
SUBSTITUTE HOUSE BILL 2654

State of Washington

61st Legislature

2010 Regular Session

By House Education (originally sponsored by Representatives Wallace, Seaquist, Probst, Quall, Ormsby, Simpson, Kelley, and Anderson)

READ FIRST TIME 02/03/10.

1 AN ACT Relating to providing for elementary math specialists;
2 amending RCW 28A.150.260; adding a new section to chapter 28A.410 RCW;
3 creating a new section; and providing an effective date.

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

5 NEW SECTION. **Sec. 1.** The legislature finds that significant
6 changes have been made in recent years to improve Washington's
7 mathematics standards. Additional mathematics coursework, at a more
8 rigorous level, will be required for high school graduation. However,
9 efforts to increase the rigor of middle and high school mathematics
10 will ultimately not be successful unless students in elementary school
11 are more engaged and better prepared in mathematics. Success in this
12 objective is more likely to occur, and in a shorter time frame, if
13 students have the opportunity to receive instruction from a teacher
14 with special skills in both mathematics content and instructional
15 strategies focused on the learning needs of elementary students. At
16 least seven other states, including Michigan, Ohio, Virginia, and
17 Arizona, have created an endorsement for elementary mathematics
18 teachers. Therefore, the legislature intends to provide for both a

1 staffing allocation and an endorsement pathway for elementary
2 mathematics specialists to be deployed in schools.

3 **Sec. 2.** RCW 28A.150.260 and 2009 c 548 s 106 are each amended to
4 read as follows:

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

10 (1) The governor shall and the superintendent of public instruction
11 may recommend to the legislature a formula for the distribution of a
12 basic education instructional allocation for each common school
13 district.

14 (2) The distribution formula under this section shall be for
15 allocation purposes only. Except as may be required under chapter
16 28A.165, 28A.180, or 28A.155 RCW, or federal laws and regulations,
17 nothing in this section requires school districts to use basic
18 education instructional funds to implement a particular instructional
19 approach or service. Nothing in this section requires school districts
20 to maintain a particular classroom teacher-to-student ratio or other
21 staff-to-student ratio or to use allocated funds to pay for particular
22 types or classifications of staff. Nothing in this section entitles an
23 individual teacher to a particular teacher planning period.

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

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

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

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

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

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

18 (c) The minimum allocation for each level of prototypical school
19 shall be based on the number of full-time equivalent classroom teachers
20 needed to provide instruction over the minimum required annual
21 instructional hours under RCW 28A.150.220 and provide at least one
22 teacher planning period per school day, and based on an average class
23 size as specified in the omnibus appropriations act. The omnibus
24 appropriations act shall at a minimum specify:

25 (i) Basic average class size;

26 (ii) Basic average class size in schools where more than fifty
27 percent of the students are eligible for free and reduced-price meals;

28 (iii) Average class size for exploratory and preparatory career and
29 technical education, laboratory science, advanced placement, and
30 international baccalaureate courses; and

31 (iv) Average class size in grades kindergarten through three.

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

35 (i) Principals, including assistant principals, and other
36 certificated building-level administrators;

37 (ii) Teacher librarians, performing functions including information

1 literacy, technology, and media to support school library media
2 programs;

3 (iii) Student health services, a function that includes school
4 nurses, whether certificated instructional or classified employee, and
5 social workers;

6 (iv) Guidance counselors, performing functions including parent
7 outreach and graduation advisor;

8 (v) Professional development coaches, such as elementary
9 mathematics specialists described in section 3 of this act;

10 (vi) Teaching assistance, which includes any aspect of educational
11 instructional services provided by classified employees;

12 (vii) Office support, technology support, and other
13 noninstructional aides;

14 (viii) Custodians, warehouse, maintenance, laborer, and
15 professional and technical education support employees; and

16 (ix) Classified staff providing student and staff safety.

17 (4)(a) The minimum allocation for each school district shall
18 include allocations per annual average full-time equivalent student for
19 the following materials, supplies, and operating costs: Student
20 technology; utilities; curriculum, textbooks, library materials, and
21 instructional supplies; instructional professional development for both
22 certificated and classified staff; other building-level costs including
23 maintenance, custodial, and security; and central office
24 administration.

25 (b) The annual average full-time equivalent student amounts in (a)
26 of this subsection shall be enhanced based on full-time equivalent
27 student enrollment in exploratory career and technical education
28 courses for students in grades seven through twelve; laboratory science
29 courses for students in grades nine through twelve; preparatory career
30 and technical education courses for students in grades nine through
31 twelve offered in a high school; and preparatory career and technical
32 education courses for students in grades eleven and twelve offered
33 through a skill center.

