

WASA's 2007

LEGISLATIVE REPORT



A publication of the Washington Association of School Administrators

May 2007

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Updated May 22, 2007, to include veto information. Details can be found in the three-page *2007 Legislative Report Addendum*.

2007 Session Overview

Buried deep in the pile of 2,834 bills introduced this session was a bill designating the Walla Walla Sweet Onion as the official vegetable of the state of Washington. It is noteworthy because it began as a civics project in 2004 by Kirkland Junior High students. It was stopped dead in its tracks last year by the potato industry—also vying to be the state's top vegetable. The disappointed students were told by the chair of the committee not to give up because "sometimes it takes years to get a bill through the legislature." Those of us who were preparing to testify on the Simple Majority for School Levies knew exactly what he was talking about.

On April 12, 2007, to the amazement and jubilation of the entire education community, EHJR 4204 passed the Washington State Legislature. For the first time in 63 years, the people of the state of Washington will be allowed to decide whether or not the supermajority requirement needed to pass a school district levy should be changed to a simple majority (50%+1). Taking this constitutional amendment to the people has been on WASA's legislative platform since 1978! (*See the special focus on simple majority, pages 36–37.*) We attribute this success to House Speaker Frank Chopp and Senate Majority Leader Lisa Brown who made this a priority for their caucuses this session, Representative Shay Schual-Berke and Senator Tracey Eide, prime sponsors of this measure for over a decade and, of course, to the thousands of school advocates (the Simple Majority for Schools Coalition) who never gave up talking to

their local legislators about how important this was for our schools and kids.

The Governor and the leadership in both the House and the Senate declared prior to the session that 2007 would be the "Year of Education." From the amount of time that was spent in policy and budget committees (including a new Appropriations Subcommittee created specifically to address school finance)—they kept their promise.

BUDGET

The five largest education associations (WSSDA, WASA, AWSP, WEA and PSE) held a press conference on January 4 announcing a joint legislative platform asking the legislature to take action this session to meet its constitutional obligation to the "paramount duty" by creating a public school funding system that provides school districts the resources they need to ensure success for all students. We asked for substantial increases in basic education funding and a commitment to steadily move toward full funding over the next six years. We also called for a new funding formula based on the definition of basic education mandated by the state through HB 1209, the education reform act of 1993.

Because of the strong economic recovery Washington experienced over the past biennium, the state budget writers had a \$2B surplus to work with. Of course, every interest group was at the table asking for increased state support.



2007 SESSION OVERVIEW, CONTINUED

Superintendents from districts large and small testified repeatedly that districts are facing a financial crisis primarily because they have to increasingly rely on local levy funding to: make up the difference between what the state provides for basic education programs and what it costs to carry them out; to meet the needs for additional programs to bring all students up to state-mandated standards; to fulfill collective bargaining agreements for non-state employees; and, to pay for unfunded mandates. The conference budget (SHB 1128), which was passed on the last day of session, includes \$1.7B more for K–12. While \$840M of this is for workload and maintenance, the budget also includes increased funding for special education, LAP, PAS, classified ratios, pupil transportation, technology upgrades, professional development, step-ups for salary equity (for teachers, classified and administrator allocations), phased-in all day kindergarten and numerous programs aimed at improving teaching and learning math and science. Still, many districts may have to make cuts to balance their budgets.

BILLS

Although it is normal to see over 300 bills “to improve education” in a session, what was unusual this year was that most of the over 70 bills that eventually passed were amended numerous times on the floors of both houses. This means that the final bill was not the one that committees spent hours debating in public hearings. Probably the most controversial education bill was ESSB 6023—the bill dealing with proposed changes to the 2008 WASL graduation requirements. Senator Rosemary McAuliffe noted in her floor speech on final passage that the bill had been drafted 37 times. Whether or not to delay the 2008 math and science WASLs as graduation requirements, whether or not to delay the reading and writing WASLs as well, what to do to help struggling students by offering more alternative assessments and how to keep students, teachers and administrators accountable—were debated throughout the session. In the end, the Legislature authorized: a delay in the math and science WASLs until 2013; kept the reading and writing WASLs as graduation requirements; added many more alternatives; and, established a “certificate of

academic completion” authorizing school boards to issue the certificate to students who have completed all state and local requirements except the CAA or the CIA. The Governor has said that she will be carefully reviewing these bills, which are subject to her signature before becoming law.

Many of the education bills addressed the need to review and make changes to the EALRs, assessments, curriculum, professional development and teacher certification for math and science. The State Board of Education, OSPI, ESDs and the Professional Educator Standards Board all have new duties and responsibilities. Numerous panels, task forces and committees of “stakeholders” are to provide input to the process and outcomes. The Legislature also has placed a strong emphasis on analyzing whether or not Washington should move from the WASL to end-of-course assessments in math and science.

Unfortunately, we also ended up with more than our fair share of unfunded mandates encompassing even more data collection, reports, policy adjustments and parent/student notification requirements.

LEADERSHIP ACADEMY

The importance of school administrators and leaders in improving student learning was recognized in 2SSB 5955. WASA and AWSP were instrumental in crafting this legislation, which creates the Washington Leadership Academy. The goal of the academy is to have state and regional education agencies and associations, higher education and business develop research-based leadership and training management to school administrators through continuous comprehensive professional development.

BASIC EDUCATION FUNDING

WASA began the Ample School Funding Project in 2003. The project has three goals: 1.) provide data documenting the underfunding of basic education in our state; 2.) support research to establish what is “ample” funding as required by our constitution and establish a fair and equitable distribution formula; and, 3.) garner public support for fully funding our public schools.

E2SSB 5627 requires a committee of legislators, OFM, OSPI, WSIPP and three experts in K–12 finance to work with LEAP and stakeholders to develop options for a new funding structure and all necessary formulas for basic education. An initial report is due September 15, 2007. WASA and the other education associations are prepared to contribute to this process. In addition, through Generations of Progress, WASA continues to promote the great progress we’ve made in public education in our state and to try to reach citizens and legislators to enlist their support to fully fund that system.

SWEET ONIONS AND THE SIMPLE MAJORITY

So, what’s next? The simple majority for school levies will be on the November ballot. There will be opposition from the “no new taxes” contingency. And some confusion is bound to occur since a constitutional amendment to establish a “rainy day” fund and Tim Eyman’s “Tougher to Raise Taxes” measure will also be on the ballot. It will be challenging, but then again, facing challenges is nothing new to advocates for children and schools.

Because of the persistence of those young people in Kirkland, HB 1556 passed the legislature this year and the Walla Walla Sweet Onion is now the official vegetable of Washington state. Because of our persistence, Washington citizens have the opportunity to change the supermajority for schools requirement. As school administrators, we must continue to be involved in the democratic process—we’ve got about a million kids counting on us.

Thank you for leading and managing our school districts. It is an honor and a privilege to serve you.

Barbara L. Mertens, Ed.D.

Assistant Executive Director, Washington Association of School Administrators

P.S. Students from Boston Harbor Middle School brought their civics project to Olympia this year. HB 1069, designating the Pacific Chorus Frog as the official amphibian of the state of Washington, made it through the first time! We are all singing their praises!

2007–09 Operating Budget K–12 SHB 1128

The 60th Washington State Legislature passed the 2007–09 state operating budget on April 22, 2007. The \$33.4B budget provides \$13.53B for K–12 education. K–12 represents 40.5 percent of the 2007–09 state operating budget. All programs currently funded have been carried forward. The \$1.74B increase for K–12 includes: \$841M for maintenance/case load adjustments; \$531M for compensation increases; and, \$500M for education enhancements in K–12 and other areas of the budget. Details of the K–12 changes (increases) over the 2005–07 budget are provided on pages 5–9.

More budget information is available at the following links:

- 2007–09 Operating Budget SHB 1128 (<http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1128>)
- Legislative Evaluation and Accountability Program (LEAP) (<http://leap.leg.wa.gov/leap/budget/leapdocs/k12docs.asp>)
- Office of Superintendent of Public Instruction (<http://www.k12.wa.us/SAFS/default.asp>)
- K–12 Budget Comparisons (Governor, Senate, House Proposals and Conference Committee Final) (http://www.wasa-oby.org/governme/twio/pubs/2007ttwio/final_bud_4way.pdf)
- Major Conference Items by District (http://www.wasa-oby.org/governme/twio/pubs/2007ttwio/conf_items_district.pdf)
- Statewide Salary Allocation Schedule (http://www.wasa-oby.org/governme/twio/pubs/2007ttwio/conf_co_041907.pdf)

Dollars in Thousands

2007–09 Operating Budget K–12 SHB 1128		State Funds
2005–07 Spending Level (After '06 Supplemental)		\$11,789,895
2007–09 Carryforward and Maintenance Changes		\$841,207
1. Educator Compensation		
a. Initiative 732 Salary Increases (Included at Maintenance Level)		\$379,035
b. Health Benefit Rate Increase		66,362
c. Teacher Salary Equity		44,991
d. Classified Staff Salary Equity		15,148
e. Administrator Salary Equity		4,055
f. Increase National Board Bonus, 2SHB 2262		6,351
g. National Board Bonus, Challenging School		1,000
h. Educational Staff Associates, HB 1432		4,291
Educator Compensation		\$521,233
2. Current Funding Needs		
a. Initiative 728 Step-Up (Included at Maintenance Level)		\$139,876
b. Special Education Funding Enhancement		75,198
c. Classified Staff Ratio		25,824
d. Transportation Assistance		25,000
e. Learning Assistance Program Increase		16,855
f. Technology Upgrades and Improvements		12,400
g. Basic Education Formula Development, SSB 5627, WSIPP		435
Current Funding Needs		\$295,588
3. Additional Student Supports		
a. All Day Kindergarten Phase-In, E2SSB 5841		\$51,236
b. Vocational Equipment Replacement		9,387
c. Skills Center Enrollment Expansion, 2SSB 5790		8,119
d. Building Bridges for Dropouts, 2SHB 1573		5,000
e. Eliminate Lunch Copay for K–3 Students		3,267
f. K–3 Demonstration Projects, 2SSB 5841		3,047
g. Middle School Career and Technical Education, 2SHB 1906		3,000
h. After-School Grants, 2SSB 5841		3,000
i. Gifted Education		2,436
j. Maintain Breakfast Program		1,507
k. English Language Learners, E2SSB 5841		1,345
l. Leadership Academy, 2SSB 5955		1,300
m. High School Completion, HB 1051		1,000
Additional Student Supports		\$93,644
4. Targeted Investments in Math and Science		
a. Math and Science Professional Development, 2SSB 5955		\$30,549
b. PAS for 12th Grade		12,115
c. 2007 WASL Changes, ESSB 6023		10,750
d. Elementary Math and Science Professional Development, 2SSB 5955		8,950
e. Increase Number of Math and Science Teachers		6,594
f. Expand LASER		6,000
g. Math and Science Regional Support, 2SSB 5955		5,491
h. Math and Science Instructional Coaches, 2SSB 5955		5,376
i. Math and Science Standards and Curriculum, 2SSB 5955		4,634
j. State Board of Education		801
k. College Readiness Test for 11th Graders		675
l. Statewide Pro-Certification Assessment Development		434
m. After-School Math Programs		400
n. Middle/High School Applied Math/Science/Engineering Program		282
Targeted Investments in Math and Science		\$93,051

Continued on next page.



2007–09 OPERATING BUDGET K–12 SHB 1128, CONTINUED

5. Other K–12 Enhancements and Increases

a. Achievement Gap Program, CTED	\$4,237
b. Educational Service Districts	3,176
c. Federal Medicaid Policy Change	2,400
d. OSPI Agency Compensation Adjustments	2,018
e. School Safety Plans	1,600
f. Outdoor Education Grants, State Parks	1,500
g. Digital Learning Commons, DIS	1,250
h. Contracted Education Evaluations	1,230
i. Indigenous Learning Pilot Program	1,000
j. Simple Majority Levy Equalization Impact	811
k. Educational Data Center, OFM	800
l. Washington Youth Academy, OSPI	555
m. Washington Youth Academy, Military Department	536
n. Safety Net Support	513
o. Recruiting Washington Teachers	467
p. Reading Corps Increase	412
q. Transportation Study, OFM	280
r. Student-Teacher Data System, SSB 5843	270
s. Nonviolence Training	250
t. Director of Technology, 2SHB 1906	250
u. Legislative Youth Advisory Council, HB 1052	228
v. Skills Center Director at OSPI	194
w. Incarcerated Family Contacts, E2SHB 1422	193
x. Professional Educator Standards Board	192
y. Seattle Campaña Quetzal	150
z. Mentoring AP Program	140
aa. Bremerton "Lighthouse" K Program	130
bb. Special Education Ombudsman	100
cc. Classified Staff Recognition	84
dd. College Bound Scholarship	55
ee. Communities in School	50
ff. Sex Education Legislation, 2SSB 5297	49
gg. Food Allergy Awareness	45
hh. Special Services Pilot Evaluation	22

Other K–12 Enhancements and Increases

\$25,187

K–12 SAVINGS OR REDUCTIONS

Staffed Residential Home Allocation (Eliminated)	(\$3,000)
Secure Rural School Reauthorization	(24,013)
K–12 Savings or Reductions	(\$27,013)
Revision to Pension Rates	(\$99,682)

Total 2007–09 Budget

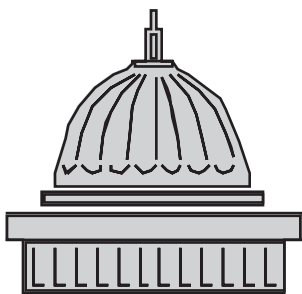
\$13,533,110

Dollar Increase from 2007–09 Biennium

\$1,743,215

Percentage Increase from 2007–09 Biennium

14.8%



Sine Die

Literally translated from the Latin, sine die means "without a day," meaning there are no days left. Washington's Constitution limits the legislative session to 105 days in odd-numbered years and 60 days in even-numbered years. The governor may call the legislature back for special sessions to complete unfinished business. Sine die traditionally refers to the last day of session.

2007–09 Operating Budget K–12 SHB 1128—Detail

1. EDUCATOR COMPENSATION

a. Initiative 732 Increase

\$379.0M General Fund-State

Funding is provided for Initiative 732 cost-of-living increases of 3.7 percent for the 2007–08 school year and 2.8 percent for the 2008–09 school year for state-funded certificated instructional staff, administrators, and classified staff.

b. Employee Health Benefit Increases

\$66.4M General Fund-State

Funding for health care benefits for K–12 employees is increased from \$682 per month currently to \$707 per month in the 2007–08 school year and \$732 per month in the 2008–09 school year. The proposal maintains parity with the average provided for state employees' coverage through the Public Employees Benefits Board.

c. Teacher Salary Equity

\$44.991M

In addition to I-732 salary increases of 3.7 percent in the 2007–08 school year and 2.8 percent in the 2008–09 school year, salaries for certificated instructional staff (CIS) in non-grandfathered salary districts are increased an additional 0.6 percent in the 2007–08 school year and 0.7 percent in the 2008–09 school year. This results in total salary increases for CIS in non-grandfathered districts of 4.3 percent in the 2007–08 school year and 3.5 percent in the 2008–09 school year. This reduces the total number of grandfathered salary districts from 34 to 13 by the end of the 07-09 biennium, and reduces the difference between the top grandfathered salary district (Everett) and the rest of the

state from 6.3 percent to 4.9 percent by the end of the biennium.

d. Classified Staff Salary Equity

\$15.158M

Minimum classified staff salary allocations are increased from \$22,454 to \$30,111 in the 2007–08 school year and \$31,376 in the 2008–09 school year. This is a statewide increase of .55 percent in the 2007–08 year and .65 percent in the 2008–09 school year above the Initiative 732 salary increases. Individual districts receive varying amounts based on their current position on the LEAP 12E schedule. The increase brings the total number of districts at the minimum classified salary to 225, and reduces the difference between the districts with the highest and lowest administrative salary allocations from 51 percent to 15 percent by the end of the biennium.

e. Administrator Salary Equity

\$4.055M

Minimum administrative staff salary allocations are increased from \$46,485 to \$54,405 in the 2007–08 school year and \$57,097 in the 2008–09 school year. This is a statewide increase of .5 percent in the 2007–08 school year and .6 percent in the 2008–09 school year above the Initiative 732 salary increases. Individual districts receive varying amounts based on their current position on the LEAP 12E schedule. The increase brings the total number of districts at the minimum salary level to 89, and reduces the difference between the districts with the highest and lowest administrative salary allocations from

68 percent to 46 percent by the end of the biennium.

f-g. National Board Certification

\$7.4M General Fund-State

In recognition of the importance and value of National Board teacher certification, funding is provided for the following: (1) \$6.4M to increase the annual bonus for teachers obtaining their National Board certification from \$3,500 currently to \$5,000 in the 2007–08 school year and adjusted by inflation in subsequent school years; and (2) \$1.0M to provide an additional \$5,000 annual bonus for National Board certified teachers working in high poverty schools. (2SHB 2262)

h. Educational Staff Associates

\$4.3M General Fund-State

Funding is provided for educational staff associates such as nurses, guidance counselors, and speech/language pathologists, to receive credit on the state salary schedule for up to two years of prior work experience in settings other than public schools. (E2SJB 1432)

2. CURRENT FUNDING NEEDS

a. Initiative 728 Step-Up

\$139.9M Student Achievement Fund-State

The Student Achievement Fund was authorized by voter approval of Initiative 728 in 2000. Districts use funds to lower class sizes by hiring more teachers and making necessary capital improvements, creating extended learning opportunities for students, provide professional development for educators and providing early childhood programs. Funding is provided to increase the per student allocation from \$375 currently to \$450 in the 2007–08 school year and \$459 in the 2008–09 school year.

SALARY EQUITY PROPOSALS

Teacher Salary Equity	\$44.991M
Classified Staff Salary Equity	\$15.158M
Administrator Salary Equity	\$4.055M
Total	\$64.2M General Fund-State



2007–09 OPERATING BUDGET K–12 SHB 1128—DETAIL, CONTINUED

b. Special Education Enhancements *\$60.6M General Fund-State, \$14.6M Education Legacy Trust Account-State*

Funding is provided for: (1) removing 3- and 4-year-olds from the 12.7 index used for special education funding; (2) enhancing the rate paid for 3- and 4-year-olds receiving special education services from 93 percent of the basic education allocation to 115 percent; (3) creating a new safety net category for districts that draw a large number of students in need of special education services; and (4) increasing the amount provided for each special education student by \$73 per year.

c. Classified Staffing Ratio Enhancement

\$25.8M General Fund-State

Funding is provided to enhance the classified staff ratio in the general apportionment formula for school districts. Currently, the formula allocates one classified staff for every 60 students enrolled. The new formula will allocate classified staff at a rate of 1 per 59 students.

d. Pupil Transportation

\$25.0M Education Legacy Trust Account-State

Funding is provided to allocate additional resources to school districts for their pupil transportation program. The Office of Superintendent of Public Instruction (OSPI), in consultation with the Joint Legislative Audit and Review Committee, will develop a method of allocating these funds to school districts. The methodology will be based primarily on the findings and analysis from the Joint Legislative and Audit Review Committee's K–12 pupil transportation study completed in December 2006.

e. Learning Assistance Program *\$0.6M General Fund-State, \$16.2M Education Legacy Trust Account-State*

The state's Learning Assistance Program (LAP) provides additional resources to school districts for instructional staff, consultant teachers, special instructional programs, tutoring, and counseling. By increasing the LAP staff units, funding is increased for the LAP by approximately 10 percent. This additional funding will allow school districts and schools to provide additional opportunities for struggling students.

f. Technology Upgrades and Improvements

\$12.4M Education Legacy Trust Account-State

Funding is provided to allow school districts and schools to update and improve their technology capacity. Specifically, this one-time funding is based on providing \$3,000 for each elementary school, \$6,000 for each middle or junior high school and \$11,000 for each high school. The funding is intended to augment existing technology purchases and aid in the further use of technology in improving instruction.

g. Basic Education Formula

\$0.4M General Fund-State

The Washington State Institute of Public Policy (WSIPP) will staff a Joint Task Force on Basic Education Funding to review all current basic education funding formulas, develop a new funding structure, and develop a new basic education definition. (E2SSB 5627)

3. ADDITIONAL STUDENT SUPPORT

a. All Day Kindergarten Phase-In

\$51.2M Education Legacy Trust Account-State

Beginning in the state's highest poverty schools, funding is provided to phase in a full day kindergarten program. Funding is estimated to support a full day program for approximately

10 percent of the state's kindergarten enrollment during the 2007–08 school year, and 20 percent during the 2008–09 school year. The Office of Superintendent of Public Instruction will fund as many schools as possible within the budgeted amount, and prioritize schools based on poverty level. (E2SSB 5841)

b. Vocational Equipment Replacement

\$9.4M Education Legacy Trust Account-State

Funding is provided to continue the allocation originally provided in the 2006 supplemental budget to allow vocational and Skills Center programs to replace and upgrade equipment. In both years of the biennium, the funding will be distributed based on \$75 per vocational student and \$125 per student at Skills Centers.

c. Skills Center Enrollment Expansion

\$7.7M General Fund-State, \$0.4M Student Achievement Fund-State

Funding is provided for the costs associated with allowing each student attending a Skills Center to be counted up to 1.6 full-time equivalent students, combining their enrollment at their resident high school and Skills Center. The additional funding will remove a potential financial disincentive for the resident high school to allow students to attend the Skills Center and will allow Skills Center to expand program offerings. (2SSB 5790)

d. Building Bridges for Dropouts

\$5.0M General Fund-State

Funding is provided for a statewide program for comprehensive dropout prevention, intervention, and retrieval. Specifically, via this legislation, a grant program is established for school districts to implement comprehensive dropout prevention and retrieval programs. (SSHB 1573)



