
SENATE BILL 5922

State of Washington

67th Legislature

2022 Regular Session

By Senators Braun, Mullet, Dozier, Fortunato, Gildon, Honeyford, Rivers, and Wagoner

Read first time 01/20/22. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to K-12 education funding; amending RCW
2 28A.500.015, 28A.150.390, 28A.185.020, and 28A.400.007; reenacting
3 and amending RCW 84.52.0531, 28A.150.260, and 28A.150.260; adding a
4 new section to chapter 28A.150 RCW; adding a new section to chapter
5 28A.300 RCW; creating new sections; providing effective dates; and
6 providing an expiration date.

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

8 NEW SECTION. **Sec. 1.** SHORT TITLE. This act may be known and
9 cited as the education equity in every zip code act or EEEZ act.

10 NEW SECTION. **Sec. 2.** INTENT. (1) The legislature finds that too
11 many children in our state remain trapped in a system where the
12 quality of, and access to, their education is determined by their zip
13 code. The onset of the COVID-19 pandemic, and the nearly year long
14 school closures that resulted, have only exacerbated this unfairness.
15 While the legislature, in addressing the McCleary decision, made
16 inroads by increasing state funding for basic education and
17 decreasing reliance on local levies, this progress was significantly
18 undermined in 2019 when the legislature raised local levy authority
19 by 67 percent, thus returning to greater reliance on local levies to
20 fund education and the inherent inequities in such a funding system.

1 (2) The legislature finds that it is appropriate and necessary to
2 reduce the reliance on local levies in our school system and
3 accordingly to significantly increase the state's basic education
4 funding in ways that will address these funding and educational
5 inequities. Eliminating a system where a child's quality of, and
6 access to, education is tied to their zip code is the equity issue of
7 our time and critical to our state's future and the future of our
8 children.

9 (3) This act makes permanent enhancements to the basic education
10 funding formula that will increase equity including: Increasing
11 special education funding; providing key student support staff, such
12 as nurses and mental health counselors; lowering class sizes for
13 vocational education classes and skills centers; and enhancing access
14 to and funding for gifted education programs. Schools serving a high
15 percentage of low-income students are aided with greater funding for
16 the learning assistance program, and property-poor districts receive
17 increased state funding for local effort assistance to alleviate
18 inequities with their wealthier counterparts. These funding increases
19 will lead to more level access across the state to critical and
20 fundamental services for students.

21 (4) The legislature further takes notice that the pandemic, and
22 the nearly year long absence from in-person learning that occurred,
23 has taken a significant toll on the academic progress of our
24 children. The most recent state assessment found that only three in
25 10 students are at grade level in math and less than one in two are
26 at grade level in English, both marked declines from prepandemic
27 levels. The figures are significantly worse for lower-income, special
28 education, and Native American, black, and Hispanic students. To
29 remedy this and to get children back on track, this act proposes
30 hundreds of millions in funding to districts over the upcoming school
31 years to address the learning loss. Schools are incentivized to
32 choose innovative methods including a balanced school calendar or
33 increased instructional hours, to improve student performance.

34 (5) The legislature intends with the education equity in every
35 zip code act to remedy the infirmities in the present system and
36 assist students, regardless of their zip code, to achieve their
37 highest potential.

38 **PART I**

39 **ENRICHMENT LEVY REDUCTION**

1 **Sec. 3.** RCW 84.52.0531 and 2021 c 221 s 2 and 2021 c 145 s 22
2 are each reenacted and amended to read as follows:

3 (1) Beginning with taxes levied for collection in (~~(2020)~~) 2023,
4 the maximum dollar amount which may be levied by or for any school
5 district for enrichment levies under RCW 84.52.053 is equal to the
6 lesser of (~~(two dollars and fifty cents)~~) \$1.50 per (~~(thousand~~
7 ~~dollars)~~) \$1,000 of the assessed value of property in the school
8 district or the maximum per-pupil limit. This maximum dollar amount
9 shall be reduced accordingly as provided under RCW 43.09.2856(2).

10 (2) The definitions in this subsection apply to this section
11 unless the context clearly requires otherwise.

12 (a) For the purpose of this section, "inflation" means the
13 percentage change in the seasonally adjusted consumer price index for
14 all urban consumers, Seattle area, for the most recent 12-month
15 period as of September 25th of the year before the taxes are payable,
16 using the official current base compiled by the United States bureau
17 of labor statistics.

18 (b) "Maximum per-pupil limit" means:

19 (i) Two thousand five hundred dollars, as increased by inflation
20 beginning with property taxes levied for collection in 2020,
21 multiplied by the number of average annual full-time equivalent
22 students enrolled in the school district in the prior school year,
23 for school districts with fewer than (~~(forty thousand)~~) 40,000 annual
24 full-time equivalent students enrolled in the school district in the
25 prior school year; or

26 (ii) Three thousand dollars, as increased by inflation beginning
27 with property taxes levied for collection in 2020, multiplied by the
28 number of average annual full-time equivalent students enrolled in
29 the school district in the prior school year, for school districts
30 with (~~(forty thousand)~~) 40,000 or more annual full-time equivalent
31 students enrolled in the school district in the prior school year.

