

Draft Final Report of the Joint Task Force for Basic Education Finance

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To be added: Phase-in recommendations

To be added: Preliminary cost estimates (staff are working with state fiscal staff to develop cost estimates prior to the Dec. 8-9 meeting).

BACKGROUND

The 2007 Washington State Legislature created the Joint Task Force on Basic Education Finance (Task Force) to review the definition of basic education and develop options for a new funding structure. The Task Force was directed to build on the work of Washington Learns, a 2005-06 Governor-led effort that involved a review of Washington's early learning, K-12, and higher education systems. Exhibit 1 outlines the specific legislative direction provided to the Task Force.

The Task Force is composed of 14 members: five, including the Chair, appointed by the Governor; eight legislators; and the superintendent of public instruction. Exhibit 2 lists Task Force members.

In 2007 and 2008, the Task Force met 17 times for a total of 25 days (see Exhibit 3). Early meetings included staff presentations regarding basic education finance history, current funding formulas, and research evidence; public hearings; presentations from nationally known experts; and initial Task Force discussions. Funding proposals were first presented to Task Force members in June, 2008. Formal Task Force proposals for preliminary decision-making were distributed in October and November, 2008.

This document summarizes the preliminary recommendations of the Task Force as of November 25, 2008. Draft legislative language is appended. A final report will be issued following the final meeting of the Task Force.

NOTE: Narrative problem statement will be written separately by contractor

Exhibit 1

SB 5627 Assignments for the Joint Task Force on Basic Education Finance

- ✓ “Review the definition of basic education and all current basic education funding formulas.”
- ✓ “Develop options for a new funding structure and all necessary formulas.”
- ✓ “Propose a new definition of basic education that is realigned with the new expectations of the state's education system.”
- ✓ “[R]eview and build upon the following:
 - reports related to K–12 finance produced at the request of or as a result of the Washington learns study, including reports completed for or by the K–12 advisory committee;
 - high-quality studies that are available; and
 - research and evaluation of the cost-benefits of various K–12 programs and services developed by the institute.”
- ✓ The recommended “funding structure should reflect the most effective instructional strategies and service delivery models and be based on research-proven education programs and activities with demonstrated cost benefits.”
- ✓ Consider the following issues:
 - (a) Professional development for all staff;
 - (b) Whether the compensation system for instructional staff shall include pay for performance, knowledge, and skills elements; regional cost-of-living elements; elements to recognize assignments that are difficult; recognition for the professional teaching level certificate in the salary allocation model; and a plan to implement the pay structure;
 - (c) Voluntary all-day kindergarten;
 - (d) Optimum class size, including different class sizes based on grade level and ways to reduce class size;
 - (e) Focused instructional support for students and schools;
 - (f) Extended school day and school year options;
 - (g) Health and safety requirements; and
 - (h) Staffing ratios and other components needed to support career and technical education programs*
- ✓ “The recommendations should provide maximum transparency of the state's educational funding system in order to better help parents, citizens, and school personnel in Washington understand how their school system is funded” and “be linked to accountability for student outcomes and performance.”
- ✓ “In light of recent court decisions, the task force shall specifically consider issues related to equalizing school employee salary allocations among school districts*”
- ✓ Report to the legislature by December 1, 2008*

**Added in 2008 legislation*

Exhibit 2

Washington State Basic Education Finance Joint Task Force
Dan Grimm, Chair
Representative Glenn Anderson
Terry Bergeson, Superintendent of Public Instruction
Senator Lisa Brown
Cheryl Chow, Board President, Seattle School District
Laurie Dolan, Governor's Office
Senator Mike Hewitt
Senator Janea Holmquist
Representative Ross Hunter
Superintendent Bette Hyde, Bremerton School District
Superintendent Jim Kowalkowski, Davenport School District
Representative Skip Priest
Representative Pat Sullivan
Senator Rodney Tom
<u>Alternates:</u>
Representative Kathy Haigh
Representative Fred Jarrett

