

# 2018 Legislative Session End of Session Report

Prepared for the Washington State PTA

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## Fast-paced session ends in 60 days

For only the second time in the past 10 years, the Washington State Legislature ended a regular session on time. This was in direct contrast to the 2017 session, which spanned 193 days, included three special sessions, and adjourned without adopting a two-year construction budget – a first in the history of the Legislature.

Democrats controlled both chambers and the Governor's office for the first time since Senate Republicans staged a coup in December 2012, when two Democrats sided with Republicans to take control of the Senate. The majorities, however, remain slim: 50-48 in the House, and 25-24 in the Senate.

New committee chairs hit the ground running, passing legislation out of committees and off the House and Senate floors during the first few weeks. This included an agreement to break the logjam on a rural water issue so that the Legislature could adopt the 2017-19 capital budget, which had been held hostage over was informally was called the "Hirst" case.

Meanwhile, the *McCleary* Supreme Court case continued to dominate the legislative session, as lawmakers grappled with the aftermath of a 121-page education funding bill passed in 2017 with no public hearings and less than a day of review. Before the ink was dry from the Governor's pen, school districts and education advocates from across the state began questioning the policy and budget implications embodied in EHB 2242 ([Chapter 13, Laws of 2017, 3<sup>rd</sup> special session PV](#)). Major concerns were raised over newly enacted limits to local voter-approved levies, a hodge-podge of salary increases based ostensibly on housing costs, and the elimination of a formula that allowed school districts to hire the teachers they wanted not the teachers they could afford.

In addition, the continuation of local levies at current levels in 2018 and an increase of (an average) \$0.81/\$1,000 assessed value in state property taxes to support K-12 education made the 2018 calendar year a high property-tax year. In response to a booming economy and backlash from the high property taxes, the Senate and House adopted a one-time \$0.31/\$1,000 assessed value decrease for calendar 2019 ([SB 6614](#), Chapter 295, Laws of 2018).

And rather than conducting closed-door meetings with a limited number of legislators, House and Senate policy and budget committees held public hearings on implementation issues with EHB 2242 to identify areas for fixes in the 2018 session. In the end, the underlying law was modified. While not going as far as many districts and advocates would have liked, [E2SSB 6362](#) ([Chapter 266, Laws of 2018 PV](#))

makes technical and policy changes, and attempts to address some of the implementation issues, as well as meeting the Court's requirement to accelerate educator salaries to the 2018-19 school year. When passing the bill, lawmakers agreed that additional changes still may be necessary, but recognized the modifications in E2SSB 6362 as elements that could be addressed in a short, 60-day legislative session. The bill was signed into law March 27, with vetoes of section 402 (one-year delay of professional learning days) and section 408 (OSPI accounting procedures and rules).

Even-numbered years are usually reserved for small, moderate tweaks to two-year operating, capital and transportation budgets, passing a handful of "hero bills" to bolster certain campaigns or address emergent issues, and to resurrect bills from the previous session that failed to win majority support. (Bills introduced in odd-numbered-year sessions that don't pass can be brought forward again, often without hearings, in the even-numbered-year sessions.)

As previously mentioned, with a 2017-19 capital budget stalled in the 2017 session, after passing a "Hirst fix," legislators adopted SSB 6090 ([Chapter 2, Laws of 2018 PV](#)) only 11 days into the start of session. Pent-up demand for equal pay, reproductive health care for women, a state Voting Rights Act, school breakfasts and much more spurred the frenetic pace of a Legislature that wanted to end on time without raising taxes. However, it could be argued that the latter aversion was less of a policy decision and more a result of a robust economy that forecast growth over the next four years.

For Washington State PTA, 2018 was a solid year for advancing priorities, adopted positions and resolutions. In particular, action was taken on all of the Top 5 issues and on most of the adopted positions. Parents testified nearly 30 times before legislative policy and budget committees, and the informal Olympia Lobby Day in January included meetings with House and Senate leadership and Lieutenant Governor Cyrus Habib.

The following summarizes 2018 legislative actions related to priorities, adopted positions and resolutions.

