

**SUMMARY OF 2010 REGULAR  
AND SPECIAL LEGISLATIVE SESSIONS**

**BACKGROUND**

During the Special Session, the House and Senate budget-writers worked to complete a compromise tax package to raise approximately \$800 million. The legislature closed the \$2.8 billion budget gap by:

- Reducing expenditures by approximately \$755 million.
- Incorporating approximately \$618 million of approved or anticipated additional federal relief to Washington State.
- Transferring \$690 million in the Budget Stabilization Account and other funds to the state general fund.
- Raising \$757 million in new revenue.

**K-12 BUDGET**

To date, the Governor has yet to sign the budget bill. At the Board meeting, staff will provide details about any changes to the budget, but as it stands now: the legislature protected spending on all programs considered "basic education." They also continued to fully fund non-basic education programs such as the highly-capable, or gifted, program; all-day kindergarten for the 20 percent of schools with the highest poverty levels; and children's food programs.

Major Increases:

- Levy Changes – adding \$29.8 million. The local levy lid is lifted by four percent through 2017, including grandfathered districts, and the LEA percentage is increased from 12 percent to 14 percent. Also, the per-pupil inflator is left at four percent, rather than being reduced to one percent. Keeping the per-pupil inflator at four percent costs the state almost \$8 million, but saves local school districts tens of millions of dollars.
- Education Reform – adding \$5.1 million. Of this amount, \$2.5 million is to implement SHB 2776 (funding distribution formulas for K-12 education). \$2.4 million for fiscal year 2011 is provided to implement E2SSB 6696 (education reform) with \$142,000 for PESB and \$120,000 for ESDs, to fulfill their respective duties under the bill.

Major Reductions:

- Initiative 728 Allocations – saving \$79 million. The budget eliminates the per-student allocations of \$99 per student.
- Class Size Enhancements for Grade 4 - saving \$30 million. The final budget maintains funding for a K-3 Class Size Enhancement, but reduces the enhancement in Grade 4.
- Bus Depreciation - saving \$22 million. The budget provides funding to cover the sales tax cost of replacement in the final year of the bus's expected life cycle, rather than providing a portion of these funds to districts each year.
- Learning Improvement Day - saving \$16 million. The budget eliminates funding for the learning-improvement day for teachers and other certificated instructional staff. There will be no state funded LIDs next school year.

- Grants and Statewide Programs - saving \$10 million. A number of grants and statewide programs are reduced or eliminated, including a reduction of career and technical education grants and Building Bridges grants, a reduction of several teacher-preparation loan and stipend programs administered through PESB, and a 50% reduction in the state-funded focused assistance program for low performing schools, among others.

2009-11 Revised Omnibus Operating Budget  
(2010 Supp) Public Schools

	Total (thousands)
2009-11 Original Appropriations	15,647,542
2009-11 Maintenance Level	16,030,223

<b>2010 Policy Non-Comp Changes:</b>	
Student Achievement Program	-78,519
Certificated Staff Ratio Grade 4	-30,000
Bus Depreciation	-22,090
Learning Improvement Day	-15,585
Career and Technical Education	-1,838
Alternate Routes	-1,715
Focused Assistance	-1,523
Current Year Program Savings	-1,245
LASER	-1,184
Nat'l Board Bonus for Principals	-810
National Board Assessment Fees	-801
Administrative Reductions	-413
Safety Net Recovery	-400
Beginning Educator Support Team	-348
Local Farms & Healthy Kids	-300
LAP Income Verification	-208
K-20 Network	-194
Recruiting Diverse Teachers	-181
Retooling to Teach Math	-144
World Languages Supervisor	-136
Navigation 101	-100
Environmental Ed Coordinator	-78
Financial Literacy	-75
Dyslexia Pilot Best Practices	-70
Youth Suicide Prevention	-70
Campana Quetzal	-50
WWII Oral History Project	-25
Communities in Schools	-25
STEM Working Group	25