Exhibit 3

Washington State Basic Education Finance Joint Task Force Meeting Days
September 10, 2007
October 22, 2007
November 19-20, 2007
December 13, 2007
January 11, 2008
March 24, 2008
April 14, 2008
May 6, 2008
June 9-10, 2008
July 8, 2008
August 6, 2008
September 15-16, 2008
October 20-21, 2008
November 10-11, 2008
November 17-18, 2008
November 24-25, 2008
December 8-9, 2008

KEY DRAFT RECOMMENDATIONS

- ✓ Define basic education as the opportunity for students to meet proposed new high school graduation requirements.
- ✓ Basic education includes supplemental instructional opportunities for disadvantaged students, including at-risk pre-school children.
- ✓ Establish a new state budgeting system with allocations based on class size and instructional hours in model elementary, middle, and high schools, with flexibility for local school district spending.
- ✓ Increase state allocations to school districts based on reduced class size assumptions, especially in grades K through 3, and more instructional time, and increase allocations for at-risk pre-school children.
- ✓ Reform the compensation system:
 - Determine salary increases and continuing contracts for teachers based on performance factors (career ladder).
 - Set school employee salary allocations benchmarked by comparable wages in regional non-school employee labor markets.
 - Eliminate state allocations for teacher salary increases based on additional educational credits and degrees.
 - Create new performance-based teacher certification system supported by increased resources for professional development and mentoring.
- ✓ Implement a common state-funded accounting and budgeting system for all school districts and enhance the statewide student information system.
- ✓ Implement the State Board of Education proposed accountability system principles.

1. BASIC EDUCATION DEFINITION

1.A. Task Force Decision: Consider the program of basic education instruction and related funding formulas in the proposal from Representatives Ross Hunter, Pat Sullivan, Fred Jarrett, Glenn Anderson, Skip Priest, and Senator Rodney Tom (the “legislators’ proposal”).

Separately, the Task Force decided to add early learning for at-risk children in the definition of basic education.

Key Details (highlighted portion reflects new language proposed by Representative Hunter):

The definition of basic education should identify an instructional program that supports a set of graduation requirements to prepare students for four-year colleges, community colleges with no remedial work on entry, or apprenticeship programs. The draft legislation on page A-1 of this report identifies the following as part of basic education:

- current law (constitutional requirements and the goals of Washington’s school system);
- the instructional program of basic education (see Section 2 of this report);
- the allocation of resources to implement the instructional program of basic education (see Section 3 of this report);
- reference to other basic education programs (residential programs and student transportation); and
- a standardized program of early learning for eligible students at risk for not meeting state learning standards.

2. INSTRUCTIONAL PROGRAM OF BASIC EDUCATION

2.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

Key Details (highlighted portion reflects new language proposed by Representative Hunter):

The instructional program of basic education should provide students with opportunity to take classes that meet the proposed Core 24 graduation requirements. These requirements assume that high school students take at least 24 classes in four years, which requires at least six periods per day. The program also includes adequate time for remediation should a student need additional help to meet graduation requirements. State funding allocations for students who need supplemental instruction are primarily based on measures of poverty (eligibility for free and reduced priced meals). Basic education also includes supplemental instruction for students who do not speak English as their primary language, special education, and early learning instruction for at-risk children.

Draft legislation for this section is on page A-2.

Summary of proposed allocations:

- Instructional program is based on the Core 24 graduation requirements proposed by the State Board of Education (SBE).
- Minimum instructional time:
 - Middle school (grades 7-8) and high school (grades 9-12): 1,155 hours/year (seven 55-minute periods a day of instruction).
 - Elementary school (grades 1-6): 1,000 hours/year.
 - Kindergarten: 1,000 hours/year (for voluntary full-day kindergarten) or 450 hours/year (for half-day kindergarten) .
 - 1 hour for teacher planning/professional development.
 - Hours/year apply to each grade level (not averaged across grade levels).
- Supplemental instruction for underachieving students.
- Transitional bilingual instruction for English language learners (ELL students).
- Special education for students with disabilities.
- Early learning instructional programs for at-risk children.

