



Washington State
School Directors' Association

Legislative Update

February 24, 2013

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On the pole

With a nod to those who watched the track instead of the red carpet, school directors and education associations will find a model resolution asking the legislature to fully fund public schools based on enacted laws and the McCleary decision on the WSSDA web site.

The many “whereas” might seem as long as Daytona, but the goal was to ground the resolution in state law, the Supreme Court decision and its subsequent response to the state’s report on “progress,” and tie in the WSSDA priorities of funding through a stable and sustainable system of revenue.

The resolution can be found on the front page of the [WSSDA web site](#). WSSDA, WASA and WASBO have their annual Legislative Conference March 10 and their Day on the Hill March 11; we are hoping as many resolutions as possible will be passed and shared with legislators at that time. Please send a copy of adopted resolutions to mail@wssda.org.

While the Legislative Update usually includes hyperlinks to all bills, please use the [legislative web site bill information](#) page to access bills of interest.

Les Misérables

These are not the heroes of Hugo’s epic adventure. Rather, these bills impose new unfunded mandates, reflect agendas beyond the state’s borders, or do little to really help student achievement. Under the guise of education reform, many of these bills are just bad policy.

Even the Senate majority caucus has had trouble making some these bills work and many elements have changed over the past couple of weeks. I dreamed a dream that at the end of the day these bills are on their own or, if they live one more day, have been significantly revised so that the policy emphasizes the funding and supports needed to make stars of all of our students.

Bill number	Topic	Bill Status
SHB 1412	Would make community service a graduation requirement. The bill would allow the school board of directors to set “additional parameters” – this means that the State Board of Education could set the minimum threshold for community service, and the local school board could go over and above, but not less than what the SBE requires.	House Rules

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- When speaking against the bill, Rep. Cathy Dahlquist remarked that it was little hypocritical that the committee had just passed SHB 1276, which will pay students “educational stipends” to participate in a community gardening program, but the state is going to require all high school students to volunteer their time in order to graduate. Makes you wonder, doesn’t it? The bill passed out of committee on a party line vote, with House Democrats prevailing.
- Rep. Brad Klippert, R-Kennewick, offered an amendment to make the requirement voluntary. The motion failed.

SHB 1413	<p>Would create a cause of action regarding elections when local governments use at-large elections that are determined to have denied an equal opportunity for members of a protected class (e.g., race, color or language) to elect candidates of their choice or influence the outcome of an election. The bill is modeled after the California Voting Rights Act. According to the Freedom Foundation, within months of passing the law, legal challenges were filed against many school districts. The City of Yakima is battling a lawsuit under the federal Voting Rights Act. Many school districts struggle to field candidates and the majority of board members have served for less than five years. This bill could make finding interested candidates even more difficult.</p>	House Rules
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SHB 1556	<p>Would require CPR to be taught as part of a health class required for graduation, starting in the 2013-14 school year. The bill would take effect end of July 2013, about six weeks prior to the start of school.</p> <ul style="list-style-type: none"> • The bill would require the use of hands-on practice of CPR, and would direct OSPI to help schools seek out grants to purchase or have AEDs donated. The bill requires students to be trained in use of an AED. • No funding would be provided for school districts to comply with this new requirement, which would create a new unfunded mandate. • The bill also has challenges for districts that allow students to take health courses online, students who transfer in without having CPR, and for schools that can’t afford to purchase an AED. Because school district staff has nothing better to do, they will spend time seeking grants and donations and then maintaining the equipment. • The bill is a national effort by the American Heart Association to make CPR a graduation requirement for all high school students. Unfortunately, they aren’t offering to comp schools the training or the 	House Ed Appropriations
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Bill number	Topic
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SHB 1652 equipment.
 Would allow the deferral of impact fees from the time a building permit is submitted to “occupancy.” This would take what has been a case-by-case decision between local governments and building contractors on impact fees, most of whom still require school district impact fees be paid at the time of application, and create a state mandate for deferral. House Rules

- The good news is that the senate version, SSB 5664, would exempt the deferral of school district impact fees.
- The bills are being pushed by the Master Builder Associations of Snohomish and King County and the Building Industry Association of Washington (BIAW).