32 (c) "Open for in-person instruction to all students" means that
33 all students in all grades have the option to participate in at least
34 40 hours of planned in-person instruction per month and the school
35 follows state department of health guidance and recommendations for
36 resuming in-person instruction to the greatest extent practicable.

37 (d) "Prior school year" means the most recent school year
38 completed prior to the year in which the levies are to be collected,
39 except that in the 2022 calendar year, if 2019-20 school year average
40 annual full-time equivalent enrollment is greater than the school

1 district's 2020-21 school year average annual full-time equivalent
2 enrollment and the school district is open for in-person instruction
3 to all students by the beginning of the 2021-22 school year, "prior
4 school year" means the 2019-20 school year.

5 (3) For districts in a high/nonhigh relationship, the enrollments
6 of the nonhigh students attending the high school shall only be
7 counted by the nonhigh school districts for purposes of funding under
8 this section.

9 (4) For school districts participating in an innovation academy
10 cooperative established under RCW 28A.340.080, enrollments of
11 students attending the academy shall be adjusted so that each
12 participant district receives its proportional share of student
13 enrollments for purposes of funding under this section.

14 (5) Beginning with propositions for enrichment levies for
15 collection in calendar year 2020 and thereafter, a district must
16 receive approval of an enrichment levy expenditure plan under RCW
17 28A.505.240 before submission of the proposition to the voters.

18 (6) The superintendent of public instruction shall develop rules
19 and regulations and inform school districts of the pertinent data
20 necessary to carry out the provisions of this section.

21 (7) Beginning with taxes levied for collection in 2018,
22 enrichment levy revenues must be deposited in a separate subfund of
23 the school district's general fund pursuant to RCW 28A.320.330, and
24 for the 2018-19 school year are subject to the restrictions of RCW
25 28A.150.276 and the audit requirements of RCW 43.09.2856.

26 (8) Funds collected from levies for transportation vehicles,
27 construction, modernization, or remodeling of school facilities as
28 established in RCW 84.52.053 are not subject to the levy limitations
29 in subsections (1) through (5) of this section.

30 **PART II**

31 **LOCAL EFFORT ASSISTANCE ENHANCEMENT**

32 **Sec. 4.** RCW 28A.500.015 and 2019 c 410 s 1 are each amended to
33 read as follows:

34 (1) Beginning in calendar year 2020 and each calendar year
35 thereafter, the state must provide state local effort assistance
36 funding to supplement school district enrichment levies as provided
37 in this section.

1 (2) (a) For an eligible school district with an actual enrichment
2 levy rate that is less than (~~one dollar and fifty cents~~) \$1.50 per
3 (~~thousand dollars~~) \$1,000 of assessed value in the school district,
4 the annual local effort assistance funding is equal to the school
5 district's maximum local effort assistance multiplied by a fraction
6 equal to the school district's actual enrichment levy rate divided by
7 (~~one dollar and fifty cents~~) \$1.50 per (~~thousand dollars~~) \$1,000
8 of assessed value in the school district.

9 (b) For an eligible school district with an actual enrichment
10 levy rate that is equal to (~~or greater than one dollar and fifty~~
11 ~~cents~~) \$1.50 per (~~thousand dollars~~) \$1,000 of assessed value in
12 the school district, the annual local effort assistance funding is
13 equal to the school district's maximum local effort assistance.

14 (c) Beginning in calendar year 2022, for state-tribal education
15 compact schools established under chapter 28A.715 RCW, the annual
16 local effort assistance funding is equal to the actual enrichment
17 levy per student as calculated by the superintendent of public
18 instruction for the previous year for the school district in which
19 the state-tribal education compact school is located, up to a maximum
20 per student amount of (~~one thousand five hundred fifty dollars~~)
21 \$2,000 as increased by inflation from the 2019 calendar year,
22 multiplied by the student enrollment of the state-tribal education
23 compact school in the prior school year.

24 (~~(For a school district that meets the criteria in this~~
25 ~~subsection and is located west of the Cascades in a county that~~
26 ~~borders another state, the annual local effort assistance funding is~~
27 ~~equal to the local effort assistance funding authorized under (b) of~~
28 ~~this subsection and additional local effort assistance funding equal~~
29 ~~to the following amounts:~~

30 (~~(i) Two hundred forty-six dollars per pupil in the 2019-20 school~~
31 ~~year for a school district with more than twenty-five thousand annual~~
32 ~~full-time equivalent students; and~~

33 (~~(ii) Two hundred eighty-six dollars per pupil in the 2019-20~~
34 ~~school year for a school district with more than twenty thousand~~
35 ~~annual full-time equivalent enrolled students but fewer than twenty-~~
36 ~~five thousand annual full-time equivalent enrolled students.)) (i)~~

37 Beginning in calendar year 2023, for charter schools established
38 under chapter 28A.710 RCW, the annual local effort assistance funding
39 is equal to the actual enrichment levy per student as calculated by
40 the superintendent of public instruction for the previous year for

1 the school district in which the charter school is located, up to a
2 maximum per student amount of \$2,000 as increased by inflation from
3 the 2019 calendar year, multiplied by the student enrollment of the
4 charter school in the prior school year.