2007–09 OPERATING BUDGET K–12 SHB 1128—DETAIL, CONTINUED

e. and j. Elimination of Breakfast and Lunch Copay

\$4.8M General Fund-State

Under current federal income guidelines, students qualify for free lunch at 130 percent of the federal poverty level and reduced price lunch at 185 percent of the federal poverty level. Typically, students eligible for reduced price lunch pay a 40-cent copay. Funding was provided in the 2006 supplemental budget to eliminate breakfast copays for students eligible for the reduced price lunch program. This resulted in an increase in the number of students participating in the program. Funding is provided to allow districts to continue to offer breakfast to students eligible for reduced price lunch at no cost to the student. Additionally, funds are provided to eliminate the lunch, as well as breakfast, copay for eligible students in grades K–3.

f. K–3 Demonstration Projects

\$3.0M Education Legacy Trust Account-State

Funding is provided for grants to allow three demonstration schools to implement best practices in developmental learning in kindergarten through third grade. Specifically, the funding will provide resources for class sizes of 18 students, instructional coaches, and six additional professional development days for teachers. Two of the demonstration schools will be in schools participating in the Thrive-by-Five early learning partnerships in the Highline and Yakima school districts and one will be in the Spokane School District. (E2SSB 5841)

g. Middle School Career and Technical Education Programs

\$3.0M General Fund-State

Funding is provided to enhance allocations to some middle and junior high school career and technical education programs. In order to receive the funding, the middle or junior high

school program must meet the approval requirements for vocational programs. (2SHB 1906)

h. After-School Grants

\$3.0M General Fund-State

Funding is provided to allow the OSPI to award after-school program grants to enhance student learning opportunities. Priority for the grants will be given to grant requests that focus on improving reading and mathematics proficiency for students who attend schools that have been identified based on the federal No Child Left Behind Act and include a proposal related to providing free transportation for those students in need that are involved in the program. (E2SSB 5841)

i. Gifted Education

\$2.436M General Fund-State

Currently, districts are eligible to receive a per student allocation for highly capable/gifted students up to 2.0 percent of their total enrollment. Funding is provided to increase the cap from 2.0 percent to 2.3 percent.

k. English Language Learners

\$1.3M General Fund-State

Funding is provided to establish three pilot programs targeted at large middle and high schools to implement emerging best practices in staff development and planning focused on supporting development of academic English for students for whom English is their second language. (E2SSB 5841)

l. Leadership Academy

\$1.3M General Fund-State

Funding is provided for a leadership academy designed to provide professional growth opportunities for school administrators. A public/private partnership that includes several private foundations, WASA, AWSP, and several state agencies including the Professional Educator Standards Board, will collaborate on the development of the academy curriculum. Funding is provided to sup-

port field testing, program refinement, and the participation of approximately 75 school leaders in the second year of the biennium. (2SSB 5955)

m. High School Completion

\$1.0M General Fund-State

Funding is provided to implement a high school completion program, which creates a pilot program at two community and technical colleges (CTC) to allow students meeting eligibility criteria specified in the legislation to continue their studies at the CTC and earn a high school diploma. The program is designed for students who are under age 21 and have completed all state and local graduation requirements except obtaining the Certificate of Academic Achievement or the Certificate of Individual Achievement. (HB 1051)

4. TARGETED INVESTMENTS IN MATH AND SCIENCE

a. Math and Science Professional Development

\$39.5M Education Legacy Trust Account-State

Funding is provided for: (1) three professional development days for each of middle and high school math and science teacher in the state; (2) specialized training for one math and one science teacher in each middle and high school to develop building-level expertise on the new math and science standards; and (3) two professional development days for fourth and fifth grade teachers to support district efforts to align instruction with new math and science state standards. These professional development days are in addition to the existing two Learning Improvement Days (LID) provided in existing state funding formulas for all certificated instructional staff. (2SSB 5955)



2007–09 OPERATING BUDGET K–12 SHB 1128—DETAIL, CONTINUED

b. Promoting Academic Success (PAS) for 12th Grade

\$12.1M General Fund-State

In the 2006 supplemental budget, funding was provided for the Promoting Academic Success (PAS) program to assist 11th grade students who are not successful in one or more subjects of the WASL. Additional funding is provided to serve 12th graders who still have not been successful on the WASL. This means that it would be possible for a student to receive PAS funding in their junior year, and again in their senior year.

c. 2007 WASL Changes

\$10.8M Education Legacy Trust Account-State

Funding is provided for: (1) reviewing, developing and implementing approved alternative assessments; (2) developing and piloting end-of-course examinations; (3) provide funding to school districts for the administration of diagnostic assessments; and (4) the increased costs associated with additional full time equivalent students as a result of any additional course taking requirements specified in the legislation. (ESSB 6023)

d. Elementary Math and Science Professional Development

\$9.0M Education Legacy Trust Account

Approximately \$9.0M is provided to support additional professional development focused on improving math and science instruction in fourth and fifth grade. Funding is based on the estimated costs of two professional development days for fourth and fifth grade teachers, and is intended to support district efforts to align instruction with new math and science standards. (2SSB 5955)

e. Increase Number of Math and Science Teachers

\$6.6M General Fund-State

Funding is provided to: (1) expand the Alternative Routes to Teacher Certification Program to produce an estimated 400 new teachers in math, science, special education or English as a Second Language; (2) create the Retooling to Teach Math and Science Program to produce an estimated 300 new teachers in those areas; and (3) increase the pipeline of paraeducators eligible for the Alternative Routes program. (2SSB 5955)

f. Expand LASER

\$6.0M General Fund-State

State funding for LASER is expanded to reach additional classrooms each year. LASER provides complete toolkits for hands-on science projects, teacher training, research-based models for learning, and community support.

g. Math and Science Regional Support

\$5.5M General Fund-State

In order to support the additional professional development opportunities provided through the Education Reform program, funding is provided to each of the nine Educational Service Districts for a professional development specialist in mathematics in the 2007–08 school year and an additional specialist in science in the 2008–09 school year. (2SSB 5955)

h. Math and Science Instructional Coaches

\$5.4M Education Legacy Trust Account-State

Funding is provided for 25 math instructional coaches in the 2007–08 and 2008–09 school years and 25 science instructional coaches in the 2008–09 school year. Each coach will receive five days of training at a coaching institute prior to each being assigned to serve two schools. (2SHB 1906)

i. Math and Science Standards and Curriculum

\$2.3M General Fund-State, \$2.4M Education Legacy Trust Account-State

Funding is provided to: (1) recommend new math standards aligned with international standards; (2) identify mathematics basic curricula, diagnostic, and supplemental materials that align with the new international math standards; (3) support the development of state standards in science that reflect international content and performance levels; (4) evaluate science textbooks, instructional materials and diagnostic tools to determine the extent to which they are aligned with international standards; and (5) develop science WASL knowledge and skill learning modules to assist students performing at tenth grade Level 1 and Level 2 in science to improve their performance. (2SHB 1906)

j-n. Other Math and Science Items

\$2.2M General Fund-State, \$0.4M Educator Legacy Trust Account-State

Other math and science items in the budget include: (1) funding for the State Board of Education and Professional Educator Standards Board to perform a variety of activities, with much of it focused on math and science; (2) paying for costs associated with high school students taking a college readiness test during 11th grade; and (3) providing after-school grants to community organizations that partner with school districts to provide mathematics support activities. (2SHB 1906)

OTHER K–12 ENHANCEMENTS AND INCREASES

\$25.2M GENERAL FUND-STATE

Funding is provided for a variety of K–12 enhancements and programs including: (1) \$4.2M for the Achievement Gap program in Seattle provided in the Department of Community, Trade and Economic Development's budget; (2) \$1.6M for programs to improve



2007–09 OPERATING BUDGET K–12 SHB 1128—DETAIL, CONTINUED

safety and emergency preparedness and planning in public schools, as generally described in SSB 5097. The SPI shall design and implement the grant program in consultation with the ESDs, the school safety advisory committee and the WASPC. The funding shall support grants to school districts for the development and updating of comprehensive safe school plans, school safety training and the conducting of safety-related drills. As a condition of receiving these funds, school districts must ensure that schools conduct at least one lockdown and one shelter in place safety drill each school year, and send updated school mapping database information on an annual basis to the WASPC;

(3) \$1.5M for an outdoor education grant in the State Parks and Recreation Commission’s budget; (4) \$1.3M for the Digital Learning Commons in the Department of Information Services’ budget; (5) \$1M for a pilot program designed to provide indigenous learning curriculum and standards in on-line learning programs; (6) \$0.8M for the impacts associated with “simple majority” legislation for school levies; and (7) \$6M for miscellaneous other smaller enhancements and increases.

K–12 SAVINGS AND REDUCTIONS

\$27.0M GENERAL FUND-STATE SAVINGS

Funding is adjusted for: (1) the anticipated reauthorization of the federal Secure Rural Schools Act (SRSA), which provides transitional assistance to rural counties and school districts affected by the decline in revenue from timber harvests in federal lands; and (2) the elimination of the Staffed Residential Homes pilot program established in the 2006 supplemental budget.



Thank you!

Thank you to Paul Rosier, John Dekker, Mack Armstrong, Jim Busey (Legislation and Finance Committee Chair), Steve Chestnut (WASA President), John Ericksen (WASA President-elect), John Kvamme (Retirement and Benefits), Mitch Denning (AEA), Norm Wisner and Jim Shoemake (AESD), Candace Antene (WASA staff), and members of the WASA Legislation and Finance Committee (*see page 50*) for participating in the weekly conference calls, and to all WASA members who responded to requests for information, who contact their legislators regularly and who work diligently for our public schools and students all year long.

2007 Rate Sheet

2007 BUDGET RATE SHEET

	2006/07		2007-08
	ESSB 6386 CURRENT BUDGET	SHB 1128 CONF SUP BUDGET	SHB 1128 CONF BUDGET
LEG SESSION 2007			
1. K-3 CERTIFICATED INSTR STAFF RATIO	53.2/1000		53.2/1000
2. GRADE 4 CERTIFICATED INSTR STAFF RATIO	53.2/1000		53.2/1000
3. CLASSIFIED STAFF RATIO	1/60		1/59
4. VOC/SKILLS EQUIPMENT \$/FTE	\$75/\$125		\$75/\$125
LEARNING IMPROVEMENT DAYS IN EXCESS OF 180 NERC	2		2
1. BASIC	9,476		9,703
2. VOCATIONAL	23,272		23,831
3. VOCATIONAL SKILL CENTER	18,056		18,489
SUBSTITUTE TEACHER	531.09		555.2
1. SALARY INCREASE	24.11		23.34
2. TOTAL	555.20		578.54
INCR BEA PER PUPIL 06/07 TO 07/08	5.20		5.70
TRANSPORTATION	42.31	42.31	44.84
1. SALARY INCREASE	1.06	1.06	1.08
2. INSURANCE INCREASE	0.91	0.91	0.22
3. DIESEL FUEL INCREASE		1.27	
4. TOTAL	44.28	45.55	46.14
HIGHLY CAPABLE	352.02		372.19
1. SALARY INCREASE	11.40		11.13
2. INSURANCE INCREASE	6.16		1.49
3. TOTAL	369.58		384.81
4. FUNDED PERCENT	2.00%		2.314%
TRANS BILINGUAL	770.52		824.24
DEDUCT SPI TESTING	-11.56		-12.36
1. SALARY INCREASE	30.52		29.81
2. INSURANCE INCREASE	16.20		3.97
3. TOTAL	805.68		845.66
LAP	187.99		220.37
1. SALARY INCREASE	6.50		7.00
2. INSURANCE INCREASE	3.21		0.86
3. TOTAL	197.70		228.23
4. HOLD HARMLESS, NOT LESS THAN 2004-05	SEE ITEM 4 AT LEFT		SEE ITEM 4 AT LEFT
SPEC ED 12.7% Funding Percent	Ages 3-21		Ages 5-21
1.15 Funding Factor	Ages 0-2		Age 0 to K
FED FUNDS INTEGRATION (Rpt 1220 Line I.2)	-97.00		-24.00
LEA STATE AVERAGE 12% RATE (Rpt F-780 II.F)	1.197		Estimate 1.07
FRINGE BENEFITS IN PERCENT			
1. CERTIFICATED MAINTENANCE	13.04		14.13
2. CLASSIFIED MAINTENANCE	16.04		17.06
3.. CERTIFICATED INCREASE	12.40		13.49
4. CLASSIFIED INCREASE	12.54		13.56
EMPLOYER RATES			
1. TRS	4.75		5.84
2. PERS	5.47		6.15
3. SERS	4.86		5.90
INSURANCE BENEFIT ALLOCATION	682.54		707.00
RETIREE SUBSIDY	55.15		57.71
SAL INCR PERCENT FORMULA STAFF	3.30%		3.70%
CERT INSTR STAFF MINIMUM BASE SALARY	31,386		32,746
CLASSIFIED MINIMUM SALARY	N/A		30,111
ADMINISTRATIVE MINIMUM SALARY	N/A		54,405
AVERAGE STAFF MIX LEAP FACTOR	1Sb		1 (same as 1Sb)
STUDENT ACHIEVEMENT (PRIOR YR FTE ENROLL)	375.00		450.00
PROMOTING ACADEMIC SUCCESS	\$20.8 Million		\$23.8 Million

*Originated by John Jenft. Updated for
2007-08 by OSPI, April 2007.*



K–12 Capital Budget—Biennial Comparison

— Millions of Dollars —

	2005–07		2007–09 Prop.		Percent Change	
	Bonds	Total	Bonds	Total	Bonds	Total
Gov't Operations	226.8	693.1	429.7	892.8	89%	29%
Human Services	337.9	382.1	223.2	301.6	-35%	-21%
Natural Resources	297.2	901.4	503.7	1,036.2	69%	15%
Higher Education	699.1	945.5	788.2	1,065.9	13%	13%
Public Schools	*139.1	620.6	190.4	965.0	55%	55%
Other Education	8.4	8.4	35.2	35.2	319%	319%
Projects Total	1,704.8	3,551.0	2,170.4	4,296.7	27%	21%

* Bond amounts in Public Schools do not include bonds transferred through the Trust Land Transfer Program.

K–12 CAPITAL CONSTRUCTION

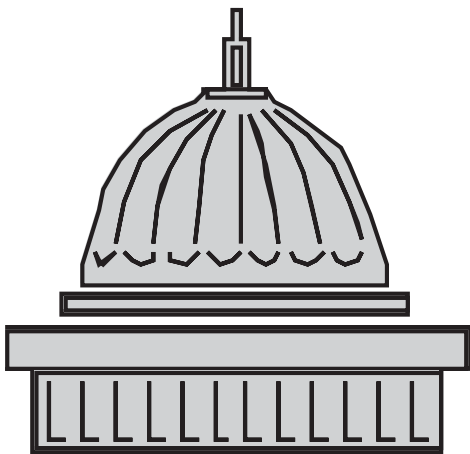
A total of \$880M is provided for K–12 construction assistance grants. This amount continues the improvements made in the 2005–07 biennium and covers expected inflationary increases of 5.3 percent in the first year and 3.9 percent in the second year.

A total of \$75M is provided for Skill Centers and \$4M for small school repair grants. Funding of \$1M each is also provided for the Island Wood and Chewelah Peak Environmental Learning Centers and \$6.2M for school mapping.

special focus on

BUDGET STABILIZATION ACCOUNT (RAINY DAY FUND) ESSJR 8206/ESSB 5311

A constitutional amendment to create a budget stabilization account was passed by the legislature this year. The extremely controversial proposal would set aside 1 percent of



general state revenues each fiscal year. Supporters believe that now is the time to find the capacity to establish an automatic savings account that will allow the state to deal with structural budget deficits in the future. Opponents feel that it will unnecessarily restrict the legislative budget writing process. ESSJR 8206 will be on the November 6, 2007, general election ballot.

Moneys may be appropriated from the Budget Stabilization Account by a majority vote of each house of the legislature if: (1) forecasted state employment growth for any fiscal year is less than 1 percent; or (2) the governor declares an emergency resulting from a catastrophic event that requires government action to protect life or public safety.

Other withdrawals from the Budget Stabilization Account may be made only by a three-fifths vote of the legislature.

Investment earnings are retained by the account. To the extent that the balance of the Budget Stabilization Account exceeds 10 percent of general state revenues, the legislature may appropriate the excess balance to the Education Construction Fund (which is statutorily dedicated to K–12 and higher education construction projects).

Employment forecasts and revenue estimates for the Budget Stabilization Account are made by the Economic and Revenue Forecast Council.

ESSB 5311 would implement the constitutional amendment if it passes.



Education-Related Bills That Passed—Short Titles

Subject to the Governor's signature.

House Bills That Passed

ESHB 1050	Students With Disabilities
HB 1051	High School Completion Program
ESHB 1052	Legislative Youth Advisory
HB 1069	State Amphibian
ESHB 1092	Capital Budget
2SHB 1096	Postsecondary Opportunities
ESHB 1131	Passport to College Program
HB 1224	Student Course Materials
2SHB 1280	School District Capital Funds
E2SHB 1303	Cleaner Energy
SHB 1328	Small Works Roster
E2SHB 1422	Incarcerated Parents
E2SHB 1432	Educational Staff Associates
SHB 1445	Public Records Act
2SHB 1506	Alternative Public Works
SHB 1507	Shared Leave
HB 1556	Walla Walla Sweet Onion
2SHB 1573	Dropout Prevention
HB 1670	School Counselors
2SHB 1677	Outdoor Education/Recreation
E2SHB 1779	GET Ready for Math and Science
SHB 1802	Human Papillomavirus
EHB 1898	Apprenticeship Utilization
2SHB 1906	Math and Science Education
2SHB 2980	Financial Literacy
HB 2079	Agency Shop Fees
HB 2154	Educational Service District
2SHB 2262	Professional Teaching Standards
HB 2281	Shared Leave
HB 2357	State Forest Revenues
HB 2396	Permanent Common School Fund
EHJR 4204	Simple Majority for School Levies
HR 4638	Classified School Employees

Senate Bills That Passed

2SSB 5093	Health Services for Children
SSB 5097	Safe School Plans
E2SSB 5098	College Bound Scholarship
SSB 5101	Higher Education Tuition Waivers
2SSB 5114	Student Transportation
ESB 5251	Collective Bargaining
ESSB 5269	First Peoples' Teacher Certification
SSB 5288	Cyberbullying
ESSB 5297	Sexual Health Education
SSB 5340	Definition of Disability
SSB 5435	Public Records Exemptions
E2SSB 5627	Basic Education Funding
E2SSB 5659	Family and Medical Leave Insurance
SSB 5731	Student in High Demand Field
SB 5775	Special Education
2SSB 5790	Skill Centers
E2SSB 5828	Early Childhood Development
E2SSB 5841	Student Learning
E2SSB 5843	Educational Data
SSB 5952	Department of Early Learning
2SSB 5955	Educator preparation, Professional Development and Compensation
ESSB 6023	Alternative Assessments
SSJM 8011	No Child Left Behind Act



Education-Related Bills That Passed—Summaries

Subject to the Governor's signature.

SHORT SUMMARIES

Two-thousand eight hundred and thirty-four (2,834) bills were introduced this session. Of these, more than 300 related directly or indirectly to K–12 education. Seventy-one (71) passed and have been sent to Governor Gregoire. They are subject to her signature before becoming law. The Governor may veto bills in their entirety or she may veto individual sections within a bill. The Governor has five days (excluding Sunday) during session to sign or veto a bill. She has 20 days (excluding Sunday) after the session adjourns (April 22, 2007) to sign the remaining bills. Unless there is an emergency clause or an effective date identified in the bill, a bill will become effective 90 days after adjournment of the legislative session—July 22, 2007.

Layers and layers of policy are embedded in many of these bills. A link to the bill as it passed the Legislature is provided. Go to the 2007 Legislative Session Report on WASA's Web site, www.wasa-oly.org, to access the bills electronically. Retirement and Health Benefit bills can be found on pages 29–35.

ESHB 1050—Students With Disabilities (Kevin's Law)

(Upthegrove/Quall) (C 318 L 07)

Beginning July 1, 2007, each school district that operates a high school shall establish a policy and procedures that permit any student who is receiving special education or related services under an individualized education program pursuant to state and federal law and who will continue to receive such services between the ages of 18 and 21 to participate in the graduation ceremony and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance. Participation in a graduation ceremony and receipt of a certificate of attendance (COA) under this section does not preclude a student from continuing to receive special education and related services under an individualized education program beyond the graduation ceremony. A student's participation in a graduation ceremony and receipt of a COA under this section shall not be construed as the student's receipt of either a diploma or a certificate of individual achievement (CIA).

