

2020 Legislative Session Report

Prepared for the Washington State PTA

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The second year of the 66th Legislature started at an exceptionally fast pace and finished just as the *novel coronavirus 19* was starting to gain traction in the state.

In the final 10 days of the 60-day session, lawmakers agreed to spend \$200 million from the state's Rainy-Day Fund (i.e., Budget Stabilization Account) and passed EHB 2965 as a starting point to address unemployment benefits and protect high school seniors who were on track to graduate. In addition, a new section was added to ESSB 6189 to ensure school employees remained eligible for health benefits even if they didn't reach the expected 630 hours worked this school year, and the State Board of Education was given the authority to adopt rules to allow a school district to waive credit requirements for students in the class of 2020.

After the February revenue forecast showed a steadily growing economy, House and Senate budget negotiators agreed on a 2020 supplemental operating budget that added nearly \$1 billion in policy changes, left \$2 billion in the Budget Stabilization Account (Rainy-Day Fund) and about \$1 billion in cash reserves. Then COVID hit and the economy shutdown. The first post-pandemic quarterly revenue forecast was in June and reflected the impact of COVID-19 on revenues. The June 17th forecast projected an estimated revenue decline of nearly \$9 billion over the next three fiscal years: \$4.5 billion in 2019-21 and another \$4.3 billion in 2021-23.

Budget Updates

When the governor signed [ESSB 6168](#) on April 3rd, he used his "line-item veto" to cut several provisos in anticipation of extreme revenue loss due to COVID. These included:

- \$31.8 million for .5 school counselors, starting with high-poverty elementary schools (50% or higher students eligible for FRPL).
- \$29.5 million for transportation funding formula hold harmless.
- \$14.3 million for two additional days of paraeducator training in the 2020-21 school year, rolling forward as 4 days in the 2021-22 school year.
- \$4 million for grants to school districts with 650 students or fewer for enrichment purposes.

Avoiding the veto pen, the enacted 2020 supplemental operating budget includes the following K-12 funding policy enhancements:

- \$45.7 million for LEA hold harmless in districts with flat levy revenues and higher-than-expected assessed value.
- \$2.6 million for ESDs to support school safety and suicide prevention.
- \$100,000 for the Education Ombuds to continue outreach efforts.

- While not specifically listing funding, professional development of teachers and principals around the new early screening for dyslexia requirements is referenced under the Educational Service Districts section (Section 508 (8)).

On [ESSB 6248](#), the 2020 supplemental capital budget, lawmakers made a gamble that not every school district that was planning to access the School Construction Assistance Program by the July 2020 release would do so, and therefore would drop off the list until the next release. There is no guarantee this will happen, and if projects do not drop off the July 2020 list, then OSPI will prioritize the projects for funding and a few projects will not be funded.

The Legislature approved a list for the Small Schools Modernization Grant program and added approximately \$3 million to support 10 projects. An additional 28 projects had received planning grant funding and remain on the list. Unless there’s a change legislatively, the prioritization of the current list should remain for funds in the 2021-23 biennium.

Policy bills

Unlike the 2019 session, very few significant policy bills were adopted. For example, while they were introduced, bills to change access to local effort assistance or eligibility for school employee benefits, funding increases for special education or school staffing enrichment, or changes to regionalization or experience factor were just too big to address in a short session. See pages 8-11 for a list of what passed, and pages 11-20 for bills that were introduced by didn’t pass.

How to Read this Summary

In addition to summaries of the operating and capital budgets and bills that passed/didn’t pass, this end-of-session summary includes a list of required activities, by school year. It also includes a list of new task forces/work groups, reports and when the report is due, and new WSSDA model policies.

Pages 3-7	School Year Requirements
Pages 8-11	Bills that Passed, By Topic
Pages 11-20	Bills that Didn’t Pass, By Topic
Pages 21-27	2020 Supplemental Operating Budget – Provisos and Policy Additions
Pages 27-28	2020 Supplemental Capital Budget
Page 28-29	New Work Groups/Task Forces/Reports
Pages 29-30	New Washington State School Directors’ Association Policies and Procedures

School District Requirements, by school year:

2019-20 School Year

New

- [ESHB 2551](#) (Chapter 35, Laws of 2020) precludes school districts, public schools, and institutions of higher education from prohibiting students who are members of a federally recognized tribe from wearing traditional tribal regalia or objects of Native American cultural significance at graduation ceremonies or related school events. The bill is effective immediately upon signature by Governor Jay Inslee.

2020-21 School Year

New

- [3SHB 1660](#) (Chapter 13, Laws of 2020) requires that each school district that has an ASB must publish (and annually update) the following information on its website by August 31st:
 - Data related to high school student possession of an ASB card and high school student participation in school-based extracurricular activities.
 - The school district's extracurricular activity opportunity gap reduction plan, if required.
 - A list of optional noncredit extracurricular event attendance and participation fees and the school district policy for waiving and reducing these fees as described under RCW 28A.325.010.
- [EHB 2040](#) (Chapter 225, Laws of 2020) changes the calculation of a non-high school district's local levy payments to a high school district to serve a non-high school student.
- [ESHB 2455](#) (Chapter 339, Laws of 2020) requires school districts to provide transportation upon request for "parenting" students for transporting an infant.
- [SHB 2589](#) (Chapter 39, Laws of 2020) requires, within existing resources, public elementary and secondary schools, and public institutions of higher education, *that issue student or staff identification cards* to have printed on newly issued or replacement cards the following: the contact information for a national suicide prevention organization and the contact information for one or more campus, local, state, or national organizations specializing in suicide prevention, crisis intervention, or counseling, if available.
- [ESHB 2660](#) (Chapter 288, Laws of 2020) requires, with limited exceptions, each school with students in or below grade 8 with 62.5 percent or more of its students eligible for free meals through a direct certification process to participate in the federal Community Eligibility Provision (CEP), thereby making school meals available to all students at no charge.

- [ESHB 2731](#) (Chapter 347, Laws of 2020) requires public schools to annually report to the Department of Health information about each diagnosed concussion sustained by a student during athletic and other activities.
- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires any school district providing comprehensive sexual health education to ensure its curriculum includes information about consent and bystander training.
- [SB 6102](#) (Chapter 95, Laws of 2020) changes the state requirement so that the letters for the word "stop" displayed on a school bus stop arm be at least 5.9 inches high.
- [SB 6103](#) (Chapter 61, Laws of 2020) requires new reporting from school districts to OSPI on data related to student growth to align with the Every Student Succeeds Act (129 Stat. 1802; 20 U.S.C. Sec. 6301 et seq.); and changes reporting requirements to OSPI, including requiring school districts to report the per-pupil expenditures of federal, state, and local funds including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.
- [ESSB 6141](#) (Chapter 307, Laws of 2020) requires school districts with high schools or serving high school seniors to administer financial aid advising day with information sharing requirements contained in the High School and Beyond Plan (HSBP) and requires that the HSBP include information about the Washington College Grant and other scholarship opportunities.

Passed in 2019

- [2SHB 1216](#) (Chapter 333, Laws of 2019) requires each school district to adopt a policy and procedure to establish a school-based threat assessment program that meets the requirements identified in Section 5 of the bill. The school district model policy and procedures must be consistent with the model policy developed by WSSDA by January 1, 2020, and with other school district policies, procedures, and plans addressing safe and supportive learning environments.
- [E2SHB 1599](#) (Chapter 252, Laws of 2019) requires each school district to ensure that an electronic High School and Beyond Plan platform is available to all students who are required to have one, and that it meets certain conditions, as specified in Section 504 of the bill, including portability between districts.
- [2SHB 1973](#) (Chapter 176, Laws of 2019) requires school districts to, upon knowledge of a low-income student's enrollment in Running Start, provide documentation of the student's low-income status directly to the institution of higher education. The Washington Student Achievement Council will develop a centralized process for reporting to meet the requirement.