2SSB 5237 Would require a parent-school meeting to discuss whether a student who has scored a Level 1 (Below Basic) on the 3rd grade reading MSP should be held back or go to intensive summer school. At the end of the summer school, the child would be retested, and another meeting would happen to decide whether to retain the student or move them on with specified reading activities in the 4th grade. Senate Rules

- The bill also would require that the school notify a parent or guardian when a student does not meet the reading state standard (Level 1 or Level 2) and provide information about strategies for the parents or guardians to help the student improve the student’s reading skills at home, and the need to discuss the student’s grade placement and remediation options.
- The good news is that another amendment, offered by Sen. Jim Hargrove, D-Hoquiam, would make the summer school and new reading activities described in the bill subject to the availability of funds specifically appropriated for the purpose of the section. This is very important, since the requirements would not begin until the 2015-16 school year, which would be in the 2015-17 biennium; without that caveat, the new requirements would be a significant unfunded mandate on schools.
- The bad news is that the bill has the effect of cannibalizing Learning Assistance Program funds, shifting the focus from all students who need assistance to meet state standards to a special emphasis on reading or reading readiness skills for students in grades kindergarten to third grade. We agree that reading is critical to a student’s success. However, additional funding should be provided for this special emphasis so that students who have challenges in other areas, such as math or science, particularly at the secondary levels, have the opportunity for assistance as well.

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- It is important to note that the companion bill in the House, SHB 1452, was significantly modified so that retention is one of many options and parents and schools would have many more choices. In a unique twist, an amendment offered by Rep. Gerry Pollet, D-Seattle, which was adopted by the committee, would require implementation of full-day kindergarten and smaller class sizes before the new requirements for 3rd grade reading could begin. Unlike the Senate version, LAP is not refocused on K-3 reading and reading readiness.

SSB 5242

Would require every school district to adopt a new Certificated Instructional Staff (CIS) Assignment Policy by August 1, 2013, or the next expiration of an applicable bargaining agreement, stipulating that a non-provisional CIS may be assigned to a particular school only with the mutual agreement of the school's principal and the CIS.

Senate 2nd Reading, eligible for floor action

- CIS includes, but is not limited to, classroom teachers, counselors, nurses and school psychologists.
- If there is no agreement, the district superintendent could assign the CIS to a temporary position. If a CIS is not assigned to a non-temporary position with a mutual agreement by May 15 of the year following displacement, notice of contract nonrenewal may be initiated. Lack of assignment to a non-temporary teaching position after eight or more months, including time in successive temporary assignments, would be considered probable cause for contract nonrenewal.
- Beginning in 2015-16, evaluation results would need to be used as one of multiple factors in considering such an agreement.

SSB 5328

Would require a pilot program in five school districts in the 2013-14 school year that would be graded A-F using the Accountability Index developed by OSPI and the State Board of Education. OSPI is directed to contract with an unnamed but specific non-profit organization to evaluate the pilot program. The report is due December 1, 2014, and could include recommendations for the grading program, which will be rolled out to every school district in the 2014-15 school year.

Senate 2nd Reading, eligible for floor action

- The bill would make certain requirements of the Accountability Index, including weighting 50 percent of a high school's grade on graduation rates, graduation rates of at-risk students, the percentage of students in higher level (e.g., AP or IB) classes, and post-secondary readiness. The bill includes other prescriptive requirements for weighting of various academic elements, and

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drops the school's grade from a C to a D, for instance, if certain growth doesn't occur.