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1050-S.PL.pdf>)

HB1051—High School Completion Program/Certificate of Academic Achievement

(Upthegrove/Kagi) (C 355 L 07)

A pilot program is created for two community or technical colleges to make available courses or a program of study, on the college campus, designed to enable students under the age of 21 who have completed all state and local high school graduation requirements except the certificate of academic achievement (CAA) or (CIA) to complete their high school education and obtain a high school diploma. The colleges participating in the pilot program in this section may make courses or programs under this section available by entering into contracts with local school districts to deliver the courses or programs. Colleges participating in the pilot program that offer courses or programs under contract shall be reimbursed for each enrolled eligible student as provided in the contract, and

the high school diploma shall be issued by the local school district. Colleges participating in the pilot program may deliver courses or programs under this section directly. Colleges that deliver courses or programs directly shall be reimbursed for each enrolled eligible student, and the high school diploma shall be issued by the college. Colleges participating in the pilot program may make courses or programs under this section available through a combination of contracts with local school districts, collaboration with educational service districts, and direct service delivery. Colleges participating in the pilot program may also make courses or programs under this section available for students at locations in addition to the college campus. Colleges participating in the pilot program may enter into regional partnerships.

Regardless of the service delivery method chosen, colleges participating in the pilot program shall ensure that all eligible students located in school districts within their college district have an opportunity to enroll in a course or program under this section.

Community and technical colleges participating in the pilot program shall not be required to administer the Washington assessment of student learning (WASL).

Certification of Academic Completion

Any school district board of directors may adopt a policy to award a certificate of academic completion to students who complete all state and local high school graduation requirements except the CAA or the CIA. Such a certificate is not the equivalent of a high school diploma.

To be eligible for a certificate of academic completion, a student must pass all state and local high school graduation requirements except the CAA or a CIA, or pass the WASL at least once. The student, with counselors, teachers, and parents, as appropriate, to develop a fifth year plan for how the student will meet standard on the WASL and obtain a CAA or CIA.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1051.PL.pdf>)

**VETOED
(Section 9)**



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

ESHB 1052—Legislative Youth Advisory

(Upthegrove/Hudgins) (C 291 L 07)

By July 2, 2007, and annually thereafter, students may apply to be considered for participation in the program by completing an online application form and submitting the application to the legislative youth advisory council. The council may develop selection criteria and an application review process. The council shall recommend candidates whose names will be submitted to the Office of the Lieutenant Governor for final selection. The Office of the Lieutenant Governor shall notify all applicants of the final selections. The Office of the Lieutenant Governor shall make the application available on the lieutenant governor's Web site. The council shall consider conducting some of its business via K-20.

The civic education travel grant program is created at OSPI to provide travel grants to students participating in statewide, regional, national and international civic education competitions or events.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1052-S.PL.pdf>)

HB 1069—State Amphibian

(Williams/Hunt) (C 244 L 07)

The Pacific Chorus Frog, *Pseudacris regilla*, is hereby designated as the official amphibian of the state of Washington. (This bill was brought forward as a civics project by the students in the Olympia School District. Congratulations to the Boston Harbor Middle School students who got their bill passed on their first try!)

(<http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/House%20Passed%20Legislature/1069.PL.pdf>)

2SHB 1096—Postsecondary Opportunities, Opportunity Grant Program

(Kenney/Priest) (C 277 L 07)

The college board shall develop and implement a workforce education program known as the opportunity grant program to provide financial and other assistance for

students enrolled at qualified institutions of higher education in opportunity grant-eligible programs of study. Students enrolled in the opportunity grant program are eligible for: funding for tuition and mandatory fees at the public community and technical college rate, prorated if the credit load is less than full time, paid directly to the educational institution; and an additional one thousand dollars per academic year for books, tools, and supplies, prorated if the credit load is less than full time.

To be eligible for participation in the opportunity grant a student must have a family income that is at or below 200 percent of the federal poverty level using the most current guidelines available from the United States department of health and human services, and be determined to have financial need based on the free application for federal student aid.

The college board, in partnership with business, labor, and the workforce training and education coordinating board, shall identify job specific training programs offered by qualified postsecondary institutions that lead to a credential, certificate, or degree in high demand occupations, which are occupations where data show that employer demand for workers exceeds the supply of qualified job applicants throughout the state or in a specific region, and where training capacity is underutilized.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1096-S2.PL.pdf>)

ESHB 1131—Passport to College Program

(Dunshoe/Haler) (C 314 L 07)

The passport to college promise pilot program is created. The purpose of the program is: to encourage current and former foster care youth to prepare for, attend, and successfully complete higher education; and, to provide current and former foster care youth with the educational planning, information, institutional support, and direct financial resources necessary for them to succeed in higher education.

The higher education coordinating (HEC) Board shall design and implement a program of supplemental scholarship and student assistance for students who have emancipated for the state foster care system after having spent at least one year in care.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1131-S.PL.pdf>)

HB 1224—Student Course Materials

(Kelley/Sells)

Community and technical college boards are added to the list of higher education boards that must adopt rules requiring certain cost savings requirements related to buying and selling student course materials.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1224.PL.pdf>)

SHB 1280—School District Capital Funds

(Ericks/Jarrett) (C 129 L 07)

Money legally deposited by school districts into the capital projects fund from other sources may now also be used for: costs associated with the application and modernization of technology systems for operations and instruction including, but not limited to, the ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services, and ongoing training related to the installation and integration of these products and services. However, to the extent the funds are used for the purpose of this bill, the school district shall transfer to the district's general fund the portion of the capital projects fund used for this purpose. The OSPI shall develop accounting guidelines for these transfers in accordance with internal revenue service regulations.

A two-year through six-year levy to support the construction, modernization, or remodeling of school facilities shall not be deemed to be a tax levy for maintenance and operation support of a school district.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/1280-S2.SL.pdf>)



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

E2SHB 1303—Cleaner Energy

(Dickerson/Sullivan, B.) (C 348 L 07)

Makes provisions to encourage the use of cleaner energy by reducing emissions. Includes the following provisions relating to school districts: OSPI shall implement a school bus replacement incentive program. As part of the program, the office shall fund up to 10 percent of the cost of a new 2007 or later model year school bus that meets the 2007 federal motor vehicle emission control standards and is purchased by a school district by no later than June 30, 2009, provided that the new bus is replacing a 1994 or older school bus in the school district's fleet. Replacement of the oldest buses must be given highest priority.

The OSPI shall ensure that buses being replaced through this program are surplus under RCW 28A.335.180. As part of the surplus process, school districts must provide written documentation to the OSPI demonstrating that buses being replaced are scrapped and not purchased for road use. The documentation must include bus make, model, year, vehicle identification number, engine make, engine serial number, and salvage yard receipts; and must demonstrate that the engine and body of the bus being replaced has been rendered unusable. OSPI may adopt any rules necessary for the implementation of this act. (NOTE: This portion of the bill was not funded.)

Effective June 1, 2015, all state agencies and local government subdivisions of the state, to the extent determined practicable by the rules adopted by the department of community, trade, and economic development pursuant to section of this act, are required to satisfy 100 percent of their fuel usage for operating publicly owned vessels, vehicles, and construction equipment from electricity or biofuel.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1303-S2.PL.pdf>)

SHB 1328—Small Works Roster

(Santos/Anderson) (C 210 L 07)

The uniform small works roster provisions in law are modified to include: small works roster process or limited public works process. A state agency or authorized local government may use the limited public works process to solicit and award small works roster contracts to small businesses that are registered contractors with gross revenues under one million dollars annually as reported on their federal tax return. A state agency or authorized local government may adopt additional procedures to encourage small businesses that are registered contractors with gross revenues under two hundred fifty thousand dollars annually as reported on their federal tax returns to submit quotations or bids on small works roster contracts.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1328-S.PL.pdf>)

E2SHB 1422—Children and Families of Incarcerated Parents

(Roberts/Dickerson) (C 384 L 07)

The definitions in the Public Records Act are modified to include the following:

DSHS, the Department of Early Learning and OSPI, shall review current policies and assess the adequacy and availability of programs targeted at persons who receive assistance who are the children and families of a person who is incarcerated in a department of corrections facility. The Department of Community Trade and Economic Development (DCTED) shall establish the children of incarcerated parents oversight committee to monitor, guide and report on recommendations.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1422-S2.PL.pdf>)

E2SHB 1432—Educational Staff Associates

(Sullivan, P./Uptegrove) (C 403 L 07)

Beginning in the 2007–08 school year, the calculation of years of service for occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers, counselors, and psychologists regulated under Title 18 RCW may include experience in schools and other nonschool positions as occupational therapists, physical therapists, speech-language pathologists, audiologists, nurses, social workers, counselors, or psychologists. The calculation shall be that one year of service in a nonschool position counts as one year of service for purposes of this chapter, up to a limit of two years of nonschool service. Nonschool years of service included in calculations under this subsection shall not be applied to service credit totals for purposes of any retirement benefit.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1432-S2.PL.pdf>)

SHB 1445—Public Records Act

(Kessler/Rodne) (C 197 L 07)

The definitions in the Public Records Act are modified to include the following: “agency” includes all state agencies and all local agencies. “State agency” includes every state office, department, division, bureau, board, commission, or other state agency. “Local agency” includes every county, city, town, municipal corporation, quasi-municipal corporation, or special purpose district, or any office, department, division, bureau, board, commission, or agency thereof, or other local public agency.

“Public record” includes any writing containing information relating to the conduct of government or the performance of any governmental or proprietary function prepared, owned, used, or retained by any state or local agency regardless of physical form or characteristics.

“Writing” means handwriting, typewriting, printing, photostating, photographing, and every other means of recording any



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

form of communication or representation including, but not limited to, letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, motion picture, film and video recordings, magnetic or punched cards, discs, drums, diskettes, sound recordings, and other documents including existing data compilations from which information may be obtained or translated.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1445-S.PL.pdf>)

2SHB 1506—Alternative Public Works

(Haigh/Armstrong)

WSSDA is to select a representative to serve on the GA's capital projects board. The board shall establish a project review committee to review and approve public works projects using the design-build and general contractor/construction manager contracting procedures authorized in statute and to certify public bodies.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1506-S2.PL.pdf>)

SHB 1507—Shared Leave

(Seaquist/Bailey) (C 25 L 07)

The uniformed service shared leave pool is created for state employees. It does not apply to school district or ESD employees.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/1507-S.SL.pdf>)

HB 1556—Walla Walla Sweet Onion

(Walsh/Grant) (C 137 L 07)

Designates the Walla Walla Sweet Onion as the official state vegetable. (First brought to the legislature in 2005 as a civics project by students in Kirkland Junior High, Lake Washington School District.)

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/1556-SL.pdf>)

2SHB 1573—Dropout Prevention, Building Bridges

(Quall/Priest) (C 408 L 07 PV)

A grant program is created through OSPI for local partnerships of schools, families, and communities to begin the phase in of a statewide comprehensive dropout prevention, intervention, and retrieval system. This program shall be known as the building bridges program.

A “building bridges program” means a local partnership of schools, families, and communities that provides all of the following programs or activities: a system that identifies individual students at risk of dropping out from middle through high school based on local predictive data, including state assessment data starting in the fourth grade, and provides timely interventions for such students and for dropouts, including a plan for educational success as already required by the student learning. Students identified shall include foster care youth, youth involved in the juvenile justice system, and students receiving special education services.

OSPI shall establish a state-level work group that includes K–12 and state agencies that work with youth who have dropped out or are at risk of dropping out of school. The state-level leadership group shall consist of one representative from each of the following agencies and organizations: the workforce training education coordinating board; career and technical education including skill centers; relevant divisions of the department of social and health services; the juvenile courts; the Washington association of prosecuting attorneys; the Washington state office of public defense; the employment security department; accredited institutions of higher education; the educational service districts; the area workforce development councils; parent and educator associations; the department of health; local school districts; agencies or organizations that provide services to special education students; community organizations serving youth; federally recognized tribes and urban tribal centers; each of the major political caucuses of the senate and house of representatives; and, the minority commissions.

(Vetoed: Section 8 Funding Criteria)

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1573-S2.PL.pdf>)

HB 1670—School Counselors

(Quall/Santos) (C 175 L 07)

Adds language to RCW 28A.410 defining school counselor and the purpose and role of a school counselor. A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. The purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American school counselor association.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/1670-SL.pdf>)

2SHB 1677—Outdoor Education/Recreation

(Quall/Rodne) (C 176 L 07)

The outdoor education and recreation grant program is hereby created. The commission of public lands shall establish and implement the program by rule to provide opportunities for public agencies, private nonprofit organizations, formal school programs, non-formal after-school programs, and community-based programs to receive grants from the account. The program shall be phased in beginning with the schools and students with the greatest needs in suburban, rural, and urban areas of the state. The program shall focus on students who qualify for free and reduced-price lunch, who are most likely to fail academically, or who have the greatest potential to drop out of school.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/1677-S2.SL.pdf>)



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

E2SHB 1779—GET Ready for Math and Science

(Wallace/Dunn) (C 214 L 07)

The GET ready for math and science scholarship program is established. The purpose of the program is to provide scholarships to students who achieve level four on the mathematics or science portions of the tenth grade WASL or achieve a score in the math section of the SAT or the math section of the ACT that is above the ninety-fifth percentile, major in a mathematics, science, or related field in college, and commit to working in mathematics, science, or a related field for at least three years in Washington following completion of their bachelor's degree. The program shall be administered by the nonprofit organization selected as the private partner in the public-private partnership.

An eligible student is a student who a family income at or below 125 percent of the state median family income at the time the student applies for a GET ready for math and science scholarship and for up to the two previous years.

OSPI shall notify elementary, middle, junior high, high school, and school district staff and administrators, and the children's administration of the DSHS about the GET ready for math and science scholarship program using methods in place for communicating with schools and school districts. Provide data showing the race, ethnicity, income, and other available demographic information of students who achieve level four of the math and science WASL in the tenth grade. Compare those data with comparable information on the tenth grade student population as a whole. Submit a report with the analysis to the committees responsible for education and higher education in the legislature on December 1st of even-numbered years.

School districts shall notify parents, teachers, counselors, and principals about the GET ready for math and science scholarship program through existing channels. Notification methods may include, but are not limited to, regular school district and building communications, online scholarship bulletins and announcements, notices

posted on school walls and bulletin boards, information available in each counselor's office, and school or district scholarship information sessions. Provide each student who achieves level four on the mathematics or science high school Washington assessment of student learning with information regarding the scholarship program and how to contact the program administrator.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1779-S2.PL.pdf>)

SHB 1802—Human Papillomavirus

(Darneille/Kenney) (C 276 L 07)

Beginning with sixth grade entry, every public school in the state shall provide parents and guardians with information about human papillomavirus disease and its vaccine at the beginning of every school year. The information about human papillomavirus disease shall include: its causes and symptoms, how human papillomavirus disease is spread, and the places where parents and guardians may obtain additional information and vaccinations for their children; and current recommendations from the United States centers for disease control and prevention regarding the receipt of vaccines for human papillomavirus disease and where the vaccination can be received. This subsection shall not be construed to require the department of health or the school to provide human papillomavirus vaccination to students.

The department of health shall prepare the informational materials and shall consult with the OSPI. This subsection does not create a private right of action.

Private schools are required by state law to notify parents that information on the human papillomavirus disease prepared by the department of health is available.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1802-S.PL.pdf>)

EHB 1898—Apprenticeship Utilization

(Quall/Conway)

Requires utilization of apprentices on school district public works projects.

Does not apply to contracts advertised for bid before January 1, 2008, for any public works by a school district, or to any project funded in whole or in part by bond issues approved before July 1, 2007.

For contracts advertised for bid on or after January 1, 2008, for all public works by a school district estimated to cost two million dollars or more, all specifications shall require that no less than 10 percent of the labor hours be performed by apprentice. School districts may adjust the requirements of this section for a specific project for the following reasons: the demonstrated lack of availability of apprentices in specific geographic areas; a disproportionately high ratio of material costs to labor 18 hours, which does not make feasible the required minimum levels of 19 apprentice participation; participating contractors have demonstrated a good faith effort to comply with the requirements of RCW 39.04.300 and 39.04.310 and section; or other criteria the school district deems appropriate, which are subject to review by the Office of the Governor.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1898.PL.pdf>)

2SHB 1906—Math and Science Education

(Hunter/Anderson) (C 396 L 07)

Mathematics and science standards and curriculum. By September 30, 2007, the SBE shall recommend to OSPI revised EALRs and grade level expectations in mathematics.

By January 31, 2008, the SPI shall revise the essential academic learning requirements and the grade level expectations for mathematics and present the revised standards to the SBE and the education committees of the senate and the house of representatives.



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

The superintendent shall adopt the revised EALRs and grade level expectations unless otherwise directed by the legislature during the 2008 legislative session.

By June 30, 2008, the SBE shall recommend to the SPI revised EALRs and grade level expectations in science.

By December 1, 2008, the SPI shall revise the essential academic learning requirements and the grade level expectations for science and present the revised standards to the SBE and the education committees of the senate and the house of representatives. OSPI shall adopt the revised EALRs and grade level expectations unless otherwise directed by the legislature during the 2009 legislative session.

By May 15, 2008, the SPI shall present to the SBE recommendations for no more than three basic mathematics curricula each for elementary, middle and high school grade spans.

By June 30, 2008, the SBE shall provide official comment and recommendations to the SPI regarding the recommended mathematics curricula. The SPI shall make any changes based on the comment and recommendations from the SBE and adopt the recommended curricula.

At least one of the curricula in each grade span and in each of mathematics and science shall be available to schools and parents online at no cost to the school or parent.

By December 1, 2007, the SBE shall revise the high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits. A school district is not required to use one of the recommended curricula. However, the statewide accountability plan adopted by the SBE shall recommend conditions under which school districts should be required to use one of the recommended curricula. Required use of the recommended curricula as an intervention strategy must be authorized by the legislature.

Advisory Panels. The SBE shall appoint a mathematics advisory panel and a science advisory panel to advise the board regarding EALRs, grade level expectations, and recommended curricula in mathematics and science and to monitor implementation of these activities.

After-School Mathematics Support Program. The after-school mathematics support program is created to study the effects of intentional, skilled mathematics support included as part of an existing after-school activity program. The OSPI shall provide grants to selected community-based, nonprofit organizations that provide after-school programs and include support for students to learn mathematics.

Mathematics and Science Instructional Coach Program. A mathematics and science instructional coach program is authorized, which shall consist of a coach development institute, coaching seminars, coaching activities in schools, and program evaluation. The OSPI shall develop a mathematics and science instructional coach program that includes an initial coach development experience for new coaches provided through an institute setting, coaching support seminars, and additional coach development services.

The Washington State University social and economic sciences research center shall conduct an evaluation of the mathematics and science instructional coach program.

The pipeline for paraeducators conditional scholarship program is created. Participation is limited to paraeducators without a college degree who have at least three years of classroom experience.

The retooling to reach mathematics and science conditional scholarship program is created. Participation is limited to current K–12 teachers and individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate.

Conditional Scholarship Program. Specific requirements for participation in the conditional scholarship programs are provided.

By September 1, 2008, the state board for community and technical colleges, the council of presidents, the HEC Board, and the OSPI, under the leadership of the transition math project and in collaboration with representatives of public two and four-year institutions of higher education, shall jointly revise the Washington mathematics placement test to serve as a common college readiness test for all two and four-year institutions of higher education.

Beginning in the fall of 2009, school districts shall provide all high school students enrolled in the district the option of taking the mathematics college readiness test once at no cost to the students. Districts shall encourage, but not require, students to take the test in their junior or senior year of high school.

OSPI shall reimburse each district for the costs incurred by the district in providing students the opportunity to take the mathematics placement test.

Within funds specifically appropriated therefor, a middle school that receives approval from the OSPI to provide a career and technical program directly to students shall receive funding at the same rate as a high school operating a similar program. Additionally, a middle school that provides a hands-on experience in math and science with an integrated curriculum of academic content and career and technical education, and includes a career and technical education exploratory component shall also qualify for the career and technical education funding.

OSPI shall provide support for statewide coordination for math, science and technology, including employing a statewide director for math, science, and technology.

By December 1, 2008, the SPI shall develop EALRs and grade level expectations for educational technology literacy and technology fluency that identify the knowledge and skills that all public school students need to know and be able to do in the areas of technology and technology literacy.

The superintendent shall obtain or develop education technology assessments that may



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

be administered in the elementary, middle and high school grades to assess the EALRs for technology.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1906-S2.PL.pdf>)

2SHB 1980—Financial Literacy

(Kelley/Santos)

OSPI and other members of the financial literacy public-private partnership shall make available to school districts the list of identified financial literacy skills and knowledge, instructional materials, assessments, and other relevant information.

Each school district is encouraged to provide its students with an opportunity to master financial literacy skills and knowledge.

It is not necessary to evaluate and apply the OSPI EALRs or to develop grade level expectations.

The financial literacy public-private partnership expires June 30, 2009.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/1980-S2.PL.pdf>)

HB 2079—Agency Shop Fees

(McDermott/Ormsby)

Agency shop fees statutes are amended as follows: a labor organization does not use agency shop fees when it uses its general treasury funds to make such contributions or expenditures if it has sufficient revenues from sources other than agency shop fees in its general treasury to fund such contributions or expenditures.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2079.PL.pdf>)

HB 2154—Educational Service Districts

(Frombold/Priest)

Changes ESD board elections to odd numbered years.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2154.PL.pdf>)

2SHB 2262—Professional Teaching Standards

(Barlow/McCoy) (C 398 L 07)

Places into statute provisions related to certificated instructional staff bonuses for national board for professional teaching certificate.

Certificated instructional staff who have attained certification from the national board for professional teaching standards shall receive a bonus each year in which they maintain the certification. The annual bonus shall be \$5,000 in the 2007–08 school year. Thereafter, the annual bonus shall increase by inflation. Certificated instructional staff who have attained certification from the national board for professional teaching standards shall also be eligible for bonuses if the individual is in an instructional assignment in a school in which at least 70 percent of the students qualify for the free and reduced-price lunch program in the amount of \$5,000.

