

SHB 1618 - S COMM AMD

By Committee on Early Learning & K-12 Education

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

3 "NEW SECTION. **Sec. 1.** The legislature finds that:

4 (1) A statewide family and community engagement effort will only
5 be as valuable as its underlying mission and vision. The mission and
6 vision must focus on equity, broadly defined, to honor both the
7 requirements of the federal every student succeeds act of 2015 and
8 the spirit that drives Washington state's commitment to innovation
9 and diversity;

10 (2) The mission and vision of family and community engagement
11 should be carried out by a family and community engagement
12 coordinator within each school building or school district;

13 (3) In order to be more inclusive of the diversity of families
14 within the state and the importance of communities in supporting
15 students and families, the title of the position variously referred
16 to in state statute as "family engagement coordinator," "parent and
17 family engagement coordinator," and "parent involvement coordinator"
18 should consistently be titled "family and community engagement
19 coordinator";

20 (4) Family and community engagement coordinators should seek
21 input from students' families and the local community. The families
22 that advise the coordinators should reflect the local school
23 building, school district, and community, in terms of demographics
24 and geography, but also in lived experience. Families should be
25 offered many modes and opportunities to provide input. Community-
26 based organizations are invaluable school partners for providing
27 feedback from families and for providing services to students and
28 families; and

29 (5) Currently, the state provides funding for "parent involvement
30 coordinators" but does not mandate that the funds be spent on this
31 staff position or on family and community engagement related
32 activities.

1 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150
2 RCW to read as follows:

3 (1) A family and community engagement coordinator within a school
4 building or school district has, at a minimum, the following duties:

5 (a) To collaborate with both certificated and classified staff
6 working in guidance and counseling or student support roles;

7 (b) To conduct outreach activities and support for parents of
8 students;

9 (c) To identify and bridge barriers to students' and families'
10 access to needed services;

11 (d) To consult with an advisory group of students' families, who
12 reflect the demographic diversity within the school building or
13 school district, concerning, among other things, how to support
14 students and families in a culturally responsive manner; and

15 (e) To partner with community-based organizations to increase
16 resources for family and community engagement, including academic and
17 nonacademic services and programs for students and families.

18 (2) Funding allocated to school districts for family and
19 community engagement coordinators in RCW 28A.150.260 or the omnibus
20 appropriations act may be used only for family and community
21 engagement purposes, including the duties specified in subsection (1)
22 of this section.

23 **Sec. 3.** RCW 28A.150.260 and 2014 c 217 s 206 are each amended to
24 read as follows:

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

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

34 (2) The distribution formula under this section shall be for
35 allocation purposes only. Except as may be required under chapter
36 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or section 2 of this act,
37 or federal laws and regulations, nothing in this section requires
38 school districts to use basic education instructional funds to
39 implement a particular instructional approach or service. Nothing in

1 this section requires school districts to maintain a particular
2 classroom teacher-to-student ratio or other staff-to-student ratio or
3 to use allocated funds to pay for particular types or classifications
4 of staff. Nothing in this section entitles an individual teacher to a
5 particular teacher planning period.

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

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

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

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

35 (iii) A prototypical elementary school has four hundred average
36 annual full-time equivalent students in grades kindergarten through
37 six.

38 (4)(a)(i) The minimum allocation for each level of prototypical
39 school shall be based on the number of full-time equivalent classroom
40 teachers needed to provide instruction over the minimum required

1 annual instructional hours under RCW 28A.150.220 and provide at least
2 one teacher planning period per school day, and based on the
3 following general education average class size of full-time
4 equivalent students per teacher:

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

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

	Laboratory science average class size
21 Grades 9-12.	19.98

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

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

	Career and technical education average class size
34 Approved career and technical education offered at 35 the middle school and high school level.	26.57

1 Skill center programs meeting the standards established
 2 by the office of the superintendent of public
 3 instruction. 22.76

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

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

9 (ii) A specialty average class size for advanced placement and
 10 international baccalaureate courses.

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

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

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

1		Staff per 1,000
2		K-12 students
3	Technology.	0.628
4	Facilities, maintenance, and grounds.	1.813
5	Warehouse, laborers, and mechanics.	0.332

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

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

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

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

31 (b) During the 2011-2013 biennium, the minimum allocation for
32 maintenance, supplies, and operating costs shall be increased as
33 specified in the omnibus appropriations act. The following
34 allocations, adjusted for inflation from the 2007-08 school year, are
35 provided in the 2015-16 school year, after which the allocations
36 shall be adjusted annually for inflation as specified in the omnibus
37 appropriations act:

38 Per annual average

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

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

17	Per annual average	
18	full-time equivalent student	
19	in grades 9-12	
20	Technology.	\$36.35
21	Curriculum and textbooks.	\$39.02
22	Other supplies and library materials.	\$82.84
23	Instructional professional development for certificated and	
24	classified staff.	\$6.04

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

- 28 (a) Exploratory career and technical education courses for
- 29 students in grades seven through twelve;
- 30 (b) Preparatory career and technical education courses for
- 31 students in grades nine through twelve offered in a high school; and
- 32 (c) Preparatory career and technical education courses for
- 33 students in grades eleven and twelve offered through a skill center.

