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To: finnie@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

This email was sent to finnie@skschools.org by cleonard@wspa.net

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WSPA
March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

Bill Details	Status	Sponsor	Position
HB 1035 School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
2SHB 1039 Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
SHB 1057 School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
SHB 1072 Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
SHB 1076 Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
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Summary:

<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
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Summary:

<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
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Summary:

<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
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Summary:

<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
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Summary:

<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
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Summary:

<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
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Summary:

<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
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Summary:

<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
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Summary: Requires the office of the superintendent of public instruction to identify and make

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H LGDPA	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>SSB 5066</u>	School district elections Concerning school district elections.	S Rules X	Wellman	Neutral
	<i>Summary:</i>			
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions.	H Education	Zeiger	Neutral
	<i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.			
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology.	S Rules X	Wellman	Neutral
	<i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).			
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
	<i>Summary:</i> Repeals certain obsolete common school provisions.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H EDDPA	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

<u>SB 5159</u>	Bilingual instruction prg.	S Ways & Means	McCoy	Neutral
	Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.			
	<i>Summary:</i> Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.			
<u>SB 5187</u>	School compost & recycling	S Rules X	Kuderer	Neutral
	Concerning school composting and recycling.			
	<i>Summary:</i> Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.			
<u>SB 5233</u>	Sick leave/collective barg.	H 2nd Reading	Keiser	Neutral
	Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.			
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.			
<u>SB 5238</u>	Concussions in youth sports	S Ways & Means	Carlyle	Neutral
	Concerning concussions in youth sports.			
	<i>Summary:</i> Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.			
<u>SSB 5247</u>	Catastrophic incidents	H Approps	Frockt	Neutral
	Addressing catastrophic incidents that are natural or human-caused emergencies.			
	<i>Summary:</i>			

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:56:24 AM
To: monaglej@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

This email was sent to monaglej@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

Bill Details	Status	Sponsor	Position
HB 1035 School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
2SHB 1039 Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
SHB 1057 School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
SHB 1072 Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
SHB 1076 Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
	<i>Summary:</i>			
<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i>			
<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
	<i>Summary:</i>			
<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
	<i>Summary:</i>			
<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
	<i>Summary:</i>			
<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
	<i>Summary:</i>			
<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
	<i>Summary:</i>			
<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make			

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts. <i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.	H LGDPA	Hasegawa	Neutral
<u>SSB 5066</u>	School district elections Concerning school district elections. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions. <i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.	H Education	Zeiger	Neutral
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology. <i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).	S Rules X	Wellman	Neutral
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i> Repeals certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	H EDDPA	McCoy	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

Bilingual instruction prg.

S Ways &
Means

McCoy

Neutral

Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.

[SB 5159](#)

Summary: Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

School compost & recycling

S Rules X

Kuderer

Neutral

Concerning school composting and recycling.

[SB 5187](#)

Summary: Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.

Sick leave/collective barg.

H 2nd Reading

Keiser

Neutral

Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.

[SB 5233](#)

Summary: Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

Concussions in youth sports

S Ways &
Means

Carlyle

Neutral

Concerning concussions in youth sports.

[SB 5238](#)

Summary: Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.

Catastrophic incidents

H Approps

Frockt

Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies.

[SSB 5247](#)

Summary:

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:58:00 AM
To: tallman@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

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WSPA
March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

Bill Details	Status	Sponsor	Position
HB 1035 School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
2SHB 1039 Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
SHB 1057 School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
SHB 1072 Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
SHB 1076 Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
	<i>Summary:</i>			
<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i>			
<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
	<i>Summary:</i>			
<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
	<i>Summary:</i>			
<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
	<i>Summary:</i>			
<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
	<i>Summary:</i>			
<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
	<i>Summary:</i>			
<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make			

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H LGDPA	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>SSB 5066</u>	School district elections Concerning school district elections.	S Rules X	Wellman	Neutral
	<i>Summary:</i>			
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions.	H Education	Zeiger	Neutral
	<i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.			
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology.	S Rules X	Wellman	Neutral
	<i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).			
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
	<i>Summary:</i> Repeals certain obsolete common school provisions.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H EDDPA	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

Bilingual instruction prg.

S Ways &
Means

McCoy

Neutral

Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.

[SB 5159](#)

Summary: Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

School compost & recycling

S Rules X

Kuderer

Neutral

Concerning school composting and recycling.

[SB 5187](#)

Summary: Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.

Sick leave/collective barg.

H 2nd Reading

Keiser

Neutral

Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.

[SB 5233](#)

Summary: Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

Concussions in youth sports

S Ways &
Means

Carlyle

Neutral

Concerning concussions in youth sports.

[SB 5238](#)

Summary: Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.

Catastrophic incidents

H Approps

Frockt

Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies.

[SSB 5247](#)

Summary:

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:58:57 AM
To: jensenv@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

This email was sent to jensenv@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>HB 1035</u> School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
<u>2SHB 1039</u> Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
<u>SHB 1057</u> School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
<u>SHB 1072</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
<u>SHB 1076</u> Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
	<i>Summary:</i>			
<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i>			
<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
	<i>Summary:</i>			
<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
	<i>Summary:</i>			
<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
	<i>Summary:</i>			
<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
	<i>Summary:</i>			
<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
	<i>Summary:</i>			
<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make			

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H LGDPA	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>SSB 5066</u>	School district elections Concerning school district elections.	S Rules X	Wellman	Neutral
	<i>Summary:</i>			
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions.	H Education	Zeiger	Neutral
	<i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.			
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology.	S Rules X	Wellman	Neutral
	<i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).			
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
	<i>Summary:</i> Repeals certain obsolete common school provisions.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H EDDPA	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

<u>SB 5159</u>	Bilingual instruction prg.	S Ways & Means	McCoy	Neutral
	Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.			
	<i>Summary:</i> Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.			
<u>SB 5187</u>	School compost & recycling	S Rules X	Kuderer	Neutral
	Concerning school composting and recycling.			
	<i>Summary:</i> Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.			
<u>SB 5233</u>	Sick leave/collective barg.	H 2nd Reading	Keiser	Neutral
	Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.			
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.			
<u>SB 5238</u>	Concussions in youth sports	S Ways & Means	Carlyle	Neutral
	Concerning concussions in youth sports.			
	<i>Summary:</i> Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.			
<u>SSB 5247</u>	Catastrophic incidents	H Approps	Frockt	Neutral
	Addressing catastrophic incidents that are natural or human-caused emergencies.			
	<i>Summary:</i>			

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:56:35 AM
To: holsten@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

This email was sent to holsten@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA

March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>HB 1035</u> School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
<u>2SHB 1039</u> Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
<u>SHB 1057</u> School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
<u>SHB 1072</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
<u>SHB 1076</u> Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
	<i>Summary:</i>			
<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i>			
<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
	<i>Summary:</i>			
<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
	<i>Summary:</i>			
<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
	<i>Summary:</i>			
<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
	<i>Summary:</i>			
<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
	<i>Summary:</i>			
<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make			

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts. <i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.	H LGDPA	Hasegawa	Neutral
<u>SSB 5066</u>	School district elections Concerning school district elections. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions. <i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.	H Education	Zeiger	Neutral
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology. <i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).	S Rules X	Wellman	Neutral
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i> Repeals certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	H EDDPA	McCoy	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	S Ways & Means	McCoy	Neutral
<u>SB 5159</u>	<i>Summary:</i> Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.			
	School compost & recycling Concerning school composting and recycling.	S Rules X	Kuderer	Neutral
<u>SB 5187</u>	<i>Summary:</i> Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.			
	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.	H 2nd Reading	Keiser	Neutral
<u>SB 5233</u>	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.			
	Concussions in youth sports Concerning concussions in youth sports.	S Ways & Means	Carlyle	Neutral
<u>SB 5238</u>	<i>Summary:</i> Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.			
	Catastrophic incidents Addressing catastrophic incidents that are natural or human-caused emergencies.	H Approps	Frockt	Neutral
<u>SSB 5247</u>	<i>Summary:</i>			

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:56:23 AM
To: stewartj@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_2_.docx

Two updates for your consideration.

1. Please find attached the recent Cascade report.

2. Here is updated information on the he new levy calculations that accompany HB 2140, the local levy bill that is up for a hearing in the House yesterday.

The intent of the bill is to provide more local levy flexibility for the districts starting in 2020.

2020 <https://app.leg.wa.gov/committeeschedules/Home/Document/203818#toolbar=0&navpanes=0>

2021 <https://app.leg.wa.gov/committeeschedules/Home/Document/203819#toolbar=0&navpanes=0>

Thanks,

Curtis

This email was sent to stewartj@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA

March 31, 2019

House and Senate Budgets Propose Higher Spending and Taxes

The House and Senate have both unveiled their proposed 2019-21 operating budgets, and they both include new taxes in order to meet a higher level of spending than is assumed in the upcoming revenue forecasts.

The Senate operating budget proposes \$52.2 billion in spending over the biennium, while the House budget proposes \$52.6 billion. Both budgets assume adoption of new taxes, including a controversial capital gains tax proposal. The Senate does not assume any revenues from the capital gains tax for their spending plan, but the House does assume revenues from the proposal to balance their budget.

Over the course of last week, there were a number of new tax proposals introduced in both the House and Senate. Many of them raise revenues and dedicate the funds for specific purposes -- thereby freeing up spending capacity.

All in all, it looks like the House and Senate have introduced over \$4 billion in new tax increases. Republicans have seized upon this overall number and have started using it to distinguish themselves from the Democratic majorities in both bodies.

Highlighting the new taxes also puts pressure on moderate Democrats from swing districts whose voters will not appreciate seeing tax increases at a time when the state revenues are at an all-time high. If those moderate Democrats hold-out on voting for the new taxes, it will make it hard to get to a final agreement on the level of spending in the budgets.

Many Olympia observers believe the House and Senate budgets are so different that finding a final agreement will be a significant challenge. Moreover, if those moderate Democrats do hold out on the tax votes, it will change the calculus of spending significantly, possibly leading to an impasse between the moderates and the progressives in the Democratic party.

If that is the case, we will surely be headed for an extra session...or two.

State Portion SEBB Covered; Special Education Funding Increased

Both budget proposals assume covering the state portion of the new school employee benefits board (SEBB) costs. The actual budget figures differ slightly based on differing assumptions in the policy cost increases over time. The bottom-line is that both bodies are working toward funding the new program despite the unexpectedly high costs.

I believe this is one of the several major issues that could block a final agreement on the budgets. There

are some moderate Democrats who believe the newly bargained benefits are too expansive and are looking for ways to reign in the program. The unions, however, are standing firm and are demanding that the agreement be funded, as bargained.

This, of course, leaves school districts having to pick up the balance of costs for the local and federally funded staff positions. The expectation is that the local levy modifications will allow for new authority from the voters to cover those costs. It is not clear, though, whether all districts will be able to collect additional local levy funding in a sufficient amount to cover those additional costs.

We will be working with members to find a way to make sure that any additional costs borne by the districts at the local level will be covered in some form.

In addition, both the House and Senate have pegged additional spending for special education in the range of \$70-\$80 million. This is accomplished by increasing the special education multiplier up to between .99 and 1.0.

At the same time, the Senate proposes to remove the federal funding from the safety net program, thereby creating an opportunity for districts to more easily access this fund. There is still a question regarding the level at which the new minimum spending threshold will be adjusted. We will be advocating for that number to be adjusted downward significantly.

Upcoming Hearings on Bills

Education (House) - HHR A, JLOB - 4/1 @ 1:30pm

- ESSB 5389 - Exec Session - Establishing a telehealth training and treatment program to assist youth.
- SSB 5689 - Exec Session - Concerning harassment, intimidation, bullying, and discrimination in public schools.
- SB 5731 - Exec Session - Concerning petitions for proposed transfer of school district territory.
- ESSB 5874 - Exec Session - Funding rural satellite skill centers.

Appropriations (House) - HHR A, JLOB - 4/1 @ 3:30pm

- HB 2140 - Public Hearing - Relating to K-12 education funding.
- SSB 5851 - Exec Session - Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Ways & Means (Senate) - SHR 4, JACB - 4/1 @ 3:30pm

- SB 5153 - Public Hearing - Making 2019-2021 biennium operating appropriations. (Hearing is on the Proposed Substitute.)
- SB 5133 - Exec Session - Concerning state general obligation bonds and related accounts.
- SB 5134 - Exec Session - Concerning the capital budget.

Finance (House) - HHR A, JLOB - 4/2 @ 8:00am

- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/2 @ 3:30pm

- SB 5153 - Exec Session - Making 2019-2021 biennium operating appropriations.

Finance (House) - HHR A, JLOB - 4/4 @ 8:00am

- HB 2156 - Public Hearing - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Public Hearing - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Ways & Means (Senate) - SHR 4, JACB - 4/4 @ 1:30pm

- 2SHB 1424 - Public Hearing - Concerning access to state career and technical course equivalencies.

Finance (House) - HHR A, JLOB - 4/5 @ 8:00am

- HB 2156 - Exec Session - Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.
- HB 2157 - Exec Session - Updating the Washington tax structure to address the needs of Washingtonians.
- HB 2158 - Exec Session - Creating a workforce education investment to train Washington students for Washington jobs.

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Special ed. appropriations Concerning appropriations for special education programs. HB 1093 <i>Summary:</i> Addresses special education programs with regard to excess cost allocations to school districts.	H Approps	Dolan	Neutral
K-12 empl. benefit contracts Concerning employee benefit contracts for K-12 employees. HB 1156 <i>Summary:</i> Prohibits a contract year for employee benefits from exceeding two hundred sixty days, for K-12 employees.	H Approps	Appleton	Neutral

<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Ways & Means	Dolan	Neutral
<u>E2SHB 1660</u>	Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S EL/K-12	Bergquist	Concerns
<u>HB 1685</u>	Free or reduced-price meals Concerning free or reduced-price meals for students. <i>Summary:</i> Revises provisions on free or reduced-price meals for students of families who need assistance.	H Approps	Peterson	Neutral
<u>ESHB 1813</u>	Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S EL/K-12	Sullivan	Support
<u>HB 1891</u>	Career & tech. ed. resources Concerning the use of career and technical education resources. <i>Summary:</i> Provides that if career and technical education funding allocations exceed general education funding allocations, the difference must be used only for career and staff education purposes including staff salaries and benefits associated with direct career and technical education instruction and activities to meet office of the superintendent of public instruction standards.	H Approps	Paul	Neutral
<u>SHB 2108</u>	K-3 class sizes/funding Concerning state funding for K-3 class sizes in schools. <i>Summary:</i>	S Ways & Means	Callan	Neutral
<u>HB 2140</u>	K-12 education funding Relating to K-12 education funding. <i>Summary:</i>	H Approps	Sullivan	Concerns
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H EDDPA	Wellman	Neutral
<u>2SSB 5141</u>	School resource officers Concerning school resource officer mandatory training and policies. <i>Summary:</i>	H EDDPA	Wellman	Neutral

School construction funding	S Ways & Means	Zeiger	Neutral
Concerning state funding for school construction, modernization, and asset preservation.			
SB 5264	<i>Summary:</i> Requires the state treasurer to transfer the following amount from the general fund to the education construction fund: An amount that is equal to 6.5 percent multiplied by the total amount of statewide school district capital expenditures for sites, buildings, equipment, and instructional technology, in the prior school year as reflected by the office of the superintendent of public instruction in its school district financial report.		
School levies	S Ways & Means	Wellman	Neutral
Concerning school levies.			
SSB 5313	<i>Summary:</i>		
Student support staff	S Rules X	Wellman	Neutral
Increasing student support staff in the prototypical school funding model.			
2SSB 5315	<i>Summary:</i>		
School safety & well-being	S Rules X	Wellman	Neutral
Concerning nonfirearm measures to increase school safety and student well-being.			
2SSB 5317	<i>Summary:</i>		
Homeless student support	H Approps	Frockt	Neutral
Concerning support for students experiencing homelessness.			
SSB 5324	<i>Summary:</i>		
Public education funding	S Ways & Means	Wellman	Neutral
Concerning public education funding.			
SSB 5465	<i>Summary:</i>		
Special education	H EDDPA	Braun	Neutral
Concerning special education.			
SSB 5532	<i>Summary:</i>		
Special ed. funding alloc.	S Ways & Means	Wellman	Neutral
Concerning the funding allocation for special education programs.			
SB 5736	<i>Summary:</i> Changes the formula for the determination of the excess cost allocation to school districts.		
ESSB 5853	H Cap Budget	Pedersen	Support

Regarding the school construction assistance program.

Summary:

<u>ESSB 5874</u>	Rural sat. skill centers Funding rural satellite skill centers.	H Education	Warnick	Neutral
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Summary:

<u>SSJR 8201</u>	School district bonds Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Not adopted	Wellman	Neutral
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Summary:

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>HB 1035</u> School resource officers Concerning school resource officers in schools. <i>Summary:</i> Requires the superintendent of public instruction to allocate state funding to school districts for one school resource officer on each school campus.	H Approps	Walsh	Neutral
<u>2SHB 1039</u> Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S Ways & Means	Pollet	Neutral
<u>SHB 1057</u> School bus safety Concerning school bus safety. <i>Summary:</i>	H Approps	Mosbrucker	Neutral
<u>SHB 1072</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Rules C	Sells	Neutral
<u>SHB 1076</u> Common schools Modifying certain common school provisions. <i>Summary:</i> Revises criteria for the second grade reading assessment with regard to: (1) Comprehension skills of students at the beginning of second grade; and (2) Reading passages used in the assessment meeting specific criteria and being administered according to the publisher's	H Rules C	Dolan	Neutral

guidelines. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system. Authorizes the superintendent to provide an estimated per-pupil cost for assessments aligned to the state learning standards.

<u>HB 1089</u>	Certificates of achievement Concerning certificates of academic and individual achievement. <i>Summary:</i> Discontinues certificates of academic achievement and certificates of individual achievement as graduation requirements.	S EL/K-12	MacEwen	Neutral
<u>SHB 1095</u>	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S EL/K-12	Blake	Neutral
<u>SHB 1101</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>		Tharinger	Neutral
<u>SHB 1102</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>		Tharinger	Neutral
<u>HB 1108</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral
<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	H Passed 3rd	Ormsby	Neutral
<u>HB 1111</u>	Regionalization/islands Concerning regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry. <i>Summary:</i> Modifies provisions relating to regionalization factors used for compensation for King county school districts on islands only connected to the mainland by ferry.	H Approps	Fitzgibbon	Neutral
<u>SHB 1119</u>	Educator evaluations Concerning educator evaluations and professional development. <i>Summary:</i>	H Approps	McCaslin	Neutral
<u>ESHB 1130</u>	Pub. school language access	S Ways &	Orwall	Neutral

Means

Addressing language access in public schools.

Summary:

<u>HB 1132</u>	TRS & SERS early retirement Concerning early retirement options for members of the teachers' retirement system and school employees' retirement system plans 2 and 3. <i>Summary:</i> Revises provisions of the teachers' retirement system and the school employees' retirement system plans 2 and 3 regarding early retirement options for members of those plans.	H Approps	Appleton	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S EL/K-12	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	S EL/K-12	Volz	Neutral
<u>SHB 1163</u>	Expanded learning opp. prgs. Concerning expanded learning opportunity programs. <i>Summary:</i>	H Approps	Kloba	Neutral
<u>HB 1172</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief. <i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.	H Finance	Santos	Neutral
<u>SHB 1173</u>	Obsolete school provisions Repealing certain obsolete common school provisions. <i>Summary:</i>		Santos	Neutral
<u>SHB 1182</u>	Learning assistance program Modifying the learning assistance program. <i>Summary:</i>	H Approps	Santos	Neutral
<u>SHB 1191</u>	School notifications Concerning school notifications. <i>Summary:</i>	H Rules R	Goodman	Neutral
<u>HB 1200</u>	Catastrophic incident plans	H Approps	Dolan	Neutral

Addressing catastrophic incidents that are natural or human-caused emergencies by providing guidance that may be used by state public schools to plan for seismic catastrophic incidents.

Summary: Requires the adjutant general of the state military department to develop guidance, in consultation with the office of the superintendent of public instruction, that may be used by local school districts in developing, maintaining, training, and exercising catastrophic incident plans.

Public works and procurement

H Approps

Gregerson

Neutral

Concerning ensuring fairness and compliance with public works and procurement practices.

Summary: Requires the office of minority and women's business enterprises to identify state agencies and educational institutions: (1) In the lowest quintile of utilization of minority and women-owned contractors as a percentage of all contracts issued by the agency; (2) In the lowest quintile of the dollar value awarded to minority and women-owned contractors as a percentage of the dollar value of all contracts issued by the agency; and (3) That are performing significantly below their established goals, as determined by the office. Establishes an investigation unit within the office for the purpose of detecting and investigating fraud and violations. Repeals the attorney general's authority to investigate and enforce compliance with regard to contracts with minority and women-owned businesses. Requires the department of enterprise services to work with the municipal research and services center to notify local governments that are authorized to use small works rosters of this authority and to provide guidance on how to use the authority. Requires the joint legislative audit and review committee to review implementation of changes to small works roster and limited public works processes. Modifies small works roster contract procedures and the limited public works process.

HB 1202

Ballots, prepaid postage

H Approps

Hansen

Neutral

Providing prepaid postage for all election ballots.

Summary: Requires the state to reimburse counties for the cost of return postage on mail and absentee ballots for elections. Requires return envelopes for election ballots to include prepaid postage.

HB 1209

School enrollment/military

S EL/K-12

Kilduff

Neutral

Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.

Summary:

SHB 1210

Fish barrier removal funding

H Finance

Chapman

Neutral

Increasing transportation revenues to help fund state fish barrier removal.

Summary: Helps fund state fish barrier removal by implementing a graduated real estate excise tax and moving up to August 1, 2019, the increase in certain vehicle weight fees.

HB 1228

Suicide review teams

H Approps

Mosbrucker

Neutral

Concerning suicide review teams.

Summary:

SHB 1240

School safety planning

H Cap Budget

Pollet

Neutral

Concerning comprehensive school safety planning.

Summary: Requires the superintendent of public instruction, in consultation with the state building

HB 1245

code council and the state geologist, to publish guidelines and criteria for districts conducting comprehensive engineering safety surveys of public school buildings used by students. Requires the following to complete a comprehensive engineering survey of each public school building used by students using the guidelines and criteria published by the superintendent of public instruction: School districts; educational service districts; charter schools; and schools that are the subject of a state-tribal education compact.

<u>SHB 1264</u>	Secondary traumatic stress Concerning secondary traumatic stress in public school staff. <i>Summary:</i>	S Ways & Means	Ortiz-Self	Neutral
<u>SHB 1265</u>	School counselor access Increasing student access to school counselors. <i>Summary:</i>	H Approps	Ortiz-Self	Neutral
<u>SHB 1267</u>	ECEAP sabbatical year Eliminating the sabbatical year for three year olds in the early childhood education and assistance program. <i>Summary:</i>	H Approps	Senn	Neutral
<u>2SHB 1272</u>	School lunch durations Concerning school lunch durations. <i>Summary:</i>	S Ways & Means	Thai	Neutral
<u>HB 1291</u>	Election cost reimbursement Concerning state reimbursement of election costs. <i>Summary:</i> Addresses the obligation of a county or the state with regard to the reimbursement of certain election costs.	H Approps	Walsh	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	S State Govt/Tri	Tharinger	Neutral
<u>2SHB 1304</u>	CTE/alt. learning exp. prgs. Concerning career and technical education in alternative learning experience programs. <i>Summary:</i>	S Ways & Means	MacEwen	Neutral
<u>SHB 1314</u>	Ethnic studies in schools Concerning ethnic studies in public schools.	H Approps	Ortiz-Self	Neutral

Summary:

<u>HB 1322</u>	Dual language learning Concerning dual language learning in early learning and K-12 education.	H Approps	Ortiz-Self	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to develop and administer the K-12 dual language grant program and the heritage language grant program to grow capacity for high quality dual language and heritage language learning. Requires the office of student financial assistance, upon documentation of federal student loan indebtedness, to enter into agreements with certificated teachers to repay all or part of the teacher's federal student loans in exchange for teaching service in a dual language program. Requires the department of children, youth, and families to: (1) Develop and administer the early learning dual language grant program to grow capacity for high quality dual language learning in child care and early childhood education and assistance programs; (2) Establish one full-time employee dual language specialist position to administer the early learning dual language grant program; and (3) Provide early learning providers with professional development materials translated into target languages other than English.			
<u>SHB 1336</u>	Career connected learning Expanding career connected learning opportunities.	H Approps	Slatter	Neutral
	<i>Summary:</i>			
<u>HB 1343</u>	Revenue Increasing revenues for the support of state government.	H Finance	Tarleton	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>HB 1409</u>	School employee leave cap Modifying the maximum amount of leave school employees may accumulate.	H Approps	Appleton	Neutral
	<i>Summary:</i> Changes the amount of annual leave that may be accumulated by a part-time employee who is under contract with a school district.			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Ways & Means	Steele	Neutral
	<i>Summary:</i>			
<u>HB 1425</u>	Bilingual instruction prg. Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.	H Approps	Lekanoff	Neutral
	<i>Summary:</i> Revises the definition of "eligible pupil," for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an			

environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.

<u>SHB 1454</u>	Students with disabilities Concerning students with disabilities. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>SHB 1468</u>	Bilingual educators Concerning bilingual educators. <i>Summary:</i>	H Approps	Thai	Neutral
<u>HB 1547</u>	Basic education funding Concerning basic education funding. <i>Summary:</i> Changes the maximum dollar amount that may be levied by or for a school district for enrichment levies. Requires funding for additional school nurses, guidance counselors, and family and community engagement coordinators to be phased in. Requires the legislature to begin phasing in funding for content-specific professional learning days for certain staff. Requires each school district board of directors to adopt an unrestricted minimum fund balance for their general fund of no less than 8.5 percent of their prior year's state apportionment. Requires the office of the superintendent of public instruction to: (1) Adopt rules necessary to create a menu of professional learning topics; (2) Develop online training modules for professional learning topics regarding the development of individualized education programs; and (3) Calculate the actual minimum fund balance amount for each school district for the directors' review and adoption. Provides for the allocation of state funding to support school districts in offering institutional education programs.	H Approps	Dolan	Neutral
<u>HB 1623</u>	Public schools/sign language Concerning sign language interpreting in public schools. <i>Summary:</i> Requires the office of the superintendent of public instruction to: (1) Develop an application process and award grants to state universities, regional universities, the state college, and community and technical colleges that offer baccalaureate degrees to establish programs of study that prepare students to become educational interpreters and sign language interpreters; and (2) Develop or expand a mentoring program for people employed as educational interpreters in public schools. Requires the state center for childhood deafness and hearing loss and the office of the superintendent of public instruction to examine options for developing, expanding, supporting, and coordinating regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing.	H Approps	Dolan	Neutral
<u>HB 1627</u>	Regionalization/Federal Way Concerning regionalization factors used for Federal Way school district compensation. <i>Summary:</i> Modifies the regionalization factors used for compensation of the Federal Way school district in the 2017-2019 operating budget.	H Approps	Reeves	Support
<u>SHB 1641</u>	Highly capable student prgs. Concerning programs for highly capable students. <i>Summary:</i>	H Approps	Vick	Neutral

<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	S EL/K-12	Paul	Neutral
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts. <i>Summary:</i>	S EL/K-12	Entenman	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules 2	Leavitt	Neutral
<u>HB 1758</u>	School construction taxes Exempting school districts from the state portion of sales and use taxes on school construction. <i>Summary:</i> Allows a sales and use tax exemption for school districts, in the form of a remittance, if the school district has paid the tax levied on the sale or use of or charge made for labor and materials used for qualifying construction.	H Finance	Young	Support
<u>HB 1892</u>	Reduced-price lunch copays Eliminating lunch copays for students who qualify for reduced-price lunches. <i>Summary:</i>	H Approps	Morgan	Neutral
<u>HB 1910</u>	Special education funding Enhancing special education funding. <i>Summary:</i>	H Approps	Pollet	Neutral
<u>HB 1943</u>	Educational staff associates Providing a full-time educational staff associate for every school. <i>Summary:</i>	H Approps	Santos	Support
<u>HB 1955</u>	PEBB & SEBB health premiums Concerning the maximum share of state and school employee health benefit premiums to be paid by employers participating in the public employees' and school employees' benefits boards. <i>Summary:</i>	H Approps	Stokesbary	Neutral
<u>HB 2023</u>	School boards/bond training Concerning bond authorization training for school district boards of directors. <i>Summary:</i>	H Cap Budget	Sells	Neutral
<u>HB 2029</u>	High poverty learning assist Concerning eligibility for high poverty learning assistance program funding.	H Approps	Paul	Neutral

Summary:

<u>HB 2073</u>	Learning assistance program Concerning learning assistance program funding for high poverty schools.	H Approps	Volz	Neutral
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Summary:

<u>HB 2084</u>	Prototypical school funding Modifying prototypical school funding allocations.	H Approps	Ortiz-Self	Neutral
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Summary:

<u>HB 2096</u>	ESD health benefits Concerning educational service district health benefits.	H Approps	Bergquist	Neutral
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Summary:

<u>2SHB 2117</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state.	H Rules C	Frame	Neutral
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Summary:

<u>HB 2128</u>	CTC reporting requirements Establishing new reporting requirements for the delivery and improvement of career and technical education.	H Education	Leavitt	Neutral
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Summary:

<u>HB 2156</u>	Taxes on asset sales, profit Investing in quality prekindergarten, K-12, and postsecondary opportunities throughout Washington with excise taxes on sales and extraordinary profits of high valued assets.	H Finance	Jenkins	Neutral
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Summary:

<u>HB 2157</u>	Tax structure Updating the Washington tax structure to address the needs of Washingtonians.	H Finance	Tarleton	Neutral
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Summary:

<u>HB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	H Finance	Hansen	Neutral
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Summary:

<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H EDDPA	Hasegawa	Neutral
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Summary: Requires the office of the superintendent of public instruction to identify and make

available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H LGDPA	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>SSB 5066</u>	School district elections Concerning school district elections.	S Rules X	Wellman	Neutral
	<i>Summary:</i>			
<u>ESSB 5067</u>	Common schools Modifying certain common school provisions.	H Education	Zeiger	Neutral
	<i>Summary:</i> SB 5067-S - DIGEST Modifies high school civics course provisions. Revises the criteria for the second grade reading assessment. Requires the superintendent of public instruction to provide districts with funds to purchase assessment materials and professional learning for educators needed to implement the district's reading assessment system.			
<u>SB 5068</u>	State learning standards Updating the term essential academic learning requirements to state learning standards to reflect current terminology.	S Rules X	Wellman	Neutral
	<i>Summary:</i> Updates certain common school provisions by changing the term "essential academic learning requirements" to "state learning standards" to reflect current terminology. Repeals RCW 28A.655.010 (Washington commission on student learning--definitions).			
<u>SB 5071</u>	Obsolete school provisions Repealing certain obsolete common school provisions.	S Rules X	Zeiger	Neutral
	<i>Summary:</i> Repeals certain obsolete common school provisions.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H EDDPA	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H EDDPA	Wellman	Neutral

Summary: Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.

<u>SB 5113</u>	High school diplomas by CTC Concerning community and technical colleges granting high school diplomas.	H Education	Liias	Neutral
	<i>Summary:</i> Revises certain community and technical college provisions regarding the issuance of a high school diploma.			
<u>SB 5129</u>	Revenue Increasing revenues for the support of state government.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Imposes a tax on individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains. Allows a business and occupation tax deduction against a person's gross income of the business to the extent necessary to avoid taxing the same amounts under chapter 82.04 RCW and section 102 of this act. Authorizes the department of revenue to enter into reciprocal tax collection agreements with the taxing officials of any other state imposing a specified tax. Increases the business and occupation tax rate on certain services.			
<u>SB 5133</u>	State gen. obligation bonds Concerning state general obligation bonds and related accounts.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Authorizes the state finance committee to issue general obligation bonds to provide funds to finance the projects described and authorized by the legislature in the omnibus capital and operating appropriations acts for the 2017-2019 and 2019-2021 fiscal biennia.			
<u>SB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Ways & Means	Frockt	Neutral
	<i>Summary:</i> Funds capital projects.			
<u>SSB 5146</u>	High school graduation reqs Concerning flexibility in high school graduation requirements.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19	S Ways & Means	Rolfes	Neutral

Making 2017-2019 biennium second supplemental operating appropriations.

Summary: Makes 2017-2019 biennium second supplemental operating appropriations.

<u>SB 5159</u>	Bilingual instruction prg.	S Ways & Means	McCoy	Neutral
	Concerning the definition of eligible pupil for purposes of the transitional bilingual instruction program.			
	<i>Summary:</i> Revises the definition of "eligible pupil", for purposes of the transitional bilingual instruction program, to include an enrollee of the school district: (1) Who was not born in the United States or whose primary language is not English; (2) Who is Native American, Alaska Native, or certain native residents from an area where a language other than English has had an impact on his or her English proficiency; (3) Who is migratory, whose primary language is not English, and comes from an environment where a language other than English is dominant; and (4) Whose difficulties with English may be insufficient to meet certain requirements.			
<u>SB 5187</u>	School compost & recycling	S Rules X	Kuderer	Neutral
	Concerning school composting and recycling.			
	<i>Summary:</i> Allows public schools to offer students the opportunity to compost their food waste and to recycle. Authorizes the state to provide free pickup of compost and provide supplies for public schools that do not currently have the pickup and supplies needed.			
<u>SB 5233</u>	Sick leave/collective barg.	H 2nd Reading	Keiser	Neutral
	Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.			
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.			
<u>SB 5238</u>	Concussions in youth sports	S Ways & Means	Carlyle	Neutral
	Concerning concussions in youth sports.			
	<i>Summary:</i> Requires the University of Washington medicine sports health and safety institute and the Harborview injury prevention and research center to collect and synthesize: (1) The most current scientific research, data, evidence-based best practices to improve concussion recognition, and to educate parents, teachers, coaches, and other supervising adults to intervene when a sports concussion is suspected; (2) The most current research and data on the impact of concussions to female youth athletes and youth athletes participating in other than high-impact contact sports; and (3) Materials for licensed health care providers regarding concussion care. Requires the University of Washington medicine sports health and safety institute to: (1) Develop and maintain a web site to serve as a repository for the collected information; and (2) Work in conjunction with the Washington interscholastic activities association to promote the developed web site throughout the state. Requires the University of Washington to maintain a web site of up-to-date, concussion-related information and resources.			
<u>SSB 5247</u>	Catastrophic incidents	H Approps	Frockt	Neutral
	Addressing catastrophic incidents that are natural or human-caused emergencies.			
	<i>Summary:</i>			

<u>SB 5263</u>	School bus drivers Concerning school bus driver requirements.	H EDDPA	Zeiger	Neutral
	<i>Summary:</i> Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.			
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.	H Rules R	Saldaña	Neutral
	<i>Summary:</i>			
<u>SB 5314</u>	Capital gains tax/prop. tax Assisting Washington families by improving the fairness of the state's tax system by enacting a capital gains tax and providing property tax relief.	S Ways & Means	Wellman	Neutral
	<i>Summary:</i> Imposes a tax, beginning January 1, 2020, on all individuals for the privilege of selling or exchanging long-term capital assets or receiving Washington capital gains.			
<u>SSB 5343</u>	High school success Facilitating high school success.	S Ways & Means	Mullet	Neutral
	<i>Summary:</i>			
<u>SB 5348</u>	Schools, etc. constr./taxes Providing a sales and use tax exemption for construction related to public schools, institutions of higher education, and local public safety.	S Ways & Means	Ericksen	Support
	<i>Summary:</i> Provides a sales and use tax exemption on charges for labor and services rendered in respect to the constructing of new buildings for use by a public school district or an institution of higher education, or with respect to local public safety.			
<u>SSB 5354</u>	Highly capable student prgs. Concerning programs for highly capable students.	H EDDPA	Rivers	Neutral
	<i>Summary:</i>			
<u>ESSB 5389</u>	Telehealth program/youth Establishing a telehealth training and treatment program to assist youth.	H Education	Becker	Neutral
	<i>Summary:</i>			
<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.	H CWDDPA	Mullet	Neutral
	<i>Summary:</i>			

<u>SSB 5464</u>	Opioid overdose med./schools Concerning opioid overdose medication at schools with grades five through twelve and higher education institutions. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SSB 5548</u>	High school diploma pathways Providing multiple pathways to a meaningful high school diploma. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5590</u>	School depreciation subfunds Establishing school district depreciation subfunds for the purposes of preventative maintenance. <i>Summary:</i>	S 2nd Reading	Schoesler	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	H Education	Liias	Neutral
<u>SSB 5706</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Rules X	Randall	Neutral
<u>SB 5770</u>	School buses/failure to stop Increasing the penalties for failing to stop for a school bus displaying red flashing lights. <i>Summary:</i> Increases the penalties for failing to stop for a school bus displaying red flashing lights.	S Transportation	Palumbo	Support
<u>SSB 5801</u>	Teacher postretirement empl. Concerning teachers' postretirement employment options. <i>Summary:</i>	S Rules X	Wellman	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	H Approps	Frockt	Neutral
<u>SB 5938</u>	State debt reduction account Funding the state debt reduction account. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral

<u>SB 5942</u>	Budgeting/servs for children Concerning the budgeting process for core state services for children. <i>Summary:</i>	S Ways & Means	Das	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H 2nd Reading		Neutral
<u>SB 5961</u>	WA tax structure Improving the equity and sustainability of Washington's tax structure. <i>Summary:</i>	S Ways & Means	Saldaña	Neutral
<u>SSB 5963</u>	State budget outlook Requiring the state budget outlook to include an inflationary increase to the cost of employee and provider salaries, wages, and rates. <i>Summary:</i>	S Rules X	Rolfes	Neutral
<u>SB 5973</u>	State tax structure Providing a pathway to modernize and rebalance the Washington state tax structure so that it is equitable, adequate, stable, and transparent for the people of Washington state. <i>Summary:</i>	S Ways & Means	Wellman	Neutral
<u>SB 5991</u>	Grad. real estate excise tax Increasing funding for education by establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5993</u>	Model toxics control program Reforming the financial structure of the model toxics control program. <i>Summary:</i>	S Ways & Means	Frockt	Neutral
<u>SB 5994</u>	Business and occupation tax Concerning business and occupation tax simplification and relief. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral

<u>SB 5996</u>	Fires/prevent, suppress Funding fire prevention and suppression activities. <i>Summary:</i>	S Ways & Means	Van De Wege	Neutral
<u>SB 5997</u>	Tax preferences Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. <i>Summary:</i>	S Ways & Means	Rolfes	Neutral
<u>SB 5998</u>	Grad. real estate excise tax Establishing a graduated real estate excise tax. <i>Summary:</i>	S Ways & Means	Nguyen	Neutral
<u>SB 5999</u>	Unfunded actuarial liability Making expenditures from the budget stabilization account for public employer unfunded actuarially accrued liabilities. <i>Summary:</i>	S Ways & Means	Braun	Neutral
<u>SJR 8210</u>	B&O tax increase approval Amending the Constitution to require a supermajority vote of the legislature or voter approval to increase state business and occupation taxes. <i>Summary:</i>	S Ways & Means	Palumbo	Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SB 5731</u> School district territory Concerning petitions for proposed transfer of school district territory. <i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to	H Education	Short	Neutral

be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws ESSB 5035 Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	H Approps	Salda?a	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:02:21 AM
To: holsten@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

Hello WSPA members,

We are happy to announce that registration is now open for several upcoming WSPA/HELP events:

HELP Spring Workshop: Bargaining Issues Around State-Administered School Employee Benefits(SEBB)

- April 15, 2019
- 12:45 - 4:00 pm
- Puget Sound ESD, Renton
- Registration: \$50

Human Resources CLASSIFIED Boot Camp

- April 22, 2019
- Northeast ESD 101 - Spokane
- Registration: \$295

Human Resources CERTIFICATED Boot Camp

- July 22-24, 2019
- Icicle Village Inn - Leavenworth
- Registration: \$495

HELP Program 2019-2020 (Human Resources in Education Leadership Program)

- July 22-26, 2019
- Icicle Village Inn, Leavenworth
- Registration: \$910 -- includes summer session, fall workshop, spring workshop

Information and registration for all programs may be found online at: <https://www.wspa.net/>

Thank you,

Washington School Personnel Association

This email was sent to holsten@skschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:03:32 AM
To: tallman@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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Information and registration for all programs may be found online at: <https://www.wspa.net/>

Thank you,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:04:18 AM
To: jensenv@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:03:08 AM
To: finnie@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:02:11 AM
To: monaglej@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/02/2019 07:02:10 AM
To: stewartj@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: do_not_reply@skschools.org
Sent time: 04/08/2019 02:11:27 AM
To: finnie@skschools.org
Subject: 1 Unsubmitted Credit Card Transactions.

The following 1 Credit Card Transaction(s) have not been submitted.

Transaction Date	Amount	Where Used
04/04/2019	50.00	WSPA

District: SOUTH KITSAP SCHOOL DISTRICT

District Web Site: www.skschools.org

State: WA

District Code: 18402

SKSD

From: do_not_reply@skschools.org
Sent time: 04/09/2019 02:11:10 AM
To: finnie@skschools.org
Subject: 1 Unsubmitted Credit Card Transactions.

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04/04/2019	50.00	WSPA

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:03:45 PM
To: jensenv@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:02:08 PM
To: holsten@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:03:07 PM
To: tallman@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:02:47 PM
To: finnie@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:01:59 PM
To: monaglej@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/09/2019 07:01:58 PM
To: stewartj@skschools.org
Subject: WSPA/HELP Event Announcements: Spring SEBB Workshop, Boot Camps, and 2019-2020 HELP Program

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From: Jane Rausch <rauschj@evsd.org>
Sent time: 04/10/2019 11:27:24 AM
To: Jane Rausch <rauschj@evsd.org>
BCc: monaglej@skschools.org
Subject: WSPA SEBB presentation

Greetings!

Thank you for registering for WSPA's presentation on the Bargaining Issues with SEBB, presented by Lorraine Wilson, Attorney with Porter, Foster, Rorick. We are excited to have you attend.

Our presentation will be on Monday, April 15th, at the Puget Sound ESD. Their address is 800 Oakesdale Ave. SW, Renton. The session will begin at 12:45 p.m. and is scheduled to end at 4:00 p.m.

I look forward to seeing you there!

Jane Rausch-Stencel
Director of Human Resources
East Valley School District
3830 N. Sullivan, Bldg. 1
Spokane Valley, WA 99216
(509) 241-5025 *phone*
(509) 927-9503 *fax*

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/16/2019 08:33:24 AM
To: holsten@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_16.docx

Please find the recent legislative update. We will have future updates coming. Thanks,

Curtis

This email was sent to holsten@skschools.org by cleonard@wspa.net

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WSPA

April 14, 2019

Two Weeks To Go, No Budget Agreement in Sight

There are two weeks left in this 2019 Regular Legislative Session. At this point, it looks like the Senate Democratic majority is unable to gather the votes needed for any tax increases, so they have started to work on a "no new taxes" budget proposal.

This is not playing well with the House Democratic majority, where they do have the votes to pass new taxes, and fund their proposed two-year budget plan. Clearly, there will have to be concessions made by the House, which will have to come to grips with the fact that the Democratic majority in the Senate is not willing to take tax votes just to fund a "business as usual" operating budget.

Discussions among the key budget leaders have been taking place, but it is unclear if there is any broad agreement on the final spending levels that could form the basis of finding a path forward.

Most long-time Olympia observers are saying they will not be able to reach agreements on all the large issues before April 28, the final day of the session. I tend to agree. There are big issues to address in education funding, environmental policy, transportation funding, and the overarching question of whether new taxes are truly warranted at this time of unprecedented state revenues. Of course, the potential costs of the Boeing 737 Max program setback, and the expected cooling-off of the economy are playing into the decision-making process for all of the members of the legislature, as well.

These next two weeks will likely be very contentious. This session could be momentous if the legislature decides they do not want to increase taxes, but rather make changes to the underlying budget cost drivers -- including several collective bargaining agreements negotiated earlier this year. It doesn't look like the House is ready to take those steps. The Senate might not have any choice.

School Employees Benefits, K-3 Class Size and Local Levy Policy

Senators Mullet and Braun introduced a new bill on Saturday that would modify the current school employee benefits program by moving it all into the existing public employees benefit system. This would effectively abrogate the tentative bargaining agreement reached by the school employee unions and the state. It would also, in theory, reduce the overall costs of the program for both the state and school districts. I believe this bill is one of the several that will be in play as the House and Senate work to find a path forward on a final budget agreement for the year.

Along with school employee benefits, the Senate majority is also grappling with disputes over delaying K-3 class size compliance and local levies. Some members of the Senate believe that they have delayed the class size requirements long enough, and that districts have had ample time to prepare for compliance, and thus qualify for the enhanced funding.

Local levy changes are also in jeopardy as several Democratic Senators, and the majority of Republican Senators, do not want to authorize increased levy authority for school districts. There is a high level of concern that additional local levy capacity will lead to another lawsuit over education funding, as well as further bargaining pressure by the unions.

These issues, along with the final agreement on special education funding will all be in play as the Regular session comes to its conclusion. Unfortunately, all of this financial uncertainty comes at the same time that school districts are trying to plan for the 2019-20 school year, and the vast majority of them are facing budget deficits.

We will be working with legislators to let them know how all of these proposals will impact the financial stability of school districts. We will urge them to stay the course on providing the K-3 class size funding enhancements, increases in special education, stability and flexibility in local levies and levy equalization, and to minimize additional local costs due to employee benefits and other state-level policy initiatives.

Upcoming Hearings on Bills

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
2SHB 1216 School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
E2SHB 1660 Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S 2nd Reading	Bergquist	Concerns
ESHB 1813 Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S Rules 2	Sullivan	Support
E2SSB 5091 Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H 2nd Reading	Wellman	Neutral
SSB 5324 Homeless student support	H Passed 3rd	Frockt	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>SB 6011</u>	School employee health care	S Ways & Means	Mullet	Support
	Concerning health care benefits for public school employees.			
	<i>Summary:</i>			

Medium Priority Bills

Bill Details	Status	Sponsor	Position
2SHB 1039	Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S 2nd Reading Pollet	Neutral
SHB 1095	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S Passed 3rd Blake	Neutral
SHB 1101	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid Tharinger	Neutral
SHB 1102	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading Tharinger	Neutral
HB 1108	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps Ormsby	Neutral
ESHB 1109	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd Ormsby	Neutral
ESHB 1130	Pub. school language access Addressing language access in public schools.	S Passed 3rd Orwall	Neutral

Summary:

<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S 2nd Reading	Santos	Neutral
	<i>Summary:</i>			
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	S Passed 3rd	Volz	Neutral
	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	S Passed 3rd	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	S Rules 2	Tharinger	Neutral
	<i>Summary:</i>			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Passed 3rd	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	S Passed 3rd	Paul	Neutral
	<i>Summary:</i>			
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts.	S Rules 2	Entenman	Neutral
	<i>Summary:</i>			
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	S Rules 2	Leavitt	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H Passed 3rd	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding			

the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H 2nd Reading	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H Passed 3rd	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H Passed 3rd	Wellman	Neutral
	<i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.			
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Rules 2	Frockt	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.			
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.	H Passed 3rd	Keiser	Neutral
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction			

industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

[SB 5263](#)

School bus drivers

H 2nd Reading

Zeiger

Neutral

Concerning school bus driver requirements.

Summary: Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.

[SSB 5266](#)

Timely elections/districting

H Passed 3rd

Saldaña

Neutral

Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.

Summary:

[ESSB 5410](#)

Credit policy/AP, IB, CAIE

H 2nd Reading

Mullet

Neutral

Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Summary:

[SSB 5689](#)

Harassment, etc./schools

H Passed 3rd

Lias

Neutral

Concerning harassment, intimidation, bullying, and discrimination in public schools.

Summary:

[SSB 5851](#)

Vuln. children ed. opport.

H 2nd Reading

Frockt

Neutral

Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Summary:

[SSB 5955](#)

DCYF/statewide system

H Passed 3rd

Neutral

Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.

Summary:

[SCR 8400](#)

Cutoff dates

S Filed Sec/St

Wellman

Neutral

Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.

Summary: Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.

Low Priority Bills

Bill Details

Status

Sponsor

Position

School district territory	H Rules R	Short	Neutral
Concerning petitions for proposed transfer of school district territory.			
SB 5731	<i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.		

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws	H Passed 3rd	Salda?a	Neutral
ESSB 5035	Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection.		
<i>Summary:</i>			

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/16/2019 08:34:36 AM
To: tallman@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_16.docx

Please find the recent legislative update. We will have future updates coming. Thanks,

Curtis

This email was sent to tallman@skschools.org by cleonard@wspa.net

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WSPA

April 14, 2019

Two Weeks To Go, No Budget Agreement in Sight

There are two weeks left in this 2019 Regular Legislative Session. At this point, it looks like the Senate Democratic majority is unable to gather the votes needed for any tax increases, so they have started to work on a "no new taxes" budget proposal.

This is not playing well with the House Democratic majority, where they do have the votes to pass new taxes, and fund their proposed two-year budget plan. Clearly, there will have to be concessions made by the House, which will have to come to grips with the fact that the Democratic majority in the Senate is not willing to take tax votes just to fund a "business as usual" operating budget.

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Most long-time Olympia observers are saying they will not be able to reach agreements on all the large issues before April 28, the final day of the session. I tend to agree. There are big issues to address in education funding, environmental policy, transportation funding, and the overarching question of whether new taxes are truly warranted at this time of unprecedented state revenues. Of course, the potential costs of the Boeing 737 Max program setback, and the expected cooling-off of the economy are playing into the decision-making process for all of the members of the legislature, as well.

These next two weeks will likely be very contentious. This session could be momentous if the legislature decides they do not want to increase taxes, but rather make changes to the underlying budget cost drivers -- including several collective bargaining agreements negotiated earlier this year. It doesn't look like the House is ready to take those steps. The Senate might not have any choice.

School Employees Benefits, K-3 Class Size and Local Levy Policy

Senators Mullet and Braun introduced a new bill on Saturday that would modify the current school employee benefits program by moving it all into the existing public employees benefit system. This would effectively abrogate the tentative bargaining agreement reached by the school employee unions and the state. It would also, in theory, reduce the overall costs of the program for both the state and school districts. I believe this bill is one of the several that will be in play as the House and Senate work to find a path forward on a final budget agreement for the year.

Along with school employee benefits, the Senate majority is also grappling with disputes over delaying K-3 class size compliance and local levies. Some members of the Senate believe that they have delayed the class size requirements long enough, and that districts have had ample time to prepare for compliance, and thus qualify for the enhanced funding.

Local levy changes are also in jeopardy as several Democratic Senators, and the majority of Republican Senators, do not want to authorize increased levy authority for school districts. There is a high level of concern that additional local levy capacity will lead to another lawsuit over education funding, as well as further bargaining pressure by the unions.

These issues, along with the final agreement on special education funding will all be in play as the Regular session comes to its conclusion. Unfortunately, all of this financial uncertainty comes at the same time that school districts are trying to plan for the 2019-20 school year, and the vast majority of them are facing budget deficits.

We will be working with legislators to let them know how all of these proposals will impact the financial stability of school districts. We will urge them to stay the course on providing the K-3 class size funding enhancements, increases in special education, stability and flexibility in local levies and levy equalization, and to minimize additional local costs due to employee benefits and other state-level policy initiatives.