The bonuses provided under this section are in addition to compensation received under a district’s salary schedule and shall not be included in calculations of a district’s average salary and associated salary limitations.

The bonuses provided under this section shall be paid in a lump sum amount and shall not be included in the definition of “earnable compensation” under RCW 41.32.010(10) and do not apply to retirement benefit calculations.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2262-S2.PL.pdf>)

HB 2281—Shared Leave, State of Emergency

(Appleton/Hunt)

The shared leave statute RCW 41.04.665 is amended to include: an employee may be permitted to receive leave if he/she has

depleted or shortly will deplete his or her annual leave and services and a state of emergency has been declared anywhere within the United States by the federal or any state government and the employee has needed skills to assist in responding to the emergency or its aftermath and volunteers his or her services to either a governmental agency or to a nonprofit organization engaged in humanitarian relief in the devastated area, and the governmental agency or nonprofit organization accepts the employee’s offer of volunteer services.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2281.PL.pdf>)

HB 2357—State Forest Revenues

(McIntire/Frombold)

State forest land revenues that are deposited in a school district’s debt service fund pursuant to RCW 79.64.110 and to the extent not necessary for payment of debt service on school district bonds may be transferred by the school district into the district’s capital projects fund.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2357.PL.pdf>)

HB 2396—Permanent Common School Fund

(Frombold/McDonald)

Consistent with Article XVI, section 5 and Article IX, sections 3 and 5 of the state Constitution, the state investment board may invest moneys in the permanent common school fund.

The state investment board may invest the permanent common school fund in various types of allowable investments in order to achieve a balance of long-term growth and current income, when consistent with the best interest of the state and the permanent common school fund, and in conformance with RCW 43.84.150. The state treasurer shall calculate the irreducible principal amount of the fund in accordance with the state Constitution and state law. The irreducible principal shall not include



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

investment gains on the principal, and the fund may retain or distribute income and investment earnings in order to achieve the appropriate balance between growth and income.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/2396.PL.pdf>)

EJHR 4204—School Levies Constitutional Amendment

(Schual-Berke/Chase)

Be it Resolved, by the Senate and House of Representative of the State of Washington, in Legislative Session Assembled:

That, At the next general election to be held in this state the secretary of state shall submit to the qualified voters of the state for their approval and ratification, or rejection, an amendment to Article VII, section 2 of the Constitution of the state of Washington to read as follows: A proposition under this subsection to levy an additional tax for a school district shall be authorized by a majority of the voters voting on the proposition, regardless of the number of voters voting on the proposition.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/House%20Passed%20Legislature/4204.PL-School%20levies.pdf>)

2SSB 5093—Health Services for Children

(Marr) (C 5 L 07)

DSHS shall provide affordable health care coverage to children under the age of 19 who reside in Washington state and whose family income at the time of enrollment is not greater than 250 percent of the federal poverty level as adjusted for family size and determined annually by the federal department of health and human services, and effective January 1, 2009, and only to the extent that funds are specifically appropriated therefore, to children whose family income is not greater than 300 percent of the federal poverty level.

It is the goal of Washington state to ensure that: by 2010, all K–12 districts have

school health advisory committees that advise school administration and school board members on policies, environmental changes, and programs needed to support healthy food choice and physical activity and childhood fitness.

Districts shall include school nurses or other school personnel as advisory committee members. By 2010, only healthy food and beverages provided by schools during school hours or for school-sponsored activities shall be available on school campuses.

By 2010, all students in grades one through eight should have at least 150 minutes of quality physical education every week. By 2010, all student health and fitness instruction shall be conducted by appropriately certified instructors. Beginning with the 2011–12 school year, any district waiver or exemption policy from physical education requirements for high school students should be based upon meeting both health and fitness curricula concepts as well as alternative means of engaging in physical activity, but should acknowledge students' interest in pursuing their academic interests.

A select interim legislative task force on comprehensive school health reform is established. The task force shall consist of two members of each caucus of the senate, and two members of each caucus of the house of representatives. The task force shall review and make recommendations on policies, environmental changes, and programs needed to support healthy schools, including but not limited to food choice, physical activity, and childhood fitness. The task force shall also review the delivery of health care services in the schools by school personnel providing health services. The task force may establish technical advisory committees related to nutrition, fitness, and child health.

Report is due October 1, 2008.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/5093-S2.SL.pdf>)

SSB 5097—Safe School Plans

(Rockefeller)

Each school district shall adopt, no later than September 1, 2008, and implement a safe school plan consistent with the school mapping information system pursuant to RCW 17 36.28A.060. The plan shall include required school safety policies and procedures; address emergency mitigation, preparedness, response, and recovery; include provisions for assisting and communicating with students and staff, including those with special needs or disabilities; use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the Washington state office of the SPI school safety center and the school safety center advisory committee; require the building principal to be certified on the incident command system; take into account the manner in which the school facilities may be used as a community asset in the event of a community-wide emergency; set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with school districts and participate in safety-related drills annually.

School districts shall annually review and update safe school plans in collaboration with local emergency response agencies; conduct an inventory of all hazardous materials; update information on the school mapping information system to reflect current staffing and updated plans, including: identifying all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system; and Identifying school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements consistent with the school mapping information system; and, provide information to all staff on the use of emergency supplies and notification and alert procedures.



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

School districts are required to annually record and report on the required information and activities to the WASPC.

School districts are encouraged to work with local emergency management agencies and other emergency responders to conduct one tabletop exercise, one functional exercise, and two full-scale 26 exercises within a four-year period.

Schools shall conduct no less than one safety-related drill each month that school is in session. Schools shall complete no less than one drill using the school mapping information system, one drill for lockdowns, one drill for shelter-in-place, and six drills for fire evacuation in accordance with the state fire code. Schools should consider drills for earthquakes, tsunamis, or other high risk local events. Schools shall document the date and time of such drills. This subsection is intended to satisfy all federal requirements for comprehensive school emergency drills and evacuations.

Educational service districts are encouraged to apply for federal emergency response and crisis management grants with the assistance of the SPI and the Washington emergency management division of the state military department.

A task force on gangs in schools is created to examine current adult and youth gang activities that are affecting school safety. The task force shall work under the guidance of the SPI school safety center, the school safety center advisory committee, and the WASPC. (\$1.6M provided in budget for safe school grants through OSPI and ESDs.)

The task force shall outline methods for preventing new gangs, eliminating existing gangs, gathering intelligence, and sharing information about gang activities.

Beginning December 1, 2007, the task force shall annually report its findings and recommendations to the education committees of the legislature.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5097-S.PL.pdf>)

E2SSB 5098—College Bound Scholarship *(Rockefeller)*

The HEC Board shall design the Washington college bound scholarship program.

“Eligible students” are those students who qualify for free or reduced-price lunches. If a student qualifies in the seventh grade, the student remains eligible even if the student does not receive free or reduced-price lunches thereafter.

Eligible students shall be notified of their eligibility for the Washington college bound scholarship program beginning in their seventh grade year. Students shall also be notified of the requirements for award of the scholarship.

To be eligible for a Washington college bound scholarship, a student must sign a pledge during seventh or eighth grade that includes a commitment to graduate from high school with at least a C average and with no felony convictions. The pledge must be witnessed by a parent or guardian and forwarded to the HEC Board by mail or electronically, as indicated on the pledge form. A student’s family income will be assessed upon graduation before awarding the scholarship.

The first scholarships shall be awarded to students graduating in 2012.

OSPI shall: Notify elementary, middle, and junior high schools about the Washington college bound scholarship program using methods in place for communicating with schools and school districts; and work with the HEC Board to develop application collection and student tracking procedures.

Each school district shall notify students, parents, teachers, counselors, and principals about the Washington college bound scholarship program through existing channels. Notification methods may include, but are not limited to, regular school district and building communications, online scholarship bulletins and announcements, notices posted on school walls and bulletin boards, information available in each counselor’s

office, and school or district scholarship information sessions.

The HEC Board shall: with the assistance of the OSPI, implement and administer the Washington college bound scholarship program; develop and distribute, to all schools with students enrolled in grade seven or eight, a pledge form that can be completed and returned electronically or by mail by the student or the school to the HEC Board; develop and implement a student application, selection, and notification process for scholarships; and, track scholarship recipients to ensure continued eligibility and determine student compliance for awarding of scholarships.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5098-S2.PL.pdf>)

SSB 5101—Higher Education Tuition Waivers

(Hobbs)

Washington higher education institutions may waive all or a portion of tuition and fees for state employees, teachers and other certificated instructional staff who are satisfying continuing education requirements and/or holding or seeking a valid endorsement and assignment in a state-identified shortage area.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5101-S.PL.pdf>)

2SSB 5114—Student Transportation

(Rockefeller) (C 139 L 07)

OSPI shall require that districts separate the costs of operating the program for the transportation of eligible students to and from school as defined by RCW 28A.160.160(3) from non-to-and-from-school pupil transportation costs in the annual financial statement.

The OFM, in consultation with the SPI and the JLARC shall contract for development of two options for a pupil transportation funding methodology. The consultants



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

shall have expertise in school funding methodologies, pupil transportation, and commercial transportation logistics. In developing these options, the first priority shall be to create a methodology that reflects actual costs and builds incentives for the efficient use of resources. As a secondary priority, the funding methodology, to the extent possible, shall provide school districts with predictable levels of funding. In developing the funding methodology options, the OFM and the contractor shall consult with the OSPI, regional transportation coordinators, and professional associations representing pupil transportation coordinators, school business managers, school administrators, and classified staff.

By December 1, 2008, the OFM shall report to the governor and the education and fiscal committees of the legislature details of the pupil funding methodology options and outline any legislation that would be required to implement those options. The report submitted by the OFM shall include an evaluation of the feasibility of some or all of the K–12 pupil transportation program being supported by the state transportation budget including reviewing the potential use of local transit agencies.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/5114-S2.SL.pdf>)

ESB 5251—Collective Bargaining

(Kohl-Welles) (C 75 L 07)

Collective bargaining agreements entered into between school districts and their respective classified employees may provide for a term of existence of up to six years.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/5251.SL.pdf>)

ESSB 5269—First Peoples’ Teacher Certification

(McAuliffe) (C 319 L 07)

The Washington state first peoples’ language, culture, and oral tribal traditions teacher certification program is established.

The PESB shall adopt rules to implement the program in collaboration with the sovereign tribal governments whose traditional lands and territories lie within the borders of the state of Washington, including the tribal leader congress on education and the first peoples’ language and culture committee.

A Washington state first peoples’ language, culture, and oral tribal traditions teacher certificate serves as a subject area endorsement in first peoples’ language, culture, and oral tribal traditions. The holder of a Washington state first peoples’ language, culture, and oral tribal traditions teacher certificate who does not also hold an initial, residency, continuing, or professional teaching certificate authorized by the professional educator standards board may be assigned to teach only the languages, cultures, and oral tribal traditions designated on the certificate and no other subject. Teachers must hold certificates from both the OSPI and from the sovereign tribal government. The holder of a Washington state first peoples’ language, culture, and oral tribal traditions teacher certificate meets Washington state’s definition of a highly qualified teacher under the NCLB act of 2001 (P.L. 107-110) for the purposes of teaching first peoples’ language, culture, and oral tribal traditions, subject to approval by the United States Department of Education.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5269-S.PL.pdf>)

SSB 5288—Cyberbullying

(Kohl-Welles)

Harassment, intimidation or bullying includes any intentional electronic, written, verbal or physical act. WSSDA, with the assistance of OSPI shall convene an advisory committee to develop a model policy prohibiting acts of harassment, intimidation, or bullying that are conducted via electronic means by a student while on school grounds and during the school day. The policy shall include a requirement that materials meant to educate parents and students about the seriousness of cyberbullying

be disseminated to parents or made available on the school district’s Web site. WSSDA and the advisory committee shall develop sample materials for school districts to disseminate, which shall also include information on responsible and safe internet use as well as what options are available if a student is being bullied via electronic means, including but not limited to, reporting threats to local police and when to involve school officials, the internet service provider, or phone service provider. WSSDA shall submit the model policy and sample materials, along with a recommendation for local adoption, to the governor and the legislature and shall post the model policy and sample materials on its Web site by January 1, 2008. Each school district board of directors shall establish its own policy by August 1, 2008. “Electronic” or “electronic means” means any communication where there is the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5288-S.PL.pdf>)

ESSB 5297—Sexual Health Education, The Healthy Youth Act

(Haugen) (C 265 L 07)

By September 1, 2008, every public school that offers sexual health education must ensure that sexual health education is medically and scientifically accurate, age-appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. All sexual health information, instruction, and materials must be medically and scientifically accurate. Abstinence may not be taught to the exclusion of other materials and instruction on contraceptives and disease prevention. A school may choose to use separate, outside speakers or prepared curriculum to teach different content areas or units within the comprehensive sexual health program as long as all speakers, curriculum, and materials used are in compliance with this



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

section. Sexual health education must be consistent with the January 2005 guidelines for sexual health information and disease prevention developed by the department of health and the OSPI.

As used in this act, “medically and scientifically accurate” means information that is verified or supported by research in compliance with scientific methods, is published in peer-review journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including but not limited to the American college of obstetricians and gynecologists, the DOH, and the federal centers for disease control and prevention.

OSPI and the DOH shall make the January 2005 guidelines for sexual health information and disease prevention available to school districts, teachers, and guest speakers on their Web sites. Within available resources, the SPI and the DOH shall make any related information, model policies, curricula or other resources available as well.

OSPI, in consultation with DOH, shall develop a list of sexual health education curricula that are consistent with the 2005 guidelines for sexual health information and disease prevention. This list shall be intended to serve as a resource for schools, teachers, or any other organization or community group, and shall be updated no less frequently than annually and made available on the OSPI and DOH Web sites.

Public schools that offer sexual health education are encouraged to review their sexual health curricula and choose a curriculum from the list developed. Any public school that offers sexual health education may identify, choose, or develop any other curriculum, if the curriculum chosen or developed complies with the requirements of this section.

Any parent or legal guardian who wishes to have his or her child excused from any planned instruction in sexual health education may do so upon filing a written request with the school district board of directors or its designee, or the principal of the school

his or her child attends, or the principal’s designee. In addition, any parent or legal guardian may review the sexual health education curriculum offered in his or her child’s school by filing a written request with the school district board of directors, the principal of the school his or her child attends, or the principal’s designee.

OSPI shall, through its Washington state school health profiles survey or other existing reporting mechanism, ask public schools to identify any curricula used to provide sexual health education, and shall report the results of this inquiry to the legislature on a biennial basis, beginning with the 2008–09 school year.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5297-S.PL.pdf>)

SSB 5340—Definition of Disability

(Kline) (C 317 L 07)

“Disability” means the presence of a sensory, mental, or physical impairment that is medically cognizable or diagnosable or exists as a record or history or is perceived to exist whether or not it exists in fact.

For purposes of qualifying for reasonable accommodation in employment, an impairment must be known or shown through an interactive process to exist in fact and: the impairment must have a substantially limiting effect upon the individual’s ability to perform his or her job, the individual’s ability to apply or be considered for a job, or the individual’s access to equal benefits, privileges, or terms or conditions of employment; or the employee must have put the employer on notice of the existence of an impairment, and medical documentation must establish reasonable likelihood that engaging in job functions without an accommodation would aggravate the impairment to the extent that it would create a substantially limiting effect.

A limitation is not substantial if it has only a trivial effect.

This act is remedial and retroactive, and applies to all causes of action occurring

before July 6, 2006, and to all causes of action occurring on or after the effective date of this act.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5340-S.PL.pdf>)

SSB 5435—Public Records Exemptions

(Kauffman) (C 198 L 07)

The public records exemptions accountability committee is created to review exemptions from public disclosure, with 13 members.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5435-S.PL.pdf>)

E2SSB 5627—Basic Education Funding Study

(McAuliffe) (C 399 L 07)

A joint task force on basic education finance is established. With research support from the WSIPP, it shall review the definition of basic education and all current basic education funding formulas, develop options for a new funding structure and all necessary formulas, and propose a new definition of basic education that is realigned with the new expectations of the state’s education system as established in the November 2006 final report of the Washington Learns steering committee and the basic education provisions established in chapter 28A.150 RCW.

The joint task force will have 14 members: a chair of the task force with experience with Washington finance issues including knowledge of the K–12 funding formulas, appointed by the governor; eight legislators; a representative of the governor’s office or the OFM, designated by the governor; the SPI or her designee; and, three individuals with significant experience with Washington K–12 finance issues, including the use and application of the current basic education funding formulas, appointed by the governor and, each of the two largest caucuses of the house of representatives and the senate may submit names to the governor for consideration.



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

WSIPP shall consult with stakeholders and experts in the field and may request assistance from LEAP, OSPI, OFM and legislative research committees.

The joint task force shall review and build upon the following: reports related to K–12 finance produced at the request of or as a result of the Washington Learns study, including reports completed for or by the K–12 advisory committee; high-quality studies that are available; and research and evaluation of the cost-benefits of various K–12 programs and services developed by the institute as directed by the legislature in section 607(15), chapter 372, Laws of 2006.

WSIPP shall provide the following reports to the joint task force: an initial report by September 15, 2007, proposing an initial plan of action, reporting dates, timelines for fulfilling the requirements of this act, and an initial timeline for a phased-in implementation of a new funding system that does not exceed six years; a second report by December 1, 2007, including implementing legislation as necessary, for at least two but no more than four options for allocating school employee compensation. One of the options must be a redirection and prioritization within existing resources based on research-proven education programs. The report must also include a projection of the expected effect of the investment made under the new funding structure. The second report shall also include a finalized timeline and plan for addressing the remaining components of a new funding system; and, a final report with at least two but no more than four options for revising the remaining K–12 funding structure, including implementing legislation as necessary, and a timeline for phasing in full adoption of the new funding structure. The final report shall be submitted to the joint task force by September 15, 2008. One of the options must be a redirection and prioritization within existing resources based on research-proven education programs. The final report must also include a projection of the expected effect of the investment made under the new funding structure.

The funding structure alternatives developed by the joint task force shall take into consideration the legislative priorities in this section, to the maximum extent possible and as appropriate to each formula.

The funding structure should reflect the most effective instructional strategies and service delivery models and be based on research-proven education programs and activities with demonstrated cost benefits. In reviewing the possible strategies and models to include in the funding structure the task force shall, at a minimum, consider the following issues:

- a. Professional development for all staff;
- b. Whether the compensation system for instructional staff shall include pay for performance, knowledge, and skills elements; regional cost-of-living elements; elements to recognize assignments that are difficult; recognition for the professional teaching level certificate in the salary allocation model; and a plan to implement the pay structure;
- c. Voluntary all-day kindergarten;
- d. Optimum class size, including different class sizes based on grade level and ways to reduce class size;
- e. Focused instructional support for students and schools;
- f. Extended school day and school year options; and
- g. Health and safety requirements.

The recommendations should provide maximum transparency of the state’s educational funding system in order to better help parents, citizens, and school personnel in Washington understand how their school system is funded.

The funding structure should be linked to accountability for student outcomes and performance.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5627-S2.PL.pdf>)

E2SSB 5659—Family and Medical Leave Insurance

(Keiser) (C 357 L 07)

Joint Legislative Task Force. The joint legislative task force on family leave insurance is established with 13 members. “Family leave” means leave: (a) Because of the birth of a child of the employee and in order to care for the child; or (b) because of the placement of a child with the employee for adoption.

Family Leave Insurance Program. A state agency directed by the governor shall establish and administer a family leave insurance program and pay family leave insurance benefits.

Eligibility for Benefits. Beginning October 1, 2009, family leave insurance benefits are payable to an individual during a period in which the individual is unable to perform his or her regular or customary work because he or she is on family leave.

Duration of Benefits. The maximum number of weeks during which family leave insurance benefits are payable in an application year is five weeks.

Amount of Benefits. The amount of family leave insurance benefits for a weekly benefit shall be \$250 dollars per week for an individual who at the time of beginning family leave was regularly working 35 hours or more per week.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5659-S2.PL.pdf>)

SSB 5731—Student in High Demand Field

(Shin) (C 397 L 07)

A committee on the education of students high demand fields is established to develop a plan to increase the number of baccalaureate degrees granted by Washington institutions of higher education by 10,000 per year and to significantly increase the number of certificates and associate degrees granted by 2020 with a special emphasis directed toward high impact, high demand areas of study.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5731-S.PL.pdf>)



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

SB 5775—Special Education

(Kauffman) (C 115 L 07)

Makes technical changes to better align Washington State special education laws with federal IDEA.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/5775.SL.pdf>)

2SSB 5790—Skill Centers

(Hobbs) (Partial Veto)

Beginning in the 2007–08 school year and thereafter, students attending skill centers shall be funded for all classes at the skill center and the sending districts, up to one and six-tenths full-time equivalents or as determined in the omnibus appropriations act. OSPI shall develop procedures to ensure that the school district and the skill center report no student for more than one and six-tenths full-time equivalent students combining both their high school enrollment and skill center enrollment. Additionally, OSPI shall develop procedures for determining the appropriate share of the full-time equivalent enrollment count between the resident high school and skill center.

OSPI shall review and revise the guidelines for skill centers to encourage skill center programs. The superintendent, in cooperation with the WTECB, skill center directors and the WACTE, shall review and revise the existing skill centers' policy guidelines and create and adopt rules governing skill centers.

