

WACTE Legislative Report – Spring, 2018

For the first time since 2014, and only the second time in a decade, the 2018 session of the Washington legislature adjourned within its constitutional limit (60 days in an even-numbered year)

1,410 bills were introduced during the session, with 308 passing – a 21.8% success rate, slightly above average.

A major education bill to address the teacher shortage failed to find agreement between the House and Senate. House Bill 1827 by Rep. Santos, chair of the House Education Committee, would have

- Increased conditional scholarships for teaching candidates,
- Increased student teaching stipends for teaching candidates,
- Made permanent the TEACH grants to defray testing and other costs for candidates,
- Targeted the programs at candidates eligible for the state need grant, and
- Consolidated management of the programs under the Student Achievement Council (since they work directly with financial aid offices at all of the colleges and universities).

An amendment added in the Senate reverted the scholarships to the control of the Professional Educator Standards Board (as opposed to the original bill that consolidated scholarships at the Student Achievement Council) and removed the requirement to only grant scholarships and stipends based on need. Rep. Santos would not accept the change and Sen. Wellman, the Senate Education chair, insisted the provision stay. As such, the bill died and the funding evaporated from the budget.

That also torpedoed some innovative programs proposed at WWU and CWU, including Central’s remote supervision of student teachers.

And our inaugural “Day on the Hill” in Olympia seems to have been a success. There were 17 colleges/universities represented (plus two additional who made visits later in the month). The 26 people participating visited with 37 legislators and staff. Feedback from legislators was positive, and they look forward to further engagement with teacher preparation programs.

Below is a summary of the other education legislation passed and delivered to the governor (**Bold** = WACTE took a position).

ESSB 6032	Budget
State Need Grant \$18,500,000 FY 19	Reduce the State Need Grant (SNG) waiting list by one-quarter in FY 2019, serving approximately 4,600 additional students. The legislature intends to eliminate the waiting list over four years, serving all eligible students beginning in FY 2022.
Sec. 501 (33) Dual Language HB 1445 \$1,000,000 FY 19	Additional funding is provided for Dual language, early learning and K-12 grant program as well as the Bilingual Educator Initiative.
Sec. 501 (56) Sexual Health Education \$200,000 FY 19	Funding is provided for OSPI to meet statutory obligations related to the provision of medically and scientifically accurate, age-appropriate, and inclusive sexual health education. OSPI shall submit a report to the legislature outlining major accomplishments and deliverables by June 30, 2019 .
Sec. 501 (62) Office of Native Education \$240,000 FY 19	Funding is provided for the Office of Native Education at OSPI to increase services to tribes (e.g., Implementing Since Time Immemorial, applying to become tribal compact schools, convening Washington State Native American Advisory Committee, and professional development)
Sec. 501 (68) Next Gen Science \$4,000,000 FY 19	Funding is provided for OSPI to provide grants to school districts and educational service districts for science teacher training in the next generation science standards including training in the climate science standards. Of the amounts appropriated, \$1,000,000 is provided solely for community based nonprofits to partner with public schools for next generation science standards.

Legislation

<p>2SHB 1377</p> <p>Student mental health</p>	<p>Requires first-class school districts to provide a minimum of six hours of professional collaboration time per school year for school counselors, school workers, and school psychologists with mental health professionals that focuses on recognizing signs of emotional or behavioral distress in students, beginning in the 2019-20 school year. Establishes the Professional Collaboration Lighthouse Grant Program, through August 1, 2020, to assist school districts with early adaption and implementation of mental health professional collaboration time. OSPI to provide grants to at least four school districts wishing to implement mental health professional collaboration time, in the 2018-19 school year.</p>
<p>SHB 1445</p> <p>Dual Language</p>	<p>OSPI two-year grants of up to \$200,000 each to school districts or state-tribal compact schools proposing to: establish or expand a two-way DL program; or expand a one-way DL program in a school with predominantly EL students. Bonus up to \$20,000 to applicants proposing a DL program in a target language other than Spanish. Grant money must be used for program start-up and expansion costs, for example staff training, teacher recruitment, development and implementation -- not for ongoing program costs.</p>
<p>E2SHB 1508</p> <p>Breakfast After The Bell</p>	<p>Requires high-poverty schools to serve breakfast after the start of the school day, changing definition of “instructional time” so time spent on meals in the classroom is included when other activities / instruction happens concurrently.</p>
<p>SHB 1539</p> <p>Prevention of Sexual Abuse of Students</p>	<p>Establishes new and modified duties for the Office of the Superintendent of Public Instruction (OSPI) related to a voluntary coordinated program for the prevention of child abuse and neglect, including requiring the program to incorporate provisions for the prevention of sexual abuse of students in kindergarten through twelfth grade.</p>
<p>2SHB 1896</p> <p>Civics education</p>	<p>Establishes an expanded civics education teacher training program at OSPI with social studies teachers and civics education specialists from across the state who will be tasked with developing teacher training materials and providing PD. Requires each school district that operates a high school to provide a mandatory stand-alone course in civics by the 2020-21 school year. Directs OSPI to select two SDs that are diverse in size and in geographic makeup to serve as demonstration sites for enhanced civics education. Responsibility for administering the Washington History Day program is transferred to OSPI effective July 1, 2018 and OSPI shall (subject to funds appropriated) administer and coordinate the program.</p>
<p>ESHB 2610</p> <p>Prohibiting Lunch Shaming</p>	<p>Prohibits schools and districts from taking action directed at a student under the age of 15 to collect unpaid school meal fees, and from stigmatizing a student who cannot pay for a school meal; OSPI to collect, promote best practices; requires monthly direct-certification of FRP eligibility; requires distribution of application and necessary language assistance</p>