3. CORE ALLOCATIONS FOR THE BASIC EDUCATION INSTRUCTIONAL PROGRAM

Staffing Levels for the Core Instructional Program

3.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

Key Details: The proposed finance model builds a program of Basic Education from the school level starting with four model schools: primary (grades K-3), elementary (grades 4-6), middle (grades 7-8), and high (grades 9-12). Class size and other staffing recommendations for allocations are as follows. Draft legislation for this section begins on page A-2. **NOTE: Members discussed modifying the assumptions (e.g., class size) for staff allocations**

Core teachers:

- High and middle schools: Class size of 25 (average across the school).
- High schools: Class size of 15 in career and technical education (CTE) state-approved programs, laboratory science, and Advanced Placement (AP) and International Baccalaureate (IB) courses.
- Middle schools: Class size of 15 in career and technical education (CTE) state-approved programs.
- Elementary schools, grades 4-6: Class size of 25.
- Elementary schools, grades K-3: Class size of 15.
- Consider basing student enrollment drivers on a three-year rolling average.
- Class size adjustments for schools with more than 50 percent of students eligible for free and reduced price meals.

Educational Staff Associates

- Per prototype school, based on a 400 student elementary (K-6) school; a 432 student middle (7-8) school; and a 600 student high (9-12) school.
- Teacher librarians and media specialists: 1
- Nurses and social workers: 1
- Guidance counselors/parent outreach: 1
- Principals: 1
- Professional development coordinator (instructional coach): .75

Classified Staff **NOTE: staff are checking # assumptions to ensure staffing at current levels**

- Per prototype school, based on a 400 student elementary (K-6) school; a 432 student middle (7-8) school; and a 600 student high (9-12) school.
- Office support and non-instructional aides: 3
- Custodians and other maintenance: 2
- Student and staff safety: 1

NOTE: Whether NERC allocations in the draft legislation are appropriate remains unclear; staff directed to analyze

Special Education

3.B. Task Force Decision: Maintain current policy, assuming a broader base of funding.

Key Details:

- Maintain the current multiplier (special education funding per student is the base allocation * .9309 for children in K-12, and * 1.15 for children ages 3-5, in special education).
- The base allocation for this calculation includes the core allocation.
- Continue the safety net process.

Early Learning

3.C. Task Force Decision: Add early learning for pre-school children at risk for not meeting state learning standards to the definition of basic education.

Key Details:

- Part of the definition of basic education
- Standardized program of instruction
- Eligible students are at-risk of not meeting state learning standards
- State provides means to identify eligible students
- Multiple delivery systems are allowed

Representative Priest will propose specific language

Highly Capable Students

3.D. Task Force Decision: Provide enhanced funding on top of basic education allocations for highly capable students.

Key Details: Enhanced funding for highly capable students is provided. Funding allocations assume five percent of full-time equivalent students qualifies as highly capable.

Representative Hunter will propose specific language

4. SCHOOL EMPLOYEE COMPENSATION

4.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

- Remove educational credits and degrees from the salary allocation model (SAM).
- Replace education columns on the SAM with a career ladder using the following categories: residency, professional, and master (NBPTS) certification.
- Adjust salaries to be competitive in regional labor markets.
- Teachers who serve as mentors or peer evaluators receive higher pay.
- Current teachers can remain in the current SAM or opt into the new system.

Draft legislation for this section is on page A-5. Staff directed to develop cost estimates using 10 and 12 month salary bases.

Sample Salary Schedule (Staff are calculating dollar amounts from Lori Taylor's comparable wage data).

Professional Status	Experience (years)	Base Pay	Mentor Stipend	Peer Reviewer Stipend	Hard-to-Staff Supplement	Regional Wage Adjustment
Residency	1	\$XX,XXX				(by district)
Residency	2	\$XX,XXX				(by district)
Residency	3+	\$XX,XXX				(by district)
Professional	1	\$XX,XXX				(by district)
Professional	2	\$XX,XXX				(by district)
Professional	3	\$XX,XXX				(by district)
Professional	4	\$XX,XXX				(by district)
Professional	5	\$XX,XXX				(by district)
Professional	6	\$XX,XXX				(by district)
Professional	7	\$XX,XXX				(by district)
Professional	8+	\$XX,XXX				(by district)
Master	1	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)
Master	2	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)
Master	3	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)
Master	4	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)
Master	5	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)
Master	6+	\$XX,XXX	\$1,500	\$1,500	\$3,000	(by district)

State-funded Contract Days

4.B. Task Force Decision: Increase the number of Learning Improvement Days (LIDs) from two to ten as part of the SAM.

