

**ESSB 6260** - H COMM AMD  
By Committee on Appropriations

1 Strike everything after the enacting clause and insert the  
2 following:

3 "Sec. 1. RCW 28A.160.200 and 1995 1st sp.s. c 10 s 2 are each  
4 amended to read as follows:

5 (1) The superintendent shall develop a reimbursement schedule to  
6 pay districts for the cost of student transportation vehicles  
7 purchased after September 1, 1982. While it is the responsibility of  
8 each district to select and pay for each student transportation  
9 vehicle purchased by the district, each district shall be paid a sum  
10 based on the category of vehicle, anticipated lifetime of vehicles of  
11 this category, and state reimbursement rate for the category plus  
12 inflation as recognized by the reimbursement schedule established in  
13 this section as set by the superintendent. Categories and  
14 reimbursement rates of vehicles shall be those established under RCW  
15 28A.160.195. The accumulated value of the payments and the potential  
16 investment return thereon shall be designed to be equal to the  
17 replacement cost of the vehicle less its salvage value at the end of  
18 its anticipated lifetime. Beginning with buses that are scheduled for  
19 depreciation payments as of September 2025 and those qualifying for  
20 payments after that date, the superintendent shall use a minimum  
21 anticipated lifetime of 120 months for category A buses and 180  
22 months for category C and D buses. The superintendent shall revise at  
23 least annually the reimbursement payments based on the current and  
24 anticipated future cost of comparable categories of transportation  
25 equipment. Reimbursements to school districts for approved  
26 transportation equipment shall be placed in a separate transportation  
27 vehicle fund established for each school district under RCW  
28 28A.160.130. However, educational service districts providing student  
29 transportation services pursuant to RCW 28A.310.180(4) and receiving  
30 moneys generated pursuant to this section shall establish and  
31 maintain a separate transportation vehicle account in the educational

1 service district's general expense fund for the purposes and subject  
2 to the conditions under RCW 28A.160.130 and 28A.320.300.

3 (2) To the extent possible, districts shall operate vehicles  
4 acquired under this section not less than the number of years or  
5 useful lifetime now, or hereafter, assigned to the category of  
6 vehicles by the superintendent. School districts shall properly  
7 maintain the transportation equipment acquired under the provisions  
8 of this section, in accordance with rules established by the office  
9 of the superintendent of public instruction. If a district fails to  
10 follow generally accepted standards of maintenance and operation, the  
11 superintendent of public instruction shall penalize the district by  
12 deducting from future reimbursements under this section an amount  
13 equal to the original cost of the vehicle multiplied by the fraction  
14 of the useful lifetime or miles the vehicle failed to operate.

15 (3) The superintendent shall annually develop a depreciation  
16 schedule to recognize the cost of depreciation to districts  
17 contracting with private carriers for student transportation.  
18 Payments on this schedule shall be a straight line depreciation based  
19 on the original cost of the appropriate category of vehicle.

20 (4) If a school district is awarded a federal grant or rebate to  
21 purchase a student transportation vehicle, the superintendent shall  
22 adjust the district's reimbursement payments generated by that  
23 purchase by reducing the quote for that category of vehicle by the  
24 amount of the grant or rebate.

25 **Sec. 2.** RCW 28A.300.072 and 2025 c 342 s 1 are each amended to  
26 read as follows:

27 (1) The intent of the legislature is to continue and rename  
28 transitional kindergarten as the transition to kindergarten program  
29 and that the program be established in statute with the goal of  
30 assisting eligible children in need of additional preparation to be  
31 successful kindergarten students in the following school year. The  
32 transition to kindergarten program is not part of the state's  
33 statutory program of basic education under RCW 28A.150.200.

34 (2) (a) (i) The office of the superintendent of public instruction  
35 shall administer the transition to kindergarten program and shall  
36 adopt rules under chapter 34.05 RCW for the administration of, the  
37 allocation of state funding for, and minimum standards and  
38 requirements for the transition to kindergarten program in accordance  
39 with this section.

1 (ii) When developing rules related to the allocation of state  
2 funding, the office of the superintendent of public instruction shall  
3 establish criteria for prioritizing:

4 (A) Schools located within extreme child care access deserts as  
5 determined by the department of children, youth, and families, except  
6 that the office of the superintendent of public instruction must  
7 prioritize funding for existing programs that serve students under  
8 subsection (2)(a)(ii)(B) of this section before providing funding for  
9 new programs located within extreme child care access deserts; and

10 (B) Students who qualify for free or reduced-price meals or have  
11 a household income at or below 185 percent of the federal poverty  
12 level and who do not have access to the early childhood education and  
13 assistance program, head start, or licensed child care.