Highly Capable Program	55
Student Achievement Gap	100
Civil Rights Enforcement	133
Dropout Prevention	150
STEM Best Practices	150
Early Learning Basic Education	164
Apportionment and Financial Systems	250
School District Consolidation	250
Building Bridges Grants	338
College Bound Scholarship	1,000
Juveniles in Adult Jails	1,747
Education Reform	2,357
Basic Education Allocation	2,518
School Levies	29,800
Health Insurance Increase	400
Temporary Layoffs	-992
<b>2009-11 Revised Appropriations</b>	<b>15,909,846</b>
Difference from Original Appropriations	262,304
% Change from Original Appropriations	1.70%

#### Budget Notes about Select Elements

**Education Reform** - Funding is provided for implementation of Chapter 235, Laws of 2010 (E2SSB 6696), regarding education reform. The bill implements policy changes in a number of areas impacting the K-12 school system, including school and school district accountability systems, educator preparation program policy, educator evaluation systems, academic standards, and parent and community involvement in schools.

**Basic Education Allocation** - Funding is provided to develop the IT systems infrastructure to support the school funding formula provisions contained in Chapter 236, Laws of 2010 (ESHB 2776). The funding primarily supports reprogramming for the pupil transportation and general apportionment funding formulas. The pupil transportation IT systems work comprises approximately \$800,000 of this total, and funds the development of infrastructure capable of mapping out bus routes to document route miles for funding purposes. The work will also include development of enhanced reporting capabilities in the system. The general apportionment system reprogramming comprises approximately \$1.7 million of this total, and funds systems to align with the funding formulas contained in Chapter 548, Laws of 2009 (ESHB 2261), including structuring funding, based on prototypical school models.

**STEM Working Group** - The Office of Superintendent of Public Instruction will convene a working group to develop a plan to improve policies and practices regarding science, technology, engineering, and mathematics (STEM) instructional programs statewide. The plan will include improvements for recruiting, preparing, hiring, and retaining teachers; closing the

achievement gap; and creating STEM pathways that start in middle school and prepare students for college- and career-readiness.

**Retooling to Teach Math** - Funding to the Professional Educator Standards Board to support teachers seeking endorsements in areas of teacher shortage, such as math, science, special education, and bilingual education is eliminated as of July 1, 2010.

**Alternate Routes** - The Alternative Routes to Certification program provides assistance to individuals pursuing teacher certification through performance-based, non-traditional programs. These programs are aimed at recruiting candidates to teach in statewide subject matter and geographic shortage areas [such as math and science]. The program is reduced by 50 percent, beginning July 1, 2010, and thereafter.

**POLICY CONSIDERATION**

**SBE BUDGET**

Appropriation for SBE as Passed the Legislature on 4/12/10 *				
Category	Fiscal year 2010 as Passed Legislature	Change from Last Year's Enacted	Fiscal year 2011 as Passed Legislature	Change from Last Year's Enacted
Operation and Expenses	\$965,000	0	\$946,000	-\$19,000 (2%)
Development of Accountability Systems	\$150,000 for biennium	0	\$150,000 for biennium	0

\* There will be an additional reduction to SBE (and other agencies) under SB 6503 for employee compensation. The reduction is approximately 2.5% of the SBE employee compensation budget through a reduction plan.

**BILLS RELATED TO SBE'S WORK**

**Race to the Top**

E2SSB 6696 was signed into Chapter 235, 2010 laws by Governor Gregoire on March 29 and will become effective on June 10, 2010. SBE's original accountability was amended during session to include some technical fixes and some policy changes. One of the fixes added permissive language for the use of other federal funds in addition to the federal school improvement funds. Other changes include:

1. A Required Action Review Panel composed of five individuals appointed by the House, Senate, and Governor will be convened as needed. If SBE does not approve a district's Required Action Plan, then the district may appeal the decision to the Panel for consideration.
2. A legislative Joint Select Committee on Education Accountability will convene starting May 1, 2012. The Committee will identify options for addressing persistent lack of improvement in a school district. An interim report is due September 2012 and a final report in September 2013.
3. SBE will have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee regarding the process used to measure the closing of the achievement gap and regarding recognition of school districts that have succeeded in closing the achievement gap.

Please refer to Appendix A for a summary of work assigned to SBE in the legislation.

