportunities program is created for eligible (~~(eleventh and)~~) ninth
26 through twelfth grade students who are not on track to meet local or
27 state graduation requirements as well as eighth grade students who need
28 additional assistance in order to have the opportunity for a successful
29 entry into high school. The program shall provide early notification
30 of graduation status and information on education opportunities
31 including preapprenticeship programs that are available.

32 (2) Under the extended learning opportunities program and to the
33 extent funds are available for that purpose, districts shall make
34 available to students in grade twelve who have failed to meet one or
35 more local or state graduation requirements the option of continuing
36 enrollment in the school district in accordance with RCW 28A.225.160.

1 Districts are authorized to use basic education program funding to
2 provide instruction to eligible students under RCW 28A.150.220(~~(+3)~~)
3 (5).

4 (3) Under the extended learning opportunities program,
5 instructional services for eligible students can occur during the
6 regular school day, evenings, on weekends, or at a time and location
7 deemed appropriate by the school district, including the educational
8 service district, in order to meet the needs of these students.
9 Instructional services provided under this section do not include
10 services offered at private schools. Instructional services can
11 include, but are not limited to, the following:

12 (a) Individual or small group instruction;

13 (b) Instruction in English language arts and/or mathematics that
14 eligible students need to pass all or part of the (~~Washington~~) state
15 high school assessment (~~(of student learning)~~);

16 (c) Attendance in a public high school or public alternative school
17 classes or at a skill center;

18 (d) Inclusion in remediation programs, including summer school;

19 (e) Language development instruction for English language learners;

20 (f) Online curriculum and instructional support, including programs
21 for credit retrieval and (~~Washington~~) state assessment (~~(of student~~
22 ~~learning)~~) preparatory classes; and

23 (g) Reading improvement specialists available at the educational
24 service districts to serve eighth(~~, eleventh, and~~) through twelfth
25 grade educators through professional development in accordance with RCW
26 28A.415.350. The reading improvement specialist may also provide
27 direct services to eligible students and those students electing to
28 continue a fifth year in a high school program who are still struggling
29 with basic reading skills.

30 **Sec. 6.** RCW 28A.180.090 and 2001 1st sp.s. c 6 s 2 are each
31 amended to read as follows:

32 TRANSITIONAL BILINGUAL INSTRUCTIONAL PROGRAM. The superintendent
33 of public instruction shall develop an evaluation system designed to
34 measure increases in the English and academic proficiency of eligible
35 pupils. When developing the system, the superintendent shall:

36 (1) Require school districts to assess potentially eligible pupils
37 within ten days of registration using an English proficiency assessment

1 or assessments as specified by the superintendent of public
2 instruction. Results of these assessments shall be made available to
3 both the superintendent of public instruction and the school district;

4 (2) Require school districts to annually assess all eligible pupils
5 at the end of the school year using an English proficiency assessment
6 or assessments as specified by the superintendent of public
7 instruction. Results of these assessments shall be made available to
8 both the superintendent of public instruction and the school district.
9 Aggregated results must be posted on the web site of the office of the
10 superintendent of public instruction for each school and school
11 district, using the Washington state report card. The report card must
12 include the average length of time students in each school and district
13 are enrolled in the transitional bilingual instructional program,
14 annual change in the number and percentage of students making progress
15 in learning English, annual change in the number and percentage of
16 students attaining English proficiency, and the number and percentage
17 of students meeting annual targets in reading and mathematics for state
18 and federal accountability; and

19 (3) Develop a system to evaluate increases in the English and
20 academic proficiency of students who are, or were, eligible pupils.
21 This evaluation shall include students when they are in the program and
22 after they exit the program until they finish their K-12 career or
23 transfer from the school district. Aggregated results from the
24 academic assessment of students who were formerly eligible pupils under
25 the program must be reported by school and school district using the
26 Washington state report card. The purpose of the evaluation system is
27 to inform schools, school districts, parents, and the state of the
28 effectiveness of the transitional bilingual programs in school and
29 school districts in teaching these students English and other content
30 areas, such as mathematics and writing(~~(+and~~

31 ~~(4) Report to the education and fiscal committees of the~~
32 ~~legislature by November 1, 2002, regarding the development of the~~
33 ~~systems described in this section and a timeline for the full~~
34 ~~implementation of those systems. The legislature shall approve and~~
35 ~~provide funding for the evaluation system in subsection (3) of this~~
36 ~~section before any implementation of the system developed under~~
37 ~~subsection (3) of this section may occur)).~~