14 (b) School districts, charter schools (~~(as allowed by subsection~~  
15 ~~(7) of this section)), and state-tribal education compact schools  
16 operating a transition to kindergarten program shall adopt policies  
17 regarding eligibility, recruitment, and enrollment for this program  
18 that, at a minimum, meet the requirements of subsection (3) of this  
19 section.~~

20 (3) The rules adopted under subsection (2) of this section must  
21 include, at a minimum, the following requirements for school  
22 districts, charter schools (~~(as allowed by subsection (7) of this~~  
23 ~~section)), and state-tribal education compact schools operating a  
24 transition to kindergarten program:~~

25 (a)(i) A limitation on program enrollment to eligible children.  
26 Eligible children include only those who:

27 (A) Have been determined to benefit from additional preparation  
28 for kindergarten; and

29 (B) Are at least four years old by August 31st of the school year  
30 they enroll in the transition to kindergarten program;

31 (ii) A requirement, as practicable, for school districts, charter  
32 schools (~~(as allowed by subsection (7) of this section)), and state-~~  
33 ~~tribal education compact schools to prioritize families with the~~  
34 ~~lowest incomes and children most in need for additional preparation~~  
35 ~~to be successful in kindergarten when enrolling eligible children in~~  
36 ~~a transition to kindergarten program;~~

37 (iii) Access to the transition to kindergarten program does not  
38 constitute an individual entitlement for any particular child.

39 (b) Except for children who have been excused from participation  
40 by their parents or legal guardians, a requirement that the

1 Washington kindergarten inventory of developing skills as established  
2 by RCW 28A.655.080 be administered to all eligible children enrolled  
3 in a transition to kindergarten program at the beginning of the  
4 child's enrollment in the program and at least one more time during  
5 the school year((~~-~~));

6 (c) A requirement that all eligible children enrolled in a  
7 transition to kindergarten program be assigned a statewide student  
8 identifier and that the transition to kindergarten program be  
9 considered a separate class or course for the purposes of data  
10 reporting requirements in RCW 28A.320.175((~~-~~));

11 (d) A requirement that a local child care and early learning  
12 needs assessment is conducted before beginning or expanding a  
13 transition to kindergarten program that considers the existing  
14 availability and affordability of early learning providers, such as  
15 the early childhood education and assistance programs, head start  
16 programs, and licensed child care centers and family home providers  
17 in the region. Data available through the regionalized data dashboard  
18 maintained by the department of children, youth, and families or any  
19 other appropriate sources may be used to inform the needs assessment  
20 required by this subsection((~~-~~));

21 (e) (i) A requirement that school districts, charter schools (~~(as~~  
22 ~~allowed by subsection (7) of this section)~~), and state-tribal  
23 education compact schools adhere to guidelines, as developed by the  
24 office of the superintendent of public instruction, related to:

25 (A) Best practices for site readiness of facilities that are used  
26 for the program;

27 (B) Developmentally appropriate curricula designed to assist in  
28 maintaining high quality programs; and

29 (C) Professional development opportunities((~~-~~));

30 (ii) The office of the superintendent of public instruction must  
31 develop a process for conducting site visits of any school district,  
32 charter school (~~(as allowed by subsection (7) of this section)~~), or  
33 state-tribal education compact school operating a transition to  
34 kindergarten program and provide feedback on elements listed in this  
35 subsection (3) (e) ((~~-~~));

36 (f) (~~(A prohibition on charging tuition or other fees to state-~~  
37 ~~funded eligible children for enrollment in a transition to~~  
38 ~~kindergarten program.)~~ Authorization to charge tuition or sliding  
39 scale fees for enrollment in a transition to kindergarten program,  
40 except to children with disabilities entitled to a free appropriate

1 public education in accordance with the federal individuals with  
2 disabilities education act and chapter 28A.155 RCW; and

3 (g) A prohibition on establishing a policy of excluding an  
4 eligible child due only to the presence of a disability.

5 (4) (a) The office of the superintendent of public instruction, in  
6 collaboration with the department of children, youth, and families,  
7 shall develop statewide coordinated eligibility, recruitment,  
8 enrollment, and selection best practices and provide technical  
9 assistance to those implementing a transition to kindergarten program  
10 to support connections with local early learning providers.