- [ESHB 2140](#) (Chapter 411, Laws of 2019) allows school districts to use the Capital Projects Fund for: renovation and replacement of facilities and systems, purchase or installation of items of equipment and furniture, including maintenance vehicles and machinery, and other preventive maintenance or infrastructure improvement purposes in the 2019-21 biennium.
- [SSB 5023](#) (Chapter 279, Laws of 2019) requires OSPI to identify and make available ethnic studies materials and resources for use in grades 7-12. By September 1, 2020, OSPI is required to adopt essential academic learning requirements and grade-level expectations that identify the knowledge and skills that all public-school students need to be global citizens in a global society with appreciation for the contributions of diverse cultures.
- [SSB 5082](#) (Chapter 386, Laws of 2019) and [2SSB 5903](#) (Chapter 360, Laws of 2019) require school districts to use one of the professional development days funded by the state (every other year) to train school district staff in one or more of the following topics: social-emotional learning, trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices. The first year of the requirement is the 2020-21 school year.
- [SSB 5380](#) (Chapter 314, Laws of 2019, Sections 39-42) requires every school district with 2,000 or more students to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its high schools. A school district that demonstrates a good faith effort to obtain the opioid overdose reversal medication through a donation source, but is unable to do so, is exempt from this requirement. Related to this, school districts must offer training to at least one individual in the use of the reversal medication.

Passed in 2018

- [HB 1896](#) (Chapter 127, Laws of 2018) requires each school district that operates a high school to provide a mandatory 0.5 credit stand-alone course in civics for each high school student, unless the content is also provided in a course that gives students the opportunity to earn both high school and postsecondary credit.

2021-22 School Year

New

- [ESHB 2816](#) (Chapter 235, Laws of 2020) requires each school district to adopt or amend policies and procedures that, at a minimum, support a positive social and emotional school and classroom climate that meets specified requirements under the bill. Going forward, school districts must periodically review their policies and procedures for consistency with updated versions of the WSSDA-developed model policy, which will be available by March 1, 2021.

- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires school districts to offer all public-school students in grades 6-12 comprehensive sexual health education. The instruction must be offered twice in grades 6-8 and twice in grades 9-12. Also requires school districts to begin notifying parents and guardians, in writing, that the school will be providing comprehensive sexual health education during the school year and must give the parent or guardian the opportunity to preview the curriculum and/or opt out their student from instruction.
- [ESSB 6168](#) (Chapter 357, Laws of 2020) is the 2020 supplemental operating budget. Section 505 (b) requires school districts to use the equivalent of one day of salary and benefits for each of the funded full-time equivalent certificated instructional staff units to train school district staff on racial literacy, cultural responsiveness, and stereotype threat for purposes of closing persistent opportunity gaps.

Passed in 2019

- [E2SSB 5290](#) (Chapter 312, Laws of 2019) removes the use of court-ordered detention for student truancy proceedings, starting July 1, 2021.
- [E3SHB 1257](#) (Chapter 285, Laws of 2019) requires new school construction to set aside the greater of one parking space or 10 percent of employee parking spaces (rounded to the next whole number) to provide electric vehicle charging capability and infrastructure. Rules shall be adopted to implement Section 18 of the bill by the State Building Code Council.
- [E2SHB 1599](#) (Chapter 252, Laws of 2019) requires that each school district board of directors adopt an academic acceleration policy for high school students, which automatically enrolls students who meet or exceed the standard on state assessments in English Language Arts or math in the next most rigorous level of courses or program offered by the high school that aligns with the student's High School and Beyond Plan. Students who meet or exceed standard on the state comprehensive assessment of science are eligible for enrollment in advanced courses in science. Districts must provide notice of the policy to parents, legal guardians and students, and give parents and legal guardians the option to opt the student out of the academic acceleration policy and enroll the student in an alternative course or program that aligns with the student's High School and Beyond Plan.

Passed in 2018

- [SB 6162](#) (Chapter 75, Laws of 2018) requires each school district and charter school to use evidence-based, multi-tiered systems of support to provide interventions to students in kindergarten through second grade who display indications of or areas of weakness associated with dyslexia.

2022-23 School Year

New

- [ESSB 5395](#) (Chapter 188, Laws of 2020) requires all school districts to offer comprehensive sexual health education. Instruction must be aligned with state learning standards. For grades K-3, instruction is only in social and emotional learning, and is only required to be offered once during the grade band of K-3. Sexual health education must be offered once in grade band 4-5, twice in the grade band of 6-8, and twice in the grade band of 9-12.

Passed in 2019

- [E2SHB 1599](#) (Chapter 252, Laws of 2019) requires each school district to provide students who did not meet or exceed the standard on the high school assessments in English Language Arts or Math with the opportunity to access any combination of interventions, academic supports, or courses, that are designed to support students in meeting high school graduation requirements. Districts must also prepare student learning plans for 8th graders who were not successful on any or all of the content areas of the state assessment during the previous school year or who are not on track to graduate due to credit deficiencies or absences, and notify a parent or legal guardian, preferably through a parent conference and at least annually. To the extent feasible, schools serving English language learner students and their parents shall translate the SLPs into the primary language of the family. Specific requirements for the plan are in Section 203 of the bill.
- [SSB 5082](#) (Chapter 386, Laws of 2019) and [2SSB 5903](#) (Chapter 360, Laws of 2019) require school districts to use one of the professional development days funded by the state (*every other year*) to train school district staff in one or more of the following topics: social-emotional learning, trauma-informed practices, consideration of adverse childhood experiences, mental health literacy, antibullying strategies, or culturally sustaining practices.

Bills that Passed

Access and Affordability

[2SHB 2864](#) (Chapter 348, Laws of 2020) establishes the Running Start Summer School Pilot Program for two years in three community colleges, subject to appropriations.

[SB 6374](#) (Chapter 259, Laws of 2020) allows the award for eligible students participating in the Running Start program under the Dual Enrollment Scholarship pilot program to include the cost of apprenticeship materials as determined appropriate by the college or the university. These materials may include specific course-related material costs, occupation-specific tools, work clothes, rain boots, or gear.

[2SSB 6561](#) (Chapter 326, Laws of 2020) establishes the Undocumented Student Support Loan Program to offer low-interest loans to resident students who would not otherwise be eligible for federal student loans because of their citizenship status.

General Education Watch List

[3SHB 1660](#) (Chapter 13, Laws of 2020) requires that school districts with high schools collect and publish certain data related to student possession of ASB cards and student participation in athletic programs and makes changes to optional noncredit extracurricular event fee provisions. For example, it requires school boards that establish and collect extracurricular attendance or participation fees to establish a policy for waiving these fees for low-income students.

[EHB 2040](#) (Chapter 225, Laws of 2020) changes the calculation of a non-high school district's local levy payments to a high school district to serve a nonhigh school student.

[ESHB 2116](#) (Chapter 226, Laws of 2020) establishes an 11-member Task Force on Improving Institutional Education Programs and Outcomes.

[ESHB 2455](#) (Chapter 339, Laws of 2020) allows Working Connections Child Care eligibility for a parent attending high school or pursuing a high school equivalency who has an income at or below 85 percent of the state median income. In addition, requires school districts to provide transportation upon request for parenting students who are transporting an infant.

[ESHB 2551](#) (Chapter 35, Laws of 2020) precludes school districts, public schools, and institutions of higher education from prohibiting students who are members of a federally recognized tribe from wearing traditional tribal regalia or objects of Native American cultural significance at graduation ceremonies or related school events.

[2SHB 2731](#) (Chapter 347, Laws of 2020) requires, beginning with the 2020-21 school year, public schools to annually report to the Department of Health information about each diagnosed concussion sustained by a student during athletic and other activities.

[EHB 2811](#) (Chapter 292, Laws of 2020) requires the OSPI to contract with a Washington state-based nonprofit organization to integrate the state learning standards in English language arts, mathematics, and science with outdoor field studies and project-based and work-based learning opportunities that are aligned with the environmental, natural resources, and agricultural sectors.