### **Boards and Commissions**

House Bill 2617 eliminates forty-five statutory boards, commissions, committees, or councils but does not eliminate SBE. However, beginning July 1, 2010, through June 30, 2011, SBE and other class four groups, when feasible, shall use an alternative means of conducting a meeting that does not require travel while still maximizing member and public participation and may use a meeting format that requires members to be physically present at one location only when necessary or required by law. Meetings must be held in state facilities whenever possible, and meetings conducted using private facilities must be approved by the director of the Office of Financial Management.

### **Biology End of Course Assessment**

A section in the budget bill requires OSPI, in consultation with SBE, to develop a high school biology end-of-course (EOC) assessment for implementation in the 2011-12 school year. By December 1, 2010, OSPI will recommend whether additional EOC assessments in science should be developed and in which content areas. Any recommendation for additional assessments must include an implementation timeline and the projected cost to develop and administer the assessments.

### **Statewide School District Reorganization Commission**

A section in the budget bill creates a Statewide School District Reorganization Commission that will include a representative from the SBE. The Commission will develop and recommend a comprehensive plan for the reorganization of Washington school districts for review and potential adoption by the legislature. The Commission will submit a final plan to OSPI, the Governor, and the legislature by December 1, 2012. Other members of the Commission will include school administrators, school board directors, certificated instructional school employees, and a person with experience as a demographer or as a participant on the redistricting commission under the Washington State Redistricting Act of 1983. This position was vetoed by the Governor.

### **Science, Technology, Engineering, and Mathematics (STEM) Working Group**

A section in the budget bill requires OSPI to convene a science, technology, engineering, and mathematics (STEM) working group that will include a representative from the SBE. The group will develop a comprehensive plan to improve policies and practices to ensure that a pathway is established for elementary schools, middle schools, high schools, postsecondary degree programs, and careers in the areas of STEM, including improving practices for recruiting, preparing, hiring, retraining, and supporting teachers and instructors while creating pathways to boost student success, close the achievement gap, and prepare every student to be college and career ready. A report and comprehensive plan is due by December 1, 2010. Other members of the group will include representatives from the Professional Educator Standards Board (PESB), State Board for Community and Technical Colleges (CBCTC), Higher Education Coordinating Board (HECB), Workforce Training and Education Coordinating Board (WTECB), and the Achievement Gap Oversight and Accountability Committee.

### **Reengaging Dropouts**

House Bill 1418 established a framework for a statewide dropout re-engagement to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. OSPI will develop model contracts and inter-local agreements for school districts to offer dropout re-engagement programs through community and technical colleges, community-based organizations, or other entities to deliver dropout re-engagement programs. Students enrolled in the dropout re-engagement programs will be

eligible to take the general educational development (GED) test. SBE will need to amend its rules governing the GED eligibility requirements to include these re-engaged students.

### **Closing State Agencies on Specified Dates**

Senate Bill 6503 (furlough bill) closes state agencies on ten specified dates. State agencies are directed to achieve a reduction in employee compensation costs through mandatory and voluntary furloughs, leave without pay, reduced work hours, voluntary retirements and separations, layoffs, and other methods. Agencies that fail to submit an approved compensation reduction plan will be subject to ten specified agency closure dates beginning in July 2010.

If an agency closes for certain days, then the closures will result in a temporary layoff and reduction of compensation of affected state employees. The closures will not affect employee seniority, vacation and sick leave accrual, or retirement benefits. Employees earning less than \$30,000 per year are allowed to use annual leave or shared leave in lieu of temporary layoffs during agency closures.

### Other Noteworthy Legislation

#### **Quality Education Council Recommendations**

House Bill 2776 set numeric values in the prototypical school funding formula adopted in 2009, for average class size, allocations of building-level staff, supplemental instruction for categorical programs, central office administration, and allocations for maintenance, supplies, and operating costs. It continues incremental phase-in of full-day kindergarten with statewide implementation by 2017-18. It also phases-in a new funding formula for pupil transportation starting in the 2011-13 biennium and to be completed by 2013-15. It changes timelines for technical working groups on compensation and local finance and puts the compensation working group under the direction of the OSPI, rather than the Office of Financial Management.