<p>E2SHB 2779</p> <p>Children mental health</p>	<p>Reestablishes the Children's Mental Health Work Group through the year 2020. The Work Group must update the findings and recommendations reported to the Legislature by the 2016 Work Group by December 1, 2020. Directs the HCA and the DCYF to develop strategies for expanding home visiting. Requires the delivery of mental health instruction in two high school pilot sites. Beginning April 1, 2018, the PIT process will be expanded to include treatment for substance use disorder. By December 1, 2018, the DSHS must report the findings and recommendations of the advisory group to the Work Group. The HCA representative must convene at least two, but no more than four, Work Group meetings yearly. Effective July 1, 2020, and subject to funds appropriated for this purpose, the Child and Adolescent Psychiatry Residency Program at the UW must offer one additional 24-month residency position to a resident specializing in child and adolescent psychology. By November 1, 2018, the DCYF must: develop definitions, a strategy and collaborate with HCA.</p>
<p>SHB 2824</p> <p>OSPI & board of education</p>	<p>Aligns specific powers, duties, and functions of OSPI and SBE whereby OSPI shall notify SBE in writing before initiating the development or revision of the essential academic learning requirements.</p>
<p>SB 5028</p> <p>Native American curriculum</p>	<p>Teacher preparation programs shall integrate the curriculum developed and made available free of charge by the OSPI into existing programs or courses and may modify that curriculum in order to incorporate elements that have a regionally specific focus.</p>
<p>E2SSB 6162</p> <p>Dyslexia</p>	<p>Requires OSPI to reconvene a dyslexia advisory council. Beginning in the 2021-22 school year, each SD must use multi-tiered systems of support to provide interventions to students in K-second grade who display indications of, or areas of weakness associated with dyslexia. By September 1, 2019, OSPI must identify screening tools and resources and maintain on the agency website a list of screening tools. By June 1, 2020 the council must develop recommendations and report to OSPI. By January 15, 2022, the council must review SD implementation screenings. By June 1, 2021 OSPI must review the council's recommendations and make available to SDs. By Feb 15, 2022, OSPI must review the council's updated report. By Nov 1, 2022, OSPI must report to the house of representatives and senate information from the 2021-22 school year. Beginning 2018-19 school year as part of the annual assessment inventory, SDs must report the number of students and grade levels desegregated by student subgroups. SD may use LAP funding.</p>
<p>E2SSB 6362</p> <p>Modifying Basic Ed</p>	<p>Moves ahead the schedule for full funding of the increased state salary allocations for school employees to the 2018-19 school year, rather than phasing in over two school years, and revises limitations on salary increases in the 2018-19 school year. Increases regional salary adjustments for districts west of the Cascade Mountains adjacent to a district with a regionalization factor more than one tercile higher. Adds an experience factor adjustment for school districts with above-average education and experience for Certificated Instructional Staff, beginning in the 2019-20 school year. Increases the special education excess cost multiplier from 0.9309 to 0.9609, and requires the Special Education State Oversight Committee to consider the high-cost needs of students enrolled in special education served by institutions. Bases the high-poverty Learning Assistance Program allocation on the three year rolling average of enrollments in free and reduced-price meal programs in a school.</p>