[SB 6066](#) (Chapter 59, Laws of 2020) directs OSPI, by September 1, 2021, to identify existing state learning standards addressing knowledge and skills all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures instead of adopting EALRs and grade-level expectations.

[SB 6102](#) (Chapter 95, Laws of 2020) changes the state requirement that the letters for the word "stop" displayed on a school bus stop arm be changed from 8 inches to specify the letters be at least 5.9 inches high.

[SB 6103](#) (Chapter 61, Laws of 2020) requires school districts to report graduation and dropout data to the OSPI. The OSPI is required to report graduation and dropout data, homeless student data, K-12 data reports and appointment data to the Legislature.

[SB 6263](#) (Chapter 206, Laws of 2020) requires the Washington State School Directors' Association (WSSDA), in consultation with tribes, to develop a model policy and procedure to establish data sharing agreements between school districts and local tribes by January 1, 2021. Directs WSSDA, when developing a policy and procedure, to consult with various organizations, consider model agreements, and consider standards for the identification of Native students for data sharing purposes.

[ESB 6313](#) (Chapter 208, Laws of 2020) allows persons to vote in a primary election if they are 17 years old but will be 18 by the general election. Requires DOL to provide an automated process to for 16 and 17-year-olds to sign up to register to vote.

High School Graduation Requirements

[ESSB 6141](#) (Chapter 307, Laws of 2020) requires districts to administer financial aid advising day with information sharing requirements contained in the High School and Beyond Plan (HSBP) and requires that the HSBP include information about the Washington College Grant and other scholarship opportunities.

[SSB 6521](#) (Chapter 353, Laws of 2020) directs the Office of the Superintendent of Public Instruction to establish an innovative learning pilot program to authorize full-time enrollment funding for students participating in mastery-based learning programs.

Preventing Gun Violence

[E2SSB 2467](#) (Chapter 28, Laws of 2020) establishes a state background check unit managed by the Washington State Patrol (WSP) for the processing of background checks for all firearm transfers and purchases.

[SHB 2555](#) (Chapter 36, Laws of 2020) requires firearms dealers to conduct background checks on applicants for the purchase or transfer of a firearm frame or receiver once a state background check system is established within the Washington State Patrol, and establishes procedures and requirements applicable to these transfers.

[SHB 2622](#) (Chapter 126, Laws of 2020) establishes compliance hearing processes and contempt of court procedures for courts that have issued orders to surrender weapons and extreme risk protection orders.

[ESSB 6288](#) (Chapter 313, Laws of 2020) creates the Office of Firearm Safety and Violence Prevention (office) within the Department of Commerce.

WSPTA Resolutions

[SHB 2589](#) (Chapter 39, Laws of 2020) requires, within existing resources, public elementary and secondary schools, and public institutions of higher education, that issue student or staff identification cards to have printed on newly issued or replacement cards: the contact information for a national suicide prevention organization; and the contact information for one or more campus, local, state, or national organizations specializing in suicide prevention, crisis intervention, or counseling, if available.

[ESHB 2660](#) (Chapter 288, Laws of 2020) requires, with limited exceptions, each school with students in or below grade 8 with 62.5 percent or more of its students eligible for free meals through a direct certification process to participate in the federal Community Eligibility Provision (CEP), thereby making school meals available to all students at no charge.

[SHB 2711](#) (Chapter 233, Laws of 2020) requires the Office of the Superintendent of Public Instruction, in collaboration with specified state agencies, to convene a temporary work group to develop recommendations related to education outcomes and eliminating racial and ethnic disparities for students in foster care, experiencing homelessness, or both.

[ESSB 5395](#) (Chapter 188, Laws of 2020) requires every public school to provide comprehensive sexual health education that meets certain requirements.

School & Student Safety

[2SHB 1191](#) (Chapter 167, Laws of 2020) modifies requirements governing notifications from criminal justice entities to schools and school districts for students who have committed certain crimes, including violent or sex offenses and violations of firearms and dangerous weapons laws, by establishing uniformity in notice requirements and in the duties of school personnel after a notification is received.

[SHB 2883](#) (Chapter 185, Laws of 2020) requires that the Health Care Authority develop and operate a data collection and tracking system for youth receiving family-initiated treatment.

School Construction

[2SSB 5572](#) (Chapter 299, Laws of 2020) establishes a small school district modernization grant program for school districts and state/tribal compact schools that have 1000 or fewer enrolled students.

Social Emotional Learning & Student Mental Health

[SHB 2589](#) (Chapter 39, Laws of 2020) requires, within existing resources, public elementary and secondary schools, and public institutions of higher education, that issue student or staff identification cards to have printed on newly issued or replacement cards: the contact information for a national suicide prevention organization; and the contact information for one or more campus, local, state, or national organizations specializing in suicide prevention, crisis intervention, or counseling, if available.

[SHB 2728](#) (Chapter 291, Laws of 2020) directs the Joint Legislative Audit and Review Committee to conduct a review of the PAL, PCL, PAL for Moms, and PAL for Kids Referral Assistance Service programs.

[2SHB 2737](#) (Chapter 130, Laws of 2020) renames the Children's Mental Health Work Group (Work Group) as the Children and Youth Behavioral Health Work Group.

[ESHB 2816](#) (Chapter 235, Laws of 2020) directs the Washington State School Directors' Association (WSSDA) to develop, and periodically update, a model policy and procedure for nurturing a positive social and emotional school and classroom climate that meets specified requirements and to post the policy to its website by March 1, 2021.

[SSB 6191](#) (Chapter 251, Laws of 2020) directs the Health Care Authority and other state agencies to incorporate questions related to adverse childhood experiences (ACEs) into the Healthy Youth Survey

School Operations and Employee Health Benefits

[HB 2458](#) (Chapter 231, Laws of 2020) requires school districts and applicable carriers to work with the HCA to modify, remove, or discontinue any district-based benefit offerings that are determined by the HCA to be in competition with benefits offered by the HCA or the SEBB.

[ESSB 6189](#) (Chapter 8, Laws of 2020) directs the Joint Legislative Audit and Review Committee to study the number and types of part-time employees that are eligible for School Employees' Benefits Board coverage.

[SB 6326](#) (Chapter 69, Laws of 2020) amends certain exceptions to the rule on conflicts of interest to increase the permissible employment of unskilled labor from \$200 per month to \$1,000 per month and the permissible letting of an employment contract for substitute teachers or educational aides in second-class school districts with 300 (previously 200) or fewer students.

Bills that Didn't Pass

Access and Affordability to Higher Ed

[HB 1278](#) would have required the public higher education institutions that offer on-campus housing options to provide a waiver for one-year of on-campus housing, on a space available basis, to first-year College Bound Scholarship students who are homeless.

[HB 2233](#) would have expanded the College in the High School program to 9th grade eligible students.

[SB 6424](#) would have required the public higher education institutions that offer on-campus housing options to provide a waiver for one-year of on-campus housing, on a space available basis, to first-year College Bound Scholarship students who are homeless.

[SB 6542](#) would have created a pilot program to assess the impact of providing certain information to high school students on college-going. Would have convened an advisory committee to develop a statewide automatic admissions policy.

[SB 6614](#) would have created the Rural College Scholarship Promise program and pilots it in up to four community or technical colleges. Established award levels and eligibility criteria including county of residence. Required that the rural college promise award be applied before any other forms of aid. Increased the workforce education investment act surcharge on advanced computing businesses and dedicates the revenue to the new Rural College Promise Program Account.

Career-connected, STEM, CTE

[SHB 2128](#) would have required school districts, beginning May 1, 2020, to provide annual reports on career and technical education (CTE) courses and course offerings to OSPI and to post the reports on the district's website.