- This shaming and blaming report card would be required to be posted on the school's web site, in the annual school performance report, and on OSPI's web site. No new funding is provided for schools that are struggling or, in this case, labeled an F. It's surprising that the bill doesn't require the school's reader boards to post the letter grade or have it painted on the side of the building. Perhaps that's next.
- For a look at how the A-F has been received in Oklahoma, please review this [report](#) by the University of Oklahoma and Oklahoma State University. A Colorado-based professor, commenting on Oklahoma's grading system, said it "should be scrapped."

SSB 5587

Would require the class of 2017 to pass the new Common Core State Standards "college and career ready" comprehensive assessments in their junior year to graduate.

Senate Rules

- The bill would set up a phase-out of current reading, writing and math assessments and end-of-course exams, and replace them with a comprehensive English Language Arts and comprehensive math assessment. It would leave the biology end-of-course exam in place and as a requirement for graduation.
- [Smarter Balanced Consortium](#) executive director Joe Willhoft told the Senate education committee that he wouldn't recommend using the new CCR comprehensive assessments in English Language Arts and math as a graduation requirement. There will be one national cut score, and Willhoft estimated that only a third of the juniors taking the comprehensive assessments would pass. Willhoft also said that the new CCR comprehensive assessments were meant to measure whether a student was ready to take credit-bearing classes in college, i.e., non-remedial classes.
- Rep. Cathy Dahlquist, R-Enumclaw, tried to add the same requirement to a bill in the House Education Committee Friday but was unsuccessful.
- No new funding is provided to help students or schools pass the new assessments, but the bill generously allows a student to retake the comprehensive assessments at least twice in a year. Alternative assessments are also left in place. Kind of makes you wonder how many high schools will have that big F painted on the side of the building.

Bill number	Topic
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February 22 was the first major deadline for legislation to stay under consideration this session. Bills had to pass out of policy committees by 5 p.m. The following bills failed to make the cutoff and are considered “dead.” However, nothing is ever over until the final day, so it is possible a few of these might find their way onto another bill with a broad enough title to keep going.

Bill number	Topic
HB 1015	Would have reduced the number of high school state assessments and end of course exams and removed the requirement to pass for graduation.
HB 1077/HB 1691	Would have allowed Educational Service Districts or a school board of directors to appoint an “at-large” director after a district-based seat has been vacant and the board and ESD have failed to find a replacement in that district to serve after 120 days of searching.
HB 1208	Would have split student apportionment between a public school and community college for a high school student to take an online course through the community college while taking the course at the high school.
HB 1255	Would have exempted school districts using state school construction assistance program funding from paying prevailing wages on a construction project.
HB 1492	Would have expanded the economy and efficiency waiver options, and allowed school districts to use a different day configuration, provided the 1,000 hour-requirement was met.
HB 1656	Would have increased the number of graduation credits from the current 20 to 22, and would have set 16 of the credits in statute along with 6 credits of career concentration. The bill would have removed the opportunity for a 24-credit diploma, as provided in ESHB 2261 (Chapter 548, Laws of 2009).
HB 1709	Would have directed the Office of the Education Ombudsman to conduct a feasibility study for the development of a foreign language education interpreter training program and submit a report by February 1, 2014. The bill may be amended onto HB 1753, which has a broad enough title and relates to interpreters.
HB 1788	Would have authorized school board of directors to adopt a policy to allow for certain individuals to carry a concealed firearm on school grounds.
HB 1815	Would have directed WSSDA to convene a stakeholder work group to develop a model policy, procedures, and manual for the use of adult interpreters in “high stakes” school settings. The bill may be amended onto HB 1753, which has a broad enough title and relates to interpreters. The bill sponsor and proponents have agreed to specific changes offered by WSSDA, including allowing the work group to define what “high stakes” would mean for the model policy and procedures.
SB 5246	Would have required student growth to count for 50 percent on three of the eight criteria in the new teacher and principal evaluation system.
SB 5278	Would have created a salary bonus for teachers in math, science and special education.

