

WSPTA Detail Report

Upcoming Events

Appropriations (House) - HHR A, JLOB - 4/1 @ 9:00am

- SB 5070 - Public Hearing - Concerning paraeducators.
- SB 5639 - Public Hearing - Concerning alternative student assessments.

Capital Budget (House) - HHR B, JLOB - 4/6 @ 8:00am

- HB 1075 - Public Hearing - Concerning the capital budget.

Capital Budget (House) - HHR B, JLOB - 4/7 @ 8:00am

- HB 1075 - Exec Session - Concerning the capital budget.

2017-19 Budget bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<u>SHB 1067</u> (ESSB 5048)	Operating budget Governor's operating budget, includes educational priorities. Makes operating appropriations for the 2015-2017 and 2017-2019 fiscal biennia.	H Rules R Ormsby	High	Neutral
<u>HB 1075</u> (ESSB 5086)	Capital budget 2017-2019 Concerning the capital budget. Funds capital projects.	H Cap Budget Tharinger		
<u>ESSB 5048</u> (SHB 1067)	Operating budget Making operating appropriations for the 2015-2017 and 2017-2019 fiscal biennia. Makes operating appropriations for the 2015-2017 and 2017-2019 fiscal biennia.	H Amended Braun		
<u>ESSB 5086</u> (HB 1075)	Capital budget 2017-2019 Concerning the capital budget. Addresses the capital budget to fund capital projects.	S Passed 3rd Honeyford		

Access and affordability to Higher Ed

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<p>AP exam credit</p> <p>ESB 5234 (ESHB 1333)</p>	H Rules R	Mullet		
<p>Directs Washington Student Achievement Council (WSAC) to establish an evidence-based system-wide policy for granting undergraduate course credits to students who have earned a minimum score of three on Advanced Placement (AP) exams. Requires institutions of higher learning to post their credit policies on campus websites for the 2017 fall academic term. Directs WSAC to conduct biannual reviews of the systemwide AP credit policy and report noncompliance by November each year beginning in 2019.</p> <p>SB 5234 - DIGEST Requires the student achievement council to establish an evidence-based systemwide policy for granting undergraduate course credits to students who have earned minimum scores of three on AP exams.</p>				

Ample Funding

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<p>Basic education program</p> <p>ESHB 1843 (SB 5623)</p>	S Ways & Means	Sullivan	High	Support
<p>House Democrats approach to education funding. Includes increase to beginning teacher pay (\$45,500); CIS (\$78,024); CAS (\$117,159) and CIS (\$54,000). Includes phase in of professional development. Rebaseline the salaries every six years. Scales levy lid down by 1/2 percent starting at 28% in 2018, through 2021 at 24%. LEA scales down by 14%, 1/2 percent to 2021 at 12%. Enhanced funding for CTE/Skills Center staffing; adds family engagement and guidance counselors from 9/1/22; money for LAP, TBIP, and HiCap. Requires a work group to develop accounting and financial transparency. Leaves local district option of TRII, but requires an annual report to OSPI, which will summarize and give to Legislature. Eliminates the salary schedule; allows bargaining locally to set salaries.</p> <p>HB 1843-S - DIGEST Addresses equitable and responsible investments in the state's basic education program and reductions to local effort contributions to fulfill the state's paramount duty for all children. Requires the superintendent of public instruction to: (1) Convene a technical working group to provide recommendations for revising school district accounting practices for the purpose of improving fiscal transparency by establishing methods for separate accounting of school district expenditures made to support the state's program of basic education and those made as locally determined enrichments with local or other funding sources; and (2) Convene a work group to determine whether the funded enrollment percent for special education programs of twelve and seven-tenths should be adjusted. Establishes an accountability monitoring and reporting system as part of a continuing effort to make meaningful and substantial progress toward meeting long-term performance goals in K-12 education.</p>				
<p>Schools/excess levies</p> <p>ESB 5023 (SHB 1059)</p>	C 6 L 17	Wellman		
<p>Delaying implementation of revisions to the school levy lid. (REVISED FOR ENGROSSED: Changing provisions relating to school district excess levies.)</p> <p>SB 5023 - DIGEST Extends current statutory policies on local enrichment through calendar year 2019 to promote a school district's ability to plan for the future during the 2017 transition period.</p>				
<p>SSB 5607</p>	Education	H Approps	Braun	

Concerning education.