1 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.185
2 RCW to read as follows:

3 HIGHLY CAPABLE PROGRAM. For the purposes of the program for highly
4 capable students under this chapter, a highly capable student means a
5 student who performs, or shows potential for performing, at
6 significantly advanced levels when compared to others of his or her
7 age, experience, or environment. Outstanding capabilities are seen
8 with the student's general intellectual aptitudes, specific academic
9 abilities, creative productivities within a specific domain, or
10 leadership skills. Highly capable students are present in all cultural
11 and linguistic groups and across all socioeconomic strata; coexist with
12 all manner of disabling conditions both visible and invisible; and
13 manifest across all areas of human endeavor.

14 **Sec. 8.** RCW 28A.185.020 and 2009 c 548 s 708 are each amended to
15 read as follows:

16 HIGHLY CAPABLE PROGRAM. (1) The legislature finds that, for highly
17 capable students, access to accelerated learning and enhanced
18 instruction is access to a basic education. The education of highly
19 capable students may include supports and services that are in addition
20 to those ordinarily provided as part of general education.

21 (2) There are multiple definitions of highly capable, from
22 intellectual to academic to artistic. The research literature strongly
23 supports using multiple criteria to identify highly capable students,
24 and therefore, the legislature does not intend to prescribe a single
25 method. Instead, the legislature intends to allocate funding based on
26 two and three hundred fourteen one-thousandths percent of each school
27 district's population and authorize school districts to identify
28 through the use of multiple, objective criteria those students most
29 highly capable and eligible to receive accelerated learning and
30 enhanced instruction in the program offered by the district. Access to
31 accelerated learning and enhanced instruction through the program for
32 highly capable students does not constitute an individual entitlement
33 for any particular student.

34 ((+2)) (3) Supplementary funds provided by the state for the
35 program for highly capable students under RCW 28A.150.260 shall be
36 categorical funding to provide services to highly capable students as
37 determined by a school district under RCW 28A.185.030.

1 **Sec. 9.** RCW 28A.185.030 and 2009 c 380 s 4 are each amended to
2 read as follows:

3 HIGHLY CAPABLE PROGRAM. Local school districts may establish and
4 operate, either separately or jointly, programs for highly capable
5 students. Such authority shall include the right to employ and pay
6 special instructors and to operate such programs jointly with a public
7 institution of higher education. Local school districts which
8 establish and operate programs for highly capable students shall adopt
9 identification procedures and provide educational opportunities as
10 follows:

11 (1) In accordance with rules adopted by the superintendent of
12 public instruction, school districts shall implement procedures for
13 nomination, assessment and selection of their most highly capable
14 students for the purposes of the highly capable program. (~~Nominations~~
15 ~~shall be based upon data from teachers, other staff, parents, students,~~
16 ~~and members of the community. Assessment shall be based upon a review~~
17 ~~of each student's capability as shown by multiple criteria intended to~~
18 ~~reveal, from a wide variety of sources and data, each student's unique~~
19 ~~needs and capabilities. Selection shall be made by a broadly based~~
20 ~~committee of professionals, after consideration of the results of the~~
21 ~~multiple criteria assessment.)) Under the procedures, no single
22 criterion should prevent a student's identification. However, any
23 single criterion, if strong enough, may indicate a need for services.
24 The rules adopted by the superintendent of public instruction must
25 include but are not limited to consistent procedures for:~~

26 (a) Universal screening;

27 (b) Regular public notification;

28 (c) Use of multiple criteria;

29 (d) Involvement of qualified professionals in the identification
30 process;

31 (e) Family involvement in decision making;

32 (f) Notification of parents or legal guardians;

33 (g) Safeguards to reduce cultural, linguistic, socioeconomic, and
34 gender bias, and to mitigate impacts resulting from disabilities; and

35 (h) Periodic reviews, including input from families.

36 (2) When a student, who is a child of a military family in
37 transition, has been assessed or enrolled as highly capable by a

1 sending school, the receiving school shall initially honor placement of
2 the student into a like program.

3 (a) The receiving school shall determine whether the district's
4 program is a like program when compared to the sending school's
5 program; and

6 (b) The receiving school may conduct subsequent assessments to
7 determine appropriate placement and continued enrollment in the
8 program.

9 (3) Students selected pursuant to procedures outlined in this
10 section shall be provided, to the extent feasible, an educational
11 opportunity which takes into account each student's unique needs and
12 capabilities and the limits of the resources and program options
13 available to the district, including those options which can be
14 developed or provided by using funds allocated by the superintendent of
15 public instruction for that purpose.

