
HOUSE BILL 2897

State of Washington

66th Legislature

2020 Regular Session

By Representatives Sullivan, Doglio, and Pollet; by request of Superintendent of Public Instruction

Read first time 01/29/20. Referred to Committee on Appropriations.

1 AN ACT Relating to staff funding for school districts; amending
2 RCW 28A.150.260 and 28A.150.415; creating a new section; and
3 providing an effective date.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that in 2014
6 Washington's voters approved Initiative 1351, which amended the
7 state's basic education funding formulas by increasing the minimum
8 K-12 staffing ratios that drive state basic education funding to
9 local school districts.

10 The legislature also finds that the 2017 legislature repealed the
11 phase-in of the voter-approved initiative with the enactment of
12 chapter 13, Laws of 2017 3rd sp. sess., in which the legislature
13 identified their intent to review and prioritize future K-12 staffing
14 ratio increases to focus on reducing the opportunity gap, assisting
15 struggling students, enhancing the educational outcomes for students,
16 and strengthening support for all students through schools and school
17 district staff. The legislature also finds that chapter 13, Laws of
18 2017 3rd sp. sess. created the staffing enrichment work group of
19 education stakeholders to recommend a phase-in plan for the voter-
20 approved K-12 staffing enrichments.

1 The legislature intends to reestablish a phase-in schedule for
2 the K-12 staffing enhancements approved by voters by focusing first
3 on meeting students' needs for safety as well as mental, social,
4 emotional, and behavioral health, by providing impactful professional
5 development to all staff and by increasing the flexibility,
6 transparency, and accountability of local communities.

7 The legislature finds that the current staffing ratios result
8 from a legislatively commissioned study by Miller and Associates in
9 1975 to conduct an extensive study of problems related to common
10 school financing and operations. The legislature finds that the
11 recommendations of this report, which were adopted into law in the
12 basic education act of 1977 (section 5, chapter 359, Laws of 1977 1st
13 ex. sess.), proposed a new funding formula of fifty certificated
14 instructional staff per one thousand students and 16.67 classified
15 staff per one thousand students based upon the actual staffing ratios
16 of a survey of a subset of districts in school year 1974-75. The
17 legislature finds only three components of the basic education
18 staffing ratios have been increased above this level: Kindergarten
19 through third grade class size reductions; increases to guidance
20 counselors; and the addition of a proportion of an elementary parent
21 involvement coordinator.

22 The legislature intends to modernize the K-12 staffing ratios and
23 provide funding for the program of basic education that reflects the
24 current needs of students and the legislatively created programmatic
25 requirements for a basic education.

26 **Sec. 2.** RCW 28A.150.260 and 2018 c 266 s 101 are each amended to
27 read as follows:

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

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

37 (2)(a) The distribution formula under this section shall be for
38 allocation purposes only. Except as may be required under subsections
39 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,

1 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
2 this section requires school districts to use basic education
3 instructional funds to implement a particular instructional approach
4 or service. Nothing in this section requires school districts to
5 maintain a particular classroom teacher-to-student ratio or other
6 staff-to-student ratio or to use allocated funds to pay for
7 particular types or classifications of staff. Nothing in this section
8 entitles an individual teacher to a particular teacher planning
9 period.

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

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

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

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

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

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

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

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

(A) The following are the minimum allocations that apply until the allocations in (a) (i) (B) of this subsection are phased in:

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

(B) No later than the 2025-26 school year:

	<u>General education</u> <u>average class size</u>	<u>High</u> <u>Poverty</u>
<u>Grades K-3.</u>	<u>17.00</u>	<u>15.00</u>
<u>Grade 4.</u>	<u>25.00</u>	<u>22.00</u>
<u>Grades 5-6.</u>	<u>25.00</u>	<u>23.00</u>

1	<u>Grades 7-8.....</u>	<u>25.00</u>	<u>23.00</u>
2	<u>Grades 9-12.....</u>	<u>25.00</u>	<u>23.00</u>
3	<u>CTE Grades 7-12.....</u>	<u>19.00</u>	<u>19.00</u>
4	<u>Skill Center Grades 9-12.....</u>	<u>16.00</u>	<u>16.00</u>

5 For the purposes of this subsection (4)(a)(i)(B), a high poverty
6 school is one in which the three-year rolling average free and
7 reduced-price lunch percentage exceeds fifty percent.