Bill number	Topic
SB 5477	Would have allowed students to earn a standard or applied diploma. Each of the diplomas would have slightly different credit and coursework requirements.
SB 5589	Would have allowed, following a vote by the people, school district bond elections to pass by a simple majority.
SJR 8208	Would have been the vehicle to seek a constitutional amendment that would allow school district bond measures to pass by a simple majority.

Life of Pi

[HB 1450](#) would have reduced the number of high school assessments from five to three for the class of 2015, but would have kept in place the link of passing the exams to graduation. Under the proposal, the reading and writing assessments would be replaced by a comprehensive English Language Arts assessment, the biology end-of-course exam would remain, and students would have a choice of passing either the algebra I or geometry end-of-course assessment. The bill was OSPI-request legislation.

The three subject areas are required by the federal government under the Elementary and Secondary Education Act (No Child Left Behind), but not as a graduation requirement. Twenty-six states do not require students to pass the state tests for graduation, and Washington state is the only one to require students, starting with the class of 2015, to pass five tests for graduation.

The bill was amended by voice vote on Thursday at the House Education Committee during executive session. The amendment, offered by Rep. John McCoy, removed the requirement to pass the biology end-of-course exam as a graduation requirement. The amendment also would have directed OSPI to establish guidelines and an appeals process for students to waive the requirement to pass the ELA and math assessment on the basis of cultural bias. The appeals process would need to be established by January 1, 2014.

While the amendment was adopted, when it came time to “sign the sheets,” the bill did not have enough signatures to pass out of committee. It was placed on the schedule for Friday’s executive action – just in time for cutoff – but was not reconsidered. The bill appears “dead” at this time. The title of SSB 5587 (student assessments) may be broad enough for the House to amend the bill with the Dorn proposal.

In the meantime, freshman legislator Rep. Chad Magendanz, R-Issaquah, offered an amendment to make the assessments and EOC exams 10 percent of a final grade rather than a graduation requirement. The amendment failed, but the idea from Magendanz, a former school director, garnered enough attention to make it a possible option in the future.

Bill number	Topic
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(The Hobbit) An Unexpected Journey

The following bills have had some “adjustments” in their respective policy committees and are still considered “works in progress.” They are definitely worth reviewing for the good, the bad and the ugly. WSSDA and others will continue to work on issues associated with these bills.

Bill number	Topic
SHB 1128	<p>Would allow local governments to seek an injunction against abusive public records requests in certain circumstances.</p> <ul style="list-style-type: none"> • The bill also would allow local governments to adopt a policy through a public process and post the most commonly requested materials to the web site and direct a requester to access that information. • The bill still has a long way to go in the process.
SHB 1134	<p>Would authorize a compact between a Tribal nation and OSPI to create a tribal school that is exempt from most state laws and rules. Funding would follow the student enrolled in the tribal school; under the amendment, the school must enroll any student who wants to attend but allows priority for Native American students and siblings of students enrolled in the school.</p> <ul style="list-style-type: none"> • During a public hearing before the House Appropriations Committee, a question was raised about how local levy funding would be used for tribal schools. No one had an answer. Under the charter school law, a new charter school would not be eligible for levy funding if a levy is in place, but would have to be included in the planning and budget for a new levy. It is also not clear how school building ownership would work under the compact. This bill is worth tracking to watch as it evolves.
SHB 1423	<p>Would separate online learning from other forms of Alternative Learning Experience (ALE) programs. Under this bill, online learning would become a separate chapter under RCW 28A.</p> <ul style="list-style-type: none"> • A number of changes to the original bill were made during executive action Friday, including: <ul style="list-style-type: none"> • Clarifying that a parent partnership program or contract-based learning program may include online courses that are approved by OSPI but that would not make these programs fall under the definition of an online school program; • Requiring a certificated teacher to provide direct instruction, testing, monitoring student progress, and other instructional interaction; • Removing the requirement that districts establish interlocal agreements for students to enroll part-time in an online program. Instead, OSPI would adopt rules to establish procedures for counting students in resident and nonresident districts so that no student counts for more than one FTE; • Requiring a student enrolled in an online program in a nonresident district to reapply annually to transfer to the nonresident district; • Requiring districts to award grades for successful completion of online courses from an approved provider.
SHB 1642	<p>Would encourage school districts (instead of require) to adopt a policy of academic acceleration, whereby students who pass the statewide assessments are automatically enrolled in the next level of rigorous courses.</p> <ul style="list-style-type: none"> • For districts that adopt a policy, 50 percent of the new appropriation will be used for grants to