Upcoming Hearings on Bills

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>2SHB 1216</u> School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
<u>E2SHB 1660</u> Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S 2nd Reading	Bergquist	Concerns
<u>ESHB 1813</u> Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S Rules 2	Sullivan	Support
<u>E2SSB 5091</u> Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H 2nd Reading	Wellman	Neutral
<u>SSB 5324</u> Homeless student support	H Passed 3rd	Frockt	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>SB 6011</u>	School employee health care	S Ways & Means	Mullet	Support
	Concerning health care benefits for public school employees.			
	<i>Summary:</i>			

Medium Priority Bills

Bill Details	Status	Sponsor	Position
2SHB 1039	Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S 2nd Reading Pollet	Neutral
SHB 1095	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S Passed 3rd Blake	Neutral
SHB 1101	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid Tharinger	Neutral
SHB 1102	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading Tharinger	Neutral
HB 1108	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps Ormsby	Neutral
ESHB 1109	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd Ormsby	Neutral
ESHB 1130	Pub. school language access Addressing language access in public schools.	S Passed 3rd Orwall	Neutral

Summary:

<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S 2nd Reading	Santos	Neutral
	<i>Summary:</i>			
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	S Passed 3rd	Volz	Neutral
	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	S Passed 3rd	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	S Rules 2	Tharinger	Neutral
	<i>Summary:</i>			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Passed 3rd	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	S Passed 3rd	Paul	Neutral
	<i>Summary:</i>			
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts.	S Rules 2	Entenman	Neutral
	<i>Summary:</i>			
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	S Rules 2	Leavitt	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H Passed 3rd	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding			

the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H 2nd Reading	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H Passed 3rd	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H Passed 3rd	Wellman	Neutral
	<i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.			
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Rules 2	Frockt	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.			
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.	H Passed 3rd	Keiser	Neutral
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction			

industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

[SB 5263](#)

School bus drivers

H 2nd Reading

Zeiger

Neutral

Concerning school bus driver requirements.

Summary: Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.

[SSB 5266](#)

Timely elections/districting

H Passed 3rd

Saldaña

Neutral

Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.

Summary:

[ESSB 5410](#)

Credit policy/AP, IB, CAIE

H 2nd Reading

Mullet

Neutral

Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Summary:

[SSB 5689](#)

Harassment, etc./schools

H Passed 3rd

Lias

Neutral

Concerning harassment, intimidation, bullying, and discrimination in public schools.

Summary:

[SSB 5851](#)

Vuln. children ed. opport.

H 2nd Reading

Frockt

Neutral

Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Summary:

[SSB 5955](#)

DCYF/statewide system

H Passed 3rd

Neutral

Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.

Summary:

[SCR 8400](#)

Cutoff dates

S Filed Sec/St

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Subject: Legislative Update
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This email was sent to finnie@skschools.org by cleonard@wsipa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA

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[SB 5263](#)

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H 2nd Reading

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Concerning school bus driver requirements.

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Timely elections/districting

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Summary:

[ESSB 5410](#)

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Summary:

[SSB 5689](#)

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Summary:

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School Employees Benefits, K-3 Class Size and Local Levy Policy

Senators Mullet and Braun introduced a new bill on Saturday that would modify the current school employee benefits program by moving it all into the existing public employees benefit system. This would effectively abrogate the tentative bargaining agreement reached by the school employee unions and the state. It would also, in theory, reduce the overall costs of the program for both the state and school districts. I believe this bill is one of the several that will be in play as the House and Senate work to find a path forward on a final budget agreement for the year.

Along with school employee benefits, the Senate majority is also grappling with disputes over delaying K-3 class size compliance and local levies. Some members of the Senate believe that they have delayed the class size requirements long enough, and that districts have had ample time to prepare for compliance, and thus qualify for the enhanced funding.

Local levy changes are also in jeopardy as several Democratic Senators, and the majority of Republican Senators, do not want to authorize increased levy authority for school districts. There is a high level of concern that additional local levy capacity will lead to another lawsuit over education funding, as well as further bargaining pressure by the unions.

These issues, along with the final agreement on special education funding will all be in play as the Regular session comes to its conclusion. Unfortunately, all of this financial uncertainty comes at the same time that school districts are trying to plan for the 2019-20 school year, and the vast majority of them are facing budget deficits.

We will be working with legislators to let them know how all of these proposals will impact the financial stability of school districts. We will urge them to stay the course on providing the K-3 class size funding enhancements, increases in special education, stability and flexibility in local levies and levy equalization, and to minimize additional local costs due to employee benefits and other state-level policy initiatives.

Upcoming Hearings on Bills

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>2SHB 1216</u> School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
<u>E2SHB 1660</u> Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S 2nd Reading	Bergquist	Concerns
<u>ESHB 1813</u> Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S Rules 2	Sullivan	Support
<u>E2SSB 5091</u> Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H 2nd Reading	Wellman	Neutral
<u>SSB 5324</u> Homeless student support	H Passed 3rd	Frockt	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>SB 6011</u>	School employee health care	S Ways & Means	Mullet	Support
	Concerning health care benefits for public school employees.			
	<i>Summary:</i>			

Medium Priority Bills

Bill Details	Status	Sponsor	Position
2SHB 1039	Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S 2nd Reading Pollet	Neutral
SHB 1095	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S Passed 3rd Blake	Neutral
SHB 1101	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid Tharinger	Neutral
SHB 1102	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading Tharinger	Neutral
HB 1108	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps Ormsby	Neutral
ESHB 1109	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd Ormsby	Neutral
ESHB 1130	Pub. school language access Addressing language access in public schools.	S Passed 3rd Orwall	Neutral

Summary:

<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S 2nd Reading	Santos	Neutral
	<i>Summary:</i>			
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	S Passed 3rd	Volz	Neutral
	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	S Passed 3rd	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	S Rules 2	Tharinger	Neutral
	<i>Summary:</i>			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Passed 3rd	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	S Passed 3rd	Paul	Neutral
	<i>Summary:</i>			
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts.	S Rules 2	Entenman	Neutral
	<i>Summary:</i>			
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	S Rules 2	Leavitt	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H Passed 3rd	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding			

the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H 2nd Reading	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H Passed 3rd	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H Passed 3rd	Wellman	Neutral
	<i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.			
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Rules 2	Frockt	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.			
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.	H Passed 3rd	Keiser	Neutral
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction			

industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

[SB 5263](#)

School bus drivers

H 2nd Reading

Zeiger

Neutral

Concerning school bus driver requirements.

Summary: Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.

[SSB 5266](#)

Timely elections/districting

H Passed 3rd

Saldaña

Neutral

Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.

Summary:

[ESSB 5410](#)

Credit policy/AP, IB, CAIE

H 2nd Reading

Mullet

Neutral

Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Summary:

[SSB 5689](#)

Harassment, etc./schools

H Passed 3rd

Lias

Neutral

Concerning harassment, intimidation, bullying, and discrimination in public schools.

Summary:

[SSB 5851](#)

Vuln. children ed. opport.

H 2nd Reading

Frockt

Neutral

Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Summary:

[SSB 5955](#)

DCYF/statewide system

H Passed 3rd

Neutral

Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.

Summary:

[SCR 8400](#)

Cutoff dates

S Filed Sec/St

Wellman

Neutral

Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.

Summary: Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.

Low Priority Bills

Bill Details

Status

Sponsor

Position

School district territory	H Rules R	Short	Neutral
Concerning petitions for proposed transfer of school district territory.			
SB 5731	<i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.		

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws	H Passed 3rd	Salda?a	Neutral
ESSB 5035	Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection.		
<i>Summary:</i>			

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/16/2019 08:33:14 AM
To: monaglej@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_16.docx

Please find the recent legislative update. We will have future updates coming. Thanks,

Curtis

This email was sent to monaglej@skschools.org by cleonard@wspa.net

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WSPA

April 14, 2019

Two Weeks To Go, No Budget Agreement in Sight

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This is not playing well with the House Democratic majority, where they do have the votes to pass new taxes, and fund their proposed two-year budget plan. Clearly, there will have to be concessions made by the House, which will have to come to grips with the fact that the Democratic majority in the Senate is not willing to take tax votes just to fund a "business as usual" operating budget.

Discussions among the key budget leaders have been taking place, but it is unclear if there is any broad agreement on the final spending levels that could form the basis of finding a path forward.

Most long-time Olympia observers are saying they will not be able to reach agreements on all the large issues before April 28, the final day of the session. I tend to agree. There are big issues to address in education funding, environmental policy, transportation funding, and the overarching question of whether new taxes are truly warranted at this time of unprecedented state revenues. Of course, the potential costs of the Boeing 737 Max program setback, and the expected cooling-off of the economy are playing into the decision-making process for all of the members of the legislature, as well.

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School Employees Benefits, K-3 Class Size and Local Levy Policy

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<u>E2SHB 1660</u> Extracurricular/low income Concerning the participation of students who are low income in extracurricular activities. <i>Summary:</i>	S 2nd Reading	Bergquist	Concerns
<u>ESHB 1813</u> Pupil transp. contracts Incorporating the costs of employee health benefits into school district contracts for pupil transportation. <i>Summary:</i>	S Rules 2	Sullivan	Support
<u>E2SSB 5091</u> Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H 2nd Reading	Wellman	Neutral
<u>SSB 5324</u> Homeless student support	H Passed 3rd	Frockt	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>SB 6011</u>	School employee health care	S Ways & Means	Mullet	Support
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Bill Details	Status	Sponsor	Position
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SHB 1095 Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S Passed 3rd	Blake	Neutral
SHB 1101 State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid	Tharinger	Neutral
SHB 1102 Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading	Tharinger	Neutral
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ESHB 1130 Pub. school language access Addressing language access in public schools.	S Passed 3rd	Orwall	Neutral

Summary:

<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S 2nd Reading	Santos	Neutral
	<i>Summary:</i>			
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	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	S Passed 3rd	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	S Rules 2	Tharinger	Neutral
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<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Passed 3rd	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	S Passed 3rd	Paul	Neutral
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<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H Passed 3rd	Hasegawa	Neutral
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[SB 5263](#)

School bus drivers

H 2nd Reading

Zeiger

Neutral

Concerning school bus driver requirements.

Summary: Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.

[SSB 5266](#)

Timely elections/districting

H Passed 3rd

Saldaña

Neutral

Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.

Summary:

[ESSB 5410](#)

Credit policy/AP, IB, CAIE

H 2nd Reading

Mullet

Neutral

Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Summary:

[SSB 5689](#)

Harassment, etc./schools

H Passed 3rd

Lias

Neutral

Concerning harassment, intimidation, bullying, and discrimination in public schools.

Summary:

[SSB 5851](#)

Vuln. children ed. opport.

H 2nd Reading

Frockt

Neutral

Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Summary:

[SSB 5955](#)

DCYF/statewide system

H Passed 3rd

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Summary:

[SCR 8400](#)

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Bill Details

Status

Sponsor

Position

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/16/2019 08:35:26 AM
To: jensenv@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_4_16.docx

Please find the recent legislative update. We will have future updates coming. Thanks,

Curtis

This email was sent to jensenv@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA

April 14, 2019

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E2SSB 5091 Special education funding Concerning state and federal special education funding. <i>Summary:</i>	H 2nd Reading	Wellman	Neutral
SSB 5324 Homeless student support	H Passed 3rd	Frockt	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>SB 6011</u>	School employee health care	S Ways & Means	Mullet	Support
	Concerning health care benefits for public school employees.			
	<i>Summary:</i>			

Medium Priority Bills

Bill Details	Status	Sponsor	Position
2SHB 1039	Opioid medications/schools Concerning opioid overdose medication at kindergarten through twelfth grade schools and higher education institutions. <i>Summary:</i>	S 2nd Reading Pollet	Neutral
SHB 1095	Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	S Passed 3rd Blake	Neutral
SHB 1101	State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid Tharinger	Neutral
SHB 1102	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading Tharinger	Neutral
HB 1108	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps Ormsby	Neutral
ESHB 1109	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd Ormsby	Neutral
ESHB 1130	Pub. school language access Addressing language access in public schools.	S Passed 3rd Orwall	Neutral

Summary:

<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S 2nd Reading	Santos	Neutral
	<i>Summary:</i>			
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	S Passed 3rd	Volz	Neutral
	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	S Passed 3rd	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	S Rules 2	Tharinger	Neutral
	<i>Summary:</i>			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	S Passed 3rd	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	S Passed 3rd	Paul	Neutral
	<i>Summary:</i>			
<u>SHB 1715</u>	Withholding of transcripts Removing school districts' ability to withhold pupils' grades and transcripts.	S Rules 2	Entenman	Neutral
	<i>Summary:</i>			
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	S Rules 2	Leavitt	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	H Passed 3rd	Hasegawa	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding			

the identification of ethnic studies materials and resources.

<u>ESSB 5024</u>	Local taxing districts Concerning the transparency of local taxing districts.	H 2nd Reading	Hasegawa	Neutral
	<i>Summary:</i> SB 5024-S - DIGEST Requires the following corporations to disclose the rates of state and local taxes imposed on the corporation with respect to the billed services, if any, and also disclose the amount of taxes to be paid directly by the customer or taxpayer: Metropolitan municipal corporations; public utility districts; diking, draining, and sewerage improvement districts; solid waste collection districts; solid waste disposal districts; water-sewer districts; and cities or towns operating as a municipal utility. Requires an electric utility to: (1) Provide written or electronic notice of public hearings where changes in electricity rates will be considered or approved by the commission or governing body; and (2) Disclose on each billing statement the rate of tax imposed upon the electric utility, if any, and the amount of tax to be paid directly by the retail electric customer through the billing statement.			
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning.	H Passed 3rd	McCoy	Neutral
	<i>Summary:</i>			
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science.	H Passed 3rd	Wellman	Neutral
	<i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.			
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget.	S Rules 2	Frockt	Neutral
	<i>Summary:</i>			
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2019-2021 biennium operating appropriations.			
<u>SB 5154</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	Neutral
	<i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.			
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements.	H Passed 3rd	Keiser	Neutral
	<i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction			

industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.

[SB 5263](#)

School bus drivers

H 2nd Reading

Zeiger

Neutral

Concerning school bus driver requirements.

Summary: Requires the superintendent of public instruction to adopt rules that lessen burdens in hiring and training school bus drivers including, training hour requirements and training content.

[SSB 5266](#)

Timely elections/districting

H Passed 3rd

Saldaña

Neutral

Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act.

Summary:

[ESSB 5410](#)

Credit policy/AP, IB, CAIE

H 2nd Reading

Mullet

Neutral

Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.

Summary:

[SSB 5689](#)

Harassment, etc./schools

H Passed 3rd

Lias

Neutral

Concerning harassment, intimidation, bullying, and discrimination in public schools.

Summary:

[SSB 5851](#)

Vuln. children ed. opport.

H 2nd Reading

Frockt

Neutral

Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.

Summary:

[SSB 5955](#)

DCYF/statewide system

H Passed 3rd

Neutral

Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.

Summary:

[SCR 8400](#)

Cutoff dates

S Filed Sec/St

Wellman

Neutral

Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.

Summary: Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.

Low Priority Bills

Bill Details

Status

Sponsor

Position

School district territory	H Rules R	Short	Neutral
Concerning petitions for proposed transfer of school district territory.			
SB 5731	<i>Summary:</i> Authorizes a petitioner to file a written request, with the educational service district superintendent, for a hearing by the regional committee, if the affected school districts agree to dismiss a proposed transfer of territory initiated by citizen petition. Requires the written request to be filed with the educational service district superintendent within thirty days of receiving notice that the school districts have dismissed the proposed transfer of territory, unless the request is regarding a territory transfer proposal that was dismissed before the effective date of this act.		

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
Prevailing wage laws	H Passed 3rd	Salda?a	Neutral
ESSB 5035	Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection.		
<i>Summary:</i>			

Other Bills

No bills.

Dead Bills

No bills.

From: jensenv@skschools.org
Sent time: 04/18/2019 08:34:49 AM
To: monaglej@skschools.org
Subject: FW: Legislative Update K-3

???

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Thursday, April 18, 2019 8:01 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Legislative Update K-3

WSPA Members - an important legislative update concerning K-3 class size regarding delaying compliance.

The policy delay bill, HB 2108, died in the Senate Ways and Means Committee last week, and we have been told that there are a number of members of the Senate who feel that another delay is unwarranted. They believe that the districts have had enough time to comply with the law and districts that cannot comply should not continue to receive the enhanced funding for K-3. Of course, this has the potential to impact your District.

If the your District is concerned about losing the enhanced funding, you should contact your state Senator and let them know how much funding would be lost in their district budgets. If compliance is due to a lack of physical class space, this information should be shared as well.

Here is some sample language to send related to the delay:

Dear Senator -----

On behalf of {school district name or Superintendent} I am writing in regards to HB 2108 (which died in Senate Ways and Means last week). HB 2108 extends the compliance timeline required for achieving an average K-3 class size of 17.

As you know, {school district name} is currently over capacity at elementary schools by about {x number of students}. While we are working hard to reduce the class size numbers in K-3, we do not have the physical capacity to do so now. Without the additional classrooms, we will not be able to meet the strict compliance requirements of the law. We do, however, work to increase our teaching and para-education staff to meet the spirit of the law.

We are committed to a reduced K-3 Class Size. However, if HB 2108, or any other K-3 class size delay bill, is not adopted, we stand to lose {\$x million} in basic education funding, or will be required to hire another {x-number} of teachers and find non-traditional classroom space in which to provide instruction.

Please delay the K-3 class size requirements through this next biennium.

This email was sent to jensenv@skschools.org by cleonard@wsipa.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 07:59:02 AM
To: stewartj@skschools.org
Subject: Legislative Update K-3

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This email was sent to stewartj@skschools.org by cleonard@waspa.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 07:59:54 AM
To: finnie@skschools.org
Subject: Legislative Update K-3

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 08:00:59 AM
To: jensenv@skschools.org
Subject: Legislative Update K-3

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 08:00:16 AM
To: tallman@skschools.org
Subject: Legislative Update K-3

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This email was sent to tallman@skschools.org by cleonard@wspa.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 07:59:03 AM
To: monaglej@skschools.org
Subject: Legislative Update K-3

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This email was sent to monaglej@skschools.org by cleonard@wspa.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/18/2019 07:59:13 AM
To: holsten@skschools.org
Subject: Legislative Update K-3

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From: jensenv@skschools.org
Sent time: 04/18/2019 10:49:56 AM
To: monaglej@skschools.org
Subject: RE: Legislative Update K-3

Thank you!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Monagle, Jamie
Sent: Thursday, April 18, 2019 9:10 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: RE: Legislative Update K-3

It is fine, we meet the state requirement for K-3 class sizes with our Instructional Specialists. 🙏

From: Jensen, Vivian
Sent: Thursday, April 18, 2019 8:35 AM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: FW: Legislative Update K-3

???

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Thursday, April 18, 2019 8:01 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Legislative Update K-3

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From: monaglej@skschools.org
Sent time: 04/18/2019 09:10:25 AM
To: jensenv@skschools.org
Subject: RE: Legislative Update K-3

It is fine, we meet the state requirement for K-3 class sizes with our Instructional Specialists. ☺

From: Jensen, Vivian
Sent: Thursday, April 18, 2019 8:35 AM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: FW: Legislative Update K-3

???

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Thursday, April 18, 2019 8:01 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Legislative Update K-3

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:45:52 AM
To: finnie@skschools.org
Subject: MEMBER REQUEST

WSPA members - please consider these member requests. I appreciate the work that you do. Thanks!

Laurie McGinnis from Port Townsend School District is wondering if any districts have experienced this issue - and would like any feedback.

I'd like to know how other districts handle parents as employees. We have several parents with special education students in the district. The parents are also employees and issues have cropped up quite frequently in one of our buildings. We've tried making sure that the parent is not in the same classroom but it does not seem to make a great deal of difference. Our contract does not allow us to arbitrarily move the parent to another building. I'd appreciate any guidance the group can provide.

Please send your responses directly to: lmcginnis@ptschools.org

Also, cc your responses to: cleonard@wspa.net

Thanks,
Curtis

This email was sent to finnie@skschools.org by cleonard@wspa.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:45:16 AM
To: monaglej@skschools.org
Subject: MEMBER REQUEST

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:45:11 AM
To: holsten@skschools.org
Subject: MEMBER REQUEST

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:46:14 AM
To: tallman@skschools.org
Subject: MEMBER REQUEST

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:46:55 AM
To: jensenv@skschools.org
Subject: MEMBER REQUEST

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/19/2019 06:45:01 AM
To: stewartj@skschools.org
Subject: MEMBER REQUEST

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Also, cc your responses to: cleonard@wsipa.net

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From: jensenv@skschools.org
Sent time: 04/22/2019 08:56:39 AM
To: cleonard@wspa.net
Cc: scabigting@steilacoom.k12.wa.us
Subject: RE: MEMBER REQUEST
Attachments: REGISTRAR STUDENT RECORDS JUNIOR HIGH.docx

Hi Sue,

Sorry I couldn't get back to you Friday, it was a crazy, busy week!

This is what we use for our middle schools. Our High School one is a little different but I didn't know which level you were working on staffing ☺

Hope this helps!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, April 19, 2019 6:49 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: MEMBER REQUEST

Sue Cabigting from Steilacoom School District looking for a job description for a School Registrar or anything closely resembling that title. (district registrar, school registrar, student registrar).

Please send your responses directly to: scabigting@steilacoom.k12.wa.us

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

||

This email was sent to jensenv@skschools.org by cleonard@wspa.net

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REGISTRAR STUDENT RECORDS JUNIOR HIGH

DAYS PER YEAR: 205 Calendar

HOURS PER DAY: 8.0

Functions:

- Assists administrators, staff, students, parents and the public for the purpose of providing information, communication and supporting documents.
- Maintains records (e.g. student records, student database systems, student files and office files) for the purpose of registering and withdrawing students; providing information and required documentation; and meeting district and state requirements.
- Prepares documents (e.g. correspondence, grade reports, and agendas) for the purpose of meeting district and state requirements and providing information as requested.
- Responds to emergencies or other health-related situations for the purpose of meeting student health care needs.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities:

- SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: word processing/data entry at intermediate level required; spreadsheet skill at basic level preferred; database entry/processing basic level required.
- KNOWLEDGE is required to perform basic math, including calculations using fractions, percentages, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: none specified.
- ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize specific, job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific abilities required to satisfactorily perform the functions of the job include: none specified.

Responsibility:

- Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to impact the District's services.

Working Environment:

- The usual and customary methods of performing the job's functions requires the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking and 10% standing. The job is performed under minimal temperature variations, some hazardous conditions, and in a clean atmosphere.

Expertise:

- Expertise to perform single technical tasks.

Experience:

- Job related experience is required.

Education:

- Targeted job related education that meets organization's prerequisite requirements.

Required Testing:

- District General Knowledge Test (see district website for testing dates & registration)
- District Keyboarding Test at 40 wpm (see district website for testing dates & registration)
- District Ten-Key Calculator Test (see district website for testing dates & registration)

Other Requirements:

- Completed online application (with supporting documents)

Certificates & Licenses:

First Aid and CPR Certification may be required

Continuing Education/Training:

- None Specified

Clearances:

- Washington State Patrol and FBI Fingerprint Background Clearance

Union membership or representation fee is a requirement for employment.

Passing the required district tests is a prerequisite for consideration for Clerical, Para-educator and Playground Attendant positions (review EACH job posting for specific testing requirements). To register, follow the instructions on the district testing information page of our district website.

Application Procedure: Complete the online application at www.skitsap.wednet.edu and apply to the position(s) to which you are qualified within your online application.

Submitting and completing your online application and applying to open positions ensures immediate availability of your data to our hiring administrators.

PRINCIPALS AND HIRING ADMINISTRATORS CONSIDER ONLY THOSE APPLICANTS WITH COMPLETE AND CURRENT APPLICATIONS.

Positions close at 4:00 p.m. on the final day of posting. Your online application and required District Testing (if applicable-see job posting when applying) must be submitted by the closing date for an applicant to be considered for a position.

If you need assistance with this process, please contact Human Resources at (360) 874-7074 or skjobs@skschools.org

The South Kitsap School District #402 complies with all state and federal rules and regulations and does not discriminate in any employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, marital status, sexual orientation, gender expression or identity, disability, or the use of trained dog guides or service animal and provides equal access to the Boy Scouts and other designated youth

groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Jerry Holsten
2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 443-3626
holsten@skschools.org

Section 504 Coordinator
Kimberly Shipp
2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 443-3627
shipp@skschools.org

Compliance Coordinator/ADA
Jerry Holsten
2689 Hoover Ave SE
Port Orchard, WA 98366
(360) 874-7080
holsten@skschools.org

South Kitsap School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services, and activities. For information regarding translational bilingual education programs, contact the Executive Director of Teaching and Learning at (360) 874-7050.

All Employees are required to furnish proof of identity and employment authorization status.

The South Kitsap School District is committed to providing a drug-free, tobacco-free environment for all persons- students, community and staff.

Any offer of employment with the South Kitsap School District is on a conditional basis pending the successful completion of an FBI and Washington State Patrol fingerprint background check.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:02:08 PM
To: holsten@skschools.org
Subject: WSPA Board: Call for Nominations

Dear WSPA members,

We are currently seeking nominations for the following board positions:

WSPA Incoming President (3 year term)

WSPA Secretary (2 year term)

The newly elected board member will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, Washington. The official start date of elected terms will begin July 1, 2019.

Please refer to the WSPA Bylaws for a description of the office. The Bylaws are available online at: <http://www.wspa.net/constitution-and-bylaws>

If you would like to run for office, or would like to nominate someone to run for one of these open positions please contact us at admin@wspa.net

Regional Elections are held at the regional level.

Board nominations will be open through April 26. Elections will open on May 3.

Thank you.

This email was sent to holsten@skschools.org by admin@wspa.net

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:01:59 PM
To: monaglej@skschools.org
Subject: WSPA Board: Call for Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:02:46 PM
To: finnie@skschools.org
Subject: WSPA Board: Call for Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:03:05 PM
To: tallman@skschools.org
Subject: WSPA Board: Call for Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:01:58 PM
To: stewartj@skschools.org
Subject: WSPA Board: Call for Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 12:03:45 PM
To: jensenv@skschools.org
Subject: WSPA Board: Call for Nominations

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From: Chelle Lente <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 03:44:11 PM
To: stewartj@skschools.org
Subject: WSPA Region Representative - Call for Nominations 2019-2020

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

We are currently seeking nominations for the following position:

- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

The primary task of the Regional Representative is to assist in creating timely and effective learning opportunities (regional meetings) for their region. . He/She will also serve as a member of the WSPA Board.

The newly elected Region Representative will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, WA. They will also be expected to attend WSPA Board meetings in October and February of each year.

Nominations are being accepted now through April 28, 2019. Nominees will be notified at the close of the nomination window and will be asked to provide a short biography and interest statement addressing why they wish to serve in this leadership role.

Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to stewartj@skschools.org by chellel@ckschools.org

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From: Chelle Lente <waspa@memberclicks-mail.net>
Sent time: 04/22/2019 03:44:22 PM
To: tallman@skschools.org
Subject: WSPA Region Representative - Call for Nominations 2019-2020

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Denise and Chelle

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Sent time: 04/22/2019 03:44:28 PM
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To: monaglej@skschools.org
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Sent time: 04/22/2019 03:44:13 PM
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- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

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Nominations are being accepted now through April 28, 2019. Nominees will be notified at the close of the nomination window and will be asked to provide a short biography and interest statement addressing why they wish to serve in this leadership role.

Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to holsten@skschools.org by chellel@ckschools.org

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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From: admin@wspace.net
Sent time: 04/22/2019 09:27:29 AM
To: admin@wspace.net
Cc: jrausch@wspace.net
Subject: WSPA/HELP Spring Workshop: thank you, survey, and clock hours
Attachments: HELP Spring Workshop_Clock Hours 2019.pdf

Hello,

Thank you for attending the WSPA/HELP Spring Session. We appreciate that you took time out of your busy schedules to spend the afternoon with us and hope you found it to be a meaningful investment in your time.

We ask that you please take a moment to complete our conference survey so that we can be sure to make our next event just as productive and relevant.

The conference survey may be found online at: <https://www.surveymonkey.com/r/HELPSpring19>

For those of you who signed in for clock hours, the clock hour form is attached for you to complete and to keep for your records.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>





PO Box 1600 ● Anacortes, Washington 98221 ● 360-825-1415

WASHINGTON STATE CLOCK HOUR REGISTRATION FORM

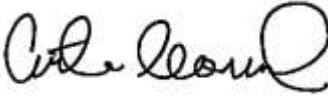
Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU ARE RECEIVING COLLEGE CREDIT FOR THIS PROGRAM.

PARTICIPANTS MUST SIGN THE CLOCK HOUR ATTENDANCE LIST IN ORDER TO RECEIVE CLOCK HOURS.

Section 1 - Information - Participant			Please Print and Use Pen	
Only				
Legal Name (Last, First, Middle)			Maiden or Former Name	
Date of Birth (m,d,y)	Social Security No. (optional)	Washington Certificate No.	(optional) <input type="checkbox"/> Female <input type="checkbox"/> Male	
Home Address (Street, City, State, Zip Code)			Telephone Numbers	
			Home	
			Business	

Section II - Clock Hour Provider			
Clock Hour Class Title: HELP SPRING WORKSHOP: BARGAINING ISSUES AROUND SEBB		Name of Instructors: LORRAINE WILSON	
Total Number of Clock Hours Available 3	First Day of Class/Offering 4/15/2019	Last Day of Class/Offering 4/15/2019	
Sponsoring Provider Name (Agency Granting Clock Hours) Washington School Personnel Association		Business Telephone Number 360-825-1415	
Provider Address PO Box 1600, Anacortes, Washington, 98221			
Sponsoring Provider Contact Person Jennifer Tottenham, Program Coordinator		Telephone Number 360-825-1415	

Section III - Affidavit of Participant	
<p>I, _____, swear/affirm that I earned _____ clock hours for actual attendance at the above Clock Hour Class Title. I am not applying for college/university credit for this program. I also certify (declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to Chapter 181-85 WAC.</p>	
Original Signature of Participant	Date

Section IV - Clock Hour Provider - Verification	
<p>When signed by the approved class sponsor or instructor, this form serves as a transcript or letter documenting eligible credits as required by WAC 392-121-280(3).</p>	
Original Signature of Class Sponsor/Instructor	Date
	4/15/2019

This form should be retained by the holder for possible dispute (WAC 181-85-085)

From: jensenv@skschools.org
Sent time: 04/23/2019 08:41:00 AM
To: chellel@ckschools.org
Cc: stewartj@skschools.org
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,
Jackie Stewart and I would like more information in regards to being representatives....

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

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Thanks!

Denise and Chelle

Region 5 Co-Representatives

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From: jensenv@skschools.org
Sent time: 04/23/2019 07:32:08 AM
To: monaglej@skschools.org
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

You should be the Rep and I could be your "Co" 😊

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Monday, April 22, 2019 3:44 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Region Representative - Call for Nominations 2019-2020

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/23/2019 04:41:26 PM
To: jensenv@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

Should be a busy week! We are continuing to monitor - including some late developments on SEBB - there is a proposal from Senators Mullet and Braun. The proposal would essentially cut the cost of the program by increasing the number of hours required to qualify for full benefits from 630 hours to 1040 hours. Employees who do not qualify for full benefits would qualify for partial benefits based on the hours worked between the current 630 hours and the proposed 1040 hours.

Overall, this would save the state between \$400-700 million (depending on which version of the budget you are looking at), and could save districts about half on the local costs for the program. Essentially, they are trying to get the SEBB cost rates down to the equivalent of the state PEBB program.

WASA is authoring a letter in support and WSPA is also joining in this effort.

Also, please find attached the recent legislative report from this last week. Stay tuned!

This email was sent to jensenv@skschools.org by cleonard@wspa.net

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WSPA

April 21, 2019

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The two sides are also continuing to negotiate over any new tax proposals that might be needed to implement the budget. It is not clear at this point whether there are sufficient votes to pass any large scale tax increases. However, the House did take the first steps toward that debate by passing several new tax proposals on Friday, including a controversial business and occupation tax increase on professional and high-tech businesses.

This will be a very busy week for legislators -- but most of the action will happen behind closed doors as the majorities in the House and Senate work to find agreements on all the issues that will constitute the "go-home" package of bills and budget agreements necessary to wrap-up this 2019 Legislative Session. One week to go. Hopefully, no special session(s) - but don't count them out.

Broad School Funding Issues at Play

With respect to the major funding education issues, the House and Senate continue working to find agreement on local levies/LEA funding policy, SEBB funding and policy, K-3 compliance delay, special education funding rates, and school safety.

Suffice it to say, the only area where there seems to be broad agreement between the House and Senate is on the school safety bill, HB 1216. That bill has passed in both the House and Senate. There were amendments in the Senate, so the bill is headed back to the House for concurrence - which is very likely to occur.

The other funding issues are all tied up in the larger budget debate. I believe the House is committed to addressing local levies/LEA and a delay in K-3 compliance. It is not clear that the Senate will be able to reach agreement on these issues, though. As you know, there are several Democratic members who do not agree on making changes in either of the issue areas.

Also, there is uncertainty regarding the willingness of the Senate Democrats to adopt significant increases in new taxes this year. If they are unable to generate new revenues, they will be forced to look at rejecting the collective bargaining agreements for the school employee benefits (SEBB) and the state employees. My expectation is that modification of SEBB is more likely than outright rejection - although how that gets done is still pretty unclear. I doubt the legislature will reject the state employee bargaining agreement. Unfortunately, resolution to the major education funding issues will not be made clear until there is an agreement on the overall budget and the taxes (or lack of them) that both the House and Senate agree to

in the end. We are continuing to raise our concerns about all of these issues, especially the K-3 class size compliance issue, and the lack of sufficient state funding to fully cover special education and SEBB costs.

Upcoming Hearings on Bills

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>2SHB 1216</u> School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
<u>SSB 5324</u> Homeless student support Concerning support for students experiencing homelessness. <i>Summary:</i>	H Passed 3rd	Frockt	Neutral

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SHB 1095</u> Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	H Passed FP	Blake	Neutral
<u>SHB 1101</u> State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid	Tharinger	Neutral
<u>SHB 1102</u> Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading	Tharinger	Neutral
<u>HB 1108</u> Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral

<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd	Ormsby	Neutral
<u>ESHB 1130</u>	Pub. school language access Addressing language access in public schools. <i>Summary:</i>	H Passed FP	Orwall	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S Passed 3rd	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	H Spkr Signed	Volz	Neutral
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state. <i>Summary:</i>	Del to Gov	Kilduff	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	H Spkr Signed	Tharinger	Neutral
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies. <i>Summary:</i>	H Passed FP	Steele	Neutral
<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	H Passed FP	Paul	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Passed 3rd	Leavitt	Neutral
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	S Passed FP	Hasegawa	Neutral

Summary: Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	H Passed 3rd	McCoy	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	S Passed FP	Wellman	Neutral
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S Rules 2	Frockt	Neutral
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations. <i>Summary:</i> Makes 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
<u>SB 5154</u>	Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	S Ways & Means	Rolfes	Neutral
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements. <i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.	S Passed FP	Keiser	Neutral
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act. <i>Summary:</i>	H Passed 3rd	Saldaña	Neutral

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams. <i>Summary:</i>	H Passed 3rd	Mullet	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	S Passed FP	Liias	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	S Pres Signed	Frockt	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H Passed 3rd		Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

No bills.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>ESSB 5035</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	S Passed FP	Saldaña	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/23/2019 04:40:14 PM
To: finnie@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

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WSPA

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Low Priority Bills

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No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/23/2019 04:39:26 PM
To: holsten@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

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WASA is authoring a letter in support and WSPA is also joining in this effort.

Also, please find attached the recent legislative report from this last week. Stay tuned!

This email was sent to holsten@skschools.org by cleonard@wspa.net

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WSPA

April 21, 2019

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Upcoming Hearings on Bills

Bill Tracking List

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High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>2SHB 1216</u> School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
<u>SSB 5324</u> Homeless student support Concerning support for students experiencing homelessness. <i>Summary:</i>	H Passed 3rd	Frockt	Neutral

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>SHB 1095</u> Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	H Passed FP	Blake	Neutral
<u>SHB 1101</u> State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid	Tharinger	Neutral
<u>SHB 1102</u> Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading	Tharinger	Neutral
<u>HB 1108</u> Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral

<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	S Passed 3rd	Ormsby	Neutral
<u>ESHB 1130</u>	Pub. school language access Addressing language access in public schools. <i>Summary:</i>	H Passed FP	Orwall	Neutral
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	S Passed 3rd	Santos	Neutral
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements. <i>Summary:</i>	H Spkr Signed	Volz	Neutral
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state. <i>Summary:</i>	Del to Gov	Kilduff	Neutral
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures. <i>Summary:</i>	H Spkr Signed	Tharinger	Neutral
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies. <i>Summary:</i>	H Passed FP	Steele	Neutral
<u>SHB 1658</u>	Paraeducators Concerning paraeducators. <i>Summary:</i>	H Passed FP	Paul	Neutral
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs. <i>Summary:</i>	S Passed 3rd	Leavitt	Neutral
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	S Passed FP	Hasegawa	Neutral

Summary: Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	H Passed 3rd	McCoy	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	S Passed FP	Wellman	Neutral
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S Rules 2	Frockt	Neutral
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations. <i>Summary:</i> Makes 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
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<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act. <i>Summary:</i>	H Passed 3rd	Saldaña	Neutral

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<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H Passed 3rd		Neutral
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Low Priority Bills

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<u>ESSB 5035</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	S Passed FP	Saldaña	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/23/2019 04:39:15 PM
To: stewartj@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

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Sent time: 04/23/2019 04:40:39 PM
To: tallman@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

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<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements. <i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.	S Passed FP	Keiser	Neutral
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act. <i>Summary:</i>	H Passed 3rd	Saldaña	Neutral

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams. <i>Summary:</i>	H Passed 3rd	Mullet	Neutral
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools. <i>Summary:</i>	S Passed FP	Liias	Neutral
<u>SSB 5851</u>	Vuln. children ed. opport. Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account. <i>Summary:</i>	S Pres Signed	Frockt	Neutral
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families. <i>Summary:</i>	H Passed 3rd		Neutral
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

No bills.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
<u>ESSB 5035</u> Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	S Passed FP	Saldaña	Neutral

Other Bills

No bills.

Dead Bills

No bills.

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 04/23/2019 04:39:16 PM
To: monaglej@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report4_23.docx

Should be a busy week! We are continuing to monitor - including some late developments on SEBB - there is a proposal from Senators Mullet and Braun. The proposal would essentially cut the cost of the program by increasing the number of hours required to qualify for full benefits from 630 hours to 1040 hours. Employees who do not qualify for full benefits would qualify for partial benefits based on the hours worked between the current 630 hours and the proposed 1040 hours.

Overall, this would save the state between \$400-700 million (depending on which version of the budget you are looking at), and could save districts about half on the local costs for the program. Essentially, they are trying to get the SEBB cost rates down to the equivalent of the state PEBB program.

WASA is authoring a letter in support and WSPA is also joining in this effort.

Also, please find attached the recent legislative report from this last week. Stay tuned!

This email was sent to monaglej@skschools.org by cleonard@wspa.net

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WSPA

April 21, 2019

One Week Left in 2019 Regular Legislative Session

The Washington State Legislature's final cutoff date was Wednesday of last week. All bills from the opposite body that are not necessary to implement the budget had to be passed out of the respective houses, or be considered "dead" for the session.

The House and Senate will now be undertaking the process of concurring, or rejecting, changes made to bills by the opposite body. They are also continuing work on reconciling differences in the budgets - operating, capital, and transportation.

The two sides are also continuing to negotiate over any new tax proposals that might be needed to implement the budget. It is not clear at this point whether there are sufficient votes to pass any large scale tax increases. However, the House did take the first steps toward that debate by passing several new tax proposals on Friday, including a controversial business and occupation tax increase on professional and high-tech businesses.

This will be a very busy week for legislators -- but most of the action will happen behind closed doors as the majorities in the House and Senate work to find agreements on all the issues that will constitute the "go-home" package of bills and budget agreements necessary to wrap-up this 2019 Legislative Session. One week to go. Hopefully, no special session(s) - but don't count them out.

Broad School Funding Issues at Play

With respect to the major funding education issues, the House and Senate continue working to find agreement on local levies/LEA funding policy, SEBB funding and policy, K-3 compliance delay, special education funding rates, and school safety.

Suffice it to say, the only area where there seems to be broad agreement between the House and Senate is on the school safety bill, HB 1216. That bill has passed in both the House and Senate. There were amendments in the Senate, so the bill is headed back to the House for concurrence - which is very likely to occur.

The other funding issues are all tied up in the larger budget debate. I believe the House is committed to addressing local levies/LEA and a delay in K-3 compliance. It is not clear that the Senate will be able to reach agreement on these issues, though. As you know, there are several Democratic members who do not agree on making changes in either of the issue areas.

Also, there is uncertainty regarding the willingness of the Senate Democrats to adopt significant increases in new taxes this year. If they are unable to generate new revenues, they will be forced to look at rejecting the collective bargaining agreements for the school employee benefits (SEBB) and the state employees. My expectation is that modification of SEBB is more likely than outright rejection - although how that gets done is still pretty unclear. I doubt the legislature will reject the state employee bargaining agreement. Unfortunately, resolution to the major education funding issues will not be made clear until there is an agreement on the overall budget and the taxes (or lack of them) that both the House and Senate agree to

in the end. We are continuing to raise our concerns about all of these issues, especially the K-3 class size compliance issue, and the lack of sufficient state funding to fully cover special education and SEBB costs.

Upcoming Hearings on Bills

Bill Tracking List

You can read the bill in detail by clicking on the bill number.

High Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
2SHB 1216 School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being. <i>Summary:</i>	S Passed 3rd	Dolan	Neutral
SSB 5324 Homeless student support Concerning support for students experiencing homelessness. <i>Summary:</i>	H Passed 3rd	Frockt	Neutral

Medium Priority Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
SHB 1095 Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	H Passed FP	Blake	Neutral
SHB 1101 State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	S 3rd/reconsid	Tharinger	Neutral
SHB 1102 Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S 2nd Reading	Tharinger	Neutral
HB 1108 Supp. operating budget 17-19 Making 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i> Makes 2017-2019 biennium second supplemental operating appropriations.	H Approps	Ormsby	Neutral

<u>ESHB 1109</u>	Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations.	S Passed 3rd	Ormsby	Neutral
	<i>Summary:</i>			
<u>ESHB 1130</u>	Pub. school language access Addressing language access in public schools.	H Passed FP	Orwall	Neutral
	<i>Summary:</i>			
<u>E2SHB 1139</u>	Educator workforce supply Expanding the current and future educator workforce supply.	S Passed 3rd	Santos	Neutral
	<i>Summary:</i>			
<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	H Spkr Signed	Volz	Neutral
	<i>Summary:</i>			
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	Del to Gov	Kilduff	Neutral
	<i>Summary:</i>			
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	H Spkr Signed	Tharinger	Neutral
	<i>Summary:</i>			
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	H Passed FP	Steele	Neutral
	<i>Summary:</i>			
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	H Passed FP	Paul	Neutral
	<i>Summary:</i>			
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	S Passed 3rd	Leavitt	Neutral
	<i>Summary:</i>			
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	S Passed FP	Hasegawa	Neutral

Summary: Requires the office of the superintendent of public instruction to identify and make available ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	H Passed 3rd	McCoy	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	S Passed FP	Wellman	Neutral
<u>SSB 5134</u>	Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	S Rules 2	Frockt	Neutral
<u>SB 5153</u>	Operating budget 2019-2021 Making 2019-2021 biennium operating appropriations. <i>Summary:</i> Makes 2019-2021 biennium operating appropriations.	S Ways & Means	Rolfes	Neutral
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	<i>Summary:</i>			
<u>SSB 5689</u>	Harassment, etc./schools Concerning harassment, intimidation, bullying, and discrimination in public schools.	S Passed FP	Liias	Neutral
	<i>Summary:</i>			
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	<i>Summary:</i>			
<u>SSB 5955</u>	DCYF/statewide system Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.	H Passed 3rd		Neutral
	<i>Summary:</i>			
<u>SCR 8400</u>	Cutoff dates Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature. <i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.	S Filed Sec/St	Wellman	Neutral

Low Priority Bills

No bills.

Monitoring Bills

<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Position</u>
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Other Bills

No bills.

Dead Bills

No bills.

From: jensenv@skschools.org
Sent time: 04/23/2019 08:39:47 AM
To: chellel@ckschools.org
Cc: stewartj@skschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,
Jackie Stewart and I would like more information in regards to being representatives....

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

We are currently seeking nominations for the following position:

- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

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Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to jensenv@skschools.org by chellel@ckschools.org

From: jensenv@skschools.org
Sent time: 04/23/2019 11:58:31 AM
To: ChelleL@ckschools.org
Cc: stewartj@skschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Ok Chelle,
Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.
We can send you a short bio tomorrow 😊
Please let me know if we need to do anything further.
Thanks!

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 23, 2019 10:37 AM
To: Jensen, Vivian <jensenv@skschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

If so, let me know a good time to call.

If not, what questions do you have?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 8:41 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 04/23/2019 12:28:38 PM
To: Jensen, Vivian <jensenv@skschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>; Denise Kennedy <denise.kennedy@bremertonschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 11:59 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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South Kitsap School District
360-874-7077
Fax 360-874-7076*

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From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent time: 04/23/2019 12:34:58 PM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Jensen, Vivian <jensenv@skschools.org>; Stewart, Jackie <stewartj@skschools.org>
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

Yahoo! Wonderful news. :)

On Tue, Apr 23, 2019 at 12:28 PM Lente Chelle - ADMIN <ChelleL@ckschools.org> wrote:

Thank you so much! I'll make sure to get the bio info to our WSPA team!

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Human Resource Specialist

South Kitsap School District

360-874-7077

Fax 360-874-7076

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Sent: Tuesday, April 23, 2019 10:37 AM
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Celle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center

PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

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Denise Kennedy
Human Resources Supervisor
Bremerton School District
(360) 473.1026

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From: monaglej@skschools.org
Sent time: 04/23/2019 07:48:16 AM
To: jensenv@skschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Hey Viv,

I was just talking to Jackie about this yesterday thinking you and her should be the reps! You have the personality for it!!

Jamie Monagle

Acting Director of Human Resources
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: 360-874-7071
Fax: 360-874-7076
Email: monaglej@skschools.org

From: Jensen, Vivian
Sent: Tuesday, April 23, 2019 7:32 AM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

You should be the Rep and I could be your "Co" ☺

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Monday, April 22, 2019 3:44 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Region Representative - Call for Nominations 2019-2020

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From: jensenv@skschools.org
Sent time: 04/23/2019 10:37:24 AM
To: ChelleL@ckschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Anytime is fine... and yes a conversation would be great!

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 23, 2019 10:37 AM
To: Jensen, Vivian <jensenv@skschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

If so, let me know a good time to call.

If not, what questions do you have?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 8:41 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,
Jackie Stewart and I would like more information in regards to being representatives....

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

We are currently seeking nominations for the following position:

- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

The primary task of the Regional Representative is to assist in creating timely and effective learning opportunities (regional meetings) for their region. . He/She will also serve as a member of the WSPA Board.

The newly elected Region Representative will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, WA. They will also be expected to attend WSPA Board meetings in October and February of each year.

Nominations are being accepted now through April 28, 2019. Nominees will be notified at the close of the nomination window and will be asked to provide a short biography and interest statement addressing why they wish to serve in this leadership role.

Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to jensenv@skschools.org by chellel@ckschools.org

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 04/23/2019 10:36:30 AM
To: Jensen, Vivian <jensenv@skschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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If so, let me know a good time to call.

If not, what questions do you have?

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From: Microsoft Outlook <MicrosoftExchange329e71ec88ae4615bbc36ab6ce41109c@skitsap.wednet.edu>
Sent time: 04/23/2019 08:39:47 AM
To: jensenv@skschools.org
Subject: Undeliverable:
Attachments: Attachment0 Attachment-2

Delivery has failed to these recipients or groups:

<mailto:chellel@ckschools.org>

The format of the e-mail address isn't correct. A correct address looks like this: someone@example.com. Please check the recipient's e-mail address and try to resend the message.

Diagnostic information for administrators:

Generating server: SKSD64.skitsap.wednet.edu

<mailto:chellel@ckschools.org>

#550 5.1.3 STOREDRV.Submit; invalid recipient address #SMTP#

Original message headers:

Received: from SKSD64.skitsap.wednet.edu ([:1]) by SKSD64.skitsap.wednet.edu ([:1]) with mapi id 14.03.0415.000; Tue, 23 Apr 2019 08:39:47 -0700 Content-Type: application/ms-tnef; name="winmail.dat" Content-Transfer-Encoding: binary From: "Jensen, Vivian" <jensenv@skschools.org> To: "mailto:chellel@ckschools.org" <chellel@ckschools.org> CC: "Stewart, Jackie" <stewartj@skschools.org> Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020 Thread-Topic: WSPA Region Representative - Call for Nominations 2019-2020 Thread-Index: AQHU+Vz2YUx73uQk7UqC0yHggwCnN6ZJz8swgAB5/gD//5hTsA== Date: Tue, 23 Apr 2019 08:39:47 -0700 Message-ID: <A55C718AFCBA0647AB4978D1451D5A1C010E4CEC73@SKSD64.skitsap.wednet.edu> References: <7c768fbf-8714-4e6d-bfcc-5ca238b77a3b.10035088007.5828.1555973067709@memberclicks-mail.net> <A55C718AFCBA0647AB4978D1451D5A1C010E4CEC54@SKSD64.skitsap.wednet.edu> <ED2187CF4003DA4F8E9CFC31FED188AD010E5FFCC6@SKSD64.skitsap.wednet.edu> In-Reply-To: <ED2187CF4003DA4F8E9CFC31FED188AD010E5FFCC6@SKSD64.skitsap.wednet.edu> Accept-Language: en-US Content-Language: en-US X-MS-Has-Attach: X-MS-TNEF-Correlator: <A55C718AFCBA0647AB4978D1451D5A1C010E4CEC73@SKSD64.skitsap.wednet.edu> MIME-Version: 1.0 X-Originating-IP: [10.2.9.99]

From: Jensen, Vivian <jensenv@skschools.org>
Sent time: 04/23/2019 08:39:47 AM
To: mailto:chellel@ckschools.org <chellel@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020
Attachments: winmail.dat

From: jensenv@skschools.org
Sent time: 04/26/2019 05:03:58 AM
To: waspa@memberclicks-mail.net
Subject: Automatic reply: WSPA Board Nominations

I am currently out of the office on vacation but will return on Tuesday, April 30, 2019. If you need assistance immediate, please contact Rachel Tallman @ 874-7083.
Thank you!

Vivian Jensen
HR Specialist
South Kitsap School District
360-874-7077

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:02:00 AM
To: monaglej@skschools.org
Subject: WSPA Board Nominations

Dear WSPA members,

We are currently seeking nominations for the following board positions:

WSPA Incoming President (3 year term)

WSPA Secretary (2 year term)

The newly elected board member will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, Washington. The official start date of elected terms will begin July 1, 2019.

Please refer to the WSPA Bylaws for a description of the office. The Bylaws are available online at: <http://www.wspa.net/constitution-and-bylaws>

If you would like to run for office, or would like to nominate someone to run for one of these open positions please contact us at admin@wspa.net

Regional Elections are held at the regional level.

Board nominations will be open through April 26. Elections will open on May 3.

Thank you.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:03:10 AM
To: tallman@skschools.org
Subject: WSPA Board Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:01:59 AM
To: stewartj@skschools.org
Subject: WSPA Board Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:03:49 AM
To: jensenv@skschools.org
Subject: WSPA Board Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:02:09 AM
To: holsten@skschools.org
Subject: WSPA Board Nominations

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Thank you.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/26/2019 05:02:50 AM
To: finnie@skschools.org
Subject: WSPA Board Nominations

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:32:47 AM
To: finnie@skschools.org
Subject: WSPA Legislative Update: NO K-3 Delay in Budget

WSPA members:

We just received word about K3 from our lobbyist. We need to contact our legislators now to hopefully delay implementation. See Charlie's message below:

I have just learned there is no K-3 class size delay in the budget. There are just two days left before the session ends. WSPA members should contact their House and Senate members and let them know that failure to act on a K-3 class size delay will significantly impact their budgets.