34 (5) The allocations provided under subsections (3) and (4) of this
35 section shall be enhanced as follows to provide additional allocations
36 for classroom teachers and maintenance, supplies, and operating costs:

37 (a) To provide supplemental instruction and services for
38 underachieving students through the learning assistance program under

1 RCW 28A.165.005 through 28A.165.065, allocations shall be based on the
2 percent of students in each school who are eligible for free and
3 reduced-price meals. The minimum allocation for the learning
4 assistance program shall provide an extended school day and extended
5 school year for each level of prototypical school and a per student
6 allocation for maintenance, supplies, and operating costs.

7 (b) To provide supplemental instruction and services for students
8 whose primary language is other than English, allocations shall be
9 based on the number of students in each school who are eligible for and
10 enrolled in the transitional bilingual instruction program under RCW
11 28A.180.010 through 28A.180.080. The minimum allocation for each level
12 of prototypical school shall provide for supplemental instruction based
13 on percent of the school day a student is assumed to receive
14 supplemental instruction and a per student allocation for maintenance,
15 supplies, and operating costs.

16 (6) The allocations provided under subsections (3) and (4) of this
17 section shall be enhanced to provide additional allocations to support
18 programs for highly capable students under RCW 28A.185.010 through
19 28A.185.030, based on two and three hundred fourteen one-thousandths
20 percent of each school district's full-time equivalent enrollment. The
21 minimum allocation for the programs shall provide an extended school
22 day and extended school year for each level of prototypical school and
23 a per student allocation for maintenance, supplies, and operating
24 costs.

25 (7) The allocations under subsections (3)(b), (c)(i), and (d), (4),
26 and (8) of this section shall be enhanced as provided under RCW
27 28A.150.390 on an excess cost basis to provide supplemental
28 instructional resources for students with disabilities.

29 (8) The distribution formula shall include allocations to school
30 districts to support certificated and classified staffing of central
31 office administration. The minimum allocation shall be calculated as
32 a percentage, identified in the omnibus appropriations act, of the
33 total allocations for staff under subsections (3) and (6) of this
34 section for all schools in the district.

35 (9)(a) For the purposes of allocations for prototypical high
36 schools and middle schools under subsections (3) and (5) of this
37 section that are based on the percent of students in the school who are
38 eligible for free and reduced-price meals, the actual percent of such

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

4 (b) Allocations or enhancements provided under subsections (3) and
5 (4) of this section for exploratory and preparatory career and
6 technical education courses shall be provided only for courses approved
7 by the office of the superintendent of public instruction under chapter
8 28A.700 RCW.

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

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

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

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

32 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.410
33 RCW to read as follows:

34 (1) The professional educator standards board shall develop
35 standards for and adopt a specialty endorsement for elementary
36 mathematics specialists by July 1, 2011.

1 (2) An elementary mathematics specialist is a certificated
2 elementary teacher with a specialty endorsement under this section. An
3 elementary mathematics specialist may provide direct instruction to
4 students using an itinerant teacher model where the specialist rotates
5 from classroom to classroom within the school, or may serve as a coach
6 by demonstrating best practices to the regularly assigned classroom
7 teacher using a researched-based coaching model. The legislature
8 encourages school districts to give a priority to schools with large
9 numbers of students who are struggling in mathematics when assigning
10 elementary mathematics specialists and to use a model that best meets
11 the needs of the school.

12 (3) The standards shall include demonstration of enhanced
13 mathematics content knowledge and skills necessary to coach teachers
14 endorsed in elementary education in:

15 (a) Providing students in grades kindergarten through six with deep
16 knowledge and understanding of the essential academic learning
17 requirements in mathematics;

18 (b) Demonstrating knowledge and skills in a variety of
19 instructional strategies designed to engage elementary students in
20 learning mathematics and encourage them to enjoy and be interested in
21 the subject; and

22 (c) Demonstrating knowledge and skills in instructional strategies
23 targeted for students struggling with mathematics.

24 (4) To the maximum extent possible, the additional knowledge and
25 skills for the specialty endorsement under this section shall be
26 performance-based and require a minimum of additional coursework. To
27 the extent possible, any coursework required should be widely
28 accessible to elementary teachers across the state.

29 NEW SECTION. **Sec. 4.** Section 2 of this act takes effect September
30 1, 2011.

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