Subject to available funding, skill centers shall provide access to late afternoon and evening sessions and summer school programs, to rural and high-density area students aligned with regionally identified high-demand occupations. When possible, the programs shall be specifically targeted for credit retrieval, dropout prevention and intervention for at-risk students, and retrieval of dropouts. Skill centers that receive funding for these activities must participate in an evaluation that is designed to quantify results and identify best practices, collaborate with local community partners

in providing a comprehensive program, and provide matching funds.

OSPI shall establish and support skill centers of excellence in key economic sectors of regional significance. The superintendent shall broker the development of skill centers of excellence and identify their roles in developing curriculum and methodologies for reporting skill center course equivalencies for purposes of high school graduation.

OSPI shall assign at least one full-time equivalent staff position within the OSPI to serve as the director of skill centers. OSPI shall ensure that moneys generated by skill center students is returned to skill centers.

(Vetoed: Section 8.)

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5790-S2.PL.pdf>)

E2SSB 5828—Early Child Development

(Kauffman) (C 394 L 07)

Creates early learning advisory council to advise the department of early learning on community needs and progress to develop a statewide plan. Committee will collaborate with K–12 at the state and local levels to ensure appropriate connections and smooth transitions between early learning and K–12 programs.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5828-S2.PL.pdf>)

E2SSB 5841—Student Learning

(Hobbs) (C 400 L 07 PV)

All-Day Kindergarten Programs—Funding. Beginning with the 2007–08 school year, funding for voluntary all-day kindergarten programs shall be phased in beginning with schools with the highest poverty levels, defined as those schools with the highest percentages of students qualifying for free and reduced-price lunch support in the prior school year. Once a school receives funding for the all-day kindergarten program, that school shall remain eligible for

funding in subsequent school years regardless of changes in the school's percentage of students eligible for free and reduced-price lunches as long as other program requirements are fulfilled. Additionally, schools receiving all-day kindergarten program support shall agree to the following conditions:

Provide at least a 1,000-hour instructional program; provide a curriculum that offers a rich, varied set of experiences that assist students in: developing initial skills in the academic areas of reading, mathematics, and writing; developing a variety of communication skills; providing experiences in science, social studies, arts, health and physical education, and a world language other than English; acquiring large and small motor skills; acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and, learning through hands-on experiences.

Establish learning environments that are developmentally appropriate and promote creativity; demonstrate strong connections and communication with early learning community providers; and participate in kindergarten program readiness activities with early learning providers and parents.

Subject to funds appropriated for this purpose, the SPI shall designate one or more school districts to serve as resources and examples of best practices in designing and operating a high-quality all-day kindergarten program.

Primary Level Education Projects. Four demonstration projects are authorized for schools serving kindergarten through third grade students to develop, implement and document the effects of a comprehensive K–3 foundations program. At least two demonstration projects shall be in schools that are participating in the public-private early learning partnerships in the Highline and Yakima school districts. A third demonstration project shall be in the Spokane School District.

English as a Second Language Projects. The goals of the English as a second language demonstration project are to develop



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

recommendations: identifying foundational competencies for developing academic English skills in English language learner students that all teachers should acquire in initial teacher preparation programs; identifying components of a professional development program that builds classroom teacher competence for developing academic English skills in English language learner students; and identifying job-embedded practices that connect the English language learner teacher and classroom teachers to coordinate instruction to support the work of the student. The OSPI shall select the participants in the project.

Community Learning Center Program.

The Washington community learning center program is established. The program shall be administered by the OSPI.

The purposes of the program include: supporting the creation or expansion of community learning centers that provide students with tutoring and educational enrichment when school is not in session; providing training and professional development for community learning center program staff; increasing public awareness of the availability and benefits of after-school programs; and, supporting statewide after-school intermediary organizations in their efforts to provide leadership, coordination, technical assistance, advocacy, and programmatic support to after-school programs throughout the state.

OSPI may provide community learning center grants to any public or private organization that meets the eligibility criteria of the federal 21st century community learning centers program.

Career Pathways Programs. OSPI shall provide grants to support development of career pathways programs in high-demand fields. A portion of the appropriated funds shall be administered to experienced nonprofit organizations and be used to support career pathways with geographically dispersed high school partners. Remaining funds shall be used to provide grants to geographically dispersed high school partnerships to create career pathways in the trades, mechanics and engineering, or other field identified

by the partnership as high demand and appropriate to meet the workforce education needs in its region.

To be eligible for a grant, high schools must form partnerships of parents, students, special populations, academic and career and technical education teachers and administrators, workforce development faculty, business and industry guidance and advisory committees, representatives of technical colleges, local workforce development councils, representatives of local skill centers and local skills panels, apprenticeship councils, and business and labor organizations in the community.

World Language Supervisors. At least one full-time position within the Office of Superintendent of Public Instruction shall be the world language supervisor.

Safety Net. OSPI shall review and streamline the application process to access special education safety net funds, provide technical assistance to school districts, and annually survey school districts regarding improvements to the process.

(<http://www.leg.wa.gov/pub/billin/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5841-S2.PL.pdf>)

E2SSB 5843—Educational Data

(Oemig) (C 401 L 07)

OSPI is authorized to establish a longitudinal student data system for and on behalf of school districts in the state. The primary purpose of the data system is to better aid research into programs and interventions that are most effective in improving student performance, better understand the state's public educator workforce, and provide information on areas within the educational system that need improvement.

An education data center shall be established in OFM. The education data center shall jointly, with the LEAP committee, conduct collaborative analyses of early learning, K–12 and higher education programs and education issues across the P–20 system, which includes the department of early learning, OSPI, PESB, SBE, SBCTC, the workforce training and education co-

ordinating board, the HEC Board, public and private nonprofit four-year institutions of higher education and the employment security department. The education data center shall conduct collaborative analyses under this section with LEAP and provide data electronically to the LEAP, to the extent permitted by state and federal confidentiality requirements. The education data center shall be considered an authorized representative of the state educational agencies in this section under applicable federal and state statutes for purposes of accessing and compiling student record data for research purposes.

No later than the beginning of the 2008–09 school year and thereafter, each school district shall collect and electronically submit to OSPI, in a format and according to a schedule prescribed by the office, the following data for each class or course offered in each school: the certification number or other unique identifier associated with the teacher's certificate for each teacher assigned to teach the class or course, including reassignments that may occur during the school year; and, the statewide student identifier for each student enrolled in or being provided services through the class or course.

OSPI shall develop standards for school data systems that focus on validation and verification of data entered into the systems to ensure accuracy and compatibility of data. The standards shall address but are not limited to the following topics: date validation; code validation, which includes gender, race or ethnicity and other code elements; decimal and integer validation; and required field validation as defined by state and federal requirements.

OSPI shall develop a reporting format and instructions for school districts to collect and submit data on student demographics that is disaggregated by distinct ethnic categories within racial subgroups so that analyses may be conducted on student achievement using the disaggregated data.

To the extent funds are appropriated for this purpose, OSPI shall conduct a feasibility study on expanding the longitudinal student data system beyond the elements currently collected and those required above.



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

OSPI, in consultation with the work group shall identify a preliminary set of additional data elements whose collection shall be field tested on a pilot basis in at least two school districts, with at least one with over 20,000 in full-time equivalent enrollment and at least one with less than 2,000 in full-time equivalent enrollment. Among the data elements to be field tested shall be course codes for a limited set of core high school mathematics courses, based on the classification of secondary school courses by the national center for education statistics. Additional topics will be addressed. Report is due by November 1, 2008.

OSPI shall convene a work group comprised of representatives of the following agencies and organizations: The education data center, WSIPP, PESB, SBE, JLARC, the center for analysis of longitudinal data in education research, other research organizations as appropriate, school districts of varying sizes and geographic locations, ESDs, the Washington school information processing cooperative, at least one additional school information system vendor, AWSP, WASA, WEA, WASBO, WA-ACTE and WSSDA.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5843-S2.PL.pdf>)

SSB 5952—Department of Early Learning (McAuliffe) (C 17 L 07)

Corrects provisions for the Department of Early Learning including charging fees for licensing and guidelines for denial of licenses for child care services.

(<http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Session%20Law%202007/5952-S.SL.pdf>)

2SSB 5955—Educator Preparation, Professional Development and Compensation

(Tom) (C 402 L 07)

School District Leadership Academy. A public-private partnership is established to develop, pilot, and implement the Washington state leadership academy to

focus on the development and enhancement of personal leadership characteristics and the teaching of effective practices and skills demonstrated by school and district administrators who are successful managers and instructional leaders.

Academy partners include the state superintendent and principal professional associations, private, nonprofit foundations, institutions of higher education with approved educator preparation programs, PESB, OSPI, ESDs, WASBO and other entities identified by the partners. The partners shall designate an independent organization to act as the fiscal agent for the academy and shall establish a board of directors to oversee and direct the academy's finances, services and programs.

Professional Educator Standards Board Duties. By December 2007: adopt new knowledge and skill standards that prepare all individuals seeking residency teacher certification to integrate mathematics across all content areas; and adopt new certification requirements for individuals seeking residency teacher certification as elementary education or middle level and secondary mathematics teachers to ensure adequate content and instructional strategy preparation to teach to the kindergarten through twelfth grades state mathematics and science standards.

By June 2009: set performance standards and develop, pilot, and implement a uniform and externally administered professional-level certification assessment based on demonstrated teaching skill. In the development of this assessment, consideration shall be given to changes in professional certification program components such as the culminating seminar; summarize its work in the development of the assessment in this subsection in the annual reports required by RCW 26 28A.410.240; and review and revise the standards for higher education teacher preparation programs to incorporate updated practices to enhance teacher success in a knowledge and skill-based performance system that emphasizes strong content, applied learning, and personal, meaningful connections with students.

By December 2009, review and revise as needed teacher preparation standards and requirements to focus on diversity in cultural knowledge and respect.

Math, Science and Targeted Secondary Reading Initiative. The mathematics, science, and targeted secondary reading improvement initiative shall increase the capacity and effectiveness of ESDs, school districts, and schools to conduct a broad range of activities, depending on the level of need and priority of the school or district.

Math, Science and Targeted Secondary Reading Initiative. In support of the mathematics, science and targeted secondary reading improvement initiative, OSPI shall: in collaboration with the ESDs, develop a methodology for distributing funds appropriated for activities under the tiered support system in this section among the ESDs and among the three tiers of support. The methodology shall take into account the anticipated demand and need for services by school districts in tier one and the size of those schools in tier one; the methodology shall take into account the priority and greater needs of schools in tier two; develop guidelines for ESDs in administering grants, developing district improvement agreements, and implementing intensive intervention and support services. The guidelines shall not require all ESDs to follow the same procedures in all circumstances, but shall ensure general equity for school districts across the state in how the districts may access resources under the initiative and the activities and services that are provided by the ESDs; identify the schools and school districts eligible for tier three intensive intervention and support, based on low student performance in mathematics and science. The superintendent shall consider whether the school has the capacity to feasibly integrate additional resources with any existing state or federal improvement funds. To the maximum extent possible, the identification of and the intensive intervention services provided to tier three schools and districts shall align with the accountability plan developed by the SBE; and, in collaboration with the

**VETOED
(Section 3)**

**VETOED
(Sections 4, 5)**



EDUCATION-RELATED BILLS THAT PASSED—SUMMARIES, CONTINUED

ESDs, develop guidelines and a common reporting format for collecting data and information about the activities and outcomes under the initiative and designate one or more common diagnostic assessments for district monitoring and monitoring.

**VETOED
(Sections 4, 5)**

Resources for mathematics, science and targeted secondary reading improvement initiative shall be provided through OSPI and ESDs to schools and school districts based on a tiered support system. Tier one: improvement grants. Tier two: improvement agreements. Tier three: intensive intervention and support.

Math, Science and Targeted Secondary Reading Initiative. ESDs shall coordinate with OSPI to develop and maintain the capacity to provide, professional development, assistance, and intervention for the mathematics, science and targeted secondary reading improvement initiative to support school districts.

**VETOED
(Section 6)**

Regional Professional Development Partnerships. OSPI shall create partnerships with the ESDs or public or private institutions of higher education with approved educator preparation programs to develop and deliver professional development learning opportunities for educators that fulfill the goals and address the activities described in sections 3 through 6 and 9 of this act.

Educational Service Districts. The basic core services and cost upon which ESDs services are budgeted shall include professional development services identified by statute or omnibus appropriations act.

Mathematics and Science Teacher Professional Development. Targeted professional development programs, to be known as learning improvement days, are authorized to further the development of outstanding mathematics, science, and reading teaching and learning opportunities in the state of Washington. The intent of this section is to provide guidance for the learning improvement days in the omnibus appropriations act. The learning improvement days authorized in this section shall not be

considered part of the definition of basic education.

The expected outcomes of these programs are: provision of meaningful, targeted professional development for all teachers in mathematics, science or reading; increased knowledge and instructional skill for mathematics, science, or reading teachers; increased use of curriculum materials with supporting diagnostic and supplemental materials that align with state standards; skillful guidance for students participating in alternative assessment activities; increased rigor of course offerings especially in mathematics, science, and reading; increased student opportunities for focused, applied mathematics and science classes; increased student success on state achievement measures; and, increased student appreciation of the value and uses of mathematics, science, and reading knowledge and exploration of related careers.

School districts receiving resources under this section shall submit reports to OSPI regarding the use of the funds; how the use of the funds is associated with measurable improvement in the expected outcomes described under subsection of this section; and how other professional development resources and programs authorized in statute or in the omnibus appropriations act contribute to the expected outcomes. OSPI and the OFM shall collaborate on required report content and format.

Recruiting Washington Teachers. The recruiting Washington teachers program is established to recruit and provide training and support for high school students to enter the teaching profession, especially in teacher shortage areas and among underrepresented groups and multilingual, multicultural students. The program shall be administered by the PESB.

(http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/5955-S2.PL.pdf)

ESSB 6023 – WASL graduation requirement changes. See pages 38–39.

(C 354 L 07) (Vetoed: Sections 9, 10, 11 and 13)

SSJM 8011—No Child Left Behind

(McAuliffe)

The Memorial asks Congress and the President to work together with state legislatures and the United States Department of Education to raise authorized funding levels of the No Child Left Behind Act to cover the costs that states and districts will incur to carry out these recommendations, and fully fund the law at those levels without reducing expenditures for other education programs and to improve language in the Act and regulations concerning its implementation, to make improvements to address the issues raised in this Memorial, and to grant the time, flexibility and changes that will ensure successful nationwide implementation of the No Child Left Behind Act.

(http://www.leg.wa.gov/pub/billinfo/2007-08/Pdf/Bills/Senate%20Passed%20Legislature/8011-S.PL-No%20child%20left%20behind%20act.pdf)



Retirement/Health Legislation

John Kvamme, Consultant for Retirement/Health Legislation

The 2007 Legislative Session provided a significant improvement in the area of pensions over the past several years. All of the issues that are pertinent to school employees and retirees that were recommended by the Select Committee on Pension Policy (SCPP) were enacted by the Legislature.

The issue that took up most of the last interim discussion and debate at the monthly SCPP meetings was the trade-off of gain-sharing. The SCPP left its December 2006 meeting without coming up with an agreed-upon bill. During the entire 2007 session, work was done on crafting bills on this issue. Four bills were introduced. The Governor's office and the House Republicans (through Representative Bailey) introduced bills, SB 5779 and HB 2116, that all other stakeholders and we opposed. Senator Fraser introduced a bill, SB 5668, that would have kept gain-sharing in place for present members, however, it would have terminated it for new employees. This bill had little or no chance since the overwhelming belief among legislators, especially in the Senate, was that gain-sharing be eliminated.

Representatives Fromhold and Conway, with input from WASA and most other stakeholder groups, introduced HB 2391. We were pleased that this bill addressed the age 65 requirement in both Plans 2 and 3. After discussion with the Governor's Office, House Speaker Chopp and Senate Majority Leader Brown, the decision

was made to "sweeten" both the Plan 1 Uniform COLA and to improve the Plan 2 and 3 early retirement reduction factor (ERRF) beyond the original bill. On the next-to-last day of session, Representative Conway offered an improved version of the bill that passed, EHB 2391. The Plan 1 Uniform COLA will be improved by 40 cents by July 1, 2009, and Plan 2 and 3 members will be able to retire after reaching 30 years of service at the age of 62 with no reduction. The ERRFs from ages 61 down to age 55 also are reduced from the previous level by 10 percent. This new set of ERRFs is not a matter of contractual right until September 1, 2008, for TRS and SERS members. The bill also gives new TRS and SERS members the choice of joining Plan 2 or Plan 3. Since the bill is contingent upon the repeal of gain-sharing after the 2008 distribution event, if the courts strike down the repeal and order reinstatement of gain-sharing benefits, the improvements in this bill go away.

Two SCPP-recommended bills that have floundered in past sessions were passed this session. They were SB 5175, the "Age 66 COLA" bill, and SHB 1262, the revised "Retire/Rehire" bill. SB 5175 will mean that about half of our TRS Plan 1 members will start their Uniform COLA one year earlier. Previously, if a member's 66th birthday fell after July 1 up through December 31, that member had to wait till the next year to start the COLA. Now the member can start receiving the COLA on July 1 of the calendar year he or she turns 66. For the past several years, some key members in the Senate have endeavored to either eliminate

Plan 1 retire/rehire or make it focus on only a few specific positions. During the past two years we, together with WEA, have worked with members of the SCPP and agreed to some controls that would place restrictions on TRS similar to PERS. The separation period for TRS is moved from one month to one and one-half months and the program is limited basically to three years (1,900 hours beyond an annual 867 hours). The annual limit will continue to be 1,500 hours. (See *the Retire/Rehire Q&A on pages 40-41.*) We expect that the Department of Retirement Services will update its postretirement employment Web site. (<http://www.drs.ua.gov/>)

Three other SCPP-recommended pension bills that passed will allow TRS, SERS and PERS members to be included in legislation dealing with "Service Credit Purchase Due to Injury" (SHB 1261), "Dual Membership" (SHB 1264) and "Death Benefit" (2SHB 1266).

Two key health care bills that passed on the final days of the session were E2SSB 5930 and E2SHB 1569. These bills are the result of the work of the Blue Ribbon Commission on Health Care. E2SSB 5930 in several sections requires health plans to cover any unmarried dependent of the subscriber under the age of 25 regardless of whether the dependent is enrolled in an educational institution. E2SHB 1569 requires the new Health Insurance Partnership Board to report by December 1, 2009, on the risk and benefits of incorporating a much larger insurance pool by including, among others, the PEBB and public school employees.

Retirement Bills That Passed

2SHB 1128.....	Operating Budget
SHB 1261.....	Service Credit Purchase Due to Injury
SHB 1262.....	Post-retirement Employment
SHB 1264.....	Dual Membership
2SHB 1266.....	\$150,000 Death Benefit
EHB 2391.....	Gain-Sharing
SB 5014.....	Contribution Rate Adoption Process
SSB 5174.....	Technical Corrections
SB 5175.....	Age-66 COLA
SB 6167.....	Interest Credited to Retirement Accounts



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Retirement Bills That Passed—Summaries

2SHB 1128—Operating Budget

(Prentice/Sommers)

The operating budget includes funds for DRS to implement the new retirement bills passed during the session. These bills are all listed below.

Contribution rates are based on the funding of HB 2391. They probably will change depending on what version of gain-sharing is adopted within HB 2391.

Employer/Employee Rates				
Employer	In effect		2007–08	2008–09
	<i>(7/06–12/06) (1/07–6/07)</i>			
TRS Plans 1, 2 & 3	4.74%	4.74%	5.84%	8.40%
SERS Plans 2 & 3	4.85%	4.85%	5.90%	7.56%
PERS Plans 1, 2 & 3	3.69%	5.46%	6.15%	8.33%
Employee	In effect		2007–08	2008–09
TRS Plan 2	3.01% (2006–07)		2.90%	4.18%
SERS Plan 2	3.79% (2006–07)		3.90%	4.68%
PERS/TRS Plan 1	6.00% (2006–07)		6.00%	6.00%

Health benefits are increased from the 2006–07 level of \$682.54 per month to \$707.00 in 2007–08 and \$732.00 in 2008–09. The carve-out for retirees moves from \$55.15 per month to \$57.71 starting September 1, 2007, and then \$65.97 starting September 1, 2008.

Retiree subsidy increases from \$149.67 per month in 2007 to \$164.08 on January 1, 2008, and then to \$182.89 on January 1, 2009. *(Del. to Gov.)*

SHB 1261—Service Credit Purchase Due to Injury

(Crouse) (C 49 L 07)

Allows members of TRS, SERS, PSERS and LEOFF 2 to purchase up to 24 consecutive months of service credit for each period of temporary duty disability. Both the employer and employee shall pay retirement contributions at the rate in effect for the period of the service credited. (The cost of this bill is insufficient to increase the

member or employer contribution rates in any of the affected systems.)

SHB 1262—Post-Retirement Employment

(Bailey) (C 50 L 07)

Requires employers utilizing the expanded retire-rehire program in the Plans 1 of TRS and PERS to hire retirees pursuant to a written policy; and applies the following to TRS 1 (in order to provide

consistency with PERS 1): prohibition of prior agreements, documentation of need and documentation of the hiring process. However, it continues to restrict the annual limit of hours to 1,500, lengthens the separation period from 1 month to 1½ months and limits the program usually to three prospective years (1,900 hours in excess of 867 annually) for TRS Plan 1. (No fiscal impact from these changes; although the 2005 SCPP interim study projected a cost of retire/rehire for 2007–09 to be \$1.7M GF-S.)