#### **Levies**

House Bill 2893 raised the levy lid and increased the levy base. It made the following changes to levies to be collected in calendar years 2011 to 2017:

1. The levy lid is increased by four percentage points, including districts with "grandfathered" status. For non-grandfathered districts, this increased the lid from 24 percent to 28 percent.
2. The levy base continues to include amounts that the districts would have received under I-728 and I-732 if funding for these initiatives had not been reduced. Definitions are provided for the "I-728 rate" and the "I-732 base" to clarify how the inclusions attributable to I-728 and I-732 are calculated.
3. The LEA payments for qualified districts are increased from 12 percent to 14 percent.
4. The enhanced allocation for grades K-4 is included in districts' levy bases, in the event that it is reduced in the future.
5. In addition, school districts may return to voters in the middle of a levy cycle for additional levy authority.

#### **Interdistrict Cooperative High School Programs**

House Bill 2913 authorized the creation of innovative interdistrict cooperative high school programs. Now, two or more non-high school districts may form an interdistrict cooperative to offer an Innovation Academy Cooperative for their resident high school students. OSPI must approve the academies before operation begins and report back to the legislature by January 1, 2013. An academy is defined as a high school program with one or more of the following:

1. Interdisciplinary curriculum and instruction organized into subject-focused academies.
2. A combination of service delivery models.



3. Intensive and accelerated learning.
4. Creative scheduling and use of facilities.

### **Graduation Rates**

Senate Bill 6403 concerned accountability and support for vulnerable students and dropouts. The Building Bridges Work Group will now include representatives appointed from a variety of agencies. State agencies in the work group must work together to support school/family/community partnerships engaged in building K-12 dropout prevention, intervention, and re-engagement systems. By September 15, 2010, OSPI, in collaboration with the work group, must develop and report recommendations to the Quality Education Council (QEC) and the legislature for the development of a comprehensive K-12 dropout reduction initiative. By December 1, 2010, the work group must make recommendations to the legislature and the Governor about the infrastructure for coordinating services for vulnerable youth.

### **Student Learning Plans**

Senate Bill 6604 maintained students learning plans for students in eighth grade but eliminated them for students in other grades. Prior to this session, student learning plans were required for students in grades five and eight through grade 12, if they failed to successfully complete the statewide assessment in one or more of the content areas.

### **Voluntary Program of Early Learning**

Senate Bill 6759 created a technical working group beginning April 1, 2010, to develop a comprehensive plan for a voluntary program of early learning. The working group will be convened by OSPI and the Department of Early Learning (DEL), but must be monitored and overseen by the QEC. The plan must examine the opportunities and barriers of at least two options:

1. A program of early learning under basic education.
2. A program of early learning as an entitlement.

The working group has a progress report due to the Early Learning Advisory Council and the QEC July 1, 2011, and a final report and plan due November 1, 2011. The QEC must report to the legislature by January 1, 2012.

## **POLICY ISSUES THAT MAY OUTLIVE BILLS THAT WERE NOT PASSED**

### **Alternative Route to a High School Diploma**

HB 3025 and SB 6778 concerned an alternative route to a high school diploma. The original bills established an alternative to the state's minimum high school graduation requirements that was aligned with the minimum credits for admission to a public four-year institution of higher education adopted by the Higher Education Coordinating Board. The alternative route also included meeting the required college academic distribution requirements; a GPA of at least 3.0; and completion of a culminating project and a high school and beyond plan. The alternate route did not require meeting standard on the statewide assessments.

### **Mathematics and Science High School Graduation Requirements**

HB 2915 and SB 6553 concerned mathematics and science high school graduation requirements. The bills extended the alternative graduation requirements in mathematics to the Class of 2014 and postponed the requirement of meeting standards in science to the Class of 2017. Beginning with the Class of 2015, students would have been able to graduate if they met a new "basic level" of performance set by SBE. OSPI, in consultation with SBE, would have submitted a report on the validity and reliability of the science assessments and whether the science requirement should have been further postponed.

**Flexibility for Successful Schools**

SB 6620 concerned recognizing successful schools and school districts. The bill provided schools and school districts with greater autonomy, flexibility, and control over the operation of the schools and districts for two years after being recognized by SBE as having exemplary student performance. The schools and districts would have been exempt from a long list of education statutes.