[E2SSB 5327/SHB 1336](#) would have created a cross-agency work group to coordinate a statewide system of career-connected learning (CCL). Institutes a CCL grant. Established coordinators to develop and expand opportunities for academic credit for career launch programs at institutions of higher education.

Dual Credit Programs

[SSB 5593](#) would have required school districts, upon knowledge of a low-income student's enrollment in Running Start, to coordinate with higher education institutions to provide documentation of low-income status.

[SSB 6505](#) (OSPI request) would have required institutions of higher education to waive most fees for Running Start students beginning in the 2022-23 school year, and ensure Running Start students are not charged for course books, fees, and supplies beginning in the 2023-24 school year. Gives institutions of higher education the sole jurisdiction in determining whether a student is competent to benefit from the Running Start program. Established that the maximum per-credit tuition fee for College-in-the High School (CiHS) is to be adjusted by inflation. Allowed ninth grade students to be eligible for the CiHS program. Required school districts to cover direct costs for exam-based dual-credit courses and CiHS courses beginning in the 2021-22 school year, and career and technical education dual credit courses beginning with the 2022-23 school year. Created a dual credit task force to be convened by OSPI.

Early Learning

[SHB 2661](#) (Senn, comprehensive early learning bill) would have increased eligibility for child care, early childhood development programs, and services for children and families. Provided for increased rates, training, grants, and services for early learning providers. Established new accounts and allowable fund uses.

[2SSB 5820/SHB 1574](#) would have established categorical eligibility for homeless children and Indian children in the Early Childhood Education and Assistance Program. Required 12-month authorizations for the Working Connections Child Care program for homeless children and Indian children.

[SSB 6253](#) (Wilson, comprehensive early learning bill) would have made changes to the Early Childhood Education and Assistance Program (ECEAP) including phasing in expanded eligibility and changing when this program becomes a state-funded entitlement. Would have made changes to the Working Connections Child Care (WCCC) program including expanding eligibility in accordance with a phased-in copayment schedule and subject to appropriations. Would have included provisions related to family resource and referral; early learning coordination and shared service hubs; family, friend, and neighbor caregivers; dual language; early interventions; expanded learning opportunities quality initiative; and a number of appropriation clauses.

Family Engagement

[HB 2631](#) would have established a work group to recommend a family engagement framework for early learning through high school. Specifies membership, staffing, meeting, reporting, and other requirements for the work group. The bill did not pass but the bill elements were placed into a budget proviso at the back of the operating budget.

General Education Watch List

[2SHB 1039](#) would have required high schools in school districts with over 2,000 students, and allowed other public schools, to obtain and store opioid overdose medication to assist a person at risk for an opioid-related overdose.

[SHB 1256](#) would have doubled the base penalty for first-time distracted driving offenses when they occur in school speed zones (second and subsequent offenses are already doubled under current law).

[SHB 2108](#) would have delayed the requirement that school districts meet kindergarten through third grade class size ratios of 17 students to one classroom teacher until the 2020-21 school year.

[HB 2562/SB 6416](#) would have required the Department of Health (DOH) to grant money to school-based health centers for telehealth projects that assist school nurses. Would have appropriated \$950,000 for the fiscal year ending June 30, 2021, from the state general fund to DOH to implement the grant.

[SHB 2583](#) would have provided for notifications and financial penalties, if a student residing in out-of-home care outside the student's school of origin district is not, within specified timeframes, regularly transported to the student's school of origin, provided that enrollment in the school of origin is in the best interest of the student.

[HB 2653](#) would have directed OSPI to convene a 10-member work group (work group) to have the Washington Kindergarten Inventory of Developing Skills materials reviewed by experts trained in identifying cultural bias and by representatives of culturally and linguistically diverse subgroups. This was also placed in the operating budget as a proviso; EOGOAC is reviewing.

[HB 2699/SB 6480](#) would have required school districts to develop and implement a written plan for a comprehensive school counseling program by the beginning of the 2021-22 school year, subject to appropriated funds. Would have required school counselors to implement the plan and spend at least 80 percent of their work time providing direct and indirect services to students.

[HB 2708](#) would have directed the Department of Health to establish a 27-member work group on school based health centers. Would have established membership and duties for the work group, including reporting findings and recommendations to the Governor and the appropriate committees of the Legislature by December 1, 2020.

[HB 2717/SB 6132](#) would have allowed the Learning Assistance Program (LAP) to support school-wide behavioral health system of supports and interventions including social workers, counselors, instructional aides, and other school-based health professionals.

[HB 2844](#) would have required school districts to provide individual health plans (IHPs) for students with epilepsy or other seizure disorders, and established related requirements

[2ESSB 5389](#) would have directed the University of Washington (UW), in collaboration with the Extension for Community Healthcare Outcomes project (Project ECHO), to develop a training program for identifying students at risk for substance abuse, violence, or youth suicide in schools, and required all certificated and classified employees at each school to be trained on this student risk assessment beginning in the 2020-21 school year.

[2SSB 5607/ HB 1322](#) would have established grant programs to grow capacity for dual language (DL) learning in public schools, child care, and early childhood education and assistance programs, and to grow capacity for heritage language learning.

[ESSB 5908/ HB 1914](#) would have established the Center for Equity and Cultural Competency within OSPI and assigned certain duties. Incorporated equity, diversity, and inclusion professional development into existing cultural competency training for school board directors, district staff, and school staff.

[SB 6279](#) would have required each school district with more than 2,000 students to partner with a health care sponsor to establish at least one school-based health center within the district by the beginning of the 2025-26 school year.

[SB 6563](#) would have allowed school districts to enter into agreements with health care providers to establish school-based health centers.

Highly Capable Student Screening

[ESSB 6282](#) would have required school districts to develop individualized highly capable learning plans when transitioning highly capable students from cohort to non-cohort models of instruction. Would have applied retroactively to all transitions that occurred after January 1, 2019.

Preventing Gun Violence

[SHB 1010](#) would have authorized the Washington State Patrol to destroy forfeited firearms in its custody.

[SHB 1315/SSB 5174](#) would have required an applicant to provide evidence of completion of a handgun proficiency course in order to obtain a concealed pistol license. Would have required the Washington State Patrol to establish minimum standards for handgun proficiency, develop a course and examinations to measure handgun proficiency, and certify qualified handgun instructors and approved online course providers.

[SHB 2240/SSB 6077](#) would have made it unlawful for a person to manufacture, possess, distribute, import, transfer, sell, offer for sale, purchase, or otherwise transfer a large capacity magazine, except as specifically authorized. Would have allowed a person who legally possessed a large capacity magazine on the effective date of the act, or a person who inherits a legally possessed large capacity magazine, to continue to possess the large capacity magazine subject to certain restrictions. Would have established a number of exemptions from the prohibitions relating to large capacity magazines for certain persons and entities.

[HB 2241/SSB 6076](#) would have made it unlawful for a person to manufacture, possess, distribute, import, transfer, sell, offer for sale, purchase, or otherwise transfer an assault weapon or a large capacity magazine, except as specifically authorized.

[HB 2519](#) would have created criminal offenses relating to unlawful possession of ammunition and unlawfully delivering ammunition to anyone the person has reasonable cause to believe is prohibited from possessing ammunition.

[EHB 2623](#) would have made it unlawful for a person to possess a firearm if the person has previously been convicted or found not guilty by reason of insanity of Unlawful Aiming or Discharge of a Firearm or Dangerous Weapon or Animal Cruelty in the second degree.

[HB 2925/SB 6686](#)

Would have prohibited the possession of weapons on state capitol grounds.

[HB 2947](#) would have made it unlawful for a person to manufacture, possess, distribute, import, transfer, sell, offer for sale, purchase, or otherwise transfer a large capacity magazine, except as specifically authorized. Would have created a large capacity magazine buy-back program to be operated by the Washington State Patrol and provided a Public Records Act exemption for the personal information of a person participating in the buy-back program.