5 (ii) The legislature must appropriate annual local effort
6 assistance funds for charter schools from the Washington opportunity
7 pathways account in accordance with RCW 28A.710.270.

8 (3) The state local effort assistance funding provided under this
9 section is not part of the state's program of basic education deemed
10 by the legislature to comply with the requirements of Article IX,
11 section 1 of the state Constitution.

12 (4) The definitions in this subsection apply throughout this
13 section unless the context clearly requires otherwise.

14 (a) "Eligible school district" means a school district where the
15 amount generated by a levy of (~~one dollar and fifty cents~~) \$1.50
16 per (~~thousand dollars~~) \$1,000 of assessed value in the school
17 district, divided by the school district's total student enrollment
18 in the prior school year, is less than the state local effort
19 assistance threshold.

20 (b) For the purpose of this section, "inflation" means, for any
21 school year, the rate of the yearly increase of the previous calendar
22 year's annual average consumer price index for all urban consumers,
23 Seattle area, using the official current base compiled by the bureau
24 of labor statistics, United States department of labor.

25 (c) "Maximum local effort assistance" means the difference
26 between the following:

27 (i) The school district's actual prior school year enrollment
28 multiplied by the state local effort assistance threshold; and

29 (ii) The amount generated by a levy of (~~one dollar and fifty~~
30 ~~cents~~) \$1.50 per (~~thousand dollars~~) \$1,000 of assessed value in
31 the school district.

32 (d) "Prior school year" means the most recent school year
33 completed prior to the year in which the state local effort
34 assistance funding is to be distributed.

35 (e) "State local effort assistance threshold" means (~~one~~
36 ~~thousand five hundred fifty dollars~~) \$2,000 per student, increased
37 for inflation beginning in calendar year 2020.

38 (f) "Student enrollment" means the average annual full-time
39 equivalent student enrollment.

1 (5) For districts in a high/nonhigh relationship, the enrollments
2 of the nonhigh students attending the high school shall only be
3 counted by the nonhigh school districts for purposes of funding under
4 this section.

5 (6) For school districts participating in an innovation academy
6 cooperative established under RCW 28A.340.080, enrollments of
7 students attending the academy shall be adjusted so that each
8 participant district receives its proportional share of student
9 enrollments for purposes of funding under this section.

10 **PART III**

11 **YEAR-ROUND SCHOOL CALENDAR**

12 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.150
13 RCW to read as follows:

14 (1) The office of the superintendent of public instruction shall
15 provide supplemental allocations to each school district, charter
16 school, or state-tribal education compact school that implements a
17 year-round school calendar in an amount equal to the school
18 district's or school's base allocation per full-time equivalent
19 student, multiplied by the school district's or school's annual
20 average full-time equivalent student enrollment, multiplied by 0.05.

21 (2) For purposes of this section, a year-round school calendar is
22 a calendar that provides instructional days over the course of a 12-
23 month period.

24 **PART IV**

25 **LEARNING LOSS GRANTS**

26 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.300
27 RCW to read as follows:

28 (1) The superintendent of public instruction shall provide
29 learning loss grants to each school district, charter school, and
30 state-tribal education compact school to address learning loss from
31 the COVID-19 pandemic.

32 (2) Learning loss grants must be provided in the following
33 amounts:

34 (a) In the 2022-23 school year, \$564 multiplied by the school
35 district's, charter school's, or state-tribal education compact

1 school's average annual full-time equivalent student enrollment in
2 the prior school year; and

3 (b) In the 2023-24 school year, \$282 multiplied by the school
4 district's, charter school's, or state-tribal education compact
5 school's average annual full-time equivalent student enrollment in
6 the prior school year.

7 (3) Learning loss grants may be used to:

8 (a) Assess and identify student learning and well-being gaps;

9 (b) Provide accelerated learning opportunities that address
10 student learning and well-being gaps, which may include adopting a
11 year-round school calendar, providing additional school days, or
12 providing additional instructional time;

13 (c) Assist students in meeting grade level expectations, meeting
14 graduation requirements, or increasing assessment performance; and

15 (d) Provide student well-being supports and extracurricular
16 activities.

17 **PART V**

18 **EQUITY**

19 **Sec. 7.** RCW 28A.150.390 and 2020 c 90 s 3 are each amended to
20 read as follows:

21 (1) The superintendent of public instruction shall submit to each
22 regular session of the legislature during an odd-numbered year a
23 programmed budget request for special education programs for students
24 with disabilities. Funding for programs operated by local school
25 districts shall be on an excess cost basis from appropriations
26 provided by the legislature for special education programs for
27 students with disabilities and shall take account of state funds
28 accruing through RCW 28A.150.260 (4)(a), (5), (6), and (8) and
29 28A.150.415.