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districts as seed money to increase the number of courses offered for dual credit. OSPI would give priority to high schools with a high proportion of low-income students and high schools who are seeking to develop new capacity for dual credit courses rather than marginal expansion of current capacity.

- The other 50 percent of appropriated funding would be used as in the original bill, with high schools receiving funding for students who successfully earn dual credit. As defined in the bill, this would be based on the number of students who:
 - Earned a score of 3 or higher on an AP exam;
 - Earned a score of 4 or higher on an IB exam;
 - Successfully complete a Cambridge Advanced International Certificate of Education exam;
 - Earned college credit through a College in the High School course; or
 - Earned college credit through a Tech Prep course.

A similar bill in the Senate, SB 5243, would still mandate by September 1, 2013 that all school districts to adopt a policy to automatically enroll students who pass the statewide assessments. As amended, a student who meets a certain threshold score on the PSAT would be automatically enrolled in the higher level courses.

- Also as amended, the appropriated funding would be split 50/50 between awards to schools in the bottom 25 percent of enrollment in dual credit classes to encourage higher enrollment, and to schools that finish in the top 10 percent of growth of enrollment in dual credit programs.

In both the House and Senate versions, parents may opt-out of participation in the higher level courses.

SHB 1650

Would place an emphasis on career and technical education pathways for students. The amended bill would:

- Require that 20 of the 80 new instructional hours, when funded, would be dedicated to career exploration activities for students in grades 7-12;
- Direct OSPI to develop a standard template for the High School and Beyond Plan and allow school districts to use their own HSBP if it meets the minimum standards of OSPI's template;
- Direct OSPI to develop, through rule, a list of dual credit equivalencies for CTE courses and would require school districts to use the list as a minimum for credit equivalencies;
- Require high schools to use a career planning and exploration program, including online curricula, beginning in the 2014-15 school year;
- Direct the Workforce Board to identify online tools for career exploration and annual create a list of promising careers;
- Require that beginning in the 2015-16 school year, each middle and high school and junior high school must share information with students, parents and guardians about online career guidance and exploration tools, and would encourage schools to offer training; and

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- Direct the Professional Educator Standards Board to review certification standards for middle and high school principals to assure that adequate CTE leadership is included, and would create a work group to develop standards.

SHB 1680

Would implement a number of recommendations from the Education Opportunity Gap Oversight and Achievement Committee (EOGOAC) recent report.

- The bill had some modifications Friday in response to concerns raised during public testimony. While schools still would not be allowed to suspend or expel a student “indefinitely,” the language was clarified to require schools to provide educational services to a student on short-term or long-term suspension.
- Under the amendment, a student may be excluded from a particular classroom or instructional or activity area for the period of the suspension, but the school district would need to provide an opportunity to the student to receive educational services in an alternative manner, which could include services provided through an alternative program, at an alternative school, or at an alternative location within the student’s regular school.
- The amended bill would create a Discipline Task Force to develop standard definitions for disciplinary actions made at the discretion of a school district. The task force also would develop data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school. Data would need to be collected under the new standards, starting in the 2015-16 school year.
- The bill also would require disaggregated student data, starting in the 2015-16 school year; include cultural competence in the training on the teacher and principal evaluation system; create an English language learner accountability task force to report and monitor performance of ELL students and create a separate accountability system; require that teachers assigned to the Transitional Bilingual Instruction Program be endorsed in bilingual education or ELL beginning in 2017-18; expand the Conditional Teacher Scholarship program to include teachers seeking endorsements in bilingual education or ELL; and create several work groups to focus on recruiting and retaining educators.