11 (b) School districts, charter schools (~~(as allowed by subsection~~  
12 ~~(7) of this section)), and state-tribal education compact schools  
13 must consider the best practices developed under this subsection (4)  
14 when adopting the policies required under subsection (2) (b) of this  
15 section.~~

16 (5) Nothing in this section prohibits school districts, charter  
17 schools (~~(as allowed by subsection (7) of this section)), and state-~~  
18 ~~tribal education compact schools from blending or collocating a~~  
19 ~~transition to kindergarten program with other early learning~~  
20 ~~programs.~~

21 (6) (a) Funding for the transition to kindergarten program (~~(must~~  
22 ~~be)) is limited to the amounts provided in the omnibus appropriations  
23 act and must be allocated to school districts, charter schools, and  
24 state-tribal education compact schools based on the prioritized  
25 criteria developed by the office of the superintendent of public  
26 instruction under subsection (2) (a) (ii) of this section.~~

27 (b) Allocations for the transition to kindergarten program are  
28 based on the following formulas:

29 (i) The distribution formula established under RCW 28A.150.260  
30 (4) (a), (5), (6), (8), and (10) (a) and (b), calculated using the  
31 actual number of annual average full-time equivalent eligible  
32 children enrolled in the program (~~(. A transition to kindergarten~~  
33 ~~child must be counted as a kindergarten student for purposes of the~~  
34 ~~funding calculations referenced in this subsection, but must be~~  
35 ~~reported separately.)); and~~

36 (ii) The distribution formula developed in RCW 28A.160.150  
37 through 28A.160.192, calculated using reported ridership for eligible  
38 children enrolled in the program.

39 (b) (~~Beginning in the 2025-26 school year, the annual average~~  
40 ~~full-time equivalent eligible children enrolled in the program funded~~

1 in ~~(a)~~ of this subsection may not exceed the state-funded annual  
2 average full-time equivalent specified in the omnibus appropriations  
3 act. During the 2025-26 and 2026-27 school years, the office of the  
4 superintendent of public instruction must prioritize funding for  
5 programs funded under ~~(a)~~ of this subsection that operated during the  
6 2024-25 school year)) A transition to kindergarten child must be  
7 counted as a kindergarten student for purposes of the funding  
8 calculations referenced in this subsection and for purposes of  
9 calculating special education funding under RCW 28A.150.390(2)(b),  
10 but children enrolled in this program must be reported separately.

11 (c) Funding provided for the transition to kindergarten program  
12 is not part of the state's statutory program of basic education under  
13 RCW 28A.150.200 and must be expended only for the support of  
14 operating a transition to kindergarten program.

15 ~~(7) ((Charter schools authorized under RCW 28A.710.080(2) are~~  
16 ~~immediately permitted to operate a transition to kindergarten program~~  
17 ~~under this section. Beginning with the 2025-26 school year, any~~  
18 ~~charter school authorized under RCW 28A.710.080 (1) or (2) is~~  
19 ~~permitted to operate a transition to kindergarten program under this~~  
20 ~~section))~~ Beginning June 30, 2026, and annually thereafter, the  
21 office of the superintendent of public instruction must report to the  
22 office of the governor and the appropriate committees of the  
23 legislature on the planned transition to kindergarten program slot  
24 allotment for the upcoming school year. The report must include the  
25 following information for each school district, charter school, and  
26 state-tribal education compact school that will receive funding for  
27 the program during the upcoming school year:

28 (a) The number of program slots funded;

29 (b) The percentage of students eligible for free or reduced-price  
30 meals during the previous school year; and

31 (c) Whether the school district, charter school, or state-tribal  
32 education compact school is located within, or includes a zip code  
33 defined as, an extreme child care access desert as determined by the  
34 department of children, youth, and families.

35 **Sec. 3.** RCW 28A.500.015 and 2025 c 405 s 1 and 2025 c 404 s 2  
36 are each reenacted and amended to read as follows:

37 (1) Beginning in calendar year 2020 and each calendar year  
38 thereafter, the state must provide state local effort assistance

1 funding to supplement school district enrichment levies as provided  
2 in this section.