34 (10) In addition to the allocations otherwise provided under this
35 section, amounts shall be provided to support the following programs
36 and services:

- 37 (a) To provide supplemental instruction and services for
- 38 underachieving students through the learning assistance program under
- 39 RCW 28A.165.005 through 28A.165.065, allocations shall be based on

1 the district percentage of students in grades K-12 who were eligible
2 for free or reduced-price meals in the prior school year. The minimum
3 allocation for the program shall provide for each level of
4 prototypical school resources to provide, on a statewide average,
5 1.5156 hours per week in extra instruction with a class size of
6 fifteen learning assistance program students per teacher.

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

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

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

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

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

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

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

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

29 **Sec. 4.** RCW 28A.165.035 and 2016 c 72 s 803 are each amended to
30 read as follows:

31 (1) Use of best practices that have been demonstrated through
32 research to be associated with increased student achievement
33 magnifies the opportunities for student success. To the extent they
34 are included as a best practice or strategy in one of the state menus
35 or an approved alternative under this section or RCW 28A.655.235, the
36 following are services and activities that may be supported by the
37 learning assistance program:

38 (a) Extended learning time opportunities occurring:

39 (i) Before or after the regular school day;

1 (ii) On Saturday; and
2 (iii) Beyond the regular school year;
3 (b) Services under RCW 28A.320.190;
4 (c) Professional development for certificated and classified
5 staff that focuses on:

6 (i) The needs of a diverse student population;
7 (ii) Specific literacy and mathematics content and instructional
8 strategies; and

9 (iii) The use of student work to guide effective instruction and
10 appropriate assistance;

11 (d) Consultant teachers to assist in implementing effective
12 instructional practices by teachers serving participating students;

13 (e) Tutoring support for participating students;

14 (f) Outreach activities and support for parents of participating
15 students, including employing (~~parent and~~) family and community
16 engagement coordinators; and

17 (g) Up to five percent of a district's learning assistance
18 program allocation may be used for development of partnerships with
19 community-based organizations, educational service districts, and
20 other local agencies to deliver academic and nonacademic supports to
21 participating students who are significantly at risk of not being
22 successful in school to reduce barriers to learning, increase student
23 engagement, and enhance students' readiness to learn. The school
24 board must approve in an open meeting any community-based
25 organization or local agency before learning assistance funds may be
26 expended.

27 (2) In addition to the state menu developed under RCW
28 28A.655.235, the office of the superintendent of public instruction
29 shall convene a panel of experts, including the Washington state
30 institute for public policy, to develop additional state menus of
31 best practices and strategies for use in the learning assistance
32 program to assist struggling students at all grade levels in English
33 language arts and mathematics and reduce disruptive behaviors in the
34 classroom. The office of the superintendent of public instruction
35 shall publish the state menus by July 1, 2015, and update the state
36 menus by each July 1st thereafter.

37 (3)(a) Beginning in the 2016-17 school year, except as provided
38 in (b) of this subsection, school districts must use a practice or
39 strategy that is on a state menu developed under subsection (2) of
40 this section or RCW 28A.655.235.

1 (b) Beginning in the 2016-17 school year, school districts may
2 use a practice or strategy that is not on a state menu developed
3 under subsection (2) of this section for two school years initially.
4 If the district is able to demonstrate improved outcomes for
5 participating students over the previous two school years at a level
6 commensurate with the best practices and strategies on the state
7 menu, the office of the superintendent of public instruction shall
8 approve use of the alternative practice or strategy by the district
9 for one additional school year. Subsequent annual approval by the
10 superintendent of public instruction to use the alternative practice
11 or strategy is dependent on the district continuing to demonstrate
12 increased improved outcomes for participating students.

13 (c) Beginning in the 2016-17 school year, school districts may
14 enter cooperative agreements with state agencies, local governments,
15 or school districts for administrative or operational costs needed to
16 provide services in accordance with the state menus developed under
17 this section and RCW 28A.655.235.

18 (4) School districts are encouraged to implement best practices
19 and strategies from the state menus developed under this section and
20 RCW 28A.655.235 before the use is required.

21 NEW SECTION. **Sec. 5.** Section 3 of this act takes effect
22 September 1, 2017."

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23 On page 1, line 1 of the title, after "coordinators;" strike the
24 remainder of the title and insert "amending RCW 28A.150.260 and
25 28A.165.035; adding a new section to chapter 28A.150 RCW; creating a
26 new section; and providing an effective date."

EFFECT: Adds two additional duties to the list of minimum duties
of a family and community engagement coordinator.

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