SHB 1688

Would require notification of a parent or guardian when a student is restrained or isolated at school or while engaged in a school-sponsored activity. The bill would require a district to attempt verbal communication within 24 hours, and written notification to be postmarked by five days from the incident.

- Written reports would be required to be filed by the person imposing the isolation or restraint, but the reporting requirements have been streamlined from the original.
- Any student with an Individual Education Plan required by the federal government would have procedures for notification described in the IEP.
- Bill sponsor Monica Stonier, D-Vancouver, said the bill would continue to get some tweaking. At a minimum, the definitions of restraint as “two minutes” and “isolation” still need some work. Rep. Brad Hawkins, R-Wenatchee, raised issues with the “postmark” requirement as well.

Bill number	Topic
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ESB 5104 Would allow schools to stockpile epi-pens for use on students with life-threatening allergic reactions. This bill is part of a national effort pushed by some major pharmaceutical companies.

SSB 5244 Would prohibit indefinite suspensions or expulsions and would require school districts to readmit a student within one year of the suspension or expulsion, among other activities.

- The bill was significantly modified in the Senate Ways & Means committee. The biggest change was removing the requirement that schools provide educational services to students in long-term suspensions or expulsions.
- Data on suspensions and expulsions, including new categories and disaggregation of data, is still required.
- WSSDA is directed to create a model policy by May 1, 2014 to implement changes to discipline policies.

SSB 5316 Would require WSSDA to create a model policy for interviewing children in child abuse and neglect investigations on school premises. WSSDA would consult with DSHS and the Washington Association of Sheriffs and Police Chiefs (WASPC) in formulating the policy.

SSB 5329 Would direct OSPI by July 1, 2013 to identify the 10 most persistently lowest-achieving schools using the student results on the statewide reading and math assessments.

- The school district will become a “Required Action District” and will be eligible for funding. The RAD will have three years to improve, using one of five options, including the collaborative schools process.
- If after three years the school has not improved, OSPI would create a new plan with the school board of directors and implement the new three-year plan using a “management structure” selected by OSPI.
- If at the end of these three years the State Board of Education determines that the RAD has not made sufficient progress, the school would be closed unless the SBE determines there is no viable option to move the students due to capacity or the inability to provide equitable access to educational services or programs.
- \$10 million was appropriated for fiscal year 2014.

As originally introduced, the bill started as a state takeover. It was significantly modified in the Senate education committee. Unfortunately, the policy still has some challenges, particularly designating a school as a RAD based solely on the assessment scores and school closures.

WSSDA supports the funding for state-identified RADs, but suggested in the Senate Ways & Means Committee that funding must be for both years of the biennium and that the amount be increased. The federal SIG grants were for three years and the average was about \$1 million a per school a year. We will continue to work the policy and funding sides of this bill so that schools in improvement get the resources they need to be successful.

Bill number	Topic
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SSB 5330

Would make the following changes:

- Allow a school to have up to three days for WaKIDS assessments at the start of the school year;
- Expand LAP to be used for students with behavioral issues and require school districts to report the academic growth for each LAP student;
- Prioritize Building Bridges grants for schools with students that have high levels of truancy, have Readiness to Learn grants, or are non-profit organizations engaged in dropout prevention;
- Add a staffing ratio for parent involvement coordinators and require the funding to be spent hiring coordinators and on evidence-based parent involvement programs;
- Require the Washington State Institute for Public Policy (WSIPP) to prepare an inventory of evidence-based and research-based effective practices, activities, and programs for use by school districts in the Learning Assistance Program (LAP) by August 1, 2014. The inventory would be updated every two years;
- Require OSPI to approve school district LAP program and activities if the program is not on an inventory of “effective programs” prepared by WSIPP;
- Include teacher mentors for beginning and probationary teachers;
- Allocate funding to school districts with more than 15 percent language diversity of students to provide research-based professional development to all educators in the school for best practice strategies for ELL instruction; and
- Direct OSPI to create a pilot program with one school district and provide support for the district to use longitudinal data to improve student learning and outcomes, and close achievement gaps.