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

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

15 (c) Beginning in calendar year 2022, for state-tribal education  
16 compact schools established under chapter 28A.715 RCW, the annual  
17 local effort assistance funding is equal to the actual enrichment  
18 levy per student as calculated by the superintendent of public  
19 instruction for the previous year for the school district in which  
20 the state-tribal education compact school is located, up to a maximum  
21 per-student amount of \$1,550 as increased by inflation from the 2019  
22 calendar year, multiplied by the student enrollment of the state-  
23 tribal education compact school in the prior school year.

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

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

30 (a) "Eligible school district" means a school district where the  
31 amount generated by a levy of \$1.50 per \$1,000 of assessed value in  
32 the school district, divided by the school district's total student  
33 enrollment in the prior school year, is less than the state local  
34 effort assistance threshold.

35 (b) "Inflation" means the implicit price deflator for the  
36 previous calendar year using the official current base, compiled by  
37 the bureau of economic analysis, United States department of  
38 commerce.

39 (c) "Maximum local effort assistance" means the difference  
40 between the following:

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

3 (ii) The amount generated by a levy of \$1.50 per \$1,000 of  
4 assessed value in the school district.

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

8 (e) "State local effort assistance threshold" means \$1,550 per  
9 student, increased for inflation beginning in calendar year 2020.

10 (f) "Student enrollment" means the average annual full-time  
11 equivalent student enrollment, reduced by the alternative learning  
12 experience adjustment. Alternative learning experience adjustment  
13 equals (f)(i) of this subsection minus (f)(ii) of this subsection if  
14 a school district's full-time equivalent student enrollment in  
15 alternative learning experience courses exceeds (~~(33)~~) 25 percent of  
16 average annual full-time equivalent student enrollment.

17 (i) The full-time equivalent students enrolled in an alternative  
18 learning experience course.

19 (ii) Average annual full-time equivalent student enrollment  
20 multiplied by (~~(33)~~) 25 percent.

21 (5) For districts in a high/nonhigh relationship, the enrollments  
22 of the nonhigh students attending the high school shall only be  
23 counted by the nonhigh school districts for purposes of funding under  
24 this section.

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

30 **Sec. 4.** RCW 28A.405.415 and 2023 c 379 s 7 are each amended to  
31 read as follows:

32 (1) Certificated instructional staff who have attained  
33 certification from the national board for professional teaching  
34 standards shall receive a bonus each year in which they maintain the  
35 certification. The bonus shall be calculated as follows: The annual  
36 bonus shall be \$5,000 in the 2007-08 school year. Thereafter, the  
37 annual bonus shall increase by inflation (~~(, except that the bonus~~  
38 ~~shall not be increased during the 2013-14 and 2014-15 school years))~~  
39 through the 2025-26 school year.

1 (2) (a) Certificated instructional staff who have attained  
2 certification from the national board for professional teaching  
3 standards shall be eligible for bonuses in addition to that provided  
4 by subsection (1) of this section if the individual is in an  
5 instructional assignment in a school in which at least 70 percent of  
6 the students qualify for the free and reduced-price lunch program.

7 (b) An individual is eligible for bonuses authorized under this  
8 subsection (2) if he or she is in an instructional assignment in a  
9 school that meets the definition of high poverty school as defined in  
10 rule by the office of the superintendent of public instruction in the  
11 school year immediately preceding the school's participation in the  
12 United States department of agriculture's community eligibility  
13 provision.

14 (c) For the 2024-25 and 2025-26 school years, individuals are  
15 eligible for bonuses under this subsection if they are in an  
16 instructional assignment in a school providing meals at no charge to  
17 students under RCW 28A.235.135 that met the definition of high  
18 poverty school as defined in rule by the office of the superintendent  
19 of public instruction during the 2022-23 school year.

20 (3) The amount of the additional bonus under subsection (2) of  
21 this section for those meeting the qualifications of subsection (2)  
22 of this section is \$5,000.

23 (4) The bonuses provided under this section are in addition to  
24 compensation received under a district's salary schedule adopted in  
25 accordance with RCW 28A.405.200 and shall not be included in  
26 calculations of a district's average salary and associated salary  
27 limitations under RCW 28A.400.200.

28 (5) The bonuses provided under this section shall be paid in a  
29 lump sum amount.

30 **Sec. 5.** RCW 28A.600.402 and 2023 c 350 s 1 are each amended to  
31 read as follows:

32 (1) Students participating in running start programs may be  
33 funded up to a combined maximum enrollment of (~~(1.4)~~) 1.2 full-time  
34 equivalents, including school district and institution of higher  
35 education enrollment.

