
ENGROSSED SUBSTITUTE HOUSE BILL 1618

State of Washington

65th Legislature

2017 Regular Session

By House Education (originally sponsored by Representatives Ortiz-Self, Harris, Santos, Johnson, Bergquist, and Kagi)

READ FIRST TIME 02/16/17.

1 AN ACT Relating to family and community engagement coordinators;
2 amending RCW 28A.150.260, 28A.400.007, and 28A.165.035; adding a new
3 section to chapter 28A.150 RCW; creating a new section; and providing
4 an effective date.

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

6 NEW SECTION. **Sec. 1.** The legislature finds that:

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

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

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

1 should consistently be titled "family and community engagement
2 coordinator";

3 (4) Family and community engagement coordinators should seek
4 input from students' families and the local community. The families
5 that advise the coordinators should reflect the local school
6 building, school district, and community, in terms of demographics
7 and geography, but also in lived experience. Families should be
8 offered many modes and opportunities to provide input. Community-
9 based organizations are invaluable school partners for providing
10 feedback from families and for providing services to students and
11 families; and

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

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

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

20 (a) To identify and bridge barriers to students' and families'
21 access to needed services;

22 (b) To consult with an advisory group of students' families, who
23 reflect the demographic diversity within the school building or
24 school district, concerning, among other things, how to support
25 students and families in a culturally responsive manner; and

26 (c) To partner with community-based organizations to increase
27 resources for family and community engagement, including academic and
28 nonacademic services and programs for students and families.

29 (2) Funding allocated to school districts for family and
30 community engagement coordinators in RCW 28A.150.260 or the omnibus
31 appropriations act may be used only for family and community
32 engagement purposes, including the duties specified in subsection (1)
33 of this section.

34 **Sec. 3.** RCW 28A.150.260 and 2017 3rd sp.s. c 13 s 402 are each
35 amended to read as follows:

36 The purpose of this section is to provide for the allocation of
37 state funding that the legislature deems necessary to support school
38 districts in offering the minimum instructional program of basic

1 education under RCW 28A.150.220. The allocation shall be determined
2 as follows:

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

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

19 (b) To promote transparency in state funding allocations, the
20 superintendent of public instruction must report state per-pupil
21 allocations for each school district for the general apportionment,
22 special education, learning assistance, transitional bilingual,
23 highly capable, and career and technical education programs. The
24 superintendent must also report state general apportionment per-pupil
25 allocations by grade for each school district. The superintendent
26 must report this information in a user-friendly format on the main
27 page of the office's web site and on school district apportionment
28 reports. School districts must include a link to the superintendent's
29 per-pupil allocations report on the main page of the school
30 district's web site. In addition, the budget documents published by
31 the legislature for the enacted omnibus operating appropriations act
32 must report statewide average per-pupil allocations for general
33 apportionment and the categorical programs listed in this subsection.

34 (3)(a) To the extent the technical details of the formula have
35 been adopted by the legislature and except when specifically provided
36 as a school district allocation, the distribution formula for the
37 basic education instructional allocation shall be based on minimum
38 staffing and nonstaff costs the legislature deems necessary to
39 support instruction and operations in prototypical schools serving
40 high, middle, and elementary school students as provided in this

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

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

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

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

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

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

	General education average class size
33 Grades K-3.	17.00
34 Grade 4.	27.00
35 Grades 5-6.	27.00
36 Grades 7-8.	28.53
37 Grades 9-12.	28.74

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

10		Laboratory science	
11		average class size	
12	Grades 9-12.		19.98

13 (b)(i) Beginning September 1, 2018, funding for average K-3 class
14 sizes in this subsection (4) may be provided only to the extent of,
15 and proportionate to, the school district's demonstrated actual class
16 size in grades K-3, up to the funded class sizes.

17 (ii) The office of the superintendent of public instruction shall
18 develop rules to implement this subsection (4)(b).

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

23		Career and technical	
24		education average	
25		class size	
26	Approved career and technical education offered at		
27	the middle school and high school level.		23.00
28	Skill center programs meeting the standards established		
29	by the office of the superintendent of public		
30	instruction.		20.00

31 (ii) Funding allocated under this subsection (4)(c) is subject to
32 RCW 28A.150.265.

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

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

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

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

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	1.253	1.353	1.880
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.663	0.519	0.523
Health and social services:			
School nurses.	0.076	0.060	0.096
Social workers.	0.042	0.006	0.015
Psychologists.	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising.	0.493	1.216	2.539
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) <u>Family and community engagement</u> coordinators.	0.0825	0.00	0.00

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

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

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated

1 under subsections (4)(a) and (5) of this section and (a) of this
2 subsection.