SHB 1264—Dual Membership

(Fromhold/Conway) (C 207 L 07)

Amends the chapter providing portability of public employee retirement benefits to remove certain adverse impacts on public employees who change retirement systems during the course of their careers. Deals with overtime service caps and indexing. (\$0.2M GF-S) *(Del. to Gov.)*

2SHB 1266—\$150,000 Death Benefit

(Conway/Fromhold)

Survivors of public employees (also includes TRS, SERS and PERS employees) who die as a result of duty-related injuries sustained or, in some cases, illnesses contracted in the course of employment are also eligible to receive a lump sum death benefit of \$150,000. L&I is to make determination of eligibility. (The bill will increase the contribution rate for WSP, .01 percent; however, the liability increases in all other retirement systems are insufficient to affect contribution rates.) An amendment was added that provides a survivor benefit (200 percent of employee contributions plus interest) to the spouse of a PERS 2 member who dies while serving in the armed forces. *(Del. to Gov.)*

EHB 2391—Gain-Sharing

(Fromhold/Conway)

Eliminates gain-sharing after the 2008 event and replaces gain-sharing with: (1) The TRS and PERS Plan 1 COLA is increased. Sets a target of adding 40 cents to the Plan 1 Uniform COLA by July 1, 2009. This 40-cent amount is assured if the total of the 2008 gain-sharing distribution (presently projected at approximately 26 cents) does not need any more than 20 cents to reach the 40-cent target. With this increase, the Uniform COLA is estimated to be \$1.81 per year of service per month by July 1, 2009. (2) The TRS, SERS and PERS Plans 2 and 3 ERRF (early retirement reduction factor) is improved starting September 1, 2008. Instead of the 3 percent reduction each year for members at least age 55 and with at least 30 years of service, the reductions are graduated in a chart moving from a 0 percent reduction between ages 62 through 65 and then up to a total reduction of 20 percent for a member retiring at age 55. The reduction for age 61 is 2 percent, then reductions are graduated at 3 percent per year for years down to age 55;



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Retirement Bills That Passed—Summaries, continued

Retirement Age	Current Law	EHB 2391
55	70%	80%
56	73%	83%
57	76%	86%
58	79%	89%
59	82%	92%
60	85%	95%
61	88%	98%
62	91%	100%
63	94%	100%
64	97%	100%
65	100%	100%

A member who elects to retire under these improved early retirement reduction provisions is not eligible for reemployment or a compensated relationship with a retirement system-participating employer without immediate suspension of retirement benefits. (3) New members in TRS and SERS are given the choice between Plans 2 and 3. (4) Throughout the bill there are “Poison Pills,” meaning that if the courts strike down the repeal of gain-sharing and orders reinstatement of gain

sharing benefits, for persons who have not retired under the improved ERRF provided in the bill, the new benefits are repealed. Similarly, if the courts strike down the repeal of Plan 1 gain sharing, then the July 1, 2009, adjustment to the Uniform Cola will not be included in future Uniform COLA increases. (*Del. to Gov.*)

SB 5014—Contribution Rate Adoption Process

(*Pridemore*) (C 280 L 07)

Amends the time lines for production of actuarial valuations and the adoption of pension contribution rates. (No fiscal impact.) (*Del. to Gov.*)

SSB 5174—Technical Corrections

(*Pridemore*)

Makes technical corrections in the public retirement systems. (No fiscal impact.) (*Del. to Gov.*)

SB 5175—Age-66 COLA

(*Pridemore*) (C 89 L 07)

Amends the Uniform COLA eligibility requirements of the TRS and PERS Plans 1 to include all retirees who have been retired one year and will have attained age 66 by December 31 (instead of July 1) of the calendar year in which the increase is given. (\$4.5M 2007–09 GF-S)

SB 6167—Interest Credited to Retirement Accounts

(*Pridemore*)

Clarifies the director of DRS’ authority to determine the interest amounts to be credited in public retirement systems. (*Del. to Gov.*)

Retirement Bills That Died

- HB 1127 Military Leaves of Absence
- HB 1771/SB 5779..... OFM Gain-Sharing
- HB 1792/SB 5678..... Total Permanent Disability Study
- HB 1838 Survivor Benefit
- HB 1941 Plan 3 Vesting
- HB 2116 Gain-Sharing
- HB 2159 PERS 1/Educational Staff Associates
- SB 5062/SHB 1067 TRS Plan 1 Joining PERS Plan 1
- SB 5069 Domestic Partners
- SB 5518/HB 1586..... Department of Retirement Systems Organization
- SB 5668 Modifying Gain-Sharing
- SB 5724 Survivor Benefits/Domestic Partners
- SB 5879/HB 2033..... Payroll Deduction for Retiree Organizations
- SB 5946 Recognizing Changes in Mortality
- SB 6009 Plan 2 Military Service Credit
- SB 6093 Plan 1 Thirty + Five Years
- SB 6131 Plan 1 Military Service Credit



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Retirement Bills That Died—Summaries

HB 1127—Military Leaves of Absence

(Morrell)

Extends military leave of absence from 15 to 30 days each year. The employee receives his or her normal pay during this time. (Sen. Govt. Oper. & Elections)

HB 1771/SB 5779—OFM Gain-Sharing

(Prentice/Pridemore/Sommers—Governor’s Proposal)

(1) Terminates gain-sharing for TRS, SERS and PERS Plan 1 & 3 employees after the anticipated gain-sharing distribution in 2008. (2) If the 2008 event didn’t generate a 23-cent boost to the Uniform Cola, then an adjustment of up to 5 cents would be made on July 1, 2009, in addition to the statutory 3 percent adjustment. (3) Plan 3 members would be eligible to make an irrevocable election to join an “Assured Benefit Program” that would allow the member to begin purchasing an annuity equivalent to 1 percent of average final compensation for each year of participation. Upon retirement, the employer-provided 1 percent defined benefit in concert with the 1 percent Assured Benefit would sum to 2 percent of average final compensation (AFC) for the period in which the member participated. (4) Choice of either Plan 2 or Plan 3 would be extended to new members of TRS and SERS.

HB 1792/SB 5678—Total Permanent Disability Study

(Kohl-Welles/Conway)

Calls for the department of labor to conduct a study of the incidence of total permanent disability pensions in the state’s workers’ compensation system.

HB 1838—Survivor Benefit

(Seaquist)

If a Plan 1 TRS or PER member is eligible to retire and has at least 30 years of service and dies when in active service, the survi-

vors will receive the both the employee and employer contributions plus interest.

HB 1941—Plan 3 Vesting

(Conway)

Takes away the age requirement for vesting in Plan 3. Makes vesting available after five years of service.

HB 2116—Gain-Sharing

(Bailey)

It limits eligibility to current members and raises the gain-sharing threshold from 10 percent to 14 percent after the 2008 distribution. It applies cost savings to the unfunded liability of Plan 1 to make up the skipped payments over three or four years. It provides future TRS/SERS members the choice between Plans 2 and 3 at hire.

HB 2159—PERS 1/Educational Staff Associates

(Hunt)

Permits members of PERS Plan 1 that become employed as educational staff associates to remain in PERS Plan 1.

SB 5062/SHB 1067—TRS Plan 1 Joining PERS Plan 1

(Prentice/Haigh)

Allows a TRS Plan 1 member to make an irrevocable choice to become a member of PERS Plan 1 as a dual member of the two systems in order to combine service. The window of opportunity would be from July 1, 2007, through September 30, 2007.

SB 5069—Domestic Partners

(Prentice)

Extending state retirement benefits to domestic partners.

SB 5518/HB 1586—Department of Retirement Systems Organization

(Fairley/Hunt)

Deletes the reference to the number of divisions and assistant directors within the Department of Retirement Systems. The second set of bills merely tighten the bill’s title.

SB 5668—Modifying Gain-Sharing

(Fraser)

Terminates gain-sharing for all new hires after July 1, 2007. Gives these new hires in TRS and SERS a choice of membership either in Plan 2 or Plan 3. Members who fail to make a choice within a 90-day window are defaulted into Plan 3.

SB 5724—Survivor Benefits/Domestic Partners

(Prentice)

Extending state retirement survivor benefits to domestic partners.

SB 5879/HB 2033—Payroll Deduction for Retiree Organizations

(Fairley/Ormsby)

Expands payroll deduction statutes to include payroll deduction for retiree organizations.

SB 5946—Recognizing Changes in Mortality

(Schoesler)

Addresses the State Actuary’s recommendations concerning improvement in the mortality of members and beneficiaries of the retirement system. It includes added contribution rates beginning in 2007 to meet these new projections.



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Retirement Bills That Died—Summaries, continued

SB 6009—Plan 2 Military Service Credit

(Rasmussen)

Plan 2 TRS, SERS and PERS members with 25 years of creditable service would receive up to five years of service credit for interrupted or uninterrupted in military service.

SB 6093—Plan 1 Thirty + Five Years

(Fraser)

Allows Plan 1 TRS and PERS members to earn service credit at 2 percent per year for up to five years after completing thirty years of service. These excess years must be earned after July 1, 2007.

SB 6131—Plan 1 Military Service Credit

(Regala)

Plan 1 TRS members with 25 years of creditable service could purchase up to five years of service credit for uninterrupted military service. Members would be required to pay one-half of the actuarially equivalent value of the increase in the member's benefit resulting from the request for crediting of military service.

Health Care Bills That Passed

SHB 1337.....	Colorectal Cancer Screening
EHB.....	1460 Mental Health Parity
E2SHB 1569	Reforming Health Care System
HB 1645	Health Care Authority/Grants
HB 2163	Medical Benefits Administration Account
2SSB 5597.....	Chiropractor Services
E2SSB 5930.....	Blue Ribbon Commission/Health Care

Health Care Bills That Passed—Summaries

SHB 1337—Colorectal Cancer Screening

(Kenney) (C 23 L 07)

Requires insurance coverage for colorectal cancer screening.

EHB—1460 Mental Health Parity

(Schual-Berke) (C 8 L 07)

Effective January 1, 2008:
Insurance—policies issued for all individuals, groups and the Washington State Health Insurance Pool are required to include coverage for mental health services equal to coverage for other medical and surgical services.

E2SHB 1569—Reforming Health Care System

(Cody) (C 260 L 07)

Declares intent, through the public/private partnership reflected in this act, to improve our current health care system. The Health Insurance Partnership is initiated. It is administered by the Health Care Authority and governed by a new Health Insurance Partnership Board. It incorporates subsidies for the private small group market. The bill requires that by December 1, 2009, the Partnership must report to the legislature and governor on the risk and benefits of incorporating the high risk pool, Basic Health, the PEBB and public school employees. *(Del. to Gov.)*

HB 1645—Health Care Authority/Grants

(Pedersen) (C 274 L 07)

Authorizes the Health Care Authority to administer grants on behalf of the authority. *(Del. to Gov.)*

HB 2163—Medical Benefits Administration Account

(Cody)

Creates the PEBB medical benefits administration account. Provides that only the HCA administrator or the administrator's designee may authorize expenditure from this account and the uniform medical or uniform dental plan benefits administration accounts. *(Del. to Gov.)*



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Health Care Bills That Passed—Summaries, continued

2SSB 5597—Chiropractor Services

(Franklin)

Relates to insurance contracts with chiropractor employee services. *(Del. to Gov.)*

E2SSB 5930—Blue Ribbon Commission/Health Care

(Keiser) (C 259 L 07)

Provides a plan to develop high quality, affordable health care to Washingtonians based on the recommendations of the blue ribbon commission on health care costs and access. The bill contains numerous health care issues. Sections 18 through 22 require that any health plan offered to public employees under the Health Care

Authority; any individual or group disability insurance contracts; individual or group health care service plan contracts; or individual or group health maintenance agreements must offer the option of covering any unmarried dependent of the subscriber under the age of 25 regardless of whether the dependent is enrolled in an educational institution. The bill also strengthens the state employee's wellness program. *(Del. to Gov.)*

Health Care Bills That Died

- HB 1085 Long-Term Care/PEBB
- HB 1086 Long-Term Care Insurance
- HB 1281 Retiree Access To PEBB
- HB 1284/SB 5427 Plan 2 Access To PEBB
- HB 1356/SB 5565 Brand Name Drugs
- HB 1538 Independent Health Benefit Study
- HB 1869 Hearing Aids
- HB 1997 Industrial Insurance Subsequent Rejection
- SSB 5223 Insurance to Age 25
- SB 5596/HB 1631 Chiropractor Limitations
- SB 5605/HB1704 Insurance Coverage of Pharmacy Services
- SB 5624/HB 1725 Optometry
- SSB 5665 Reducing Health Risks/Promoting Wellness
- SSB 5874 Health Benefit Plan Coverage for Elemental Formulas
- SB 5928/HB 1357 Industrial Insurance for Intractable Pain
- SB 5988/HB 2163 Medical Benefits Administration Account

Health Bills That Died—Summaries

HB 1085—Long-Term Care/PEBB

(Morrell)

Revises requirements for long-term care insurance plans offered by the public employees' benefit board (PEBB). Takes out requirements that have either been accomplished or are determined to not be needed.

HB 1086—Long-Term Care Insurance

(Morrell)

Intent for the state to become qualified to participate in the long-term partnership program as authorized by 2005 federal law. Under the definitions of long-term care the wording and timing aspects of pre-existing conditions is changed.

HB 1281—Retiree Access To PEBB

(Sells)

Retired or disabled school employees who did not immediately enroll in Public Employee Benefit Board (PEBB) medical plans may later enroll by providing proof of continuous coverage through other comprehensive employer group medical coverage.



RETIREMENT/HEALTH LEGISLATION, CONTINUED

Health Care Bills That Died—Summaries, continued

HB 1284/SB 5427—Plan 2 Access To PEBB

(Keiser/Cody)

Allows Plan 2 members access to the Public Employee Benefit Board (PEBB) health plans upon separation (not retirement) from service at age 55 with at least 10 years of service.

HB 1356/SB 5565—Brand Name Drugs

(Keiser/Cody)

If a brand name drug, after receiving discounted prices and rebates, is less than the cost of the generic version, the brand name drug shall be purchased. This includes all state agencies participating in the evidence-based prescription drug program.

HB 1538—Independent Health Benefit Study

(Bailey)

Calls for the Office of the Insurance Commissioner to contract for a study of health benefit mandates, rating requirement and other statutes and rules as they relate to costs and premiums.

HB 1869—Hearing Aids

(Green)

Mandating coverage for certain hearing instruments and services.

HB 1997—Industrial Insurance Subsequent Rejection

(Pearson)

When the Department of Labor & Industries has authorized treatment in writing and subsequently rejects the claim, the department, at no cost to the employer, shall reimburse a provider who provides treatment prior to the rejection of the claim.

SSB 5223—Insurance to Age 25

(Keiser)

Mandates that disability and health insurance policies provide an insurance option for dependent children to age 25.

SB 5596/HB 1631—Chiropractor Limitations

(Franklin/Curtis)

Relates to prohibitions to limitations in contracts with chiropractor standards and practices.

SB 5605/HB1704—Insurance Coverage of Pharmacy Services

(Keiser/Schual-Berke)

Health care insurers must offer contractual agreements to all pharmacies willing to meet applicable terms and conditions of the policy contract.

SB 5624/HB 1725—Optometry

(Kastama/Morrell)

Prohibiting discrimination in insurance against licensed optometrists.

SSB 5665—Reducing Health Risks/Promoting Wellness

(Keiser)

Establishes and maintains a state employee health program focused on reducing the health risks of state employees, dependents, and retirees in the PEBB. Creates demonstration projects in four state agencies.

SSB 5874—Health Benefit Plan Coverage for Elemental Formulas

(Kline)

Health plans shall offer coverage for amino acid-based elemental formulas used for milk protein allergies and treatment.

SB 5928/HB 1357—Industrial Insurance for Intractable Pain

(Kohl-Welles/Green)

Provides industrial insurance compensation for medical or surgical treatment for intractable pain.

SB 5988/HB 2163—Medical Benefits Administration Account

(Prentice/Cody)

Creates the PEBB medical benefits administration account. Provides that only the HCA administrator or the administrator's designee may authorize expenditure from this account and the uniform medical or uniform dental plan benefits administration accounts.



special focus on

THE SIMPLE MAJORITY FOR SCHOOL LEVIES—WE DID IT!

EHJR 4204 passed the Legislature on April 22 when the Constitutional Amendment for a Simple Majority for School levies on all current election dates received the required two-thirds vote (33-16) in the Senate. HJR 4204 had already passed the House on March 12 (79-19) and no amendments were added. For the first time in 63 years, the people of Washington state will decide if school levies should be allowed to pass with a simple majority (50%+1) instead of a supermajority (60%) vote of the people.

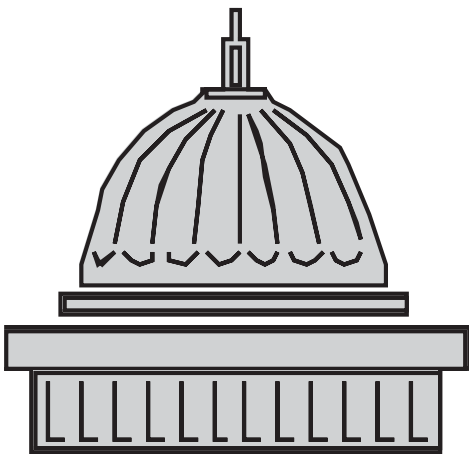
- The constitutional amendment will be placed on the November 2007 general election ballot. Because it is a constitutional amendment, it does not require the governor's signature but goes directly to the people.
- As a ballot measure, the same public disclosure guidelines that apply to school levy and bonds campaigns apply to the simple majority ballot issue. School equipment, communications, materials and facilities may not be used to promote EHJR 4204.
- EHJR 4204 requires a simple majority approval (50% +1) to pass in November.
- School boards may pass a resolution supporting or opposing a ballot measure. (Contact WSSDA to get information about procedures for

taking board action on any ballot measure. (<http://www.wssda.org>)

- If EHJR 4204 passes in November, it will apply to all school levies (M&O, capital, transportation, technology); levies may run on any eligible election date beginning in February 2008 and must follow current election procedures and requirements; levies will pass if approved by 50% +1 of those voting; and, levy approval will not be dependent on a validation requirement.
- There will be campaigns supporting and opposing the simple majority ballot measure. Check the Internet periodically to get information about either or both campaigns—once they are up and running. Representatives and senators who voted for EHJR 4204 are listed on the next page.

THANK YOU! to members of the Simple Majority Coalition, legislators and everyone who supported HJR 4204.

The kids of Washington state are the big winners because they have you working so hard for them.





SPECIAL FOCUS ON THE SIMPLE MAJORITY FOR SCHOOL LEVIES—WE DID IT!

House of Representatives— Yes on the Simple Majority:

Alexander R-20, Anderson R-5, Appleton D-23, Armstrong R-12, Bailey R-10, Barlow D-6, Blake D-19, Campbell R-2, Chase D-32, Clibborn D-41, Cody D-34, Conway D-29, Curtis R-18, Darneille D-27, Dickerson D-36, Dunshee D-44, Eddy D-48, Eickmeyer D-35, Ericks D-1, Ericksen R-42, Flannigan D-27, Fromhold D-49, Goodman D-45, Grant D-16, Green D-28, Haigh D-35, Haler R-8, Hankins R-8, Hasegawa D-11, Hudgins D-11, Hunt D-22, Hunter D-48, Hurst D-31, Jarrett R-41, Kagi D-32, Kelley D-28, Kenney D-46, Kessler D-24, Kirby D-29, Lantz D-26, Linville D-42, Lovick D-44, McCoy D-38, McCune R-2, McDermott, D-34, McDonald R-25, McIntire D-46, Miloscia D-30, Moeller D-49, Morrell D-25, Morris D-40, O'Brien D-1, Ormsby D-3, Pearson R-39, Pedersen D-43, Pettigrew D-37, Priest R-30, Quall D-40, Roberts D-21, Rodne R-5, Rolfes D-23, Santos D-37, Schual-Berke D-33, Seaquist D-26, Sells D-38, Simpson D-47, Skinner R-14, Sommers D-36, Springer D-45, Sullivan, B. D-21, Sullivan, P. D-47, Takko D-19, Upthegrove D-33, Van De Wege D-24, Wallace D-17, Walsh R-16, Williams D-22, Wood D-3, and Mr. Speaker Chopp D-43.

Senate— Yes on the Simple Majority:

Berkey D-38, Brandland R-42, Brown D-3, Clements R-14, Eide D-30, Fairley D-32, Franklin D-29, Fraser D-22, Hatfield D-19, Haugen D-10, Hobbs D-44, Jacobsen D-46, Kastama D-25, Kauffman D-47, Keiser D-33, Kilmer D-26, Kline D-37, Kohl-Welles D-36, Marr D-6, McAuliffe D-1, Murray D-43, Oemig R-47, Pflug R-5, Poulsen D-34, Prentice D-11, Pridemore D-49, Rasmussen D-2, Regala D-27, Rockefeller D-23, Shin D-21, Spanel D-40, Tom D-48, and Weinstein D-41.