Those messages need to be e-mailed or called in tomorrow and Sunday. The legislature is scheduled to adjourn on Sunday night.

Please let me know if you have any questions.

*Charlie Brown
Cascade Government Affairs*

Charles R. (Charlie) Brown
Attorney
(253) 906-6685
Charlie@CascadeGovt.com

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:33:06 AM
To: tallman@skschools.org
Subject: WSPA Legislative Update: NO K-3 Delay in Budget

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:33:45 AM
To: jensenv@skschools.org
Subject: WSPA Legislative Update: NO K-3 Delay in Budget

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Sent time: 04/27/2019 09:31:59 AM
To: stewartj@skschools.org
Subject: WSPA Legislative Update: NO K-3 Delay in Budget

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Sent time: 04/27/2019 09:32:08 AM
To: holsten@skschools.org
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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:31:59 AM
To: monaglej@skschools.org
Subject: WSPA Legislative Update: Senate Passes Levy Bill Late on Friday Night

WSPA members,

The Senate just passed SB 5313, its version of the local levy lid lift bill.

As a reminder, the bill includes the following provisions regarding enrichment levies:

- Provides districts with levy authority for the lesser of \$2.50 per \$1000 assessed value or \$2500 per pupil for districts with fewer than 40,000 students.
- Provides districts with levy authority that is the lesser of \$2.50 per \$1000 of assessed value or \$3000 per pupil for districts with 40,000 students or more.
- Provides for LEA when the amount generated by the \$1.50 per \$1000 rate is less than \$1500 per student.

The Senate also adopted an amendment allowing for funding for charter schools, tribal schools and other issues, on a vote of 31-16.

Senator Braun introduced an amendment that would have removed the enrichment levy portions of the bill, removed the 13.5% special ed cap, and provided an increase in safety net funding. The amendment failed.

Oddly, even with the charter school, etc, amendment, the bill only passed on a vote of 25-23-1
Curiously, some of the Senators that voted for the amendment did not vote for the bill on final passage.

I think this bill will be amended in the House and sent back to the Senate over the weekend.

Please let me know if you have any questions.

Charlie Brown
Cascade Government Affairs

Charles R. (Charlie) Brown
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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:33:07 AM
To: tallman@skschools.org
Subject: WSPA Legislative Update: Senate Passes Levy Bill Late on Friday Night

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Subject: WSPA Legislative Update: Senate Passes Levy Bill Late on Friday Night

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The Senate just passed SB 5313, its version of the local levy lid lift bill.

As a reminder, the bill includes the following provisions regarding enrichment levies:

- Provides districts with levy authority for the lesser of \$2.50 per \$1000 assessed value or \$2500 per pupil for districts with fewer than 40,000 students.
- Provides districts with levy authority that is the lesser of \$2.50 per \$1000 of assessed value or \$3000 per pupil for districts with 40,000 students or more.
- Provides for LEA when the amount generated by the \$1.50 per \$1000 rate is less than \$1500 per student.

The Senate also adopted an amendment allowing for funding for charter schools, tribal schools and other issues, on a vote of 31-16.

Senator Braun introduced an amendment that would have removed the enrichment levy portions of the bill, removed the 13.5% special ed cap, and provided an increase in safety net funding. The amendment failed.

Oddly, even with the charter school, etc, amendment, the bill only passed on a vote of 25-23-1
Curiously, some of the Senators that voted for the amendment did not vote for the bill on final passage.

I think this bill will be amended in the House and sent back to the Senate over the weekend.

Please let me know if you have any questions.

Charlie Brown
Cascade Government Affairs

Charles R. (Charlie) Brown
Attorney
(253) 906-6685
Charlie@CascadeGovt.com

This email was sent to jensenv@skschools.org by admin@wspa.net

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:32:46 AM
To: finnie@skschools.org
Subject: WSPA Legislative Update: Senate Passes Levy Bill Late on Friday Night

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 04/27/2019 09:31:59 AM
To: stewartj@skschools.org
Subject: WSPA Legislative Update: Senate Passes Levy Bill Late on Friday Night

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From: jensenv@skschools.org
Sent time: 04/30/2019 10:54:36 AM
To: denise.kennedy@bremertonschools.org; ChelleL@ckschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Is it too late to send a short bio?

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent: Tuesday, April 23, 2019 12:35 PM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Jensen, Vivian <jensenv@skschools.org>; Stewart, Jackie <stewartj@skschools.org>
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

Yahoo! Wonderful news. :)

On Tue, Apr 23, 2019 at 12:28 PM Lente Chelle - ADMIN <ChelleL@ckschools.org> wrote:

Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
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To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
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Ok Chelle,

Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.

We can send you a short bio tomorrow 😊

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Cc: Stewart, Jackie <stewartj@skschools.org>

Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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Central Kitsap School District | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@ckschools.org>

Sent: Tuesday, April 23, 2019 8:41 AM

To: Lente Chelle - ADMIN <ChelleL@ckschools.org>

Cc: Stewart, Jackie <stewartj@ckschools.org>

Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,

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Hello WSPA Region 5 members,

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Thanks!

Denise and Chelle

Region 5 Co-Representatives

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*Denise Kennedy
Human Resources Supervisor
Bremerton School District
(360) 473.1026*

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 04/30/2019 10:54:59 AM
To: Jensen, Vivian <jensenv@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

No, not at all!

Celle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@ckschools.org>
Sent: Tuesday, April 30, 2019 10:55 AM
To: Denise Kennedy <denise.kennedy@bremertonschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

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Sent: Tuesday, April 23, 2019 12:35 PM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Jensen, Vivian <jensenv@ckschools.org>; Stewart, Jackie <stewartj@ckschools.org>
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We can send you a short bio tomorrow 😊
Please let me know if we need to do anything further.
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Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 8:41 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

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Jackie Stewart and I would like more information in regards to being representatives....

Hello WSPA Region 5 members,

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Thanks!

Denise and Chelle

Region 5 Co-Representatives

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*Denise Kennedy
Human Resources Supervisor
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(360) 473.1026*

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 05/01/2019 10:31:30 AM
To: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region 5 Representative 2019-2020 Nomination

Thanks for sending this!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Stewart, Jackie <stewartj@skschools.org>
Sent: Wednesday, May 1, 2019 10:20 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: WSPA Region 5 Representative 2019-2020 Nomination

Good morning ☺

My name is Jackie Stewart and I am interested in serving as a Co-Representative for WSPA Region 5 along with Vivian Jensen.

I have served at South Kitsap School District over for 14 years. I have been working as a Human Resource Specialist for almost 2 years now. I am responsible for serving Certificated and Classified staff along with two other Human Resource Specialists for our district. When I began with the school district I worked as an Attendance Specialist and then advanced to an Office Coordinator position for a total of 13 years at Cedar Heights Junior High School. Having the building and district experience has lent me an exceptional and unique understanding of human resources in a school setting. I enjoy assisting and serving for the betterment of our school communities and appreciate continual learning opportunities working together as a team in this ever changing line of work.

Thank you for this potential opportunity working for our region as a Co-Representative to learn and grow along with our regional colleagues.

All the best,

Jackie Stewart
Human Resources Specialist
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: (360) 874-7082
Fax: (360) 874-7076
Email: stewartj@skschools.org

From: jensenv@skschools.org
Sent time: 05/01/2019 09:44:50 AM
To: ChelleL@ckschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

She is working on it... we keep getting pulled into budget hell meetings. I will "prompt" her to get it done 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Wednesday, May 1, 2019 9:35 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Thanks!

This is a great job....do you know Jackie is sending something?

Chelle Lente – Certificated Specialist
Central Kitsap School District | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Wednesday, May 1, 2019 8:51 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 30, 2019 10:55 AM
To: Jensen, Vivian <jensenv@skschools.org>
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From: Jensen, Vivian <jensenv@skschools.org>

Sent: Tuesday, April 30, 2019 10:55 AM

To: Denise Kennedy <denise.kennedy@bremertonschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>

Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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Vivian Jensen

Human Resource Specialist

South Kitsap School District

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Fax 360-874-7076

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From: jensenv@skschools.org
Sent time: 05/01/2019 08:50:32 AM
To: ChelleL@ckschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

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Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@sksschools.org>
Sent: Tuesday, April 23, 2019 11:59 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@sksschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Ok Chelle,

Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.

We can send you a short bio tomorrow 😊

Please let me know if we need to do anything further.

Thanks!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 23, 2019 10:37 AM
To: Jensen, Vivian <jensenv@sksschools.org>
Cc: Stewart, Jackie <stewartj@sksschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

If so, let me know a good time to call.

If not, what questions do you have?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@sksschools.org>
Sent: Tuesday, April 23, 2019 8:41 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@sksschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,

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Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

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The primary task of the Regional Representative is to assist in creating timely and effective learning opportunities (regional meetings) for their region. . He/She will also serve as a member of the WSPA Board.

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Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to jensenv@skschools.org by chellel@ckschools.org

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*Human Resources Supervisor
Bremerton School District
(360) 473.1026*

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From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 05/01/2019 09:34:37 AM
To: Jensen, Vivian <jensenv@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Thanks!

This is a great job....do you know Jackie is sending something?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@ckschools.org>
Sent: Wednesday, May 1, 2019 8:51 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

I consider myself a life-long learner and appreciate opportunities to both share and learn more in regards to the ever changing Human Resources world in a School District. The state is always changing requirements and regulations in order to provide the highest standards for our educational staff and their support. It is our job to follow those requirements and guidelines to ensure quality education for all students.

I am excited at the prospect of being the Co-Representative for Region 5 and help to ensure we receive education and information to be the best for our Districts!

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 30, 2019 10:55 AM
To: Jensen, Vivian <jensenv@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

No, not at all!

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@ckschools.org>
Sent: Tuesday, April 30, 2019 10:55 AM
To: Denise Kennedy <denise.kennedy@bremertonschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Is it too late to send a short bio?

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent: Tuesday, April 23, 2019 12:35 PM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Jensen, Vivian <jensenv@sksschools.org>; Stewart, Jackie <stewartj@sksschools.org>
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

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PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

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Thanks!

Denise and Chelle

Region 5 Co-Representatives

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*Denise Kennedy
Human Resources Supervisor
Bremerton School District
(360) 473.1026*

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From: stewartj@skschools.org
Sent time: 05/01/2019 10:19:43 AM
To: ChelleL@ckschools.org
Subject: WSPA Region 5 Representative 2019-2020 Nomination

Good morning 😊

My name is Jackie Stewart and I am interested in serving as a Co-Representative for WSPA Region 5 along with Vivian Jensen.

I have served at South Kitsap School District over for 14 years. I have been working as a Human Resource Specialist for almost 2 years now. I am responsible for serving Certificated and Classified staff along with two other Human Resource Specialists for our district. When I began with the school district I worked as an Attendance Specialist and then advanced to an Office Coordinator position for a total of 13 years at Cedar Heights Junior High School. Having the building and district experience has lent me an exceptional and unique understanding of human resources in a school setting. I enjoy assisting and serving for the betterment of our school communities and appreciate continual learning opportunities working together as a team in this ever changing line of work.

Thank you for this potential opportunity working for our region as a Co-Representative to learn and grow along with our regional colleagues.

All the best,

Jackie Stewart
Human Resources Specialist
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: (360) 874-7082
Fax: (360) 874-7076
Email: stewartj@skschools.org

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:18:56 AM
To: jensenv@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

Hello WSPA members,

Registration is now open to attend our ***Legislative Impacts on Bargaining / Paraeducator Training Implementation*** workshops on May 31, 2019.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- **Friday, May 31, 2019**
- Cost: \$295 for both sessions, \$150 for single session
- Location: DoubleTree by Hilton at Southcenter, Tukwila
- Register online at: www.wspa.net

Legislative Impacts on Bargaining

9:00 - 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
 - Levy Lid
 - Paraeducator training
 - Other bills impacting human resources work in school districts

Paraeducator Training Requirement Implementation

12:30-3:30

Presenters: Jack Busbee and Jonelle Adams, PESB

- Paraeducator Training Implementation
 - We understand the why, now join us for the HOW.
 - *How* are districts doing this? What is the framework?
 - *When* are districts doing this?
 - *What* are districts offering?
 - *Jack and Jonelle have requested that attendees email their questions prior to the event so that they may address your specific questions.*
Please email your questions prior to Friday, May 24 and use PARA in the subject line: admin@wspa.net

[Please click here for information and registration](#)

Thank you,

Washington Schools Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:18:18 AM
To: tallman@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:17:08 AM
To: stewartj@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:17:57 AM
To: finnie@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:17:18 AM
To: holsten@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/02/2019 09:17:09 AM
To: monaglej@skschools.org
Subject: Registration now open: WSPA Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops 5/31/219

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From: tallman@skschools.org
Sent time: 05/03/2019 08:12:27 AM
To: tscoggin@nthurston.k12.wa.us
Cc: stewartj@skschools.org; jensenv@skschools.org; cleonard@wspa.net
Subject: FW: MEMBER REQUEST

Hi Tammy,
Please see the response below from our Employment Services Specialist in regards to your WSPA question.

Thanks!

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: Coley, Jennifer
Sent: Friday, May 3, 2019 8:07 AM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: MEMBER REQUEST

Rachel,

When I am having difficulty with TalentEd I typically initiate an online chat session with their team, or look to their online support forum to see if my questions have already been answered.

When applicants are having difficulty such as uploading documents, I direct them to call 866-389-1245 option 2.

Hope that helps!

Jennifer Coley
South Kitsap School District
HR Employment Services Specialist
Phone: 360-874-7074
Fax: 360-874-7076
Email: coley@skschools.org

From: Tallman, Rachel
Sent: Friday, May 3, 2019 8:04 AM
To: Coley, Jennifer <coley@skschools.org>
Subject: FW: MEMBER REQUEST

Hey there,
Do we have a number for Talent Ed or a way that you get ahold of them for service requests?

Thanks,

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, May 3, 2019 8:01 AM
To: Tallman, Rachel <tallman@skschools.org>
Subject: MEMBER REQUEST

Last request.

Tammy Scoggin from North Thurston School District is asking: For those districts that are using Talent Ed for their online application system: Do you have contacts and phone number for customer support? Since Frontline has purchased Talent Ed, she is having difficulty getting any customer service.

Please send your responses directly to: tscoggin@nthurston.k12.wa.us

Also, cc your responses to: cleonard@wspace.net

Thanks,

Curtis

]]

This email was sent to tallman@skschools.org by cleonard@wspace.net

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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 05/03/2019 03:16:12 PM
To: monaglej@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

Recent report on the session. Some general strokes, with additional details forthcoming. Thanks!

This email was sent to monaglej@skschools.org by cleonard@wspa.net

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WSPA
May 3, 2019

2019 Legislature Adjourns Sine Die on Sunday, April 28

The 2109 Legislature adjourned Sine Die on Sunday, April 28, just before the midnight deadline for the 105-day Regular Legislative Session.

In a last minute flurry of activity, the House and Senate passed the two-year operating budget, a school levy bill, an initiative to the legislature instituting new affirmative action laws, and protecting the identity of persons who participated in a gun "bump stock" buy back program.

These bills followed a series of votes earlier in the day on new taxes, the transportation budget and the capital budget, as well as a number of other "go home" bills that constituted the final set agreements to wrap-up this legislative session.

Following the formal Sine Die adjournment procedures, the Governor held a press conference with members of the House and Senate Democratic majorities to celebrate the accomplishments of the legislative session. He described it as one of the most productive legislative sessions in a recent history, noting especially the actions on climate policy, K-12 and higher education funding, mental health and homelessness funding, and transportation funding.

Meanwhile, the minority Republicans lamented the multi-billion dollar tax increases that the Democrats imposed to pay for the budget, including higher taxes on professional service providers, petroleum products, big banks, high tech companies, and a new graduated real estate excise tax. One of the new tax proposals -- the tax on big banks -- was introduced on Saturday and passed through the full process by Sunday afternoon.

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HB 1216, the school safety bill, was substantially modified near the end of session. Funding for the law bill was substantially reduced, and districts will not directly enjoy additional funding for school safety counselors or the like. There will be funding for the ESD's to implement portions of the bill.

Special education funding will be increased this year. The final agreement included in SB 5109 was to increase the special education multiplier from the current .9606 to .995 for fiscal year 2020, and then to a two-tier level in 2021. The two tiers are intended to incentivize districts to place as many special education students into general education classes as possible. For students who spend more than 80% of time in a general education classes, the multiplier will be increased to 1.0075, and those that spend less than 80% of time in special education will remain at .995. The excess cost allocation remains at 13.5%.

In addition, the legislature reduced the safety net threshold to 2.3 times of average per pupil expenditure, making access to safety net funding somewhat easier for districts. However, federal funds are still being

used for safety net, so qualification for the program may still be a challenge for some districts.

These new special education funding levels are appreciated, but clearly do not fully fund the costs of this basic education program.

In the end, my personal point-of-view is that school district funding is so complicated that most legislators do not fully understand the consequences of their actions -- or inactions. I believe we need to work throughout the interim to educate key legislators about school district funding and see if we can make some adjustments in the 2020 session.

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SHB 1101 State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
SHB 1102 Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
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ESHB 1130 Pub. school language access Addressing language access in public schools. <i>Summary:</i>	Del to Gov	Orwall	Medium	Neutral
E2SHB 1139 Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	Del to Gov	Santos	Medium	Neutral

<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	C 208 L 19	Volz	Medium	Neutral
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<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	C 72 L 19	Kilduff	Medium	Neutral
	<i>Summary:</i>				
<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being.	Del to Gov	Dolan	High	Neutral
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<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	C 221 L 19	Steele	Medium	Neutral
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<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	Del to Gov	Paul	Medium	Neutral
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<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	Del to Gov	Leavitt	Medium	Neutral
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<u>ESHB 2140</u>	K-12 education funding Concerning K-12 education funding.	Del to Gov	Sullivan	High	Concerns
	<i>Summary:</i>				
<u>E2SHB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	Del to Gov	Hansen	Medium	Neutral
	<i>Summary:</i>				
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	Del to Gov	Hasegawa	Medium	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available				

ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5035</u>	Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	Del to Gov	Saldaña	Monitoring	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	Del to Gov	McCoy	Medium	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	C 180 L 19	Wellman	Medium	Neutral
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements. <i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.	C 236 L 19	Keiser	Medium	Neutral
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<u>ESSB 5313</u>	School levies Concerning school levies. (REVISED FOR ENGROSSED: Concerning school levies and local effort assistance.) <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SSB 5324</u>	Homeless student support	Del to Gov	Frockt	High	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE	Del to Gov	Mullet	Medium	Neutral
	Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.				

Summary:

<u>SSB 5689</u>	Harassment, etc./schools	C 194 L 19	Lias	Medium	Neutral
	Concerning harassment, intimidation, bullying, and discrimination in public schools.				

Summary:

<u>SSB 5851</u>	Vuln. children ed. opport.	C 196 L 19	Frockt	Medium	Neutral
	Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.				

Summary:

<u>ESSB 5874</u> (Dead)	Rural sat. skill centers	C 197 L 19	Warnick	High	Neutral
	Funding rural satellite skill centers.				

Summary:

<u>SSB 5955</u>	DCYF/statewide system	Del to Gov		Medium	Neutral
	Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.				

Summary:

<u>ESSB 5993</u> (Dead)	Model toxics control program	Del to Gov	Frockt	Medium	Neutral
	Reforming the financial structure of the model toxics control program.				

Summary:

<u>ESSB 5997</u> (Dead)	Tax preferences	Del to Gov	Rolfes	Medium	Neutral
	Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. (REVISED FOR ENGROSSED: Increasing revenues by revising tax preferences and enforcement processes.)				

Summary:

<u>ESSB 5998</u> (Dead)	Grad. real estate excise tax	Del to Gov	Nguyen	Medium	Neutral
	Establishing a graduated real estate excise tax.				

Summary:

<u>SSJR 8201</u>	School district bonds	S Not adopted	Wellman	High	Neutral
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(Dead) Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.

Summary:

	Cutoff dates	S Filed Sec/St	Wellman	Medium	Neutral
<u>SCR 8400</u>	Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.				
	<i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.				

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 05/03/2019 03:18:23 PM
To: jensenv@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

Recent report on the session. Some general strokes, with additional details forthcoming. Thanks!

This email was sent to jensenv@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
May 3, 2019

2019 Legislature Adjourns Sine Die on Sunday, April 28

The 2109 Legislature adjourned Sine Die on Sunday, April 28, just before the midnight deadline for the 105-day Regular Legislative Session.

In a last minute flurry of activity, the House and Senate passed the two-year operating budget, a school levy bill, an initiative to the legislature instituting new affirmative action laws, and protecting the identity of persons who participated in a gun "bump stock" buy back program.

These bills followed a series of votes earlier in the day on new taxes, the transportation budget and the capital budget, as well as a number of other "go home" bills that constituted the final set agreements to wrap-up this legislative session.

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Summary:

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Sent time: 05/03/2019 03:17:10 PM
To: finnie@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

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This email was sent to finnie@skschools.org by cleonard@wspace.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
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SHB 1101 State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
SHB 1102 Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
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ESHB 1130 Pub. school language access Addressing language access in public schools. <i>Summary:</i>	Del to Gov	Orwall	Medium	Neutral
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<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	C 208 L 19	Volz	Medium	Neutral
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<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	C 72 L 19	Kilduff	Medium	Neutral
	<i>Summary:</i>				
<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being.	Del to Gov	Dolan	High	Neutral
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<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	Del to Gov	Leavitt	Medium	Neutral
	<i>Summary:</i>				
<u>ESHB 2140</u>	K-12 education funding Concerning K-12 education funding.	Del to Gov	Sullivan	High	Concerns
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<u>E2SHB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	Del to Gov	Hansen	Medium	Neutral
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<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	Del to Gov	Hasegawa	Medium	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available				

ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5035</u>	Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	Del to Gov	Saldaña	Monitoring	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	Del to Gov	McCoy	Medium	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	C 180 L 19	Wellman	Medium	Neutral
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
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<u>ESSB 5313</u>	School levies Concerning school levies. (REVISED FOR ENGROSSED: Concerning school levies and local effort assistance.) <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SSB 5324</u>	Homeless student support	Del to Gov	Frockt	High	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE	Del to Gov	Mullet	Medium	Neutral
	Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.				

Summary:

<u>SSB 5689</u>	Harassment, etc./schools	C 194 L 19	Lias	Medium	Neutral
	Concerning harassment, intimidation, bullying, and discrimination in public schools.				

Summary:

<u>SSB 5851</u>	Vuln. children ed. opport.	C 196 L 19	Frockt	Medium	Neutral
	Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.				

Summary:

<u>ESSB 5874</u> (Dead)	Rural sat. skill centers	C 197 L 19	Warnick	High	Neutral
	Funding rural satellite skill centers.				

Summary:

<u>SSB 5955</u>	DCYF/statewide system	Del to Gov		Medium	Neutral
	Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.				

Summary:

<u>ESSB 5993</u> (Dead)	Model toxics control program	Del to Gov	Frockt	Medium	Neutral
	Reforming the financial structure of the model toxics control program.				

Summary:

<u>ESSB 5997</u> (Dead)	Tax preferences	Del to Gov	Rolfes	Medium	Neutral
	Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. (REVISED FOR ENGROSSED: Increasing revenues by revising tax preferences and enforcement processes.)				

Summary:

<u>ESSB 5998</u> (Dead)	Grad. real estate excise tax	Del to Gov	Nguyen	Medium	Neutral
	Establishing a graduated real estate excise tax.				

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<u>SSJR 8201</u>	School district bonds	S Not adopted	Wellman	High	Neutral
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(Dead) Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.

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<u>SCR 8400</u>	Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.				
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From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 05/03/2019 03:16:11 PM
To: stewartj@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

Recent report on the session. Some general strokes, with additional details forthcoming. Thanks!

This email was sent to stewartj@skschools.org by cleonard@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
May 3, 2019

2019 Legislature Adjourns Sine Die on Sunday, April 28

The 2109 Legislature adjourned Sine Die on Sunday, April 28, just before the midnight deadline for the 105-day Regular Legislative Session.

In a last minute flurry of activity, the House and Senate passed the two-year operating budget, a school levy bill, an initiative to the legislature instituting new affirmative action laws, and protecting the identity of persons who participated in a gun "bump stock" buy back program.

These bills followed a series of votes earlier in the day on new taxes, the transportation budget and the capital budget, as well as a number of other "go home" bills that constituted the final set agreements to wrap-up this legislative session.

Following the formal Sine Die adjournment procedures, the Governor held a press conference with members of the House and Senate Democratic majorities to celebrate the accomplishments of the legislative session. He described it as one of the most productive legislative sessions in a recent history, noting especially the actions on climate policy, K-12 and higher education funding, mental health and homelessness funding, and transportation funding.

Meanwhile, the minority Republicans lamented the multi-billion dollar tax increases that the Democrats imposed to pay for the budget, including higher taxes on professional service providers, petroleum products, big banks, high tech companies, and a new graduated real estate excise tax. One of the new tax proposals -- the tax on big banks -- was introduced on Saturday and passed through the full process by Sunday afternoon.

I have not seen a final 38 hours of a legislative session that compares to this one. The legislature convened at about 10 am on Saturday and worked through the night, with the House adjourning around 3:30 am and the Senate adjourning around 5:30 am on Sunday. Then, they both started back up again around 11:00 am on Sunday and worked straight through to midnight.

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Now, the Governor will be reviewing and taking action on all the bills that passed this year. He has already signed about 100 bills into law. He has about 15 more business days (including Saturdays) to take action on all the bills that passed this year.

But, this certainly won't be the end of the story on the 2019 session. The opponents of the affirmative action initiative have already filed a referendum to repeal it, and the banks are certain to challenge the

validity of the new tax that is targeted at only a handful of multi-state institutions. If the banks' tax challenge is successful, there will be a multi-hundred million dollar hole in the budget that will have to be addressed. That would certainly make the 2020 session interesting.

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Mixed Bag on School Funding

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Concerning support for students experiencing homelessness.

Summary:

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Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

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This email was sent to holsten@skschools.org by cleonard@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
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Bill Tracking List

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<u>Bill Details</u>	<u>Status</u>	<u>Sponsor</u>	<u>Priority</u>	<u>Position</u>
SHB 1095 Medical marijuana/students Concerning the administration of marijuana to students for medical purposes. <i>Summary:</i>	C 204 L 19	Blake	Medium	Neutral
SHB 1101 State gen. obligation bonds Concerning state general obligation bonds and related accounts. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
SHB 1102 Capital budget 2019-2021 Concerning the capital budget. <i>Summary:</i>	Del to Gov	Tharinger	Medium	Neutral
ESHB 1109 Operating budget Making 2019-2021 biennium operating appropriations and 2017-2019 biennium second supplemental operating appropriations. <i>Summary:</i>	Del to Gov	Ormsby	Medium	Neutral
ESHB 1130 Pub. school language access Addressing language access in public schools. <i>Summary:</i>	Del to Gov	Orwall	Medium	Neutral
E2SHB 1139 Educator workforce supply Expanding the current and future educator workforce supply. <i>Summary:</i>	Del to Gov	Santos	Medium	Neutral

<u>SHB 1151</u>	Education reporting Modifying education reporting requirements.	C 208 L 19	Volz	Medium	Neutral
	<i>Summary:</i>				
<u>SHB 1210</u>	School enrollment/military Allowing nonresident children from military families to enroll in Washington's public schools prior to arrival in the state.	C 72 L 19	Kilduff	Medium	Neutral
	<i>Summary:</i>				
<u>2SHB 1216</u>	School safety & well-being Concerning nonfirearm measures to increase school safety and student well-being.	Del to Gov	Dolan	High	Neutral
	<i>Summary:</i>				
<u>SHB 1295</u>	Public works contracting Concerning public works contracting procedures.	C 212 L 19	Tharinger	Medium	Neutral
	<i>Summary:</i>				
<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	C 221 L 19	Steele	Medium	Neutral
	<i>Summary:</i>				
<u>SHB 1658</u>	Paraeducators Concerning paraeducators.	Del to Gov	Paul	Medium	Neutral
	<i>Summary:</i>				
<u>SHB 1734</u>	College in high school accr. Requiring accreditation standards for college in the high school programs.	Del to Gov	Leavitt	Medium	Neutral
	<i>Summary:</i>				
<u>ESHB 2140</u>	K-12 education funding Concerning K-12 education funding.	Del to Gov	Sullivan	High	Concerns
	<i>Summary:</i>				
<u>E2SHB 2158</u>	Workforce education Creating a workforce education investment to train Washington students for Washington jobs.	Del to Gov	Hansen	Medium	Neutral
	<i>Summary:</i>				
<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	Del to Gov	Hasegawa	Medium	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available				

ethnic studies materials and resources for use in grades seven through twelve. Requires the superintendent of public instruction to establish an ethnic studies advisory committee to advise, assist, and make recommendations to the office of the superintendent of public instruction regarding the identification of ethnic studies materials and resources.

<u>ESSB 5035</u>	Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	Del to Gov	Saldaña	Monitoring	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	Del to Gov	McCoy	Medium	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	C 180 L 19	Wellman	Medium	Neutral
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SB 5233</u>	Sick leave/collective barg. Creating an alternative process for sick leave benefits for workers represented by collective bargaining agreements. <i>Summary:</i> Allows workers covered under a collective bargaining agreement for the construction industry to negotiate comparable benefits that ensure that: (1) Eligibility can be achieved; and (2) The benefits are portable from employer to employer.	C 236 L 19	Keiser	Medium	Neutral
<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act. <i>Summary:</i>	Del to Gov	Saldaña	Medium	Neutral
<u>ESSB 5313</u>	School levies Concerning school levies. (REVISED FOR ENGROSSED: Concerning school levies and local effort assistance.) <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SSB 5324</u>	Homeless student support	Del to Gov	Frockt	High	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE	Del to Gov	Mullet	Medium	Neutral
	Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.				

Summary:

<u>SSB 5689</u>	Harassment, etc./schools	C 194 L 19	Lias	Medium	Neutral
	Concerning harassment, intimidation, bullying, and discrimination in public schools.				

Summary:

<u>SSB 5851</u>	Vuln. children ed. opport.	C 196 L 19	Frockt	Medium	Neutral
	Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.				

Summary:

<u>ESSB 5874</u> (Dead)	Rural sat. skill centers	C 197 L 19	Warnick	High	Neutral
	Funding rural satellite skill centers.				

Summary:

<u>SSB 5955</u>	DCYF/statewide system	Del to Gov		Medium	Neutral
	Making necessary changes allowing the department of children, youth, and families to effectively manage a statewide system of care for children, youth, and families.				

Summary:

<u>ESSB 5993</u> (Dead)	Model toxics control program	Del to Gov	Frockt	Medium	Neutral
	Reforming the financial structure of the model toxics control program.				

Summary:

<u>ESSB 5997</u> (Dead)	Tax preferences	Del to Gov	Rolfes	Medium	Neutral
	Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. (REVISED FOR ENGROSSED: Increasing revenues by revising tax preferences and enforcement processes.)				

Summary:

<u>ESSB 5998</u> (Dead)	Grad. real estate excise tax	Del to Gov	Nguyen	Medium	Neutral
	Establishing a graduated real estate excise tax.				

Summary:

<u>SSJR 8201</u>	School district bonds	S Not adopted	Wellman	High	Neutral
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(Dead) Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.

Summary:

	Cutoff dates	S Filed Sec/St	Wellman	Medium	Neutral
<u>SCR 8400</u>	Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.				
	<i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.				

From: Curtis Leonard <waspa@memberclicks-mail.net>
Sent time: 05/03/2019 03:17:35 PM
To: tallman@skschools.org
Subject: Legislative Update
Attachments: WSPA_Weekly_Report_Report_5_3_.docx

Recent report on the session. Some general strokes, with additional details forthcoming. Thanks!

This email was sent to tallman@skschools.org by cleonard@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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WSPA
May 3, 2019

2019 Legislature Adjourns Sine Die on Sunday, April 28

The 2109 Legislature adjourned Sine Die on Sunday, April 28, just before the midnight deadline for the 105-day Regular Legislative Session.

In a last minute flurry of activity, the House and Senate passed the two-year operating budget, a school levy bill, an initiative to the legislature instituting new affirmative action laws, and protecting the identity of persons who participated in a gun "bump stock" buy back program.

These bills followed a series of votes earlier in the day on new taxes, the transportation budget and the capital budget, as well as a number of other "go home" bills that constituted the final set agreements to wrap-up this legislative session.

Following the formal Sine Die adjournment procedures, the Governor held a press conference with members of the House and Senate Democratic majorities to celebrate the accomplishments of the legislative session. He described it as one of the most productive legislative sessions in a recent history, noting especially the actions on climate policy, K-12 and higher education funding, mental health and homelessness funding, and transportation funding.

Meanwhile, the minority Republicans lamented the multi-billion dollar tax increases that the Democrats imposed to pay for the budget, including higher taxes on professional service providers, petroleum products, big banks, high tech companies, and a new graduated real estate excise tax. One of the new tax proposals -- the tax on big banks -- was introduced on Saturday and passed through the full process by Sunday afternoon.

I have not seen a final 38 hours of a legislative session that compares to this one. The legislature convened at about 10 am on Saturday and worked through the night, with the House adjourning around 3:30 am and the Senate adjourning around 5:30 am on Sunday. Then, they both started back up again around 11:00 am on Sunday and worked straight through to midnight.

During that period, they passed a \$52.4 billion operating budget, a separate "off-budget" higher education funding bill, a \$9 billion dollar transportation budget and a \$4 billion capital budget, along with the tax bills and several policy bills.

Now, the Governor will be reviewing and taking action on all the bills that passed this year. He has already signed about 100 bills into law. He has about 15 more business days (including Saturdays) to take action on all the bills that passed this year.

But, this certainly won't be the end of the story on the 2019 session. The opponents of the affirmative action initiative have already filed a referendum to repeal it, and the banks are certain to challenge the

validity of the new tax that is targeted at only a handful of multi-state institutions. If the banks' tax challenge is successful, there will be a multi-hundred million dollar hole in the budget that will have to be addressed. That would certainly make the 2020 session interesting.

I hope you have found my weekly reports to be interesting and insightful. If you have suggestions for how I can improve them, please let me know.

Mixed Bag on School Funding

The legislature addressed school district funding with a very mixed bag of positive and negative actions. There were clearly attempts to stabilize school district funding for the long-term, but the final policy decisions leave many districts wondering whether they should be pleased or disappointed with the final outcome.

The legislature reached a final agreement on local levy/LEA policy by adopting the Senate language contained in SB 5313. Essentially, that bill authorizes school districts to increase the local levy rate from the current \$1.50 per \$1000 to \$2.50 per \$1000 in local property taxes. The cap on funds raised per student is raised across the board to \$2500 per student, except in Seattle where the per student cap is raised to \$3000 per student. Local effort assistance (LEA) is modified, as well.

In the last hours of the session, the legislature also passed a "hold harmless" school district funding bill, HB 2163, that was designed to help certain districts that were adversely impacted by the McCleary funding model change. This bill did not help all school districts, but it does help some address the funding challenges they are facing in the 2019-20 school year.

The legislature decided to authorize the school employee benefits board (SEBB) collective bargaining agreement. Legislative leaders are aware that they are only funding the state funded employee costs of SEBB, and that school districts will be required to fund the local/federal funded employee costs of the program. This will clearly impact school district budgets.

The Senate refused to agree with the House to delay the K-3 class size compliance requirements for the upcoming year. Thus, many districts will be facing funding challenges in this arena this year. The Senate leaders indicated that school districts have had enough time to come into compliance with class size reduction law, and they did not want to continue sending money to districts that were not in compliance. We argued that many districts simply do not have the physical space to come into compliance, but this argument was apparently unpersuasive.

HB 1216, the school safety bill, was substantially modified near the end of session. Funding for the law bill was substantially reduced, and districts will not directly enjoy additional funding for school safety counselors or the like. There will be funding for the ESD's to implement portions of the bill.

Special education funding will be increased this year. The final agreement included in SB 5109 was to increase the special education multiplier from the current .9606 to .995 for fiscal year 2020, and then to a two-tier level in 2021. The two tiers are intended to incentivize districts to place as many special education students into general education classes as possible. For students who spend more than 80% of time in a general education classes, the multiplier will be increased to 1.0075, and those that spend less than 80% of time in special education will remain at .995. The excess cost allocation remains at 13.5%.

In addition, the legislature reduced the safety net threshold to 2.3 times of average per pupil expenditure, making access to safety net funding somewhat easier for districts. However, federal funds are still being

used for safety net, so qualification for the program may still be a challenge for some districts.

These new special education funding levels are appreciated, but clearly do not fully fund the costs of this basic education program.

In the end, my personal point-of-view is that school district funding is so complicated that most legislators do not fully understand the consequences of their actions -- or inactions. I believe we need to work throughout the interim to educate key legislators about school district funding and see if we can make some adjustments in the 2020 session.

Bill Tracking List

[You can read the bill in detail by clicking on the bill number.](#)

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	<i>Summary:</i>				
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	<i>Summary:</i>				
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<u>2SHB 1424</u>	CTE course equivalencies Concerning access to state career and technical course equivalencies.	C 221 L 19	Steele	Medium	Neutral
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	<i>Summary:</i>				
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<u>SSB 5023</u>	Ethnic studies Concerning ethnic studies materials and resources for public school students.	Del to Gov	Hasegawa	Medium	Neutral
	<i>Summary:</i> Requires the office of the superintendent of public instruction to identify and make available				

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<u>ESSB 5035</u>	Prevailing wage laws Enhancing the prevailing wage laws to ensure contractor and owner accountability and worker protection. <i>Summary:</i>	Del to Gov	Saldaña	Monitoring	Neutral
<u>2SSB 5082</u>	Social emotional learning Promoting and expanding social emotional learning. <i>Summary:</i>	Del to Gov	McCoy	Medium	Neutral
<u>SB 5088</u>	Computer science/high school Awarding credits for computer science. <i>Summary:</i> Authorizes school districts, beginning in the 2019-2020 school year, to award academic credit to students for computer science based on student completion of a competency examination. Requires a school district that operates a high school to, beginning no later than the 2022-2023 school year, provide an opportunity to access an elective computer science course that is available to all students.	C 180 L 19	Wellman	Medium	Neutral
<u>E2SSB 5091</u>	Special education funding Concerning state and federal special education funding. <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
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<u>SSB 5266</u>	Timely elections/districting Concerning timely elections for governing body members in jurisdictions modifying districting plans under the Washington voting rights act. <i>Summary:</i>	Del to Gov	Saldaña	Medium	Neutral
<u>ESSB 5313</u>	School levies Concerning school levies. (REVISED FOR ENGROSSED: Concerning school levies and local effort assistance.) <i>Summary:</i>	Del to Gov	Wellman	High	Neutral
<u>SSB 5324</u>	Homeless student support	Del to Gov	Frockt	High	Neutral

Concerning support for students experiencing homelessness.

Summary:

<u>ESSB 5410</u>	Credit policy/AP, IB, CAIE	Del to Gov	Mullet	Medium	Neutral
	Concerning a systemwide credit policy regarding advanced placement, international baccalaureate, and Cambridge international exams.				

Summary:

<u>SSB 5689</u>	Harassment, etc./schools	C 194 L 19	Lias	Medium	Neutral
	Concerning harassment, intimidation, bullying, and discrimination in public schools.				

Summary:

<u>SSB 5851</u>	Vuln. children ed. opport.	C 196 L 19	Frockt	Medium	Neutral
	Enhancing educational opportunities for vulnerable children and youth using funding distributed from the Puget Sound taxpayer accountability account.				

Summary:

<u>ESSB 5874</u> (Dead)	Rural sat. skill centers	C 197 L 19	Warnick	High	Neutral
	Funding rural satellite skill centers.				

Summary:

<u>SSB 5955</u>	DCYF/statewide system	Del to Gov		Medium	Neutral
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Summary:

<u>ESSB 5993</u> (Dead)	Model toxics control program	Del to Gov	Frockt	Medium	Neutral
	Reforming the financial structure of the model toxics control program.				

Summary:

<u>ESSB 5997</u> (Dead)	Tax preferences	Del to Gov	Rolfes	Medium	Neutral
	Eliminating or narrowing certain tax preferences to increase state revenue for essential public services. (REVISED FOR ENGROSSED: Increasing revenues by revising tax preferences and enforcement processes.)				

Summary:

<u>ESSB 5998</u> (Dead)	Grad. real estate excise tax	Del to Gov	Nguyen	Medium	Neutral
	Establishing a graduated real estate excise tax.				

Summary:

<u>SSJR 8201</u>	School district bonds	S Not adopted	Wellman	High	Neutral
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(Dead) Amending the Constitution to allow a simple majority of voters voting to authorize school district bonds.

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<u>SCR 8400</u>	Establishing cutoff dates for the consideration of legislation during the 2019 regular session of the sixty-sixth legislature.				
	<i>Summary:</i> Proposes an amendment to the state Constitution to allow a simple majority of voters voting to authorize school district bonds.				

From: jensenv@skschools.org
Sent time: 05/03/2019 08:08:15 AM
To: cleonard@wspa.net
Cc: kharvill@meridian.wednet.edu
Subject: RE: MEMBER REQUEST

Our South Kitsap School District uses Frontline for classified staff who require substitutes. Otherwise, everyone puts their absences directly into SKYWARD.



Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, May 3, 2019 7:59 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: MEMBER REQUEST

Kurt Harvill from Meridian School District is asking what you use for staff to input their absences and request a substitute. They are currently using SubOnline and are interested in what other districts are utilizing.

Please send your responses directly to: kharvill@meridian.wednet.edu

Also, cc your responses to: cleonard@wspa.net

Thanks,

Curtis

This email was sent to jensenv@skschools.org by cleonard@wspa.net

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From: Scoggin, Tammy <TScoggin@nthurston.k12.wa.us>
Sent time: 05/03/2019 10:41:05 AM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: MEMBER REQUEST

Thanks Rachel. We really appreciate your help.

Tammy Scoggin
Human Resources
North Thurston Public Schools
(360) 412-4492
FAX (360) 412-4554

“Be helpful. When you see a person without a smile, give them yours.”

Zig Ziglar

From: Tallman, Rachel [mailto:tallman@skschools.org]
Sent: Friday, May 3, 2019 8:12 AM
To: Scoggin, Tammy <TScoggin@nthurston.k12.wa.us>
Cc: Stewart, Jackie <stewartj@skschools.org>; Jensen, Vivian <jensenv@skschools.org>; cleonard@wspa.net
Subject: FW: MEMBER REQUEST

Hi Tammy,
Please see the response below from our Employment Services Specialist in regards to your WSPA question.

Thanks!

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: Coley, Jennifer
Sent: Friday, May 3, 2019 8:07 AM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: MEMBER REQUEST

Rachel,

When I am having difficulty with TalentEd I typically initiate an online chat session with their team, or look to their online support forum to see if my questions have already been answered.

When applicants are having difficulty such as uploading documents, I direct them to call 866-389-1245 option 2.

Hope that helps!

Jennifer Coley
South Kitsap School District
HR Employment Services Specialist
Phone: 360-874-7074
Fax: 360-874-7076
Email: coley@skschools.org

From: Tallman, Rachel
Sent: Friday, May 3, 2019 8:04 AM
To: Coley, Jennifer <coley@skschools.org>
Subject: FW: MEMBER REQUEST

Hey there,
Do we have a number for Talent Ed or a way that you get ahold of them for service requests?

Thanks,

Rachel Tallman
HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, May 3, 2019 8:01 AM
To: Tallman, Rachel <tallman@skschools.org>
Subject: MEMBER REQUEST

Last request.

Tammy Scoggin from North Thurston School District is asking: For those districts that are using Talent Ed for their online application system: Do you have contacts and phone number for customer support? Since Frontline has purchased Talent Ed, she is having difficulty getting any customer service.

Please send your responses directly to: tscoggin@nthurston.k12.wa.us

Also, cc your responses to: cleonard@wspace.net

Thanks,

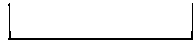
Curtis

||

This email was sent to tallman@skschools.org by cleonard@wspace.net

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From: tallman@skschools.org
Sent time: 05/03/2019 01:38:39 PM
To: disney@skschools.org
Subject: RE: Transcripts
Attachments: S275 Manual_UPDATED 2018.pdf

Hi Josh,

So we've done some research and have an answer for you. I've attached our 2018 S-275 Manual that is put out each year by OSPI. If you look on page 12 about ¾ of the way down the page you will see a paragraph that discusses excess credits, and specifically reads:

"For credits earned after the baccalaureate degree but before the master's degree, any credits in excess of forty-five credits may be counted after the master's degree"

What this means, is that once a MA is earned, we can per the State only count an excess of 45 credits earned between the degrees. To take care of this on our side, we add the MA to your profile and then subtract out 45 credits so that we're only counting the excess credits of your 45. As far as you losing 90 additional credits when you were hired, I don't see anything in your file that speaks to this. It looks like we have your BA transcripts on file along with any clock hours you've earned since that point. With your BA, all credits up to the conferral date are considered a part of your degree and you therefore are brought in at a BA 0. If for some reason you had earned two bachelors degrees in succession, all of those credits on your second BA would count as excess credits, but credits earned as a part of your first BA are not counted as excess since they have gone towards giving you the BA. Again, these are all per S-275 rules that the State lays out for us.

This can be extremely convoluted/confusing so please let me know if I can help in any way!

Thank you,

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: Disney, Joshua
Sent: Friday, May 3, 2019 12:53 PM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: Transcripts

Thank you,

It was quite a shock when I moved here and lost my 90+ due to a change in wording.

From: Tallman, Rachel <tallman@skschools.org>
Sent: Friday, May 3, 2019 12:43 PM
To: Disney, Joshua <disney@skschools.org>
Subject: RE: Transcripts

Hi Josh,

Great questions! Let me do some more research and I'll get back to you as soon as I can. ☺

Thanks,

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: Disney, Joshua
Sent: Friday, May 3, 2019 12:16 PM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: Transcripts

That was not what I was told before. When I took the job here I lost my BA+90 status due to the use of the term after instead of beyond. There was a binder in the office that referenced the state terms. While I was in the office someone was contacted at the state office to verify that the term after and beyond and their defining difference. During that conversation the person at the state office said that once I got my masters I would have all my credits beyond 120 for a BA and 45 for a masters to come to the final number. The term beyond means any credits beyond having your masters. The legal term of after would be post the date of time. Due to the language of the term "beyond" my second degrees credits and all other credits should be applied then 45 credits should be subtracted. Please double check with that with whom ever you need to.

The state term for the masters is beyond.

Please let me know what you find.

Disney

From: Tallman, Rachel <tallman@skschools.org>
Sent: Friday, May 3, 2019 7:55 AM
To: Disney, Joshua <disney@skschools.org>
Cc: Conner, Sarah <conners@skschools.org>
Subject: RE: Transcripts

Hi Josh,
Master's degrees aren't quite as straight forward as that unfortunately. Because you received your MA, you will automatically bump up on the pay scale, however the credits work a bit differently. The rule with Master's degrees is that the total credits for the degree are added to your profile (in your case, 45 credits) and then 45 are subtracted for receiving your MA, which leaves you at an MA + 35 credits. Due to the new SKEA bargaining agreement, you will be placed at an MA 0 and will not see a further pay increase until you receive a total of 90 credits (55 additional credits from where you are now).

Let me know if you have further questions!

Thanks,

Rachel Tallman
HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
Port Orchard, WA 98366
tallman@skschools.org
360-874-7083

From: Disney, Joshua
Sent: Thursday, May 2, 2019 1:10 PM
To: Tallman, Rachel <tallman@skschools.org>
Subject: RE: Transcripts

Thank you,
So with this, my second degree will now count towards my credits, right? So that should put me at Masters 90+ due to the change in language from after to beyond. Who do I need to confirm that with?

Disney

From: Tallman, Rachel <tallman@skschools.org>
Sent: Thursday, May 2, 2019 12:57 PM

To: Disney, Joshua <disney@skschools.org>

Subject: Transcripts

Hi Josh,

I just wanted to let you know that we received your transcripts electronically today from WGU. We will get the degree and credits added to your profile, and you will see your step increase in your September paycheck.

Thanks!

Rachel Tallman

HR Specialist, MBA
South Kitsap School District
2689 Hoover Avenue SE
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tallman@skschools.org
360-874-7083



S-275 REPORTING MANUAL

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Washington School Personnel Association

Contact: admin@wspace.net

SECTIONS

Section 1: The 275 Impact on School Finance

Section 2: The S-275 Overview

Section 3: Who, What, When

Section 4: Degrees, Credits, In-Service Hours

Section 5: Certificated Years of Experience

Section 6: Lessons Learned from Audits

Section 7: Reviewing Your Data

Section 8: Appendix

TABLE OF CONTENTS

Section 1: The S 275 Impact on School Finance	4
Sample Salary Grid	11
Account Code Structure	15
Assignment Codes	16
Duty Codes	18
Section 2: The S 275 Overview	25
Section 3: Who What When	29
Section 4: Degrees, Credits, In-Service Hours	41
Documentation/Authentication	43
Degrees	49
Rounding	53
Course Criteria	56
Types of Credits	62
Academic Credits	63
In-Service Credits	102
Clock Hours	102
Continuing Education Units	129
Non Transfer Credits	133
Non Degree Credits	160
Excess Credits Calculation	161
Section 5: Certificated Years of Experience	170
Experience Forms	179
ESA Experience Forms	185
Private School Experience	191
College Experience	193
Military, Vista, Peace Corp Experience	200
Sabbatical Leave	202
Substitute Experience	204
Student Intern Experience	206
Miscellaneous Experience	207
S Degree (Special)	224
V Degree (Vocational/CTE)	225
Helpful Reminders	247
Section 6: Lessons Learned from Auditors	250
Section 7: Reviewing Your Data	260
Section 8: Appendix	267

The S-275 Impact on School Finance

SCHOOL FINANCE AND THE S275 REPORT

DISCLAIMER: THIS IS NOT INTENDED TO BE A FULL COURSE ON SCHOOL FINANCE. WE ENCOURAGE YOU TO ATTEND A SCHOOL FINANCE WORKSHOP TO INCREASE YOUR LEVEL OF UNDERSTANDING. WE ARE NOT SPONSORED BY OSPI OR THE STATE AUDITORS OFFICE.

WASHINGTON STATE CONSTITUTION:

Article IX, Section 1.

"It is the paramount duty of the state to make ample provision for the education of children residing within its borders..."

Article IX, Section 2.

"The Legislature shall provide a general and uniform system of public schools..."

Article III, Section 22.

"The superintendent of public instruction shall have supervision over all matters pertaining to the public schools."

The Courts:

Doran Decisions (Thurston County)

- In response to a lawsuit initiated in 1976 by Seattle School District, State Superior Court Judge Doran directed the state Legislature to define and fully fund a program of basic education for all students in Washington.

McCleary vs. Washington

- In response to a lawsuit initiated in 2007 by Network for Excellence in Washington Schools filed for the McCleary family, Superior Court Judge John Erlick ruled in favor of the plaintiffs that the state wasn't meeting its paramount duty to adequately fund basic education. In 2012 the Supreme Court ruled that Washington was not adequately funding basic education.
- In the 2017 legislative session, the Legislatures enacted EHB 2242 to increase and revised state allocations to more fully fund basic education.

Legislature

- Establishes regulations for funding or what we call "apportionment."

School Funding

- State apportionment is a major source but many other sources exist.