[2SSB 5141](#) would have defined school resource officer (SRO), and would have required school districts that choose to have an SRO program to confirm that the SRO has received training on specific topics.

[SB 6163](#) would have prohibited a person from possessing a firearm if the person has been charged with driving or physical control of a vehicle while under the influence of alcohol or drugs, and the person has a history of three or more prior offenses within ten years, vehicular homicide, or vehicular assault.

[SB 6294](#) would have required an applicant for a concealed pistol license to provide proof of completion of a recognized firearms safety training program within the last five years.

[SB 6347](#) would have extended the validity of a concealed pistol license from five years to seven years if the applicant provided proof of completion of a recognized firearm safety training program within the last five years.

[SSB 6406](#) would have created theft of a firearm from a residence, store, shop, or sales outlet as a new class B felony offense. Places theft of a firearm from a residence, store, shop, or sales outlet at seriousness level VII for sentencing with a standard range from 15 to 20 months in prison.

Resolutions (Supports)

[E2SHB 1110/SB 5412](#) would have reduces Greenhouse gas emissions associated with transportation fuels. In addition, it would have required the program to include processes for tracking compliance obligations and bankable, tradeable credits.

[E2SHB 1860](#) would have required schools with facilities built before 2000 to test for, remediate, and provide notifications related to, lead in drinking and cooking water as specified in the act.

[EHB 2009](#) would have Created a task force to recommend various strategies for incorporating environmental justice principles into how specified agencies discharge their responsibilities.

[HB 2290/SB 6101](#) would have Required school districts to collect data regarding the use of dyslexia screening tools and interventions provided using multitiered systems of support. Changed multiple dates when the OSPI and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

[SHB 2428](#) would have established the EpiPen work group to make recommendations on six-listed topics related to improving the prevention and treatment of students' life-threatening allergic reactions in schools serving kindergarten through twelfth grade students, and to report to the Legislature by December 15, 2021. Required OSPI to survey public schools to collect certain data for the 2020-21 school year related to students with life-threatening allergic reactions and required the EpiPen work group to analyze the data.

[HB 2546/SB 6332](#) would have prohibited marijuana retailers from selling marijuana concentrates with a delta-9 tetrahydrocannabinol (THC) concentration greater than 10 percent, except for retailers with a medical endorsement who could continue to sell these products to qualifying patients and designated providers who are entered into the Medical Marijuana Authorization Database and who hold a valid recognition card.

[HB 2591](#) would have required the Caseload Forecast Council to forecast the number of people under age 21 who are eligible for Developmental Disability Administration (DDA) waiver services who are also dependent and expected to exit dependency proceedings after reaching age 18 or 21.

[SHB 2643](#) would have required that youth suicide safety planning that includes notification of trusted adults and discussion with trusted adults about removal of lethal means be incorporated into Professional Educator Standards Board-approved training programs on youth suicide screening and referral.

[HB 2930](#) would have narrowed the applicability of restraint and isolation provisions to students with an individualized education program or section 504 plan.

[HB 2932/SSB 6489](#) would have repealed civil infractions prohibiting the purchase or possession of tobacco or vapor products by a person under 18 years of age.

[ESB 5834/HB 1779](#) would have required school districts, tribal compact schools, and charter schools to provide information to parents and guardians of enrolled students regarding students' right to an education. Prohibited collecting students' immigration status except as required by state or federal law or as required to administer educational programs. Required school employees to direct law enforcement officers to the district's superintendent if an officer requests immigration information or access to school grounds, and prohibited a superintendent from disclosing immigration information or providing school access except when the officer presents a dated, signed judicial warrant. Required OSPI and the Washington State School Directors' Association to develop materials and policies for responding to immigration requests.

[HB 2290/SB 6101](#) would have required school districts to collect data regarding the use of dyslexia screening tools and interventions provided using multitiered systems of support. Changed multiple dates when OSPI and the Dyslexia Advisory Council are required to publish, review, and update information on dyslexia.

[SSB 6237](#) would have authorized and encourages cities to notify the Department of Children, Youth, and Families when a family day-care provider becomes out of compliance with code or licensing requirements when the violation may cause harm to a child's health, welfare, or safety.

[SSB 6628](#) would have revised the definitions of emission and emission standard to include direct or indirect releases or emissions of air contaminants into the ambient air. Would have authorized the Department of Ecology to require persons who produce or distribute fossil fuels that emit greenhouse gases to comply with air quality and emission standards or emission limits on greenhouse gases.

School Construction & Simple Majority

[HB 2791/SB 6573](#) would have provided that basic education allocations may not be reduced by the amount of federal or state forest revenue a school district receives.

[ESSB 5853](#) would have increased the floor of the funding assistance percentage (FAP) from 20 percent to 30 percent beginning in the 2019-21 biennium. Added 5 percent to the FAP for school projects with historic buildings applying to the School Construction Assistance Program (SCAP). Codified the construction cost allowance and phases it in over four biennia growing from \$232 per square foot in 2020 to \$405 per square foot in 2029. Codified the student space allowance (SSA); beginning July 1, 2021 the SSA of 90 square feet for students in K-6 is increased by 10 square feet per year until FY 2025, when it reaches 140 square feet. Codified enhancements in the SSA for grades 7-8, 9-12, and students with disabilities beginning in 2024.

School Meal Policies

[E2SHB 1272](#) would have directed OSPI, through an application-based process, to designate six public schools as demonstration sites to implement and evaluate seated lunch duration procedures for school lunch periods. While the bill did not pass either session, in 2019 the Legislature included funding for the demonstration projects, which are under way.

[HB 2298](#) would have provided families of public school students with information about free and reduced-price meals.

School Safety, Planning & Emergency Preparedness

[SSB 5247/HB 1200](#) would have added a catastrophic incident emergency response plan to the required plans the adjutant general will develop for the state. Required the adjutant general develop guidance that may be used by local school districts in developing, maintaining, training and exercising catastrophic incident plans.

Social & Emotional Learning

[HB 2288](#) would have authorized school districts to enter into agreements with health care providers to establish school-based health centers for the provision of services exclusively to district students, employees, and employees' dependents.

[HB 2717/SB 6132](#) would have allowed the Learning Assistance Program (LAP) to support school-wide behavioral health system of supports and interventions including social workers, counselors, instructional aides, and other school-based health professionals. Required school districts to expend a portion of LAP funding to address the needs of students in grades K-4 who are deficient in reading or reading readiness skills rather than focus first on these students.

Strategic K-12 investments to close gaps

[2SHB 2117/SB 5973](#) would have reauthorized and expanded the Tax Structure Work Group, created within the 2017-19 Operating Budget.

[HB 2237/SB 6075](#) would have changed the local effort assistance (LEA) threshold from \$1,550 per pupil when levying at a rate of \$1.50 per \$1,000 of assessed value to \$2,500 per pupil when levying at a rate of \$2.50 per \$1,000 of assessed value. Increased the LEA threshold for state-tribal compact schools from \$1,550 per pupil to \$2,500 per pupil. Provided a hold harmless provision which prohibited a school district from receiving less in LEA than it would have received under the 2019 LEA statutes.

[HB 2258/2SSB 6117](#) would have increased the multiplier for students enrolled in special education who are in the general education setting for 80 percent or more of the school day to 1.0251 rather than 1.0075, beginning in the 2020-21 school year.

[HB 2581](#) would have removed the special education enrollment limit (13.5% cap) on schools districts for funding.

[HB 2690](#) would have required the development and submission of a plan for a statewide multitiered system of supports infrastructure that assists public schools in developing local integrated student supports that provide all students with equitable access to a high quality public education.

[HB 2704](#) would have created a competitive grant program for Community Sexual Assault Programs (CSAPs) to provide group counseling in common schools for youth survivors of sexual assault.

[HB 2719](#) would have restored funding for K-3 class size funding for student supports.