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

17		Laboratory science	
18		average class size	
19	Grades 9-12.		19.98

20 (b)(i) Beginning September 1, 2019, funding for average K-3 class
21 sizes in this subsection (4) may be provided only to the extent of,
22 and proportionate to, the school district's demonstrated actual class
23 size in grades K-3, up to the funded class sizes.

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

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

30		Career and technical	
31		education average	
32		class size	
33	Approved career and technical education offered at		
34	the middle school and high school level.		23.00
35	Skill center programs meeting the standards established		
36	by the office of the superintendent of public		
37	instruction.		20.00

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

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

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

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

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

13 (a) The following are the minimum allocations that apply until
14 the allocations in (b) of this subsection are phased in:

	Elementary School	Middle School	High School
15 Principals, assistant principals, and other certificated building-level			
16 administrators.....	((1.253))	((1.353))	((1.880))
17	<u>1.566</u>	<u>1.566</u>	<u>1.566</u>
18 Teacher-librarians, a function that includes information literacy, technology,			
19 and media to support school library media programs.....	((0.663))	((0.519))	((0.523))
20	<u>0.829</u>	<u>0.601</u>	<u>0.436</u>
21 Health and social services:			
22			
23 School nurses.....	((0.076))	((0.060))	((0.096))
24	<u>0.095</u>	<u>0.069</u>	<u>0.080</u>
25 Social workers.....	((0.042))	((0.006))	((0.015))
26	<u>0.053</u>	<u>0.007</u>	<u>0.013</u>
27 Psychologists.....	((0.017))	0.002	((0.007))
28	<u>0.021</u>		<u>0.006</u>
29			
30 ((Guidance)) <u>School</u> counselors, a function that includes parent outreach and			
31 graduation advising.....	((0.493))	((1.216))	((2.539))
32	<u>0.616</u>	<u>1.407</u>	<u>2.116</u>
33 ((Teaching assistance)) <u>Paraeducators</u> , including any aspect of educational			
34 instructional services provided by classified employees.....	((0.936))	((0.700))	((0.652))
35	<u>1.170</u>	<u>0.810</u>	<u>0.543</u>
36 Office support and other noninstructional aides.....	((2.012))	((2.325))	((3.269))
37	<u>2.515</u>	<u>2.691</u>	<u>2.724</u>

1	Custodians.	((1.657))	((1.942))	((2.965))
2		<u>2.071</u>	<u>2.248</u>	<u>2.471</u>
3	Classified staff providing student and staff safety.	((0.079))	((0.092))	((0.141))
4		<u>0.099</u>	<u>0.106</u>	<u>0.118</u>
5	((Parent)) Family involvement coordinators.	((0.0825))	0.00	0.00
6		<u>0.103</u>		

7 (b) No later than the 2022-23 school year, and until the
8 allocations in (c) of this subsection are phased in:

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
	<u>School</u>	<u>School</u>	<u>School</u>
9			
10			
11	<u>Principals, assistant principals, and other certificated building-level</u>		
12	<u>1.667</u>	<u>1.667</u>	<u>1.677</u>
13	<u>Teacher-librarians, a function that includes information literacy, technology,</u>		
14	<u>0.829</u>	<u>0.601</u>	<u>0.436</u>
15	<u>and media to support school library media programs.</u>		
15	<u>Health and social services:</u>		
16	<u>0.731</u>	<u>1.028</u>	<u>0.687</u>
17	<u>0.389</u>	<u>0.102</u>	<u>0.106</u>
18	<u>0.130</u>	<u>0.028</u>	<u>0.041</u>
19	<u>School counselors, a function that includes parent outreach and graduation</u>		
20	<u>0.625</u>	<u>2.315</u>	<u>2.917</u>
21	<u>advising.</u>		
22	<u>1.170</u>	<u>0.810</u>	<u>0.543</u>
23	<u>Paraeducators, including any aspect of educational instructional services</u>		
24	<u>2.515</u>	<u>2.691</u>	<u>2.724</u>
25	<u>provided by classified employees.</u>		
26	<u>2.071</u>	<u>2.248</u>	<u>2.471</u>
27	<u>Office support and other noninstructional aides.</u>		
28	<u>0.988</u>	<u>0.810</u>	<u>1.083</u>
29	<u>Custodians.</u>		
30	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>
31	<u>Classified staff providing student and staff safety.</u>		
32	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>
33	<u>Family involvement coordinators.</u>		
34	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>
35	<u>Continuous improvement coaches.</u>		