Role of OSPI:

- To collect data from school districts
- To provide instruction and guidance to districts in reporting
- Analyze and monitor data
- Report the data
- Report specifically to the State Legislature

Funding Sources:

- **State General Apportionment:** Basic Education, Vocational Education/CTE
- **State Specific Funds:** LAP, Transportation, Special Education, Grants
- **Federal Funds:** Title I, Title II, Bilingual, Migrant, Grants, Impact Aid, Vocational
- **Local Levy Funds**
- **Local Bonds**
- **Other grants or special funds**

The basic education apportionment formula have recently changed since the McCleary decision:

The state has made a drastic change to the way that funding is allocated for certificated staff (CIS) salaries. In the past, the allocation the state would pass through to the districts was based on a **mix factor** made up of **degrees, credits and experience**. With the Engrossed House Bill 2242 (EHB 2242), this legislation increased and revised state allocations for:

- **K-12 basic education salaries,**
- **professional development days, and**
- **the prototypical school funding model.**

It also

- created a new state property tax for common schools at a total rate of \$2.70 per \$1,000 of assessed value when combined with the existing state property tax,
- revised local effort assistance up to \$1,500 per student,
- capped school district levies at the lesser of \$2,500 per student or \$1.50 per \$1,000 of assessed property value, and
- **limited use of these levies for enrichment outside of the state's basic education program.**

What this means for the S275 reporting in future years is that we may not be reporting on any of the staff mix data. OSPI has not determined at this time how they will change how districts will be reporting however, so for the 2018-19 school year, the S275 will still capture the mix factor data.

State Basic Education Funding



Student FTE through Enrollment Reporting



Generates Staffing Units and MSOC

Basic Education Funding



Staffing Units:

- Administrator
 - Certificated
 - Classified
- Account Objects:
2000,3000,4000



Materials, Supplies, Operation Costs (MSOC):

- Curriculum
 - Supplies
- Account objects:
5000-9000



Staffing Units are converted to salary and benefit dollars based on formulas.

CERTIFICATED STAFFING UNITS

Staffing units are the number of certificated staff per 1000 students. Basic Education ratios are driven by enrollment reporting and **grade group reporting** on the S-275. The chart below from the Financial Resources and Governmental Relations section of OSPI indicates class size in Basic Ed with the new Prototypical staffing model.

How Enrollment is Used

- Funding is generated based on the student grade level rather than a school's classification.
 - When 6th grade is part of the middle school, the 6th grade students generate staff at the elementary funding level.
 - When 9th grade is part of the middle school, the 9th grade students continue to generate staff at the high school funding level.
- Prototype allocations will be calculated based on districtwide grade level enrollment.



Financial Resources and Governmental Relations
Office of Superintendent of Public Instruction

Slide 13

Prototypical Model Increases:		current	2018-19	2019-20	2020-21
Class Size - General Education				Mandatory beginning 2019-2020	
	Kindergarten	17.000	17.00	17.00	17.00
	First	17.000	17.00	17.00	17.00
	Second	17.000	17.00	17.00	17.00
	Third	17.000	17.00	17.00	17.00
Class Size - High Poverty					
	Kindergarten	17.00	17.00	17.00	17.00
	First	17.00	17.00	17.00	17.00
	Second	17.00	17.00	17.00	17.00
	Third	17.00	17.00	17.00	17.00
All calculations within this tool assume maximum K-3 class size funding. K-3 class size compliance is not required in the 2017-18 or the 2018-19 school year. While it is required in the remaining years of this tool, its impacts are not projected.					

CLASSIFIED AND CERTIFICATED ADMINISTRATIVE STAFFING UNITS


Classified and Certificated Administrative Units are determined differently. In previous reporting years these units were determined by the below calculation:

- 17.021 Classified Unit/1000 Students
 - Unit-1.0 FTE, 2080 Hours
- 4/1000 Administrator Unit/1000 Students

With the new Prototypical Model does this work the same? Below is a table showing what "Other Staffing" in schools may look like.

SHB 2776: School Level Other Staffing				
School Level Staffing	Elementary (K-6)	Middle (7-8)	High (9-12)	Staff Type
Base Enrollment	400	432	600	Student
Principals*	1.253	1.353	1.880	CAS
Teacher Librarians	0.663	0.519	0.523	CIS
Guidance Counselors	0.493	1.216	2.539	CIS
Health & Social Services*	0.135	0.068	0.118	CLS
Teaching Assistance*	0.936	0.700	0.652	CLS
Office Support*	2.012	2.325	3.269	CLS
Custodians*	1.657	1.942	2.965	CLS
Student & Staff Safety*	0.079	0.092	0.141	CLS
Family Involvement Coordinators	0.0825	0.0	0.0	CLS

*CTE and Skill Center programs allocations are provided through per pupil factors using these factors.
 *Included in the Health and Social Services are School Nurses, Social Workers, and Psychologists.



Financial Resources and Governmental Relations
 Office of Superintendent of Public Instruction

Slide 9

What is LEAP?

- Legislative Evaluation and Apportionment Program
- Method for creating "equal" salary distributions across the state
- Numeric system
- Not a salary schedule. It is a state funding distribution model. Many districts have locally bargained to use the LEAP schedule in the past as their salary schedule, but several districts have made modifications to the schedule this year due to bargaining.

Date: June 22, 2017
Time: 01:14 hours

LEAP Document 1*

Table Of Staff Mix Factors For Certificated Instructional Staff

*** Education Experience ***

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	1.00000	1.02701	1.05499	1.08304	1.17303	1.23099	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.24704	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.26303	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.27905	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.29551	1.25171	1.34274	1.40286
5	1.10000	1.11227	1.12454	1.16008	1.25077	1.31206	1.26526	1.35599	1.41728
6	1.11381	1.12624	1.13866	1.17597	1.26623	1.32785	1.27915	1.36942	1.43100
7	1.13828	1.15097	1.16367	1.20301	1.29461	1.35793	1.30517	1.39673	1.46008
8	1.17516	1.18827	1.20138	1.24398	1.33681	1.40246	1.34610	1.43896	1.50458
9		1.22771	1.24125	1.28538	1.38038	1.44826	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.49532	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.54362	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.59391	1.52240	1.62236	1.69607
13					1.56956	1.64544	1.57060	1.67169	1.74756
14					1.61913	1.69890	1.62022	1.72451	1.80105
15					1.66126	1.74310	1.66233	1.76934	1.84788
16 or more					1.69447	1.77794	1.69557	1.80472	1.88482

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

*Note:

This document was adopted by the Legislature as part of the budget adoption process in 2017. It reflects the staff mix factors that applied to the 2017-18 salary allocations received by school districts from the state, the last year that staff mix was a component of state funding. These factors no longer apply to state funding allocations as of the 2018-19 school year.

LEAP SCHEDULE CONVERTED TO DOLLARS

The State establishes the LEAP "Derived Base" for each year, which is the amount in the BA 0 cell. Then the Derived Base, for 2018-19 is \$40,760, is multiplied times the factor for that cell to produce the salary amount for each cell. As an example the factor for BA 45, Step 5 is 1.16008. Multiplying that factor times \$40,760 equals \$47,285. LEAP documents are available at <http://leap.leg.wa.gov/leap/budget/leapdocs/k12docs.asp>.

Sample Table Of Total Base Salaries For Certificated Instructional Staff*

For School Year 2018-19

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 OR Ph.D.
0	40,760	41,861	43,001	44,145	47,813	50,175	48,868	52,536	54,901
1	41,309	42,425	43,580	44,773	48,480	50,829	49,411	53,117	55,466
2	41,831	42,958	44,126	45,411	49,107	51,481	49,958	53,653	56,028
3	42,370	43,508	44,688	46,014	49,703	52,134	50,476	54,162	56,595
4	42,898	44,086	45,273	46,645	50,356	52,805	51,020	54,730	57,181
5	44,836	45,336	45,836	47,285	50,981	53,480	51,572	55,270	57,768
6	45,399	45,905	46,412	47,933	51,612	54,123	52,138	55,818	58,328
7	46,396	46,914	47,431	49,035	52,768	55,349	53,199	56,931	59,513
8	47,900	48,434	48,968	50,705	54,488	57,164	54,867	58,652	61,327
9		50,041	50,593	52,392	56,264	59,031	56,553	60,428	63,195
10			52,237	54,166	58,090	60,949	58,329	62,254	65,112
11				55,992	60,002	62,918	60,155	64,166	67,080
12				57,760	61,965	64,968	62,053	66,127	69,132
13					63,975	67,068	64,018	68,138	71,231
14					65,996	69,247	66,040	70,291	73,411
15					67,713	71,049	67,757	72,118	75,320
16 or more					69,067	72,469	69,111	73,560	76,825

For credits earned after the BA degree but before the MA degree:
Any credits in excess of 45 may be counted after the MA degree.

1. **This table represents an example salary grid.** It does not indicate a commitment of state funds. Districts are not obligated to follow this or any other salary schedule.
2. The first cell on the grid reflects the \$40,760 minimum prescribed by HB 2242 inflated by the implicit price deflator that applies to 2018-19 of 1.9%. The sample grid carries forward the inflation adjustment for each cell, but the law only requires that years 0 and 5 reflect the inflation adjustment and applies the inflation adjustment to the maximum salary cap.
3. Staff mix factors used to compute this schedule are based on LEAP schedule posted 6/22/2017 that was applicable for the 2017-18 school year, which can be found here:

<http://leap.leg.wa.gov/leap/budget/leapdocs/2017L1.pdf>. The schedule labeled "LEAP Document 1" is attached to this document.

4. Steps do not reflect regionalization factors. In 2018–19, the minimum requirements for experience years 0 and 5 should be inflated by the regionalization factor for districts to which regionalization factors apply. Districts should use the regionalization factors posted on the LEAP schedule posted 3/6/2018 found here:

http://leap.leg.wa.gov/leap/budget/leapdocs/coLEAPDocH3_0307.pdf.

5. The new experience mix factor is not effective until the 2019–20 school year. The regionalization factor for districts that are eligible for this adjustment was increased by 4% beginning in 2019–20 (displayed in italicized text in the LEAP document referenced in note 4 above). OSPI believes it was not the intent of the legislature to have the experience factor component of the regionalization factor impact the minimum requirements for years 0 and 5 or the maximum. We will work with the legislature to clarify this language during the 2019 legislative session.

As used in this subsection, the column headings "BA+ (N)" refer to the number of credits earned since receiving the baccalaureate degree. For credits earned after the baccalaureate degree but before the master's degree, any credits in excess of forty-five credits may be counted after the master's degree.

"Credits" means college quarter hour credits and equivalent in-service credits computed in accordance with

RCW 28A.415 .020 and RCW 28A.415 .023.

"Years of service" shall be calculated under the rules adopted by the Superintendent of Public Instruction.

BA 135 column-Grandfathered: Only employees who had met the BA 135 requirements as of January 1, 1992 are funded in this column.

CONVERTING STAFFING UNITS TO DOLLARS

Staffing units are translated to dollars. The **certificated formula** uses the minimum statewide average salary and multiplies it by the Regionalization Factor (if your district has one), and then this is multiplied by the enrollment driven certificated staffing units. Example:

With Regionalization:

1. Minimum Statewide Average Salary	\$65,216
2. Regionalization Factor (0 to 24%)	<u>24%</u>
3. Multiply 1 & 2 for CIS Average Salary	\$80,868
4. Certificated Staffing Units	<u>265.512</u>
5. Multiply 3 & 4 for CIS Allocation	\$21,471,424

Without Regionalization:

1. Minimum Statewide Average Salary	\$65,216
2. Regionalization Factor (0 to 24%)	<u>0%</u>
3. Multiply 1 & 2 for CIS Average Salary	\$65,216
4. Certificated Staffing Units	<u>265.512</u>
5. Multiply 3 & 4 for CIS Allocation	\$17,315,631

This information is true for the 2018 – 2019 school year, but will change in future years as the Regionalization Factor changes and the Experience Factor begins for some districts.

There are three forms of written guidance we must reference and follow as we report information to the state for the S-275 Personnel Reporting process.

- **Revised Code of Washington (RCW)** – statutory laws enacted by the state legislature.
 - Title 28A RCW, Common School (K-12 public school) Provisions
- **Washington Administrative Code (WAC)** - policies, rules, and regulations adopted by state agencies in carrying out state law.
 - Title 181 WAC, Rules and Regulations of the Professional Educator Standards Board
 - Certification for school personnel, career and technical education (CTE) certification, continuing education requirement
 - Title 392 WAC, Rules and Regulations of the Superintendent of Public Instruction
 - WAC 392-121-200 through -299, General apportionment of state monies for certificated instructional staff
- **S-275 Personnel Reporting Instructions**
 - Section II. B., State LEAP Placement Information
 - <http://www.k12.wa.us/SAFS/data/reportformatter.asp#> From this link click on Instructions, Personnel Reporting and then select the year. The instructions for each new year are typically available in late September.

FISCAL ACCOUNTABILITY

- Must maintain K-12 ratio of 46/1000 (CIS-per-student).
- **For 2018-19:** Must not pay district CIS base salary that is less than \$40,760 times regionalization or more than \$91,710 times regionalization and increased by up to 10% for hard-to-staff (ESAs, teachers in math, science, STEM, etc.).
- Must use state accounting and program structure.
- Must file an accurate and timely S 275 report.

Account Code Structure

In our districts we utilize a state established account code structure as shown below:

Program	Object	District
XXXX – XX – XXXX – XXX – XXXX		
Activity	Location	

1. The first 2 digits represent the “program code” from the chart shown below. These are the only program codes that can be reported to the state.
2. The second 2 digits are local sub-program codes where the district can define those numbers.
3. The 5th and 6th digits are the “activity code” representing the type of work activity for the reported position. These come from the state list of activity codes as also shown in the chart below.
4. Digits 7-8-9-10 are the “object code”. The first digit of the object code is set by the state, where 2 = certificated, 3 = classified (and 4-9 are the MSOC codes for benefits, supplies, materials, travel, etc.)
5. Digits 11-12-13 are the specific location code as established by the district.
6. The remaining digits are established by the district for sub responsibility codes.

Examples:

- **Special Education Teacher – State Funded: 2100-27-2000-301-0003**
- **Custodian – State Funded: 9700-63-3000-201-0041**
- **Title I Teacher: 5100-27-2000-301-0003**
- **Title I Teacher: 5104-27-2001-221-0033**
- **Coach: 0100-28-3280-301-0080**

While we maintain the account code information, the S-275 process only utilizes part of the account code, along with other codes to create what is known as the ASSIGNMENT CODE. This code is frequently seen in S-275 reports.

Assignment Code Structure

ASSIGNMENT CODES

XX – XX – XXX

XX = Program Code

XX = Activity Code

XXX = Duty Code

Examples:

01-27-310

Basic Education

Instructional

Elementary Teacher

21-27-330

Special Education

Instructional

Ungraded classroom teacher

97-14-940

Classified Personnel Specialist

97-72-980

Network Administrator

97-28-963

Coach

01-27-320 for teacher and 01-21-400 for Department Chair

80% Teacher, 20% Department Chair

State Program and Activity Codes (from the 275 Instructions Book)

Appendix A: Assignment Codes for School Districts and ESDs

<u>I. Program Codes for School Districts</u>		<u>II. Activity Codes for School Districts**</u>	
<u>Program</u>	<u>Code</u>	<u>Activity</u>	<u>Code</u>
<u>Program Title</u>		<u>Activity Title</u>	
01 Basic Education		11 Board of Directors	
02 Basic Education—Alternative Learning Experience		12 Superintendent's Office	
03 Basic Education—Dropout Reengagement		13 Business Office	
18 Federal Stimulus—Competitive Grants		14 Human Resources	
21 Special Education—Supplemental—State		15 Public Relations	
22 Special Education—Infants and Toddlers—State		21 Supervision (Instruction) - For assignments with districtwide leadership in instructional programs. May include assistant superintendents, supervisors, directors, coordinators, specialists, department chairpersons, and related secretarial and clerical assistants. May also include certain instructional employees.	
24 Special Education—Supplemental—Federal		22 Learning Resources - Includes audio-visual consultants, film inspectors, film librarians, projectionists, programmers, graphic artists, school librarians, script writers, camera operators, and related secretarial, clerical, and other assistants.	
25 Special Education—Infants and Toddlers—Federal		23 Principal's Office - For assignments in management and coordination of a school unit. Includes principals, assistant principals, vice principals, and related secretarial and clerical assistants. Also includes skills center directors and supervisors.	
26 Special Education—Institutions—State		24 Guidance and Counseling	
29 Special Education—Other—Federal		25 Pupil Management and Safety - Includes attendance officers, hall guards, playground aides, and pupil security personnel. May include lunchroom aides when controlling students.	
31 Vocational—Basic—State		26 Health/Related Services	
34 Middle School Career and Tech Education—State		27 Teaching - For assignments in a teacher-learning situation where the teacher is regularly in the presence of the pupils or in regular communication with pupils.	
38 Vocational—Federal		28 Extracurricular	
39 Vocational—Other Categorical		31 Instructional Professional Development	
45 Skills Center—Basic—State		32 Instructional Technology	
46 Skills Center—Federal		33 Curriculum	
51 Disadvantaged—Federal		41 Supervision (Food Services)	
52 School Improvement—Federal		44 Operations (Food Services)	
53 Migrant—Federal		51 Supervision (Pupil Transportation)	
54 Reading First—Federal		52 Operations (Pupil Transportation)	
55 Learning Assistance Program—State		53 Maintenance (Pupil Transportation)	
56 State Institutions, Centers and Homes—Delinquent		61 Supervision (Maintenance and Operation)	
57 Institutions—Neglected and Delinquent—Federal		62 Grounds Maintenance	
58 Special and Pilot Programs—State		63 Operation of Buildings	
59 Institutions—Juveniles in Adult Jails		64 Maintenance	
61 Head Start—Federal		65 Utilities	
62 Math and Science—Professional Dev—Federal		67 Building and Property Security	
64 Limited English Proficiency—Federal		72 Information Systems	
65 Transitional Bilingual—State		73 Printing	
67 Indian Education—Federal—JOM		74 Warehousing and Distribution	
68 Indian Education—Federal—ED		75 Motor Pool	
69 Compensatory—Other		91 Public Activities	
71 Traffic Safety		CP Capital Projects Funds	
73 Summer School		SB Associated Student Body	
74 Highly Capable			
75 Professional Development—State			
76 Targeted Assistance—Federal			
78 Youth Training Programs—Federal			
79 Instructional Programs—Other			
81 Public Radio/Television			
86 Community Schools			
88 Child Care			
89 Other Community Services			
97 Districtwide Support			
98 School Food Services			
99 Pupil Transportation			
CP Capital Projects Funds			
SB Associated Student Body			

****Partial information is shown here for clarification. Refer to the 2016–17 Accounting Manual for Public School Districts in the State of Washington for full details on each activity code.**

Duty Codes (from the 275 Instructions Book)

- 11x **Superintendent** - Functions as the chief executive officer of a district.
- 12x **Deputy/Assistant Superintendent** - Performs system wide executive management functions in the superintendent's office of a district.
- 13x **Other District Administrator** - Directs staff members and/or manages a function, a program, or a supporting service in a district. Includes administrative assistants, directors, supervisors, and coordinators of districtwide programs.
- 21x **Elementary Principal** - Performs the assigned activities of the administrative head of an elementary school, normally any span of grades not above grade 8. Includes elementary and middle school principals.
- 22x **Elementary Vice Principal** - Performs assigned activities in support of the head administrator of an elementary school, normally any grade span not above grade 8.
- 23x **Secondary Principal** - Performs assigned activities of the administrative head of a secondary school, normally any grade span combination of grades 7–12. Includes junior high and senior high principals.
- 24x **Secondary Vice Principal** - Performs assigned activities in support of the administrative head of a secondary school, normally any grade span combination of grades 7–12.
- 25x **Other School Administrator** - Directs staff members and/or manages a function, a program, or a support service in a school. Includes administrative assistants, administrative interns, and supervisors of school programs.
- 31x **Elementary Homeroom Teacher** - Instructs students in self-contained classroom situations for which daily student attendance is kept, normally in any span of grades not above grade 6. Includes the primary instructor for the students, who is responsible for the self-contained classroom situation for the majority of the instructional day. Also includes additional teachers providing instruction at the same time as the homeroom teacher. This may include teachers in the subjects of music, band, physical education, and other specialists, if and only if, the homeroom teacher is actively present in the classroom situation at the same time as the specialist teacher.
- 32x **Secondary Teacher** - Instructs students in classes or courses in a classroom situation for which daily student attendance is kept, normally in any grade span combination of grades 7–12. Includes preparation period and music, band, and physical education teachers, etc., if they teach full time at a secondary school.
- 33x **Other Teacher** - Instructs students in ungraded classes, special education, gifted, disadvantaged, early childhood, home/hospital, and adult education.
- 34x **Elementary Specialist Teacher** - Instructs students in self-contained classes or courses in a classroom situation for which daily student attendance is kept, normally in any span of grades not above grade 6. Includes teachers who are not the primary instructor for the students, who provide instruction to several different groups of students or classes throughout the day. Examples would include music, band, and physical education, or other specialists.
- 40x **Other Support Personnel** - Provides administrative, technical, and logistical support to the instruction program. Includes chairpersons or academic department heads and mentors. Also includes support personnel not specified above, such as attendance officers, educational specialists, dentists, physicians, other student personnel, etc.
- 41x **Library Media Specialist** - Organizes and manages the use of teaching and learning resource materials, including equipment, content material and services for school libraries. Includes librarians and audio-visual or media specialists.
- 42x **Counselor** - Assists students to assess and understand their abilities, aptitudes, interests, environmental factors, personal and social adjustments, educational needs, and occupational opportunities.
- 43x **Occupational Therapist** - Assists students whose abilities to cope are impaired by developmental deficits, poverty and cultural differences, physical injury or illness, or psychological and social disability.
- 44x **Social Worker** - Assists in the prevention of or solution to the personal, social, and emotional problems of students which involve family, school, and community relationships when such problems affect the school work of the student.

- 45x **Speech-Language Pathologist or Audiologist** - Provides diagnostic, therapeutic, and consultative services for individuals disabled by disorders of language, speech, and/or hearing.
 - 46x **Psychologist** - Evaluates and analyzes students through such activities as measuring and interpreting students' intellectual, emotional, and social development to enhance their educational progress.
 - 47x **Nurse** - ESA-certificated school nurse licensed to perform activities requiring substantial specialized judgment and skill in observation, care and counsel of ill and injured students, and in illness prevention.
 - 48x **Physical Therapist** - Seeks to relieve disability and pain, develop or restore motor function, and maintain maximum performance within the student's capabilities.
 - 49x **Reading Resource Specialist** - Serves as a diagnostician, advisor, special instructor and evaluator providing consultation, training, and assistance to classroom teachers and other personnel participating in a reading program.
 - 51x **Extracurricular (Base Contract)** - Assignment involving the guidance or supervision of a school-sponsored activity designed to provide opportunities for students participation in school and public events. Includes class advisor, club or activity advisor, coach, community recreation, intramural athletics, student activity coordinator, etc.
- Note: Use duty code 510 only for extracurricular assignments that are part of a certificated base contract duty assignment. Do not use duty code 511 or 512 for an individual who has no duty code 510 assignment.
- 52x **Substitute Teacher** - Assignment as a temporary replacement for other teachers assigned duty codes 310, 320, 330, and 340. Instructs students in self-contained classes or courses in a classroom situation for which daily student attendance is kept or in ungraded classes, special education, gifted, disadvantaged, early childhood, home/hospital, and adult education.
 - 610 **Certificated on Leave** - An individual on paid certificated leave from the district other than normal vacation leave or normal paid sick leave. Includes union representatives.
 - 611 **Certificated Leave Buy Back** - Payments to an individual for certificated sick leave buy back or certificated vacation buy out. Does not include normal vacation leave or normal paid sick leave.
 - 630 **Contractor Teacher** - Employees of a contractor, who, if they had been employees of the district, would have been reported in a basic education or special education program assignment with a duty code 310, 320, 330, or 340. Refer to WAC 392-121-188 for rules governing instruction provided by a contractor.
 - 640 **Contractor Educational Staff Associate** - Employees of a contractor, who, if they had been employees of the district, would have been reported in a basic education or special education program assignment with a duty code 400, 410, 420, 430, 440, 450, 460, 470, 480, or 490. Refer to WAC 392-121-188 for rules governing instruction provided by a contractor.
 - 900 **Classified on Leave** - An individual on paid classified leave from the district other than normal vacation leave or normal paid sick leave.
 - 903 **Classified Leave Buy Back** - Payments to an individual for classified sick leave buy back or classified vacation buy out. Does not include normal vacation leave or normal paid sick leave.
 - 91y **Aide** - Assists classroom teachers or staff members performing professional educational teaching assignments on a regularly scheduled basis. Includes teacher aides, classroom attendants, bus monitors, lunchroom aides, community service aides, etc.
 - 92y **Crafts/Trades** - Performs jobs which require special manual skill and a thorough and comprehensive knowledge of processes involved in work which requires apprenticeship or other formal training programs. Includes carpenters, electricians, painters, glaziers, plumbers, general maintenance, masons, mechanics, plasterers, etc.
 - 93y **Laborer** - Performs manual labor and generally requires no special training. Includes manual activities such as lifting, digging, mixing, pulling, etc.
 - 94y **Office/Clerical** - Performs clerical-type work such as preparing, transcribing, systematizing, or filing written communications and reports and operates such equipment as bookkeeping machines, typewriters, and tabulation machines. Includes secretaries, bookkeepers, messengers, clerks, typists, etc.
 - 95y **Operator** - Performs assignments requiring an intermediate skill level necessary to carry out machine-operating activities. Includes bus drivers, vehicle operators, dispatchers, etc.
 - 96y **Professional** - Requires a high degree of knowledge and skills acquired through at least a baccalaureate degree or its equivalent. Includes accountants, architects, attorneys, auditors, dietitians, engineers, statisticians, negotiators, etc. Also includes coaches in positions that do not require certification.

- 97y **Service Worker** - Performs a service for which there are no formal qualifications, including paraprofessionals and nonsupervisory personnel. Includes custodians, food service workers, security personnel, warehouse workers, delivery persons, etc.
- 98y **Technical** - Requires a combination of knowledge and skill which can be obtained through about two years of post-high school education such as from a vocational-technical institute or junior college or on-the-job training. Includes computer operators, purchasing agents, computer programmers, print shop technicians, graphic arts technicians, etc.
- 99y **Director/Supervisor** - Directs staff members and manages a function, a program, or a support service. Includes directors or supervisors of food services, maintenance, transportation, data processing, etc.

DUTY CODE SUFFIX (LAST DIGIT)

The actual duty code is three digits, with the first two being from the duty codes described above. The last digit is known as a suffix, either X Y or Z.

X may be either suffix 0, 1, or 2.

Y may be either suffix 0 or 3.

Z relates only to duty code 61 and may be either suffix 0 or 1.

Report, with suffix:

0 – Certificated base contracts and all classified employment time-driven assignments except as noted below

1 – Certificated supplemental contracts for additional responsibility and incentive but not additional time (not time-driven and in excess of \$200).

2 – Certificated supplemental contracts for extended, extra, or optional days and hours which are available to the employee (time-driven).

3 – Classified assignments which are not time-driven. Do not update after Oct. 1 for non-certificated staff).

Notes regarding new staffing categories in the prototypical school funding model (Substitute House Bill #2776 from the 2010 Legislative session):

- Classified staff assigned to duty root 91 aide in activity 22 learning resources are categorized as non-instructional aides rather than teaching assistants.
- Classified staff that report student enrollment and classroom attendance should be reported in activity 23 principal's office (duty 94 office/clerical) rather than activity 25 pupil management and safety (duty 91 aides).

Pages 87 – 95 of the S-275 Personnel Reporting Handbook has additional guidance on duty codes.

Summary: Assignment Code Suffix				
Assignment Type	Duty Code Suffix			
	0	1	2	3
Certificated	Base Contract Assignment.	Not Time-Driven Supplemental Assignments.	Time-Driven Supplemental Assignments.	Suffix 3 not used for certificated assignments.
Classified	Time-Driven Assignments.	Suffix 1 not used for classified assignments.	Suffix 2 not used for classified assignments.	Not Time-Driven Assignments.
S-275 Update Rules (See the Corrections and Updates Table on page 28.)				
Certificated	After October 1, update only for negotiated contract changes.	Update for actual assignments in excess of \$200.	Update for new assignments made available to any group of employees, even if less than \$200.	Suffix 3 not used for certificated assignments.
Classified	Do not update for persons with only classified assignments on October 1. For an employee with a certificated assignment on October 1, update for time-driven classified assignments received after October 1.	Suffix 1 not used for classified assignments.	Suffix 2 not used for classified assignments.	Do not update for persons with only classified assignments on October 1. For an employee with a certificated assignment on October 1, update to add any not-time-driven classified assignments received after October 1.

Summary of Required Salary Reporting				
Type of Salary Which Must Be Reported	Duty Code Suffix Used	Employee Has Certificated Only Assignments on October 1 Snapshot	Employee Has Classified Only Assignments on October 1 Snapshot	Employee Has Both Certificated and Classified Assignments on October 1 Snapshot
October 1 snapshot certificated base contract duty assignments.	0	Yes	Not Applicable	Yes
October 1 snapshot classified duty assignments.	0	Not Applicable	Yes	Yes
	3	Not Applicable	Yes	Yes
Any certificated supplemental contract assignments for additional responsibility or incentive (not time-driven) with a total salary earned which is greater than \$200.	1	Yes	No	Yes
Any certificated supplemental contract assignments for extra, optional or extended days and hours (time-driven) made available to any group of certificated employees including this individual, even if less than \$200.	2	Yes	No	Yes
Classified duty assignments made after the October 1 snapshot	0	Yes	No	Yes
	3	Yes	No	Yes

OTHER FINANCIAL RESOURCES

- Your Business Services/Budget Administrator
- WASBO Courses: www.wasbo.org
- WSPA Workshops: www.wspa.net
- Human Resources Leadership Program (HELP)
- OSPI: www.k12.wa.us
 - S-275 Reporting Instructions:
 - <http://www.k12.wa.us/SAFS/default.asp#>
 - Then select "Instructions" , "Personnel Reporting", then appropriate school year
 - School Apportionment:
 - <http://www.k12.wa.us>
 - Then select Finance and Grants, Apportionment, Financial Services
- State Auditor's Office: www.sao.wa.gov
- ESD Fiscal Offices: <http://www.k12.wa.us/maps/ESDmap.aspx>

QUESTIONS

ABOUT

FINANCE



The S-275 Process Overview

THE S-275 REPORTING PROCESS OVERVIEW

Background of the S-275

The S-275 reporting process is an electronic personnel reporting process that provides a current year record of certificated and classified employees of the school districts and educational service districts (ESDs) of the state of Washington.

Developed during the 1970's, this report initially provided an annual staffing snapshot picture, or "census," of Washington State school districts. The snapshot concept has been retained for the most part, but actual salary and benefit information is now updated through the end of the school year, fitting a more dynamic reporting concept. This dual nature has evolved to meet expanding needs and uses for certificated and classified staff data.

All school district and ESD personnel employed as of October 1 of each school year are reported to the Office of Superintendent of Public Instruction (OSPI) on the S-275 report.

HOW S-275 DATA IS USED

The data collected by the S-275 reporting process are either mandated by state law, necessary for calculating state funding, or are needed for responding to requests by the federal government, the state Legislature, or other organizations. S-275 personnel data is used by OSPI to calculate staffing factors used for apportionment of state funding.

- **Prototypical Funding Comparison:** The S275 information collected during the school year will be used to provide a school-level, web-based comparison between the prototypical funding model and the actual school level staffing provided by the district.
- **Data for the Legislature, national organizations, and the public:**
 - S-275 data is provided to the Legislative Evaluation and Accountability Program (LEAP) Committee, a research arm of the Legislature. Each year the LEAP Committee provides information and analysis to the Legislature on request. The state Legislature uses this information in setting policy, including state funding for school employee costs.
 - Selected statewide data are provided to the National Center for Education Statistics (NCES), the National Education Association (NEA), and other national organizations for state comparison and analysis nationwide.
 - S-275 data are provided on request to other organizations and individuals. S-275 information is public information except for:
 - Social security numbers, which are exempt from disclosure per RCW 42.56.250(3).

- A very limited number of records where personal information of crime victims is protected per Chapter 40.24 RCW.

Monthly apportionment reports for each school district can be found through “Reports”, then “District Reports” link on the SAFS website at: <http://www.k12.wa.us/safs/>.

September through December state apportionment payments to school districts are based on district’s budgeted data (enrollment and staffing units **(used to be staff mix factor)**). Beginning in January, monthly apportionment payments are based on actual data (year-to-date average enrollment and staffing units **(used to be staff mix factor)**).

S-275 staff reporting, along with student enrollment reporting, determines the allocation of state funds (money going from the state to the school district). **School employee compensation (money going from the employing school district to the teacher, etc.) is determined by local policy.**

Because of the use and impact of the S-275 data, care must be taken to be as accurate and complete as possible in following these instructions.

ANNUAL CHANGES

One of the most important activities in beginning the S-275 reporting process is to review the list of annual changes which has always been shown in the beginning pages of the S-275 Personnel Reporting Instructions. **There are basically no changes to the 2018 – 2019 school year.** Even though the laws have changed that no longer require the need for mix factor data, for the 2018 – 2019 school year, OSPI is still requiring that we report on the mix factor data.

QUESTIONS

ABOUT

THE S-275

REPORTING OVERVIEW



SECTION 3

Who?

What?

When?

WHO TO REPORT:

Persons who, **as of October 1**, are known to be employed (contracted or hired) to provide services any time during the current school year.

Include the following individuals:

- Certificated employees under contract for certificated employment.
- Supplemental contracts.
- Each district classified employee.
- Substitute in a position previously filled by a teacher who terminated, is on unpaid leave, or is reported for the same position with duty code 610 (certificated on leave).
- "Unfilled positions" – S-275 personnel reporting is the reporting of personnel/persons, not positions. Report persons that are contracted or hired as of October 1 of the school year.
- With duty code 310, 320, or 330, teachers with contracts on October 1 who both: worked, or are anticipated to work, in the same assignment for more than 20 school days.
- With duty code 520, substitute teacher, teachers who have base contracts for substitute duties. (Review S-275 Reporting Instructions page 11, 1D)

DO update contracts for Employees Certificated or Classified:

- DO update supplemental contracts for reported employees
- DO update negotiated pay or benefits changes for reported employees.
- DO report persons who are known to be employed to coach as of October 1.

Contracted Certificated Instructional Employees: **WAC 392-121-206 Definition**

The following conditions make reporting necessary:

- A certificated teacher or educational staff associate spends more than 0.25 FTE with students for a given school district.
- The district claims basic education funding for students served by the contractor's staff pursuant to WAC 392-121-188.
- The contractual agreement existed as of October 1 for services to be provided during the school year.
- The contractor is not a college or university.

If all four conditions are met, the school district must report the contractor's certificated instructional staff that provide basic and special education services to students claimed by the district for state funding.

Reporting of the contractor's staff is optional if the teacher or educational staff associate spends 0.25 FTE or less with students for a given school district.

Determine a contractor employee's time in a school district by using the following guidelines:

(1) In the case of a teacher hired as part of a cohort, report the person's FTE. An example of this situation is Insight School of Washington at Quillayute Valley School District.

(2) In the case of a teacher of online courses, determine the teacher's FTE by adding the total number of estimated weekly learning hours for courses on all students' Written Student Learning Plans where the teacher is identified as responsible for the course, then dividing the total hours by 750. If the quotient is more than 0.25, the teacher must be reported on the district's S-275 report.

Note: Report contractor certificated instructional employees providing basic education and special education services using duty codes 630 and 640. These duty codes are included in the calculation of the district average staff mix factor and the K–12 staff ratio compliance. However, they are not included in determining salary compliance.

Added Notes:

1. Staff responsible for S-275 reporting should check with other district staff to determine if your district provides alternative learning options for students through contracted services such as those established for online learning programs or contracted services (SLP, Nurse, OT, PT, etc.). You are responsible for determining if these staff must be included on the S-275 report.
2. These staff should be treated like all other certificated instructional staff in that you should ensure they are properly certified for their specific teaching assignments.

Do not report teachers who:

- Substitute in a position already reported through the S-275 reporting process with a duty code other than 610 (certificated on leave).
- Have worked, or are anticipated to work, 20 or fewer school days in the same assignment. See example #5

Do not report a person hired after October 1 and do not delete a person who leaves the district after October 1.

WHO TO REPORT? (EXAMPLES)

1. If a person employed on October 1 resigns the following day, report that person's snapshot data just as if the person had remained with the district through the remainder of the school year.
2. A person's contract period normally begins February 1, and on October 1 the person has a contract with the district. Report this person on the S-275 reporting process.
3. A teacher is on leave without pay for the first semester but has a contract to return to the school district full time for the second semester. The district has contracted with a substitute teacher to fill the position during the first semester. Because the district has a contract with both of these persons on October 1, report each of these teachers on the S-275 report.
4. A teacher has a full-time contract with one math teaching assignment, and the remainder of the day assigned as a substitute teacher. Report this individual as 1.0 FTE on the S-275 report. Report both assignments, but use duty code 520 for the "substitute" assignment. See Section II.D. Assignment Information, of S-275 Personnel Reporting Handbook.
5. A full-time teacher is on paid sick leave for the last week of September. The teacher is expected back the third week of October, absent fewer than 20 school days. Another individual is substituting in this position. Report the first individual on the S-275 reporting process with 1.0 FTE. Do not report the substitute in this position through the S-275 reporting process.
6. A full-time teacher terminates employment on September 18. A replacement is hired and contracted on September 25. Do not report the first individual who was employed fewer than 20 school days. Report the partial FTE and assignments of the second individual.
7. A teacher is contracted to work during the first semester, then will be away on maternity leave for the remainder of the school year. In December, the district hires a replacement for this position for the second semester. Report the partial FTE of the first employee. Do not report the second employee, who was hired after October 1.
8. A teacher provides online services through an outside contractor and works the equivalent of .38 FTE for the year, starting at the first day of school. Do report this person and do ensure they are certified and highly qualified for their core content assignments.

WHAT TO REPORT?

Demographic Data

- County-District Code
- Certificate Number
- Social Security Number
- Last Name, First Name, MI
- Birth Date, Sex, Ethnicity, Race
- Assignments (FTE, %, Duty Codes)
- National Board Certification Expiration Date

LEAP Placement Information

- Certificated staff: Report Highest Degree, Credits and Experience

October 1 – CBRTN Code

- C** Continuing Individual - An individual who was reported by the district in the previous year, unless the person is a certificated employee with less than 0.5 certificated years of experience as of August 31. In that case report such a person as a beginning individual.
- B** Beginning Individual - An individual with a certificated assignment who is reported with less than 0.5 certificated years of experience.
- R** Re-Entering Individual - An individual with a certificated assignment who was not reported in a certificated capacity anywhere during the previous school year, and has at least 0.5 certificated years of experience as of August 31. Report in this category an individual returning from leave.

Do not report an individual as re-entering who was reported by the district during the previous school year and is again employed for the current school year.

- T** Transferring to District - An individual with a certificated assignment who was employed in a certificated capacity in another Washington district (in a public or a private school), another state, or foreign country during the previous school year and has at least 0.5 certificated years of experience as of August 31, and was not reported by the current school year's employing district last year.
- N** New Employee - An employee with only classified assignments that was not reported by the reporting district for the previous school year.

Grade Group Assignment

Report the grade group assignment for:

- All **basic education certificated instructional staff** (BEACIS) with duty suffix 0. Basic education certificated instructional staff are those with base contract assignments in programs 01, 02, 03, 31, 34, 45, or 97 and in duty roots 31 through 49, or 63 through 64, with suffix 0.
- All **special education certificated instructional staff** with duty suffix 0. Special education certificated instructional staff are those with base contract assignments in programs 21 or 22 and in duty roots 31 through 49, or 63 through 64, with suffix 0.

For all other assignments, including all duty suffix 1, 2, and 3 assignments, this item may be left blank.

To determine the grade group attributed to an assignment, use the actual grades of students served by the assignment. If students are ungraded, the grade assignment based on chronological age is to be used. Report the appropriate grade group code according to the following options:

Blank	May be left blank for an assignment that is not a certificated instructional assignment in basic education or special education.
P	Use for reporting of preschool assignments in special education programs 21 or 22. Do not use this code for assignments in basic education programs 01, 02, 03, 31, 34, 45, or 97.
K	An assignment with kindergarten students.
1	A teacher assignment with elementary Grade 1 students or with ungraded students aged 6.
2	A teacher assignment with elementary Grade 2 students or with ungraded students aged 7.
3	A teacher assignment with elementary Grade 3 students or with ungraded students aged 8.
4	A teacher assignment with elementary Grade 4 students or with ungraded students aged 9.
5	A teacher assignment with elementary Grade 5 students or with ungraded students aged 10.
6	A teacher assignment with elementary Grade 6 students or with ungraded students aged 11.
E	An assignment in duty roots 40 through 49, or 64, with elementary Grades 1 through 6 students or with ungraded students aged 6 through 11.
M	An assignment with middle school Grades 7 or 8 students or with ungraded students aged 12 or 13.
H	An assignment with high school Grades 9, 10, 11, or 12 students or with ungraded students aged 14 through 20.

Notes:

1. Classroom teacher (duty code 310, 320, 330, 340, 520, and 630) assignments require distinction between kindergarten (K) and each of the elementary Grades 1 through 6.

2. ESAs and other certificated support staff (duty code 400 through 490, and 640) who cover several classrooms may be reported with K in kindergarten assignments and E in Grades 1 through 6 assignments, if the district wishes.

Grade	Teacher Duty Roots 31–33, 52, & 63	Duty Roots 40–49 & 64
Preschool	P	P
Kindergarten	K	K
1	1	E
2	2	
3	3	
4	4	
5	5	
6	6	
7–8	M	M
9–12	H	H

Position Details

- Hours associated with base contract or base assignment
 - Exclude time when employee is not performing duties (meals, travel)
 - Exclude hours associated with supplemental contracts (TRI)
 - FTE
 - Calculate Certificated FTE, i.e., $7.5 \times 180 = 1350$ Fulltime; $3.75 \times 180 = 675$ Actual; $675/1350 = .50$ FTE
 - ❖ Unless your district has approved waiver days, i.e., 178 days if 2 waiver days has been approved
 - Calculate Classified FTE on 2080 hours (8×260)
- Example: Position is 3 hrs. x 190 days (180 work days and 10 holidays)
 $570/2080 = .274$

Insurance/Benefit Information

- Report the district's share of permissive insurance benefits paid to/for the employee during the current reporting year; includes items such as health, life, liability, accident, disability and salary protection.
- Update this item for changes resulting from local negotiated agreements
- Exclude the amount remitted to the Health Care Authority for retirees
- Report all actual insurance benefits for each employee
 - Do not report district average annual insurance benefits or district average health benefit pool amounts
 - Do not change reported insurance benefits to reflect assignment changes made after Oct. 1

WHEN TO REPORT?

The reporting schedule below is intended as a guide to help districts in planning submission of data to OSPI. Except for the initial submission date, the target dates are not mandatory reporting dates. Rather they represent significant dates when accurate and complete information must be available to OSPI for statistical reports, legislative requests, and school apportionment. October 1 remains the only snapshot date.

Complete this three-step process prior to each target date after November 1:

- Step 1. Submit any updates or corrections to the October 1 data.
- Step 2. Review all edit exceptions for errors (see Appendix B beginning on page 120 of S-275 Personnel Reporting Handbook).
- Step 3. As necessary, resubmit corrections identified in step 2

Each year the reporting timelines are established in the annual S-275 Reporting Instructions. Since they are not yet available, the following chart is an example from the 2017-18 school year.

Schedule of Reporting Target Dates	
October 1, 2017	The snapshot date for all staff (whether that date falls on a weekday or weekend).
November 1-22, 2017	Initial data submission period for the S-275 reporting process.
November 22, 2017	All initial S-275 data due to OSPI on or before this date.
December 31, 2017	Corrections to edit exceptions so that snapshot data are complete and accurate.
January 19, 2018	OSPI calculates monthly apportionment using data received as of this date.
February 16, 2018	OSPI calculates monthly apportionment using data received as of this date.
March 20, 2018	OSPI calculates monthly apportionment using data received as of this date.
April 18, 2018	OSPI calculates monthly apportionment using data received as of this date.
May 18, 2018	OSPI calculates monthly apportionment using data received as of this date.
June 19, 2018	OSPI calculates monthly apportionment using data received as of this date.
July 19, 2018	OSPI calculates monthly apportionment using data received as of this date.
August 21, 2018	OSPI calculates monthly apportionment using data received as of this date.
August 31, 2018	Final district updates to current items. Note that this is the date on which <i>Item C.4, Total Final Salary</i> , is based.
September 30, 2018	Final corrections to edit exceptions so that all snapshot and current data are complete and accurate. Submit final data prior to 5 p.m., September 30, 2018, for entry into the 2017-18 S-275 personnel files located at OSPI.

Corrections and Updates to S-275 Data

After initial submission of S-275 data, there are two possible types of changes: **corrections and updates**. All data may be corrected; however, not all data may be updated.

The term **correction** refers to a **data change needed because of an error in a previous submission or because documentation was not previously available**. Most data items depict a snapshot of district staff as of October 1 and are not to be changed during the year except for corrections to the snapshot. All snapshot report items begin the item title with October 1.

The term **update** refers to **a change in a data item that is not affixed part of the district's October 1 snapshot**. All such report items begin the item title with the word current:

- Current - Total Final Salary
- Current - Annual Insurance Benefits
- Current - Annual Mandatory Benefits
- Current - Assignment Salary

Notes—Corrections and Updates:

1. **Do not update an employee's base contract** (suffix 0) assignments or full-time equivalencies for changes made after October 1.
2. **Update** certificated base **contract hours** per FTE day, certificated base contract FTE **number of days, assignment salary, supplemental assignment salary and hours per year**, and **benefit changes due to negotiated contract agreements for the school year**.
3. **Update duty code suffix 1** (supplemental) **contract assignments** for additional responsibility or incentive **for \$200 or more made after October 1 to reflect additional contracts** for services provided during the school year.
4. **Update duty code suffix 2** (supplemental) **contract assignments for additional time made available to any group of employees after October 1 to reflect negotiated changes for the school year**. The term made available means that members of the group may, but are not required to, work up to a negotiated number of hours. Such circumstances are often associated with the process of negotiating time-driven "TRI" (time, responsibility, or incentive) assignments. **Update for all such contract assignments even if the contract is for less than \$200.**

5. For persons with snapshot **certificated duty assignments**, report all **classified duty assignments** for services provided during the school year. Example: Coaching
6. If the person's assignment has changed or the person has terminated employment or gone on leave, updates to the assignment salaries and benefits are determined by what the individual would have earned had that individual remained in the same position and assignment as reported on October 1. However, total final salary is determined by payroll, not the snapshot. See example 2Q on page 83 of the S-275 Personnel Reporting Handbook. **This assignment will not require an update.**
7. Update total final salary and mandatory benefits to reflect all actual compensation for services provided during the school year. Include all forms of compensation recognized as income by the Internal Revenue Service (IRS).
8. There is no provision in law for supplemental contracts for classified employees.

Corrections to S-275 Data after Year-End Closeout- WAC 392-117-045

Districts/ESDs shall submit corrections that become known after the final S-275 is submitted if that data affects state apportionment in accordance with WAC 392-117-045.

Districts should provide a copy of all revisions to the state auditor and note this information on correspondence to OSPI which request corrections to S-275 data. OSPI will only correct data which the state auditor has been made aware of prior to, or during, audit of data. However, corrections do not require state auditor approval if submitted prior to, or during, audit of data.

A district wishing to correct personnel data after the close of the reporting year should submit a letter to OSPI. Include the relevant pages of the final S-275 report with the desired corrections clearly marked. The letter should indicate whether the corrections are submitted either:

- Prior to the entrance conference by the state auditor,
- During the audit of data by the state auditor (after entrance and before exit conference), or
- As part of the audit resolution process, e.g., per the auditor's instructions.
- Also, if the corrections are submitted during audit of data, the letter should indicate that the state auditor shall be provided a copy of the revisions.

Corrections and Updates to S-275 Data			
Item #	Reporting Item	Corrections	Updates
A.2	Certification Number	Yes	No
A.3	Social Security Number	Yes	No
A.4	Individual's Name	Yes	No
A.5	Birth Date	Yes	No
A.6	Sex Code	Yes	No
A.7	Hispanic Ethnicity Code	Yes	No
A.8	Race Code	Yes	No
A.9	October 1 - CBRTN Code	Yes	No
A.10	National Board Certification Expiration Date	Yes	** a **
B.2	October 1 - Highest Degree Year	Yes	No
B.3	October 1 - Academic Credits since Highest Degree	Yes	No
B.4	October 1 - In-service Credits since Highest Degree	Yes	No
B.5	October 1 - Credits in Excess of 45 Earned between the Bachelor's Degree and the Master's Degree	Yes	No
B.6	October 1 - Nondegree Credits	Yes	No
B.7	October 1 - Certificated Years of Experience	Yes	No
C.1	October 1 - Certificated Base Contract Hours Per FTE Day	Yes	YES
C.2	October 1 - Certificated Base Contract FTE Number of Days	Yes	YES
C.3	October 1 - Certificated FTE	Yes	No
C.4	Current - Total Final Salary	Yes	YES
C.5	Current - Annual Insurance Benefits	Yes	YES
C.6	Current - Annual Mandatory Benefits	Yes	YES
D.1	October 1 - Building Code	Yes	No
D.2	October 1 - Assignment (Program-Activity-Duty) Code		
	• Duty Code Suffix 0	Yes	** 0 **
	• Duty Code Suffix 1	Yes	** 1 **
	• Duty Code Suffix 2	Yes	** 2 **
	• Duty Code Suffix 3	Yes	** 3 **
D.3	October 1 - Grade Group Assignment Code	Yes	No
D.4	October 1 - Percent of Certificated Contracted Time	Yes	No
D.5	October 1 - Assignment Hours Per Year	Yes	No
D.6	Current - Assignment Salary	Yes	YES

QUESTIONS

ABOUT

WHO WHAT WHEN



SECTION 4

Degrees

Credits

In-Service Hours

This presentation is intended to provide an overview with some tips on reporting the certificated records data; but care should be taken to follow the regulations cited in the 275 Instructions, RCW and Law.

Keep documentation to support your decisions!

THE LAW ON DOCUMENTATION

WAC 392-121-280

School districts shall have documentation on file and available for review which substantiates each certificated instructional employee's placement on LEAP salary allocation documents. The minimum requirements are as follows:

(1) Districts shall document the date of **awarding or conferring of the highest** degree including the date upon which the degree was awarded or conferred as recorded on the diploma or transcript from the registrar of the regionally accredited institution of higher education.

(a) If the highest degree is a master's degree, the district shall also document the **date of awarding or conferring of the first bachelor's degree.**

(b) If the degree was awarded by an institution which does not confer degrees after each term, and all degree requirements were completed at a time other than the date recorded on the diploma or transcript, a written statement from the registrar of the institution verifying a prior completion date shall be adequate documentation.

(c) If the degree program was completed in a country other than the United States documentation must include a written statement of degree equivalency for the appropriate degree from a foreign credentials' evaluation agency approved by the office of superintendent of public instruction.

(2) Districts shall document academic credits by having **on file a transcript** from the registrar of the regionally accredited institution of higher education granting the credits. For purposes of this subsection:

(a) An academic credit is deemed "**earned**" **at the end of the term for which it appears on the transcript:** Provided, That a written statement from the registrar of the institution verifying a prior earned date may establish the date a credit was earned;

(b) Washington state community college credits numbered **one hundred and above are deemed transferable** for purposes of WAC 392-121-255(4) subject to the limitations of that same subsection;

(c) **Credits are not deemed "earned" at an institution of higher education which transfers-in credits.** Such credits must be documented using a transcript from the initial granting institution and are subject to all the limitations of WAC 392-121-255;

(d) If the credits were completed in a country other than the United States, documentation must include a written statement of credit equivalency for the appropriate credits from **a foreign credentials' evaluation agency** approved by the office of superintendent of public instruction; and

(e) For credits earned **after September 1, 1995**, districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district representative and must be available to the employee's future employers.