Simple Majority for Schools Coalition

Alliance of Educational Associations (AEA)
Alliance of Educational Service Districts (AESD)
American Federation of Teachers in Washington (AFT)
Association of Washington School Principals (AWSP)
D.A. Davidson & Company
International Union of Operating Engineers (IUOE)
Public School Employees of Washington (PSE)
Rural Education Center (REC)
Seattle-Northwest Securities Corp.
The League of Education Voters (LEV)

The League of Women Voters (LWV)
Washington Association of School Business Officials (WASBO)
Washington Association for Career and Technical Education (WA-ACTE)
Washington Association of Maintenance & Operations Administrators (WAMOA)
Washington Association of Pupil Transportation (WAPT)
Washington Association of School Administrators (WASA)
Washington Education Association (WEA)
Washington Interscholastic Activities Association (WIAA)
Washington School Nutrition Association (WSNA)
Washington School Personnel Association (WSPA)
Washington School Public Relations Association (WSPRA)
Washington State Labor Council (WSLC)
Washington State PTA (WSPTA)
Washington State School Directors' Association (WSSDA)
Washington State School Retirees Association (WSSRA)
Washington State Special Education Coalition (WSSEC)

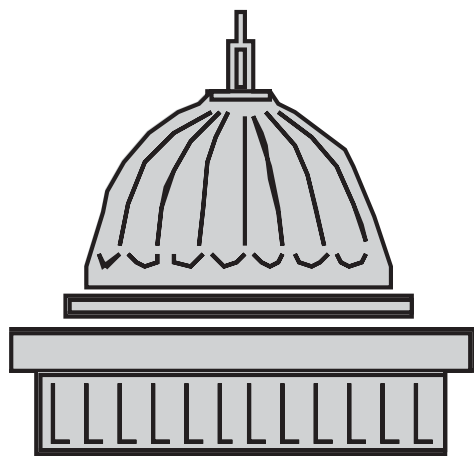


special focus on

WASL GRADUATION REQUIREMENTS AND THE CERTIFICATE OF ACADEMIC COMPLETION

ESSB 6023, “an act relating to the WASL,” delays the math and science WASLs as a graduation requirement until 2013 while adding course requirements for students. Proficiency on the reading and writing WASLs is required for graduation in 2008. More alternative assessments for reading and writing have been added. In another bill, HB 1051, school boards were authorized to award certificates of academic completion to students who have not yet passed the WASL. However, Governor Gregoire vetoed that section of the bill.

Most of the changes are changes to the current assessment system. However, a NEW SECTION indicates that it is an addition to the current assessment system. The Governor vetoed sections 9, 10, 11 and 13 of ESSB 6023. See the 2007 Legislative Report Addendum, pages two and three, for OSPI’s Summary of ESSB 6023 or e-mail your questions to washelp@k12.wa.us.



ESSB 6023 – An act relating to the Washington Assessment of Student Learning

NEW SECTION. Sec. 1. Intent section—Legislature does not intend to change the reading and writing WASL requirements but does intend to delay the math WASL graduation requirement.

Sec. 2. Math WASL is delayed until 2013. (see NEW SECTION. Sec. 4) The SBE may change this date before 2013 by adopting a rule prior to September 1 so long as the rule will apply to the freshman class that will be graduating based on the new date. Optional objective alternative assessments developed by OSPI may include an appeals process for students’ scores. For CAA purposes scores on SAT and ACT apply to reading and writing as well as math. SBE to determine relevant portion and scores of tests by December 1, 2007.

SBE determines math PSAT score. It will apply to math until August 31, 2008.

Scores of 3 and above on selected AP courses apply as an alternative assessment (for math: calculus, statistics; for writing: English language and composition; for reading: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.)

NEW SECTION. Sec. 4. Math WASL is not required to graduate if the student: successfully meets reading and writing WASL scores; meets all other state and local graduation requirements; successfully earns math credit (or career and technical equivalent) in each of his/her remaining high school years; and, takes WASL annually. Option expires in 2013.

Sec. 5. Deletes the mandatory availability of a science WASL.

Sec. 6. Removes mandatory WASL retakes before accessing alternative assessments. Students may apply for the GPA alternative method if student has a cumulative 3.2 GPA. SBE to examine opportunities for additional alternative assessments, including: one or more standardized norm-referenced tests and the use of reading, writing or math portions of ACT, ASSET and ACT COMPASS. Submit findings by January 10, 2008.

Sec. 7. If funds are provided, OSPI to reimburse students for taking alternative tests or may arrange waivers.



SPECIAL FOCUS ON WASL GRADUATION REQUIREMENTS AND THE CERTIFICATE OF ACADEMIC COMPLETION, CONTINUED

Sec. 8. OSPI to make diagnostic tests in reading, writing, math and science available to school districts for all grade levels. Subject to available funds, OSPI to provide funding to school districts for administration of diagnostic assessments to identify academic weaknesses, improve learning, enhance guidance and planning and develop targeted instructional practices to assist students prior to taking WASLs. OSPI to offer training at statewide regional staff activities.

NEW SECTION. Sec. 9. The Legislature believes that EOCs are superior to the WASL as assessments for math and science. Math EOCs should cover algebra I and geometry. Science EOCs should cover biology and other science.

However, replacing the WASL should be thoroughly evaluated. SBE and OSPI to recommend changes to the math and science EOCs primarily focusing on EOCs: strengths and weaknesses; impact on curriculum and instruction; appropriate content; timelines and issues; and, cost analysis. RFPs for new state contractors must include possibilities related to EOCs. SBE to submit report by January 10, 2008.

Recommended changes to be implemented by 2010-11 or SBE to tell the legislature why this can't be done.

NEW SECTION. Sec. 10. ESDs must implement appeals panels composed of teachers, principals, and members of the business community with relevant knowledge or expertise to review and decide appeals submitted by students who did not meet the state standard on the 10th-grade WASL. An objective alternative. Student must demonstrate "the level of understanding of the content." Panel must approve or deny appeal within 60 days.

Junior or senior student eligible to access the appeals process if they have: retaken the WASL or taken an alternative; participated in remedial supplemental instruction and meet one of the following: meets or is on track to enter an articulated post-secondary program in an accredited industry certification program; is an ELL student; is eligible for assessment accommodations including IEP, has a section 504, or ELL. For students appealing under this last criteria, the panel must consider at a minimum whether the appropriate assessment accommodation was provided.

ESDs to submit a joint report to the legislature annually.

SBE to adopt appeals rules by August 1, 2007. The rules must include: uniform criteria to be used by the appeals panel including: review of cumulative GPA; attendance; high school plan beyond plan; and, culminating project. SBE can adjust weight to determine weight given to each.

NEW SECTION. Sec. 11. ELL student must take the WASL except as required by law.

NEW SECTION. Sec. 12. OSPI and workforce training and education coordinating board to convene advisory committee to identify career and technical education curriculum to prepare students for state assessment system and CAA. Due January 15, 2008.

NEW SECTION. Sec. 13. This act is necessary for the immediate preservation of the public peace, health and safety, and support of the state government and its agencies, and takes effect immediately.

CERTIFICATE OF ACADEMIC ACHIEVEMENT

HB 1051 allows a school board to adopt a policy to award a certificate of academic completion.

Any school district board of directors may adopt a policy to award a certificate of academic completion to students who complete all state and local high school graduation requirements except the certificate of academic achievement (CAA) under RCW 28A.655.061 or the certificate of individual achievement (CIA) under RCW 28A.655.062. A certificate is not the equivalent of a high school diploma.

The OSPI shall notify school districts of their authority to adopt a policy under this section and shall provide technical assistance upon request.

To be eligible for a certificate of academic completion, a student must: pass all state and local high school graduation requirements except for obtaining a CAA or a CIA and have retaken the WASL at least once or have taken an alternative assessment; and meet with counselors, teachers and parents, as appropriate, to develop a fifth year plan for how the student will meet standard on the WASL and obtain a CAA or CIA.

**VETOED
(Section 9)**

**VETOED
(Section 11)**

**VETOED
(Section 13)**

**VETOED
(Section 10)**

**VETOED
(Section 9)**



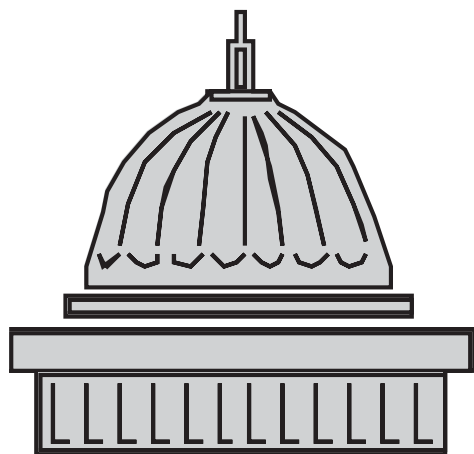
special focus on

RETIRE/REHIRE

The following Q & A are intended to assist members regarding SHB 1262, Post Retirement Employment (Retire/Rehire), which makes changes to the retire/rehire law passed in 2003.

The answers are not necessarily definitive but are our best interpretation of how this legislation will impact our members both active and retired. We anticipate that both OSPI and DRS will update their post-retirement articles on their respective Web sites:

- OSPI (<http://www.k12.wa.us/employment/retirerehire.aspx>).
- DRS (<http://www.drs.wa.gov/Member/Publications/TRS/trsReturnToWork.pdf>).



- Q. Who may participate in retire/rehire (SHB 1262)?
A. TRS and PERS Plan 1 members.
- Q. When do the revised rules within SHB 1262 go into effect?
A. July 22, 2007.
- Q. Will the changes in retire/rehire practices brought about by SHB 1262 affect PERS Plan 1 retirees?
A. No. However, as districts adopt their policy and hiring practices to conform to SHB 1262, they should evaluate the impact of that work on PERS Plan 1 retirees.

Questions Relating to TRS Plan 1

- Q. What satisfies a break in service in order to work less than 867 hours for an employer that is under the state's Department of Retirement Systems (DRS) jurisdiction?
A. At least one month.
- Q. What satisfies a break in service in order to work beyond 867 hours up to 1,500 hours in a school fiscal year (July 1–June 30)?
A. For those who are retiring after July 21, 2007, at least one and one half months. Those who satisfied the separation requirement of one month prior to July 22, 2007, will have satisfied the separation requirement for the future as well.
- Q. If the employer agrees to continue the retire/rehire employee from one year into the next fiscal year, must the employee again separate for one and one half months and must the employer repeat the hiring process?
A. The legislation does not speak to this issue, therefore, it is assumed that it would not be necessary for either the employer or employee to repeat the original retire/rehire separation and hiring procedures. The retiree does not have the right of continuing contract.



SPECIAL FOCUS ON RETIRE/REHIRE, CONTINUED

- Q. Can a retiree communicate with a potential school employer during the period of required separation?**
- A. Yes, however, there can be no written or oral agreement with the same employer following termination. Mere expressions or inquiries about postretirement employment are permissible.
- Q. What is one of the consequences of entering into a written or oral agreement before or during the period of separation?**
- A. The employer and/or the employee would be guilty of a gross misdemeanor.
- Q. What employer and employee retiree contribution rates must be paid for a retiree to DRS?**
- A. If a retiree works less than 867 hours, there are no contribution rates sent to DRS. However, if a retiree works over 867 hours, the employer must pay employer retirement contributions to DRS for the entire school fiscal year worked. The retiree does not pay a contribution rate.
- Q. What new requirements must employers meet when hiring a retiree under retire/rehire?**
- A. The district will need to hire the retiree through an established process, pursuant to a written policy together with approval of the school board or the highest decision-making authority of the prospective employer. The employer must retain records of the procedures followed and the decisions made in hiring and have these records available in the event of an audit. The employer must document a justifiable need to hire a retiree. The legislation does not define "justifiable need" therefore it will be up to each employer to establish guidelines and processes for defining and documenting a justifiable need.
- Q. Is there a sample retire/rehire policy that districts can review as they develop their own?**
- A. WSSDA is currently working on a sample policy.
- Q. Is there a limit as to how long a retiree can work under retire/rehire (hours worked beyond 867) and still receive his or her pension?**
- A. Yes. The limits are 1,500 hours in any school fiscal year and 1,900 hours beyond the first annual 867 hours. For continuing retire/rehires, the 1,900 hours are prospective from July 1, 2007. Normally, a retiree would have about 633 hours beyond the first 867 hours—totaling 1,500 hours in a year. This would limit a retiree to three 1,500-hour school fiscal years (633 X 3 = 1,899 hours). The 1,900 hours can be spread out further than three years if less than 633 hours are worked beyond the annual 867 hours.
- Q. Once a retiree has reached 1,900 hours, can they continue working?**
- A. Yes, but he/she is limited to 867 hours before retirement benefits are suspended for the balance of the work year.
- Q. What happens if a retire/rehire employee works beyond the 1,500 annual hour limit?**
- A. The retiree will stop receiving pension payments after the retiree has provided service for more than 1,500 hour in a school fiscal year. Pension payment will resume when the retiree terminates work or at the beginning of the next school fiscal year, whichever comes first.
- Q. Can a retiree and/or employer circumvent SHB 1262's lifetime limit by entering into a personal service contract to perform teaching or administrative work as a certified employee?**
- A. Both the retiree and the employer would be putting themselves at risk, especially if the member works over 867 hours. The IRS has also examined this issue of personal contracts, especially as it relates to casual employees.



Education-Related Bills That Died—Selected Short Titles

Even though these bills died, we include them in our legislative report for a number of reasons. First, an enormous amount of time is spent either fighting for—or against—the bills. Second, the content of the bills gives you a good idea of what the legislators who sponsor the legislation will support. And, third, these issues tend to be revisited in subsequent years. Short summaries of selected bills are provided. A complete list of short summaries is available on the WASA Web site. (<http://www.wasa-oly.org/governme/twio/pubs/2007ttwio/billsums2007.htm>) You can also access any of the bills at <http://apps.leg.wa.gov/billinfo/>.

House Bills That Died

- HB 1007..... At-Risk Youth
- HB 1010..... Juvenile Taken Into Custody
- HB 1028..... Report Card for Education (Comp. Bill: SB 6121)
- HB 1087..... Signature Gatherers
- HB 1089..... Operating Supplemental Budget 2005–07
(Comp. Bill: SB 5139)
- HB 1127..... Military Leaves of Absence
- HB 1162..... Student Transportation/Fuel
- SHB 1165..... Student Transportation Funding
- SHB 1188..... Physical Health of Students
- HB 1194..... Mathematics WASL (Comp. Bill: SSB 5165)
- EHB 1283..... High School Diplomas (Comp. Bill: SB 5255)
- HB 1285..... Basic Education Program
- HB 1288..... Essential Academic Learning
- ESHB 1307..... Freedom of Student Press
- HB 1352..... WASL
- HB 1369..... Property Tax Levies
- HB 1429..... Defibrillators
- HB 1467..... Budget Stabilization Fund
- HB 1469..... School Employees (Comp. Bill: SB 5371)
- HB 1479..... Transfer Students
- HB 1496..... Establishing a Pesticide-Use Reporting System
- HB 1517..... World Language Instruction
- HB 1550..... After-School Care Programs (Comp. Bill: SB 5438)
- HB 1559..... College Readiness Standards
- HB 1560..... Preschool Tuition
- HB 1572..... Superintendent of Public Instruction
- SHB 1580..... Forest and Timber Lands
- 2SHB 1601..... Children’s Health (Comp. Bill: SB 5279)
- HB 1613..... Academic Achievement Bonus
- HB 1615..... Funding Formula/Nonemployee
- HB 1641..... Washington Learns (Comp. Bill: SB 5501)
- HB 1659..... Science WASL
- HB 1661..... Cost of Education

House Bills That Died, continued

- SHB 1663..... Early Child Development (Comp. Bill: ESSSB 5828)
- SSHB 1716..... Foster Care
- HB 1759..... Shared Leave
- SHB 1772..... WASL in Private Schools
- HB 1778..... High School Requirements
- 2SHB 1806..... Pesticides in Schools
- SHB 1855..... Sexual Health Education
- 2SHB 1871..... Education System Benchmarks (Comp. Bill: SSB 5842)
- SHB 1872..... Student Learning (Comp. Bill: (ESSSB 5841)
- HB 1904..... School Construction Specifications
- SHB 1905..... Early Learning & Child Care (Comp. Bill: SB 5769)
- HB 2025..... Common School Curriculum
- HB 2026..... Recruiter Access to Students
- HB 2033..... Payroll Deductions (Comp. Bill: SB 5879, House Speaker Signed)
- HB 2043..... Recruiting Diverse Teachers
- HB 2058..... Talking Book Library (Comp. Bill: SB 5911)
- SHB 2064..... Career and Technical Education
- HB 2080..... Certificated Instructional Staff
- HB 2095..... Compensation/School Staff
- HB 2125..... School Employee Housing
- HB 2136..... Core Subject Instruction (Comp. Bill: SB 6094)
- HB 2137..... School Employees’ Children
- SHB 2148..... School District Boundaries
- HB 2162..... High School Diploma
- HB 2192..... Public School Art Programs (Comp. Bill: SB SSB 6065)
- ESHB 2268..... Weapons on School Facilities
- HB 2303..... Bilingual Teacher Mentoring
- 2SHB 2327..... Math and Science Instruction
- HB 2343..... High School Assessments
- SHJM 4012..... No Child Left Behind Act
- SHJM 4015..... Highly Qualified Teachers



EDUCATION-RELATED BILLS THAT DIED—SELECTED SHORT TITLES, CONTINUED

Senate Bills That Died

SB 5028.....	School District Levies
SB 5035.....	Timber Purchases
SB 5100.....	Health Insurance Information for Students
SSB 5135.....	School District Salaries (Comp. Bill: HB 1540)
SSB 5165.....	Mathematics WASL
SSB 5239.....	Mathematics Assessment
ESSB 5267.....	School District Capital Funds
SB 5268.....	Academic Requirements
SSB 5271.....	Special Elections
SSB 5333.....	Teenage Drivers
SB 5370.....	Juvenile Offenders
SB 5395.....	Cancelled School Days
SB 5396.....	Math and Special Education Teachers
SSB 5415.....	Health Advisory Councils
SB 5418.....	Ballot Measures
SB 5428.....	Education Legacy Trust
SB 5438.....	After-School Care Programs
SB 5448.....	Driver Training Education Courses
SB 5451.....	Students With Disabilities
SB 5501.....	Washington Learns
E2SSB 5528.....	Mathematics Education

Senate Bills That Died, continued

SSB 5535.....	School District Board of Directors
SB 5569.....	Heating Oil for Schools
SSB 5581.....	Math and Science Education
SB 5670.....	Basic Education Funding
SSB 5714.....	Spanish and Chinese Languages
SB 5769.....	Early Learning and Child Care
SSB 5814.....	Educational Opportunities
SSB 5837.....	Nondiscrimination in Education
SSB 5842.....	Education System Benchmarks
SSB 5864.....	Kindergarten Transition Plan
SB 5942.....	Bilingual Instruction Staff
SB 5943.....	High Poverty School District
SB 5969.....	Civic Education Travel Grant
SB 6042.....	Recess in Elementary School
SSB 6065.....	Public School Art Programs
SSB 6114.....	Autism Task Force
SB 6115.....	Special Education Safety Net Award
SJR 8200.....	Rainy Day Reserve Fund
SJR 8201.....	Revenue Stabilization Fund
SJR 8203.....	School Bonds

Education-Related Bills That Died—Selected Summaries

HB 1028—Report Card for Education

(Sullivan, B./Linville) (Companion Bill: SB 6121)

Declares intent to create the Washington state report card for education based on statewide goals for improving academic achievement, increasing high school graduation, reducing the achievement gap, increasing per pupil funding, and reducing class size. The Washington state report card for education will serve as a mechanism to hold the state and the system of public schools accountable for their performance on the statewide goals, each of which must be reached before students are held indi-

vidually accountable for their performance on the WASL.

HB 1162—Student Transportation/Fuel

(Sullivan, B./Upthegrove)

Provides tax exemptions for the use of fuels and equipment used in student transportation programs.

SHB 1188—Physical Health of Students

(McCoy/Barlow)

Directs all public schools to provide to students, in each of grades kindergarten through twelve, opportunities for at least

40 minutes of physical activity each school day, except that where there are fewer than three instructional hours in a school day, schools must provide opportunities for at least 30 minutes of physical activity each school day. Such opportunities may include recess, a physical education class, or other school activities, but must in all instances allow students to be physically active. Opportunities to participate in school athletic programs, where the activity occurs before or after instructional hours, do not satisfy this requirement.



EDUCATION-RELATED BILLS THAT DIED—SELECTED SUMMARIES, CONTINUED

HB 1194—Mathematics WASL

(McDermott/Santos) (Companion Bill: SB 5165)

Provides temporary graduation provisions for students who do not meet standards on the high school mathematics assessments but meet all other graduation requirements.

EHB 1283—High School Diplomas

(Roach/McDonald) (Companion Bill: SB 5255)

Authorizes high school diplomas to be issued to persons who left high school before graduation to serve in the United States armed forces.

HB 1285—Basic Education Program

(Anderson/Fromhold)

Finds that, in 1977, the legislature adopted the Washington basic education act of 1977 to set forth an education program that complies with the requirements of

Article IX, sections 1 and 2, of the state Constitution. Subsequently, the courts have held that included in the state's obligation for basic education under Article IX, sections 1 and 2 of the state Constitution, is the provision of several programs in addition to the program contained in the Washington basic education act of 1977.