[HB 2753/SB 6344](#) would have allowed a school district to choose whether to operate under an enrichment levy lid of \$2.50 per \$1,000 of assessed value or the Maximum Per Pupil limit, rather than the lesser of the two.

[HB 2788/SB 6550](#) would have provided local effort assistance funding to charter schools up to \$1,550 per pupil, adjusted for inflation, beginning in 2022.

[HB 2823/SB 6533](#) would have expanded the maximum per pupil enrichment levy limit of \$3,000 to all school districts, rather than only those districts with 40,000 or more students.

[HB 2897/SB 6615](#) (OSPI request, staffing enrichment work group) would have adjusted the values of prototypical elementary, middle, and high schools to be 500 students each. Would have phased in reduced class sizes, including additional reduced values for high poverty schools, and would have phased in increased minimum allocation amounts for staff and added a new position titled "continuous improvement coaches." Would have phased in increased minimum allocation amounts for district wide support services. And finally, would have phased in funding for 10 professional learning days for all state-funded school staff.

[2SSB 5315](#) would have increased staffing ratios for school nurses, social workers, psychologists, and guidance counselors in elementary and middle schools.

[SSB 5532](#) would have required professional development and teacher preparation programs to address certain special education topics. Would have required educational service districts to provide special education advocates to serve as resources for children with disabilities and their families, and school districts to convene an ongoing special education advisory committee to advise the district of special education needs.

[SB 6477](#) would have allowed a school district to operate under a levy lid equal to the district's voter-approved maintenance and operation levy under the law in effect in 2018, provided the authority has not otherwise lapsed. Provided the new levy lid for taxes levied for collection in 2021 and 2022.

[SB 6510](#) would have provided additional local effort assistance to eligible small school districts with fewer than 300 students.

Teacher Shortages

[HB 2012/SB 5821](#) would have provided for bonuses to certificated instructional staff (e.g., school counselors, librarians) who are not eligible for certification through the National Board for Professional Teaching Standards, but who attain national certification through relevant national professional associations.

[SB 6067](#) would have removed statutory language that required the Professional Educator Standards Board to implement a uniform and externally administered professional-level certification assessment.

[SB 6138](#) would have modified the purpose of the Beginning Educator Support Team Program to include support for mentor educators and beginning educators of underrepresented populations.

SSB [6512](#) would have allowed any school district to build teachers' cottages or other single or multifamily housing for school district employees when directed by a vote of the district to do so.

Tobacco 21 and Vaping

[HB 2454/E2SSB 6254](#) would have required that all vapor product manufacturers be licensed by the Liquor and Cannabis Board (LCB) and required manufacturers and distributors to submit a list of product ingredients to the Department of Health (DOH).

[ESSB 5986](#) would have established a tax on vapor products in an amount equal to \$0.05 per milliliter of solution.

[SSB 6489/HB 2932](#) would have repealed civil infractions prohibiting the purchase or possession of tobacco or vapor products by a person under 18 years of age.

[SJM 8008](#) would have required transmission of a joint memorial urging the federal government to prohibit the sale of tobacco and vapor products to people under 21 years old, upon passage of SB 5057.

Bills that were Vetoed

[SSB 6142](#) would have required the public four-year higher education institutions (institutions) to enroll in the same preexisting online common application for use in admitting students by the 2022-23 academic year.

2020 Supplemental Operating Budget – Provisos

When the Legislature left town on March 12th, it passed [ESSB 6168](#), a 2020 supplemental operating budget that included about \$1 billion in new expenditures. On April 3, 2020, Governor Jay Inslee vetoed 147 sections or subsections of the operating budget as a way of saving \$445 million over three fiscal years: \$235 million in the 2019-21 biennium and another \$210 million projected for the 2021-23 biennium.

Inslee said in the time the session ended that circumstances had changed substantially. “Under normal circumstances, I wouldn’t be making these cuts,” said Inslee. “But these are not normal time,” he said, referencing the COVID-19 pandemic. His veto message and the related vetoes are [here](#).

Early Learning

Department of Commerce, Section 127 – childcare grant

(98) \$1,500,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants and associated technical assistance and administrative costs to foster collaborative partnerships that expand childcare capacity in communities. Eligible applicants include nonprofit organizations, school districts, educational service districts, and local governments. These funds may be expended only after the approval of the director of the department of commerce and must be used to support activities and planning that helps communities address the shortage of child care, prioritizing partnerships serving in whole or in part areas identified as childcare-access deserts.

Preventing Gun Violence

Washington State Patrol, Section 402

(14) \$100,000 of the general fund—state appropriation for fiscal year 2020 and \$300,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the Washington State Patrol to develop a plan for implementation of a centralized firearm background check system. Funding is sufficient to fund a consultant to design an information technology system to conduct firearm background checks through a centralized system and a Washington state patrol project manager to design the implementation plan. The design should include recommendations to comply with the direction in RCW 9.41.139 and leverage the new firearms database system currently being procured by the department of licensing to create one streamlined system.

The Washington State Patrol shall convene an interagency work group to inform the centralized firearm background check system implementation plan, to include but not limited to the Department of Licensing, administrative office of the courts, Health Care Authority, and Office of Financial Management. Reports on the information technology system and the implementation plan shall be provided to the governor and appropriate committees of the legislature by December 1, 2020.

Education

OSPI, Section 501

(cc) \$872,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for implementation of Second Substitute House Bill No. 2864 (running start summer pilot).

(hh) \$385,000 of the general fund—state appropriation for fiscal year 2020 and \$349,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for implementation of Substitute Senate Bill No. 6521 (innovative learning pilot – mastery-based education).

OSPI, Section 505, School Employee Compensation Adjustments

(b) Of the funding provided for professional learning in this section, the equivalent of one day of salary and benefits for each of the funded full-time equivalent certificated instructional staff units in school year 2020-21 must be used to train school district staff on racial literacy, cultural responsiveness, and stereotype threat for purposes of closing persistent opportunity gaps.

Educational Service Districts, Section 508

(5) For fiscal year 2021, funding in this section is provided for a corps of nurses located at the educational service districts, to be dispatched in coordination with the Office of the Superintendent of Public Instruction, to provide direct care to students, health education, and training for school staff.

(6) For fiscal year 2021, funding in this section is provided for staff and support at the nine educational service districts to provide a network of support for school districts to develop and implement comprehensive suicide prevention and behavioral health supports for students.

(7) For fiscal year 2021, funding in this section is provided for staff and support at the nine educational service districts to provide assistance to school districts with comprehensive safe schools planning, conducting needs assessments, school safety and security trainings, coordinating appropriate crisis and emergency response and recovery, and developing threat assessment and crisis intervention teams.

(8) For fiscal year 2021, funding in this section is provided for regional English language arts coordinators to provide professional development of teachers and principals around the new early screening for dyslexia requirements.

OSPI, Section 509, Local Effort Assistance

\$25,170,000 of the general fund—state appropriation for fiscal year 2020 and \$20,593,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for a one-time hold harmless for local effort assistance in calendar year 2020.

OSPI, Section 513, For Grants and Pass Through Funding

(10) \$1,425,000 of the general fund—state appropriation for fiscal year 2020 and \$1,425,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for dual language grants to grow capacity for high quality dual language learning. Of the amounts provided in this subsection:

- (a) \$1,425,000 of the general fund—state appropriation for fiscal year 2020 is provided solely for implementation of chapter 236, Laws of 2017 (SHB 1445) (dual language/early learning & K-12). In selecting recipients of the K-12 dual language grant, the superintendent of public instruction must prioritize districts that received grants under section 501(33), chapter 299, Laws of 2018.
- (b) \$400,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants to establish a new dual language program.

- (c) \$225,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants to expand an existing dual language program.
- (d) \$400,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants to create heritage language programs for immigrant and refugee students.
- (e) \$400,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants to create indigenous language programs for native students.