Revises education provisions with regard to: The weighted per pupil funding model; local effort levy; local excess levy authority for calendar year 2020 and thereafter; providing a one-year delay in the levy lid reduction; compensation and salary; housing allowance; national board for professional teaching standards bonus; state-funded extended year contracts; health care benefits; measures of a school district's success; accountability through improved accounting transparency; providing flexibility to school districts; recognizing school districts meeting the performance targets; addressing school districts not meeting the performance targets; establishing the top teacher recognition grant program; conforming future collective bargaining agreements to this act; prohibiting teacher strikes; student absenteeism; paraeducators; technical amendments to align statutes with the per pupil funding distribution model and recognizing and rewarding school districts that meet the measures of success; education sector excellence assessment framework; and authority to remove teachers that are detrimental to student academic performance. Provides for submission of this act to a vote of the people.

Education reform revisions	H Approps	Braun		
<u>ESSB 5875</u>	Making revisions to education reforms in Substitute Senate Bill No. 5607.			
	Revises certain elements of Substitute Senate Bill No. 5607 regarding education reforms.			

Assessments

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
Certificates of achievement	S EL/K-12	MacEwen	Low	Support
<u>SHB 1046</u>	Eliminates requirement to pass state assessments to graduate.			
	Substitute: added an emergency clause so that students in class of 2017 would be covered.			
Alt. student assessments	H Approps	Conway	Medium	Support
<u>SB 5639</u>	Concerning alternative student assessments.			
	Allows a student to use an alternative assessment without taking the statewide student assessment at least once if the student: (1) Is enrolled in a school district with which a technical college has a signed interlocal agreement on file with the superintendent of public instruction; (2) Was under twenty-one years of age at the beginning of the school year; (3) Is enrolled tuition-free; (4) Is enrolled in the school district for the purpose of earning a high school diploma or certificate; and (5) Has participated in instructional activity at the technical college during the current school year.			

Breakfast after the Bell

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
Student meals & nutrition	S Ways & Means	Stonier	High	Support
<u>ESHB 1508</u>	Creates a mandatory Breakfast after the Bell program in schools with 70% of students eligible for Free & Reduced Price Meals, starting in 2018-19 school year. Includes grant program and some BAB lighthouse projects to serve as resources. Begins to eliminate lunch co-pays, starting in 2017-18 year with goal or			

eliminating them completely by 2020-21 school year through state payments.

Unclear if schools are not required to implement if they don't get funding. Section 6 would appear to tie implementation to funding.

Student nutrition/grants

S Ways & Means

Riccelli

Creating a competitive equipment assistance grant program to enhance student nutrition in public schools.

[EBH 1551](#)
[\(SB 5708\)](#)

HB 1551 - DIGEST Establishes the apple a day act of 2017. Creates a competitive equipment assistance grant program, to be known as the apple a day program, to enhance overall student nutrition in public schools. Requires the superintendent of public instruction to establish a competitive process to prioritize applications for state assistance. Provides that this act is null and void if appropriations are not approved.

CTE

Bill Details

Status

Sponsor

Priority

Position

Career and college readiness

S Ways & Means

Santos

Creates three or four pilot projects for work-integrated learning; advisory committee.

[ESHB 1600](#)

Creates the work-integrated learning demonstration pilot project to promote work-integrated learning experiences for students. Requires the workforce training and education coordinating board to convene a work-integrated learning advisory committee to provide advice to the legislature and the education and workforce sectors on creating opportunities for students. Requires the office of the superintendent of public instruction and the advisory committee to jointly select three or four high schools to develop work-integrated learning project programs. Requires the workforce training and education coordinating board and the office of the superintendent of public instruction to jointly review and analyze reports and data submitted to evaluate the work-integrated learning project programs. Provides that this act is null and void if appropriations are not approved.

Career & technical education

S Ways & Means

Walsh

CTE MSOC

[SB 5853](#)

Republican sponsored bill now. Also, would align with per pupil funding if needed.

Discipline, safety and justice

No bills.