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

7 (8)(a) Except as provided in (b) of this subsection, the minimum
8 allocation for each school district shall include allocations per
9 annual average full-time equivalent student for the following
10 materials, supplies, and operating costs as provided in the 2017-18
11 school year, after which the allocations shall be adjusted annually
12 for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
16 Technology.	\$130.76
17 Utilities and insurance.	\$355.30
18 Curriculum and textbooks.	\$140.39
19 Other supplies and library materials.	\$298.05
20 Instructional professional development for certificated and 21 classified staff.	\$21.71
22 Facilities maintenance.	\$176.01
23 Security and central office administration.	\$121.94

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

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

1 (9) In addition to the amounts provided in subsection (8) of this
2 section and subject to RCW 28A.150.265, the omnibus appropriations
3 act shall provide an amount based on full-time equivalent student
4 enrollment in each of the following:

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

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

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

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

14 (a)(i) To provide supplemental instruction and services for
15 students who are not meeting academic standards through the learning
16 assistance program under RCW 28A.165.005 through 28A.165.065,
17 allocations shall be based on the district percentage of students in
18 grades K-12 who were eligible for free or reduced-price meals in the
19 prior school year. The minimum allocation for the program shall
20 provide for each level of prototypical school resources to provide,
21 on a statewide average, 2.3975 hours per week in extra instruction
22 with a class size of fifteen learning assistance program students per
23 teacher.

24 (ii) In addition to funding allocated under (a)(i) of this
25 subsection, to provide supplemental instruction and services for
26 students who are not meeting academic standards in schools where at
27 least fifty percent of students are eligible for free and reduced-
28 price meals. The minimum allocation for this additional high poverty-
29 based allocation must provide for each level of prototypical school
30 resources to provide, on a statewide average, 1.1 hours per week in
31 extra instruction with a class size of fifteen learning assistance
32 program students per teacher, under RCW 28A.165.055, school districts
33 must distribute the high poverty-based allocation to the schools that
34 generated the funding allocation.

35 (b)(i) To provide supplemental instruction and services for
36 students whose primary language is other than English, allocations
37 shall be based on the head count number of students in each school
38 who are eligible for and enrolled in the transitional bilingual
39 instruction program under RCW 28A.180.010 through 28A.180.080. The

1 minimum allocation for each level of prototypical school shall
2 provide resources to provide, on a statewide average, 4.7780 hours
3 per week in extra instruction for students in grades kindergarten
4 through six and 6.7780 hours per week in extra instruction for
5 students in grades seven through twelve, with fifteen transitional
6 bilingual instruction program students per teacher. Notwithstanding
7 other provisions of this subsection (10), the actual per-student
8 allocation may be scaled to provide a larger allocation for students
9 needing more intensive intervention and a commensurate reduced
10 allocation for students needing less intensive intervention, as
11 detailed in the omnibus appropriations act.

12 (ii) To provide supplemental instruction and services for
13 students who have exited the transitional bilingual program,
14 allocations shall be based on the head count number of students in
15 each school who have exited the transitional bilingual program within
16 the previous two years based on their performance on the English
17 proficiency assessment and are eligible for and enrolled in the
18 transitional bilingual instruction program under RCW
19 28A.180.040(1)(g). The minimum allocation for each prototypical
20 school shall provide resources to provide, on a statewide average,
21 3.0 hours per week in extra instruction with fifteen exited students
22 per teacher.

23 (c) To provide additional allocations to support programs for
24 highly capable students under RCW 28A.185.010 through 28A.185.030,
25 allocations shall be based on 5.0 percent of each school district's
26 full-time equivalent basic education enrollment. The minimum
27 allocation for the programs shall provide resources to provide, on a
28 statewide average, 2.1590 hours per week in extra instruction with
29 fifteen highly capable program students per teacher.

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

34 (12)(a) For the purposes of allocations for prototypical high
35 schools and middle schools under subsections (4) and (10) of this
36 section that are based on the percent of students in the school who
37 are eligible for free and reduced-price meals, the actual percent of
38 such students in a school shall be adjusted by a factor identified in
39 the omnibus appropriations act to reflect underreporting of free and
40 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.400.007 and 2017 3rd sp.s. c 13 s 904 are each
30 amended to read as follows:

31 (1) In addition to the staffing units in RCW 28A.150.260, the
32 superintendent of public instruction must provide school districts
33 with allocations for the following staff units if and to the extent
34 that funding is specifically appropriated and designated for that
35 category of staffing unit in the omnibus operating appropriations
36 act.