Key Details: The number of contract days for teachers is 180 instructional days plus 10 LIDs, for a total of 190 days. State funding for LIDs must be used for professional development or other district-directed activities and may not be used for salary increases. Draft legislation for this section is on page A-5.

Salary Survey/Labor Market Analysis

4.C. Task Force Decision: The state should collect information about compensation in occupations comparable to teaching and other school employee positions.

The state should collect information about compensation in occupations comparable to teaching and other school employee positions, including educational staff associates (ESA) and school building administrators. The salary survey shall include information about:

- regional labor market differences in compensation;
- different job descriptions/duties (e.g., math, science, special education, ELL teachers), based on other occupations; and
- health, pension, and other benefits.

Draft legislation for this section begins on page A-5.

Pay for Performance, Knowledge, and Skills

4.D. Task Force Decision: Continue bonuses for teachers who receive National Board for Professional Teaching Standards (NBPTS) certification. Consider the legislators' proposal for stipends for mentor and evaluator teachers.

Key Details: Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to teachers on the current SAM who achieve NBPTS certification. Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to NBPTS-certified teachers on the current SAM who work in high-poverty schools.

Provide a \$XX bonus for teacher mentors and teachers who perform peer evaluations under the new certification system (described in section 5 of this report).

Task Force Decision: Implement school-wide building bonuses based on student achievement measures.

Key Details: Develop an incentive compensation program that awards a monetary bonus to all school staff for building-level student academic achievement. Awards shall be determined based on multiple measures of student performance, including standardized test scores and student retention in secondary schools.

Loan Forgiveness

4.E. Task Force Decision: Provide loan forgiveness for teachers and ESAs in documented shortage areas such as math, science, bilingual instruction, and special education.

Key Details: Add funding to the future teachers conditional scholarship and loan repayment program (RCW 28B.102) for teachers and educational staff associates (ESA) candidates in documented shortage areas such as math science, bilingual instruction, and special education. Draft legislation for this section is on page A-6, with new language proposed by Senator Tom

Supplemental Pay

4.F. Task Force Decision: Consider restricting supplemental pay for teachers to activities that require additional time.

Key Details: Refine the Time, Responsibilities, and Incentive (TRI) pay law so that supplemental pay can only be provided for additional time. Supplemental pay must be provided at the base salary rate. Draft legislation for this section is on page A-6.

Continuing Contracts

4.G. Task Force Decision: Require teachers to achieve professional certification within five years to be eligible for continuing contracts.

Key Details: Currently, teachers are employed on a provisional basis for two years. This change amends provisional status to last for up to five years or until professional certification is attained (whichever comes first).

Collective Bargaining

4.H. Task Force Decision: Use the Chair’s proposal as basis for further discussion and decision-making. Include provision for regional negotiations. Authorize local school districts to bargain non-compensation related working conditions subject to approval by the state.

Key Details: The collective bargaining rights of educational employees are preserved; related responsibilities of employers are transferred to the state. **New language based on Task Force discussion is highlighted below.**

- Collective bargaining of wages, hours, and terms and conditions of employment between the state and exclusive bargaining representatives, **by labor market region within the state.**
- The state is represented by the Governor or the Governor's designee.
- **Exceptions to master agreements must be approved by the state's representative, and must require expenditures of local funds only or be cost-neutral. Local school districts may bargain working conditions subject to approval by the state.**
- Requires the Governor to submit requests for funds to implement wage provisions in master agreements to the Legislature. Requires the Legislature to approve or reject requests for funds as a whole.
- Limits the duration of collective bargaining agreements to the school years associated with one fiscal biennium.
- Requires that certain salaries not be less than salaries in statewide salary allocation schedules; that certain salaries not be more than salaries used for basic education allocations; that salaries in programs other than basic education be consistent with salaries in basic education program. **See draft legislation for details about the “certain” salaries.**
- Allows salaries to exceed limitations for time.