## 2018 Session “Wins”

### Top 5

Topic	Position Objectives	Status	Success
Social Emotional Learning	Prioritize school climate through SEL; integrate SEL and trauma-informed practices; ensure adequate staffing of psychologists, counselors, social workers, behavioral specialists, and nurses in schools.	<ul style="list-style-type: none"> <li>The SEL benchmarks work group funded at \$100,000 in 2017-19 operating budget;</li> <li><a href="#">HB 1377</a> supports collaboration time and defines certain positions.</li> </ul>	<p>√</p> <p>√</p>
Amplify Fund Basic Education	Keep the promise made to the children of Washington state in the McCleary decision to amplify fund basic education; funding solutions must be progressive revenue sources that do not cut services or redistribute existing education funding.	<ul style="list-style-type: none"> <li><a href="#">SB 6362</a> expedited educator salaries to meet the Sept. 1, 2018 deadline (per Court November 15<sup>th</sup> Order), in time for the 2018-19 school year.</li> <li>The bill made several changes, including increasing special education funding and smoothing cliffs in targeted LAP funding.</li> <li>Particularly troubling is the limit on local levies to \$1.50/\$1,000 assessed value that remains and hinders districts’ abilities to support programs voters want.</li> </ul>	<p>√</p> <p>√</p> <p>—</p>
Closing the Opportunity Gap	Provide teacher training and student supports that include effective solutions to close the educational opportunity gap by: completing implementation of EGOAC recommendations and implementing the 2016 HB 1541.	<ul style="list-style-type: none"> <li>In the 2017 session, the legislature adopted an Integrated Student Supports Protocol; OSPI is holding final hearings on discipline rules in Spring 2018.</li> </ul>	<p>√</p>

Topic	Position Objectives	Status	Success
Standards for Paraeducators	Establish statewide standards, training, and career development for para-educators; set minimum employment standards, certification, and endorsements; and offer training for teachers who use para-educators in their classroom and principals.	<ul style="list-style-type: none"> <li>In the 2017 session, the Legislature adopted a comprehensive para-educator set of minimum employment standards, created a Paraeducator Board to develop standards, endorsements, training, etc.</li> <li><a href="#">SB 6388</a> in 2018 extended dates for compliance.</li> <li>2018 supplemental operating budget included \$250,000 to support training.</li> </ul>	      
Breakfast After the Bell	Support legislation instituting and funding a Breakfast After the Bell Program in high-needs schools and initiate policies that encourage early adoption of BAB programs at the district level.	<ul style="list-style-type: none"> <li><a href="#">HB 1508</a> requires schools with 70% of higher poverty level to implement Breakfast after the Bell programs, beginning in the 2019-20 school year.</li> <li>2018 supplemental operating budget included \$1.2 million to support implementation of the bill.</li> </ul>	    

### Also Supported Positions Adopted at Legislative Assembly

Topic	Position Objectives	Status	Success
Addressing the Teacher Shortage	Support legislation or policies that improve the teacher pipeline, to recruit and retain effective educators, especially in high-demand, hard-to-fill positions, in remote locations, or high-poverty schools through specific activities.	<ul style="list-style-type: none"> <li><a href="#">HB 1827</a> was the omnibus teacher shortage bill. While it passed the House, the bill failed to pass the Senate.</li> <li>Several bills to modify the retire/rehire restrictions failed in 2018.</li> </ul>	—
Best Practices for School Meal Policies	Initiate or support legislation or policies that: set aside 20 minutes of seated lunch time; promote Recess before Lunch; prohibit meal debt policies that shame or punish students; promote policies that increase access to school breakfast.	<ul style="list-style-type: none"> <li><a href="#">HB 2610</a> addresses school meal policies, including prohibiting school personnel, school district personnel, and school volunteers from taking any action that would publicly identify a student who cannot pay for a school meal or previously served meal.</li> </ul>	   