Early Learning

Bill Details

Status

Sponsor

Priority

Position

[2SHB 1777](#)
[\(SSB 5753\)](#)

Early learning financing

S Ways & Means

Kagi

Medium

Neutral

Creates the Early Learning Facilities Revolving Account (ELFRA) to provide grants and loans for the

planning, renovation, purchase, and construction of early learning facilities. Establishes prioritized criteria for ELFRA awards to school districts and other eligible organizations.

Substitute: added local governments as eligible. Still discussion around match.

HB 2189	Early child ed. eligibility	H Approps	Ormsby		
	Concerning eligibility for the early childhood education and assistance program.				
	Changes the time, from the 2020-2021 school year to the 2022-2023 school year, in which full implementation must be achieved for the early childhood education and assistance program.				

2SSB 5107	Early childhood ed & assist	H Approps	Billig	Medium	Support
	Allows local government, school districts and non-profits to contribute funding to DEL and the Early Start Act Account to increasing early learning opportunities; increases access to early learning. Provides that children enrolled in ECEAP with funds contributed from community sources are not considered to be eligible for or part of the state-funded entitlement. Directs DEL to reduce barriers and increase efficiency for using local or private funds, or both, to the greatest extent possible.				

SSB 5901	Early child ed. eligibility	H Approps	Braun	Medium	Oppose
	Concerning eligibility for the early childhood education and assistance program.				
	Requires full implementation of the program of early learning to be achieved in the 2022-2023 school year. Requires funding for the program to continue to be phased in each year until full statewide implementation is achieved in the 2022-2023 school year.				

Family engagement

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
SHB 1445 (SSB 5529)	S Ways & Means	Ortiz-Self		
As amended: Creates the K-12 Dual Language Grant program, the Grow Your Own Bilingual Educator Grant program, and the Early Learning Dual Language Grant program. Requires the Office of the Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the Department of Early Learning (DEL) to submit a combined report to the Legislature on the successes, best practices, lessons learned, and outcomes of the grant programs. Directs OSPI to facilitate dual language learning cohorts for school districts and state-tribal compact schools establishing or expanding dual language programs, including technical assistance and support to grant recipients. Requires DEL to work with community partners to support outreach and education for parents and families around the benefits of native language development, retention, and dual language learning; create culturally responsive resources on dual language learning; and support dual language learning communities for teachers and coaches.				
Added the Grow Your Own Bilingual Educator Grant program, and the Early Learning Dual Grant program.				

Engagement coordinators S Ways & Means Ortiz-Self Medium Support

Specifies certain minimum duties for a family and community engagement coordinator within a school building or school district. Provides that state funding allocated to school districts for family and community engagement coordinators in the prototypical school funding formula may be used only for family and community engagement purposes. Replaces the the term "parent involvement coordinator" in the prototypical school funding formula statute and the Learning Assistance Program statute with the term "family and community engagement coordinator."

[SHB 1618](#)

Doesn't change the allocation funding formula to 1.0 FTE. House D education funding plan does increase to 1.085 in elementary grades.

Foster Youth

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<p>Foster care & homeless ed.</p> <p>Requires school districts to consolidate partial credits, unresolved or incomplete coursework and provide opps for credit accrual that eliminates barriers to foster youth and homeless students. Other requirements for credits.</p> <p>Eliminates academic and nonacademic barriers and changes requirements of school districts with regard to the educational success of youth who are homeless or in foster care.</p>	H Rules R	Carlyle	High	Support

[SSB 5241](#)
(HB 1628)

Opportunity Gap

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<p>AP exam credit</p> <p>Requires the institutions of higher education to establish a coordinated, evidence-based policy for granting undergraduate credit for Advanced Placement exams. Requires the policy to be posted on campus websites effective for the fall 2017 academic term. Requires the institutions of higher education to report to the Legislature by November 1, 2019 on the policy.</p> <p>Leaves out IB programs. Many high schools may offer both AP and IB, setting up an inequity within the district. Also could have chilling effect of reducing the number of IB programs in the state.</p>	S Rules 2	Stambaugh		

[ESHB 1333](#)
(ESB 5234)

Paraeducators

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
<p>Paraeducators</p> <p>1. Creates a paraeducator board to set minimum employment requirements and requirements for specialty certificates in ELL and Special Education. 2. Requires a four-day training course: if hired by 9/1, completed by 9/30; if hired after 9/1, to be completed within 4 months if 10,000 or more students; by 9/1 of the next year if fewer than 10,000 students; 3. Creates a pilot program on the minimum standards, training and specialty certificates for volunteering school districts with report by 9/1/19; 4. WSIPP study on effectiveness of paraeducators in the classroom; 5. Requires training on the use of paraeducators for</p>	S Ways & Means	Bergquist	High	Concerns

[ESHB 1115](#)
(SB 5070)

teachers and principals; 6. Incorporates standards into training for AA degrees and apprenticeships.