The bill was significantly modified in the Senate education committee. The amended bill is not yet posted to the legislative web site.

SSB 5427

Would increase the threshold for school districts to use in-house district staff for small repairs and improvements from \$40,000 to \$75,000. The Senate education committee removed the automatic price inflator, which would have allowed the threshold to rise slowly and would have mitigated the need to return to the Legislature to ask for an increase.

- The companion bill, HB 1633, is expected to be amended and passed out of the House Capital Budget on Monday, Feb. 25. The original bill had a proposed in-house repair/improvement threshold of \$100,000. Rep. Judy Warnick, R-Moses Lake, is expected to offer the amendment to reduce the limit to \$75,000.
- It is expected that both bills will continue to be tweaked as they make their way through the legislative process. Getting the threshold increased to \$75,000 was adopted as a priority by the WSSDA Board of Directors last November.

SSB 5563

Would direct WSSDA to develop a model training guide and supporting materials for all school

Bill number	Topic
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employees regarding prevention and identification of sexual abuse, commercial sexual abuse of a minor, and sexual exploitation of a minor.

- The model training guide and supporting materials are required to be posted to the WSSDA web site by June 1, 2014;
- School districts would be required to provide notice to all school employees that the model training guide and materials were available.

Due to the large fiscal note, this bill was stripped down to the model guide and materials last Thursday night in the Senate education committee. It is one of those true “works in progress” this session.

SSB 5794

Would modify the Alternative Learning Experience (ALE) program in several ways, restore funding for ALE to 100 percent of the basic education allocation, and would create an OSPI work group to review ALE funding and deliver a report by November 1, 2013.

- The bill follows the OSPI-original bill that would classify ALE as hybrid, online and remote. However, the amended bill would change these to ALE “courses” not programs, and would be available to students grades K-12;
- Remote is described as having less than 20 percent contact time during a week; Hybrid would have more than 20 percent contact time during a week; and online is self-explanatory. Contact time could be delivered using technology and in groups; and
- All ALE would be required to have the primary instruction conducted by a certificated teacher.

For reference, HB 1431 would split online learning from ALE. Look for a possible melding of these concepts as the bills progress.

Silver Linings Playbook

The following bills are still in play following last Friday’s deadline. Some have been modified, while some remain in original form. Here’s a quick summary of each bill.

Bill number	Topic
SHB 1144	Would require certification for educational interpreters for the deaf or hard of hearing.
HB 1173	Would require OSPI to incorporate financial literacy into Common Core State Standards.
SHB 1177	Would create a unified system of accountability for schools in the state, which would treat “title” and non-title schools similarly.
SHB 1198	Would require publicly elected officials to take training on the open meetings act and public records act. The training would be developed by the Attorney General.
SHB 1248	Would create a music education grant program for kindergarten classes.
SHB 1276	Would create a grant program with educational stipends for youth who are actively involved in a community garden as a dropout prevention program.

