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**SENATE BILL 5465**

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**State of Washington**

**66th Legislature**

**2019 Regular Session**

**By** Senators Wellman and Pedersen; by request of Superintendent of Public Instruction

1 AN ACT Relating to basic education funding; amending RCW  
2 28A.150.260, 28A.505.040, 28A.505.080, and 28A.150.415; adding a new  
3 section to chapter 28A.505 RCW; and adding a new section to chapter  
4 28A.150 RCW.

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

6 **Sec. 1.** RCW 28A.150.260 and 2018 c 266 s 101 are each amended to  
7 read as follows:

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

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

17 (2)(a) The distribution formula under this section shall be for  
18 allocation purposes only. Except as may be required under subsections  
19 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,  
20 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in  
21 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 also report state general apportionment per-pupil  
14 allocations by grade for each school district. The superintendent  
15 must report this information in a user-friendly format on the main  
16 page of the office's web site and on school district apportionment  
17 reports. School districts must include a link to the superintendent's  
18 per-pupil allocations report on the main page of the school  
19 district's web site. In addition, the budget documents published by  
20 the legislature for the enacted omnibus operating appropriations act  
21 must report statewide average per-pupil allocations for general  
22 apportionment and the categorical programs listed in this subsection.

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

1 configuration of the school to the extent that data is available. The  
2 allocations shall be further adjusted from the school prototypes with  
3 minimum allocations for small schools and to reflect other factors  
4 identified in the omnibus appropriations act.

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

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

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

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

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

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

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

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

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

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

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

	Career and technical education average class size	
12		
13		
14		
15	Approved career and technical education offered at	
16	the middle school and high school level. . . . .	23.00
17	Skill center programs meeting the standards established	
18	by the office of the superintendent of public	
19	instruction. . . . .	20.00

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

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

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

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

29 (5) (a) The minimum allocation for each level of prototypical  
30 school shall include allocations for the following types of staff in  
31 addition to classroom teachers:

	Elementary School	Middle School	High School
32			
33			
34	Principals, assistant principals, and other certificated building-level		
35	administrators. . . . .	1.253	1.353
36	Teacher-librarians, a function that includes information literacy, technology,		
37	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	<del>((4.216))</del>	2.539
7			<u>1.728</u>	
8	Teaching assistance, including any aspect of educational instructional services			
9	provided by classified employees.....	0.936	0.700	0.652
10	Office support and other noninstructional aides.....	2.012	2.325	3.269
11	Custodians.....	1.657	1.942	2.965
12	Classified staff providing student and staff safety.....	0.079	0.092	0.141
13	<del>((Parent involvement))</del> <u>Family and community engagement coordinators. ...</u>	0.0825	0.00	0.00

14 (b) (i) Beginning with the 2021-2023 biennium, funding for  
15 additional school nurses, guidance counselors, and family and  
16 community engagement coordinators shall be phased in. Funding shall  
17 continue to be phased in each year until fiscal year 2025, at which  
18 point all schools must receive full funding for the staffing  
19 allocations set forth in (b) (ii) of this subsection.

20 (ii) As schools are phased in, the minimum allocation shall be as  
21 follows:

22		<u>Elementary</u>	<u>Middle</u>	<u>High</u>
23		<u>School</u>	<u>School</u>	<u>School</u>
24	<u>School nurses.....</u>	<u>1.00</u>	<u>1.00</u>	<u>1.00</u>
25	<u>Guidance counselors.....</u>	<u>0.50</u>	<u>2.00</u>	<u>3.50</u>
26	<u>Family and community engagement coordinators.....</u>	<u>1.00</u>	<u>1.00</u>	<u>1.00</u>

27 (iii) As schools are phased in, prioritization for the enhanced  
28 funding in (b) (i) of this subsection must be based on need as  
29 determined by the Washington school improvement framework.

30 (iv) Once a school receives full funding under (b) (i) of this  
31 subsection, that school shall at minimum, meet the ratios for each  
32 staffing position set forth in (b) (ii) of this subsection, and remain  
33 eligible for funding in subsequent school years regardless of changes  
34 in the school's status.

1 (v) Subject to funds appropriated for this specific purpose, the  
2 office of the superintendent of public instruction may develop rules  
3 to implement (b) (i) through (iv) of this subsection.