Draft legislation for this component is attached to this report.

Collective Bargaining Task Force Member Questions and Answers

Does the draft as written apply to non-certified positions? No. Under the Chair's proposal, classified school employees would be handled under the provisions for state employee contracts.

Does the state cut the paychecks or could that be delegated? The current provisions for issuing paychecks would not be changed. They would be issued by school districts.

Would the locals still bargain for local funds? As currently drafted, agreements for other bargains are subject to approval of the Governor. The draft authorizes employers and exclusive bargaining representatives to request exceptions to master agreements. The requests must be approved by the state's representative and must require expenditures of local funds or be cost-neutral.

Is this proposal in violation of federal labor law? If there is an assertion that the proposal violates federal law, it will be most helpful if individuals identify the particular law they believe that the proposal violates.

If there is a ceiling on salaries, is that real bargaining? A ceiling on salaries would limit the possible outcomes of bargaining. Current laws that limit outcomes include requirements that: (1) certain salaries not be less than salaries in statewide salary allocation schedules, and (2) certain salaries not be more than salaries used for basic education allocations similarly limit the results of bargaining.

If there were to be regional bargaining, how would that work? The Governor would have authority to negotiate contracts directly or to appoint representatives to perform this function. The Governor could delegate this authority to regional bodies, to the ESDs, or other organizations/individuals. These agreements, however, would need to be approved by the Governor.

5. TEACHER PREPARATION

Certification (Career Ladder and Peer Reviews)

5.A. Task Force Decision: Use legislators' proposal as basis for further discussion.

Key Details:

Career Ladder System of Certification

- A career ladder with residency, professional and master certification levels linked with the salary allocation model.
- Educator preparation programs must align with state learning standards.
- For residency certification:
 - Teachers must pass an evaluation (not conducted by college).
 - Certificate good for 5 years only - non-renewable.
- For professional certification:
 - Teachers must teach for 2 years and pass peer reviews.
 - Teachers must achieve professional certification within 5 years to stay certified.
 - Continuing professional certification is based on professional growth plan.
- PESB defines "master" level of certification.
- For teachers master level = NBPTS certification.
- For ESAs = certification equivalent to NBPTS.

Peer Reviews

As the state salary schedule is modified through career ladders and certification, the evaluation system must be adjusted to provide a meaningful reflection of good instruction. The principal is the lead evaluator and as such, is able to use data from peer reviews.

- Peer reviews by state-certified evaluators (state establishes standards and provides for training and a process to certify evaluators).
- Common and standardized review process using multiple forms of evidence, including student performance on formative assessments, in-class visits, reviews of artifacts such as lesson plans, and possibly video of actual teaching.
- Peer reviewers:
 - are trained in evaluating the practice of teaching and use a common, structured rubric;
 - teach the same or similar subject as the teacher being reviewed;
 - **come from outside the district**¹ so there is no conflict of interest ; and
 - are at the highest step in the performance and compensation system.
- The system would be overseen by the Professional Educator Standards Board and delivered through regional networks managed by the ESDs.

¹ Members discussed modifying this requirement to provide for avoiding conflicts of interest but not necessarily restricting peer reviewers to out-of-district teachers, and/or possibly exempting small school districts from this requirement.

Superintendent Bergeson will look at the language in the TAP program.

Mentoring for New and Early Career Teachers

5.B. Task Force Decision: Use legislators' proposal as basis for further discussion.

Key Details:

- Provide a mentoring-based professional development program for new and early career teachers.
- Intensive support for first year, with progressive decrease in intensity based on need.
- Mentoring provided for up to 5 years (or until teachers attain professional certification).
- Mentoring from state-certified mentors.
- The PESB to establish standards and provide training and a process to certify mentors.
- Mentors cannot be peer evaluators in their own districts.