(3) Districts shall **document in-service credits**;

1. By having on file a document meeting standards established in WAC 181-85-107; and (Documents noted in WAC are: 1) In-service registration forms, 2) College/University grade sheets or transcripts, 3) Official correspondence from an approved in-service agency, 4) Documents related to Annual Professional Growth Plans including plan documents, required signatures and evidence collected.)

(b) For credits earned after September 1, 1995, districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district representative and must be available to the employee's future employers.

(4) Districts shall **document non-degree** credits.

(a) For **vocational/career** and technical education educator training credits pursuant to WAC 392-121-259(3) districts shall have on file a document meeting standards established in WAC 181-85-107 and evidence that the training was authorized pursuant to WAC 181-77-003 (2), (9), or (12).

(b) For credits calculated from converted occupational experience pursuant to WAC 392-121-259(3) districts shall have on file documents which provide:

(i) **Evidence that the occupational experience meets the requirements of WAC 181-77-003(7)**;

(ii) Evidence of the individual's actual number of hours of employment for each year including dates of employment; and

(iii) The district calculation of converted credits pursuant to WAC 392-121-259(3).

(c) For credits earned after September 1, 1995, districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). At a minimum, such documentation must include a dated signature of the immediate principal, supervisor, or other authorized school district representative and must be available to the employee's future employers.

(5) Districts shall **document certificated years of experience as follows**:

(a) For certificated years of experience obtained and reported on Report S-275 prior to the 1994-95 school year, districts shall have on file documents that provide evidence of employment including dates of employment.

(b) For certificated years of experience reported on Report S-275 for the first time after the 1993-94 school year districts shall have on file:

(i) The total number of hours, or other unit of measure, per year for an employee working full-time with each employer;

(ii) The number of hours, or other unit of measure (worked by the employee), per year and dates of employment with each employer, including paid leave and excluding unpaid leave: Provided, That

documentation of hours in excess of one full-time certificated year of experience in any twelve-month period is not required;

(iii) The quotient of the hours, or other unit of measure, determined in (b)(ii) of this subsection divided by the hours, or other unit of measure, in (b)(i) of this subsection rounded to two decimal places for each year;

(iv) The name and address of the employer;

(v) For those counting out-of-district experience pursuant to WAC 392-121-264 (1)(a), evidence whether or not the position required professional education certification pursuant to WAC 392-121-264(1)(a)(ii);

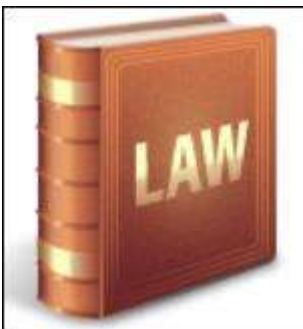
(vi) For those counting experience pursuant to WAC 392-121-264 (1)(b), a brief description of the previous employment which documents the school district's decision that the position was comparable to one requiring certification in the Washington school districts;

(vii) For those counting management experience pursuant to WAC 392-121-264 (1)(e), evidence that the experience meets the requirements of WAC 181-77-003(6);

(viii) For those counting experience (for educational staff associates) pursuant to WAC 392-121-264 (1)(f), evidence that the previous employment meets the requirements in the applicable subsections of WAC 392-121-264 (1)(f).

(6) Any documentation required by this section may be original or copies of the original: Provided, that **each copy is subject to school district acceptance or rejection.**

(7) The falsification or deliberate misrepresentation, including omission of a material fact concerning degrees, credits, or experience by an education practitioner as defined in WAC 181-87-035 shall be deemed an act of unprofessional conduct pursuant to WAC 181-87-050. In such an event the provisions of Chapters 181-86 and 181-87 WAC shall apply.



AUTHENTICITY OF RECORDS

The law requires that districts maintain “valid” documents believed to be “authentic.”

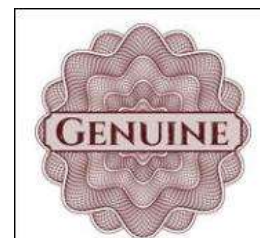
DEGREE AND ACADEMIC CREDIT RECORDS

The best source for an authentic document that identifies degrees and/or academic credits is an official transcript from the registrar of the college.

Electronic transcripts from the registrar of the institution, including those sent via eSCRIP-SAFE, are acceptable copies of documentation. (WAC 181-85-107)

A February 28, 2013, email message from the Office of the Attorney General provides the following clarification regarding transcripts.

1. WAC 392-121-280(2) requires that the district have a transcript on file.
2. The transcript must be from the registrar of the college or university (the transcript must indicate that it is from the registrar).
3. There is no requirement that:
 - a. Dictates the form of the transcript.
 - b. Requires the transcript to be sealed.
 - c. Requires the transcript to be signed.



You can accept official transcripts that are sent to your from another Washington school district. **PLEASE NOTE: It is still your responsibility to review the documentation, i.e. transcripts, clock hour forms and experience for accuracy.**

FOREIGN INSTITUTIONS

WAC 392-121-280 (d) requires that if the credits were completed in a country other than the United States, documentation must include a written statement of credit equivalency for the appropriate credits from a **foreign credentials' evaluation agency** approved by the office of superintendent of public instruction; Provided that documentation of credit equivalency is not required if that institution of higher education is already regionally accredited or accredited by the distance education and training council, pursuant to WAC 181-78A-010(7). The WAC does not indicate that the school district require the original evaluation document. **Also note that the accredited institution of higher education does not have to be located within the U.S.**

As of September 11, 2008, OSPI will accept translation services from members of the National Association of Credential Evaluation Services (NACES). For information regarding NACES, membership criteria, and NACES' guiding principles

of good practice for educational credential evaluation, please visit <http://www.naces.org/>. The more commonly used evaluation agencies used for foreign transcripts are listed below:

e-Val Reports 3213 W. Wheeler St. #287 Seattle, WA 98199 206-257-4249 www.e-valreports.com	Educational Credential Evaluators Inc. PO Box 514070 Milwaukee, WI 53203-3470 414-289-3400 www.ece.org
Foundational for International Services Inc. 505 Fifth Ave South, Suite 101 Edmonds, WA 98020 425-248-2255 www.fis-web.com	International Consultants of Delaware, Inc. PO Box 8629 Philadelphia, PA 19101-8629 (215) 243-5858 www.icdeval.com
International Education Research Foundation, Inc. PO Box 3665 Culver City, CA 90231-3665 (310) 258-9451 www.ierf.org	Josef Silny & Associates, Inc. International Education Consultants 7101 SW 102 Avenue Miami, FL 33173 (305) 273-1616 www.jsilny.com
World Education Services Bowling Green Station PO Box 5087 New York, NY 10274-5087 212) 966-6311 www.wes.org	

CLOCK HOURS

- Approved clock hour transcript providers as of September 2018:

- An educational service district (ESD)
- Anacortes School District
- Bainbridge Island School District
- Battleground Public Schools
- Bellevue School District
- Bellingham Public Schools
- Bethel School District
- Center for Strengthening the Teaching Profession
- Central Valley School District
- Dieringer School District
- Edmonds School District
- Ephrata School District
- Everett Public Schools
- Federal Way Public Schools
- Fife School District
- Franklin Pierce School District
- Highline Public Schools
- Issaquah School District
- Kent School District #415
- LaCrosse School District
- Lummi Nation School
- Monroe School District
- Moses Lake School District
- Mount Vernon School District
- Mukilteo School District
- North Thurston School District
- Northshore School District
- Renton School District
- Riverview School District
- Seattle Pacific University
- Seattle Public Schools
- Seattle University
- Sedro-Woolley School District
- Selah School District
- Shoreline Public Schools
- Snoqualmie Valley School District
- Spokane Public Schools
- Steilacoom Historical School District No. 1
- Tukwila School District
- Steptoe School District
- Sumner School District
- University of Washington at Tacoma
- University of Washington - Continuum College
- Vancouver Public Schools
- Walla Walla Public Schools
- Washington Education Association (WEA)
- Washington Interscholastic Activities Association (WIAA no longer issues transcripts)
- Wenatchee School District
- Western Washington University Extended Education and Summer Programs
- White River School District

- The OSPI in-service registration form approved by OSPI and issued by the clock hour provider. OSPI in-service registration forms include:
- Form SPI 1125* (Not available online)
- Form SPI 1126-1 ProTeach Online Assessment/ProCert Program Professional Growth Team Member
- Form SPI 1128-1 Supervisor of Training - **Note this form changed 11/2016 to allow up to 30 hours per year.**
- Form SPI 1128-2 National Board Assessment/Certification
- Form SPI 1128-4 First Peoples' Language, culture, or oral tribal
- Form SPI 1128-5 ProTeach Portfolio External Assessment
- Form SPI 1128-6 Teacher Performance Assessment Scorer
- Form SPI 1128-7 ProTeach Assessment Scorer
- Form SPI 1128-8 Annual Professional Growth Plan (PGP) Verification & PGP Equivalency
- Form SPI 1128-9 School Accreditation Site Team
- Form SPI 4020S Suicide Prevention Training Verification
- A payment voucher issued by North Central Educational Service District (ESD 171).
- A WA State Clock Hour In-Service Certification Form from the Archdiocese of Seattle.

To view an OSPI form go to this link:

www.k12.wa.us/certification/ClockhoursDocumentation.aspx

The forms listed above are the only acceptable forms of documentation for approved clock hours. Even if an agency is on the approved clock hour provider list, the clock hours are not eligible unless there is acceptable documentation. A certificate of completion, letter, or certificate of achievement or professional development cannot be used to document approved clock hours **unless the individual holds an ESA certificate and a state health professions license that requires continuing education.** While all Public School Districts are approved clock hour providers, not all of them are **approved transcript providers.** Check OSPI's website for accurate list as it is changing frequently.

For the latest list of acceptable documentation, see the following website:

<http://www.k12.wa.us/certification/ClockhoursDocumentation.aspx>

CONTINUING EDUCATION UNITS

Form SPI 4098V is used to document license hours as clock hours for ESA certification purposes. The certificates of attendance or other forms validating attendance are attached to Form SPI4098V. It is permissible to attach multiple verification documents to one form.

DO NOT REPORT INFORMATION THAT IS NOT AUTHENTICATED AND THE DOCUMENT IS NOT IN YOUR POSSESSION!

QUESTIONS ABOUT DOCUMENTATION



HIGHEST DEGREE (WAC 392-121-250)

- B** Persons holding a **bachelor's** degree as the highest degree, that are not reported with degree type **G** or **H**.
- H** Persons who obtain a bachelor's degree while employed in the state of Washington as a non-degreed vocational/CTE instructor. (**H** means "**hold harmless**," or that persons are not penalized for obtaining a bachelor's degree.)
- G** Persons holding a bachelor's degree as the highest degree and whose total eligible credits reported on the S-275 report before January 1, 1992, were 135 or more (RCW 28A.150.410). These persons are **grandfathered** at the BA+135 column.
- M** Persons holding a **master's** degree or any other degree between the master's and doctorate as the highest degree. An **educational specialist** degree is reported as degree type **M**.
- D** Persons holding a **doctorate** degree as the highest degree.
- V** Report an employee as non-degreed with degree type **V** only if:
- The employee holds no bachelor's or higher level degree; or
 - The employee holds a bachelor's or higher level degree and a valid vocational/CTE certificate, but has not used the degree(s) to obtain any past or present education certificate or permit. The employee must not have used the degree to obtain a certificate (including conditional certificate, temporary permit, etc., anything that would constitute a "certificate" or education credential by the State of Washington.) If the degree has been used for a State of Washington purpose, such as to obtain a Washington education credential/certificate, then the State of Washington must/shall recognize that degree, and the employee cannot be reported as non-degreed. Report such employees with highest degree type B, H, G, M, or D.
 - Do not report employees as non-degreed with degree type V if they have ever used a degree to obtain the following endorsements on vocational/CTE initial, initial renewal, continuing, or continuing renewal certificates, which normally require a bachelor's degree per WAC 181-77-031: Agriculture Education – V010000 Business Education – V070000 Marketing Education – V080000 Business and Marketing Education – V078000 Family and Consumer Sciences Education – V200002 Technology Education – V210100.
 - The vocational/CTE conditional certificate is not issued based on a degree; employees with such certificates may be reported as non-degreed (degree type V), if all other requirements are met.

BA 135 – Degree type "G"

Email Exchange with Ross Bunda – OSPI

Cutoff is 1/1/1992. OSPI has a list of persons still reported as high degree "G".

Sherrie Evans

From: Ross Bunda [RBunda@ospi.wednet.edu]
Int: Friday, October 01, 1999 4:15 PM
To: "Sherrie Evans"
Cc: Allen Jones
Subject: RE: BA 135 Status

*BA 135
"G"*

My understanding of the guidance is, "No."

RCW 28A.150.410(3) states,

"Beginning January 1, 1992, no more than 90 college quarter-hour credits received by any employee after the baccalaureate degree may be used to determine compensation allocations under the state salary allocation schedule and LEAP documents referenced in the biennial appropriations act, or any replacement schedules and documents, unless:

- (a) The employee has a masters degree; or
- (b) The credits were used in generating state salary allocations before January 1, 1992."

- Her BA + 90 generated state salary allocations before January 1, 1992.
- Her BA + 135 did not generate state salary allocations before January 1, 1992.
- Therefore, no.

Also, the S-275 personnel reporting instructions for 1999-2000, page 20, defines degree type "G" for "persons holding a bachelor's degree as the highest degree and whose total eligible credits reported on the S-275 report before January 1, 1992, were 135 or more (RCW 28A.150.410 and WAC 12-121-255[3]). These persons are grandfathered at the BA + 135 column."

- Again, she was not, so no.

If I can be of further assistance on this matter, please contact me.

Ross Bunda
Supervisor, Personnel Reporting
School Apportionment & Financial Services
Office of Superintendent of Public Instruction
(360) 753-3585 voice
(360) 664-3683 fax
mailto:rbunda@ospi.wednet.edu <mailto:rbunda@ospi.wednet.edu>
<http://ospiwsvr.ospi.wednet.edu/finance/appsf.htm>
<<http://ospiwsvr.ospi.wednet.edu/finance/appsf.htm>>

Email Re Degree Type G – Continued

From: Sherrie Evans [SMTP:skevans@orca.esd114.wednet.edu]
Sent: Friday, October 01, 1999 2:21 PM
To: Ross Bunda (E-mail)
Subject: BA 135 Status

Here's an interesting one - need your opinion:

[REDACTED] was employed with our district through 1989-90. She reported on the S275 as Bachelors degree. We rehired her last year also reported her on the S275 as Bachelors' degree. She just brought

transcript that demonstrates that she actually has BA 135 prior to January 1, 1992. Actually, when I reviewed the file I found that these credits were on the transcript that we had on file way back in 1989-90 - they just obscure so they were not picked up. She is asking that we place her in the BA 135 column which would mean I would report her as a G. Can we do that?

Sherrie Evans, Assistant Superintendent for Personnel and Labor Relations
South Kitsap Schools
1962 Hoover Ave SE, Port Orchard, WA 98366
(360) 876-7306
skevans@orca.esd114.wednet.edu

**16/17 S275 Personnel Reporting Instructions page 30:
"Do not report employees with degree type G
(bachelor's degrees grandfathered at BA+135) unless
they are reported with at least 135 total eligible
credits. Also, employees reported with degree type G
must have been reported with at least 135 total
eligible credits on the S-275 report, by a Washington
school district or ESD, before January 1, 1992."**

QUESTIONS

ABOUT

DEGREES



ROUNDING – WAC 392-121-270(5)

Rounding of computations of credits and experience should follow the general rule: a decimal ending with a 5 or higher is rounded up; a decimal ending with a 4 or lower is rounded down. Documentation of computations of total credits and experience should show both the accumulated totals in the number of decimal places required by the applicable rule and the rounded total reported pursuant to the applicable rule. It is important to note:

- When accumulating a person's total credits over a number of years, a school district should sum the credits as they were computed for each year (one decimal place), not the rounded total used for placement on the LEAP salary allocation schedule (whole number).

EXAMPLE OF ROUNDING CREDITS

Example 1I—Rounding Credits and Experience						
	Credits			Experience		
School districts accumulate/record:	Credits rounded to 1 decimal place.	44.4	89.5	Experience rounded to 2 decimal places.	3.44	6.45
School districts report on S-275:	Credits rounded to 1 decimal place.	44.4	89.5	Experience rounded to 1 decimal place.	3.4	6.5
For LEAP salary placement, OSPI rounds:	Credits to the nearest whole number.	44	90	Experience to the nearest whole number.	3	7

A Discussion on Rounding Credits

Email exchange with Dale Sando, State Auditor and Ross Bunda, OSPI

OK to round either way but you MUST BE CONSISTENT!!

Email to Ross/Dale from Sherrie Evans: The district where we encountered the question is Puyallup. We told them that we consider the method they are using of recording at 2 decimal places and rounding the total to be acceptable because it is the conservative approach but that they could switch to rounding each course if they choose to do so. I think the WAC is just vague enough to be interpreted either way. We agree that rounding each course would be the most logical for exactly the reason you provided, especially if the district does not use one of the credit tracking programs like the one your company designed.



From: sherrie.evans@comcast.net [mailto:sherrie.evans@comcast.net]

Sent: Wednesday, January 18, 2006 4:21 PM

To: Dale Sando

Subject: Re: FW: Inservice Credits rounding

His response regarding rounding the total is always what I have basically followed. The reason is that you might get a transcript from Puget Sound ESD for the .75 hour and you record it as

.75 or .8. Then 3 months later you get one from ESD 113 for the .65 or .7 class. You are recording them separately. Additionally these clock hours might have even occurred in 2 separate reporting years. So to me the round first, total is much more accurate and consistent.

It would be nice to see something from the auditor on this in our next 275 training sessions if you are comfortable putting something out to districts to guide them with. Thanks for following up on this. It is an important topic.

----- Original message -----

From: "Dale Sando" <sandod@sao.wa.gov>

Sherrie, here is what I got from Ross.

From: Ross Bunda [mailto:RBunda@ospi.wednet.edu]

Sent: Thursday, January 12, 2006 4:37 PM

To: Dale Sando

Subject: RE: Inservice Credits rounding

Hello, Dale

You are correct that, for credits, the rules refer to rounding to the nearest tenth. In your example, two in-service classes at 7.5 hours and 6.5 hours would total accurately to 14.0 hours, or 1.4 credits. A district would be correctly applying the rules to record 0.8 and 0.7 credits, or a total of 1.5 credits. However, from a legal perspective, I think the district could also defend recording 1.4 credits.

If a school district wants to be consistent (at the trade-off of being accurate), **I think the only way to consistently arrive at the same value is to round each recordable event separately, meaning the 0.8 and 0.7 credits separately for a total of 1.5 rather than to record the "more accurate" total of 1.4 (.75 and .65). Or stated simply: round, then total (instead of total, then round).**

I think the philosophy of the rounding guidance in Example 1I in the S-275 instructions; where the district records experience rounded to 2 decimal places (such as 6.45 years), the district reports experience rounded to 1 decimal place (such as 6.5 years), and the state/OSPI funds experience to the nearest whole number (7 years); values consistency more than accuracy. This emphasis on consistency trumps the "more accurate" rounding to 6 years (where 6.45 years is closer to 6 years than to 7 years).

Ross Bunda

Supervisor, Personnel Reporting

School Apportionment & Financial Services

Office of Superintendent of Public Instruction

(360) 725-6308 voice

(360) 664-3683 fax

<mailto:rbunda@ospi.wednet.edu>

<http://www.k12.wa.us/safs>

From: Dale Sando [mailto:sandod@sao.wa.gov]

Sent: Wednesday, January 11, 2006 11:29 AM

To: Ross Bunda

Subject: RE: Inservice Credits rounding

Both are important, but if a school district were asking for advice which method would you tell them. We would like to assure we apply the rules consistently.

From: Ross Bunda [mailto:RBunda@ospi.wednet.edu]

Sent: Wednesday, January 11, 2006 11:17 AM

To: Dale Sando; Sherrie Evans

Cc: Kim Dion; Cheryl Thresher; Kennesy Cavanah

Subject: RE: Inservice Credits rounding

What is more important, accuracy or consistency?

Ross Bunda

Supervisor, Personnel Reporting

School Apportionment & Financial Services

Office of Superintendent of Public Instruction

(360) 725-6308 voice

(360) 664-3683 fax

<mailto:rbunda@ospi.wednet.edu>

<http://www.k12.wa.us/safs>

From: Dale Sando [mailto:sandod@sao.wa.gov]

Sent: Wednesday, January 11, 2006 11:09 AM

To: Ross Bunda; Sherrie Evans

Cc: Kim Dion; Cheryl Thresher; Kennesy Cavanah

Subject: Inservice Credits rounding

We have a question on rounding in-service credits. If an instructor has taken several in-service class that are 7.5 hours, 6.5 hours, etc. all with tenths of hours, should they be recorded at .75 credit and .65 credit, and the total rounded, or should each be recorded as 0.8 credit, and 0.7 credit. If you have several of these in a file it could eventually make a difference. We recognize the WAC refers to rounding to the nearest tenth, but want to clarify if that is per class, or in total.

IN SUMMARY: You can round each individual course to one-tenth; or you can report each course to 2 decimals and round the total. You just must be consistent for all courses recorded for your district!

Course Criteria

Effective September 1, 1995 the course content for all credits reported on the S-275 must meet one or more of the criteria of WAC 392-121-262 (1). Over the years these criteria have changed. Currently the criteria are:



- (a) It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is assigned;
- (b) It pertains to the individual's current assignment or expected assignment for the following school year;
- (c) It is necessary for obtaining endorsement as prescribed by the Washington professional educator standards board;
- (d) It is specifically required for obtaining advanced levels of certification;
- (e) It is included in a college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff;
- (f) It addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff; or
- (g) Beginning in the 2011–12 school year, it pertains to the revised teacher evaluation system under RCW 28A.405.100, including the professional development training provided in RCW 28A.405.106.

NEWS ABOUT COURSE APPROVAL FORMS

When the course criteria rules were first enacted, WSPA worked with OSPI on a form for processing the approvals within a district. Workshops were held across the state to teach district staff how to use the form and become familiar with the new review and documentation requirements.

Initially, districts were advised that if they hired a certificated instructional staff employee from another Washington district and that district did not process a course approval form during the time the person was employed there, the credit could not be counted. Subsequently that was changed and districts are now allowed to evaluate that credit as if the person had been employed with their district when it was taken. If the employing district can determine that the credit meets one of the criteria, then that credit would be reportable (assuming it meets all other requirements). This practice resulted in the use of what some districts are calling the "WAC stamp". It is a stamp placed on the transcript indicating that the District has evaluated this transcript and/or credit and that it meets one of the criteria in 392-121-262. The stamp must be dated and signed by the District official reviewing the information and making the decision pursuant to WAC 391-121-280, which requires that "such documentation must include a dated signature."

During a session on the S275 report at the 2006 WSPA fall conference, districts asked this question: "Why can't we use our WAC stamp for reviewing all courses, thereby replacing the requirement for the processing of the course approval forms?"

S275 Manual_UPDATED 2018.pdf

This question was presented by Sherrie Evans, Retired and Charlene Edwards, Kent (the conference presenters) to Ross Bunda, OSPI and Dale Sando, State Auditor's office in the following context:

In reviewing WAC 391-121-262, there does not appear to be a requirement to have a specific course approval form. The requirement is that "at the time credits are recognized by the school district the content of the course must meet at least one of the following..." and then it names the criteria.

Additionally the requirements of WAC 392-121-280 (3) (b) require that for credits earned after September 1, 1995 districts shall document that the course content meets one or more of the criteria of WAC 392-121-262(1). This WAC (392-121-280 (3) (b) further requires that at a minimum, such documentation must include a dated signature of the immediate principal, supervisor or other authorized school district representative and must be available to the employee's future employers.

Thus, it appears to be appropriate for districts to utilize a WAC stamp to review the content and appropriateness of all credits where:

1. The stamp should identify WAC 391-121-262 and WAC 392-121-280(3)(b);
2. The person reviewing the transcript, clock hour or other credit-related documentation must be authorized by the district to do so and must place their full signature on the documentation after completing their decision process;
3. The date of the review action should be displayed on the documentation.

Dale Sando, State Auditor's Office replied: "Our Office is in agreement that use of the stamp is adequate verification for approval of credits as long as the individual(s) in the district is authorized to approve credits and provides their signature(s)."

Ross Bunda, Office of the Superintendent of Public Instruction, replied: "[Any] documentation (stamp, form, etc.) which meets the criteria (WAC 392-121-262 & 392-121-280) would work."

It is clearly the decision of each local district to determine which method of documentation they would like to use to ensure that the credits they are reporting for 275 LEAP placement are in compliance with WAC 391-121-262 and WAC 392-121-280(3)(b), along with other reporting requirements. For years districts have required employees to initiate and complete a Course Approval Form, and route it to a supervisor and/or District official for approval. The approved document was then maintained in the HR/Personnel office until the corresponding transcript, clock hour or other credit documentation arrived, at which time the documentation was matched and reviewed for processing. The Course Approval Forms have routinely then been filed with the credit documentation for audit purposes.

It is now evident that districts have an additional option. In lieu of the Course Approval Form, Districts can establish a practice whereby the employees submit their transcript, clock hour or other credit documentation without having to submit the Course Approval Form in advance. The documentation must be reviewed as it always has been for its appropriateness. In lieu of attaching the Course Approval form the district may adopt a practice of indicating directly on the credit documentation the review and decision process for compliance with WAC 391-121-

S275 Manual_UPDATED 2018.pdf

262 and 392-121-280(3)(b). This may be done by use of a WAC stamp or by developing a statement to write on the document itself.

As always, one word of caution: If districts choose to utilize this new method, you may wish to consider the problem that may arise where the employee takes a class assuming credit will apply. For those instances districts may wish to maintain the Course Approval Form, notifying employees that they can use that document if they wish to obtain "pre-approval" of the course for placement purposes.

Additionally, the law only requires that the district determine that the credit being reported does apply to one of the criteria, it does not require that you identify the specific criteria. However, because this can sometimes be questioned, a "best practice" approach may be to utilize this additional optional step:

The District reviewer would clearly indicate the specific criteria that is applicable for each course. For example, if the transcript contains twelve (12) different classes, the district could either indicate one particular criteria applies to all 12 classes; or if appropriate indicate the applicable criteria number for each of the 12 classes. The criteria designation must be clear. Again this detail is not required under the law but based it is viewed as a best practice approach.

Model Language for the WAC Stamp Course Approval Documentation

***Be sure to identify which of the 7 criteria apply to the courses being recorded. In WESPaC, there is a field when entering credits that will ask for which criteria the course falls under.**

The signature below documents that a determination has been Made that the courses listed on this transcript and/or clock hour documentation meet the requirements of WAC 392-121-262(1).
Criteria:

Authorized District Representative

Date _____

Example 2

The (school district name) certifies that it has reviewed this documentation and finds that courses listed herein meet the criteria as established under WAC 92-121-262(1).
Criteria:

Authorized District Representative

Date _____

Example 3

School District Name

Date:_____

The signature below documents that a determination has been made that the course(s) recorded herein meet the requirements of WAC 392-121-262(1). 1-2-3-4-5-6-7

X_____

Authorized District Representative

Course Criteria Notes



- Be sure that you carefully watch the dates on transcripts and clock hours. Mark the course criteria selection for all courses completed September 1, 1995 and thereafter.
- If you hire someone who has worked in another district, you must accept the criteria that district has approved.
- If the course was not “evaluated” by the prior district, you may review it and approve or deny the course.
- When you hire a new person, you are required to evaluate all credits and clock hours completed 9/1/95 and thereafter and determine if they meet one of the criteria or not. Do not post to the record without completing this task.
- We recommend that you use a “WAC Stamp” in lieu of the forms.

QUESTIONS

ABOUT

ROUNDING OR CRITERA



CREDIT TYPES

There are three (3) types of credits. Each will be discussed in the subsequent sections.



Type	Comment
Academic	Quarter, Semester, Unit
In-Service	Clock Hours, Certain CEU units, and Non-Transfer Credits
Non-Degree	Non-Degree Credits (CTE and Special)

ACADEMIC CREDITS- WAC 392-121-255

WAC 392-121-255 Definition—Academic credits. As used in this chapter, “academic credits” means credits determined as follows:



(1) Credits are **earned after the awarding or conferring of the employee’s first bachelor’s degree;**

(2) Credits are earned **on or before October 1** of the year for which allocations are being calculated pursuant to this chapter;

(3) Credits are earned from a **regionally accredited institution of higher education**: Provided, That credits, determined eligible pursuant to subsections (1), (2), (4) and (6) of this section, earned from any other accredited community college, college, or university and reported on Report S-275 on or before December 31, 1992, shall continue to be reported;

(4) Credits are **transferable or applicable to a bachelor’s or more advanced degree** program: Provided, That for educational courses which are the same or identical no more credits for that educational course than are transferable or applicable to a bachelor’s or more advanced degree program at that institution shall be counted;

Non-Transfer
Credit Rule

(5) Credits earned after September 1, 1995, must **satisfy the additional requirements of WAC 392-121-262;**

Course Criteria WAC – 7 criteria

(6) Credits are **not counted as in-service credits** pursuant to WAC 392-121-257 or non-degree credits pursuant to WAC 392-121-259;

(7) The number of credits equals the number of quarter hours, units or semester hours each **converted to quarter hours** earned pursuant to this section; and

1.0 Semester = 1.5 Quarter

(8) Accumulate credits **rounded to one decimal place.**

ADDITIONAL DOCUMENTATION NOTES FOR ACADEMIC CREDITS:



School districts shall have documentation on file and available for review which substantiates each certificated instructional employee's placement on LEAP salary allocation documents. **The minimum requirements are as follows:**

- Districts shall document the **date of awarding or conferring of the highest degree** including the date upon which the degree was awarded or conferred as recorded on the diploma or transcript from the registrar of the accredited institution of higher education.
 - If the highest degree is a **master's degree**, the district shall also document the date of awarding or conferring of the first bachelor's degree.
 - If the degree was awarded by an institution which **does not confer degrees after each term**, and all degree requirements were completed at a time other than the date recorded on the diploma or transcript, a written statement from the registrar of the institution verifying a prior completion date shall be adequate documentation.
- If the degree program was **completed in a country other than the United States**, documentation must include documentation in English of degree equivalency for the appropriate degree as allowed by WAC [181-79A-260](#): Provided, That documentation of degree equivalency is not required if that institution of higher education is already regionally accredited or accredited by the distance education and training council, pursuant to WAC [181-78A-010](#)(7).
- Districts shall document academic credits by having on file a transcript from the registrar of the accredited institution of higher education granting the credits.
- An academic credit is deemed "**earned**" **at the end of the term** for which it appears on the transcript: Provided, That a written statement from the registrar of the institution verifying a prior earned date may establish the date a credit was earned;

- Washington state community college credits numbered **one hundred and above** are deemed transferable for purposes of WAC 392-121-255(4) subject to the limitations of that same subsection;
NOTE: You CAN count below 100 credits during the period of time from September 1, 1987 when the "in-service" law became effective and March 7, 1997. The law requiring courses to be 100 level or above became effective March 8, 1997.
- You cannot record credits from another institution that are listed on that institution's transcript.
- Use a template to remember course end dates:

Quarter	Date	Semester	Date
Fall	12/31	Fall	1/31 of the next year
Winter	3/31		
Spring	6/30	Spring	5/31
Summer	8/31	Summer	8/31

ADDITIONAL NOTES FOR ACADEMIC CREDITS

1. Academic credits must be earned from a "regionally accredited institution of higher education" which means a community college, college, or university which is a candidate for accreditation or is accredited by one of the following regional accrediting bodies (WAC 181-78A-010[6]). National accrediting associations include those recognized by the Washington Student Achievement Council and the Secretary of the U. S. Department of Education and included in the list of accrediting agencies at <http://www.k12.wa.us/certification/colleges/default.aspx>.

Washington Student Achievement Council and U.S. Department of Education Recognized Accrediting Associations for Purposes of the Degree-Granting Institutions Act Current associations recognized for participation in state student aid programs are marked with an * (As of August 3, 2016)

REGIONAL ACCREDITING ASSOCIATIONS

Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

* Higher Learning Commission

* Middle States Commission on Higher Education

* New England Association of Schools and Colleges Commission on Institutions of Higher Education

* Northwest Commission on Colleges and Universities

* Southern Association of Colleges and Schools Commission on Colleges

* WASC Senior College & University

NATIONAL FAITH-BASED ACCREDITING ASSOCIATIONS

Association for Biblical Higher Education Commission on Accreditation

Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission

Commission on Accrediting of the Association of Theological Schools

Transnational Association of Christian Colleges and Schools Accreditation Commission

NATIONAL CAREER RELATED ACCREDITING ASSOCIATIONS

- * Accrediting Bureau of Health Education Schools
- * Accrediting Commission of Career Schools and Colleges
- * Accrediting Council for Continuing Education and Training
- * Accrediting Council for Independent Colleges and Schools
- Council on Occupational Education
- Distance Education Accrediting Commission
- * National Accrediting Commission of Career Arts and Sciences, Inc.

**PROGRAMMATIC ACCREDITING ASSOCIATIONS**

- Accreditation Commission for Acupuncture and Oriental Medicine
- Accreditation Commission for Education in Nursing
- Accreditation Commission for Midwifery Education
- Accreditation Council for Education in Nutrition and Dietetics Academy of Nutrition and Dietetics
- Accreditation Council for Pharmacy Education

2. **The following are not regional accrediting bodies:**

- a. Commission on Accrediting of the Association of Theological Schools (ATS). b. Transnational Association of Christian Colleges and Schools (TRACS).
3. As of May 2010, schools may count degrees earned from institutions of higher education that are accredited, or are candidates for accreditation, by the distance education and training council (DETC), pursuant to WAC 181-78A-010(7).
4. Degrees must be earned from an institution of higher education that is regionally accredited or is accredited by the distance education and training council (or is a candidate for accreditation).
5. For state funding and salary placement purposes, this requirement applies to degrees earned in **Canada** (unless the institution is regionally accredited or DETC accredited). This requirement is different from that for certification purposes, which does not require evaluation of transcripts from Canada.
6. **Check course numbers.** Generally 100-400 are Freshman-Senior, 500-800 can be graduate (MA/PhD) but odd numbers such as 2011, 305X may not be transferable to an academic degree program and thus could only be considered as a non-transferable credit.
7. Where the course is identical no more credits for that course can count than are transferable or applicable to a BA or more advanced degree program at THAT institution. Check with the institution or watch for designation on transcript.
8. Example: SPU indicates an "I" if it is repeatable – to the right of the grade and credit amount.
9. **If not repeatable** then may use the "non-transfer credit rule" if completed 9/1/87 and thereafter to count as an in-service credit.
10. **Links for checking accreditation:**
 - Regionally Accredited Institutions <http://chea.org/search/default.asp>
 - Online Accredited Institutions www.deac.org

Example – Accredited: American InterContinental University

An Accredited University | Accredited Business Programs | AIU

Page 1 of 2

DEGREES & PROGRAMS (/DEGREES)

ONLINE EDUCATION (/ONLINE-EDUCATION)

ADMISSIONS & FINANCIAL AID (/ADMISSIONS-FINANCIAL-AID)

CAREER DEVELOPMENT (/CAREER-DEVELOPMENT)

ABOUT AIU (/ABOUT)

1-855-377-1888 (TEL:1-855-377-1888)

Accreditation

REGIONAL ACCREDITATION

American InterContinental University® is regionally accredited by the Higher Learning Commission. To contact the Higher Learning Commission please visit www.hlcommission.org (<http://www.hlcommission.org>).

NOTE. This institution is accredited by the Higher Learning Commission which is now an approved agency.

Accreditation

REGIONAL ACCREDITATION

American InterContinental University® is regionally accredited by the Higher Learning Commission. To contact the Higher Learning Commission please visit www.hlcommission.org (<http://www.hlcommission.org>).

FURTHER ACCREDITATION AND LICENSURE

The business administration degree programs at AIU are accredited by the **Accreditation Council for Business Schools and Programs (ACBSP)** (<http://www.acbsp.org/>). ACBSP accreditation certifies that the teaching and learning processes within the business administration programs of the School of Business at American InterContinental University meet the rigorous educational standards established by ACBSP. The Bachelor of Accounting, Master of Accounting, and the Master of Healthcare Management degree programs are not accredited by ACBSP.



The Master of Education Program at American InterContinental University is awarded TEAC initial accreditation by the Inquiry Brief Commission of **Council for the Accreditation of Educator Preparation (CAEP)** (<http://caepnet.org/>) for a period of two years, from October 2013 - October 2015. The accreditation does not include individual education courses that the Educator Preparation Provider (EPP) offers to P-12 educators for professional development, re-licensure, or other purposes. The Bachelor of Fine Arts in Interior Design at the Atlanta campus is accredited by the **Council for Interior Design Accreditation (CIDA)** (<http://accredit-id.org/>). The BFA in Interior Design program is no longer accepting new student applications and no longer has active students enrolled. Student achievement data for this program can be **found here** (<http://media/AIU/AIU-Redesign/Files/PDF/AIU-Atlanta-CIDA-Disclosure.pdf>).

AIU Atlanta and AIU Online are approved by the **State of Georgia to operate by the Nonpublic Postsecondary Education Commission (NPEC)**: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305.

AIU Online is recognized as a private college by the **Illinois Board of Higher Education** and authorized to grant Associate, Bachelor's and Master's degrees.

The AIU South Florida Campus is licensed by the **Commission for Independent Education, Florida Department of Education**. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL, 32399-0400.


American InterContinental University Houston is authorized by the **Texas Higher Education Coordinating Board** to offer degrees and courses leading to degrees in Texas. For Houston campus students only:

THECB student complaint information is codified under **19 TAC§§1.110-1.120** ([http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)).

<http://www.aiuniv.edu/about/why-aiu/regional-accreditation>

7/1/2015

Not Accredited: Canyon College




Canyon College
Official Transcripts

111 Poplar Street
Caldwell, ID 83605
Tel: (208) 455-0010
Fax: (208) 455-0040
info@canyoncollege.edu

NAME: _____ Date Issued: 2-Jul-08

COURSE NAME	COURSE NUMBER	LETTER GRADE	SEMESTER CREDITS
Summer 2008 The Inclusion and Mainstreaming of Exceptional Students Differentiating Instruction	ED-601 ED-603	A A	3 3
GPA/TOTAL CREDITS		4.00	6



John J. Denmark, MBA
Registrar

Not Accredited
called 7/21/08
(63)

Not Accredited: Center Graduate College

Center Graduate College
Transcript

Student Name: [REDACTED]
Student ID: [REDACTED]
Address: [REDACTED]
TACOMA WA 98407

Office of the Registrar
20665 4th Street
Saratoga, CA 95070-5878

Semester	Year	Course Number	Course Title	Units	Grade	Code	Section #
MID YR	1992	EDM 211-A	MATH A WAY OF THINKING	3.0	A	C	92735A

Key:

Grades:

- A = All work completed, credit earned.
- I = Course work incomplete, credit not yet earned.

Code:

- C = Units are in graduate semester.
- A = Audit, no grade assigned.
- U = Continuing education units.
- D = Courses taken through Dominican College of San Rafael.
- L = Courses taken through Loyola Marymount University
- 7 = Decimal after course number refers to the level.

---Official Seal---

John Brown
Registrar
01/08/96
Reference Number:
082986

Official Transcript of Record, not Valid Without Seal and Signature of Registrar
Page 1 of 1

Academic Credits Example: Western Washington University. Accredited. Quarter Hour System.
OK! Documents BA Degree awarded 6/14/13, courses through Spring 2013. Record BA but no credits after BA on this transcript.

WESTERN WASHINGTON UNIVERSITY
Bellingham, Washington

Student No: _____ Date of Birth: _____

Record of: _____ Date Issued: 22-JUN-2015
SSN: _____ OFFICIAL MO Page: 1

Issued To: LAUREN FANG
MUKILTEO SCHOOL DISTRICT NO. 6
9401 SHARON DRIVE
EVERETT, WA 982042647

Course Level: Undergraduate
High School: Kamek High School 01-JUN-2010

Awarded: Bachelor of Science 14-JUN-2013
College: Sciences and Technology
Major/Field: Mathematics
Degree Comments:
Degree GPA: 3.49

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:					
Term: Spring 2012					
MATH 302	Intro Proofs via Number Theory	4.00	A	16.00	
MATH 304	Linear Algebra	4.00	B	12.00	
MATH 341	Probability/Statistical Inference	4.00	B	12.00	
PHYS 122	Physics with Calculus II	5.00	B	18.00	
Term: Ehrs: 17.00 GPA-Hrs: 17.00 QPts: 55.00 GPA: 3.23					
Good Standing					
Term: Summer 2012					
ANTH 353	Sex and Gender in Culture	5.00	A-	18.50	
MUS 205	Survey Non-Western Muscl Cults	3.00	A-	11.10	
Term: Ehrs: 8.00 GPA-Hrs: 8.00 QPts: 29.60 GPA: 3.70					
Good Standing					
Term: Fall 2012					
MATH 312	Proofs in Elementary Analysis	4.00	A	16.00	
MATH 331	Ordinary Differential Equations	4.00	A-	14.80	
MATH 366	Euclidean & Non-Euclidean Geom	4.00	A-	14.80	
MATH 410	Mathematical Modeling	4.00	A	16.00	
Term: Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 61.60 GPA: 3.85					
Good Standing					
Term: Winter 2013					
MATH 342	Statistical Methods	4.00	B+	13.20	
MATH 401	Intro to Abstract Algebra	4.00	B-	10.80	
MATH 419	Historical Perspectives of Math	3.00	A-	11.10	
PHYS 162	Physics with Calculus II	5.00	B+	16.50	
Term: Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 51.60 GPA: 3.22					
Good Standing					
Term: Spring 2013					
MATH 307	Mathematical Computing	4.00	A-	14.80	
MATH 402	Intro to Abstract Algebra	4.00	A-	14.80	
MATH 415	Math Biology	4.00	A-	14.80	
Term: Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 45.60 GPA: 3.80					
Good Standing					
***** TRANSCRIPT TOTALS *****					
Earned Ehrs GPA Hrs Points GPA					
TOTAL INSTITUTION 145.00 145.00 506.50 3.49					
TOTAL TRANSFER 36.00 0.00 0.00 0.00					
OVERALL 181.00 145.00 506.50 3.49					
***** END OF TRANSCRIPT *****					

***** CONTINUED ON NEXT COLUMN *****

LAUREN FANG
MUKILTEO SCHOOL DISTRICT NO. 6
9401 SHARON DRIVE
EVERETT, WA 982042647

David S Brunner, Registrar

RECEIVED
JUN 25 2015
Mukilteo School District
Human Resources Department

This official university transcript is printed on security paper.

ALWAYS – Check the back of the transcript for information! Keep copies of the backs of transcripts for future references with your highlights and notes.

WESTERN WASHINGTON UNIVERSITY
BELLINGHAM, WASHINGTON 98225-9008



FORMER NAMES

The state legislature established the normal school at New Whatcom in 1893. It was called New Whatcom State Normal School (1893-1901), Whatcom State Normal School (1901-1904), and Bellingham State Normal School (1904-1937). Classes were first held in September 1899. The baccalaureate degree was first offered in 1933. The name was changed in 1937 to Western Washington College of Education, in 1961 to Western Washington State College, and in 1977 to Western Washington University.

ACCREDITATION

ACCREDITATION
Western Washington University is accredited by the Northwest Commission on Colleges and Universities.

DEGREE REQUIREMENTS

180 quarter hours of credit are required for the Baccalaureate degree. Prior to June 1, 1971, 192 quarter hours of credit were required.

COURSE NUMBERING

001-099	no credit	300-399	third-year courses
100-199	first-year courses	400-499	fourth-year courses
200-299	second-year courses	500-599	graduate level courses

FAIRHAVEN COLLEGE GRADING

Prior to Fall Quarter 1987, academic records for Fairhaven College students were posted and maintained yearly rather than quarterly. Completions carry the prefix FAIR and the transcript notation is "S" (satisfactory). Written student-faculty evaluations are required for the official awarding of credit. Conventional letter grades appear quarterly for studies taken in other WWU departments. GPA is not computed for Fairhaven College students. Degree requirements for Fairhaven College include a core program and completion of either a student-faculty designed concentration or an established WWU major.

OTHER ABBREVIATIONS

(AP)	Advanced Placement	(COR)	Correspondence
(CIS)	Contract Independent Study	(WI) or (WP)	Writing Proficiency
(RIP)	Resident Ind Study Program	(EXM)	Course Challenge

UNDERGRADUATE AND GRADUATE LEVELS

Undergraduate and graduate level work was included in the transcript. Beginning Fall 1999, post-baccalaureate course work taken while a student was enrolled in a master's degree program appears on the undergraduate level transcript. Master's and post-master's course work appears on the graduate transcript.

TRANSFER CREDIT

Undergraduate transfer credit totals are accurate but names of some transfer institutions may not be included.

GRADING

The grade point average is calculated by dividing the total number of points by the total number of credits accumulated in courses in which the student has received a final grade, including grades of F and Z and excluding grades of P, NP, S, and U. To determine points for an individual course, multiply the number of credits according to the following table:

Grade	Grade Points Per Credit	
A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Fair
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F	0.0	Failure
Z	0.0	Failure (unofficial withdrawal)

The following grades carry no grade points:

AUD	(Audit, no credit)	SW	(School Withdrawal)
K	(Incomplete)	U	(Unsatisfactory)
NP	(Not Passing)	W	(Course Withdrawal)
P	(Pass)	X	(No grade reported)
S	(Satisfactory)		

Grades A through D-, S, and P are considered passing. Some courses are graded on the S/U system. For these courses appropriate curricular agencies have determined that the A-system is inappropriate. Neither "S" nor "U" is considered in the calculation of grade averages. Pass/Fail grading is available on an optional basis to students in courses taken to fulfill elective "P" and "NP" identify courses taken on the Pass/Fail basis and are not counted in computing grade point averages.

K followed by another grade indicates that the K (incomplete) has been removed (changed) e.g. K^A means that the K grade has been changed to a grade of 'A'.

An asterisk (*) following a grade indicates that the grade is not included in the calculation of the cumulative grade point average due to the student having been granted a Fresh Start GPA (see below).

FRESH START

Undergraduate students who return to WWU after an absence five years or more may request a Fresh Start grade point average. Grades marked with an asterisk (*) indicate that the student was granted a Fresh Start and those grades are not included in the calculation of the cumulative GPA.

COURSE REPEATS

Courses taken prior to Fall Quarter 1995 and repeated are marked "E" in the Repeat (R) column, and the initial grade nullified. Courses taken since Summer Quarter 1995 and subsequently repeated are marked "A" in the Repeat (R) column. Since Summer Quarter 1995, all grades in repeated courses are included in the calculation of the grade point average. Courses marked with "I" in the Repeat (R) column have grades included the grade point average and credits in the total earned credits.

TO TEST FOR AUTHENTICITY: Translucent globe icons **MUST** be visible from both sides when held toward a light source. The face of this transcript is printed on both sides of the card with the name of the institution appearing in white type over the face of the entire document.

[illegible]

ADDITIONAL TESTS: When photographed, a steel security statement containing the words COPY COPY COPY appears over the face of the entire document. When paper is touched by fresh liquid bleach, an authentic document will stain. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. This document cannot be released to a third party without the written consent of the student. This is in accordance with the Fair Educational Rights and Privacy Act of 1974. If you have any questions about this document, please contact our office at (386) 650-2557. **ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!**

92174T12

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Academic Credits Example: Western Washington University – Masters’ Degree Awarded.
 Make sure you see “awarded, confirmed or conferred” not just “admitted or enrolled.” Also note,
 Master’s is awarded 5/20/15. Last quarter is Winter 2015. Credits in Winter 2015 should be recorded
 on or before the MA date but not after.

WESTERN WASHINGTON UNIVERSITY
 Bellingham, Washington

Student No: _____ Date of Birth: _____

Record of: _____ SSN: _____

Issued To: LAUREN FANG
 MUKILTEO SCHOOL DISTRICT NO. 6
 9401 SHARON DRIVE
 EVERETT, WA 982042647

Course Level: Graduate
 High School: Kinnik High School 01-JUN-2010

Comments:
 Admitted to Grad Degree Program 06/25/13

Awarded : Master in Teaching 20-MAR-2015
 College : Woodring College of Education
 Major/Field : Master in Teaching

Subj No. COURSE TITLE CRED GRD PTS R

Institution Information continued:

Term: Fall 2014
 SEC 595 Graduate Internship 18.00 S 0.00
 Term: Ehrs: 18.00 GPA-Hrs: 0.00 GPts: 0.00 GPA: 0.00
 Good Standing

Term: Winter 2015
 SEC 691 Research Seminar 4.00 S 0.00
 Term: Ehrs: 4.00 GPA-Hrs: 0.00 GPts: 0.00 GPA: 0.00
 Good Standing

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	68.00	39.00	153.20	3.92
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	68.00	39.00	153.20	3.92

***** END OF TRANSCRIPT *****

***** CONTINUED ON NEXT COLUMN *****

RECEIVED
 JUN 25 2015
 Mukilteo School District
 Human Resources Department

LAUREN FANG
 MUKILTEO SCHOOL DISTRICT NO. 6
 9401 SHARON DRIVE
 EVERETT, WA 982042647

This official university transcript is printed on security paper.

David S. Brunner, Registrar

HOMEWORK TIME – Count the number of credits up to the MA degree on this transcript!

Academic Credits Example: University of Washington. Bachelors' and Master's Degree. Accredited. Quarter Hours.