30 (2) The excess cost allocation to school districts shall be based
31 on the following:

32 (a) A school district's annual average headcount enrollment of
33 students ages three and four and those five year olds not yet
34 enrolled in kindergarten who are eligible for and receiving special
35 education, multiplied by the school district's base allocation per
36 full-time equivalent student, multiplied by 1.15;

37 (b)(i) Subject to the limitation in (b)(ii) of this subsection
38 (2), a school district's annual average enrollment of resident

1 students who are eligible for and receiving special education,
2 excluding students ages three and four and those five year olds not
3 yet enrolled in kindergarten, multiplied by the school district's
4 base allocation per full-time equivalent student, multiplied by the
5 special education cost multiplier rate of:

6 (A) In the 2019-20 school year, 0.995 for students eligible for
7 and receiving special education.

8 (B) Beginning in the 2020-21 school year, either:

9 (I) 1.0075 for students eligible for and receiving special
10 education and reported to be in the general education setting for
11 eighty percent or more of the school day; or

12 (II) 0.995 for students eligible for and receiving special
13 education and reported to be in the general education setting for
14 less than eighty percent of the school day.

15 (ii) If (~~the~~) a school district has an average annual full-time
16 equivalent basic education enrollment of 500 or more students and its
17 enrollment percent exceeds (~~thirteen and five tenths~~) 15 percent,
18 the excess cost allocation calculated under (b)(i) of this subsection
19 must be adjusted by multiplying the allocation by (~~thirteen and~~
20 ~~five tenths~~) 15 percent divided by the enrollment percent.

21 (3) As used in this section:

22 (a) "Base allocation" means the total state allocation to all
23 schools in the school district generated by the distribution formula
24 under RCW 28A.150.260 (4)(a), (5), (6), and (8) and the allocation
25 under RCW 28A.150.415, to be divided by the school district's full-
26 time equivalent enrollment.

27 (b) "Basic education enrollment" means enrollment of resident
28 students including nonresident students enrolled under RCW
29 28A.225.225 and students from nonhigh districts enrolled under RCW
30 28A.225.210 and excluding students residing in another school
31 district enrolled as part of an interdistrict cooperative program
32 under RCW 28A.225.250.

33 (c) "Enrollment percent" means the school district's resident
34 annual average enrollment of students who are eligible for and
35 receiving special education, excluding students ages three and four
36 and those five year olds not yet enrolled in kindergarten and
37 students enrolled in institutional education programs, as a percent
38 of the school district's annual average full-time equivalent basic
39 education enrollment.

1 **Sec. 8.** RCW 28A.185.020 and 2017 3rd sp.s. c 13 s 412 are each
2 amended to read as follows:

3 (1) The legislature finds that, for highly capable students,
4 access to accelerated learning and enhanced instruction is access to
5 a basic education. There are multiple definitions of highly capable,
6 from intellectual to academic to artistic. The research literature
7 strongly supports using multiple criteria to identify highly capable
8 students, and therefore, the legislature does not intend to prescribe
9 a single method. Instead, the legislature intends to allocate funding
10 based on (~~(5.0)~~) 7.0 percent of each school district's population and
11 authorize school districts to identify through the use of multiple,
12 objective criteria those students most highly capable and eligible to
13 receive accelerated learning and enhanced instruction in the program
14 offered by the school district. District practices for identifying
15 the most highly capable students must prioritize equitable
16 identification of low-income students. Access to accelerated learning
17 and enhanced instruction through the program for highly capable
18 students does not constitute an individual entitlement for any
19 particular student.

20 (2) Supplementary funds provided by the state for the program for
21 highly capable students under RCW 28A.150.260 shall be categorical
22 funding to provide services to highly capable students as determined
23 by a school district under RCW 28A.185.030.

24 **Sec. 9.** RCW 28A.150.260 and 2020 c 288 s 4 and 2020 c 61 s 4 are
25 each reenacted and amended to read as follows:

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

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

35 (2)(a) The distribution formula under this section shall be for
36 allocation purposes only. Except as may be required under subsections
37 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,
38 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
39 this section requires school districts to use basic education

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

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

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

1 prototypes with minimum allocations for small schools and to reflect
2 other factors identified in the omnibus operating appropriations act.

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

5 (i) A prototypical high school has (~~six hundred~~) 600 average
6 annual full-time equivalent students in grades nine through
7 (~~twelve~~) 12;

8 (ii) A prototypical middle school has (~~four hundred thirty two~~)
9 432 average annual full-time equivalent students in grades seven and
10 eight; and

11 (iii) A prototypical elementary school has (~~four hundred~~) 400
12 average annual full-time equivalent students in grades kindergarten
13 through six.