4 (6) (a) The minimum staffing allocation for each school district  
5 to provide district-wide support services shall be allocated per one  
6 thousand annual average full-time equivalent students in grades K-12  
7 as follows:

	Staff per 1,000 K-12 students
8 Technology. . . . .	0.628
9 Facilities, maintenance, and grounds. . . . .	1.813
10 Warehouse, laborers, and mechanics. . . . .	0.332

11  
12  
13 (b) The minimum allocation of staff units for each school  
14 district to support certificated and classified staffing of central  
15 administration shall be 5.30 percent of the staff units generated  
16 under subsections (4) (a) and (5) of this section and (a) of this  
17 subsection.

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

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

	Per annual average full-time equivalent student in grades K-12
28 Technology. . . . .	\$130.76
29 Utilities and insurance. . . . .	\$355.30
30 Curriculum and textbooks. . . . .	\$140.39
31 Other supplies . . . . .	\$278.05
32 Library materials. . . . .	\$20.00
33 Instructional professional development for certificated and 34 classified staff. . . . .	\$21.71
35 Facilities maintenance. . . . .	\$176.01
36 Security and central office administration. . . . .	\$121.94

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

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

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

- (a) Exploratory career and technical education courses for students in grades seven through twelve;
- (b) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and
- (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

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

(a)(i) To provide supplemental instruction and services for students who are not meeting academic standards through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 2.3975 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.

1 (ii) In addition to funding allocated under (a)(i) of this  
2 subsection, to provide supplemental instruction and services for  
3 students who are not meeting academic standards in qualifying  
4 schools. A qualifying school means a school in which the three-year  
5 rolling average of the prior year total annual average enrollment  
6 that qualifies for free or reduced-price meals equals or exceeds  
7 fifty percent or more of its total annual average enrollment. The  
8 minimum allocation for this additional high poverty-based allocation  
9 must provide for each level of prototypical school resources to  
10 provide, on a statewide average, 1.1 hours per week in extra  
11 instruction with a class size of fifteen learning assistance program  
12 students per teacher, under RCW 28A.165.055, school districts must  
13 distribute the high poverty-based allocation to the schools that  
14 generated the funding allocation.

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

31 (ii) To provide supplemental instruction and services for  
32 students who have exited the transitional bilingual program,  
33 allocations shall be based on the head count number of students in  
34 each school who have exited the transitional bilingual program within  
35 the previous two years based on their performance on the English  
36 proficiency assessment and are eligible for and enrolled in the  
37 transitional bilingual instruction program under RCW  
38 28A.180.040(1)(g). The minimum allocation for each prototypical  
39 school shall provide resources to provide, on a statewide average,



1 3.0 hours per week in extra instruction with fifteen exited students  
2 per teacher.

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

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

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

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

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

30 (b) In the event the legislature rejects the distribution formula  
31 recommended by the governor, without adopting a new distribution  
32 formula, the distribution formula for the previous school year shall  
33 remain in effect.

34 (c) The enrollment of any district shall be the annual average  
35 number of full-time equivalent students and part-time students as  
36 provided in RCW 28A.150.350, enrolled on the first school day of each  
37 month, including students who are in attendance pursuant to RCW  
38 28A.335.160 and 28A.225.250 who do not reside within the servicing  
39 school district. The definition of full-time equivalent student shall  
40 be determined by rules of the superintendent of public instruction

1 and shall be included as part of the superintendent's biennial budget  
2 request. The definition shall be based on the minimum instructional  
3 hour offerings required under RCW 28A.150.220. Any revision of the  
4 present definition shall not take effect until approved by the house  
5 ways and means committee and the senate ways and means committee.

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

9 **Sec. 2.** RCW 28A.505.040 and 2017 3rd sp.s. c 13 s 604 are each  
10 amended to read as follows:

11 (1) On or before the tenth day of July in each year, all school  
12 districts shall prepare their budget for the ensuing fiscal year. The  
13 annual budget development process shall include the development or  
14 update of a four-year budget plan that includes a four-year  
15 enrollment projection. The four-year budget plan must include an  
16 estimate of funding necessary to maintain the continuing costs of  
17 program and service levels and any existing supplemental contract  
18 obligations.

19 (2) The completed budget must include a summary of the four-year  
20 budget plan and set forth the complete financial plan of the district  
21 for the ensuing fiscal year.

22 (3)(a) Upon completion of their budgets, every school district  
23 shall electronically publish a notice stating that the district has  
24 completed the budget, posted it electronically, placed it on file in  
25 the school district administration office, and that a copy of the  
26 budget and a summary of the four-year budget plan will be furnished  
27 to any person who calls upon the district for it.