16 (4) The definitions in Article II of RCW 28A.705.010 apply to
17 subsection (2) of this section.

18 NEW SECTION. **Sec. 10.** A new section is added to chapter 28A.655
19 RCW to read as follows:

20 FAIRNESS AND BIAS REVIEW. Before implementing revisions to the
21 state essential academic learning requirements as authorized under RCW
22 28A.655.070, the superintendent of public instruction must ensure that
23 a fairness and bias review of the revisions has been conducted,
24 including providing an opportunity for input from the educational
25 opportunity gap oversight and accountability committee under RCW
26 28A.300.136 and from an additional diverse group of community
27 representatives, parents, and educators to be convened by the
28 superintendent.

29 **Sec. 11.** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each
30 amended to read as follows:

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

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

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

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

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

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

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

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

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

	General education average class size
21 Grades K-3	25.23
22 Grade 4	27.00
23 Grades 5-6	27.00
24 Grades 7-8	28.53
25 Grades 9-12	28.74

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

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

36 Career and technical
37 education average

1 class size
 2 Approved career and technical education offered at
 3 the middle school and high school level 26.57
 4 Skill center programs meeting the standards established
 5 by the office of the superintendent of public
 6 instruction 22.76

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

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

12 (ii) A specialty average class size for laboratory science,
 13 advanced placement, and international baccalaureate courses.

14 (5) The minimum allocation for each level of prototypical school
 15 shall include allocations for the following types of staff in addition
 16 to classroom teachers:
 17
 18

	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	1.116	1.909
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
((Parent involvement)) Family engagement coordinators	0.00	0.00	0.00

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 as
4 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

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

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

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

	Per annual average full-time equivalent student in grades K-12
24 Technology	\$54.43
25 Utilities and insurance	\$147.90
26 Curriculum and textbooks	\$58.44
27 Other supplies and library materials	\$124.07
28 Instructional professional development for certified and 29 classified staff	\$9.04
30 Facilities maintenance	\$73.27
31 Security and central office	\$50.76

35 (b) During the 2011-2013 biennium, the minimum allocation for
36 maintenance, supplies, and operating costs shall be increased as

1 specified in the omnibus appropriations act. The following
2 allocations, adjusted for inflation from the 2007-08 school year, are
3 provided in the 2015-16 school year, after which the allocations shall
4 be adjusted annually for inflation as specified in the omnibus
5 appropriations act:

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

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

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

19 (b) Laboratory science courses for students in grades nine through
20 twelve;

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

23 (d) Preparatory career and technical education courses for students
24 in grades eleven and twelve offered through a skill center.

25 (10) In addition to the allocations otherwise provided under this
26 section, amounts shall be provided to support the following programs
27 and services:

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

3 (b) To provide supplemental instruction and services for students
4 whose primary language is other than English, allocations shall be
5 based on the head count number of students in each school who are
6 eligible for and enrolled in the transitional bilingual instruction
7 program under RCW 28A.180.010 through 28A.180.080. The minimum
8 allocation for each level of prototypical school shall provide
9 resources to provide, on a statewide average, 4.7780 hours per week in
10 extra instruction with fifteen transitional bilingual instruction
11 program students per teacher. Notwithstanding other provisions of this
12 subsection (10), the actual per-student allocation may be scaled to
13 provide a larger allocation for students needing more intensive
14 intervention and a commensurate reduced allocation for students needing
15 less intensive intervention, as detailed in the omnibus appropriations
16 act.

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

25 (11) The allocations under subsections (4)(a) and (b), (5), (6),
26 and (8) of this section shall be enhanced as provided under RCW
27 28A.150.390 on an excess cost basis to provide supplemental
28 instructional resources for students with disabilities.

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

36 (b) Allocations or enhancements provided under subsections (4),
37 (7), and (9) of this section for exploratory and preparatory career and

1 technical education courses shall be provided only for courses approved
2 by the office of the superintendent of public instruction under chapter
3 28A.700 RCW.

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

8 (b) In the event the legislature rejects the distribution formula
9 recommended by the governor, without adopting a new distribution
10 formula, the distribution formula for the previous school year shall
11 remain in effect.

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

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

27 **Sec. 12.** RCW 28C.18.162 and 2009 c 238 s 3 are each amended to
28 read as follows:

29 RECRUITING WASHINGTON TEACHERS. Unless the context clearly
30 requires otherwise, the definitions in this section apply throughout
31 this section and RCW 28C.18.160 and 28C.18.164 through 28C.18.168.