(31) \$75,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for grants to school districts to create systems, policies, and practices to address racial discipline gaps consistent with RCW 28A.415.410. The Office of Superintendent of Public Instruction, in coordination with a state association representing both certificated and classified staff, an association representing principals, an association representing school superintendents, the Washington State School Directors Association, and an association representing parents, will guide grant recipients using existing training materials and resources. Grant recipients must develop systems that provide tiered supports for intervention, restorative approaches to behavior, and eliminate zero-tolerance policies that contribute to racial disparities.

2020 Operating Budget Provisos that Create Work Groups or Task Forces

OSPI, Section 501, Since Time Immemorial Professional Development Training

(o) \$235,000 of the general fund—state appropriation for fiscal year 2020 and \$385,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the office of native education to increase services to tribes, including but not limited to, providing assistance to tribes and school districts to implement Since Time Immemorial, applying to become tribal compact schools, convening the Washington State Native American Education Advisory Committee, and extending professional learning opportunities to provide instruction in tribal history, culture, and government.

Of the amounts provided in this subsection, \$150,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for professional learning and technical assistance to support the ongoing implementation of since time immemorial tribal sovereignty curriculum, tribal consultation and engagement, government to government training, and data collection and identification of American Indian and Alaska Native students. The professional development must be done in collaboration with school district administrators and school directors.

Funding in this subsection is sufficient for the office, the Washington State School Directors' Association government-to-government task force, and the Association of Educational Service Districts to collaborate with the tribal leaders congress on education to develop a tribal consultation training and schedule. The tribal consultation training and schedule must be developed by January 1, 2022.

OSPI, Section 501, Various work groups, advisory committees, task forces

(3)(I) Work group to develop recommendations to integrating African American history into schoolwork.

(i) \$50,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for the Office of the Superintendent of Public Instruction to convene a **work group to develop recommendations for integrating, in a regular and ongoing basis, African American history, examinations of racism, and the history of the civil rights movement into curriculum** provided to students in grades seven through twelve. *Recommendations developed in accordance with this subsection must be preceded by a work group review of pertinent curriculum* that is available to school districts and must include recommendations for the professional development needed to support educators in providing the instruction to students.

(ii) The work group must consist of one representative from each of the following: (A) The Washington State Commission on African American affairs; (B) the educational opportunity gap oversight and accountability committee; and (C) a statewide organization representing teachers. The work group may also include other persons with unique and specific expertise, including but not limited to, Washington state historians and persons representing teacher preparation programs.

(iii) The office must report the findings and recommendations required by this subsection to the education committees of the Legislature by November 15, 2020.

(j) \$50,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for the office to participate in the work group established in section 922 of this act to create a **family engagement framework** for early learning through high school. At a minimum, the work group must review family engagement policies and practices in Washington and in other states, with a focus on identifying best practices that can be adopted throughout Washington.

Section 922 – Family Engagement Framework Work Group, Report due June 30, 2021

(1) A work group is established to create a family engagement framework for early learning through school.

(2) At a minimum, the work group must review family engagement policies and practices in Washington and in other states, with a focus on identifying best practices that can be adopted throughout Washington.

(3) The members of the work group must represent the following groups:

(a) The department of children, youth, and families; the office of the superintendent of public instruction; the state board of education; parents of children in the state early childhood education and assistance program or the federal head start program; parents of students in elementary or secondary school; parents of students who are English learners, with at least one parent with a student in preschool and at least one parent with a student in elementary or secondary school; parents of students who are in special education; parents of students in foster care; the office of the education ombuds; the educational opportunity gap oversight and accountability committee; the state commission on Asian Pacific American affairs; the state commission on Hispanic affairs; the state commission on African American affairs; the governor's office of Indian affairs; the Washington State School Directors' Association; a state

organization of school principals; a state organization of teachers; early childhood teachers; elementary and postsecondary teachers; and a state organization representing school counselors.

(b) The members of the work group must elect cochair. One of the cochair must be a parent and the other cochair must represent a state agency.

(4) The work group must meet monthly. At each meeting of the work group, members must have the option to participate remotely. In addition, the work group must hold at least three meetings in central Washington and at least three meetings in eastern Washington.

(5) Staff support for the work group must be provided by the office of the superintendent of public instruction and the department of children, youth, and families.

(6) Members are not entitled to be reimbursed for meal or travel expenses if they are elected officials or are participating on behalf of an employer, governmental entity, or other organization. Any reimbursement for other members is subject to chapter 43.03 RCW.

(7) By June 30, 2021, and in compliance with RCW 43.01.036, the office of the superintendent of public instruction must report to the appropriate committees of the Legislature with a summary of the activities of the work group and its recommendations for a family engagement framework for early learning through high school.

2020 Operating Budget Provisos that Create New Reports

Office of the Governor, Section 116

(8) \$50,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for the office of the education ombuds, in consultation with the Office of the Superintendent of Public Instruction and the Washington State Office of Equity, to develop a plan to implement a **program to promote skills, knowledge, and awareness concerning issues of diversity, equity, and inclusion** among families with school-age children. The office of education ombuds shall submit a report with recommendations to the governor and the appropriate committees in the Legislature by September 1, 2020.

Office of Financial Management, Section 129

(13) Within existing resources and in consultation with the Office of the Superintendent of Public Instruction, the office of financial management shall review and report on the **pupil transportation funding system** for K-12 education. The report shall include findings and recommendations and shall be submitted to the governor and the appropriate committees of the legislature by August 1, 2020.

This report shall include review of the following: (a) The formula components and modeling approach in RCW 28A.160.192; (b) The data used in the analysis for completeness, validity, and appropriateness; (c) The timing requirements and whether they could be changed; (d) The STARS model for appropriateness, functionality, and alignment with statute; and (e) The capacity and resources of the office of the superintendent of public instruction to produce the transportation analysis.

Washington State Patrol, Section 402

The Washington State Patrol shall convene an interagency work group to inform the centralized firearm background check system implementation plan, to include but not limited to the Department of Licensing, administrative office of the courts, Health Care Authority, and Office of Financial Management. Reports on the information technology system and the implementation plan shall be provided to the governor and appropriate committees of the Legislature by December 1, 2020.

Education Opportunity Gap Oversight and Accountability Committee, Section 501

(ii) Within amounts provided in this subsection, the committee must review the Washington kindergarten inventory of developing skills, including professional development available to educators and other assessment materials and tools, and make recommendations to the Office of the Superintendent of Public Instruction and the education committees of the Legislature on the following topics:

- (A) Opportunities for reducing bias in the observational assessment process and materials; and
- (B) Barriers to implementation of the inventory.

(iii) The committee shall seek feedback from relevant stakeholders, including but not limited to:

- (A) The office of the superintendent of public instruction.
- (B) The department of children, youth, and families.
- (C) Kindergarten teachers who are representative of or who teach in schools with diverse student subgroups.
- (D) A representative from a tribal school who is currently using the inventory.
- (E) Principals who are currently using the inventory.
- (F) Parents who are representative of student populations that have historically scored low on the inventory, and who are recommended by an organization that serves parents of color.
- (G) District assessment coordinators; and
- (H) Early childhood providers.

OSPI, Section 501, Work Groups with reports

(c) The Office of the Superintendent of Public Instruction, in collaboration with the Department of Social and Health Services Developmental Disabilities Administration and Division of Vocational Rehabilitation, shall explore the development of an implementation plan to build statewide capacity among school districts to improve transition planning for students in special education who meet criteria for services from the developmental disabilities administration, and shall provide all school districts with an opportunity to participate. The plan shall be submitted in compliance with RCW 43.01.036 by November 1, 2018, and the final report must be submitted by November 1, 2020, to the governor and appropriate legislative committees.