28 (b) School districts shall submit one copy of their proposed  
29 budget and the four-year budget plan summary to their educational  
30 service districts (~~and the office of the superintendent of public~~  
31 ~~instruction~~)) for review and comment by July 10th. The superintendent  
32 of public instruction may delay the date in this section if the  
33 state's operating budget is not finally approved by the legislature  
34 until after June 1st.

35 (c) The office of the superintendent of public instruction shall  
36 consider the information provided under (b) of this subsection when  
37 ranking each school district by the financial health of the school  
38 district in order to provide information for districts to avoid  
39 potential financial difficulty, insolvency, or binding conditions.

1       **Sec. 3.** RCW 28A.505.080 and 1984 c 128 s 8 are each amended to  
2 read as follows:

3       Copies of the budgets for all local school districts, including  
4 the four-year budget plan prepared under RCW 28A.505.040, shall be  
5 filed with the superintendent of public instruction no later than  
6 September 10th. One copy will be retained by the educational service  
7 district.

8       **Sec. 4.** RCW 28A.150.415 and 2017 3rd sp.s. c 13 s 105 are each  
9 amended to read as follows:

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

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

15       (b) Two professional learning days in the 2019-20 school year;

16 and

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

18       (2) Beginning with the 2021-22 school year, the legislature shall  
19 begin phasing in funding for content-specific professional learning  
20 days for state-funded certificated instructional staff and classified  
21 staff. In addition to the professional learning days under subsection  
22 (1) of this section, at a minimum, the state must allocate funding  
23 for:

24       (a) Three professional learning days in the 2021-22 school year;

25       (b) Three professional learning days in the 2022-23 school year;

26 and

27       (c) Three professional learning days in the 2023-24 school year.

28       (3) (a) The office of the superintendent of public instruction  
29 shall adopt rules necessary to create a menu of professional learning  
30 topics that include:

31       (i) Equity, diversity, and race;

32       (ii) Inclusionary practices; and

33       (iii) Strengthening student's social-emotional learning.

34       (b) When providing additional professional learning days under  
35 subsection (2) of this section, school districts must select  
36 professional learning topics from the menu created by the office of  
37 the superintendent of public instruction under (a) of this  
38 subsection. School districts may determine when and how the  
39 professional learning is delivered, including whether the

1 professional learning days focus on one topic from the menu or  
2 multiple.

3 (4) The office of the superintendent of public instruction shall  
4 develop online training modules for professional learning topics  
5 regarding the development of individualized education programs.

6 (5) Nothing in this section entitles an individual certificated  
7 instructional staff or an individual classified staff to any  
8 particular number of professional learning days.

9 ~~((3))~~ (6) The professional learning days must meet the  
10 definitions and standards provided in RCW 28A.415.430, 28A.415.432,  
11 and 28A.415.434.

12 NEW SECTION. Sec. 5. A new section is added to chapter 28A.505  
13 RCW to read as follows:

14 (1) By fiscal year 2021 and each fiscal year thereafter, each  
15 school district board of directors shall adopt an unrestricted  
16 minimum fund balance for their general fund of no less than 8.5  
17 percent of their prior year's state apportionment.

18 (2) The office of the superintendent of public instruction shall  
19 calculate the actual minimum fund balance amount for each school  
20 district for the school district board of directors' review and  
21 adoption.

22 (3) A school district may only use minimum fund balance resources  
23 for one-time expenditures. A school district may not use minimum fund  
24 balance resources for ongoing salaries or benefits.

25 (4)(a) A school district may temporarily spend below its minimum  
26 fund balance only if:

27 (i) The school district's board of directors:

28 (A) Adopts a resolution to temporarily spend below its minimum  
29 fund balance; and

30 (B) Submits to the office of the superintendent of public  
31 instruction, a plan to restore its minimum fund balance to no less  
32 than 8.5 percent of the school district's prior year's state  
33 apportionment; and

34 (ii) The office of the superintendent of public instruction  
35 approves the school district's plan to restore its minimum fund  
36 balance.

37 (b) A school district must restore its minimum fund balance to no  
38 less than 8.5 percent of the school district's prior year's state  
39 apportionment within twelve months of the office of the

1 superintendent of public instruction's approval of the school  
2 district's plan.

3 (c) A school district may not spend below the minimum fund  
4 balance two years in a row.