32 (1) "High-demand occupation" means an occupation with a substantial
33 number of current or projected employment opportunities. For the
34 purposes of opportunity internships, the teaching of mathematics,
35 science, bilingual education, special education, or English as a second
36 language is considered a high-demand occupation.

1 (2) "Low-income high school student" means a student who is
2 enrolled in grade((s)) ten, eleven, or twelve in a public high school
3 and who qualifies for federal free or reduced-price meals. If a
4 student qualifies at the time the student begins participating in the
5 opportunity internship program, the student remains eligible even if
6 the student does not receive free or reduced-price meals thereafter.
7 To participate in the program, the student must remain enrolled in high
8 school until the student receives a high school diploma.

9 (3) "Opportunity internship consortium" means a local consortium
10 formed for the purpose of participating in the opportunity internship
11 program and which may be composed of a local workforce development
12 council, economic development council, area high schools, community or
13 technical colleges, apprenticeship councils, preapprenticeship programs
14 such as running start for the trades, private vocational schools
15 licensed under chapter 28C.10 RCW, public and private four-year
16 institutions of higher education, employers in targeted industries, and
17 labor organizations. Partnerships of high schools, teacher preparation
18 programs, and community-based organizations offering the program under
19 RCW 28A.415.370 may be considered opportunity internship consortia.

20 (4) "Opportunity internship graduate" means a low-income high
21 school student who successfully completes an opportunity internship
22 program and graduates from high school.

23 (5) "Postsecondary program of study" means an undergraduate or
24 graduate certificate, apprenticeship, or degree program.

25 (6) "Preapprenticeship" means a program of at least ninety hours
26 and not more than one hundred eighty hours in length that provides
27 practical experience, education, preparation, and the development of
28 skills that would be beneficial for entry into state-approved
29 apprenticeship programs, including but not limited to construction
30 industry structure and the construction process; orientation to state-
31 approved apprenticeship; tools of the various trades and safe handling
32 of power tools; and industry standards of safety, responsibility, and
33 craft excellence.

34 (7) "Targeted industry" means a business or industry identified by
35 a local workforce development council as having high-demand occupations
36 that require candidates to have completed a postsecondary program of
37 study.

1 **Sec. 13.** RCW 28A.660.042 and 2007 c 396 s 6 are each amended to
2 read as follows:

3 RECRUITING WASHINGTON TEACHERS. (1) The pipeline for paraeducators
4 conditional scholarship program is created.

5 (2)(a) Except as provided under subsection (3) of this section,
6 participation is limited to paraeducators without a college degree who
7 have at least three years of classroom experience. It is anticipated
8 that candidates enrolled in this program will complete their associate
9 of arts degree at a community and technical college in two years or
10 less and become eligible for a mathematics, special education, or
11 English as a second language endorsement via route one in the
12 alternative routes to teacher certification program provided in this
13 chapter.

14 ~~((+2))~~ (b) Entry requirements for candidates under this subsection
15 (2) include district or building validation of qualifications,
16 including three years of successful student interaction and leadership
17 as a classified instructional employee.

18 (3) Subject to the availability of funds for the pipeline for
19 paraeducators conditional scholarship program under RCW 28A.660.050,
20 after qualified candidates under subsection (2) of this section have
21 been accepted, individuals who participated in one of the recruiting
22 Washington teachers grant programs under RCW 28A.415.370 may
23 participate in the pipeline for paraeducators conditional scholarship
24 program if the individual meets the criteria for the scholarship under
25 RCW 28A.660.050.

26 **Sec. 14.** RCW 28A.660.050 and 2012 c 229 s 507 are each amended to
27 read as follows:

28 RECRUITING WASHINGTON TEACHERS. Subject to the availability of
29 amounts appropriated for these purposes, the conditional scholarship
30 programs in this chapter are created under the following guidelines:

31 (1) The programs shall be administered by the student achievement
32 council. In administering the programs, the council has the following
33 powers and duties:

34 (a) To adopt necessary rules and develop guidelines to administer
35 the programs;

36 (b) To collect and manage repayments from participants who do not
37 meet their service obligations; and

1 (c) To accept grants and donations from public and private sources
2 for the programs.

3 (2) Requirements for participation in the conditional scholarship
4 programs are as provided in this subsection (2).