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

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

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

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

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

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

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

	Career and technical education average class size
Approved career and technical education offered at the middle school and high school level.	((23.00)) <u>19.00</u>
Skill center programs meeting the standards established by the office of the superintendent of public instruction.	((20.00)) <u>16.00</u>

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

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

(i) A high-poverty average class size in schools where more than ((fifty)) 50 percent of the students are eligible for free and reduced-price meals; and

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

(5) (a) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers, except as provided in (b) of this subsection:

	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

1 ~~((Health and social services:~~

2	School nurses.....	0.076	0.060	0.096
3	Social workers.....	0.042	0.006	0.015
4	Psychologists.....	0.017	0.002	0.007
5	Guidance counselors, a function that includes parent outreach and graduation			
6	advising.....	0.493	1.216	2.539)
7	Teaching assistance, including any aspect of educational instructional services			
8	provided by classified employees.....	0.936	0.700	0.652
9	Office support and other noninstructional aides.....	2.012	2.325	3.269
10	Custodians.....	1.657	1.942	2.965
11	<u>Physical, social, and emotional support staff:</u>			
12	<u>School nurses.....</u>	<u>0.246</u>	<u>0.336</u>	<u>0.339</u>
13	<u>Social workers.....</u>	<u>0.311</u>	<u>0.088</u>	<u>0.127</u>
14	<u>Psychologists.....</u>	<u>0.104</u>	<u>0.024</u>	<u>0.049</u>
15	<u>Guidance counselors, a function that includes parent outreach and</u>			
16	<u>graduation advising.....</u>	<u>1.000</u>	<u>1.716</u>	<u>3.039</u>
17	Classified staff providing student and staff safety.....	0.079	0.092	0.141
18	Parent involvement coordinators.....	0.0825	0.00	0.00

19 (b) (i) School districts may use allocations provided for
 20 physical, social, and emotional support staff in this subsection,
 21 which includes school nurses, social workers, psychologists, guidance
 22 counselors, classified staff providing student and staff safety, and
 23 parent involvement coordinators, only for salaries and benefits for
 24 staff employed as physical, social, and emotional support staff.

25 (ii) For the 2023-24 school year, in addition to the minimum
 26 allocation under (a) of this subsection, the following additional
 27 staffing units for each level of prototypical school will be provided
 28 for school nurses:

29		<u>Elementary</u>	<u>Middle</u>	<u>High</u>
30		<u>School</u>	<u>School</u>	<u>School</u>
31	<u>School nurses.....</u>	<u>0.170</u>	<u>0.276</u>	<u>0.243</u>

32 (6) (a) The minimum staffing allocation for each school district
 33 to provide district-wide support services shall be allocated per
 34 ~~((one thousand))~~ 1,000 annual average full-time equivalent students
 35 in grades K-12 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 (5) of this section and (a) of this
10 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 operating appropriations act.

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

22		Per annual average
23		full-time equivalent student
24		in grades K-12
25	Technology.	\$130.76
26	Utilities and insurance.	\$355.30
27	Curriculum and textbooks.	\$140.39
28	Other supplies	\$278.05
29	Library materials.	\$20.00
30	Instructional professional development for certificated and	
31	classified staff.	\$21.71
32	Facilities maintenance.	\$176.01
33	Security and central office administration.	\$121.94

34 (b) In addition to the amounts provided in (a) of this
35 subsection, beginning in the 2014-15 school year, the omnibus
36 operating appropriations act shall provide the following minimum
37 allocation for each annual average full-time equivalent student in

1 grades nine through (~~twelve~~) 12 for the following materials,
2 supplies, and operating costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
3	
4	
5	
6 Technology.	\$36.35
7 Curriculum and textbooks.	\$39.02
8 Other supplies	\$77.28
9 Library materials.	\$5.56
10 Instructional professional development for certificated and	
11 classified staff.	\$6.04

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

- 16 (a) Exploratory career and technical education courses for
17 students in grades seven through (~~twelve~~) 12;
- 18 (b) Preparatory career and technical education courses for
19 students in grades nine through (~~twelve~~) 12 offered in a high
20 school; and
- 21 (c) Preparatory career and technical education courses for
22 students in grades (~~eleven~~) 11 and (~~twelve~~) 12 offered through a
23 skill center.

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

27 (a)(i) To provide supplemental instruction and services for
28 students who are not meeting academic standards through the learning
29 assistance program under RCW 28A.165.005 through 28A.165.065,
30 allocations shall be based on the greater of either: The school
31 district percentage of students in kindergarten through grade
32 (~~twelve~~) 12 who were eligible for free or reduced-price meals for
33 the school year immediately preceding the school district's
34 participation, in whole or part, in the United States department of
35 agriculture's community eligibility provision, or the school district
36 percentage of students in grades K-12 who were eligible for free or
37 reduced-price meals in the prior school year. The minimum allocation
38 for the program shall provide for each level of prototypical school
39 resources to provide, on a statewide average, 2.3975 hours per week

1 in extra instruction with a class size of (~~fifteen~~) 12 learning
2 assistance program students per teacher.