## Appendix A

### Summary of Tasks related to Accountability Legislation (E2SSB 6696) and other Legislation from 2009 and 2010

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Sections 102 & 103	Identification of Persistently Lowest Achieving Schools and Recommendations for Required Action	Beginning in 2010, and each year thereafter, by December 1, OSPI will annually identify schools as one of the states persistently lowest-achieving schools; beginning in January 2011, OSPI shall annually recommend, to SBE, districts for designation as required action districts, based on the availability of federal funds and criteria developed by OSPI.	OSPI adopt criteria in rules fall/winter 2010	OSPI will establish the criteria for determining whether a school is among the persistently lowest-achieving five percent; OSPI will establish the criteria for designation of required action districts.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 104	Academic Performance Audit	OSPI will contract with an external review team to conduct an academic performance audit of the required action district. The review team shall have expertise in comprehensive school and district reform and shall not be from OSPI, SBE, or school district subject to audit.	OSPI adopt rules fall/winter 2010	OSPI shall establish audit criteria.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 105	Required Action Plan	SBE will develop a schedule for local school district superintendents and local boards of required action districts to submit a required action plan to SBE.	SBE adopt rules at or before the November 2010 Board meeting	If the school district and the employee organizations are unable to agree on the terms of a required action plan, then they may request the Public Employment Relations Commission to act as a mediator.

Subject & Bill/Statute	Title	Item/Task	Due date	Notes
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 106	Approval of Required Action Plan	A required action plan, developed by a district's school board and superintendent, must be submitted to SBE for approval. SBE shall approve a plan proposed by a school district only if the plan meets the requirements in section 105 of this act and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.	SBE adopt rules at or before the November 2010 Board meeting	SBE must accept, for inclusion in any required action plan, the final decision by the superior court on any issue certified by the executive director of the Public Employment Relations Commission under the process in section 105 of this act.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 107	Required Action Review Panel	A Required Action Review Panel is established to offer an objective, external review of a request from a school district for reconsideration of the SBE's rejection of the district's required action plan.	SBE and OSPI must develop timelines and procedures for the deliberations under this section so that school districts can implement a required action plan within the time frame required under section 106 of this act.	The panel shall be composed of five individuals with expertise in school improvement, school and district restructuring, or parent and community involvement in schools.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 108	Redirect of Title I Funds if No Required Action Plan	SBE may charge OSPI to redirect district's Title I funds based on the academic performance audit findings if a school district has not submitted a required action plan for approval or the final plan submitted has not received approval by SBE.		SBE directs OSPI prior to the beginning of the school year in which the plan is intended to be implemented.

<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 109	Implementation of Required Action Plan	A school district must implement a required action plan upon approval by SBE.		
<b>Subject &amp; Bill/Statute</b>	<b>Title</b>	<b>Item/Task</b>	<b>Due date</b>	<b>Notes</b>
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 110	Biannual Reports and Delisting Districts	SBE will release a school district from the designation as a required action district will recommend that the district remain in required action upon recommendation from OSPI.	SBE and/or OSPI adopt rules fall/winter 2010	OSPI must recommend a school district be released from the designation if the district implements a required action plan for a period of three years; has made progress, as defined by OSPI; and no longer has a school within the district identified as persistently lowest achieving.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 111 and Statute RCW 28A.305.225	Framework and Recognition of Exemplary Performance and Collaboration with the Achievement Gap Oversight and Accountability Committee		Ongoing SBE work	E2SSB 6696 added the following changes: 1) SBE shall develop an accountability index to identify schools and districts for recognition, for continuous improvement, and for additional state support; 2) SBE, in cooperation with OSPI, shall annually recognize schools for exemplary performance as measured on the SBE accountability index; 3) SBE shall have ongoing collaboration with the Achievement Gap Oversight and Accountability Committee.
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 112 and 113	Definitions and Adopting Rules	OSPI and SBE may each adopt rules in accordance with chapter 34.05 RCW as necessary to implement this chapter.	Process of creating rules should start six months before intended adoption	