Draft legislation for this component is on page A-6.

6. FUNDING AND OVERSIGHT

I-732

6.A. Task Force Decision: Fold I-732 funds into basic education core allocations and remove I-732 as a separate funding source. Provide cost of living adjustments in the salary allocation model.

I-728

6.B. Task Force Decision: Fold I-728 funds into basic education core allocations and remove I-728 as a separate funding source.

Accounting and Budgeting Data System

6.C. Task Force Decision: Require all school districts to use a common, state-developed and state-funded budgeting and accounting system.

Key Details: All school districts are required to use a common, state-developed and state-funded budgeting and accounting system. The system shall include:

- Separate accounting of state and local revenues and costs.
- A common, standardized structure for cost classifications.
- Costs linked with student outcomes data.
- Program costs reported at the school and district levels.

State funding shall support this system, with no cost to districts for development implementation, training and auditing of the data system.

NOTE: draft legislation for this component was removed because it did not match members' intent. Re-drafting is in process.

Student Data System

6.D. Task Force Decision: The statewide student data system should include individual student standardized test performance, including scores on diagnostic and college readiness tests and a dropout early warning system.

Key Details: A state-provided common statewide student information system should have the capacity to connect information about students, test scores, teachers, and courses in real time. The system should include individual student scores on standardized tests, including diagnostic and college readiness exams. The system should also include a dropout early warning system.

Oversight and Accountability

6.E. Task Force Decision: Implement the accountability system principles proposed by the State Board of Education.

Key Details: Components of the SBE's proposed system include the following:

- Accountability index is established that uses multiple criteria to evaluate school and district performance.
- Schools with exemplary performance are identified as well as those experiencing problems.
- Voluntary targeted assistance provided to struggling schools.
- Timelines established for improvement.
- State assistance and monitoring if schools/districts continue to struggle with student performance after an allotted time period.

Appendix: Draft Legislation

1. Basic Education Definition

(1) The program of basic education established under this chapter is deemed by the legislature to comply with the requirements of Article IX, section 1 of the state Constitution, which states that "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex," and is adopted pursuant to Article IX, section 2 of the state Constitution, which states that "The legislature shall provide for a general and uniform system of public schools."

(2) The program of basic education is composed of:

- (a) The goals of the school system: The goal of basic education for the schools of the state of Washington shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:
 - (i) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
 - (ii) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
 - (iii) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
 - (iv) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
- (b) The instructional program described in section 2 of this report;
- (c) The determination and distribution of state resources as defined in section 3 in this report;
- (d) The program of education for students in residential schools and juveniles in detention facilities; and
- (e) Transportation services and transportation to and from school for eligible students; and
- (f) A standardized program of early learning for eligible students at risk for not meeting state learning standards.

2. Instructional Program of Basic Education

The minimum instructional program of basic education offered by school districts must be designed to provide every student the opportunity to achieve the basic education goals.

- (1) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age and less than twenty-one years of age;
- (2) Each school district shall make available to students the following minimum instructional offering each school year:
 - (a) For students enrolled in grades 7 through 12: 1,155 instructional hours;
 - (b) For students enrolled in grades 1 through 6: 1,000 instructional hours;
 - (c) For students enrolled in kindergarten: 450 instructional hours (which shall be increased 1,000 for voluntary full-day kindergarten)
- (3) The instructional program of basic education provided by each school district shall include:
 - (a) Instruction in the essential academic learning requirements;
 - (b) Instruction that provides students the opportunity to meet the high school graduation requirements proposed by the state board of education (Core 24);
 - (c) Supplemental instruction and services for underachieving students;
 - (d) Transitional bilingual instruction for students whose primary language is other than English; and
 - (e) For all special education students, the opportunity for an appropriate education at public expense;
- (4) Nothing in this section requires a school district to offer the required annual instructional hours based on a specified number of days in a school year.

3. Core Allocations for the Basic Education Instructional Program

Allocations, Not Mandate for Spending

- (1) The distribution formula in this section shall be for allocation purposes only. Nothing requires school districts to use basic education funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular time period for planning or professional development.