3 (ii) In addition to funding allocated under (a)(i) of this
4 subsection, to provide supplemental instruction and services for
5 students who are not meeting academic standards in qualifying
6 schools. A qualifying school means a school in which the three-year
7 rolling average of the prior year total annual average enrollment
8 that qualifies for free or reduced-price meals equals or exceeds
9 (~~fifty~~) 50 percent or more of its total annual average enrollment.
10 A school continues to meet the definition of a qualifying school if
11 the school: Participates in the United States department of
12 agriculture's community eligibility provision; and met the definition
13 of a qualifying school in the year immediately preceding their
14 participation. The minimum allocation for this additional high
15 poverty-based allocation must provide for each level of prototypical
16 school resources to provide, on a statewide average, 1.15 hours per
17 week in extra instruction with a class size of (~~fifteen~~) 12
18 learning assistance program students per teacher, under RCW
19 28A.165.055, school districts must distribute the high poverty-based
20 allocation to the schools that generated the funding allocation.

21 (b)(i) To provide supplemental instruction and services for
22 students whose primary language is other than English, allocations
23 shall be based on the head count number of students in each school
24 who are eligible for and enrolled in the transitional bilingual
25 instruction program under RCW 28A.180.010 through 28A.180.080. The
26 minimum allocation for each level of prototypical school shall
27 provide resources to provide, on a statewide average, 4.7780 hours
28 per week in extra instruction for students in grades kindergarten
29 through six and 6.7780 hours per week in extra instruction for
30 students in grades seven through (~~twelve~~) 12, with (~~fifteen~~) 15
31 transitional bilingual instruction program students per teacher.
32 Notwithstanding other provisions of this subsection (10), the actual
33 per-student allocation may be scaled to provide a larger allocation
34 for students needing more intensive intervention and a commensurate
35 reduced allocation for students needing less intensive intervention,
36 as detailed in the omnibus operating appropriations act.

37 (ii) To provide supplemental instruction and services for
38 students who have exited the transitional bilingual program,
39 allocations shall be based on the head count number of students in
40 each school who have exited the transitional bilingual program within

1 the previous two years based on their performance on the English
2 proficiency assessment and are eligible for and enrolled in the
3 transitional bilingual instruction program under RCW
4 28A.180.040(1)(g). The minimum allocation for each prototypical
5 school shall provide resources to provide, on a statewide average,
6 3.0 hours per week in extra instruction with fifteen exited students
7 per teacher.

8 (c) To provide additional allocations to support programs for
9 highly capable students under RCW 28A.185.010 through 28A.185.030,
10 allocations shall be based on (~~(5.0)~~) 7.0 percent of each school
11 district's full-time equivalent basic education enrollment. The
12 minimum allocation for the programs shall provide resources to
13 provide, on a statewide average, 2.1590 hours per week in extra
14 instruction with (~~(fifteen)~~) 15 highly capable program students per
15 teacher.

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

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

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

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

37 (b) In the event the legislature rejects the distribution formula
38 recommended by the governor, without adopting a new distribution
39 formula, the distribution formula for the previous school year shall
40 remain in effect.

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

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

16 **Sec. 10.** RCW 28A.150.260 and 2020 c 288 s 4 and 2020 c 61 s 4
17 are each reenacted and amended to read as follows:

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

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

27 (2)(a) The distribution formula under this section shall be for
28 allocation purposes only. Except as may be required under subsections
29 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,
30 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
31 this section requires school districts to use basic education
32 instructional funds to implement a particular instructional approach
33 or service. Nothing in this section requires school districts to
34 maintain a particular classroom teacher-to-student ratio or other
35 staff-to-student ratio or to use allocated funds to pay for
36 particular types or classifications of staff. Nothing in this section
37 entitles an individual teacher to a particular teacher planning
38 period.

1 (b) To promote transparency in state funding allocations, the
2 superintendent of public instruction must report state per-pupil
3 allocations for each school district for the general apportionment,
4 special education, learning assistance, transitional bilingual,
5 highly capable, and career and technical education programs. The
6 superintendent must report this information in a user-friendly format
7 on the main page of the office's website. School districts must
8 include a link to the superintendent's per-pupil allocations report
9 on the main page of the school district's website. In addition, the
10 budget documents published by the legislature for the enacted omnibus
11 operating appropriations act must report statewide average per-pupil
12 allocations for general apportionment and the categorical programs
13 listed in this subsection.