28 (c) No later than the 2025-26 school year:

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
	<u>School</u>	<u>School</u>	<u>School</u>
29			
30			
31	<u>Principals, assistant principals, and other certificated building-level</u>		
32	<u>1.667</u>	<u>1.677</u>	<u>1.667</u>
33	<u>Teacher-librarians, a function that includes information literacy, technology,</u>		
34	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>
35	<u>and media to support school library media programs.</u>		

1	<u>Health and social services:</u>			
2	<u>School nurses.....</u>	<u>0.713</u>	<u>1.028</u>	<u>0.687</u>
3	<u>Social workers.....</u>	<u>0.389</u>	<u>0.102</u>	<u>0.106</u>
4	<u>Psychologists.....</u>	<u>0.130</u>	<u>0.028</u>	<u>0.041</u>
5	<u>School counselors, a function that includes parent outreach and graduation</u>			
6	<u>advising.....</u>	<u>0.625</u>	<u>2.315</u>	<u>2.917</u>
7	<u>Paraeducators, including any aspect of educational instructional services</u>			
8	<u>provided by classified employees.....</u>	<u>2.500</u>	<u>1.157</u>	<u>0.833</u>
9	<u>Office support and other noninstructional aides.....</u>	<u>3.750</u>	<u>4.051</u>	<u>2.917</u>
10	<u>Custodians.....</u>	<u>2.125</u>	<u>2.315</u>	<u>2.500</u>
11	<u>Classified staff providing student and staff safety.....</u>	<u>0.988</u>	<u>0.810</u>	<u>1.083</u>
12	<u>Family involvement coordinators.....</u>	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>
13	<u>Continuous improvement coaches.....</u>	<u>1.250</u>	<u>1.157</u>	<u>0.833</u>

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

18 (i) The following are the minimum allocations that apply until
19 the allocations in (a) (ii) of this subsection are phased in:

20		Staff per (1,000) <u>500</u>
21		K-12 students
22	Technology.	(0.628) <u>0.314</u>
23	Facilities, maintenance, and grounds.	(1.813) <u>0.907</u>
24	Warehouse, laborers, and mechanics.	(0.332) <u>0.166</u>

25 (ii) No later than the 2025-26 school year:

26		<u>Staff per 500</u>
27		<u>K-12 students</u>
28	<u>Technology.</u>	<u>1.400</u>
29	<u>Facilities, maintenance, and grounds.</u>	<u>2.000</u>
30	<u>Warehouse, laborers, and mechanics.</u>	<u>0.950</u>

31 (b) The minimum allocation of staff units for each school
32 district to support certificated and classified staffing of central
33 administration shall be 5.30 percent of the staff units generated
34 under subsections (4) (a) and (5) of this section and (a) of this
35 subsection.

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

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

	Per annual average full-time equivalent student in grades K-12
14 Technology.	\$130.76
15 Utilities and insurance.	\$355.30
16 Curriculum and textbooks.	\$140.39
17 Other supplies	\$278.05
18 Library materials.	\$20.00
19 Instructional professional development for certificated and 20 classified staff.	\$21.71
21 Facilities maintenance.	\$176.01
22 Security and central office administration.	\$121.94

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

	Per annual average full-time equivalent student in grades 9-12
32 Technology.	\$36.35
33 Curriculum and textbooks.	\$39.02
34 Other supplies	\$77.28
35 Library materials.	\$5.56
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 qualifying
27 schools. A qualifying school means a school in which the three-year
28 rolling average of the prior year total annual average enrollment
29 that qualifies for free or reduced-price meals equals or exceeds
30 fifty percent or more of its total annual average enrollment. The
31 minimum allocation for this additional high poverty-based allocation
32 must provide for each level of prototypical school resources to
33 provide, on a statewide average, 1.1 hours per week in extra
34 instruction with a class size of fifteen learning assistance program
35 students per teacher, under RCW 28A.165.055, school districts must
36 distribute the high poverty-based allocation to the schools that
37 generated the funding allocation.