Major Effects of Proposed Substitute: 1. Removes the requirement for a paraeducator certificate that must be obtained by paraeducators within three years, and instead requires districts to train paraeducators in the standards of practice using state-funded professional learning hours. 2. Changes the administrator of the Paraeducator Board to PESB, rather than OSPI. Makes the specialty certificates in special education and English language learner optional rather than a requirement for paraeducators in those programs. 3. Removes the requirement for the Paraeducator Board to develop rules for an advanced paraeducator endorsement. 4. Expands the Pipeline for Paraeducators and the Alternative Route to Teaching Certificate Route One.

Paraeducators	H Approps	Rivers	High	Support
----------------------	-----------	--------	------	---------

Sets minimum standards for paraeducators, and requires certification. Creates a paraeducators board, with WSPTA representative. Starts field tests of new reqs in 2018-19 school year, with grant funding; in place 2019-20, and paras get three years to earn certificate and endorsement in ELL and SPED if working with those specific kids. WSIPP student on paras, due 12/15/17. Includes training requirement for teachers and principals in how to use paras.

[SB 5070](#)
(ESHB
1115)

Provides the minimum employment standards for a paraeducator who works in the special education program, the basic education program, the learning assistance program, the federal disadvantaged program, and English language learner programs. Requires school districts to begin implementing the paraeducator certification for paraeducators working in the programs. Requires the professional educator standards board to design and implement a training program for teachers and principals as it relates to their role working with paraeducators. Requires the state institute for public policy to conduct a study on the effectiveness of paraeducators in improving student outcomes. Requires the office of the superintendent of public instruction and the education data center to provide the data necessary to conduct an analysis.

Resolution (Supports)

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
Digital citizenship digital citizenship	H Rules R	Liias	Low	Support
ESSB 5449 WSPTA served on the work group around digital citizenship.				

Simple majority for bonds

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
School construction funding	H Cap Budget	Keiser		
ESSB 5702 Overhauls the School Construction Assistance Program (SCAP). Sets student space allocations and actual costs in budget bill. All sections but 401 (K-3 grants) and 501 (legislative task force) take effect July 1, 2017; 401 takes effect June 30, 2017; 501 takes effect 7/1/18. Delineates five program components of SCAP: Pre-2017 SCAP; School Modernization; School Preservation and Renewal; Enrollment Growth SCAP; and Small, rural district grant program (under 1,000 student FTE). Makes changes to definition of portables and use/age. Makes changes to the Citizen Advisory board, and creates a Joint Legislative Task				

Force on School Construction, starting in 7/1/18.

On the changes to portables, it would include them in the overall square footage inventory, if installed after 1990. For the Enrollment Growth, a district would need to remove/replace the portables in order to qualify.

Social Emotional Learning

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
Student mental health Specifies the roles and duties of school counselors, school social workers, and school psychologists. Requires, beginning in the 2018-19 school year, first-class school districts to provide a minimum of six hours of professional collaboration time per year for school counselors, social workers, and psychologists that focuses on recognizing signs of emotional or behavioral distress in students. Establishes the Professional Collaboration Lighthouse Grant Program to assist school districts with early adoption and implementation of mental health professional collaboration time, subject to funding by the Legislature. SHB 1377 Directs the Professional Educator Standards Board to convene a task force on the need for school counselors, psychologists, and social workers, the capacity of the state to meet the need, and the preparation of these professionals. Substitute: 1. Changes the professional collaboration requirement from one hour per month to six hours per year. 2. Removes language stating that certain activities are the primary role of school counselors, social workers, and psychologists. 3. Clarifies that these are school social workers and school psychologists;	S Ways & Means	Ortiz-Self	High	Support