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

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

38 (i) A prototypical high school has (~~six-hundred~~) 600 average
39 annual full-time equivalent students in grades nine through
40 (~~twelve~~) 12;

(ii) A prototypical middle school has (~~four hundred thirty-two~~) 432 average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has (~~four hundred~~) 400 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:

	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

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

	Laboratory science average class size
Grades 9-12.	19.98

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

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

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

Career and technical education average class size

Approved career and technical education offered at the middle school and high school level. ((23.00)) 19.00
 Skill center programs meeting the standards established by the office of the superintendent of public instruction. ((20.00)) 16.00

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

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

(i) A high-poverty average class size in schools where more than ((fifty)) 50 percent of the students are eligible for free and reduced-price meals; and

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

(5) (a) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers, except as provided in (b) of this subsection:

	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))

1	Teaching assistance, including any aspect of educational instructional services			
2	provided by classified employees.	0.936	0.700	0.652
3	Office support and other noninstructional aides.	2.012	2.325	3.269
4	Custodians.	1.657	1.942	2.965
5	<u>Physical, social, and emotional support staff:</u>			
6	<u>School nurses.</u>	<u>0.585</u>	<u>0.888</u>	<u>0.824</u>
7	<u>Social workers.</u>	<u>0.311</u>	<u>0.088</u>	<u>0.127</u>
8	<u>Psychologists.</u>	<u>0.104</u>	<u>0.024</u>	<u>0.049</u>
9	<u>Guidance counselors, a function that includes parent outreach and</u>			
10	<u>graduation advising.</u>	<u>1.000</u>	<u>1.716</u>	<u>3.039</u>
11	Classified staff providing student and staff safety.	0.079	0.092	0.141
12	Parent involvement coordinators.	0.0825	0.00	0.00

13 (b) School districts may use allocations provided for physical,
14 social, and emotional support staff in this subsection, which
15 includes school nurses, social workers, psychologists, guidance
16 counselors, classified staff providing student and staff safety, and
17 parent involvement coordinators, only for salaries and benefits for
18 staff employed as physical, social, and emotional support staff.

19 (6) (a) The minimum staffing allocation for each school district
20 to provide district-wide support services shall be allocated per
21 (~~one thousand~~) 1,000 annual average full-time equivalent students
22 in grades K-12 as follows:

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

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

33 (7) The distribution formula shall include staffing allocations
34 to school districts for career and technical education and skill
35 center administrative and other school-level certificated staff, as
36 specified in the omnibus operating appropriations act.

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

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

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

	Per annual average full-time equivalent student in grades 9-12
29 Technology.	\$36.35
30 Curriculum and textbooks.	\$39.02
31 Other supplies	\$77.28
32 Library materials.	\$5.56
33 Instructional professional development for certificated and 34 classified staff.	\$6.04

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

1 (a) Exploratory career and technical education courses for
2 students in grades seven through (~~twelve~~) 12;

3 (b) Preparatory career and technical education courses for
4 students in grades nine through (~~twelve~~) 12 offered in a high
5 school; and

6 (c) Preparatory career and technical education courses for
7 students in grades (~~eleven~~) 11 and (~~twelve~~) 12 offered through a
8 skill center.

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

12 (a)(i) To provide supplemental instruction and services for
13 students who are not meeting academic standards through the learning
14 assistance program under RCW 28A.165.005 through 28A.165.065,
15 allocations shall be based on the greater of either: The school
16 district percentage of students in kindergarten through grade
17 (~~twelve~~) 12 who were eligible for free or reduced-price meals for
18 the school year immediately preceding the school district's
19 participation, in whole or part, in the United States department of
20 agriculture's community eligibility provision, or the school district
21 percentage of students in grades K-12 who were eligible for free or
22 reduced-price meals in the prior school year. The minimum allocation
23 for the program shall provide for each level of prototypical school
24 resources to provide, on a statewide average, 2.3975 hours per week
25 in extra instruction with a class size of (~~fifteen~~) 12 learning
26 assistance program students per teacher.

27 (ii) In addition to funding allocated under (a)(i) of this
28 subsection, to provide supplemental instruction and services for
29 students who are not meeting academic standards in qualifying
30 schools. A qualifying school means a school in which the three-year
31 rolling average of the prior year total annual average enrollment
32 that qualifies for free or reduced-price meals equals or exceeds
33 (~~fifty~~) 50 percent or more of its total annual average enrollment.
34 A school continues to meet the definition of a qualifying school if
35 the school: Participates in the United States department of
36 agriculture's community eligibility provision; and met the definition
37 of a qualifying school in the year immediately preceding their
38 participation. The minimum allocation for this additional high
39 poverty-based allocation must provide for each level of prototypical
40 school resources to provide, on a statewide average, 1.15 hours per

1 week in extra instruction with a class size of (~~fifteen~~) 12
2 learning assistance program students per teacher, under RCW
3 28A.165.055, school districts must distribute the high poverty-based
4 allocation to the schools that generated the funding allocation.