37 (a) Additional staffing units for each level of prototypical
38 school in RCW 28A.150.260:

	Elementary School	Middle School	High School
1 Principals, assistant principals, and other certificated building-level			
2 administrators.	0.0470	0.0470	0.0200
3 Teacher-librarians, a function that includes information literacy, technology,			
4 and media to support school library media programs.	0.3370	0.4810	0.4770
5 Health and social services:			
6 School nurses.	0.5090	0.8280	0.7280
7 Social workers.	0.2690	0.0820	0.1120
8 Psychologists.	0.0870	0.0220	0.0420
9 Guidance counselors, a function that includes parent outreach and graduation			
10 advising.	0.0070	0.7840	0.9610
11 Teaching assistance, including any aspect of educational instructional services			
12 provided by classified employees.	1.0640	0.3000	0.3480
13 Office support and other noninstructional aides.	0.9880	1.1750	0.2310
14 Custodians.	0.0430	0.0580	0.0350
15 Classified staff providing student and staff safety.	0.0000	0.6080	1.1590
16 ((Parent involvement)) Family and community engagement coordinators.	0.9175	1.0000	1.0000

19 (b) Additional certificated instructional staff units sufficient
20 to achieve the following reductions in class size in each level of
21 prototypical school under RCW 28A.150.260:

	General education certificated instructional staff units sufficient to achieve class size reduction of:
22 Grades K-3 class size.	0.00
23 Grade 4.	2.00
24 Grades 5-6.	2.00
25 Grades 7-8.	3.53
26 Grades 9-12.	3.74
27 CTE.	4.00
28 Skills.	4.00

33 High poverty
34 certificated instructional
35 staff units sufficient to
36 achieve class size reduction of:

1	Grades K-3 class size.	2.00
2	Grade 4.	5.00
3	Grades 5-6.	4.00
4	Grades 7-8.	5.53
5	Grades 9-12.	5.74

6 (2) The staffing units in subsection (1) of this section are an
7 enrichment to and are beyond the state's statutory program of basic
8 education in RCW 28A.150.220 and 28A.150.260. However, if and to the
9 extent that any of these additional staffing units are funded by
10 specific reference to this section in the omnibus operating
11 appropriations act, those units become part of prototypical school
12 funding formulas and a component of the state funding that the
13 legislature deems necessary to support school districts in offering
14 the statutory program of basic education under Article IX, section 1
15 of the state Constitution.

16 **Sec. 5.** RCW 28A.165.035 and 2016 c 72 s 803 are each amended to
17 read as follows:

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

- 25 (a) Extended learning time opportunities occurring:
 - 26 (i) Before or after the regular school day;
 - 27 (ii) On Saturday; and
 - 28 (iii) Beyond the regular school year;
- 29 (b) Services under RCW 28A.320.190;
- 30 (c) Professional development for certificated and classified
31 staff that focuses on:
 - 32 (i) The needs of a diverse student population;
 - 33 (ii) Specific literacy and mathematics content and instructional
34 strategies; and
 - 35 (iii) The use of student work to guide effective instruction and
36 appropriate assistance;
- 37 (d) Consultant teachers to assist in implementing effective
38 instructional practices by teachers serving participating students;

1 (e) Tutoring support for participating students;

2 (f) Outreach activities and support for parents of participating
3 students, including employing (~~parent and~~) family and community
4 engagement coordinators; and

5 (g) Up to five percent of a district's learning assistance
6 program allocation may be used for development of partnerships with
7 community-based organizations, educational service districts, and
8 other local agencies to deliver academic and nonacademic supports to
9 participating students who are significantly at risk of not being
10 successful in school to reduce barriers to learning, increase student
11 engagement, and enhance students' readiness to learn. The school
12 board must approve in an open meeting any community-based
13 organization or local agency before learning assistance funds may be
14 expended.

15 (2) In addition to the state menu developed under RCW
16 28A.655.235, the office of the superintendent of public instruction
17 shall convene a panel of experts, including the Washington state
18 institute for public policy, to develop additional state menus of
19 best practices and strategies for use in the learning assistance
20 program to assist struggling students at all grade levels in English
21 language arts and mathematics and reduce disruptive behaviors in the
22 classroom. The office of the superintendent of public instruction
23 shall publish the state menus by July 1, 2015, and update the state
24 menus by each July 1st thereafter.

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

29 (b) Beginning in the 2016-17 school year, school districts may
30 use a practice or strategy that is not on a state menu developed
31 under subsection (2) of this section for two school years initially.
32 If the district is able to demonstrate improved outcomes for
33 participating students over the previous two school years at a level
34 commensurate with the best practices and strategies on the state
35 menu, the office of the superintendent of public instruction shall
36 approve use of the alternative practice or strategy by the district
37 for one additional school year. Subsequent annual approval by the
38 superintendent of public instruction to use the alternative practice
39 or strategy is dependent on the district continuing to demonstrate
40 increased improved outcomes for participating students.

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

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

9 NEW SECTION. **Sec. 6.** Sections 3 and 4 of this act take effect
10 September 1, 2018.

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