36 (2) In calculating the combined full-time equivalents, the office  
37 of the superintendent of public instruction:

38 (a) Must adopt rules to fund the participating student's  
39 enrollment in running start courses provided by the institution of

1 higher education during the summer academic term, up to a maximum of  
2 10 college credits per student per summer academic term; and

3 (b) May average the participating student's September through  
4 June enrollment to account for differences in the start and end dates  
5 for courses provided by the high school and the institution of higher  
6 education.

7 (3) Running start programs as a service delivery model and  
8 associated funding levels beyond 1.0 full-time equivalent per student  
9 are not part of the state's statutory program of basic education  
10 under chapter 28A.150 RCW.

11 (4) The office of the superintendent of public instruction, in  
12 consultation with the state board for community and technical  
13 colleges, the participating institutions of higher education, the  
14 student achievement council, and the education data center, must  
15 annually track, and report to the fiscal committees of the  
16 legislature, the combined full-time equivalent experience of students  
17 participating in running start programs, including course load  
18 analyses and enrollments by high school and participating  
19 institutions of higher education.

20 **Sec. 6.** RCW 28A.600.402 and 2023 c 350 s 1 are each amended to  
21 read as follows:

22 (1) Students participating in running start programs may be  
23 funded up to a combined maximum enrollment of 1.4 full-time  
24 equivalents, including school district and institution of higher  
25 education enrollment, except in the 2026-27 and 2027-28 school years,  
26 in which the combined maximum enrollment is 1.2 full-time  
27 equivalents.

28 (2) In calculating the combined full-time equivalents, the office  
29 of the superintendent of public instruction:

30 (a) Must adopt rules to fund the participating student's  
31 enrollment in running start courses provided by the institution of  
32 higher education during the summer academic term, up to a maximum of  
33 10 college credits per student per summer academic term; and

34 (b) May average the participating student's September through  
35 June enrollment to account for differences in the start and end dates  
36 for courses provided by the high school and the institution of higher  
37 education.

38 (3) Running start programs as a service delivery model and  
39 associated funding levels beyond 1.0 full-time equivalent per student

1 are not part of the state's statutory program of basic education  
2 under chapter 28A.150 RCW.

3 (4) The office of the superintendent of public instruction, in  
4 consultation with the state board for community and technical  
5 colleges, the participating institutions of higher education, the  
6 student achievement council, and the education data center, must  
7 annually track, and report to the fiscal committees of the  
8 legislature, the combined full-time equivalent experience of students  
9 participating in running start programs, including course load  
10 analyses and enrollments by high school and participating  
11 institutions of higher education.

12 NEW SECTION. **Sec. 7.** Section 5 of this act takes effect only if  
13 chapter . . . (Senate Bill No. 6346), Laws of 2026 is not enacted by  
14 June 30, 2026.

15 NEW SECTION. **Sec. 8.** Section 6 of this act takes effect only if  
16 chapter . . . (Senate Bill No. 6346), Laws of 2026 is enacted by June  
17 30, 2026."

18 Correct the title.

EFFECT: • Specifies that the Office of the Superintendent of Public Instruction (OSPI) must prioritize Transition to Kindergarten (TTK) state funding for: (a) Existing TTK programs that serve low-income students before providing funding for new TTK programs that are located within extreme child care access deserts; and (b) students who qualify for free or reduced-price meals or have a household income at or below 185 percent of the federal poverty level and who do not have access to the early childhood education and assistance program, head start, or licensed child care.

• Requires the OSPI to submit an annual report by June 30th of each year on the planned transition to kindergarten slot allotment for each upcoming school year. Requires the report to include specific data for each district, charter school, or state-tribal education compact school that receives funding for a TTK program.

• Eliminates the inflationary increase for National Board bonuses beginning with the bonus awarded for the 2026-27 school year.

• Lowers the maximum enrollment in alternative learning experience programs that may count in local effort assistance formulas from 33 percent to 25 percent of total enrollment.

• Makes the ongoing reduction to the combined maximum enrollment for students participating in running start from 1.4 to 1.2 full-time equivalents (FTE) contingent upon Senate Bill No. 6346 (Tax on millionaires) not being enacted. If Senate Bill No. 6346 is enacted,

then the running start reduction sunsets in the 2028-29 school year,  
increasing back to 1.4 FTE.

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