5 (b) (i) To provide supplemental instruction and services for
6 students whose primary language is other than English, allocations
7 shall be based on the head count number of students in each school
8 who are eligible for and enrolled in the transitional bilingual
9 instruction program under RCW 28A.180.010 through 28A.180.080. The
10 minimum allocation for each level of prototypical school shall
11 provide resources to provide, on a statewide average, 4.7780 hours
12 per week in extra instruction for students in grades kindergarten
13 through six and 6.7780 hours per week in extra instruction for
14 students in grades seven through (~~twelve~~) 12, with (~~fifteen~~) 15
15 transitional bilingual instruction program students per teacher.
16 Notwithstanding other provisions of this subsection (10), the actual
17 per-student allocation may be scaled to provide a larger allocation
18 for students needing more intensive intervention and a commensurate
19 reduced allocation for students needing less intensive intervention,
20 as detailed in the omnibus operating appropriations act.

21 (ii) To provide supplemental instruction and services for
22 students who have exited the transitional bilingual program,
23 allocations shall be based on the head count number of students in
24 each school who have exited the transitional bilingual program within
25 the previous two years based on their performance on the English
26 proficiency assessment and are eligible for and enrolled in the
27 transitional bilingual instruction program under RCW
28 28A.180.040(1)(g). The minimum allocation for each prototypical
29 school shall provide resources to provide, on a statewide average,
30 3.0 hours per week in extra instruction with (~~fifteen~~) 15 exited
31 students per teacher.

32 (c) To provide additional allocations to support programs for
33 highly capable students under RCW 28A.185.010 through 28A.185.030,
34 allocations shall be based on (~~5.0~~) 7.0 percent of each school
35 district's full-time equivalent basic education enrollment. The
36 minimum allocation for the programs shall provide resources to
37 provide, on a statewide average, 2.1590 hours per week in extra
38 instruction with (~~fifteen~~) 15 highly capable program students per
39 teacher.

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

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

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

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

22 (b) In the event the legislature rejects the distribution formula
23 recommended by the governor, without adopting a new distribution
24 formula, the distribution formula for the previous school year shall
25 remain in effect.

26 (c) The enrollment of any district shall be the annual average
27 number of full-time equivalent students and part-time students as
28 provided in RCW 28A.150.350, enrolled on the first school day of each
29 month, including students who are in attendance pursuant to RCW
30 28A.335.160 and 28A.225.250 who do not reside within the servicing
31 school district. The definition of full-time equivalent student shall
32 be determined by rules of the superintendent of public instruction
33 and shall be included as part of the superintendent's biennial budget
34 request. The definition shall be based on the minimum instructional
35 hour offerings required under RCW 28A.150.220. Any revision of the
36 present definition shall not take effect until approved by the house
37 ways and means committee and the senate ways and means committee.

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

Sec. 11. RCW 28A.400.007 and 2017 3rd sp.s. c 13 s 904 are each amended to read as follows:

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

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

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	0.0470	0.0470	0.0200
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.3370	0.4810	0.4770
Health and social services:			
School nurses.	0.5090	0.8280	0.7280
Social workers.	0.2690	0.0820	0.1120
Psychologists.	0.0870	0.0220	0.0420
Guidance counselors, a function that includes parent outreach and graduation advising.	0.0070	0.7840	0.9610)
Teaching assistance, including any aspect of educational instructional services provided by classified employees.	1.0640	0.3000	0.3480
Office support and other noninstructional aides.	0.9880	1.1750	0.2310
Custodians.	0.0430	0.0580	0.0350
<u>Physical, social, and emotional support staff:</u>			
Classified staff providing student and staff safety.	0.0000	0.6080	1.1590
Parent involvement coordinators.	0.9175	1.0000	1.0000

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

General education
certificated instructional
staff units sufficient to
achieve class size reduction of:

1	Grades K-3 class size.	0.00
2	Grade 4.	2.00
3	Grades 5-6.	2.00
4	Grades 7-8.	3.53
5	Grades 9-12.	3.74
6	((CTE.	4.00
7	Skills.	4.00))

8 High poverty
9 certificated instructional
10 staff units sufficient to
11 achieve class size reduction of:

12	Grades K-3 class size.	2.00
13	Grade 4.	5.00
14	Grades 5-6.	4.00
15	Grades 7-8.	5.53
16	Grades 9-12.	5.74

17 (2) The staffing units in subsection (1) of this section are an
18 enrichment to and are beyond the state's statutory program of basic
19 education in RCW 28A.150.220 and 28A.150.260. However, if and to the
20 extent that any of these additional staffing units are funded by
21 specific reference to this section in the omnibus operating
22 appropriations act, those units become part of prototypical school
23 funding formulas and a component of the state funding that the
24 legislature deems necessary to support school districts in offering
25 the statutory program of basic education under Article IX, section 1
26 of the state Constitution.

27 NEW SECTION. **Sec. 12.** Section 9 of this act takes effect
28 September 1, 2022.

29 NEW SECTION. **Sec. 13.** Section 9 of this act expires September
30 1, 2024.

31 NEW SECTION. **Sec. 14.** Sections 10 and 11 of this act take
32 effect September 1, 2024.

--- END ---