5 (a) The alternative route conditional scholarship program is
6 limited to interns of professional educator standards board-approved
7 alternative routes to teaching programs under RCW 28A.660.040. For
8 fiscal year 2011, priority must be given to fiscal year 2010
9 participants in the alternative route partnership program. In order to
10 receive conditional scholarship awards, recipients shall:

11 (i) Be accepted and maintain enrollment in alternative
12 certification routes through a professional educator standards board-
13 approved program;

14 (ii) Continue to make satisfactory progress toward completion of
15 the alternative route certification program and receipt of a residency
16 teaching certificate; and

17 (iii) Receive no more than the annual amount of the scholarship,
18 not to exceed eight thousand dollars, for the cost of tuition, fees,
19 and educational expenses, including books, supplies, and transportation
20 for the alternative route certification program in which the recipient
21 is enrolled. The council may adjust the annual award by the average
22 rate of resident undergraduate tuition and fee increases at the state
23 universities as defined in RCW 28B.10.016.

24 (b) The pipeline for paraeducators conditional scholarship program
25 is limited to qualified (~~(paraeducators)~~) individuals as provided by
26 RCW 28A.660.042. Paraeducators who apply for the program under RCW
27 28A.660.042(2) shall receive first priority in scholarship awards. In
28 order to receive conditional scholarship awards, recipients shall:

29 (i) Be accepted and maintain enrollment at a community and
30 technical college for no more than two years and attain an associate of
31 arts degree;

32 (ii) Continue to make satisfactory progress toward completion of an
33 associate of arts degree. This progress requirement is a condition for
34 eligibility into a route one program of the alternative routes to
35 teacher certification program for a mathematics, special education, or
36 English as a second language endorsement; and

37 (iii) Receive no more than the annual amount of the scholarship,
38 not to exceed four thousand dollars, for the cost of tuition, fees, and

1 educational expenses, including books, supplies, and transportation for
2 the alternative route certification program in which the recipient is
3 enrolled. The student achievement council may adjust the annual award
4 by the average rate of tuition and fee increases at the state community
5 and technical colleges.

6 (c) The retooling to teach mathematics and science conditional
7 scholarship program is limited to current K-12 teachers. In order to
8 receive conditional scholarship awards:

9 (i) Individuals currently employed as teachers shall pursue a
10 middle level mathematics or science, or secondary mathematics or
11 science endorsement; or

12 (ii) Individuals who are certificated with an elementary education
13 endorsement shall pursue an endorsement in middle level mathematics or
14 science, or both; and

15 (iii) Individuals shall use one of the pathways to endorsement
16 processes to receive a mathematics or science endorsement, or both,
17 which shall include passing a mathematics or science endorsement test,
18 or both tests, plus observation and completing applicable coursework to
19 attain the proper endorsement; and

20 (iv) Individuals shall receive no more than the annual amount of
21 the scholarship, not to exceed three thousand dollars, for the cost of
22 tuition, test fees, and educational expenses, including books,
23 supplies, and transportation for the endorsement pathway being pursued.

24 (3) The Washington professional educator standards board shall
25 select individuals to receive conditional scholarships. In selecting
26 recipients, preference shall be given to eligible veterans or national
27 guard members.

28 (4) For the purpose of this chapter, a conditional scholarship is
29 a loan that is forgiven in whole or in part in exchange for service as
30 a certificated teacher employed in a Washington state K-12 public
31 school. The state shall forgive one year of loan obligation for every
32 two years a recipient teaches in a public school. Recipients who fail
33 to continue a course of study leading to residency teacher
34 certification or cease to teach in a public school in the state of
35 Washington in their endorsement area are required to repay the
36 remaining loan principal with interest.

37 (5) Recipients who fail to fulfill the required teaching obligation
38 are required to repay the remaining loan principal with interest and

1 any other applicable fees. The student achievement council shall adopt
2 rules to define the terms for repayment, including applicable interest
3 rates, fees, and deferments.

4 (6) The student achievement council may deposit all appropriations,
5 collections, and any other funds received for the program in this
6 chapter in the future teachers conditional scholarship account
7 authorized in RCW 28B.102.080.

8 **Sec. 15.** RCW 28A.660.040 and 2010 c 235 s 504 are each amended to
9 read as follows:

10 RECRUITING WASHINGTON TEACHERS. Alternative route programs under
11 this chapter shall operate one to four specific route programs.
12 Successful completion of the program shall make a candidate eligible
13 for residency teacher certification. The mentor of the teacher
14 candidate at the school and the supervisor of the teacher candidate
15 from the teacher preparation program must both agree that the teacher
16 candidate has successfully completed the program.