38 (b)(i) To provide supplemental instruction and services for
39 students whose primary language is other than English, allocations

1 shall be based on the head count number of students in each school
2 who are eligible for and enrolled in the transitional bilingual
3 instruction program under RCW 28A.180.010 through 28A.180.080. The
4 minimum allocation for each level of prototypical school shall
5 provide resources to provide, on a statewide average, 4.7780 hours
6 per week in extra instruction for students in grades kindergarten
7 through six and 6.7780 hours per week in extra instruction for
8 students in grades seven through twelve, with fifteen transitional
9 bilingual instruction program students per teacher. Notwithstanding
10 other provisions of this subsection (10), the actual per-student
11 allocation may be scaled to provide a larger allocation for students
12 needing more intensive intervention and a commensurate reduced
13 allocation for students needing less intensive intervention, as
14 detailed in the omnibus appropriations act.

15 (ii) To provide supplemental instruction and services for
16 students who have exited the transitional bilingual program,
17 allocations shall be based on the head count number of students in
18 each school who have exited the transitional bilingual program within
19 the previous two years based on their performance on the English
20 proficiency assessment and are eligible for and enrolled in the
21 transitional bilingual instruction program under RCW
22 28A.180.040(1)(g). The minimum allocation for each prototypical
23 school shall provide resources to provide, on a statewide average,
24 3.0 hours per week in extra instruction with fifteen exited students
25 per teacher.

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

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

37 (12)(a) For the purposes of allocations for prototypical high
38 schools and middle schools under subsections (4) and (10) of this
39 section that are based on the percent of students in the school who
40 are eligible for free and reduced-price meals, the actual percent of

1 such students in a school shall be adjusted by a factor identified in
2 the omnibus appropriations act to reflect underreporting of free and
3 reduced-price meal eligibility among middle and high school students.

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

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

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

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

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

32 **Sec. 3.** RCW 28A.150.415 and 2019 c 387 s 3 are each amended to
33 read as follows:

34 (1) Beginning with the 2018-19 school year, the legislature shall
35 begin phasing in funding for professional learning days for
36 certificated instructional staff. At a minimum, the state must
37 allocate funding for:

38 (a) One professional learning day in the 2018-19 school year;

1 (b) Two professional learning days in the 2019-20 school year;
2 and

3 (c) Three professional learning days in the 2020-21 school year.

4 (2) Beginning with the 2020-2021 school year, the legislature
5 shall begin phasing in funding for professional learning days for all
6 state-funded school staff in equal, annual increments.

7 (a) Before the 2022-23 school year, the state must allocate
8 funding for a minimum of the following:

9 (i) Six days for certificated instructional staff;

10 (ii) Six days for classified staff; and

11 (iii) Three days for certificated administrative instructional
12 staff.

13 (b) Before the 2025-26 school year, the state must allocate a
14 minimum of ten professional learning days for all state-funded school
15 staff. Phase-in must begin with the 2023-24 school year.

16 (3) The office of the superintendent of public instruction shall
17 calculate each school district's professional learning allocation as
18 provided in subsection (1) of this section separate from the minimum
19 state allocation for salaries as specified in RCW 28A.150.410 and
20 associated fringe benefits on the apportionment reports provided to
21 each school district. The professional learning allocation shall be
22 equal to the proportional increase resulting from adding the
23 professional learning days provided in subsection (1) of this section
24 to the required minimum number of school days in RCW
25 28A.150.220(5)(a) applied to the school district's minimum state
26 allocation for salaries and associated fringe benefits for
27 certificated instructional staff as specified in the omnibus
28 operating appropriations act. Professional learning allocations shall
29 be included in per-pupil calculations, such as special education, for
30 programs funded on a per-pupil basis.

31 ~~((3))~~ (4) Nothing in this section entitles an individual
32 certificated instructional staff to any particular number of
33 professional learning days.

34 ~~((4))~~ (5) The professional learning days must meet the
35 definitions and standards provided in RCW 28A.415.430, 28A.415.432,
36 and 28A.415.434.

37 NEW SECTION. **Sec. 4.** This act takes effect September 1, 2020.

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