Finds that, in 1983, Thurston county superior court Judge Robert J. Doran held in *Seattle School District No. 1 v. State, Thurston Co. Superior Court No. 81-2-1713-1* (1983), that the program of basic education required by Article IX of the state Constitution includes certain programs in addition to the program set forth in the basic education act.

Finds that, following Judge Doran's decision, the legislature has proceeded as though those programs held by Judge Doran to be part of the state's obligations under Article IX of the state Constitution are part of basic education. The purpose of this act is to set forth in a separate chapter

for clarity and ease of reference all statutes the courts have held to be part of the program of basic education. This act does not expand, diminish, or alter the state's basic education obligations under Article IX of the state Constitution. Repeals RCW 28A.150.100.

ESHB 1307—Freedom of Student Press

(Upthegrove/Lantz)

Declares an intent to ensure free speech and free press protections for both high school and college students in the state in order to encourage students to become educated, informed, and responsible members of society. (High school references were deleted.)

HB 1352—WASL

(Santos/Hasegawa)

Provides that, to meet the state academic requirements and earn a CAA, students must achieve the following performance on the high school

WASL or an approved alternative assessment: (1) A student in the graduating class of 2008, 2009, or 2010 must meet or exceed the proficient level in one out of three and meet or exceed the basic level in two out of three of the reading, writing, and mathematics content areas;

(2) A student in the graduating class of 2011, 2012, 2013, or 2014 must meet or exceed the proficient level in two out of four and meet or exceed the basic level in two out of four of the reading, writing, mathematics, and science content areas;

(3) A student in the graduating class of 2015, 2016, or 2017 must meet or exceed the proficient level in three out of four of the reading, writing, mathematics, and science content areas; and

(4) A student in the graduating class of 2018 or any graduating class thereafter must meet or exceed the proficient level in

all four content areas of reading, writing, mathematics, and science.

HB 1479—Transfer Students

(Appleton/Lantz)

Exempts transfer students from military families from certain prerequisites for earning a certificate of academic achievement (CAA).

HB 1496—Establishing a Pesticide-Use Reporting System

(Woods/Campbell)

The legislature further finds that the development of a comprehensive, reliable, and cost-effective system for collecting and organizing information on all categories of pesticide use in Washington allows people to obtain information with a single contact regarding what pesticide was used, where it was used, and under what conditions it was used.

HB 1572—Superintendent of Public Instruction

(Quall/Priest)

Authorizes the superintendent to enter into, facilitate, or administer master price agreements or joint purchasing contracts with vendors of goods and services, private nonprofit organizations, school districts, and educational service districts.

HB 1613—Academic Achievement Bonus

(Anderson/Priest)

Finds that an accountability system for improved student academic achievement is incomplete without recognition and rewards for exemplary effort by teachers, staff, and principals as evidenced by outstanding school performance on statewide assessments. Rewards can be a mechanism to focus a school's attention on attaining specific goals; motivate teachers, staff, and principals to excel in their own performance; and channel resources and energy



EDUCATION-RELATED BILLS THAT DIED—SELECTED SUMMARIES, CONTINUED

in the school toward improving student achievement.

HB 1615—Funding Formula/Non-employee

(Anderson/Priest)

Requires the legislative evaluation and accountability program committee to conduct a study of nonemployee-related costs based on a review of school district expenditures.

HB 1661—Cost of Education

(Sullivan, P./Santos)

Requires the Washington State Institute for Public Policy (WSIPP) to conduct a detailed study of the cost for the state to deliver, through the K–12 public school system, a basic education as defined by Title 28A RCW, the state Constitution, and various court decisions. The institute's study shall examine and provide cost information for four scenarios: (1) One where the definition of a basic education is as currently defined in statute by the legislature and supplemented by decisions of the courts; (2) One where the definition of a basic education would include estimated average class sizes and average salaries for certificated instructional staff in public schools at or near the median compared to other states; (3) One where the definition of a basic education would include estimated average class sizes and average salaries for certificated instructional staff in public schools in the top ten percent compared to other states; and (4) One where the definition of a basic education would reflect a level of resources, including class sizes, staffing, salaries, and other resources, that would be equal to the resources available to public schools in the state with the top performing students, as measured by the national assessment of educational progress adjusted for student demographics. Directs the institute to make a progress report to the fiscal committees of the legislature by

January 15, 2008, and a final report by November 1, 2008.

HB 1778—High School Requirements

(Wallace/Dunn)

Finds that the current high school graduation requirements for coursework in Washington state history and government have become outdated and lack relevancy. It is therefore the intent of the legislature to modernize high school graduation requirements for coursework in Washington state history and government.

2SHB 1806—Pesticides in Schools

(Pedersen/Uptegrove)

Requires WSSDA, in consultation with the DOH and the Department of Agriculture, to develop a model integrated pest management policy that emphasizes use of nonchemical pest control measures and allows use of high-hazard pesticides only as a last resort.

2SHB 1871—Education System Benchmarks

(Santos) (Companion Bill: SSB 5842)

Requires the OFM to develop and implement a school district financial health and monitoring system, with input and collaboration from the legislative evaluation and accountability program committee and the OSPI.

Requires the OFM to present proposed system measures and a financial health outlook rating system to the governor and the legislature by November 1, 2007. The legislative evaluation and accountability program committee shall make recommendations to the legislature for modifications to the measures and systems, if necessary. Unless the legislature takes action during the 2008 legislative session to change the measures and the rating system, the financial health and monitoring system shall be implemented during the 2008–09 school year. Requires the OFM to submit a report

summarizing the review and reporting recommendations in this act to the governor, the legislative evaluation and accountability program committee, and the education and fiscal committees of the legislature by November 15, 2007.

HB 1904—School Construction Specifications

(Anderson)

Requires that, beginning July 1, 2007, the construction specifications for each newly constructed or substantially renovated public school in Washington shall include, but is not limited to: Built-in capacity to provide shelter, food, water, sewage, fire protection information, evacuation plans and utility information to people in the event of an emergency. The facilities shall be made available to members of the public during states of emergency and a system must be in place to alert members of the public that such facilities are available to the general public during such states of emergency.

HB 2025—Common School Curriculum

(Santos/Haigh)

Provides that, by January 15, 2009, within existing resources appropriated for the administration of the WASL, the SPI shall develop a comprehensive and grade-appropriate curriculum for the instruction of students in kindergarten and grades one through twelve in the content areas assessed by the WASL. The superintendent shall periodically reevaluate the curriculum to ensure that it reflects any changes to the content areas assessed by the WASL. In developing the curriculum, the superintendent shall consider input from educators, parents, publishers of textbooks and related materials, and other interested parties.

Provides that beginning with the 2009–10 school year, all common school districts shall adopt the statewide curriculum developed by the SPI under this section to instruct students in kindergarten and grades one through twelve in those content



EDUCATION-RELATED BILLS THAT DIED—SELECTED SUMMARIES, CONTINUED

areas addressed by the curriculum. This section does not preclude a school district from providing instruction in addition to that provided by the curriculum.

HB 2026—Recruiter Access to Students

(Santos/McDermott)

Provides that a school or a school district that allows access to students or student records by military recruiters also must allow access on the same basis and to the same extent to students and student records by recruiters and representatives of the job corps, the peace corps and AmeriCorps.

HB 2080—Certificated Instructional Staff

(Hunter/Fromhold)

Declares that the legislature intends to eliminate the gap between grandfathered and non-grandfathered salary districts on certificated instructional salaries over the next four years. As a result, by school year 2011–12, it is the intent of the legislature that all districts receive the same base salary allocations for certificated instructional staff.

HB 2095—Compensation/School Staff

(Jarrett/Priest)

Creates performance-based compensation pilot projects for staff in public schools.

HB 2125—School Employee Housing

(Miloscia/O'Brien)

Allows school districts the option of renovating existing surplus school district buildings to convert those buildings into rental housing that is affordable for full-time employees, particularly teachers, of the district.

HB 2136—Core Subject Instruction

(Fromhold/Sommers) (Companion Bill: SB 6094)

Creates the improving core subject instruction for all students pilot program.

HB 2137—School Employees' Children

(Wallace/Skinner)

Allows school employees' children with disabilities to enroll in special services programs in the district where the employee is assigned.

SHB 2148—School District Boundaries

(Quall)

Amends RCW 28A.315.195.

HB 2162—High School Diploma

(Jarrett/Priest)

Declares an intent to redefine the purpose and expectations of the high school diploma and provide extended learning opportunities through college and career readiness centers, funded under the basic education act, for students not on track to graduate from high school with their peers.

ESHB 2268—Weapons in Schools

(Lantz/Lovick)

Revises provisions relating to possession of dangerous weapons on school facilities.

SB 5028—School District Levies

(Eide)

Provides for a simple majority of voters voting to authorize school district levies and bonds. Declares that this act takes effect if the proposed amendment to Article VII, section 2 and Article VIII, section 6 of the state Constitution providing for a simple majority of voters voting to authorize school district levies and bonds is validly submitted to and is approved and ratified by the voters at the next general election and certified by the secretary of state. If

the proposed amendment is not approved, ratified, and certified, this act is void in its entirety.

SB 5100—Health Insurance Information for Students

(Hobbs)

Requires that, beginning with the 2007–08 school year, as part of a public school's enrollment process, the school shall annually inquire whether a student has health insurance. If a student's parent or guardian indicates that a student does not have health insurance coverage or does not indicate whether the student has or does not have health insurance, the school district shall provide the parent or guardian with information about the existence of the medicaid and children's health insurance program and how to get additional information about the programs. The information shall be provided in writing either via postal mail or through electronic mail by December 1, 2007.

Requires the OSPI to work with the DSHS and established community health care collaboratives that have proven outreach and enrollment services to schools in developing a one-page informational sheet that contains the information schools are required to provide to parents under this act and make that informational sheet available to schools on the SPI's Web site by August 2007.

Requires that, beginning December 1, 2008, schools shall report annually to the SPI the number of students that reported not having health insurance under this act.

SSB 5135—School District Salaries

(Eide) (Companion Bill: HB 1540)

Provides that, beginning with the 2007–08 school year, the legislature intends to begin a six-year process to equalize the salary allocations to school districts for state-funded staff pursuant to state basic education appropriation sections of the biennial budget.



EDUCATION-RELATED BILLS THAT DIED—SELECTED SUMMARIES, CONTINUED

By the 2012–13 school year, the salary allocation amounts received by school districts for certificated instructional staff, classified staff, and certificated administrative staff shall be the same.

SB 5268—Academic Requirements

(McAuliffe)

Declares an intent to require an ongoing and regular review of the essential academic learning requirements in order to refine and revise the standards as necessary to keep them modern and relevant.

SSB 5271—Special Elections

(Pridemore) (Companion Bill: HB 1653)

Revises the dates on which a special election may be held.

SB 5395—Cancelled School Days

(Clements)

Provides that, if during the 2006–07 school year a school district is unable to fulfill for one or more schools as officially scheduled the requirement of a full school year of 180 days or the annual average total instructional hour offering required by RCW 28A.150.220 and 28A.150.260 due to one or more of the conditions listed in this act, then the school district is not required to make up any school days and the state basic education moneys received by the school district pursuant to RCW 28A.150.250 shall not be affected, but shall be provided as though no school days were missed.

SB 5396—Mathematics and Special Education Teachers

(Clements)

Directs the SPI to establish a grant program to provide school districts with funds to visit college campuses and recruit undergraduate students to become mathematics and special education teachers. The recruits may be used to help school districts meet the need for additional mathematics

teachers and improve student scores on the WASL in mathematics. The Washington Association of School Administrators shall develop the criteria for eligible districts, which may include districts with low scores on the WASL learning in mathematics.

SB 5438—After-School Care Programs

(Eide)

Finds that good after-school programs and activities provide safe and effective learning environments for children, including children who might otherwise be alone and unsupervised after school. These programs not only support children's academic efforts, they also build community partnerships that support children and their learning.

SB 5448—Driver Training Education Courses

(Swecker)

Authorizes the director to review and approve parent-taught driver training education courses designed for use in the home. The director may charge a fee for enrollment in a parent-taught driver training education course that may not exceed the department's actual cost to implement the course.

SB 5451—Students With Disabilities

(Rasmussen)

Provides that the guidelines developed by the SPI shall allow students covered by section 504 of the rehabilitation act of 1973 to participate in the alternative assessment options leading to a certificate of individual achievement if the student has taken the WASL once.

SB 5535—School District Board of Directors

(Murray)

Requires the Joint Legislative Audit and Review Committee (JLARC) to conduct a broad performance audit of school boards

of directors in Washington and analyze the roles, responsibilities, costs and compensation of school boards of directors. In addition to the standard items reviewed in a performance audit, the committee shall examine the efficiency and effectiveness of school district boards of directors, including the following: (1) In light of state and federal demands for student achievement and school reform, what is the appropriate role for school boards to assist in improving student and school's performance? (2) Should school boards primarily authorize and monitor the operations of schools or should they be involved more directly with school operations? (3) Should a new system be considered with most of the decision-making authority vested in a different entity? (4) What is the appropriate compensation for school boards in light of their duties and under any recommendations for revised duties?

Provides that, in conducting the performance audit, the committee may also use performance measures or standards used by other states or school districts in developing its findings. The committee shall report the findings to the legislature by December 1, 2008.

SSB 5837—Nondiscrimination in Education

(Kohl-Welles) (Companion Bill: HB 2340)

Recognizes that regular and increased monitoring can play an important role in preventing problems from arising by ensuring the school district's understanding of its responsibilities under state and federal law; can benefit the state by reducing the costs associated with complaints and lawsuits due to noncompliance; and will further protect Washington's students from suffering the harmful effects of discrimination, harassment, and sexual misconduct.



EDUCATION-RELATED BILLS THAT DIED—SELECTED SUMMARIES, CONTINUED

SB 5943—High Poverty School District

(Brandland)

Establishes a high poverty school district allocation.

SB 6042—Recess in Elementary School

(Franklin)

Requires a recess period for elementary school students.

SB 6115—Special Education Safety Net Award

(Brandland)

Finds the current special education safety net process needs to be modified in order to ease the administrative burden on school districts and to make the process more transparent and streamlined. It is the intent of the legislature to maintain the requirement that a school district operate effective and efficient special education programs in order to be eligible for a special education safety net award, but at the same time, the legislature intends to make the application and grant process less cumbersome and time consuming. It is further the purpose of this act to provide additional funds through the special education safety net to assist districts with extraordinary high-cost needs students.

Appropriates the sum of \$25M dollars, or as much thereof as may be necessary, for the fiscal year ending June 30, 2008, from the general fund to the OSPI for the purposes of special education safety net awards to school districts pursuant to this act. Appropriates the sum of \$25M dollars, or as much thereof as may be necessary, for the fiscal year ending June 30, 2009, from the general fund to the OSPI for the purposes of special education safety net awards to school districts pursuant to this act.

SJR 8203—School Bonds

(Eide)

Proposes an amendment to the state Constitution to provide for a simple majority of voters voting to authorize a school district bond measure.



Alliance of Educational Associations

Mitch Denning, WASA Consultant for AEA

AEA appreciates the support that our associations received in the 2007–09 budgets, as well in several policy bills that passed this session. WAMOA will be working with OSPI on implementing the School Deficiency Repair Grant for \$4M, which is an increase of \$1M from 2005–07. WSNA is pleased with the continued funding of school breakfast program including the K–12 reduced price co-pay for a total of \$10.5M, and a beginning contribution to the elimination of the lunch co-pay for reduced price K–3 students at \$3.267M to go along with the continued funding of \$6.2M for lunch reimbursement and summer food service meal supplement. WAPT is grateful for the increased funding of \$25M for districts that were underfunded for “to-from” expenditures in 2004–05 according to the JLARC study. Finally, WASBO appreciates their professional involvement with the Leadership Academy (SSB 5955) and with the Washington Institute of Public Policy to implement the basic education funding study—E2SSB 5627.

The Alliance of Educational Associations (AEA) would like to express our appreciation for the great support that WASA has provided during this legislative session. Our hats go off to Barbara Mertens, Candace Antene, John Kvamme, Norm Wisner, Jim Shoemake, Paul Rosier, John Dekker and Mack Armstrong! It’s great to be part of a terrific team!



Washington Association of Maintenance and Operations Administrators

Washington Association of Pupil Transportation

Washington Association of School Business Officials

Washington School Nutrition Association



about the

WASA LEGISLATION & FINANCE COMMITTEE

The members of WASA’s Legislation and Finance Committee (L&F) are appointed by region presidents and component group chairs. The chair of the L&F committee is appointed by WASA’s president-elect. Members may serve for more than one year. At-large members may be appointed by WASA. Representatives of selected educational organizations may be invited by WASA to participate as non-voting members.

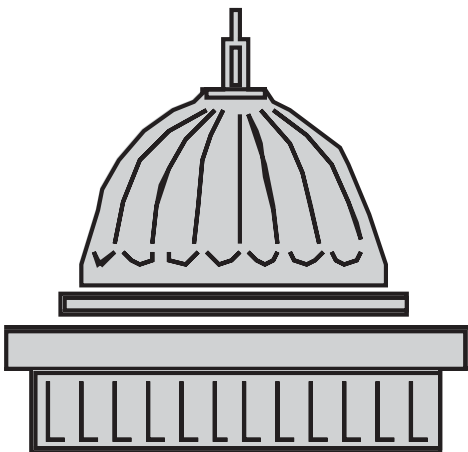
WASA members are surveyed periodically to get feedback on issues that are important to the Committee.

The Committee approves WASA’s annual legislative platform at a meeting at the WASA/AWSP Summer Conference. The WASA Board of Directors adopts the WASA platform prior to the beginning of the legislative session. In addition to three or four meetings each year, the committee meets by conference call every Monday morning during the legislative session to review and propose legislation, and offer feedback, advice and guidance to the WASA Staff.

John Kvamme, consultant for retirement and health issues; Norm Wisner and Jim Shoemake, consultants for the Association of Educational Service Districts; and, Mitch Denning, consultant for the Alliance of Education Associations (WASBO, WAMOA, WAPT and WSNA)—serve on the committee in an ex officio status and work with Barbara Mertens, WASA Assistant Executive Director for Government Relations, throughout the year.

2007 LEGISLATION AND FINANCE COMMITTEE

<u>Name/District</u>	<u>WASA Region</u>	<u>Name/District</u>	<u>WASA Region</u>
<i>Voting Members</i>		<i>Voting Members</i>	
Tom Crowley, Rosalia	101	Becky Imler, Central Valley....	Special Education
Rick Cole, Sunnyside	105	Jim Kowalkowski, Pomeroy...	Superintendents
Jane Gutting, ESD 105.....	105	Bill Keim, ESD 113	ESDs
Gary Wall, Mount Baker	108	Chuck Wheaton, Othello	Small Schools
Dave Burgess, Lake Stevens	109	Molly Ringo, Everett.....	Federal Legislation
John Welch, Highline	110	Rick Gantman, Mount Baker.....	Federal Legislation
Steve Rasmussen, Franklin Pierce	111	<i>WASA Staff</i>	
Patty Page, Kelso	112	Barbara L. Mertens	
Mark Mansell, La Center	112	Paul Rosier	
Steve Holland, Raymond.....	113	John Dekker	
Garn Christensen, Sequim.....	114	Mack Armstrong	
Mike Kirby, North Franklin.....	123	Candace Antene	
Jim Busey, Chair, Lake Chelan	171	<i>Consultants</i>	
Mark Heid, Waterville	171	John Kvamme, Retirement and Health	
Nancy Moffatt, North Kitsap	BPAC	Mitch Denning, AEA	
Jeanne Smart, Seattle.....	Principals	Norm Wisner, AESD	
Jeanine Butler, North Central ESD 171...	IPAC	Jim Shoemake, AESD	





WASA 2007 LEGISLATIVE PLATFORM

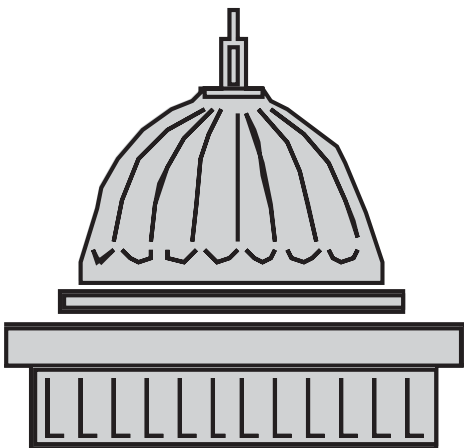


WASA believes that the commitment of resources to the education and welfare of the children of Washington state is an investment in the quality of our future and that effective leadership initiates and manages change to achieve improvement in learning for all students and a quality system of K–12 education.

Invest in the Future Support Our Public Schools

- A five-year plan must be established that provides K–12 schools with a sustainable, predictable, fairly allocated and fully funded finance system.
- Major steps must be taken in 2007 to increase funding for transportation, special education, teacher compensation, the administrator and classified salary allocation formulas, student achievement programs and the ESDs.
- Laws and rules relating to graduation requirements must be reasonable and achievable.
- The simple majority constitutional amendment for school levies at all currently allowed elections must be sent to a vote of the people. Let the people decide!
- Unfunded and under-funded mandates must be eliminated.
- Fair and equitable retirement and health benefits for school employees and retirees must be established.

Adopted by the WASA Board, October 1, 2006.



It is the paramount duty of the state to make ample provision for the education of all children residing within its borders . . . The legislature shall provide for a general and uniform system of public schools.

*Constitution of the state of Washington
Article IX—Education*



**Washington Association of
School Administrators**
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