Model Schools

The allocation to school districts to provide the instructional program of basic education shall be determined as follows and shall be subject to the phase-in schedule:

- (2) The distribution formula shall be based on minimum staffing and non-staff costs to support instruction and operations in prototypical schools serving high, middle, and elementary school students. Allocations shall be adjusted from the prototypes based on the actual number of FTE

students in each grade at each school in the district. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools.

(a) Prototypical schools are defined as follows:

- (i) A prototypical high school has 600 students in grades 9 through 12;
- (ii) A prototypical middle school has 432 students in grades 7 and 8; and
- (iii) A prototypical elementary school has 400 students in grades K-6.

(b) By the end of the phase-in, the minimum allocation for a prototypical high school shall be based on the number of classroom teachers needed to provide instruction over 1,155 annual instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0
For career and technical education courses approved by the office of the superintendent of public instruction	15.0
For laboratory science courses.....	15.0
For advanced placement and international baccalaureate courses.....	15.0

(c) By the end of the phase-in, the minimum allocation for a prototypical middle school shall be based on the number of classroom teachers needed to provide instruction over 1,155 instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0

(d) By the end of the phase-in, the minimum allocation for a prototypical elementary school shall be based on the number of classroom teachers needed to provide instruction over 1,000 instructional hours and provide at least one teacher planning period per school day, with the following average class size:

	Average Class Size
Basic class size	25.0
Basic class size in schools where more than fifty percent of the students are eligible for free and reduced price meals.....	22.0
Class size in grades kindergarten through three.....	15.0

(e) By the end of the phase-in, the allocations above shall be enhanced as follows to provide additional allocations for classroom teachers:

- (i) To provide supplemental instruction and services for underachieving students, allocations shall be based on the percent of students in each school who are eligible for free and reduced priced meals, except that the percent of students in a prototypical high school shall be adjusted to reflect under-reporting of free and reduced price meals eligibility.

- (A) The minimum allocation for underachieving students shall provide an extended school day for each prototypical school as follows: Two instructional hours per week and an average class size of five.
- (B) The minimum allocation for underachieving students shall provide an extended school year for each prototypical school as follows: Ten instructional hours per week for four weeks and an average class size of five.
- (ii) To provide transitional bilingual instruction, allocations shall be based on the number of students in each school who are eligible for and enrolled in transitional bilingual instruction. The minimum allocation for transitional bilingual instruction shall provide supplemental instruction with an average class size of eight for a prototypical school as follows:

	High School	Middle School	Elementary School
Percent of school day in supplemental instruction.....	14.0%	14.0%	20.0%

- (f) By the end of the phase-in, the minimum allocation for each prototypical school shall include allocations for the following types and number of staff in addition to classroom teachers: 1.0 principals, including assistant principals and other certificated building-level administration; 1.0 librarians, a function that includes information science and media specialist; 1.0 student health services staff, a function that includes school nurses and social workers; 1.0 guidance counselors, a function that includes parent outreach; 3.0 office support and non-instructional aides; 2.0 custodians and other maintenance; and 1.0 student and staff safety staff.
- (g) The minimum allocation for each school shall include allocations per annual average full time equivalent student for the following materials, supplies, and operating costs, subject to phase-in, which shall be enhanced for career and technical education courses approved by the office of the superintendent of public instruction and for laboratory science courses, and adjusted annually for inflation for the cost of each category:

Per annual average full time equivalent student	
Student technology.....	\$200
Utilities.....	\$216
Curriculum, textbooks, library materials, And instructional supplies.....	\$155
Instructional professional development.....	\$103
Other building-level costs including maintenance, custodial, and security.....	\$102
Central office administration.....	\$210

Central Office

- (3) The distribution formula shall include allocations to school districts to support central office administration, including staffing and materials, supplies, and operating costs at a district-wide level. The minimum allocation shall be six percent of the sum of allocations for staffing/class sizes, supplemental instruction for underachieving students, transitional bilingual instruction, instruction for highly capable students, and special education.