UNIVERSITY OF WASHINGTON OFFICE OF THE REGISTRAR				ACADEMIC TRANSCRIPT THE WORD "COPY" APPEARS WHEN PHOTOCOPIED A BLACK AND WHITE DOCUMENT IS NOT OFFICIAL			
STUDENT NAME		HIGH SCHOOL		RECEIVED JUN 24 2015		DATE PRINTED	
AOC REC NO		WASHINGTON RESIDENT				06/19/15	
JUNIOR/SENIOR		RESIDENT				PAGE 1	
GRADUATE		EDUC S/ML END (BOTHELL)				229	
Mukunda Kishan Dabbu Human Resources Department							
COURSE	TITLE	CREDITS	GRADE	COURSE	TITLE	CREDITS	GRADE
<p>*****</p> <p>+ ANY ALTERATION OR MODIFICATION OF THIS RECORD +</p> <p>+ OR ANY COPY THEREOF MAY CONSTITUTE A FELONY +</p> <p>+ AND/OR LEAD TO STUDENT DISCIPLINARY SANCTIONS. +</p> <p>*****</p>							
<p>UNIVERSITY OF WASHINGTON DEGREES EARNED:</p> <p>BACHELOR OF ARTS (MATHEMATICS)</p> <p>SPRING 2013 (06/14/13)</p> <p>UM: 128.0 TRANSFER: 90.0 EXTENSION: 0.0 GPA: 3.18</p> <p>WITH MINOR(S) IN EDUC, LEARNING, & SOC</p>							
<p>MASTER OF EDUCATION (SECONDARY/MIDDLE LEVEL ENDORSEMENT)</p> <p>SPRING 2015 (06/12/15)</p> <p>UM: 66.0 TRANSFER: 0.0 EXTENSION: 0.0 GPA: 3.89</p> <p>No thesis required</p>							
<p>PRIOR DEGREE:</p> <p>EDMONDS COMM COLL</p> <p>DEGREE: AA 12/10</p>							
<p>SUMMARY OF TRANSFER CREDIT:</p> <p>EDMONDS COMM COLL 90.0</p> <p>TRANSFER CREDIT ACCEPTED: 0.0</p>							
<p>-----</p>							
MATH	307	INTRO TO DIFF EQ	3.0	2.7			
PHYS	114	GENERAL PHYSICS	4.0	2.2			
URDU	321	INTERMEDIATE URDU	5.0	4.0			
QTR ATTEMPTED: 12.0 EARNED:				8.0	GPA:	3.08	
<p>-----</p>							
CSE	100	COMPUTER FLUENCY	5.0	3.8			
MATH	308	MATRIX ALGEBRA	3.0	NS			
PHYS	121	MECHANICS	5.0	2.8			
QTR ATTEMPTED: 10.0 EARNED:				10.0	GPA:	3.30	
<p>-----</p>							
EDUC	310	CURRENT ISSUES	5.0	3.6			
MATH	308	MATRIX ALGEBRA	3.0	3.6			
NEAR E	210	ISLAMIC CIVILIZATION	5.0	3.5			
SPHSC	100	VOICE&ARTIC IMPROV	3.0	3.7			
QTR ATTEMPTED: 16.0 EARNED:				16.0	GPA:	3.59	
<p>-----</p>							
<p>SCHOLARSHIP STATUS: DEAN'S LIST</p>							
ACCTG	215	ACCTG & FIN REPRNG	5.0	2.0			
ECON	200	INTRO MICROECON	5.0	2.3			
MATH	300	MATH REASONING	3.0	2.4			
QTR ATTEMPTED: 13.0 EARNED:				13.0	GPA:	2.21	
<p>-----</p>							
<p>DEGREE EARNED 06/14/13</p> <p>BACHELOR OF ARTS (MATHEMATICS)</p> <p>UM: 128.0 TRANSFER: 90.0 EXTENSION: 0.0 GPA: 3.18</p> <p>WITH MINOR(S) IN EDUC, LEARNING, & SOC</p>							
<p>-----</p>							
*** CONTINUED ON PAGE 2 ***							

HOMEWORK TIME – Count the number of credits up to the MA degree on this transcript!

UNIVERSITY OF WASHINGTON OFFICE OF THE REGISTRAR				ACADEMIC TRANSCRIPT <small>THE WORD "COPY" APPEARS WHEN PHOTOCOPIED A BLACK AND WHITE DOCUMENT IS NOT OFFICIAL</small>											
STUDENT NAME		HIGH SCHOOL		DATE PRINTED											
EDUC 55C 101		WASHINGTON RESIDENCY		06/19/15											
COLLEGE/MAJOR		RESIDENT		PAGE											
UW Bothell		CURRENT STATUS		2											
GRADUATE		UW Bothell		WEB											
EDUC 5/ML END (BOTHELL)		Mukilteo School District		229											
Human Resources Department		<div style="border: 2px solid black; padding: 5px; display: inline-block;"> RECEIVED JUN 24 2015 </div>													
COURSE	TITLE	CREDITS	GRADE	COURSE	TITLE										
<p>***** ANY ALTERATION OR MODIFICATION OF THIS RECORD ***** * OR ANY COPY THEREOF MAY CONSTITUTE A FELONY * * AND/OR LEAD TO STUDENT DISCIPLINARY SANCTIONS. *</p>															
<p>AUTUMN 2013 B EDUC 8</p> <p>Bothell CAMPUS</p> <p>B EDUC 501 INQUIRY IN EDUC 5.0 3.9</p> <p>B EDUC 557 CURRICULUM STUDIES 3.0 3.7</p> <p>QTR ATTEMPTED: 8.0 EARNED: 8.0 GPA: 3.83</p>															
<p>WINTER 2014 B EDUC 8</p> <p>Bothell CAMPUS</p> <p>B EDUC 502 TCHRS SELF UNDRSTND 5.0 4.0</p> <p>B EDUC 556 ADOLESCENT DEVELOP 5.0 4.0</p> <p>QTR ATTEMPTED: 10.0 EARNED: 10.0 GPA: 4.00</p>															
<p>SPRING 2014 B EDUC 8</p> <p>Seattle CAMPUS</p> <p>EDC&I 525 TCH LRNG SCH CHANGE 3.0 CR</p> <p>Bothell CAMPUS</p> <p>B EDUC 540 PRNCPL OF INCLUSION 5.0 4.0</p> <p>B EDUC 559 SECOND MATH I 5.0 4.0</p> <p>QTR ATTEMPTED: 13.0 EARNED: 13.0 GPA: 4.00</p>															
<p>AUTUMN 2014 B EDUC 8</p> <p>Bothell CAMPUS</p> <p>B EDUC 560 SEC & MID MATH II 5.0 3.5</p> <p>B EDUC 564 FIELD EXPERIENCE 6.0 CR</p> <p>B EDUC 591 SPEC TOPICS ED 2.0 CR</p> <p>QTR ATTEMPTED: 13.0 EARNED: 13.0 GPA: 3.50</p>															
<p>WINTER 2015 B EDUC 8</p> <p>Bothell CAMPUS</p> <p>B EDUC 565 STUDENT TEACHING 10.0 CR</p> <p>B EDUC 591 SPEC TOPICS ED 2.0 CR</p> <p>QTR ATTEMPTED: 12.0 EARNED: 12.0 GPA: 0.00</p>															
<p>SPRING 2015 B EDUC 8</p> <p>Bothell CAMPUS</p> <p>B EDUC 460 MORAL DIMENSIONS ED 5.0 3.8</p> <p>B EDUC 504 ORGANIZATIONAL CHNG 5.0 4.0</p> <p>QTR ATTEMPTED: 10.0 EARNED: 10.0 GPA: 3.90</p>															
<p>----- DEGREE EARNED 06/12/15 -----</p> <p>MASTER OF EDUCATION (SECONDARY/MIDDLE LEVEL ENDORSEMENT)</p> <p>UN: 66.0 TRANSFER: 0.0 EXTENSION: 0.0 GPA: 3.89</p>															
<p>***** CUMULATIVE CREDIT SUMMARY *****</p> <table style="width: 100%;"> <tr> <td>UW CREDITS ATTEMPTED 66.0</td> <td>UW CREDITS EARNED 66.0</td> </tr> <tr> <td>UW GRADED ATTEMPTED 43.0</td> <td>EXTENSION CREDITS 0.0</td> </tr> <tr> <td>UW GRADED EARNED 43.0</td> <td>TRANSFER CREDITS 0.0</td> </tr> <tr> <td>UW GRADE POINTS 167.1</td> <td></td> </tr> <tr> <td>UW GRADE POINT AVG. 3.89</td> <td>CREDITS EARNED 66.0</td> </tr> </table> <p>***** END OF RECORD *****</p>						UW CREDITS ATTEMPTED 66.0	UW CREDITS EARNED 66.0	UW GRADED ATTEMPTED 43.0	EXTENSION CREDITS 0.0	UW GRADED EARNED 43.0	TRANSFER CREDITS 0.0	UW GRADE POINTS 167.1		UW GRADE POINT AVG. 3.89	CREDITS EARNED 66.0
UW CREDITS ATTEMPTED 66.0	UW CREDITS EARNED 66.0														
UW GRADED ATTEMPTED 43.0	EXTENSION CREDITS 0.0														
UW GRADED EARNED 43.0	TRANSFER CREDITS 0.0														
UW GRADE POINTS 167.1															
UW GRADE POINT AVG. 3.89	CREDITS EARNED 66.0														

UNIVERSITY OF WASHINGTON
Office of the Registrar Box 355850
Seattle, Washington 98195-8580
206-543-8580



TRANSCRIPT OF ACADEMIC RECORD
This transcript is an academic record of all
coursework completed at the University of
Washington—Seattle, Bothell and Tacoma.

UW 1582 (Rev. 9/02)

EXPLANATORY NOTES

AUTHENTICATION OF THIS TRANSCRIPT:

A transcript is official when it bears the facsimile signature of the Registrar, the University of Washington Seal, and the production date. The background of this transcript is purple and the Registrar's signature is purple. Further authentication may be obtained by calling the UW Registration/Transcript Office at (206) 543-8580. If photocopied, the word COPY will appear in the background. Alterations to the transcript will result in brown stains and/or white areas.

ACADEMIC CALENDAR:

The academic year is comprised of three quarters – autumn, winter, spring – each lasting approximately eleven weeks. There is also a summer quarter.

EXPLANATION OF GRADE SYMBOLS:

Numeric grades: 4.0, 3.9, decreasing by 1/10 to 0.7, 0.0. The highest grade is 4.0. Lowest passing grade is 0.7 (undergraduates), 1.7 (graduate students).

Letter grades: I (incomplete); N (satisfactory without grade); S (passing grade for courses taken on a satisfactory/not-satisfactory basis), for undergraduate students 2.0 and above but prior to autumn 1985 1.7 and above; for graduate students 2.7 and above. NS (not satisfactory grade for courses taken on a satisfactory/not satisfactory basis), for undergraduate students a grade less than 2.0 but prior to autumn 1985 a grade less than 1.7; for graduate students a grade less than 2.7. CR (credit awarded in a course offered on a credit/no credit basis only). The minimum performance level required for a CR grade is determined, and the grade is awarded directly, by the instructor. NC (credit not awarded in a course offered on a credit/no credit basis only); W (official complete withdrawal from the University, or course drop); beginning autumn 1990 for undergraduates and autumn 1997 for graduate and professional students, W accompanied by a number of 3 through 7 (designates course dropped week 3 through week 7 of all quarters except summer quarter); *W (prior to autumn 1990, a peremptory drop made during the fifth through tenth week of the quarter); HW (Hardship Withdrawal); X (no grade submitted by instructor). Course titles preceded by the letter H designate honors courses, W designate writing courses, and S designate service learning courses. A course title preceded by the letter R designates a course with a research component.

UNDERGRADUATE NUMERIC GRADE POINT EQUIVALENTS: 4.0-3.9 (A); 3.8-3.5 (A-); 3.4-3.2 (B+); 3.1-2.9 (B); 2.8-2.5 (B-); 2.4-2.2 (C+); 2.1-1.9 (C); 1.8-1.5 (C-); 1.4-1.2 (D+); 1.1-0.9 (D); 0.8-0.7 (D-); 0.0 (E).

GRADUATE NUMERIC GRADE POINT EQUIVALENTS: 4.0-3.9 (A); 3.8-3.5 (A-); 3.4-3.1 (B+); 3.0-2.9 (B); 2.8-2.5 (B-); 2.4-2.1 (C+); 2.0-1.7 (C); 1.6-0.0 (E).

SPECIAL SYMBOLS:

A grade followed by an I indicates an incomplete was initially awarded but a final grade has been received. Prior to winter 1983, /R indicates course was repeated and only the last grade will count in grade point average and credit is allowed once. Effective winter 1983 through summer 1985, /DR for a repeated course indicates that the first grade was less than a 2.0. Both grades will count in the grade point average but credit will be allowed only once. /R indicates that the first grade was greater or equal to a 2.0 and the second grade does not count in the grade point

average and credit is not allowed. Effective autumn 1985, /DR for a repeated course indicates both grades will count in the grade point average but credit will be allowed only once and X/R is used for an undergraduate indicating the student repeated a course not eligible to be repeated for grade or credit.

Effective winter 2005, /R indicates that a course is repeated. Grades for both courses are calculated in the grade point average. Grades for courses repeated more than once are not included in the grade point average. Credit is allowed only once.

Beginning autumn 1987, /R designates a foreign language course initially taken in high school and used as the language of admission. Credit is not allowed and the grade is not included in the grade point average.

Courses designated with /D indicate the grade counts in the grade point average but credit is not allowed toward degree requirements.

SCHOOL OF DENTISTRY:

Effective autumn 1992: Numeric grades: 4.0, 3.9, decreasing by 1/10 to 0.7. The highest grade is 4.0. Lowest passing grade is 0.7. Dental students taking medical school courses are allowed medical school grades.

Prior to autumn 1992: Numeric grades: 4.0 (honor), 3.7, 3.3, 3.0, 2.7, (good), 2.3, 2.0 (low pass), 0.0 (failure). Prior to spring 1981, letter grades: A (4.0), B (3.0), C (2.0), E (failure), EW (failure withdrawal), CR, NC, I, N, W.

SCHOOL OF LAW:

Effective autumn 1996, for entering first year Law students: Letter grades: A (4.0), A- (3.7), B+ (3.4), B (3.0), B- (2.7), C (2.0), D (1.0), E (0.0), CR (Credit); NC (No Credit); I (Incomplete); N (satisfactory without grade); W (Withdrawal); HW (Hardship Withdrawal). For Law students entering prior to autumn 1996: DS (Distinguished); H (Honors); P (Pass); LP (Low Pass); CR, NC, I, N, W, HW. Prior to 1990, numeric grades-credit awarded for grades 4.0 through 2.3; letter grades-CR, NC, I, N, *W, and W. GPA calc began Aut 05 for students (JD only) enrolled as of Spr 07.

SCHOOL OF MEDICINE:

Letter grades: H (Honors), S, NS, CR, NC, I, N, W. Effective autumn 1996: HP (High Pass), P (Pass), F (Fail) were added. Effective autumn 2002, S, NS were discontinued.

SCHOOL OF PHARMACY:

Numeric grades: 4.0, 3.9, decreasing by 1/10 to 0.7, 0.0. The highest grade is 4.0. Lowest passing grade is 0.7.

COURSE LEVEL:

Lower division, 100-299; upper division, 300-499; graduate 500 and above.

TRANSCRIPTS:

Most student records were converted to a new transcript system in winter 1983. You may receive two types of transcripts.

ACCREDITATION:

The University of Washington is accredited by the Northwest Association of Schools and Colleges.

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and may not be released to or accessed by outside agencies or third parties without the written consent of the student concerned.

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PRINCETON UNIVERSITY

entered the Graduate School at Princeton as a degree-seeking student on 09/16/99.
Received MA Degree in Philosophy on 06/04/02. This transcript prepared on 05/19/16

Fall Term 1999-2000 (Regular Student)		Grade	Spring Term 1999-2000 (Regular Student)		Grade
PHI 312	Intermediate Logic	*	PHI 319	Philosophical Analysis Since 1950	*
PHI 523	Problems of Philosophy	*	PHI 513	Perceptual Content	*
PHI 707	R.C. Meta-Ethics: Error Theories	*	PHI 516	S. D. Kelly Locke and Rousseau	*
	D. K. Lewis			H. K. Lorenz	

Fall Term 2000-2001 (Regular Student)		Grade	Spring Term 2000-2001 (Regular Student)		Grade
PHI 306	Plato and His Predecessors	*	PHI 514	Recent and Contemp. Phil: Fact and Value	AUD
PHI 502	J. M. Cooper Philosophy of Kant	*	PHI 535	G. A. Rosen K. E. Bennett	*
PHI 523	B. M. Longenecker Problems of Philosophy	*			
	D. K. Straff Assistant in Instruction - Part Time				

Fall Term 2001-2002 (Regular Student)		Grade	Spring Term 2001-2002 (Regular Student)		Grade
PHI 318	Philosophical Analysis from 1900 to 1950	AUD	PHI 523	Problems of Philosophy	*
PHI 540	S. Soames Metaphysics	*	PHI 534	G. A. Rosen Philosophy of Language	AUD
	G. A. Rosen		PHI 599	S. Soames Dissertation Seminar	*
				P. Benacerraf	

REMARKS:
***** Language Exam in German Passed on 05/22/01
***** General Exam for Philosophy Passed on 01/31/02
***** Leave of Absence 09/01/02
***** Voluntary Withdrawal 07/01/04

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MAY 24 2016

Mulliken School District
Human Resources Department

Lauren Pang
9401 Station
Everett, WA 98204
USA

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End of transcript

Paula Wang Giff, Registrar

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TRANSCRIPT INFORMATION PRINTED ON REVERSE SIDE

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PRINCETON UNIVERSITY

GRADING SYMBOLS

In undergraduate courses (numbered below 500) and independent work

- A+ Exceptional; significantly exceeds the highest expectations for undergraduate work
- A Outstanding; meets the highest standards for the assignment or course
- A- Excellent; meets very high standards for the assignment or course
- B+ Very good; meets high standards for the assignment or course
- B Good; meets most of the standards for the assignment or course
- B- More than adequate; shows some reasonable command of the material
- C+ Acceptable; meets basic standards for the assignment or course
- C Acceptable; meets some of the basic standards for the assignment or course
- C- Acceptable, while falling short of meeting basic standards in several ways
- D Minimally acceptable; lowest passing grade
- F Failing; very poor performance
- P Grades of A+ through C- in courses taken on pass/fail basis (prior to 1988-89, earned grades of A+ through D were converted to P). Satisfactory completion of required work in a course taken on an audit basis
- AUD Completion of required work at end of term (late completion authorized)
- INC Course not completed at end of term (late completion authorized)
- T Course successfully completed at another institution for Princeton credit
- UNR Course grades not reported by instructor
- W Student withdrew from the University after the term's ninth week of class

In graduate courses (numbered 500 and above)

With the exception of T and W, all of the foregoing grading symbols are used in graduate courses. The following symbols may also appear:
HP High Pass (used in some graduate courses in the School of Architecture)
LP Low Pass (used in some graduate courses in the School of Architecture)
N or * No grade given in the course. Between 1948-49 and 1973-74, represented by N; from 1974-75, represented by *

GRADING POLICY 2004-2014

From fall term 2004-05 through spring term 2013-14, the faculty had a common grading expectation for every department and program: A's (A+, A, A-) were to account for less than 35 percent of the grades given in undergraduate courses and less than 55 percent of the grades given in junior and senior independent work. Each department or program determined how best to meet these expectations. In the fall term 2014-15, the faculty reaffirmed rigorous and transparent assessment measures and removed a numeric target for the percent of A grades.

COURSE OF STUDY

Undergraduate students at Princeton enroll in a four-year ~~course of study~~ program that leads to the degree of Bachelor of Arts (A.B.) or the degree of Bachelor of Science in Engineering (B.S.E.). Undergraduate course credit is awarded in the form of course units. Each undergraduate course is one course unit; one course unit may be considered the equivalent of 4.0 semester hours. The A.B. program consists of eight terms of full-time study to satisfy the requirement of 31 courses (30 courses for students matriculating before 2001). Beginning in the junior year a candidate for the A.B. degree undertakes a program of departmental concentration including course work, independent study in the junior year, a two-term senior thesis, and a departmental examination at the end of the senior year. The B.S.E. program consists of eight terms of full-time study to satisfy the requirement of 36 courses, which usually include one or two terms of independent work. B.S.E. students pursue departmental concentrations beginning in the sophomore year. Prior to fall term 1974-75, an undergraduate's departmental courses were indicated by a (D) preceding the course title. In addition to the departmental concentration, many students elect to pursue certificates in one or more programs, nearly all of which are interdisciplinary.

Graduate students pursue full-time study toward the Ph.D. degree in the arts and sciences, engineering, architecture, and public affairs; and final professional master's degrees in architecture, engineering, finance, Near Eastern studies, public affairs, and public policy. To qualify for the Ph.D., a candidate spends at least one academic year in residence, passes the general examination, presents an acceptable dissertation, and passes the final public oral examination. Additional requirements for the Ph.D. vary by program. Ph.D. candidates may earn a Master of Arts degree incidentally as part of the course of study toward the Ph.D. Requirements for a final professional master's degree vary by program. Graduate students who are enrolled full time and in residence hold regular student status as they pursue work toward the degree. Students registered in *absentia* are also enrolled full time but are absent from campus in order to make use of materials, facilities, and expertise not available in residence. In their last years of enrollment, the majority of post-graduates Ph.D. students take no courses, but pursue full-time research toward completion of the dissertation. Ph.D. students who come to the end of the defined program length without having completed all requirements for the degree may hold dissertation completion enrollment (DCE) status for up to two years and enrollment terminated/degree candidacy continues (ET/DCC) status thereafter. DCE students are enrolled students. ET/DCC students are not enrolled, but they are entitled to submit a dissertation.

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Academic Credits Example: Credits on UW Transcript not counted in Total Credits Earned on Transcript. Since they do not apply to the degree, you have to use a different criteria but otherwise they can be counted.

UNIVERSITY OF WASHINGTON OFFICE OF THE REGISTRAR				ACADEMIC TRANSCRIPT THE WORD "COPY" APPEARS WHEN PHOTOCOPIED A BLACK AND WHITE DOCUMENT IS NOT OFFICIAL			
STUDENT NAME	STUDENT NUMBER	SOC. REG. NO.	BIRTHDATE	HIGH SCHOOL	HS GRAD	DATE PRINTED	PAGE
						10/15/14	2
CLASSIFICATION	COLLEGE/MAJOR	WASHINGTON RESIDENCY	SEX	WEB			143
GRADUATE	UW Bothell NURSING(BOTHELL)	RESIDENT CURRENT STATUS					

TITLE	CREDITS	GRADE	COURSE	TITLE	CREDITS	GRADE
***** ANY ALTERATION OR MODIFICATION OF THIS RECORD ***** * OR ANY COPY THEREOF MAY CONSTITUTE A FELONY * * AND/OR LEAD TO STUDENT DISCIPLINARY SANCTIONS. * *****						
***** SPRING 2000 *****						
AFRAM 308	BASIC SWAHILI	5.0	3.9			
CLAS 101	LAT & GRK CURR USE	2.0	CR			
SOC 499	UNDERGRAD RESEARCH	4.0	CR			
SOC 499	UNDERGRAD RESEARCH	2.0	CR			
QTR ATTEMPTED: 13.0 EARNED: 13.0 GPA: 3.90						
----- DEGREE EARNED 06/09/00 -----						
BACHELOR OF ARTS (SOCIOLOGY)						
UW: 182.0 TRANSFER: 0.0 EXTENSION: 0.0 GPA: 3.34						
WITH MINOR(S) IN SOCIETY & JUSTICE						
----- SUMMER 2012 -----						
Bothell CAMPUS				B NM	46	
B NURS 409	W-PARTNERS COMM HLTH	5.0	3.9			
QTR ATTEMPTED: 5.0 EARNED: 5.0 GPA: 3.90						
----- AUTUMN 2012 -----						
Bothell CAMPUS				B NURS	8	
B NURS 501	FNDTN NURS PRACTICE	3.0	3.5			
B NURS 525	LEADRSHP NRSNG RLES	3.0	3.5			
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.50						
----- WINTER 2013 -----						
Seattle CAMPUS				B NURS	8	
ORALM 651	HEALTH IN HOMELESS	1.0	CR			
Bothell CAMPUS						
B NURS 504	W-DISPARITY & HEALTH	3.0	3.6			
B NURS 520	R-SCH INQ NSG PRACT I	3.0	3.7			
QTR ATTEMPTED: 7.0 EARNED: 7.0 GPA: 3.65						
----- SPRING 2013 -----						
Seattle CAMPUS				B NURS	8	
ORALM 651	HEALTH IN HOMELESS	1.0	CR			
Bothell CAMPUS						
B NURS 521	SCH INQ NSG PRACT II	3.0	4.0			
B NURS 526	PROG PLAN/PROG EVAL	3.0	3.7			
QTR ATTEMPTED: 7.0 EARNED: 7.0 GPA: 3.85						
----- SUMMER 2013 -----						
PSYCH 451	HEALTH PSYCHOLOGY	5.0	4.0			
QTR ATTEMPTED: 5.0 EARNED: 5.0 GPA: 4.00						
----- AUTUMN 2013 -----						
Seattle CAMPUS				B NURS	8	
ORALM 651	HEALTH IN HOMELESS	1.0	CR			
Bothell CAMPUS						
B NURS 503	ADV FLD WK COM HL N	1.0	CR			
B NURS 508	ETHICS, AESTHETICS	3.0	4.0			
B NURS 598	SCHOLARLY PROJECT	2.0	CR			
QTR ATTEMPTED: 7.0 EARNED: 7.0 GPA: 4.00						
----- WINTER 2014 -----						
Bothell CAMPUS				B NURS	8	
B NURS 503	ADV FLD WK COM HL N	2.0	CR			
B NURS 507	ADVANCED NSG RLES	2.0	3.9			
B NURS 598	SCHOLARLY PROJECT	2.0	CR			
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.90						
----- SPRING 2014 -----						
Bothell CAMPUS				B NURS	8	
B NURS 503	ADV FLD WK COM HL N	1.0	CR			
B NURS 598	SCHOLARLY PROJECT	2.0	CR			
QTR ATTEMPTED: 3.0 EARNED: 3.0 GPA: 0.00						
----- DEGREE EARNED 06/13/14 -----						
MASTER OF NURSING						
UW: 41.0 TRANSFER: 0.0 EXTENSION: 0.0 GPA: 3.78						
***** CUMULATIVE CREDIT SUMMARY: *****						
UW CREDITS ATTEMPTED 41.0 UW CREDITS EARNED 41.0 *						
UW GRADED ATTEMPTED 28.0 EXTENSION CREDITS 0.0						
UW GRADED EARNED 28.0 TRANSFER CREDITS 0.0						
UW GRADE POINTS 105.8						
UW GRADE POINT AVG. 3.78 CREDITS EARNED 41.0						
***** END OF RECORD *****						

This transcript is showing 41.0 UW credits earned; however, when the individual credits are added, 46.0 credits were actually earned.

UW Registrar was emailed and it was explained that NM (non-matriculated) credits were not included in the total as these credits did not go towards the degree earned.

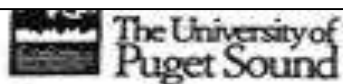
The 5 extra credit can be count towards salary placement though as they are above the 100 level.

RECIPIENT 	This official university transcript does not require a raised seal. Virjean Hanson Edwards University Registrar
---------------	---

In accordance with the Family Educational Rights and Privacy Act of 1974, information from this transcript may not be released to a third party without written consent of the student.

UoW 1592 (Rev. 7/10)

Academic Credits Example: University of Puget Sound is Units. 1.0 Unit = 5 Quarter Hours; or
1.0 Unit = 6.0 Quarter Hours depending on date earned.



SCHOOL
DISTRICT #402
'96 MAR 22 AM 9 15

May 20, 1996

Sherrie J. Evans
Executive Director for Personnel
South Kitsap School District No. 402
1962 Hoover Ave. SE
Port Orchard, WA 98366

Dear Ms. Evans;

I am writing in response to your request for clarification on unit conversion. I'm happy to report that your conversions are correct.

For courses taken in the Summer 1982 you should multiply the unit value by 5 to get quarter credits. In the case of [REDACTED] the following conversion is appropriate:

Summer 1982
 $2 \text{ units} \times 5 = 10 \text{ quarter credits}$

During the Summer of 1984, we changed to a semester calendar granting credit in units. Mary's conversion for the following terms are figured in the following manner:

Summer 1984
 $1.67 \times 6 = 10 \text{ quarter credits}$

Spring 1986
 $.33 \times 6 = 2 \text{ quarter credits}$


Summer 1986
 $1.17 \times 6 = 7 \text{ quarter credits}$

On the basis of these conversions, [REDACTED] received the equivalent of 29 quarter credits at the University of Puget Sound.

Conversions are made on the unit value listed after each class and not on the 1.78 units value yielded after the 1984 change. This number (1.78) was created specifically to keep students trying to reach degree or certification goals on track. All students who attended before and after the 1984 change have the units transferred in this way.

Academic Credits Example: Pacific Lutheran University operates on semesters!

Record of
Issued To: "




PACIFIC LUTHERAN UNIVERSITY
Tacoma, Washington 98447-0003 • 253/535-7161

Date Issued: 28-AUG-2003
GEN
Page: 1

Course Level: Continuing Education

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:					
Summer 2003					
EDUC 501D	New Horizons in Education	3.33	P	0.00	
EDUC 501J	No Child Left Behind	3.50	P	0.00	
Ehrs: 6.83 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00					
***** TRANSCRIPT TOTALS *****					
		Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION		6.83	0.00	0.00	0.00
TOTAL TRANSFER		0.00	0.00	0.00	0.00
OVERALL		6.83	0.00	0.00	0.00
***** END OF TRANSCRIPT *****					

$6.83 \times 1.5 = 10.25$



Back of Pacific Lutheran University Transcript:

The University was founded in 1890 and opened as Pacific Lutheran Academy. It became a junior college in 1921. Ten years later, it was organized into a three-year normal school which became a college of education in 1939. After 1941, it expanded as Pacific Lutheran College until it was reorganized as a University in 1960.

ACCREDITATION

Pacific Lutheran University is accredited by the Northwest Association of Schools and Colleges. Specialized accreditations are detailed in the University catalog.

CALENDAR

PLU adopted the "4-1-4" calendar effective September, 1969. The calendar consists of two fifteen-week semesters bridged by a four-week January term.

GRADING SYSTEM

THROUGH MAY, 1980:

GRADE	POINTS	EXPLANATION
A	4.00	Excellent
B	3.00	Good
C	2.00	Average
D	1.00	Passing
E	0.00	Failure
WE	0.00	Failure
H	0.00	Honors
P	0.00	Passing
F	0.00	Failure
I	0.00	Incomplete
IP	0.00	In Progress
AU	0.00	Audit
WP	0.00	Withdrawal Passing
WM	0.00	Medical Withdrawal
**W	0.00	Withdrawal

JUNE, 1980 - PRESENT:

GRADE	POINTS	EXPLANATION
A+, *IA+	4.00	Excellent
A, *IA	4.00	
A-, *IA-	3.67	
B+, *IB+	3.33	
B, *IB	3.00	Good
B-, *IB-	2.67	
C+, *IC+	2.33	
C, *IC	2.00	
C-, *IC-	1.67	
D+, *ID+	1.33	
D, *ID	1.00	Passing
D-, *ID-	0.67	
E, *IE	0.00	Failure
EW	0.00	Unofficial Withdrawal

The following are not used in GPA

GRADE	POINTS	EXPLANATION
H	0.00	Honors
P	0.00	Passing
F	0.00	Failure
NC	0.00	No Credit
I	0.00	Incomplete
IP	0.00	In Progress
AU	0.00	Audit
WM	0.00	Medical Withdrawal
**W	0.00	Withdrawal
UW	0.00	Unofficial Withdrawal

* The original grade recorded was an Incomplete. The Incomplete has been converted to the grade noted.

** Beginning with Spring, 1970, the grade of W replaced WP and WE on the transcript.

COURSE NUMBERING

011-099: courses that carry no university credit; 100-199: courses normally taken by freshmen; 200-299: courses normally taken by sophomores; 300-320 (1970-1994): courses unique to Interim; 300-499 (1994-present): courses normally taken by juniors and seniors (these courses may be included in graduate programs); 500-599: courses normally taken by graduate students (these courses may be included in undergraduate programs).

CODES

Pass-Plus grades (PA+, PA, PA-, etc.) are used for courses in which a letter grade was noted, but pass credit was given. The letter grade is not used in the GPA computation. These are used primarily for courses taken through approved Study Abroad programs.

Course repeats are marked on the far right-hand side of each transcript column (column marked "R"). An "I" means the course is included in the GPA calculation. An "E" means the course is excluded in the GPA calculation.

Credit by exam (challenge) courses are indicated by an X prior to the course number (ex: X467).

UNIVERSITY HONORS

Through August, 1997: 3.90-4.00 Summa cum laude; 3.70-3.89 Magna cum laude; 3.40-3.69 Cum laude. December, 1997 forward: 3.90-4.00 Summa cum laude; 3.75-3.89 Magna cum laude; 3.50-3.74 Cum laude. Transfer grades are included in honors calculations. Physical Education activity courses are excluded.

The Dean's List was established beginning December, 1997. To be eligible, a student must have a semester GPA of 3.50 with a minimum of 12 graded hours.

NOTE

In accordance with the Family Educational Rights and Privacy Act, this transcript may not be released to a third party without the student's permission.



LOUISIANA TECH
UNIVERSITY
KUSTON, LOUISIANA 71272

ACADEMIC TRANSCRIPT

NAME	STUDENT NUMBER	COURSE NUMBER	COURSE TITLE	GRADE	SEMESTER	QUANTITY			
COURSE NUMBER	COURSE TITLE	GRADE	SEMESTER	QUANTITY	COURSE NUMBER	COURSE TITLE	GRADE	SEMESTER	QUANTITY

Official Louisiana Tech University Graduate Transcript

Current Academic Program:

College of Education
Nondegree program, graduate level
Major: Life Long Learning - Educ Extension

Degrees Awarded:

Master of Arts in Teaching
College of Education
Major: Secondary Educ Gr 6-12, with
concentration in Gen Sci - Biology Educ
Gr 6-12
Cum GPA: 3.889

Feb 26, 2011

Previous Degrees:
Bachelor of Arts
HENDRIX COLLEGE
Major: Biology

May 10, 2008

Admitted Program:

College of Education
Master of Arts in Teaching
Major: Secondary Educ Gr 6-12

EDUC-472 TRANSITIONAL & VOCATIONAL PROCED
EDUC-530C INTERNSHIP IN TEACHING
BIOLOGY EDUCATION, GRADES 6-12

EDUC-472 TRANSITIONAL & VOCATIONAL PROCED
EDUC-530C INTERNSHIP IN TEACHING
BIOLOGY EDUCATION, GRADES 6-12

EDUC-415 TRENDS AND ISSUES IN EDUCATION

PSYC-507 LEARNING & DEVELOPMENT

Current
Cumulative

AHRS 6.00
EHRS 6.00
QHRS 6.00
OPTS 24.00
GPA 4.000

EDUC-599 E-PORTFOLIO
EDUC-530F INTERNSHIP IN TEACHING
BIOLOGY EDUCATION, GRADES 6-12

Winter 2010

EDUC-434 DIVERSE LEARNERS
EDUC-464 MAT & METH: TEACHING SCIENCE
EDUC-521 ASSESSMENT: STUDENTS & PROGRAMS

AHRS 3.00
EHRS 3.00
QHRS 3.00
OPTS 12.00
GPA 12.00

EDUC-434 DIVERSE LEARNERS
EDUC-464 MAT & METH: TEACHING SCIENCE
EDUC-521 ASSESSMENT: STUDENTS & PROGRAMS

Current
Cumulative

AHRS 9.00
EHRS 9.00
QHRS 9.00
OPTS 33.00
GPA 3.667

EDUC-434 DIVERSE LEARNERS
EDUC-464 MAT & METH: TEACHING SCIENCE
EDUC-521 ASSESSMENT: STUDENTS & PROGRAMS

No Further Entries This Column

No Further Entries This Column

No Further Entries This Column

Lauren Pang
KUSTON, LOUISIANA 71272

PRINT DATE 07-03-17

LAUREN PANG
KUSTON, LOUISIANA 71272

LAUREN PANG
KUSTON, LOUISIANA 71272

University of Louisiana at Monroe

This transcript was produced and delivered by TranscriptsNetwork

Academic Credits Example: Quarter or Semester? Be sure to read the back.

LOUISIANA TECH UNIVERSITY

Office of the Registrar
P.O. Box 3155, Ruston, LA 71272
Telephone: (318) 257-2176 FAX: (318) 257-4041
www.latech.edu

ACCREDITATION: Louisiana Tech University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Louisiana Tech University.

SEMESTER CREDIT HOUR AWARDED/QUARTER ACADEMIC CALENDAR: Since September 1967, Louisiana Tech University has operated on a quarter academic calendar (twelve weeks per quarter), and awarded semester hour credits. Seven hundred fifty minutes of class time successfully completed during the quarter equates to one semester credit hour earned. Three or more hours of laboratory work per week count as one classroom period and usually earn one semester credit hour.

FULL-TIME ENROLLMENT: An undergraduate student is considered full-time when enrolled for eight or more semester hours per quarter. A graduate student is considered full-time when enrolled for six or more graduate semester hours.

SYSTEM OF GRADING

GRADE	QUALITY POINTS
A	4
B	3
C	2
D	1
F	0
S	0
I	0
IA, IB, IC, ID	0
PI	0
W	0
AU	0
NC	0
NR	0

Excellent
Superior
Average
Minimum for credit
Failure
Satisfactory
Incomplete
Incomplete plus average
grade in course at end of term
Permanent Incomplete (Thesis)
Dropped course
Audit
No Credit
No Grade Required

001 - 099 Developmental education – not acceptable for degree credit
100 - 199 Freshman courses
200 - 299 Sophomore courses
300 - 399 Junior courses
400 - 499 Senior courses/selected courses approved for Graduate credit
500 - 599 Master's courses
600 - 699 Master's courses/selected courses approved for Doctoral credit
700 - 799 Doctoral courses

COURSE NUMBERS

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Bates Transcript where Number Grade = Clock Hour Credits

BATES TECHNICAL COLLEGE
1101 SOUTH YAKIMA AVE
TACOMA WA 98405

TRANSCRIPT GRADE RECORD

INFORMATION FROM THIS RECORD
MAY NOT BE RELEASED TO ANY
OTHER PARTY WITHOUT OBTAINING
CONSENT OF THE STUDENT.

OFFICIAL TRANSCRIPT WHEN SIGNED AND SEALED BY REGISTRAR

COURSE	COURSE TITLE	GRADE	CREDIT HRS	GRADE POINT	COURSE	COURSE TITLE	GRADE	CREDIT HRS	GRADE POINT
***** WINTER 00 *****									
MSAL 501	MARKETING AND SALES	W			>CIS 132	*** SUMMER 01--CONT. ***			
>MKT 091	OCCUP. HUMAN RELATIONS	3	8.0		>CAS 101	HARDWARE MGMT/MAINT. I	B	5.0	16.5
>MKT 115	BUSINESS CONCEPTS	4	11.0		>CAS 103	BEGIN WORD PROCESSING	B	3.0	
>MKT 116	MARKETING PRINCIPLES	3	6.0		>CAS 105	INTERM. WORD PROCESSING	B	3.0	
>MKT 245	BUSINESS/MKT CAREERS I	4	2.0		>CAS 107	BEGINNING SPREADSHEETS	B	4.0	
QUARTER:	P/S HR HR ERN GPA HR		448.0	1557.0	>CAS 115	INTERM. SPREADSHEETS	B	5.0	
					>CAS 117	DATABASES I	B	5.0	
					>MMED 110	DATABASES II	B	4.0	
***** SPRING 00 *****									
MICOM 501	NETWORK/SOFTWARE SPEC				>MMED 235	DESKTOP PRESENTATIONS I	B	5.0	
QUARTER:	P/S HR HR ERN GPA HR				>MMED 240	i-NET+	B	5.0	
					>NETWK205	IMAGE EDITING	B	5.0	
***** SUMMER 00 *****									
MICOM 501	NETWORK/SOFTWARE SPEC				>NETWK206	NETWORKING ESSENTIALS	B	5.0	
QUARTER:	P/S HR HR ERN GPA HR				>NETWK223	NETWORK+	B	5.0	
					>NETWK223	MICROSOFT WORKSTATION	B	5.0	
***** FALL 00 *****									
MICOM 501	NETWORK/SOFTWARE SPEC				>NETWK256	MICROSOFT SERVER	B	5.0	
QUARTER:	P/S HR HR ERN GPA HR				>NETWK234	SERVER IN THE ENTERPRIS	B	5.0	
					QUARTER:	P/S HR HR ERN GPA HR		1795.0	5385.0
***** WINTER 01 *****									
MICOM 501	NETWORK/SOFTWARE SPEC				CUMULATIVE:	P/S HR HR ERN GPA HR		2243.0	6942.0
QUARTER:	P/S HR HR ERN GPA HR								
***** SPRING 01 *****									
MICOM 501	NETWORK/SOFTWARE SPEC				TRANSFER FROM TACOMA COMMUNITY COLLEGE				
QUARTER:	P/S HR HR ERN GPA HR				ENGL 102-Composition 5.0 CI				
***** SUMMER 01 *****									
MICOM 501	INFO TECHNOLOGIES	B	3.5		SPCH 100-Speech Comm 5.0 CI				
>CIT 091	OCCUP. HUMAN RELATIONS	B	5.0		MATH 115-College Algebra 5.0 CI				
>CIT 092	OCCUP. COMMUNICATIONS	B	2.0		***** END OF TRANSCRIPT *****				
>CIT 093	OCCUP. MATH PRINCIPLES	B	3.0						
>CIS 101	CMPTR CONCEPTS/TECH I	B	2.0						
>CIS 102	CMPTR CONCEPTS/TECH II	B	5.0						
>CSAT 271	INTERNET DEVELOPMENT	B	5.0						
>CSAT 272	INTERNET DEVELOPMENT II	B	5.0						
>CSAT 275	WEB AUTHORIZING EDITOR	B	5.0						

RECEIVED
JUL 30 2004
HUMAN RESOURCES

BATES TECHNICAL COLLEGE
DISTRICT 26

AMM
DOWNS
BAY

NAME: [REDACTED] STUDENT I.D. [REDACTED] PREVIOUS NAME [REDACTED] HIGH SCHOOL [REDACTED] YEAR GRAD [REDACTED]
 BIRTH YEAR [REDACTED] CITY AND STATE [REDACTED] STUDENT TYPE [REDACTED] DEGREE OR CERTIFICATE EARNED [REDACTED] YEAR [REDACTED]
 PROGRAM [REDACTED] ADVISOR [REDACTED]
 NETWORK/SOFTWARE SPEC

SU401

[Signature]



GRADING SYSTEM

In September 1993, Bates Technical College adopted a competency-based curriculum. Students earn **professional-technical ratings** according to their mastery of skills and tasks at predetermined industry performance standards. These ratings show on the transcript under the "Grade" column, according to the following rating scale:

Professional-Technical Ratings:

Rating of 4: Performs above industry entry-level requirements / standards. Highly competent.

Rating of 3: Performs at industry entry-level requirements / standards. Competent.

Rating of 2: Progressing toward industry entry-level requirements / standards. Needs additional training and supervision.

Rating of 1: Exposed to training, but not progressing.

Rating of 0: No instruction offered or not evaluated.

"W" means withdrawn from program.

"I" followed by any rating indicates in-progress--no credit awarded.

"P" followed by a rating of 3 or 4 indicates credit awarded from prior learning or experience.

"IC" means incomplete and is only used for academic classes.

"S" means satisfactory.

"U" means unsatisfactory.

Academic courses use the traditional letter grade system:

Letter grade	Grade Point Value (GPTS)
A	4.0-3.8
A-	3.7-3.4
B+	3.3-3.1
B	3.0-2.8
B-	2.7-2.4
C+	2.3-2.1
C	2.0

Continuing education courses are rated "S", Satisfactory or "NC", No Credit. "S" is not included in grade point average (GPA) calculation and is not recognized toward the attainment of a degree.

COURSE NUMBERING SYSTEM

000-099	Pre-college level.
101-199	College-level, normally encountered first year.
200-299	College-level, normally encountered second year.
Registrar 253.680.7014	
Credentials Evaluator 253.680.7015	
Records Office 253.680.7019	

CALCULATING THE GRADE POINT AVERAGE (GPA)

The grade point value of the academic course letter grade and the rating of the professional-technical course is multiplied by the clock hours in each course (not shown on transcript) to determine the grade points.

For example:

Grade/Rating	Value	x	Clock Hours =	Grade Points
Human Relations	B-	2.7	55	148.5
Safety Standards	4	4.0	66	264
Wildland Firefighter I	3	3.0	41	123
			162	535.5

In the example above, total Grade Points of 535.5 divided by the total of 162 Clock Hours equals the Grade Point Average (GPA) of 3.3. On the transcript, total grade points (GPTS) are divided by the total clock hours (GPA HR) to arrive at the grade point average (GPA).

Credit hours (noted on the Transcript under the heading of "CREDIT HRS") equates to 1.16.5 clock hours as determined by the Washington State Board for Community and Technical Colleges. These hours are totaled and combined in one number under the heading GPA HR.

ACCREDITATION

Bates Technical College is accredited by the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities.

RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment) prohibits the release of this record or disclosures of its contents to any third party without written consent of the student.

TRANSCRIPT NOTATIONS

Credit by Exam – Students who successfully challenge specific coursework may receive credit.

Transfer Credit – In order to receive credit, an official transcript must be requested by the student directly from the institution attended. A description of the transferable courses will be reflected on the Bates transcript. Specific grades for courses transferred from another institution are not recorded.

Official Transcript – An official transcript bears the impression of the Bates Technical College seal, the date, Registrar's signature, and is mailed in a sealed envelope stamped "Official Transcript Bates Technical College." Transcripts that do not meet these requirements are **Not** considered official.

November, 2003

Back of American College of Education:

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/certificates.

Until January 01, 2013, the College operated under the quarter credit system. As of January, 2013 the College began offering semester credit programs and courses to all new incoming students, all re-entering students and all students changing their program. Semester credits for all other students began June 03, 2013. Beginning June 2013, all quarter credits were converted to semester credits. All cumulative totals for students who have attended under both types of credit are expressed in semester credits. All credits on this transcript have been converted to semester credits using this formula: quarter credits were converted to semester credits by dividing the number of quarter credits by 1.5 (for example, 36 quarter credits ÷ 1.5 = 24 semester credits.)

ACCREDITATION

American College of Education is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone: (800) 621-7440. For specific program information, please refer to the Catalog (available at www.ace.edu).

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and MAY NOT be released to, or accessed by, outside agencies or third parties without the written consent of the student concerned.

COURSE NUMBERING SYSTEM

- 500-599 Graduate Level Courses
- 5000-5999 Graduate Level Courses
- 6000-6999 Doctorate or Advanced Studies Courses

GRADING SYSTEM

Grade	Description	Grade Point Value
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
D	Poor	1.0
F	Failure	0
W	Withdrawn	N/A
P*	Pass	N/A
NP*	Non-Pass	N/A
TR*	Transfer Credit	N/A
I**	Incomplete	N/A
CR*	Credit/Complete	N/A
PR*	Progress	N/A
RV*	Review	N/A

*Grade is not included in grade point average computation.

** "I" (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to "F" (Failure) grades. "I" grades are not included in the grade point average computation.

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade or "TR" and the name of the institution where the coursework was completed. Transferred credits are counted toward the total program completion credits required for graduation, but are not calculated into the cumulative grade point average.

ACADEMIC STANDING

Students who do not meet the standards for Satisfactory Academic Progress as outlined in the Catalog will fall out of good standing. A cumulative grade point average of 3.0 ("B") or higher and academic progress within the established incremental maximum timeframe indicate that a student is in good academic standing at American College of Education. See the Satisfactory Academic Progress policy in the Catalog for more information (available at www.ace.edu).

DEGREE REQUIREMENTS

To earn a degree at American College of Education, students must be in good standing, earn a minimum of a 3.0 cumulative grade point average, and complete the program within a maximum timeframe of completion. Program-specific graduation requirements are listed in the Catalog (available at www.ace.edu).


AUTHENTICATION OF THE RECORD

American College of Education's official transcripts are printed on security paper and do not require a raised seal. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

This Academic Transcript from American College of Education located in Indianapolis, IN is being provided to you by Credentials Inc. Under provisions of, and subject to, the Family Educational Rights and Privacy Act of 1974, Credentials Inc. of Northfield, IL is acting on behalf of American College of Education in facilitating the delivery of academic transcripts from American College of Education to other colleges, universities and third parties using the Credentials' TranscriptsNetwork™.

This secure transcript has been delivered electronically by Credentials Inc. in a Portable Document Format (PDF) file. Please be aware that this layout may be slightly different in look than American College of Education's printed/mailed copy, however it will contain the identical academic information. Depending on the school and your capabilities, we also can deliver this file as an XML document or an EDI document. Any questions regarding the validity of the information you are receiving should be directed to: Office of Registration & Records, American College of Education, 101 West Ohio Street, Suite 1200, Indianapolis, IN 46204, Tel: (800) 280-0307.

Academic Credits Example: Grade Report is NOT an official transcript. Do NOT record credits from a grade report.



UNIVERSITY OF WASHINGTON
EXTENSION
SEATTLE, WA 98195 GH-21

GRADE REPORTS - NOT
AN OFFICIAL
TRANSCRIPT

GRADE REPORT

WKSHIP IN EDSPE: LANGUAGE DEVELOPMENT AND INTER		3.9
EDSPE	495	TE 3.0
[Redacted]		SPRING 1990

Official transcripts of credit course work
may be obtained by making a written request
and sending \$3 to Transcripts, PD—10,
University of Washington, Seattle, WA 98195.

PLEASE CALL EXTENSION STUDENT SERVICES, 543-6160, WITH QUESTIONS

STUDENT'S NAME

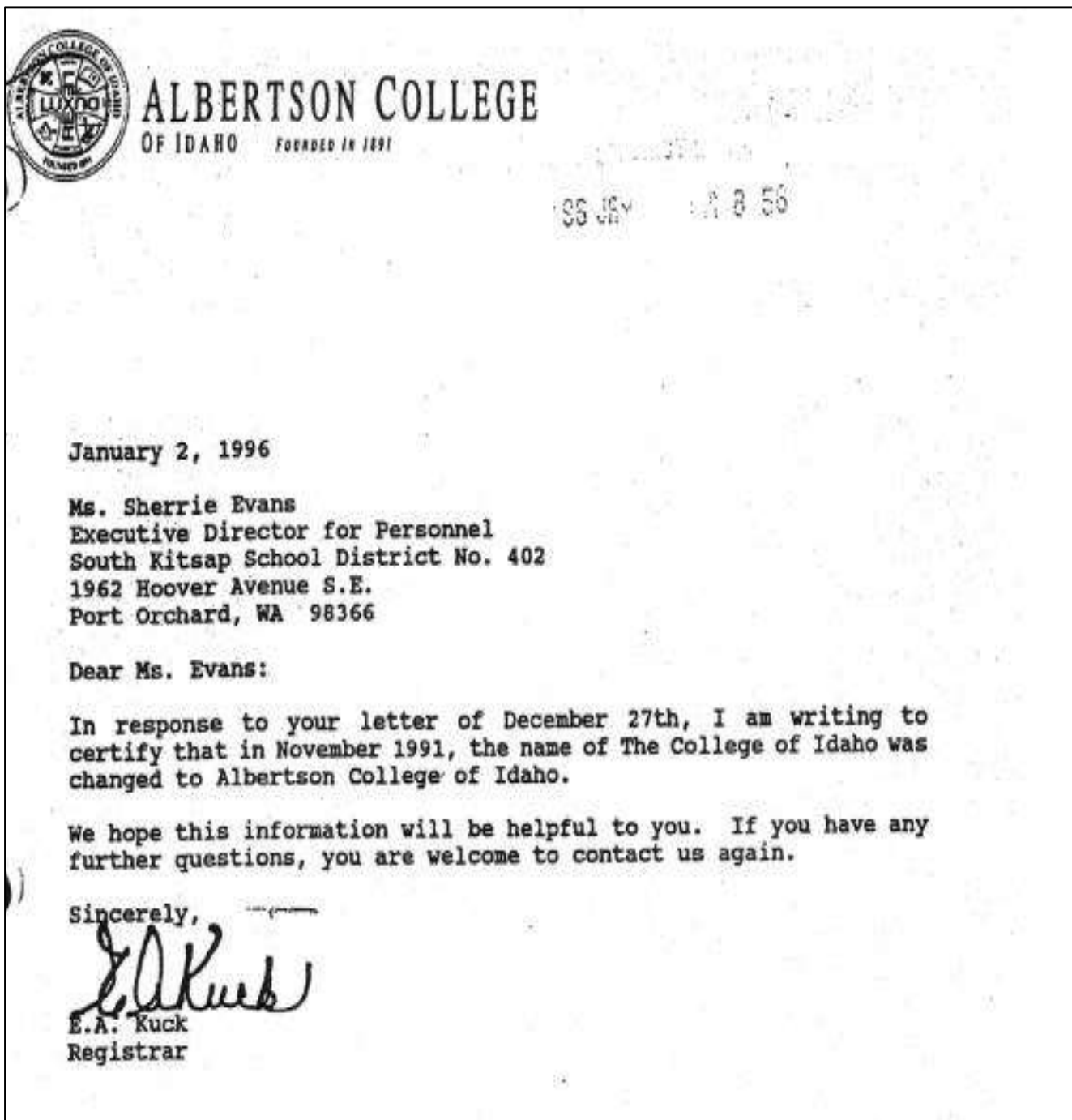
STUDENT'S ADDRESS

STUDENT'S PHONE NUMBER

STUDENT'S SIGNATURE


STUDENT'S DATE

Academic Credits Example: College Changes Name. Albertson College is the College of Idaho.