Topic	Position Objectives	Status	Success
Career-connected learning, CTE and STEM	Support career-connected learning K-12 programs that inspire, provide training, CTE and weave real-life career options in STEM, manufacturing, etc. into K-12 classrooms.	<ul style="list-style-type: none"> <li>• <a href="#">HB 1600</a> establishes the Work-Integrated Learning Initiative (Initiative) to promote work-integrated learning experiences for students through programs at schools selected to participate in the Initiative. The bill also creates a temporary Work-Integrated Learning Advisory Committee.</li> <li>• <a href="#">HB 2685</a> directs OSPI and the State Board of Community &amp; Technical Colleges to examine opportunities for promoting registered pre-apprenticeship and registered youth apprenticeship opportunities for high school students.</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p>
Dual Credit Equality & Support	Establish a coordinated, evidence-based policy for granting as many undergraduate credits as possible to students who have received a passing grade on any dual credit course exam; support expansion of programs and funding for credit exams.	<ul style="list-style-type: none"> <li>• <a href="#">SB 5917</a> requires institutions of higher education to establish a coordinated, evidence-based policy for granting credit to students who successfully complete International Baccalaureate and Cambridge International examinations. (In 2017 Advanced Placement courses were the focus of these policies.)</li> </ul>	<p style="text-align: center;">√</p>
Engaging Families in Student Success	Adopt a clear definition and title for Family Engagement Coordinators and expand funding to at least 1.0 FTE Family Engagement Coordinator per school, starting with high-poverty schools first.	<ul style="list-style-type: none"> <li>• <a href="#">HB 1618</a> would have created a single definition of a Family and Community Engagement Coordinator and would have required districts to spend funding allocated to school districts for family and community engagement coordinators only for family and community engagement purposes.</li> </ul>	<p style="text-align: center;">—</p>

Topic	Position Objectives	Status	Success
Equity for Highly Capable	Achieve equitable and full identification within all demographic groups for participation in HiCap programs, especially for: low-income students, students with learning and other disabilities, ELL, and students of color, using evidence-based best practices for identification.	<ul style="list-style-type: none"> <li>• <a href="#">SB 6362, Section 105</a>, requires school districts to use multiple objective criteria to identify students who are among the most highly capable. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification.</li> <li>• HB 2927, a more detailed HiCap bill, did not pass.</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">—</p>
Improving Educational Outcomes for Foster Youth	Increase high school and college graduation rates through services which facilitate smooth transitions between schools for foster youth at risk of not receiving credit for work completed.	<ul style="list-style-type: none"> <li>• <a href="#">HB 2684</a> modifies requirements governing protocols developed by the Department of Children, Youth, and Families and school districts regarding the status and progress of foster children by replacing references to "foster children" with "children in out-of-home care," and by requiring the protocols to include additional protocols for making "best interest" determinations for students in out-of-home care. Establishes requirements for making "best interest" determinations for students in out-of-home care. Requires school districts to designate a foster care liaison to facilitate district compliance with state and federal laws related to students in out-of-home care and to collaborate with the DCYF to address educational barriers for these students. Effective 9/1/18.</li> </ul>	<p style="text-align: center;">√</p>

Topic	Position Objectives	Status	Success
Post-secondary/Higher Education Access & Affordability	Increase access to and affordability of post-secondary education, including associate and bachelor degrees, and career and technical degrees and certificates with affordable tuition, while still supporting “State Need Grants” and “College Bound” scholarship programs.	<ul style="list-style-type: none"> <li>• The 2018 supplemental operating budget included an additional \$18.5 million for State Need Grants.</li> <li>• <a href="#">HB 1293</a> allows pledges for the College Bound program to be valid without a parent or guardian’s signature after attempts have made to secure it.</li> <li>• <a href="#">HB 1452</a> expands the Washington State Opportunity Scholarship to eligible students who have been accepted into a professional-technical certificate or degree program approved by the State Board for Community and Technical Colleges and offered at a public institution of higher education.</li> <li>• <a href="#">HB 1488</a> extends State Need Grants to students who meet “Dreamer” eligibility.</li> <li>• <a href="#">SB 6087</a> allows GET participants to rollover units to the state’s 529 plan.</li> <li>• <a href="#">SB 6101</a> would have created the Evergreen Investment Scholarship program.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>
Preventing and Mitigating the Impacts of Gender-based Violence	Use awareness and prevention programs that address sexual harassment and violence and engage students in mandated respect and consent curriculum; provide services to victims of sexual harassment and violence; add training under Title IX; include the need for enthusiastic consent as an integral part of middle and high school sex education curriculum.	<ul style="list-style-type: none"> <li>• <a href="#">HB 1539</a> establishes new and modified duties for OSPI related to a voluntary coordinated program for the prevention of child abuse and neglect, including requiring the program to incorporate provisions for the prevention of sexual abuse of students in K-12 grade. Requires OSPI, by June 30, 2019, to review any existing curricula related to the prevention of sexual abuse of students in K-12 grade.</li> </ul>	<p>√</p>