4. School Employee Compensation

- (1) The legislature shall establish for each school year, beginning with the 20XX-XX school year, a statewide base salary allocation schedule for teachers and other certificated instructional staff. The base salary allocation schedules shall be for allocation purposes only and shall be used to distribute funds for the teachers and certificated instructional staff allocated under the basic education instructional program.
- (2) This section applies only to teachers and other instructional staff whose first employment with a school district commences with or after the 20XX-XX school year or who have transferred to the new compensation system.
- (3) Base salary allocations shall be calculated by determining the district's average base salary for teachers and other certificated instructional staff in the district who are subject to this section, using the statewide base salary allocation schedule.
- (4) The statewide base salary allocation schedule under this section shall be based on three tiers of demonstrated performance that align with the three levels of certification as defined by the professional educator standards board: residency, professional, and master (NBPTS). Each tier shall contain salary steps based on years of service. The salary allocation schedule shall not provide increased salaries based on continuing education credits or academic degrees.
- (5) The statewide base salary allocations for eligible school districts shall be adjusted based on a regional wage adjustment.
- (6) Beginning in the 20XX-XX school year, the distribution formula shall include allocations to school districts to support release time for state-certified mentors and new teachers to provide a mentoring and support program. The formula shall be based on the number of teachers in the district with five or fewer years of teaching experience, with the amount of release time significantly greater to support teachers in their first year of teaching service for whom the program is mandatory.

State-funded Contract Days (for school employee learning improvement days for professional development)

The statewide base salary allocation schedule under this section shall include the equivalent of ten learning improvement days, subject to phase-in.

Salary Survey

- (1) The state shall conduct a comparative labor market analysis every XX years of salaries and other compensation for school district employees in Washington.
 - (a) The comparative analysis shall examine salaries and other compensation for teachers, other certificated instructional staff, principals and other building-level certificated administrators, and the types of classified school employees for whom salaries are allocated.
 - (b) The comparative analysis shall be calculated at a statewide level and labor markets in Washington identified through the use of data from the United States bureau of the census and the bureau of labor statistics.
 - (c) The analysis shall also include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators:

- (i) Beginning teachers;
 - (ii) Mathematics and science teachers; and
 - (iii) Types of educational staff associates.
- (2) For the purposes of this section, "salaries and other compensation" includes average base salaries, average total salaries, average employee basic benefits, and retirement benefits.

Loan Forgiveness

28B.102.040. Selection of participants — Processes — Criteria.

- (1) The [higher education coordinating] board may select participants based on an application process conducted by the board or the board may utilize selection processes for similar students in cooperation with the professional educator standards board or the office of the superintendent of public instruction.
- (2) If the board selects participants for the program, it shall establish a selection committee for screening and selecting recipients of the conditional scholarships. The criteria shall emphasize factors demonstrating excellence including but not limited to superior scholastic achievement, leadership ability, community contributions, bilingual ability, willingness to commit to providing teaching service in shortage areas, and an ability to act as a role model for students. Priority will be given to individuals seeking certification or an additional endorsement **in math, science, technology education, special education, or bilingual instruction.**

Supplemental Pay

Salaries and benefits for certificated instructional staff may exceed the limitations in subsection (3) of this section only by separate contract for additional time and may not exceed the per diem rate of the base contract. Supplemental contracts shall not cause the state to incur any present or future funding obligation. Supplemental contracts shall be subject to the collective bargaining provisions, shall not exceed one year, and if not renewed shall not constitute adverse change. No district may enter into a supplemental contract under this subsection for the provision of services which are a part of the basic education program.

Teacher Mentoring

Mentoring

By the 20XX-XX school year, school districts shall provide a system of mentoring for new and early career teachers with five or fewer years of experience. Peer mentors shall have professional certification and meet other criteria as defined by the professional educator standards board. The legislature shall fund an allocation formula that reflects the following assumptions at a minimum: XX certificated instructional staff as peer mentors per XX teachers employed with five or fewer years of experience teaching, with necessary allocations for nonsalary costs.

Attached: collective bargaining draft legislation