Bill number	Topic
SHB 1283	Would drop the compulsory age for children to attend school from age 8 to age 6.
SHB 1293	Would require OSPI to develop information on all state-required assessments and to provide that to school districts. School districts would be required to provide notice to parents and guardians about state-required assessments.
SHB 1298	Would implement certain recommendations of the Sunshine Committee. The bill no longer includes a requirement for public disclosure of all public employment applications of finalists applying for management positions, including heads of departments. The Senate version, SSB 5169, still includes that requirement for disclosure.
SHB 1336	<p>Would require school counselors, psychologists, social workers and nurses to complete a training program in youth suicide screening and referral as a condition of certification. The bill would require school districts, beginning in the 2014-15 school year to adopt a plan for recognition, initial screening and response to emotional behavioral distress.</p> <p>A nearly identical bill in the Senate is SSB 5365. The difference is a liability clause in the House version.</p>
HB 1345/SB 5114	Would create "equal" access to school campuses for military, America Corps, Job Corps, etc.
SHB 1369	Would allow up to five days at the beginning of the school year to be used for parent meetings as part of the kindergarten readiness assessment called WaKIDS.
SHB 1397	Would require a school that offers sex education to ensure it complies with existing requirements in the January 2005 Guidelines for Sexual Health Information and Disease prevention developed by OSPI and the Department of Health. The bill would encourage that programs include information about legal elements of sexual offenses.
SHB 1418	Would allow cities, towns and special purpose districts that do not maintain a minimum of 30 hours per week of office hours to post directions on how to contact agency staff to make a public records request.
SHB 1424	Would create dropout prevention and re-engagement programs and would make dropout prevention, intervention and re-engagement services a core service to be provided by ESDs.
SHB 1472	Would require school board to approve AP Computer Science as equivalent to high school science as well as math. To be eligible, the student will have already completed Algebra II or be concurrently enrolled.
SHB 1526	Would create one pilot program that includes a partnership between a middle school, high school, and community college to encourage students of color and low-income students to participate in Running Start.
SHB 1562	Would create two days of professional development for teachers and principals on the new evaluation system.
SHB 1692	Would signal legislative intent to fund the increased instructional hours and 24-credit diploma in

Bill number	Topic
	ESHB 2261. In addition, the bill would make changes to the Transitional Bilingual Instruction Program, including funding to support students who exit the program. As amended in the House Education Committee, the 24-credit graduation requirement would apply to the class of 2019.
SHB 1723	Would expand early learning programs and services for children and families.
SHB 1871	Would create a grant program for at least two high schools and one skill center to implement dropout re-engagement programs aligned with entry into high-demand jobs. The companion bill is SB 5754.
SHB 1872	Would create a STEM advisory group to advise the governor and would create a state report card on STEM activities. The companion bill is SB 5755.
SSB 5445	Would push an "early action" capital budget that funds school construction, including \$10 million for enhanced school safety features.
SSB 5491	Would create state benchmarks to determine the educational health of the system.
SSB 5508	Would allow school districts in counties of less than 50,000 and with less than 400 students to be exempt from paying prevailing wages on public works and public maintenance projects.
SSB 5588	Would require the Joint Legislative Audit & Review Committee to conduct an analysis of how school districts use school days. To the extent that data is not available at the statewide level, JLARC may use case studies or other methods to conduct the analysis. A report is due December 1, 2014.
SB 5618	Would allow school resource officers and police school liaison officers to search students and students' possessions, containers, and lockers if they have reasonable grounds to suspect evidence of a violation of school rules or laws.
SSB 5624	Would encourage OSPI's statewide STEM director to work with the State Board of Community and Technical Colleges to develop high-demand applied baccalaureate programs that align with high-quality secondary STEM programs and CTE programs, subject to available funding.
SB 5709	Would create a pilot program by December 1, 2013 to use densified biomass to heat a public school building.
SB 5712	Would direct the State Board of Community and Technical Colleges to encourage college in the system to use multiple measures to determine whether a student must enroll in remedial classes, including using the SAT, high school transcripts, college transcripts, or initial class performance. The available options for course placement would be posted on college web sites and in admissions materials.
SSB 5753	Would offer some flexibility to school districts by suspending or changing identified "unfunded mandates."
SJM 8006	Would encourage licensed child care, preschools, early learning programs, and schools to use the NRA-developed Eddie Eagle GunSafe Program to prevent firearm accidents.

Bill number	Topic
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Django Unchained

Remember to check the [legislative web site](#) for the latest in committee hearings. Please be aware that fiscal committees have added many of the bills that were acted upon last week to this week's public hearings.

Monday's [committee schedule](#) includes public hearings on many of the bills referenced above.

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