5 (5) The office of the superintendent of public instruction shall  
6 include whether a school district has failed to replenish its minimum  
7 fund balance in the school district's financial health indicators.  
8 The office of the superintendent of public instruction may require a  
9 school district who has failed to replenish its minimum fund balance  
10 to withhold certain expenditures until the minimum fund balance is  
11 restored to no less than 8.5 percent of the school district's prior  
12 year's state apportionment.

13 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.150  
14 RCW to read as follows:

15 The purpose of this section is to provide for the allocation of  
16 state funding that the legislature deems necessary to support school  
17 districts in offering institutional education programs. The  
18 allocation shall be determined as follows:

19 (1) The governor shall and the superintendent of public  
20 instruction may recommend to the legislature a formula for the  
21 distribution of an institutional education allocation for school  
22 districts that offer institutional education programs.

23 (2)(a) The distribution formula under this section shall be for  
24 allocation purposes only. Except as may be required under chapter  
25 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and  
26 regulations, nothing in this section requires school districts to use  
27 basic education instructional funds to implement a particular  
28 instructional approach or service. Nothing in this section requires  
29 school districts to maintain a particular classroom teacher-to-  
30 student ratio or other staff-to-student ratio or to use allocated  
31 funds to pay for particular types or classifications of staff.

32 (b) To promote transparency in state funding allocations, the  
33 superintendent of public instruction must report state per-pupil  
34 allocations for each school district for institutional education  
35 programs. The superintendent must also report state per-pupil  
36 allocations for each type of institutional education program listed  
37 in subsection (4) of this section. The superintendent must report  
38 this information in a user-friendly format on the main page of the  
39 office of the superintendent of public instruction's web site and on

1 school district apportionment reports. School districts must include  
2 a link to the superintendent's per-pupil allocations report on the  
3 main page of the school district's web site. In addition, the budget  
4 documents published by the legislature for the enacted omnibus  
5 operating appropriations act must report statewide average per-pupil  
6 allocations for the institutional education programs listed in  
7 subsection (4) of this section.

8 (3)(a) To the extent the technical details of the formula have  
9 been adopted by the legislature and except when specifically provided  
10 as a school district allocation, the distribution formula for  
11 instructional education allocation shall be based on minimum staffing  
12 and nonstaff costs the legislature deems necessary to support  
13 instruction and operations in prototypical institutional education  
14 programs serving students as provided in this section. The use of  
15 prototypical institutional education programs for the distribution  
16 formula does not constitute legislative intent that institutional  
17 education programs should be operated or structured in a similar  
18 fashion as the prototypes. Prototypical institutional education  
19 programs illustrate the level of resources needed to operate an  
20 institutional education program of a particular type and size, using  
21 commonly understood terms and inputs, such as various categories of  
22 school staff. It is the intent that the funding allocations to school  
23 districts be adjusted from the institutional education program  
24 prototypes based on the actual number of annual average full-time  
25 equivalent students in each institutional education program in the  
26 district to the extent that data is available.

27 (b) For the purposes of this section, prototypical institutional  
28 programs are defined as follows:

29 (i) A prototypical residential habilitation center has eight  
30 annual full-time equivalent students;

31 (ii) A prototypical long-term juvenile justice institution has  
32 one hundred twenty-five annual full-time equivalent students;

33 (iii) A prototypical community facility has seven annual full-  
34 time equivalent students;

35 (iv) A prototypical county juvenile detention center has twenty-  
36 five annual full-time equivalent students;

37 (v) A prototypical state correction facility has twenty-five  
38 annual full-time equivalent students;

39 (vi) A prototypical county or city jail has twenty-five annual  
40 full-time equivalent students; and

1 (vii) A prototypical residential mental health unit has one  
2 hundred twenty-five annual full-time equivalent students.

3 (4) The minimum allocation for each level of prototypical  
4 institutional education program shall include allocations for the  
5 following types of teachers and staff:

	Residential Habilitation Center	Long-term Juvenile Institution	Community Detention Facility	County Detention Center	State Correction Facility	County or City Jail	Residential Mental Health Unit
6 Teachers	1.20	16.67	1.20	3.00	3.00	3.00	20.00
7 Principals	0.15	1.59	0.10	0.50	0.50	0.50	1.59
8 Counselors	0.25	1.00	0.00	1.00	1.00	1.00	1.00
9 Psychologists	1.00	1.00	0.20	0.20	0.20	0.20	1.00
10 Teaching 11 assistants	1.00	6.76	0.00	3.00	3.00	3.00	6.76
12 Office 13 support staff	0.15	2.50	0.20	1.00	1.00	1.00	2.50

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