<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 114	Joint Select Committee on Education Accountability	A Joint Select Committee on Education Accountability is established beginning no earlier than May 1, 2012. The Committee will analyze different aspects the accountability system.	Interim report due by September 1, 2012, and a final report by September 1, 2013	The Committee will analyze decision-making responsibilities; experiences in other states; consequences of persistent lack of improvement and significant state action; and financial, legal, and practical considerations that would accompany significant state action.
<b>Subject &amp; Bill/Statute</b>	<b>Title</b>	<b>Item/Task</b>	<b>Due date</b>	<b>Notes</b>
<b>Accountability</b> E2SSB 6696 (Chapter 235, 2010 Laws), Section 901	Closing the Achievement Gap	OSPI, SBE, PESB, and the Quality Education Council shall work collaboratively with the Achievement Gap Oversight and Accountability Committee to close the achievement gap.	Ongoing SBE work	
<b>Budget Bill</b> ESSB 6444	Science, Technology, Engineering, and Mathematics (STEM) Working Group	The working group shall have at least one representative from SBE. The group will develop a comprehensive plan to ensure that a pathway is established for elementary schools, middle schools, high schools, postsecondary degree programs, and careers in the areas of STEM.	Working Group plan and report due by December 1, 2010.	The plan must include a timeline for specific actions to be taken, improving practices for recruiting, preparing, hiring, retraining, and supporting teachers and instructors while creating pathways to boost student success, close the achievement gap, and prepare every student to be college and career ready.
<b>Budget Bill</b> ESSB 6444	Statewide High School Biology End- of Course Assessment	OSPI, in consultation with SBE, shall develop a statewide high school end-of-course assessment measuring student achievement of the state science standards in biology to be implemented statewide in the 2011-12 school year.	OSPI will report by December 1, 2010	OSPI shall recommend whether additional end-of-course assessments in science should be developed and in which content areas

<p><b>Statewide Assessments-</b> 28A.300.041 (SB 5414, 2009)</p>	<p>Statewide student assessment system — Redesign — Reports to the legislature</p>	<p>Beginning December 1, 2009, and annually thereafter, the OSPI and SBE shall jointly report to the legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.</p>	<p>OSPI and SBE jointly report every December 1</p>	
Subject & Bill/Statute	Title	Item/Task	Due date	Notes
<p><b>GED –</b> Statute RCW 28A.305.190 and E2SHB 1418</p>	<p>Eligibility to take General Educational Development Test</p>	<p>SBE governs rules for the eligibility of a child sixteen years of age and under nineteen years of age to take the GED test. E2SHB 1418 requires SBE to adopt rules governing the eligibility of students enrolled in a dropout reengagement program authorized under the bill.</p>	<p>SBE adopts rules summer 2010</p>	
<p><b>Setting High School Graduation Requirements</b> RCW 28A.230.090 (HB 2166, 2009)</p>	<p>High school graduation requirements or equivalencies</p>	<p>SBE shall establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school districts.</p>	<p>SBE report is due to legislature prior to adopting changes. Legislature will have a full session to act on proposed changes before SBE adoption.</p>	<p>Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by OSPI, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.</p>
<p><b>Budget Bill</b> ESSB 6444</p>	<p>Statewide School District Reorganization Commission</p>	<p>A representative of SBE will sit on the Commission. The Commission shall develop and recommend a comprehensive plan for the reorganization of Washington school districts for review and potential adoption by the legislature.</p>	<p>Committee plan due December 1, 2012</p>	

<p><b>Waivers–</b> Statute RCW 28A.305.141 (HB 1292, 2009)</p>	<p>Waivers from 180 School Day Requirement For Purposes of Economy And Efficiency (Pilot Program)</p>	<p>In addition to waivers authorized under RCW 28A.305.140 and 28A.655.180, SBE may grant waivers from the requirement for a one hundred eighty-day school year to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency.</p>	<p>SBE recommendations due December 15, 2013</p>	<p>The requirement under RCW 28A.150.220 that school districts offer an annual average instructional hour offering of at least one thousand hours shall not be waived. This RCW expires August 31, 2014.</p>
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