Topic	Position Objectives	Status	Success
Removing Barriers to Implementing ECEAP	Expand capacity by eliminating systemic barriers and support quality early learning through multiple means.	<ul style="list-style-type: none"> <li>• <a href="#">SB 6419</a> requires the Department of Children, Youth &amp; Families to adopt rules that allow the inclusion of children in ECEAP whose family income is above 110 percent of the federal poverty level if the number of such children equals not more than 25 percent of total statewide enrollment. Children who are over income must be homeless or impacted by specific developmental or environmental risk factors that are linked by research to school performance. As space is available, children who are over income may be included in ECEAP. Priority within this group must be given to children who are experiencing homelessness, involved with the child welfare system, or have a developmental delay or disability that does not meet the eligibility criteria for special education.</li> <li>• <a href="#">HB 2898/SB 6458</a> would have authorized school districts to levy an additional enrichment levy of up to \$0.25 per \$1,000 of assessed property value to support high quality early learning programs.</li> </ul>	√



Topic	Position Objectives	Status	Success
Restorative Justice and School Safety	Enhance school safety by incorporating restorative justice models in discipline processes while support family and community-based alternatives to achieve youth accountability. Reduce racial and ethnic disparities by leveraging local school districts and juvenile justice systems to institute equitable policies on discipline, safety and justice.	<ul style="list-style-type: none"> <li>OSPI adopting updated discipline rules Spring 2018.</li> <li><a href="#">HB 2848</a> would have required the development of a model policy and recommended best practices related to community truancy boards by December 1, 2018; and would have required the Dept. of Commerce to regionally site secure crisis residential centers that meet therapeutic standards.</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">—</p>
School Construction and Class Size Reduction	Provide stable and timely financing for school construction, modernization, and safety needs; update the square footage allocation formula; replace the 60% super-majority with a simple majority for school bonds; and extend the K-3 Classroom grant program.	<ul style="list-style-type: none"> <li><a href="#">Section 7026 of the 2017-19 capital budget (SB 6090)</a> created the Joint Legislative Task Force on Improving Funding for School Construction. The task force is comprised of four House and four Senate members and two school districts.</li> <li><a href="#">HB 2953/SB 6531</a> would have modified the School Construction Assistance Program to increase the student space allocation and reflected more actual construction costs, phased in over multiple years.</li> <li><a href="#">SB 6246</a> and <a href="#">SJR 8213</a> would have lowered the percentage to pass school bonds from 60% to 55%.</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: center;">—</p> <p style="text-align: center;">—</p>

Resolutions<sup>1</sup>

Topic	Position Objectives <sup>2</sup>	Status	Success
2.13 Youth Suicide	Support programs and projects that educate and inform teachers and support staff, parents, students and the general public about youth suicide prevention – including awareness of the warning signs of suicide among youth -- and that provide support services for survivors of a suicide attempt and for families who have lost someone to suicide.	<ul style="list-style-type: none"> <li>• <a href="#">HB 2496/SB 6141</a> would have directed and funded OSPI to develop an online one-hour training module for school staff on the recognition, screening, and response to emotional or behavioral distress in students.</li> </ul>	—
2.19 LGBTQ+ Inclusion	Support legislation that creates a safe, supportive and accepting environment in schools, specifically with training for educators and other school-related professionals to support all students, updating health education standards that deal with the issues of sexual orientation, gender identity, and gender expression.	<ul style="list-style-type: none"> <li>• <a href="#">SB 5766</a> would have required development of a model transgender student policy and procedure; schools to designate a primary contact for the transgender student policy and procedure; and annual training to support the implementation of district policies and procedures prohibiting discrimination and harassment, intimidation, and bullying.</li> </ul>	—
11.26 Mental Health Needs for Children	Prioritize the funding and availability of mental health professionals for school-based mental health interventions, services—especially at pre-kindergarten and elementary school levels—and ensure access to integrated, accessible, and culturally competent community-based services.	<ul style="list-style-type: none"> <li>• <a href="#">HB 2779</a> re-establishes the Children's Mental Health Work Group through the year 2020; requires the delivery of mental health instruction in two high school pilot sites; directs state agencies to develop strategies for expanding home visiting; and directs an advisory group to make recommendations regarding parent-initiated treatment.</li> <li>• <a href="#">HB 2496/SB 6141</a> would have directed and funded OSPI to develop an online one-</li> </ul>	<p style="text-align: center;">√</p> <p style="text-align: right;">—</p>

<sup>1</sup> If a Resolution has a similar Top 5 or Also Supported Position, it is not listed here.