Academic Credits Example: Evaluation of International Transcript. Note: If items are not clear to you, feel free to call or email them for clarification. They are quite helpful. In this example the dates for Year 1, Year 2 and Year 3 were not clear enough for us to determine if they were before or after earned degrees. See email on the next page.

Foundation for International Services, Inc.	19015 North Creek Parkway Suite 103 Bothell, Washington 98011-8029 USA	Telephone: 425-487-2245 Facsimile: 425-487-1989 E-Mail: FIS@MAIL.COM
--	--	--



EVALUATION REPORT

Name: [REDACTED]

Country: England

Purpose of Evaluation: Teacher Certification

Date: October 7, 1998

Ref: 65674/AMK

School: The University of Liverpool in England

Credential(s) Submitted: Bachelor of Arts (Combined Subjects) with Honours (Class Two, Division Two) and letter from Liverpool Hope University College confirming content of program

Dates Attended: 1990-93

Grading Scale: The grading scale used for the overall grade of the degree is: 4.00 = A (Class One), 3.00 = B (Class Two, Division One and Division Two), 2.00 = C (Class Three), and Pass (Pass). The grades in parentheses are the English grades.

Document Date: December 13, 1993 (diploma), August 27, 1998 (letter)

Signature(s): Vice-Chancellor and Registrar (diploma), for the Rector (letter)

Total Semester Credits:

90

Grade Point Average:

3.00

US Educational Equivalent: Bachelor's degree in art and history from an accredited college or university in the United States.

<u>Course</u>	<u>US Sem. Cr.</u>	<u>US Grade</u>
<u>Year 1</u>		
History	10	B
Art	10	B
English Literature	10	B
	30	
<u>Year 2</u>		
History	15	B
Art	15	B
	30	
<u>Year 3</u>		
History (including Study of Political Theory)	15	B
Art	15	B
	30	

Jenni Ballew

From: FIS [fis@ricochet.net]
Sent: Friday, February 04, 2000 3:41 PM
To: Jenni Ballew
Subject: Re: [REDACTED]

Dear Ms. Ballew:

Thank you for your inquiry. Mary K. Burke, Associate Director of Evaluations at FIS reviewed evaluation # [REDACTED] for [REDACTED]. After reviewing the file, FIS reaffirms our earlier equivalency that [REDACTED] has completed a Bachelor's degree in art and history and has completed the equivalent of 30 semester credits beyond the bachelor's degree. We also affirm that [REDACTED] does "not" have a master's degree equivalency.

If you have any questions, please feel free to contact me.

Sincerely,

Brian L. Bosse
Director of Administration
Foundation for International Services, Inc.

----- Original Message -----
From: Jenni Ballew <ballew@skitsap.wednet.edu>
To: <FIS@MAIL.COM>
Sent: Thursday, January 27, 2000 1:27 PM
Subject: [REDACTED]

> Foundation for International Services, Inc. prepared an evaluation report
> for [REDACTED] on October 7, 1998. [REDACTED] is currently
> substituting for South Kitsap School District and we have a question about
> her highest degree.
>
> According to the evaluation report, [REDACTED] highest degree (The
University
> of Leeds in England) U.S. education equivalent is "Undergraduate major in
> art education from an accredited college or university in the United
> States." This does not specifically state that she has the equivalent of
a
> master's degree--does she?
>
> Your assistance would really be appreciated!!
>
> Jenni Ballew
> Certificated Personnel Specialist
> South Kitsap School District
>
>

Academic Credits Example: Ok to report degree from religious institution if it is accredited but if credits are completed 9/1/95 and after, you must determine if they meet one of the seven (7) course criteria and typically many do not.

Email exchange between South Kitsap and Ross Bunda, OSPI

Monday, August 20, 2001 9:40 AM

Sent to: Ross Bunda From: Jenni Ballew, HR, South Kitsap

Question: I have an individual with a Master's Degree in Theology and a Master's Degree in Divinity. I understand the Master's Degree will count but my question concerns the credits. All of these credits were completed from 1969 to 1993, **all before the 9/1/95 criteria were adopted**. Under the previous criteria and according to the S 275 instructions, I cannot find any reason why these credits would not count. All are from a regionally accredited institution located within the US. All are applicable to a degree program. I have read through the entire credit section of the S-275 instructions and cannot find any other criteria that apply in this situation.

My question for you is am I correct in my understanding that these credits will count? Thank you so much for your assistance.

Response from Ross Bunda

Monday, August 20th, 2001 10:06 AM

YES.

Additional email verifying religious courses after 9/1/95 must meet criteria.

Jenni Ballew

From: Ross Bunda [RBunda@ospi.wednet.edu]
 Sent: Monday, July 31, 2000 3:27 PM
 To: 'Jenni Ballew'
 Subject: RE: Religious Credits

Credits earned after September 1, 1995 must satisfy the additional criteria of WAC 392-121-262. If a school district determines that the credits meet one or more of the additional criteria (whether those credits be from religious courses, physical education courses, or any other course), they can be reported as credits for placement on the salary allocation schedule.

Ross Bunda
 Supervisor, Personnel Reporting
 School Apportionment & Financial Services
 Office of Superintendent of Public Instruction
 (360) 753-3585 voice
 (360) 664-3683 fax
 mailto:rbunda@ospi.wednet.edu
 http://www.k12.wa.us/safs/

-----Original Message-----

From: Jenni Ballew [mailto:ballew@skitsap.wednet.edu]
 Sent: Monday, July 31, 2000 2:37 PM
 To: Ross Bunda
 Subject: Religious Credits


I have a new employee who has several religious classes (Psalms, Art of Worship, Intro to Preaching, etc.) she took from Boston University from Fall of 1996 to Fall of 1997. None of the courses are applicable under the criteria listed in WAC 392-121-262 and we have told the employee these credits will not toward salary placement. Just to be sure, are there ever any circumstances where religious classes count toward salary placement using the new criteria in WAC 392-121-262? Thank you for the information.

Jenni Ballew
 South Kitsap School District
 360-876-7372

Watch for specific dates on transcripts and when the Course Criteria rule begins (9/1/1995):

ACADEMIC
TRANSCRIPT

MOODY BIBLE INSTITUTE
820 NORTH LASALLE BOULEVARD
CHICAGO, ILLINOIS 60610


OFFICE OF THE REGISTRAR
CHICAGO, ILLINOIS 60610

Official Transcript
Page 1 of 1

Name: [REDACTED]

Degree: Master of Arts/Bib. Study
Major1: No major
Previous Degree: No Degree
Degree Date: 12/19/96
Major2: No major
Degree Date:

Transfer Credit

GS June Session 1995
FE0530 Missions Internship/Practicum 3.00 A

Transfer work

B10502 New Testament Literature 3.00
attempt earn pass quality points gpa
ses 3.00 3.00 0.00 3.00 12.00 4.000
cum 37.00 37.00 0.00 34.00 124.00 3.647

Fall 1995

B10530 Biblical Literature/I & II Cor. 3.00 A-
FE0525 Administration Internship/Practicum 3.00 A
FE0590 Independent Internship/Practicum 3.00 A
W10520 World Religious Systems & Ethics 3.00 A-
attempt earn pass quality points gpa
ses 12.00 12.00 0.00 12.00 46.20 3.850
cum 49.00 49.00 0.00 46.00 170.20 3.700

Fall 1994

B10501 Old Testament Literature 3.00 A-
FE0501 Field Education Seminar 3.00 A
PM0510 Spiritual Life & Ministry 3.00 B+
PM0520 Prin. Biblical Research & Intarp 4.00 A-
TH0501 Systematic Theology I 3.00 B
attempt earn pass quality points gpa
ses 16.00 16.00 0.00 16.00 56.80 3.550
cum 19.00 19.00 0.00 16.00 56.80 3.550

GS January Session 1995

M10510 Theology of Missions 3.00 A-
attempt earn pass quality points gpa
ses 3.00 3.00 0.00 3.00 11.10 3.700
cum 22.00 22.00 0.00 19.00 67.90 3.574

Spring 1995

FE0550 Teaching Internship/Practicum 3.00 A
PM0530 Research Methods 3.00 B+
TH0510 Evangelism & Apologetics 3.00 A-
TH0520 Church and Mission 3.00 A-
attempt earn pass quality points gpa
ses 12.00 12.00 0.00 12.00 44.10 3.675
cum 61.00 61.00 0.00 58.00 214.30 3.695


GS March Session 1996

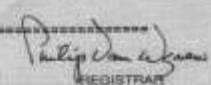
B10510 Biblical Literature/Romans 3.00 A-
attempt earn pass quality points gpa
ses 3.00 3.00 0.00 3.00 11.10 3.700
cum 64.00 64.00 0.00 61.00 225.40 3.695

Issued 07/15/02

The Family Educational Rights and Privacy Act of 1974 prohibits the release of this information without the student's written consent.

TRANSCRIPT PRINTED ON
SCRIP-SAFE SECURED PAPER
AND DOES NOT REQUIRE A RAISED SEAL


THE NAME OF THE SCHOOL APPEARS IN WHITE PRINT ACROSS THE FACE OF THE TRANSCRIPT


REGISTRAR

Academic Credits Example: Two BA Degrees

Report the date of the first BA degree. Be sure to report credits after the first BA to the 2nd BA. At times, the two degrees have the same date. Just report the one date. Note of caution: If both BA degrees are conferred on the same date, no credits can be counted for the second BA degree.

STUDENT INFORMATION				COURSES AND CERTIFICATES				TRANSFER CREDIT					
STUDENT NO.	BIRTH PLACE - DATE	PARENT OR GUARDIAN	ADDRESS	DEPT.	COURSE NO.	TITLE	CREDITS	GRADE	DEPT.	COURSE NO.	TITLE	CREDITS	GRADE
<p>STUDENT NO. [REDACTED]</p> <p>BIRTH PLACE - DATE [REDACTED]</p> <p>PARENT OR GUARDIAN [REDACTED]</p> <p>ADDRESS [REDACTED]</p> <p>DEPT. [REDACTED]</p> <p>COURSE NO. [REDACTED]</p> <p>TITLE [REDACTED]</p> <p>CREDITS [REDACTED]</p> <p>GRADE [REDACTED]</p>				<p>UNIVERSITY OF WASHINGTON STATE COLLEGE</p> <p>MAJOR: Admin. Mgmt. (Retail Mgmt.)</p> <p>MINOR: Pol. Sci.</p> <p>Initial Teach Cert 7-01-85 Minor Elem Sch Prof Sub</p>				<p>10ce/LCC/1974-1976</p> <p>* 2 BA'S</p> <p>count after 1st one</p>					
<p>FALL 1974</p> <p>PSY 447 PSYCHOLOGY OF AD 3 A- 11.1</p> <p>POSC451 INTRO CONSTITUTION 4 A- 16.5</p> <p>LAJ 347 POLICE ORGANIZAT 5 H- 15.0</p> <p>PE 298 SMI CONDITIONING 1 O 0.0</p> <p>ENG 310 TECHNICAL WRITING 3 H 9.0</p> <p>16.0 16.0 16.0 53.6 3.35 QTR</p> <p>16.0 16.0 16.0 43.6 3.35 ACC</p> <p>WINTER 1975</p> <p>HSED451 OFFICE SUPERVISOR 3 A 12.0</p> <p>POSC452 CONSTITUTION/HUM 5 H- 16.5</p> <p>LAJ 251 COURT ADMINISTRATION 4 A 14.0</p> <p>HSED279 BUSINESS ORGANIZ 3 A 12.0</p> <p>15.0 15.0 15.0 46.4 3.7A QTR</p> <p>121.0 33.0 31.0 11.0 110.1 3.6K ACC</p> <p>SPRING 1975</p> <p>ECON201 PRINCIPLES ECONO 5 C- 11.5</p> <p>PE 1062 BEGINNING GOLF 1 O 0.0</p> <p>O E 461 ADVERTISING/SAL 5 A 20.0</p> <p>HSED360 PRINCIPLE OF WAR 4 A 16.0</p> <p>14.0 14.0 14.0 47.5 3.19 QTR</p> <p>139.0 45.0 45.0 45.0 157.6 3.50 ACC</p> <p>FALL 1975</p> <p>HSED381 MANAGEMENT HUMAN 5 H- 16.5</p> <p>O E 367 HUMANITY MANAGEMENT 5 A 20.0</p> <p>ACCT251 PRINCIPLES OF AC 5 H- 16.5</p> <p>15.0 15.0 15.0 43.6 3.43 QTR</p> <p>150.0 60.0 40.0 40.0 210.6 3.41 ACC</p> <p>WINTER 1976</p> <p>POSC360 COMPARATIVE POLI 5 A 20.0</p> <p>HSED385 BUSINESS COMM/RE 5 H- 16.5</p> <p>ACCT252 PRINCIPLES ACPOU 5 H- 16.5</p> <p>15.0 15.0 15.0 45.0 3.4A QTR</p> <p>185.0 75.0 75.0 75.0 245.6 3.54 ACC</p>				<p>SPRING 1974</p> <p>O E 344 PRINCIPLES OF SE 5 H 15.0</p> <p>HSED444 AWS 1 A 4.0</p> <p>HSED371 OFFICE MANAGEMENT 5 A- 16.5</p> <p>ECON202 PRINCIPLES ECONO 5 A- 16.5</p> <p>16.0 16.0 16.0 44.5 3.37 QTR</p> <p>161.0 41.0 41.0 41.0 319.6 3.51 ACC</p> <p>SPRING 1984</p> <p>PSY 314 HUMAN DEV & LEAR 4 A 15.0</p> <p>HIST144 US HISTORY SINCE 5 A 20.0</p> <p>GEOG205 ECONOMIC GEOGRAPH 5 A 20.0</p> <p>ED 101 TEACHING: AN ORI 5 A 12.0</p> <p>17.0 17.0 17.0 17.0 68.0 4.00 QTR</p> <p>17.0 17.0 17.0 17.0 68.0 4.00 ACC</p> <p>SUMMER 1984</p> <p>ACCP322 SCIENCE ED IN EL 7 A 12.0</p> <p>PSY 111 PSYCH FOR CLASSR 4 H- 14.0</p> <p>HIST301 PACIFIC NORTHWEST 7 A 17.0</p> <p>ED 444 EDUCATION ISSUES 7 A 17.0</p> <p>ED 121 TCH ELEM SC PATH 7 A- 17.1</p> <p>15.0 15.0 15.0 57.9 1.76 QTR</p> <p>32.0 32.0 32.0 32.0 125.9 1.91 ACC</p> <p>FALL 1984</p> <p>ED 103 PRE-AUTUMN FLD 4 F 4.0</p> <p>POSC423 METH/MAT SOCIAL 7 A 12.0</p> <p>GEOG350 RESOURCES, POPSCO 4 A 16.0</p> <p>ED 111 UTILIZATION OF 7 A 12.0</p> <p>ED 111 TEACHING: CURR H 5 A 20.0</p> <p>19.0 15.0 15.0 59.0 4.00 QTR</p> <p>11.0 31.0 47.0 47.0 135.9 1.95 ACC</p>				<p>WINTER 1985</p> <p>SPED301 INTRO EXCEPTIONAL 4 A 14.0</p> <p>PE 314 PE ACTIVITIES-EL 7 A 17.0</p> <p>ED 420 TEACHING LANGUAGE 4 A 16.0</p> <p>ED 409 TEACHING OF READ 5 A 20.0</p> <p>15.0 15.0 15.0 64.0 4.00 QTR</p> <p>67.0 17.0 55.0 63.0 249.9 3.56 ACC</p> <p>SPRING 1985</p> <p>ED 442 STUDENT TEACHING 15.0</p> <p>15.0 15.0 15.0 15.0 249.9 3.56 ACC</p>					

1st BA

138h. 2nd BA

CENTRAL WASHINGTON UNIVERSITY

GRADING SYSTEM

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

A- = 3.5 B- = 2.5 C- = 1.5 D- = 0.5

W = 0.0

TRANSFER INFORMATION

1. Total Credits Earned 2. Grade Point Average

3. Total Credits Transferred 4. Credits Applied

5. Credits Earned at Other Institution 6. Credits Applied

ENDORSEMENT

1. Official Transcript 2. Official Transcript

3. Official Transcript 4. Official Transcript

TRANSCRIPT ADJUSTMENTS

1. Credits Earned 2. Credits Applied

3. Credits Earned 4. Credits Applied

IN ACCORDANCE WITH THE FAMILY RIGHTS AND PRIVACY ACT OF 1974 THIS TRANSCRIPT MUST NOT BE RELEASED TO A THIRD PARTY

The old “FIFTH” year Credits

Similar to what teachers do now with the residency and professional certificates, teachers completed a “fifth” year program after their BA degree. Colleges frequently counted credits that were prior to the date of the BA degree toward the “fifth year” program. Teachers have questioned why we cannot report these credits. **The answer is that they were completed prior to the date of the first BA degree and we can only report credits after that first BA date.** The following letters are correspondence with OSPI about the fifth year issue. **Fifth year or otherwise, no credits earned prior to the BA can be counted – period!**

98



South Kitsap School District No. 402

1962 Hoover Avenue S.E., Port Orchard, WA 98366 • (360) 876-7306 • Fax: (360) 876-7675

Sherrie J. Eggen, Executive Director for Personnel

October 30, 1995

Mr. David Hauntz
Apportionment and Research
Office of State Superintendent
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Dear David:

We are in the process of putting our teacher credit, clock hours, and experience records into a computer database. In reviewing the files, I have found a number of documents like the one enclosed. These documents grant credits beyond the degree for credits taken in excess of the degree requirement for application to a fifth-year program. Our local salary schedule has allowed for these credits to be counted for salary purposes. They have not been reported on the S275. I am asking that you review the document since these excess credits were approved by

SIP.

We are also in the process of moving from our local schedule to the state allocation model for salary purposes. Therefore, the applicability of these excess credits become important for a number of our staff.

As always, I appreciate your assistance.

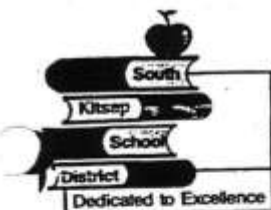
Sincerely,

Sherrie Eggen
Executive Director for Personnel

SE:edh

c: Mr. Jack Nelson

*must be earned after
the date of BA was
awarded per the transcript -*



South Kitsap School District No. 402



1962 Hoover Avenue S.E., Port Orchard, WA 98366 • (360) 876-7306 • Fax: (360) 876-7675

Sherrie J. Eggen, Executive Director for Personnel

November 8, 1995

Mr. David Hauntz,
Apportionment and Research
Office of the State Superintendent of Instruction
Old Capitol Building
Olympia, WA 98504-7200

Dear David:

Thank you for taking time to speak with me today about my letter of October 30, 1995. Sorry about the misspelling of SPI as "SIP." As you informed me, the form that I had enclosed does not mean that SPI approved those courses. The form was a fifth year plan approved locally. As you confirmed, the rules require that only those credits earned after the awarding of the Bachelors' degree, by the date stated on the transcript, can be counted as credits earned since the Bachelors' degree. Therefore, regardless of the number of credits a person took to get the Bachelors' degree, only those awarded after the degree are applicable to the state allocation model.

As we also discussed, I now understand that those credits earned after the Bachelors' Degree and after August 31, 1987, taken at a regionally accredited educational institution, that are not applicable to a next higher degree should be counted as an in-service credit pursuant to WAC 392-121-257. For example, a "092" course taken at Olympic College, earned after the date of the Bachelors' Degree and earned after August 31, 1987, are applicable to the state allocation model.

Thank you for your assistance.

Sincerely,

Sherrie J. Eggen
Executive Director for Personnel

cc: Jack Nelson, SKEA President

QUESTIONS

ABOUT ACADEMIC

CREDITS



CLOCK HOURS

Rules applicable to clock hour credits include:

1. Credits must be a **minimum of three (3) hours**.
2. Credits are **earned after August 31, 1987**; and **after the awarding or conferring of the employee's first bachelor's degree**.
3. Credits are earned **on or before October 1 of the year** for which allocations are being calculated pursuant to this chapter.
4. Use the **last date of the course as the "earned" date** for the course; UNLESS specifically stated otherwise on the form. For example, ESD 105 for a period of time noted on their transcript that the earned date was the date the person paid for the course as they did not consider a course earned until payment was received.
5. There is **no repeat restriction** on clock hours.
6. **Credits are earned where the provider is an OSPI approved clock hour provider FOR THAT YEAR!!** On Form 1025 it is the "Provider" not OSPI just because it is on an OSPI form.
<http://www.k12.wa.us/certification/clockhours.aspx>
7. Clock hours **MUST BE documented on the correct form. Any deviation must be approved by OSPI, but be careful to indicate you are inquiring regarding S275 reporting and not for the purpose of certification renewal as they are two different rules.**
8. Ten clock hours equals one quarter hour credit.
9. Each forty hours of participation in an approved internship with a business, industry, or government agency pursuant to chapter 181-83 WAC equals one in-service credit. No more than two in-service credits may be earned as a result of an internship during any calendar-year period. Each individual is limited to a maximum of fifteen in-service credits earned from internships.
10. Credits below 100 level on a transcript from a regionally accredited academic institution may be reported in-service credits if they were completed between 9/1/1987 and 3/8/1997.
11. Continuing education units (CEUs), continuing education, and in-service earned under rules of other states are not reportable. However, certain continuing education courses recorded on academic transcripts may be reportable as a non-transfer credit. (Ex: SPU)
12. Accumulate credits rounded to one decimal place.

Clock Hour Example: Not an acceptable clock hour documentation form



This Certificate of Completion could be used for your ESA staff that hold Washington State Department of Health licenses as noted on OSPI's website, <http://www.k12.wa.us/certification/LicenseHours.aspx>. If this type of document was used for ESA staff, it would need to include the following:

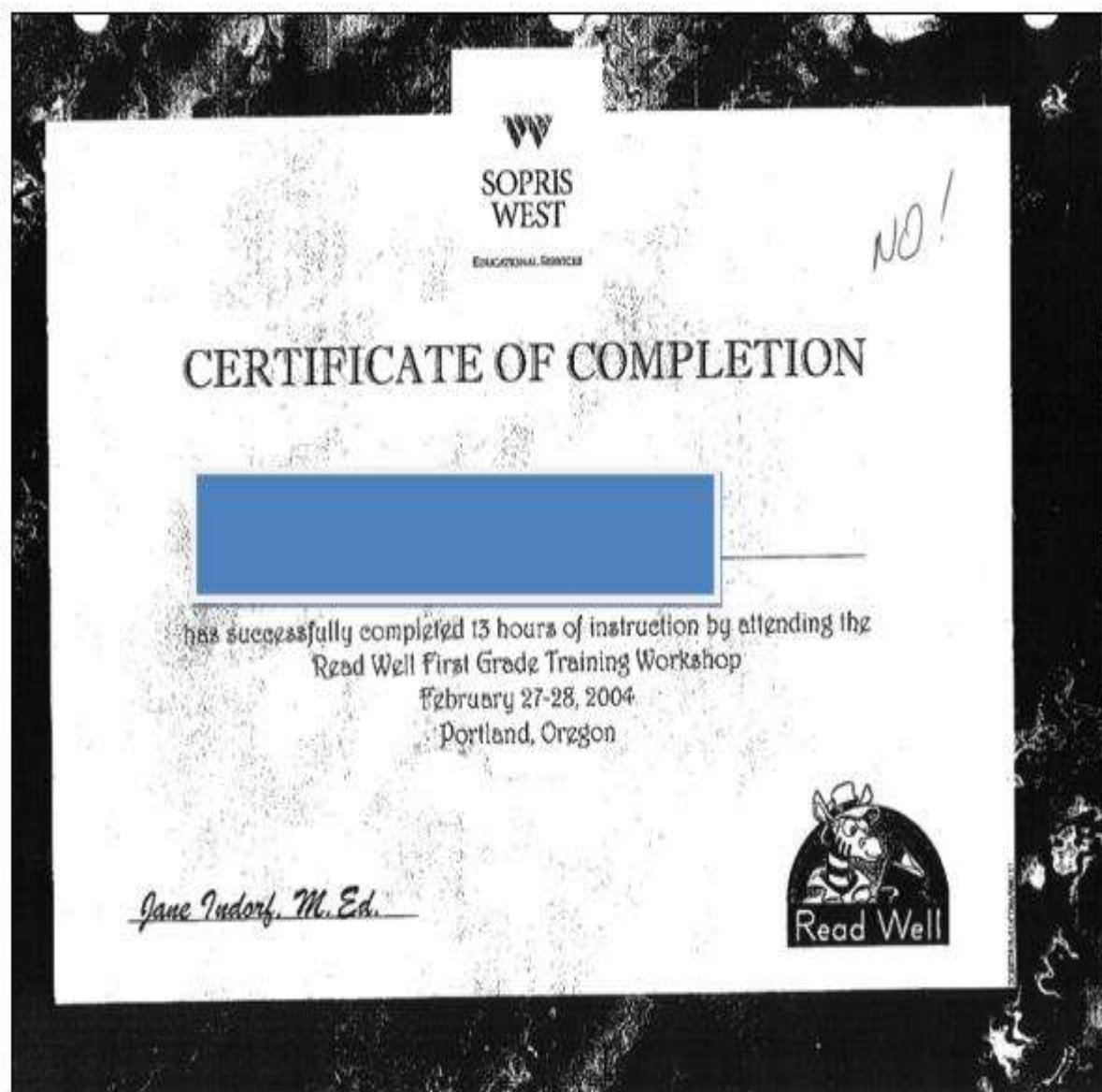
1. Name of provider
2. Name of person attending
3. Name of course
4. Date of course
5. Number of hours earned

Additionally, an ESA Clock Hour Verification Form should be completed and turned in with the document:

<http://www.k12.wa.us/certification/Certapp/4098V.pdf>.

ASCD is an approved provider but not an approved form. Employee would need to have ASCD complete an OSPI approved form





Clock Hour Example: Credits Online/ESD 114. Credits online Academic Record not acceptable documentation, but the ESD 114 Clock Hour form is okay.



How to "Read and Write" in Math: Improving Problem Solving and Communication in Mathematics

ONLINE INSTITUTION DATA

CE Credits Online
23224 NE 156th PL
Woodinville, Washington 98077
425.788.7275
www.cccreditsonline.org

ONLINE STUDENT DATA

Name:

Address:

Phone:

ACADEMIC RECORD

Course: How to "Read and Write" in Math;
Improving Problem Solving and
Communication in Mathematics

Completion 11/17/2015

Date:

Number of 45.00

Hours:

Letter Passed

Grade:

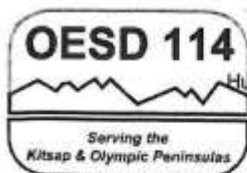
NARRATIVE EVALUATION

This course introduces teachers to a wide range of instructional strategies and methodologies for math problem solving and math communication that will enable them to create effective classroom learning experiences that will help students solve word problems successfully and describe their solution processes clearly. This course focuses on creating exciting math lessons that are challenging and achievable for all students by providing an in-depth exploration of and systematic approaches to solving math word problems and developing written and oral communication skills to describe them.

AUTHORIZATION OF COURSE COMPLETION

A handwritten signature in black ink that reads 'Cathy Rose'. The signature is written in a cursive style with a large, looped 'C' and 'R'.

11/17/2015



DEC 17 2015

Mukilteo School District
Human Resources Department

Olympic ESD 114

REQUEST FOR CLOCK HOURS

Clock Hour Program – Payments
105 National Ave N., Bremerton, WA 98312
See Reverse Side for Further Information

- \$2.00 Per Clock Hour
• \$10.00 Research Fee (per class) applies 90 calendar days after program ends
• Use blue or black ink
• Do not alter printed portions of form

CLOCK HOURS ARE NOT EARNED UNTIL ALL FEES ASSOCIATED WITH THIS REQUEST ARE RECEIVED BY OESD 114. This form must be received along with your payment within 90 calendar days of the program end date, or a \$10.00 research fee will apply. Upon receipt of completed form and all fees for clock hours, this form will be fully executed and will be returned to you and serve as verification of clock hours earned. Clock hours are earned only after OESD clock hour provider verification signature is completed.

SECTION 1: PERSONAL INFORMATION

Name _____ Male ☐ Female ☒
Circle One _____ Birth Date (required for ID) _____
Address _____
Other name(s) under which records may be listed _____
City/State/Zip _____ Home Phone _____ Work Phone _____
Employing (Required) _____ Mukilteo District (Required) _____ Email address _____

Note! If you have a new address/phone #/last name, or have changed school districts, check this box ☐

SECTION 2: AFFIDAVIT (Please ensure this section is complete with signature)

I, _____, do hereby swear or affirm that I earned 45 clock hours for actual attendance at this inservice. (Registrants may request fewer hours than the amount calculated for the entire in-service education program due to partial attendance.) I am not applying for college credit for this program. I certify under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. (Intentional misrepresentation of material fact in this form will subject holder to revocation of his/her certificate pursuant to Chapter 181-85 WAC.)

Date 11/30/15
Signature of Participant _____

SECTION 3: WORKSHOP INFORMATION

How to "Read and Write" in Math: Improving Problem Solving and Communication in Mathematics

Title of Program

CEC683

Clock Hour ID

45

Total Clock Hours Available

OESD 114 on behalf of CE Credits Online

Sponsoring District or Agency

11/17/15

Program End Date

Stephanie Parker

Person Responsible for Program

(360) 405-5801

Phone Number

SECTION 4: PAYMENT INFORMATION (Please complete and enclose payment)

Number of Clock Hours Earned: 45 X \$ 2.00 \$ 90.00
Research Fee (if submitted 90 days after program ending date): \$10.00 \$ —
Total Amount of Payment Enclosed: \$ 90.00

CLOCK HOURS ARE NOT EARNED UNTIL ALL FEES ARE RECEIVED BY OESD 114

SECTION 5: VERIFICATION/APPROVAL OF CLOCK HOURS (to be completed by OESD 114 only)

Verification. When signed by the approved in-service provider below, and full payment for clock hours and all associated fees are received by OESD 114, this form verifies eligible clock hours as required by WAC 392-121-280 (3). This form is not valid for clock hour verification until all payments are received, and the form has been signed by Olympic ESD 114.

Receipt #:

-122821-

The credits/clock hours to which this stamp is affixed meet
one of the criteria required per RCW 26A.419.015 for
salary placement.

Olympic ESD 114 Authorization

Revised 8/08

Bruce Hobert, Executive Director
Human Resources

Clock Hour Example: Bellevue School District. Districts issuing transcripts must be approved to do so and are on OSPI's website if approved; <http://www.k12.wa.us/certification/ClockhoursDocumentation.aspx>.) Some transcripts may also indicate the approved course criteria item for listed courses.



12111 NE First Street, Bellevue, Washington 98005 / P.O. Box 90010, Bellevue, Washington 98009-9010

Official Clock Hour Transcript

D: 000000]

July 2, 2015

Official BSD Clock Hours: 49.00

INSERVICE PROVIDER

When signed by the approved inservice provider, this form serves as a transcript or letter documenting eligible credits as required for salary purposes by WAC 392-121-280(2).

H. Edlund

RECEIVED

JUL 10 2015

Heather Edlund – Director of Curriculum

Date	Course ID	Course Title	Hours	Criteria
06/27/2014	32150	2014 Pnw Ap Institute	23	1
07/02/2015	32755	2015 Pnw Ap Institute	26	1,2

CRITERIA

Credits earned after September 1, 1995, must meet criteria established by the Legislature (RCW 28A.415.023) before they can be used for placement on LEAP salary allocation documents. At the time credits are recognized by the school district, the content of the course must meet at least one of the following:

1. It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is
2. It pertains to the individual's current assignment or expected assignment for the following school year.
3. It is necessary for obtaining an endorsement as prescribed by the Washington Professional Educator Standards Board.
4. It is specifically required for obtaining advanced levels of certification.
5. It is included in a college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff.
6. It addresses research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW28A.150.210, as applicable and appropriate for individual certificated instructional staff.

Clock Hour Example: Seattle Pacific University. Colleges issuing transcripts must be approved to do so and are also listed on OSPI's website if approved; (<http://www.k12.wa.us/certification/ClockhoursDocumentation.aspx>.) If it shows as CEU, it is a clock hour IF they are an approved Washington State clock hour provider.

Seattle Pacific University
Transcript Type: CEU

Record of: _____ Student No: _____ EXT _____ Page: 1

Date Issued: 03-JUL-2015

Issued To: Mukilteo School District
Attn: Laura Bradburn, MR
9401 Sharon Dr
Everett, WA 98204-2647

RECEIVED
JUL 08 2015
Mukilteo School District
Human Resources Department

Level: Non-Matriculated
Student Type: Continuing Education

Current College(s): No college Designated
Current Program(s): Undecided

***** TRANSCRIPT TOTALS *****

				Attempted	Earned
TOTAL CEU				9.00	9.00
TOTAL CLOCK HRS				90.00	90.00

***** END OF TRANSCRIPT *****

SUBJ NO.	W	COURSE TITLE	CEU's	GRD	CL	HR
INSTITUTION CREDIT:						
Summer 2009						
CEU 2234		Teaching Learning Institute	2.00	EU	20.00	
TOTAL:			2.00		20.00	
Winter 2011						
CEU 2602		Right Response	1.40	EU	14.00	
TOTAL:			1.40		14.00	
Spring 2011						
CEU 2234		Teaching Learning Institute	2.00	EU	20.00	
TOTAL:			2.00		20.00	
School Year 2013 - 2014						
CEU 3630		PBIS Coaches Institute	0.60	EU	6.00	
COMPLETION DATE: 27-JAN-2014						
TOTAL:			0.60		6.00	
School Year 2014 - 2015						
CEU 2234		Teaching Learning Institute	3.00	EU	30.00	
COMPLETION DATE: 31-MAY-2015						
TOTAL:			3.00		30.00	

***** CONTINUED ON NEXT COLUMN *****

This official university transcript is printed on security paper and does not require a raised seal.

Kenda Gatlin, University Registrar

Clock Hour Example: WEA. NOTE: the signature of the provider is not provided. Invalid documentation. Cannot report!



JUN 02 2015

Center for Education Quality
P O Box 9100
Federal Way, WA 98063
253-765-7088

Continuing Education Clock Hour Credit INSERVICE REGISTRATION

Mukilteo School District
Human Resources Department
Use this form to verify your attendance at the inservice offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU WILL RECEIVE COLLEGE CREDIT FOR THIS INSERVICE PROGRAM. PLEASE PRINT AND USE PEN ONLY.

Section I – Information – Participant

Last Name	First Name	Middle Initial	Maiden or Former Name
		A	
Date of Birth (m, d, y)	Social Security Number (Optional)		(Optional) <input checked="" type="checkbox"/> Female <input type="checkbox"/> Male
Home Address		Phone:	
		Home	
		Phone	
State WA		Business ()	

Section II – Inservice Provider – Clock Hours

Class Number 3743

Title of Inservice offering		
2015 SPARKS - Pilchuck		
Total Number of Clock Hours Available for Inservice Offering	First Day of Inservice	Last Day of Inservice
12.5	5/7/2015	5/9/2015
Sponsoring Provider Name (Agency Granting Clock Hours)		Business Telephone Number
Washington Education Association		(253) 765-7063
Provider Address		
PO Box 9100, Federal Way WA 98063-9100		
Sponsoring Provider Inservice Contact Person		Telephone Number
Diane Flynn		

Section III – Affidavit – Participant

I swear/affirm that I earned 12.5 out of 12.5 possible clock hours for actual attendance at this inservice. I am not applying for college/university credit for this program.

Also, I certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to Chapter 180-85 WAC. This form should be retained by the holder for possible dispute (WAC 180-85-085).

The credits/clock hours to which this stamp is affixed meet one of the criteria required per RCW 28A.415.023 for

Original Signature of Participant Bruce Hobert Washington Certificate Number 5121115 Date

Section IV – Inservice Provider – Verification

Bruce Hobert, Executive Director
Human Resources

When signed by the approved inservice provider, this form serves as a transcript or letter documenting eligible credits as required for salary purposes by WAC 392-121-280(2).

Original Signature of Inservice Provider or Designee

5/9/15

Date

FORM SPi 1125(Rev/1/99) facsimile

CONTINUING EDUCATION CREDIT HOUR—DEFINITION—PROFESSIONAL

(1) Notwithstanding any provisions of this chapter to the contrary, for **consultation and collaboration as a member of an approved professional growth team**, as defined by WAC 181-78A-010 and 181-79A-030, members of a professional growth team, excluding the candidate, shall receive the **equivalent of three (3) continuing education credit hours**. The team member may not receive more than the equivalent of six (6) continuing education credit hours, as defined by this section, during a calendar year period.

(2) A person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of **ten (10) continuing education credit hours for serving on a school accreditation site visit team**. The person may not receive more than the equivalent of twenty (20) continuing education credit hours during a calendar year period.

(3)(a) Notwithstanding any provisions of this chapter to the contrary, **individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of thirty (30) continuing education credit hours for service as a supervisor**. The person may not receive more than the equivalent of thirty (30) continuing education credit hours during a calendar year period. (b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

(4) A person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of **forty-five (45) continuing education credit hours for completion of an assessment process as part of the National Board for Professional Teaching Standards certificate application**. Upon achieving National Board certification, the individual shall receive the equivalent of **an additional forty-five (45) continuing education credit hours for a total of ninety (90) continuing education credit hours** per National Board certificate.

(5) Notwithstanding any provisions of this chapter to the contrary, **teachers who achieve the professional certification through the external assessment per WAC**

181-79A-206 will receive the equivalent of one hundred fifty (150) continuing education credit hours.


(6) Notwithstanding any provision of this chapter to the contrary, individuals who receive **in-service training or continuing education according to RCW 28A.415.020(6) in first peoples' language, culture and oral tribal traditions** provided by a sovereign tribal government participating in the Washington state first peoples' language, culture and oral tribal traditions teacher certification program authorized under RCW 28A.410.045 shall be considered approved in-service training or approved continuing education under this section.

(7) Notwithstanding any provision of this chapter to the contrary, individuals who serve as **scorers for the Washington teacher performance assessment shall receive the equivalent of ten (10) continuing education credit hours for each four assessments scored**, provided that an individual may not receive more than the equivalent of twenty (20) continuing education credit hours during a calendar year period. **Additionally**, individuals who receive initial training as scorers for the Washington teacher performance assessment shall receive the equivalent of ten (10) continuing education credit hours.

(8) Notwithstanding any provision of this chapter to the contrary, individuals who serve as **scorers for the Washington ProTeach Portfolio assessment shall receive the equivalent of ten (10) continuing education credit hours for completing one full scoring session during a calendar year**, provided that an individual may not receive more than the equivalent of twenty (20) continuing education credit hours during a calendar year period. Individuals who receive initial training as scorers for the Washington ProTeach Portfolio assessment shall receive the equivalent of ten (10) additional continuing education credit hours.

Clock Hour Example: Supervisor Form. Be sure to record the correct provider. Also, the number of hours available per year have gone from 20 to 30.

91
 m 90
 91



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Professional Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA, WA 98504-7200
 (360) 725-6400 TTY (360) 664-3631
 Web Site: <http://www.k12.wa.us/certification/>
 E-Mail: cert@k12.wa.us

CONTINUING EDUCATION CREDIT HOURS (CLOCK HOURS) SUPERVISOR OF TRAINING

Use this form to verify continuing education credit hours (clock hours) earned through WAC 181-85-033 (3).

WAC 181-85-033(3)

(3) (a) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of thirty continuing education credit hours (clock hours) for service as a supervisor. The person may not receive more than the equivalent of thirty continuing education credit hours (clock hours) during a school year period.

(b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

SECTION I

TO BE COMPLETED BY APPLICANT

1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
S.				
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NUMBER (optional)
5. TELEPHONE				6. FAX
BUSINESS				

8. PERIOD DURING WHICH CLOCK HOURS WERE EARNED: January 2017 TO May 2017

☒ "Supervisor" (per WAC 181-85-033(3)) for 10 continuing education credits (clock hours) (not more than 30 per school year)

I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 181-85 WAC.

Original Signature of Participant _____

Date 06/06/2017

SECTION II

TO BE COMPLETED BY INSTITUTION/EMPLOYER

This statement MUST be prepared by the college/school district/approved private school/agency authorized to verify continuing education credit hours (clock hours) per WAC 181-85-033, as claimed by the applicant in Section I item #8 above. When signed by the authorized institution/employer, this form serves as verification that the person listed in Section I completed the requirement or provided documentation for the clock hours as claimed. Stamped signatures MUST be initialed by the individual using the stamp. Please give this form, with Section II completed, directly to the applicant.

NAME OF INSTITUTION/EMPLOYER _____

DATE _____

Email with David Brenna regarding how many clock hours can be earned.

Bradburn Laura D.

From: Bradburn Laura D.
Sent: Monday, August 28, 2017 2:30 PM
To: Bradburn Laura D.
Subject: FW: Supervisor Clock Hours

Hi Laura. Here's the relevant WAC rule:

Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of thirty continuing education credit hours for service as a supervisor. The person may not receive more than the equivalent of thirty continuing education credit hours during a school year period.

The teacher may receive the 30 clock hours in a quarter or semester, but may not exceed 30 for the school year. Hope that helps! David

David Brenna
 Senior Policy Analyst
 Professional Educator Standards Board
 Old Capitol Building, 600 Washington Street
 PO Box 47236
 Olympia, WA 98504
 360-725-6238
www.pesb.wa.gov

From: Bradburn Laura D. [<mailto:BradburnLD@mukilteo.wednet.edu>]
Sent: Monday, July 31, 2017 10:08 AM
To: David Brenna <David.Brenna@k12.wa.us>
Subject: RE: Supervisor Clock Hours

Hi David,

Can you give me some clarity for Supervisor clock hours? I have a teacher that WGU is giving them 30 clock hours for supervising an intern from January to March 2017. I told the teacher she could not earn 30 in one quarter and need a confirmation on whether I am right or not. All colleges, except WGU, allot 10 clock hours per quarter.

Laura Bradburn
Certification Specialist

From: Ross Bunda [<mailto:Ross.Bunda@k12.wa.us>]
Sent: Thursday, June 08, 2017 1:22 PM
To: Bradburn Laura D. <BradburnLD@mukilteo.wednet.edu>
Cc: David Brenna <David.Brenna@k12.wa.us>
Subject: RE: Supervisor Clock Hours

My office does not have the authority to interpret the requirements in WAC 181-85-033(3), which is a PESB, not OSPI, WAC.

I'm forwarding your email message to the PESB for their guidance.

Ross Bunda

Supervisor, Personnel Reporting

From: Bradburn Laura D. [mailto:BradburnLD@mukilteo.wednet.edu]

Sent: Thursday, June 8, 2017 11:54 AM

To: Ross Bunda <Ross.Bunda@k12.wa.us>

Subject: Supervisor Clock Hours

Hi Ross,


I know that the amount of clock hours that a teacher can earn for being a "Supervisor" to a student teacher recently increased to not more than 30 clock hours per year. In year's past, it was 20 and I was under the impression that the Supervising teacher would earn 10 per quarter up to 20. Now WAC 181-85-033(3) states that they can earn up to 30; however the WAC does not stipulate how they are earned. Is it your understanding that if a Supervisor works with a student teacher for only three months, s/he can earn the full 30 clock hours, or is it a portion of the 30? If it is the whole 30 clock hours, then why does the form SPI 1128-1 have a blank to fill in the amount of clock hours that was earned?

Thanks for your clarification.

Laura Bradburn

Certification Specialist

Clock Hour Example: National Board Form. Use the Correct Form!



Registry of Credit Recommendations
American Council on Education
One Dupont Circle • Washington, D.C. 20036-1193
(866) 205-6267

THIS IS AN AUTHENTIC TRANSCRIPT FROM THE AMERICAN COUNCIL ON EDUCATION.

VALIDATION NUMBER: 95056
06/12/2006

NOT VALID

COURSE CODE	DATE COMPLETED	COURSE TITLE AND DESCRIPTION
NBC-T-0001	11/18/2005	NATIONAL BOARD CERTIFICATION CANDIDACY: DEMONSTRATING ACCOMPLISHED TEACHING NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS GRAD - 3 SH: EDUCATION 300 HOURS. CANDIDATE WILL DEMONSTRATE COMMITMENT TO STUDENTS AND THEIR LEARNING; KNOWLEDGE OF THEIR SUBJECTS AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS; TECHNIQUES FOR MANAGING AND MONITORING STUDENT LEARNING; SYSTEMATIC THINKING AND REFLECTIVE LEARNING ABOUT THEIR TEACHING PRACTICES; AND PARTICIPATION IN AND CONTRIBUTION TO LEARNING COMMUNITIES.
NBC-T-0002	11/18/2005	NATIONAL BOARD CERTIFICATION: DEMONSTRATING ACCOMPLISHED TEACHING NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS GRAD - 3 SH: EDUCATION

Johnston, Celeste

From: Laura Gooding [Laura.Gooding@k12.wa.us]
 Sent: Friday, August 28, 2009 4:31 PM
 To: Johnston, Celeste
 Subject: RE: Help with ACE credits

Hi Celeste,

ACE is not an approved provider of Washington clock hours, nor have they ever been. They are also not a regionally accredited institution that can grant quarter/semester hours of college credit. The hours that ACE provides is an equivalent of credit for use by other colleges/university to determine advanced placement for a degree. In other words, ACE is letting a college/university know that the work the individual has completed is equivalent to 9 quarter hours toward a master's or graduate level degree program. ACE is not actually granting credits and we are not able to accept anything they provide toward certification requirements. Salary placement is a question for the employer, however, they typically only accept approved clock hours or college/university credit too.

There are Washington approved clock hour equivalents (90 clock hours) available to individuals who complete the NBPTS certification process. The form is available here: <http://www.k12.wa.us/certification/certaapp/1128-2.pdf>

Laura Gooding
 Program & Certification Specialist
 Professional Education & Certification
 PO Box 47200
 Olympia, WA 98504-7200
 Phone: (360) 725-6396
 Fax: (360) 586-0145
www.k12.wa.us/certification

TO DO
12-9-05
-check
status

CONTINUING EDUCATION CREDIT HOURS (CLOCK HOURS)

Use this form to verify continuing education credit hours earned through WAC 180-85-033 (3) thru (5).

WAC 180-85-033

(3) (a) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of ten continuing education credit hours for service as a supervisor. The person may not receive more than the equivalent of twenty continuing education credit hours during a calendar year period.

(b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

(4) A person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of forty-five continuing education credit hours for completion of an assessment process as part of the National Board for Professional Teaching Standards certificate application. Upon achieving National Board certification, the individual shall receive the equivalent of an additional forty-five continuing education credit hours for a total of ninety continuing education credit hours per National Board certificate.

(5) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a participant in a professional growth plan pilot program administered by the superintendent of public instruction, participants of such pilot program shall receive the equivalent of up to thirty continuing education credit hours for designing and completing a professional growth plan under the pilot program. The individual shall receive the equivalent of up to thirty continuing education credit hours for such pilot program during a calendar year period.

SECTION I

NAME: [REDACTED] BY APPLICANT: [REDACTED]

PERIOD DURING WHICH CLOCK HOURS WERE EARNED: 6-04 TO 6-05

☐ "Supervisor" (per WAC 180-85-033(3)) for _____ continuing education credits (not more than 2 x 10 or 20 per year)

☒ NBPTS Assessment (per WAC 180-85-033(4)) for 45 continuing education credits (must verify completion of assessment center and portfolio submission) =4.5

☒ NBPTS Completion (per WAC 180-85-033(4)) for 45 continuing education credits (attach NBPTS documentation or copy of certificate) =4.5

☐ Professional Growth Plan (per WAC 180-85-033(4)) for _____ continuing education credits (attach completed PGP documentation) =9.0

I, [REDACTED], certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 180-85 WAC.

[REDACTED] v7/10/10

[REDACTED] CA=3

Date: 12-6-05

SECTION II

TO BE COMPLETED BY INSTITUTION/EMPLOYER

[REDACTED] approved private school/agency authorized to verify continuing education credit hours earned above. When signed by the authorized institution/employer, this form serves as proof of the continuing education credit hours claimed. Stamped and signed this form, with Section II completed, directly to the applicant.

NAME OF INSTITUTION/EMPLOYER: [REDACTED] DATE: 2/21/06

[REDACTED]

Page 1 of 1

If the National Board applicant does not apply for these clock hours within seven years of earning the certificate, they no longer can apply for these clock hours.

Ok to Repeat Clock Hours

Sherrie Evans

From: Russ Bunda [RBunda@cspi.wednet.edu]
Sent: Tuesday, February 03, 2004 8:48 AM
To: 'Janet Hodson'
Subject: RE: Question re: clock hours

You probably cannot count repeated college classes because the rule regarding academic credits, WAC 392-121-255(4) states that "for educational courses which are the same or identical no more credits for that educational course than are transferable or applicable to a bachelor's or more advanced degree program at that institution shall be counted."

However, there is no such provision, or restriction, in the rules regarding inservice credits. Therefore, you can count repeated inservice credits toward salary placement if they meet all other requirements.

If I can be of further assistance in this matter, please contact me.

Russ Bunda
Supervisor, Personnel Reporting
School Apportionment & Financial Services
Office of Superintendent of Public Instruction
(360) 725-6308 voice
(360) 664-3683 fax
mailto:rbunda@cspi.wednet.edu
<http://www.k12.wa.us/safe>

-----Original Message-----

From: Janet Hodson [mailto:jhodson@puyallup.k12.wa.us]
Sent: Tuesday, February 03, 2004 8:45 AM
To: rbunda@cspi.wednet.edu
Subject: Question re: clock hours

We are having a discussion in Puyallup as to whether repeated first aid courses can count toward salary placement? Teachers are required to have current first aid cards, so we count their first aid classes each time. However, we know that we cannot count repeated college classes, so we are wondering if we should only count first aid once? Would like to know your opinion.

WIAA is a valid clock hour provider



SUPERINTENDENT OF PUBLIC INSTRUCTION

JUDITH A. BILLINGS

OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200

March 29, 1996

() Action Required
(X) Informational

BULLETIN NO. 28-96 APPORTIONMENT AND RESEARCH

TO: Educational Service District Superintendents
Chief School District Administrators
Assistant Superintendents for Business and/or Business Managers
School District Personnel Directors

FROM: Judith A. Billings, State Superintendent of Public Instruction

RE: Applicability of WIAA Clock Hours to the State Salary Allocation Schedule

Purpose

The purpose of this bulletin is to provide school districts with information on the applicability of Washington Interscholastic Activities Association (WIAA) clock hours to the state salary allocation schedule.

Background

This agency has received a number of inquiries asking if clock hours provided by the WIAA count on the state salary allocation schedule.

The state is fully obligated to fully fund the basic education allocation (BEA) formula. Certificated instructional staff is one component of that formula. The state legislature has not bound school districts to expend BEA monies solely for basic education costs, such as basic contract costs of certificated personnel (as opposed to non-basic education costs such as supplemental contracts of certificated personnel).

The state legislature has not limited inservice (clock hours) and college quarter hour educational credits that qualify for state salary allocation purposes to education that relates exclusively to a certificated employee's basic education duties.