The final report must include the following:

- (i) An examination of whether a data share agreement between the department of social and health services developmental disabilities administration, division of vocational rehabilitation, and the office of the superintendent of public instruction would improve coordination among the three agencies.
- (ii) Defined roles for the associated stakeholders involved with the transition of students potentially eligible for services from the developmental disabilities administration, including but not limited to: (A) The department of social and health services developmental disabilities administration; (B) The office of the superintendent of public instruction; (C) The division of vocational rehabilitation at the department of social and health services; (D) School districts across the state of Washington; and (E) Counties coordinating employment and day services.
- (iii) An examination of the feasibility of a statewide developmental disabilities transition council, including representative positions, roles and responsibilities, costs, and data collection; and
- (iv) Recommendations for supporting seamless transition from school to post-school life, up to and including potential legislation and funding, regional interagency transition networks, and coordination between counties, schools, and other partners for transition supports.

OSPI, Section 501, Weighted GPA report

(ff) \$10,000 of the general fund—state appropriation for fiscal year 2021 is provided solely for the Office of the Superintendent of public Instruction, in consultation with the four-year institutions as defined in RCW 28B.76.020, the state board for community & technical colleges, and the workforce training and education coordinating board, to review and report on potential adjustments or alterations to the standardized high school transcript created under RCW 28A.230.125, including, but not limited to, granting the option of using a weighted grade point average to recognize accelerated coursework. The report shall include findings and recommendations and shall be submitted to the governor and the appropriate committees of the legislature by January 1, 2021.

2020 Capital Budget

A total of \$3.2 billion in bond proceeds was authorized for the 2019-21 biennium in 2019. Lawmakers started off the session with \$89.8 million in bond capacity, and appropriations in the 2020 session were equal to \$89.5 million. In addition, ESSB 6248 authorizes \$75.6 million from dedicated accounts and \$13 million in alternatively financed projects.

K-12 Education

Public School Construction

The total funding level for the School Construction Assistance Program (SCAP), currently \$1.04 billion, is decreased by \$1.1 million. SCAP provides state matching grants to qualifying local school districts for construction, renovation and modernization of K-12 school facilities in 2020-21. The supplemental budget adds \$25.9 million from the state Common School Construction Account, adds \$0.8 million in federal funds, and reduces the state bonds appropriation by \$27.8 million.

School Seismic Safety Retrofit Program

\$13.2 million is provided to initiate a grant program to retrofit K-12 school buildings for seismic safety improvements. The funding level is intended to fund six projects designated as very high risk by OSPI. The districts with school projects are (in order): North Beach, Centralia, South Bend, Boisfort, Cosmopolis, and Marysville.

Small District Modernization Grants

\$3.4 million is provided for two additional small district modernization grants, which increases the biennial appropriation for this program to \$23.4 million. The funding is sufficient for the top 10 projects, which include these school districts (in order): Oakville, Kahlotus, Washtucna, Index, Lamont, Green Mountain, Harrington, Skamania, Endicott, and Centerville.

Distressed Schools Grants

\$2.9 million is provided for seven additional distressed schools grants, which increases the biennial appropriation for this program to \$25.9 million. The new districts are: Mount Adams School District, Seattle Public Schools, Tacoma Public Schools, Port Orchard, and Republic.

Early Learning

An additional \$4.2 million is provided for grants and loans to match private and other public funding to purchase, construct, or modernize facilities to add capacity for early learning programs, including the Early Childhood Education and Assistance Program. Additionally, \$3 million is provided for specific early learning projects; school districts are not eligible for these grants. The Department of Commerce has announced another round of school district grant applications which will be reviewed, and a list proposed in the agency's Fall 2020 budget submission. Grants would be presented for the 2021-23 capital budget.

Bills that Create Work Groups, Task Forces and Reports

[E2SHB 1272](#) directs OSPI to develop pilot projects related to designating 20 minutes of seated lunch time. A report on the findings of the pilot projects must be submitted to the governor and the House and Senate education committees by July 1, 2021.

[ESHB 2116](#) establishes an 11-member Task Force on Improving Institutional Education Programs and Outcomes. Directs the Task Force to report findings and recommendations to the Governor and the appropriate committees of the House of Representatives and the Senate by December 15, 2020.

[SHB 2711](#) requires OSPI, in collaboration with the Department of Children, Youth and Families, the Office of Homeless Youth Prevention and Protection Programs, and the Washington Student Achievement Council, to convene a temporary work group to develop recommendations related to education outcomes and eliminating racial and ethnic disparities for students in foster care, experiencing homelessness, or both. OSPI may use the existing work group created by budget proviso, with the addition of the new membership, including non-governmental organizations, the Education Opportunity Gap Oversight & Accountability Committee and four legislators.

Annual reports are due to the Governor, appropriate committees of the Legislature and the EOGOAC by October 31, 2021, 2022 and 2023, with a final report due July 1, 2024.

[ESHB 2731](#) requires the Department of Health, starting in 2021 and annually thereafter by October 1st, to report a summary of the diagnosed concussion information received in the prior school year to the Legislature and OSPI. The report must include rates, patterns, trends, and other relevant information.

[2SHB 2737](#) renames the Children's Mental Health Work Group as the Children and Youth Behavioral Health Work Group, and changes membership. The group is established to identify barriers to and opportunities for accessing behavioral health services for children and their families, and to advise the Legislature on statewide behavioral health services for this population.

The work group must submit an updated report to the governor and the appropriate committees of the legislature by December 1, 2020. Beginning November 1, 2020, and annually thereafter, the work group shall provide recommendations in alignment with subsection (3) of this section to the Governor and the legislature.

[2SHB 2864](#) requires OSPI and the State Board of Community & Technical Colleges to report by November 10, 2022, to the Legislature the findings of the Summer Running Start Pilot Program, and to recommend whether to expand the running start program to include the summer term.

[ESSB 5395](#) requires OSPI to biennially report to the House and Senate education committees regarding the curricula used by school districts for comprehensive sexual health education, starting after the 2022-23 school year.

[2E2SSB 5720](#) creates an Involuntary Commitment Work Group, with up to 18 members appointed by the governor. The work group must evaluate the implementation of the act. The Governor must request participation by representative of tribal governments. The work group must provide two reports containing recommendations to the legislature by January 2021, and by June 2022.

[ESSB 6189](#) directs the Joint Legislative Audit and Review Committee to conduct a study to identify the number and types of part-time school district employees and their eligibility for benefits through the School Employees' Benefits Board. The report is due to the Legislature by September 1, 2021. In addition, the Health Care Authority is directed to conduct an analysis of the impacts of changes to the requirement that school employers remit premiums for employees that waive medical coverage under RCW 41.05.050(4)(d). The analysis shall consider the estimated impacts to the projected future funding rates and the estimated amount billed to each school district. The HCA report is due September 1, 2021.

[SSB 6521](#) directs OSPI and the State Board of Education to report on the mastery-based pilot program, including the efficiency, cost, and impacts of the funding model or models used under the pilot program. The report is due December 1, 2022.

Bills that Require WSSDA Model Policies and Procedures

[2SHB 1191](#) requires WSSDA to develop a model policy that addresses the following issues: procedures for providing notice of threats of violence or harm to the student or school employee who is the subject of the threat, including a definition of "threats of violence or harm"; and procedures for notification about students convicted of sexual or violent offenses. The policy must be available to school districts in time to allow school districts to adopt the policy by September 1, 2020.

[ESHB 2816](#) requires WSSDA to develop a model policy and procedures for nurturing a positive social and emotional school and classroom climate. The policy must be posted publicly on the WSSDA website by March 1, 2021. School districts must adopt (or update) their policies and procedures for social emotional learning by the start of the 2021-22 school year to align with the WSSDA model policy.

[ESSB 6141](#) requires WSSDA to develop a model policy that school districts may adopt regarding Financial Aid Advising Day. The policy must be developed by the start of the 2020-21 school year.

[SB 6263](#) requires WSSDA to develop a model policy to establish data sharing agreements between school districts and federally recognized Indian tribes. The policy must be developed by January 1, 2021.