<sup>2</sup> Objective listed may not reflect the entire adopted resolution but is a summary or item most aligned with legislation under consideration.

		<p>hour training module for school staff on the recognition, screening, and response to emotional or behavioral distress in students.</p> <ul style="list-style-type: none"> <li>• <a href="#">SB 6618</a> would have placed a mental health counselor in every school.</li> </ul>	—
Topic	Position Objectives	Status	Success
18.13 Student Assessment and Testing	Oppose any efforts to use a single indicator for making decisions about individual student opportunities such as grade promotion, high school graduation, or entrance into specific educational programs.	<ul style="list-style-type: none"> <li>• <a href="#">HB 1046</a>, <a href="#">HB 2621</a> and <a href="#">SB 6144</a> would have eliminated the requirement to pass standardized statewide tests in English Language Arts or Math to graduate.</li> </ul>	—
18.32 Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia	Support early screening for signs and symptoms of language processing disorders including but not limited to dyslexia, dysgraphia, dyscalculia, dyspraxia, with parental notification; support training of parents, teachers and other school personnel in early identification of language processing disorders and use of evidence-based programs that provide explicit instruction, with appropriate accommodations to provide students with equitable access to the general education curriculum.	<ul style="list-style-type: none"> <li>• <a href="#">SB 6162</a> requires OSPI to convene the Dyslexia Advisory Council (Council) with specified member. By June 1, 2019, the Council must identify and describe screening tools and resources for dyslexia. By June 1, 2020, the Council must report recommendations on the best practices for implementing screenings and multi-tiered interventions, including trainings for school district staff. By June 1, 2021, OSPI must review Council's recommendations and make available to school districts the best practices and the sample information for parents and families.</li> <li>• Beginning in school year 2021-22, each school district and charter school must use evidence-based, multi-tiered systems of support to provide interventions to students in kindergarten through second grade who display indications of or areas of weakness associated with dyslexia.</li> </ul>	✓

## E2SSB 6362 – Making changes to EHB 2242 (2017) re: Basic Education

The major changes associated with this bill include:

- Moves salaries to the 2018-19 school year for CIS, CLS, and CAS, as defined in the budget. (Section 202). For 2018-19 school year, the budget would increase the statewide minimum salary allocation to:
  - CIS = \$65,216.05
  - CAS = \$96,805.00
  - CLS = \$46,784.33
- Limits salary increases to cost of living, step increases, enrollment changes, and for CIS, professional learning and national board bonuses. (Sections 204, 207, 208)
- Holds districts that meet certain criteria harmless. See Section 401 of the striker for explicit details. \$12 million is set aside for districts meeting the criteria; funding is prioritized based on criteria in 401.
- Requires districts to create a subaccount for local revenues, including enrichment levies, and requires districts for the 2018-19 school year to spend enrichment levies for enrichment activities only. (Sections 301, 302, 306, 307)
- Extends K-3 class size compliance to 2019-20 school year. (Section 101)
- Increases special education multiplier from .9309 percent to .9609 percent. (Section 102)
- Removes the word “resident” from statutes related to LEA and levies. (Sections 303 and 307)
- Creates a three-year rolling average for high-poverty LAP. (Section 101)
- Allows a district west of the Cascades to get a 6% regionalization factor if it borders a district that is one tercile higher than that district. (Section 203)
- Creates a four-year 4% experience factor increase for districts that have CIS median years of experience that exceed the statewide average CIS staff years of experience and a ratio of CIS staff advanced degrees to bachelor’s degrees above the statewide ratio. The LEAP document is [here](#). (Section 203)
- Creates a transportation alternate grant program, when funded, for per pupil transportation costs that exceed what a district receives from the formula. (Section 103)
- Creates a work group under OSPI to define a minimum “work day.” Recommendations are due by January 14, 2019. This is in a separate section. (Section 209)
- Directs school districts to take certain actions related to highly capable students (Section 105).
- Does not include limits to half-days, early release, late starts.
- Makes several technical changes.