17 (1) Alternative route programs operating route one programs shall
18 enroll currently employed classified instructional employees with
19 transferable associate degrees or former participants in the recruiting
20 Washington teachers program who enter through the pipeline for
21 paraeducators conditional scholarship program under RCW 28A.660.042 who
22 are seeking residency teacher certification with endorsements in
23 mathematics, special education, bilingual education, or English as a
24 second language. It is anticipated that candidates enrolled in this
25 route will complete both their baccalaureate degree and requirements
26 for residency certification in two years or less, including a mentored
27 internship to be completed in the final year. In addition, partnership
28 programs shall uphold entry requirements for candidates that include:

- 29 (a) District or building validation of qualifications, including
30 one year of successful student interaction and leadership as a
31 classified instructional employee;
- 32 (b) Successful passage of the statewide basic skills exam; and
- 33 (c) Meeting the age, good moral character, and personal fitness
34 requirements adopted by rule for teachers.

35 (2) Alternative route programs operating route two programs shall
36 enroll currently employed classified staff with baccalaureate degrees
37 seeking residency teacher certification in subject matter shortage

1 areas and areas with shortages due to geographic location. Candidates
2 enrolled in this route must complete a mentored internship complemented
3 by flexibly scheduled training and coursework offered at a local site,
4 such as a school or educational service district, or online or via
5 video-conference over the K-20 network, in collaboration with the
6 partnership program's higher education partner. In addition,
7 partnership grant programs shall uphold entry requirements for
8 candidates that include:

9 (a) District or building validation of qualifications, including
10 one year of successful student interaction and leadership as classified
11 staff;

12 (b) A baccalaureate degree from a regionally accredited institution
13 of higher education. The individual's college or university grade
14 point average may be considered as a selection factor;

15 (c) Successful completion of the subject matter assessment required
16 by RCW 28A.410.220(3);

17 (d) Meeting the age, good moral character, and personal fitness
18 requirements adopted by rule for teachers; and

19 (e) Successful passage of the statewide basic skills exam.

20 (3) Alternative route programs seeking funds to operate route three
21 programs shall enroll individuals with baccalaureate degrees, who are
22 not employed in the district at the time of application. When
23 selecting candidates for certification through route three, districts
24 and approved preparation program providers shall give priority to
25 individuals who are seeking residency teacher certification in subject
26 matter shortage areas or shortages due to geographic locations.
27 Cohorts of candidates for this route shall attend an intensive summer
28 teaching academy, followed by a full year employed by a district in a
29 mentored internship, followed, if necessary, by a second summer
30 teaching academy. In addition, partnership programs shall uphold entry
31 requirements for candidates that include:

32 (a) A baccalaureate degree from a regionally accredited institution
33 of higher education. The individual's grade point average may be
34 considered as a selection factor;

35 (b) Successful completion of the subject matter assessment required
36 by RCW 28A.410.220(3);

37 (c) External validation of qualifications, including demonstrated

1 successful experience with students or children, such as reference
2 letters and letters of support from previous employers;

3 (d) Meeting the age, good moral character, and personal fitness
4 requirements adopted by rule for teachers; and

5 (e) Successful passage of statewide basic skills exam.

6 (4) Alternative route programs operating route four programs shall
7 enroll individuals with baccalaureate degrees, who are employed in the
8 district at the time of application, or who hold conditional teaching
9 certificates or emergency substitute certificates. Cohorts of
10 candidates for this route shall attend an intensive summer teaching
11 academy, followed by a full year employed by a district in a mentored
12 internship. If employed on a conditional certificate, the intern may
13 serve as the teacher of record, supported by a well-trained mentor. In
14 addition, partnership programs shall uphold entry requirements for
15 candidates that include:

16 (a) A baccalaureate degree from a regionally accredited institution
17 of higher education. The individual's grade point average may be
18 considered as a selection factor;

19 (b) Successful completion of the subject matter assessment required
20 by RCW 28A.410.220(3);

21 (c) External validation of qualifications, including demonstrated
22 successful experience with students or children, such as reference
23 letters and letters of support from previous employers;

24 (d) Meeting the age, good moral character, and personal fitness
25 requirements adopted by rule for teachers; and

26 (e) Successful passage of statewide basic skills exam.

27 (5) Applicants for alternative route programs who are eligible
28 veterans or national guard members and who meet the entry requirements
29 for the alternative route program for which application is made shall
30 be given preference in admission.

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