W I A A CLOCK HOURS TRANSCRIPT

SCHOOL DISTRICT

SOC SEC #

WA CERT #

BIRTH DATE

BUSINESS PHONE

MALE FEMALE

253-571-6714

X

MAIDEN OR FORMER NAME

CLASSES ARE WASHINGTON STATE BOARD OF
EDUCATION CLOCK HOURS. WIAA Rules clinics are not
listed here. Any other licensee provider (ESD, etc.) classes are
not listed here. It is the individual's responsibility to maintain
records for compliance with certification regulations.

COURSE ID	DESCRIPTION	CATEGORY	DATE	HOURS
WIA-631	WIBCA Fall Clinic	4 COACHING TECHNIQUES	10/93	4.00
WIA-631	WIBCA Fall Clinic	5 PHILOSOPHY/SPORTS MGMT	10/93	2.00
WIA-040-I	WIAA Basketball Rules Clinic	5 PHILOSOPHY/SPORTS MGMT	11/93	3.00
WIA-211	WIBCA Basketball Coaches Clinic	4 COACHING TECHNIQUES	10/94	3.00
WIA-211	WIBCA Basketball Coaches Clinic	5 PHILOSOPHY/SPORTS MGMT	10/94	2.00
WIA-268	Peninsula Basketball Coaches	4 COACHING TECHNIQUES	10/94	4.00
WIA-268	Peninsula Basketball Coaches	5 PHILOSOPHY/SPORTS MGMT	10/94	2.00
WIA-303	Winter Coaches Workshop	2 LEGAL ASPECTS	11/94	1.00
WIA-303	Winter Coaches Workshop	5 PHILOSOPHY/SPORTS MGMT	11/94	2.00
WIA-9414	WIAA Basketball Rules Clinic	5 PHILOSOPHY/SPORTS MGMT	11/94	3.00
WIA-5331095	95 WIBCA Westside Coaches Clinic	4 COACHING TECHNIQUES	10/95	3.00
WIA-5331095	95 WIBCA Westside Coaches Clinic	5 PHILOSOPHY/SPORTS MGMT	10/95	2.00
WIA-95201195	Basketball Rules Clinic	5 PHILOSOPHY/SPORTS MGMT	11/95	3.00
WIA-5981195	Narrows League Fall/Winter Mtg	5 PHILOSOPHY/SPORTS MGMT	11/95	3.00
WIA-6340298	Narrows Winter/Spring Coaches	2 LEGAL ASPECTS	2/98	1.00
WIA-6340298	Narrows Winter/Spring Coaches	5 PHILOSOPHY/SPORTS MGMT	2/98	2.00
WIA-7640998	Best In The West Bskbl Clinic	4 COACHING TECHNIQUES	9/98	20.00
WIA-7981198	Narrows Lge Wnter Coaches Workshop	5 PHILOSOPHY/SPORTS MGMT	11/98	3.00
WIA-8620397	Narrows League Spring Workshop	5 PHILOSOPHY/SPORTS MGMT	3/97	3.00
WIA-9631097	WIBCA Westside Fall Clinic	5 PHILOSOPHY/SPORTS MGMT	10/97	6.00
WIA-9381197	Narrows League Winter Coach Wk	5 PHILOSOPHY/SPORTS MGMT	11/97	3.00
WIA-9380298	Narrows League Spring Coach Wk	6 MULTIPLE CATEGORIES	2/98	3.00
IAA-1170998	Chelan Basketball Coaches Clinic	4 COACHING TECHNIQUES	9/98	5.00
IAA-1301098	WIBCA Fall Basketball Clinic	6 MULTIPLE CATEGORIES	10/98	6.00
IAA-0891198	Narrows League Fall Coach Clinic	2 LEGAL ASPECTS	11/98	3.00
IAA-0890299	Narrows League Coaches Workshop	5 PHILOSOPHY/SPORTS MGMT	2/99	3.00
IAA-2820999	Chelan Basketball Coaches Clinic	4 COACHING TECHNIQUES	9/99	14.00
IAA-288-B1099	WIBCA Fall Basketball Clinic W	4 COACHING TECHNIQUES	10/99	7.00
IAA-2501199	99-00 Narrows League Coach Wks	5 PHILOSOPHY/SPORTS MGMT	11/99	3.00
IAA-4130900	Chelan Basketball Coaches Clinic	4 COACHING TECHNIQUES	9/00	10.00
IAA-4221000	WIBCA 2000 Fall Coaches Clinic	4 COACHING TECHNIQUES	10/00	7.00
IAA-3911100	00-01 Narrows Lg Coaches Workshop	5 PHILOSOPHY/SPORTS MGMT	11/00	3.00
IAA-3910201	00-01 Narrows Lg Coach Workshop	5 PHILOSOPHY/SPORTS MGMT	2/01	3.00
IAA-5221001	Narrows League Coaches Workshop	5 PHILOSOPHY/SPORTS MGMT	10/01	3.00
IAA-5801101	WIBCA Fall Basketball Coaches Clinic W	4 COACHING TECHNIQUES	11/01	7.00

TOTAL HRS BY CATEGORY	1	2	3	4	5	6	TOTAL
	0.00	5.00	0.00	84.00	54.00	9.00	152.00

* CLOCK HOURS REPORTED AFTER AUGUST 15 2002 WILL PRINT ON YOUR 2003 ANNUAL REPORT

WIAA Hours can be combined if course # is same

W I A A INSERVICE CLOCK HOURS					
SCHOOL DISTRICT		SOC SEC #	WA CERT #	BIRTH DATE	
JTH KITSAP #402					
		HOME PHONE	BUSINESS PHONE	MALE	FEMALE
					X
		MAIDEN OR FORMER NAME			
<p><i>This printout reflects ONLY those clock hours that were processed as an official WIAA class and submitted on the WIAA official INSERVICE REGISTRATION FORM. WIAA Rules: clinics are not reflected here. Any other inservice provider (ESD, etc.) classes are not reflected here. It is the individual's responsibility to maintain records for compliance with certification regulations.</i></p>					
COURSE ID	DESCRIPTION	CATEGORY	DATE	HOURS	
WIA-6340296	NARROWS WINTER/SPRING COACHES	5 PHILOSOPHY/SPORTS MGMT	2/96	2.00	3
WIA-6340296	NARROWS WINTER/SPRING COACHES	2 LEGAL ASPECTS	2/96	1.00	
WIA-6380397	FRISBY TENNIS PARTICIPATION CL	4 COACHING TECHNIQUES	3/97	6.00	
WIA-6380298	NARROWS LEAGUE SPRING COACH WK	6 MULTIPLE CATEGORIES	2/96	3.00	
IAA-0520698	INJURY PREVENTION & MGMT COACH	1 MEDICAL ASPECTS	6/98	16.00	
PERSONNEL & LABOR RELATIONS					
AUG 3 1 2000					

ESD Clock Hour Transcripts are OK!

ESD 112

EDUCATIONAL SERVICE DISTRICT 112
2500 NE 65th Avenue
Vancouver, WA 98661-6812
360-750-7503 • Clock Hour Registrar

Official Clock Hours Transcript

(Raised seal not required)

19s

Name: [REDACTED]

District: [REDACTED]

Certificate Number: [REDACTED]

SSN: [REDACTED]

Birth Date: [REDACTED]

Report Date: OCT 1 02

Course #	Title of Inservice	Sponsoring Agency	Inservice Date	Clock Hrs
VAC072	TEACHER ASSISTANCE PROGRAM			0.0
EAD008	RESTRUCTURING ISSUES & OPPORTUNITIES			0.0
VAE070	MAXIMIZING SCHL EFFECTIVENESS- T A PROGRAM			0.0
SHE001	92 WSHA CONF			0.0
VAE417	ENGINEERING THE CLASSROOM ENVIRONMENT FOR INTER			0.0
WEE190	ECSE SUMM INST	N CENTRAL ESD 171	AUG 10 92	32.0
VAF049	CREST PROJECT TRAINING	ESD 112	SEP 28 92	5.0
VAF088	PROGRESS MONITORING	ESD 112	OCT 19 92	30.0
144	FACILITATED COMMUNICATION INTRODUCTORY WORKSHOP	SPI PROF ED & CERT	NOV 7 92	7.0
166	EARLY CHILDHOOD SPEC ED SUMMER INST	N CENTRAL ESD 171	AUG 9 93	32.0
VAG112	AUTISM/PDD	ESD 112	OCT 23 93	6.0
VAG179	SPECIAL EDUCATION APPLICATIONS: TOOLS FOR STUDENTS AND PROFE	ESD 112	DEC 1 93	18.0
VAG237	COLUMBIA WILLAMETTE EARLY CHILDHOOD CONFERENCE	ESD 112	JAN 31 94	11.0
269	EARLY CHILD CONF	ESD 114	MAY 1 94	11.0
VAH214	COMMUNICATION THERAPY FOR CHILDREN (BIRTH TO EIGHT)	ESD 112	NOV 4 94	10.0
VAH378	ASSESSMENT OF AUTISM	ESD 112	JAN 27 95	6.0
VAH408	TRENDS, TECHNIQUES AND TOOLS FOR CDS	ESD 112	FEB 15 95	36.0
VAJ174	PRE-MONITORING SELF REVIEW	ESD 112	NOV 2 95	5.0
VAK129	SIMPLE TECHNOLOGY: MAKING IT WORK FOR YOU	ESD 112	NOV 6 96	6.0
VAK221	COLUMBIA WILLAMETTE EARLY CHILDHOOD CONFERENCE	ESD 112	JAN 27 97	6.0
VAK275	EDUCATION REFORM AND SPECIAL EDUCATION	ESD 112	FEB 20 97	6.0
VAM458	USING VISUAL STRATEGIES WITH CHILDREN WHO HAVE AUTISM - ADVA	ESD 112	APR 19 99	11.0
1786	HELPING YOUR AT-RISK & UNDERACHIEVING STUDENTS BE MORE SUCCE	PUGET SOUND ESD 121	MAY 5 99	5.0

OSPI's Form SPI 1126 – watch for changes on the form.

Bradburn Laura D.

From: Bradburn Laura D.
Sent: Monday, August 28, 2017 1:09 PM
To: Bradburn Laura D.
Subject: FW: quick question

No problem Jodi. And just so you know, if one of your staff were to complete one of these forms now, it was changed in 2014 and they can only earn 3 clock hours per candidate up to 6 clock hours per year.

Laura Bradburn
Certification Specialist

From: Jodi Lowe [mailto:jlowe@cashmere.wednet.edu]
Sent: Monday, August 28, 2017 10:54 AM
To: Bradburn Laura D. <BradburnLD@mukilteo.wednet.edu>
Subject: RE: quick question

That's what I was thinking, just wanted to make sure!! Thanks AGAIN so much!

Jodi Lowe
Accounts Payable/Receivable

From: Bradburn Laura D. [mailto:BradburnLD@mukilteo.wednet.edu]
Sent: Monday, August 28, 2017 10:46 AM
To: Jodi Lowe <jlowe@cashmere.wednet.edu>
Subject: RE: quick question

This form is for 10 clock hours. The employee can earn up to 20 clock hours per year, but an additional form would have to be completed for her support of another candidate.

Laura Bradburn
Certification Specialist

From: Jodi Lowe [mailto:jlowe@cashmere.wednet.edu]
Sent: Monday, August 28, 2017 10:20 AM
To: Bradburn Laura D. <BradburnLD@mukilteo.wednet.edu>
Subject: quick question
Importance: High

Hi –
Hopefully this will just take you a second...please see attached. Does this count for clock hours? It doesn't specify (clearly) how many, so I wasn't sure if it would be 10 or 20 clock hours. Please let me know – thanks!

Jodi Lowe
Accounts Payable/Receivable

Cashmere School District
210 S. Division
Cashmere, WA 98815

Technical Colleges are Approved Clock Hour Providers

Bates Technical-OK Clock Provider

Leslie,

Yes, all the technical colleges, like Bates, have blanket approval as clock hour providers. Everything they do is either college credit, now that they are colleges, and reflected on a transcript, or approved clock hours that may be documented on a certificate of completion. Only the technical colleges fall into this category.

I hope this helps. Let me know if you have additional questions.

Laura Gooding
Program & Certification Specialist
Professional Education & Certification
PO Box 47200
Olympia, WA 98504-7200
Phone: (360) 725-6396
Fax: (360) 586-0145
www.k12.wa.us/certification

-----Original Message-----

From: Leslie Hansen [<mailto:lhansen@upsd.wednet.edu>]
Sent: Wednesday, March 28, 2007 8:33 AM
To: Laura Gooding
Subject: Bates Tech

Hi Laura,


I've rec'd clock hours from Bates on a certificate of completion. When I had the employee provide a transcript those classes showed up as non-academics with no credit earn and no indication that they were clock hours or that clock hours were earned.

My question is:

Are all technical colleges are in fact WA state approved clock hour providers & is there ever a time when we can accept clock hours from a college on a cert of completion? (I don't think so but I want to verify before I communicate with the employee) Thanks for your time!!

Leslie Hansen
University Place School District
253-566-5600

Clock Hour Example: NOT a Valid Provider. This course was incorrectly posted in a review we did. The provider was not valid.

 EXECUTIVE SERVICES
Professional Education and Certification
Old Capitol Building, PO BOX 47000
OLYMPIA, WA 98504-7000
SCAN 204-6773 (208) 754-7773

**Continuing Education Clock Hours And/Or Vocational Clock Hour Credit
INSERVICE REGISTRATION**

Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. **DO NOT USE THIS FORM IF YOU WILL RECEIVE COLLEGE CREDIT FOR THIS INSERVICE PROGRAM.**
PLEASE PRINT AND USE PEN ONLY

SECTION I - INFORMATION - PARTICIPANT

LEGAL NAME (Last, First, Middle)	MAIDEN OR FORMER NAME:		
CAREER OR PROFESSION	SOCIAL SECURITY NO. (Optional)	WASHINGTON CERTIFICATE NUMBER	(Optional) <input type="checkbox"/> Female <input type="checkbox"/> Male
WORK ADDRESS (Home, Office, School)	PHONE		
		BUSINESS ()	

SECTION II - INSERVICE PROVIDER - CLOCK HOURS

TITLE OF INSERVICE OFFERING "Closing the Achievement Gap"	FIRST DAY OF INSERVICE August 18, 2003
NAME OF INSTRUCTOR Michael Vavrus and Mary Perkins	BUSINESS PHONE 360-867-6639
SPONSORING PROVIDER NAME Magda Costantino	

SECTION III - AFFIDAVIT - PARTICIPANT

I, _____ swear/affirm that I earned 24 clock hours for actual attendance at this inservice. I am not seeking for additional inservice credit for this program. Also, _____ (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to Chapter 180-85 WAC. This form should be retained by the holder for possible dispute (WAC 180-85-085).

Original Signature of Participant

8/20/03
Date

SECTION IV - INSERVICE PROVIDER - VERIFICATION

When signed by the approved inservice provider, this form serves as a transcript or letter documenting eligible credits as required for salary purposes by WAC 392-121-280(2).

M. Costantino
Original Signature of Inservice Provider or Designee

8-20-03
Date

Clock Hours Not Allowed Prior to BA Degree

Sherrie Evans

From: Ross Bunda [RBunda@ospi.wednet.edu]
Sent: Monday, November 15, 1999 9:32 AM
To: 'Sherrie Evans'
Cc: Allen Jones
Subject: RE: Clock Hour Clarification

WAC 392-121-257 Definition—In-Service Credits, section (1)(b) states that credits are earned after the awarding or conferring of the employee's first bachelor's degree.

Therefore, no in-service credit may be awarded for clock hours earned prior to the BA. Your answer is correct.

Ross Bunda
Supervisor, Personnel Reporting
School Apportionment & Financial Services
Office of Superintendent of Public Instruction
(360) 753-3585 voice
(360) 664-3683 fax
mailto:rbunda@ospi.wednet.edu
<http://ospi.wednet.edu/finance/appsf.htm>

> _____
> From: Sherrie Evans[SMTP:skevans@orca.esd114.wednet.edu]
> Sent: Thursday, November 11, 1999 10:04 AM
> To: Ross Bunda (E-mail)
> Subject: Clock Hour Clarification

> If a person takes clock hours prior to their BA, do they count? My
> answer
> was no because they are pre-BA, but I wanted to double check. Thanks.
>
> Sherrie Evans, Assistant Superintendent for Personnel and Labor Relations
> South Kitsap Schools
> 1962 Hoover Ave SE, Port Orchard, WA 98366
> (360) 876-7306
> skevans@orca.esd114.wednet.edu
>

INSTRUCTOR AND CLOCK HOURS

An instructor of a clock hour course can get clock hour credit for teaching the course – but only once.



QUESTIONS ABOUT CLOCK HOURS



CONTINUING EDUCATION HOURS – CEU's (IN-SERVICE)

WAC 181-85-077: Educational staff associates may use credits or clock hours that satisfy continuing education requirements for state professional licensure toward fulfilling professional educator standards board continuing education certification requirements.

Rules applicable to continuing education credits include:

1. Credits must be a minimum of three (3) hours.
2. Credits are earned after August 31, 1987; and after the awarding or conferring of the employee's first bachelor's degree.
3. Credits are earned on or before October 1 of the year for which allocations are being calculated pursuant to this chapter.
4. Use the last date of the course as the "earned" date for the course; UNLESS specifically stated otherwise on the form.
5. There is no repeat restriction on continuing education units.
6. Ten continuing education hours equals one quarter hour credit.
7. Accumulate credits rounded to one decimal place.

Allows **certain** educational staff associates to use continuing education units (CEUs), credits, or clock hours that satisfy the continuing education requirements for their state professional health license, for Washington and any other state, as in-service credits.

To be eligible, an educational staff associate must hold the following Washington State Department of Health license:

- Licensed advanced registered nurse practitioner (ARNP) (WAC 246-840-360),
- Licensed occupational therapist (WAC 246-847-065),
- Licensed marriage and family therapist (counselor) (WAC 246-809-600),
- Licensed mental health counselor (WAC 246-809-600),
- Licensed physical therapist (WAC 246-915-085),
- Licensed psychologist (WAC 246-924-230),
- Licensed registered nurse (RN) (WAC 246-840-203, -204, & -205), effective January 1, 2011,
- Licensed social worker (WAC 246-809-600), or
- Licensed speech-language pathologist or audiologist (WAC 246-828-510).

Educational staff associates with other than the above Washington licenses do not require continuing education to maintain their professional health license and may not use continuing education units (CEUs), credits, or clock hours accordingly. See website:

<http://www.k12.wa.us/certification/LicenseHours.aspx>.

CEU Example: Bureau of Education & Research for an SLP



Bureau of Education & Research

915 118th Avenue SE • P.O. Box 96068 • Bellevue, WA 98009
Phone (800) 735-3503 • Fax (425) 453-1134 • www.ber.org

CERTIFICATE OF PARTICIPATION

This certifies that

**was a participant in
MAXIMIZING YOUR LANGUAGE THERAPY: INNOVATIVE
LANGUAGE INTERVENTIONS**

**sponsored by the
BUREAU OF EDUCATION & RESEARCH
that was scheduled on
05/15/2014
8:30 to 3:15**

BELLEVUE, WA

This seminar included 5 hours of instruction in professional subject matter for speech-language pathologists. ASHA APPROVED THIS SEMINAR FOR 5 CLOCK HOURS (.5 CEUs). This certificate neither awards ASHA CEUs nor verifies that ASHA CEUs have been awarded to the person named above. ASHA CEUs are awarded by the ASHA CE Registry upon receipt of the CEU Participant Form from the ASHA Approved CE Provider.

Mark D. Ito

Professional Development Director

QUESTIONS

ABOUT

CEU's?



NON TRANSFER CREDITS (IN-SERVICE)

As mentioned previously, one of the criteria for an academic credit is that the **credit is transferable or applicable to a bachelor's or more advanced degree program.**

It is this rule that causes us to determine that credits are "non-transfer credits" or NTC. Each college/university transcript lists courses by a course number. Typically on the back of the transcript there will be a description of the course numbers and the applicability of those course numbers to a "bachelors' or more advanced degree".

In most cases, courses that are number 100, 200, 300, and 400 are all undergraduate and applicable to a Bachelor's degree; and courses numbered 500, 600 are applicable to an advanced Master's degree; and 700 or sometimes 800 are applicable to a Doctorate degree. You must read what is on the back of the transcript.

However, we also often see courses number 808X, or 909, or 9902. This is the biggest flag that it is not likely the course will meet the requirements of being transferable or applicable to a bachelor's or more advanced degree program. When reading the back of the transcript you will often see language that these courses "provided for the purpose of teacher education" or "provided for the purpose of professional development." You may also see language that the course MAY be applicable to a degree if approved by the registrar or some other source. MAY does not mean shall per the auditor. So that would be a non-transfer course.

When you see a course, PE 2011 Walking for Fitness, which should be a red flag. Likewise, Educ 901X would be a red flag. READ THE TRANSCRIPT.

The key with these courses is that it has been determined you can report them as an in-service credit. HOWEVER, in-service credits did not come into being until September 1, 1987. So you must make sure the course is on that date or after. The course must also meet the WAC criteria for course

"May be" is not "shall" – Emails with Ross Bunda & Dale Sando

Sherrie Evans

From: Dale Sando [sando@sa.wa.gov]
Sent: Friday, July 06, 2007 12:47 PM
To: Sherrie Evans; Ross Bunda
Cc: Cheryl Thresher
Subject: [SPAM] RE: Academic Credits Question
MSK: [SPAM]

I have seen college transcripts that identify continuing education as clock hours rather than academic credits earned. This "may be transferable" definitely muddies the water. I think your approach of obtaining a letter from the college is a good one. If the transcript identifies the credits as continuing education yet says they "may" be applied to a higher degree. A few years ago one of the AGs told me that if an RCW or WAC says someone "shall" do something it does not mean the same as "must" do something. Kind of throws a wrench in the 10 commandments, doesn't it? It would probably come down to how an attorney interprets "may". The district should be able to support why it classified credits as academic if by all outward appearance they are continuing education and should be classified as in-service. It would probably be worthwhile to have you fax a copy of the transcript language. Our fax number is 360 586-6571. It has been a while since I have personally reviewed transcripts and I would also like to see the language used for the other course sequence numbers. Does it specifically state for credits in the 100-500 range that they are transferable? Just out of curiosity, does the fact that a college says a course is transferable mean another school has to accept them?

From: Sherrie Evans [mailto:sherrie.evans@hrmplus.com]
Sent: Friday, July 06, 2007 6:36 AM
To: 'Ross Bunda'; Dale Sando
Subject: Academic Credits Question

Dale and Ross: Out in the jungle here we have been having a discussion and I felt it was time to get you involved with it. This has to do with reporting academic credits from an accredited institution. In addition to being beyond the BA and meeting the eligibility requirements (9/1/95 and after), etc. WAC 392-121-255 defines academic credits as

(4) Credits are transferable or applicable to a bachelor's or more advanced degree program; Provided, That for educational courses which are the same or identical no more credits for that educational course than are transferable or applicable to a bachelor's or more advanced degree program at that institution shall be counted.

I'm out on the road so I don't have the memo with me, but way back in the day, this issue came up and we spoke to John Molohon about it and ever since then we have been very clear that if the transcript does not say that the credit is transferable or applicable to a bachelor's or more advanced degree program you can't count those as academic credits. John instructed us that if they were pre 9/1/87 we could not count them at all and if 9/1/87 and after we could record them as in-service credits as long as they met the other criteria. (the documentation of this instruction from John is actually in the WSPA/WASBO workshop manuals I have presented under the credits section)

So for all these years when we have received transcripts, we always check the course number system. Generally courses 100, 200, 300, 400, 500, 600, 700 or 800 level are just fine but when you see course numbers of 2011 or 968X it definitely warrants attention. And indeed, if you look on many transcripts it will tell you something like this "this course is for professional development only and is not applicable to a degree program" and/or "this course is a regular university credit; however it is not part of the regular academic degree program but may apply to a degree with the permission of the advisor." Typical institutions that have this language include:

- Antioch of Seattle (associated with Antioch-Ohio)
- Chapman University, CA
- Fresno Pacific (CA)
- University of the Pacific (CA)

- Lewis and Clark (OR)
- Seattle Pacific University (WA)
- Humboldt (CA)
- California Poly-Technical (CA)

There are a few others but these are ones I recall off the top of my head.

So as I have been involved in training (and this is what I have shared at previous WSPA/WASBO workshops), and/or have been involved in helping districts review their files, I have been questioned on this. District HR folks are telling me – NO, if it is on an academic transcript it is an academic credit, to which I have said NO – if it is on an academic transcript you still have to determine if it meets all of the other criteria (after BA, course eligibility, AND is it transferable). Additionally two districts have told me they understand if the transcript says NO – it is not transferable or applicable to a degree program, but if it says "may be transferable" then they count it.

My response was that I think the language in the WAC is very clear – There is only YES, there is no MAYBE or NO. I have counted a credit as academic when the employee additionally obtained a letter from the registrar indicating the particular course they took in fact did apply to a degree program but have only counted the Maybes when I have obtained this letter. I have never counted a NO as an academic credit.

In particular we have been having a discussion about Seattle Pacific University. The courses in question are all numbered in the 5000 series. Here is the email sent to me:

Sherrie – I just had a SPU transcript come across my desk and I was reading the back of it again. I was still confused by the 5000 level statement that is on the back so I called SPU to check it out and ask some questions. I talked to Kay in the transcript office. She explained that the 5000 level is a graduate level course designed for teachers/educators as continuing education classes. The different number came into play many years ago when they started the staff development relationships with school districts offering the opportunity to take off campus classes, but they are primarily the same as the 6000 level classes. They are academic credits. She explained that the part about getting approval from advisor is if the person wants to use the class for masters degree, it would need to be approved. So, this really scared me about changing them to inservice and taking the credits away from folks if they were earned prior to 9/1/87 and wanted your thoughts on this. Also, if you would like to call the check this out a little more here is the number to SPU (206) 281-2032.

I had taken a copy of one of the transcripts from this weekend which was a little earlier and they have changed the statement, but not by much. This is the current statement on the back.

The 5000-5999 are considered primarily for the purpose of professional development. Although different in purpose from the core master's or doctoral graduate degree courses, **such courses may be considered** to meet accordance with the regulations of the particular graduate degree program and approval of the students program advisor.

Sorry if I am being a pest about this, but I could not stop thinking about this after this weekend. I could be totally off base with this, but I believe it needs to be checked into little bit more.

In my follow-up conversation my response was that clearly even the registrar is saying that they MAY BE considered – that is not a clear YES – they are applicable or transferable to a degree program. So even the fact that they are regular university credits, they still don't meet the #4 criteria in the WAC in my mind. As I have reviewed files in districts we have deleted these "non-transfer" classes from records if they were prior to 9/1/87 and converted them to in-service if 9/1/87 or thereafter. In many situations this has affected LEAP placement including individuals that were previously reported as Grandfathered BA 135. Then it is up to the district to work with that individual to see if they have any courses that are not on the record that can be reported to correct the salary placement. In my general experience about half do and half do not; meaning the district has to correct their current and previous 275 reports.

So I would like to get your take on this Yes, Maybe, No theory about academic credits that come on an accredited university transcript, look official as all get out, but when you read the back of the transcript there is language indicating that these courses either are 1) not applicable or transferable to a degree or 2) MAY BE applicable or transferable to a degree.... If you would like I can have one of the districts FAX you the language that is on the back of these transcripts.

2/23/08

Thanks Ross

Calculating and Reporting Non-Transfer Credits

When you have determined a course is NTC rather than academic you will be reporting it as an "in-service" credit just like clock hours so you have to convert it to clock hours. For example

1. **SPU, course 5011 for 2.0 Credits.** This is a quarter credit school. So take 2.0×10 and report 20 hours.
2. **Chapman University, 2041G for 3.0 credits.** This is a semester school. So first take 3.0×1.5 to equal 4.5 quarter hours then multiply that by 10 to report to report 45 hours.

Colleges that typically have these non-transfer credits include but are not limited to:

- Antioch-Seattle
- Azusa Pacific
- California Poly Technical
- California State University, Monterey Bay
- Chapman University
- Fresno Pacific
- Lewis and Clark (650-698)
- Loyola Marymount
- Marymount
- Oregon State University (EXSS 800#)
- Portland State University (800 level)
- Santa Clara University
- Seattle Pacific University (5000 Credits 9/1/92 and thereafter)
- Seattle University (900 level Credits)
- University of Fresno
- University of LaVerne
- University of the Pacific
- University of Puget Sound – Clinical Affiliations
- University of Santa Clara



NTC Example: Seattle Pacific University beginning 9/1/1992

Seattle Pacific University – 5000 level



April 1, 2014

Sherrie Evans
HRM Plus
PO Box 84
Black Diamond, WA 98010

This letter is to clarify the history of Seattle Pacific University's 5000-level courses and credits, as well as our academic policies since these classes have been offered. I understand there have been some questions about these classes and I wish to assist you in your work as you review them for teachers. I will chronologically explain these courses and the policies that have surrounded them over the past 33 years.

- In 1974, Seattle Pacific College began offering 5000 level courses through the SPIRAL program. Students both at the undergraduate and graduate level were allowed to take these credits and count them toward their degree.
- In 1976 Seattle Pacific College became Seattle Pacific University.
- In Autumn 1992, academic policy was changed through the university faculty governance process. The 5000-level courses were not allowed to meet degree requirements for an undergraduate degree for those students admitted for Autumn Quarter 1992 and following. Graduate level degrees allowed for 6 credits to count toward a masters or doctoral level degree, based on approval by the academic program.
- In 1993, Seattle Pacific University began using security transcript paper that noted the level of our courses and the definitions based on current policy. We did not note prior policy on our records, but the policies appeared in our *Undergraduate and Graduate Catalogs* since 1975.

I hope this helps clarify Seattle Pacific's courses as you work with students who took our classes prior to September 1, 1987 when Washington State policy changed. If I can be of any further assistance, please let me know at (206) 281-2548 or radams@spu.edu

Sincerely,

Ruth Adams
University Registrar

Sample of Non-Transfer Credits from Seattle Pacific University

Notice how the Course Numbers are in the 5000 series. The number being in the 5000 series should be a red flag. The back of this transcript and the letter on the previous page indicate courses in the 5000 series are not transferrable to a degree program as of September 1, 1992. If they otherwise meet the criteria and are after the BA, they can be recorded as an In-Service Credit.

Seattle Pacific University
Transcript Type: Graduate

Record of: _____ Student No: _____ EXT _____ Page: 1
SSN: _____

Date Issued: 18-JUN-2015

Issued to: _____

This copy delivered to student in sealed envelope.

Level: Non-Matriculated
Student Type: Continuing Education

Current College(s): No college Designated
Current Program(s): Undecided

SUBJ NO.	W	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:						
Autumn 2004						
EDSE 5025		Tools for Teaching I	1.00	A	4.00	
EDSE 5059		Tools For Teaching II	1.00	A	4.00	
Ehrs: 2.00 GPA-Hrs: 2.00 Pts: 8.00 GPA: 4.00						
Winter 2005						
EDSE 5146		Tools for Teaching III	1.00	A	4.00	
EDSE 5151		Using Ready GLEs in Special Ed	1.00	A	4.00	
Ehrs: 2.00 GPA-Hrs: 2.00 Pts: 8.00 GPA: 4.00						
Spring 2005						
EDCO 5107		Child Abuse: Classroom in Crisis	1.00	A	4.00	
EDSE 5040		Wking w/Spc Nds Studnts Rg Cls	3.00	A	12.00	
EDSE 5075		Trends in Early Childhd Spcl Ed	3.00	A	12.00	
EDSE 5112		Inclusion: The Next Step	3.00	A	12.00	
EDSE 5147		Tools for Teaching V	1.00	A	4.00	
EDSE 5148		Tools for Teaching IV	1.00	B	3.00	
Ehrs: 12.00 GPA-Hrs: 12.00 Pts: 47.00 GPA: 3.91						
Summer 2005						
EDCN 5044		Teaching Learning Institute	7.00	P	0.00	I
EDSE 5080		Special Education Law	3.00	A	12.00	
***** CONTINUED ON NEXT COLUMN *****						
Institution Information continued:						
EDSE 5081		Spcl Ed:Assent&Indvdl Ed Plans	3.00	A	12.00	
EDSE 5131		Behavior Mgmt SpEd Students	3.00	A	12.00	
EDSE 5163		Curr Align for Students W IEPs	3.00	A	12.00	
Ehrs: 19.00 GPA-Hrs: 12.00 Pts: 48.00 GPA: 4.00						
Autumn 2005						
EDSE 5041		Fmlies, Prfs & Exoptnl Chldrn	3.00	A	12.00	
EDSP 5787		Inclusn: Effctv Tchng Strats	3.00	A	12.00	
Ehrs: 6.00 GPA-Hrs: 6.00 Pts: 24.00 GPA: 4.00						
Spring 2006						
EDCN 5730		Tch Endrs Field Exp&Pedgy Asmt	3.00	A	12.00	
EDSE 5079		Autism & Aspergers Disorders	3.00	A	11.10	
Ehrs: 6.00 GPA-Hrs: 6.00 Pts: 23.10 GPA: 3.85						
Summer 2007						
EDCN 5044		Teaching Learning Institute	3.00	P	0.00	I
Ehrs: 3.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00						
Summer 2009						
EDCN 5044		Teaching Learning Institute	4.00	P	0.00	I
Ehrs: 4.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00						
Spring 2010						
EDCN 5044		Teaching Learning Institute	2.00	P	0.00	I
Ehrs: 2.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00						
***** CONTINUED ON PAGE 2 *****						

This official university transcript is printed on security paper and does not require a raised seal.

Kenda Gatlin, University Registrar

Seattle Pacific University
Transcript Type: Graduate

Record of: _____
(Continued)

Student No. _____
SSN

EXT _____

Page: 2

Level: Non-Matriculated

This copy delivered to student in sealed envelope.

Date Issued: 18-JUN-2015

***** TRANSCRIPT TOTALS *****

Earned Hrs	GPA Hrs	Points	GPA
77.00	40.00	158.10	3.95

SUBJ NO.	M	COURSE TITLE	CRED	GRD	PTS	R	SPU TOTAL
Institution Information continued:							
Autumn 2010							
EDCN 5693		Guided Lang Acquistn:Clas Demo	3.00	P	0.00		
Ehrs: 3.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							
Summer 2011							
EDCN 5044		Teaching Learning Institute	3.00	P	0.00	I	
Ehrs: 3.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							
School Year 2011 - 2012							
EDCN 5044		Teaching Learning Institute	3.00	P	0.00	I	
COMPLETION DATE: 31-AUG-2012							
EDSE 5022		Behavr Lang:Strat Manag Dis-M	3.00	NC	0.00		
COMPLETION DATE: 19-APR-2013							
EDSE 5205		Child Prenatally Exposed Drg&Alc	5.00	NC	0.00		
COMPLETION DATE: 22-APR-2013							
Ehrs: 3.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							
School Year 2012 - 2013							
EDCN 5044		Teaching Learning Institute	6.00	P	0.00	I	
COMPLETION DATE: 31-MAY-2013							
Ehrs: 6.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							
School Year 2013 - 2014							
EDCN 5044		Teaching Learning Institute	4.00	P	0.00	I	
COMPLETION DATE: 15-AUG-2014							
EDTE 5789		Using Interactv White Boards	1.00	P	0.00		
COMPLETION DATE: 12-FEB-2014							
Ehrs: 5.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							
School Year 2014 - 2015							
EDCN 5044		Teaching Learning Institute	1.00	P	0.00	I	
COMPLETION DATE: 31-MAY-2015							
Ehrs: 1.00 GPA-Hrs: 0.00 Pts: 0.00 GPA: 0.00							

***** CONTINUED ON NEXT COLUMN *****

RECEIVED
JUL 06 2015
Mukilton School District
Human Resources Department

This official university transcript is printed on security paper and does not require a raised seal.

Kenda Gatlin, University Registrar

Note: It is not uncommon to see 5000 series courses on a transcript where some are prior to 9/1/92 and some are after. In that case you will record some courses as quarter hours and others as in-service hours.

Back of the SPU Transcript

Seattle Pacific University

Student Academic Services

3307 Third Avenue West, Suite 113

Seattle, Washington 98119-1997

Phone: (206) 281-2031 Web: www.spu.edu CEEB: 003788

In Autumn 1992, Seattle Pacific University converted its paper transcripts to an electronic transcript. When transcripts are requested, Seattle Pacific will produce a complete copy of the academic record. The Undergraduate, Graduate, Doctoral, Below College Level, and Continuing Education Unit transcripts will constitute the "official transcript".

Accreditation

Since 1936, the University has been fully accredited by NWCCU (Northwest Commission on Colleges and Universities). It is on the approved list of the American Council on Education and Board of Regents of the State of New York, and its credits are recognized by members of the various regional associations and by leading graduate schools throughout the country. SPU is also a charter member of the Christian College Consortium and a member of the Council for Christian Colleges and Universities.

The business programs (undergraduate and graduate) in the School of Business, Government, and Economics are accredited by The Association to Advance Collegiate Schools of Business (AACSB) International. The computer engineering, electrical engineering, and general engineering programs are accredited by the Engineering Accreditation Commission of ABET. The dietetics specialization in the food and nutritional sciences program is approved as a Didactic Program in Dietetics (DPD) by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the American Dietetic Association. Seattle Pacific's nursing programs — undergraduate pre-licensure BSN, RN to BSN, and MSN — are approved by the Washington State Nursing Care Quality Assurance Commission, including and accredited by the Commission on Collegiate Nursing Education (CCNE).

The University is a member of the Association of American Colleges and Universities and of the American Association of Colleges for Teacher Education. It is fully accredited by the Washington State Professional Educator Standards Board. The School of Education is also a member of the Association of Independent Liberal Arts Colleges for Teacher Education. The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The music program is a fully accredited member of the National Association of Schools of Music (NASM). It also maintains membership with the National Association for Music Education (NAME) and the Washington University Music Administrators Association (WUMA). The music therapy program is accredited by the American Music Therapy Association. Seattle Pacific's MS in Marriage and Family Therapy is nationally accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy. The PhD in Clinical Psychology is nationally accredited by the American Psychological Association (APA).

The School of Theology is a member institution of the Association of Free Methodist Educational Institutions and is approved by the Free Methodist Church and other denominations for the collegiate preparation of ministers. Seattle Pacific Seminary (SPS) is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS).

Seattle Pacific College became Seattle Pacific University on June 6, 1977.

Cascade College

Seattle Pacific became one of the official repositories for Cascade College records in June of 1964. Therefore, official transcripts for Cascade College are printed on SPU's special security paper. George Fox College is also an official repository.

Degree Requirements

180 quarter hours for B.A., B.S., with 2.0 g.p.a. (186 credits 1955-1973).

Course Numbering System

Prior to 1978 course numbering was 100 – 600 and is separated onto the appropriate page of the transcript. Beginning Autumn 1978, 0001-0199: not applicable to SPU degree; 1000-2999: primarily for freshmen and sophomores; 3000-3999: primarily for juniors; 4000-4999: primarily for seniors and post-baccalaureate students. The 5000-5999 were designed primarily with the needs of teachers and other professionals in mind for the purpose of meeting certification, endorsement, district pay lane requirements and other professional needs. Although different in purpose from the core master's or doctoral graduate degree courses, these graduate level courses may be considered to meet elective requirements in some graduate degree programs. In accordance with the regulations of the particular graduate degree program and approval of the student's program advisor, 6000 level courses are considered masters level and 7000 level courses are doctoral courses. Please refer to the University Catalogs for additional information.

Length of Quarter: 10 weeks

Year long term dates: (Completion Dates Vary)

2011 – 2012 through 2015-2016: Sept 1 – August 31

2016-2017 forward: July 1 – June 30

Length of One Continuing Education Unit (CEU): 10 Clock Hours

In the State of Washington, Seattle Pacific University is an Office of Superintendent of Public Instruction approved clock hour provider.

Grading System

Grade	Points	Description
A	4.0	Excellent Attainment
A-	3.7	
B+	3.3	
B	3.0	Highly Satisfactory Attainment
B-	2.7	
C+	2.3	
C	2.0	Satisfactory Attainment
C-	1.7	
D+	1.3	
D	1.0	Incomplete Attainment, but with credit allowed
E		Incomplete Attainment, with no credit allowed
P		Satisfactory (Equivalent to C or better) Pass/No Credit option
NC		No Credit (Pass/No Credit option)
N		In Progress (becomes permanent after one academic year)
I		Incomplete (Prior to Autumn 1992, becomes permanent after one academic year, Autumn 1992 forward, becomes an "E")
G		In Progress (becomes permanent after three academic years)
AU		Audit
W		Official withdrawal and week of quarter withdrawn
HW		Hardship Withdrawal
UW		Unofficial withdrawal (Discontinued Autumn 1992)
0		No grade received
1 CEU		10 clock hours earned
EU		Earned units
NU		Not earned units

Abbreviations

"CBE"	following course title indicates Credit by Exam
"DR"	following course title indicates Directed Research
"IR"	following course title indicates Independent Reading
"IS"	following course title indicates Independent Study
"M"	following course title indicates Media courses

Repeat Courses

Repeated courses will be indicated in the R column with an 'I' for included in the GPA and an 'E' for excluded from the GPA.

NTC Example: Chapman University. Notice how the Course Number is Ed/B 9929. The number being in the **9000 series should be a red flag**. The back of this transcript indicates courses in the 9000 series are not transferrable to a degree program.

09/05/2013 Chapman University Extended Education Page: 1 of 1

MUKILTEO SCHOOL DISTRICT
Attn: STEPHANIE NORTH, PERSONNEL TECHNICIAN
9401 SHARON DRIVE
EVERETT, WA 98204

Student Name: _____
ID Number: _____
SSN: _____
Birth Date: _____

Course	Title	Grd	Hrs Att	Hrs Cmp	Grade Points	CEUs	GPA
2009 Extended Education (01/01/09 to 12/31/09)							
ED/B 9929 2212	Classroom Practicum 12/01/09 to 05/31/10	B	2.00	2.00	6.0000		
Chapman Term Totals:			2.00	2.00	6.0000	0.00	3.0000
Chapman Cumulative Totals:			2.00	2.00	6.0000	0.00	3.0000

RECEIVED
SEP 10 2013
Mukilteo School District
Human Resources Department

The credit/dollar hours to which this stamp is affixed meet one of the six criteria required per RCW 20A.415.030 for salary placement.

Bruce Hobert
Bruce Hobert, Executive Director
Human Resources




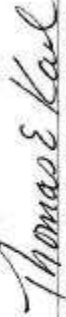
AN OFFICIAL SIGNATURE IS WHITE ON A CRIMSON BACKGROUND. REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED.

This officially sealed and signed certification is printed on crimson security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied, the word COPY appears across the face of the document. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

Jan M. McCuen, University Registrar

TRANSCRIPT GUIDE ON REVERSE SIDE

NTC Example: University of the Pacific.

Student: 		University of the Pacific Stockton, California 95211			
S.S.N.:  Birthdate: 		Lifelong Learning Official Permanent Record of Course Completion			
URSE NUMBER	TITLE	UNITS COMP	GRADE	DATE COMP	GRADING SYSTEM: A - Excellent, all requirements completed thoroughly B - Good, most requirements completed thoroughly C - Satisfactory, requirements satisfied but not thorough D - Passing, missing requirements and little interest F - Failure, no requirements completed satisfactorily X - Failed to submit for grade within time limitation <i>University of the Pacific post-baccalaureate enhance- ment courses are offered through the Office of Lifelong Learning and are designed specifically to serve the needs of those persons desiring professional upgrading. Enrollment is restricted to persons with professional status as a school teacher or administrator.</i> <i>The units completed are semester units (post-baccalaureate professional development units) and are not applicable to any degree granting program.</i> Date: <u>8/2/94</u>  Thomas E. Kail Interim Dean
S982.94 S909.00	Effective Football Methods Athletic Speed & Endurance	3.0 2.0	A A	05/17/94 07/28/94	

UNIVERSITY OF THE PACIFIC
STOCKTON, CALIFORNIA 95211-0197

Record 47
Held with form

Student No: [REDACTED] Date of Birth: [REDACTED] Date Issued: 20-AUG-97
OFFM

Record of: [REDACTED] **OFFICIAL** Page: 1 of 1

Issued To: Judy Lyle
Mukilteo School District No 6
9401 Sharon Dr
Everett, WA 98204

RECEIVED
AUG 22 1997
MUKILTEO SCHOOL DISTRICT
PERSONNEL SERVICES

Course Level: Professional Develop Courses
Student Type: Non-Degree Graduate Student
Only Admit: 1994 Spring Semester

Current College(s): Lifelong Learning Program
Current Dept(s): Professional Devel Cse. (LL)
Current Major(s): Non-Degree
Current Deg Obj(s): Degree Unknown

SUBJ NO. C COURSE TITLE CRED GRD PTS R

INSTITUTION CREDIT

1994 Spring Semester
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9829 1 Effective Football Methods 3.00 A 12.00
Hrs: 1.00 GPA-Hrs: 1.00 Pts: 12.00 GPA: 4.00

1994 Summer II
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9090 1 Athletic Speed and Agility 2.00 A 8.00
Hrs: 2.00 GPA-Hrs: 1.00 Pts: 8.00 GPA: 4.00

1995 Spring Semester
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9020 1 Gang Recognition and Behavior 2.00 A 8.00
Hrs: 2.00 GPA-Hrs: 2.00 Pts: 8.00 GPA: 4.00

1995 Summer I
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9821 1 Football Principles 3.00 A 12.00
Hrs: 3.00 GPA-Hrs: 3.00 Pts: 12.00 GPA: 4.00

1996 Summer I
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9601 1 Best/West Football Clinic '96 1.00 A 4.00

******* CONTINUED ON NEXT COLUMN *******

INSTITUTION INFORMATION CONTINUED:

PSS 9822 1 Coaching Quality Football '96 3.00 A 12.00
Hrs: 4.00 GPA-Hrs: 4.00 Pts: 16.00 GPA: 4.00

1997 Summer I
Lifelong Learning Program
Non-Degree
Non-Degree Graduate Student
PSS 9823 1 Advances in Coaching Football 3.00 A 12.00
Hrs: 3.00 GPA-Hrs: 3.00 Pts: 12.00 GPA: 4.00

******* TRANSCRIPT TOTALS *******

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	17.00	17.00	68.00	4.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	17.00	17.00	68.00	4.00

******* END OF TRANSCRIPT *******

AUG 19 1997
To: L. [Signature]

NTC Example: University of the Pacific.

Office of the Registrar
Stockton CA 95211-0197

Accreditation: University of the Pacific is accredited by the Accrediting Commission for the Senior Colleges and Universities of the Western Association of Schools and Colleges

<u>Grade:</u>	System Effective to 9/1/56	System Effective 9/1/56 to 9/1/75	System Effective 9/1/75
A	3	4	4.0
A-			3.7
B+			3.3
B	2	3	3.0
B-			2.7
C+			2.3
C	1	2	2.0
C-			1.7
D+			1.3
D	0	1	1.0
F	0	0	0.0

Other Grades and Symbols:

- AU - Audit
- E - Conditional Grade (no grade points) - is accompanied by a Subscript (a, b, c, or d) which indicates that the permanent grade may not be higher than the subscript used, although it may be lower. Unless the conditional grades are removed by the following dates, they automatically become F: Fall Semester - by the following July 1; Spring Semester - by the following November 1; Summer Session - by the following March 1. (Discontinued 9/1/71)
- H - Pass with honors. (Discontinued 9/1/71)
- I - Work not completed during term, additional time allowed.
- INC - Work not completed during term, additional time allowed. (Discontinued 9/1/71)
- LGU - Letter grade units.
- n - When placed after a grade, indicates a continuous course, final credit not given for the first semester until the second semester is completed.
- N - Deferred grading.
- NC - No Credit - does not count in grade point average.
- NG - No grade received from the instructor.
- NGR - No grade received from the instructor. (Discontinued 1972)
- P - Pass, no grade points.
- S - Satisfactory, no grade points. (Discontinued 9/1/71)
- U - Unsatisfactory (Discontinued 9/1/71)
- W - Authorized withdrawal from courses after the prescribed period. (Since 2/1980)
- Wf - Official withdrawal from courses after prescribed period, with failing grade. Counts as an F. (Discontinued 9/1/71)
- Wp - Official withdrawal from courses after prescribed period, with passing grade. Units are counted as ungraded. (Discontinued 9/1/71)
- +

On transcripts "issued" after Spring 1972 appearing under the last column "R" (Repeat):

- A - Excluded from units passed.
- E - Excluded from Grade Point Average.
- I - Included in Grade Point Average.

Course Numbering:

- 1-199 - Undergraduate Courses
- 200-299 - Graduate Courses - Master's Level
- 300-399 - Graduate Courses - Doctoral Level
- 9000-9999 - Enhancement Courses (Post-baccalaureate professional development units - not applicable to a degree.)

Units of Credits:

- Semester - One unit generally represents one hour (50 minutes) per week of lecture, or three hours per week of laboratory work for one semester.
- Summer Session - One unit represents 30 minutes of instruction daily for five weeks.
- Winter Term (1970-1983) - Four units represent one month of instruction during January.
- January Term (since 1992) - Four units represent one month of instruction during January.

G.P.A. Requirements:

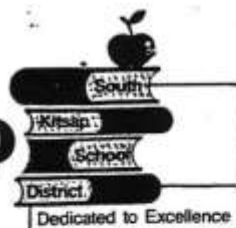
Baccalaureate Degrees: A "C" (2.0) average, both cumulative and at UOP, based upon units attempted.

Graduate Degrees: A "B" (3.0) average, both cumulative and a UOP, based upon units attempted in the graduate program.

Certification: This transcript is official only if it bears the embossed seal of University of the Pacific and the signature of the Registrar.

THE OFFICIAL TRANSCRIPT WILL ONLY BE RELEASED UPON THE WRITTEN CONSENT OF THE STUDENT IN COMPLIANCE WITH FEDERAL AND STATE POLICIES.

Authenticity Tests: Paper will turn brown when liquid bleach is applied. The word "COPY" appears if photocopied. The border prints "ORIGINAL" when magnified.



REC'D MAR 28 1994

South Kitsap School District No. 402

1962 Hoover Avenue S.E., Port Orchard, WA 98366

(206) 876-7306

Sherrie J. Eggen, Executive Director for Personnel

March 22, 1994

California Polytechnic State University
Office of Academic Records
San Luis Obispo, CA 93407

To Whom It May Concern:

The State of Washington regulates transcript eligibility for salary placement. [REDACTED] has submitted a transcript for PE-E693 PE/Coaching Workshop for 8.00 Credits. (transcript copy attached) In order to determine if this credit is eligible we must receive verification from you of the following:

1. That California Polytechnic State University is a regionally accredited institute of higher education and from which agency. *YES, WASC - see transcript notes*
2. That the credits are transferrable or applicable to a bachelor and/or an advanced degree program. *as professional advancement only, (not degree applicable) but generally acceptable for teacher training/development*
3. That the credits are not a duplicate course or the same course with a different numbering system. *They are unique numbers*
4. That the credit issued on the transcript is equivalent to any other quarter or semester hour credit issued by your institute. *yes - quarter hours*

We would appreciate your cooperation in providing this information.

Sincerely,

Sherrie J. Eggen
Executive Director
for Personnel

SJE:eh

c: [REDACTED]

Lucy Rodriguez
Associate Registrar
Office of Academic Records
Cal Poly State University
San Luis Obispo, CA 93407

CAL POLY

(805) 756-5922
Fax (805) 756-7237
Internet DU278@Oasis.CalPoly.edu

20c

Fact Sheet

Use SPI rules
for CEU units

CONTINUING EDUCATION UNITS (CEU's)

California Polytechnic State University
Extended Education

889 OCT -2 AM 44

1. What are Continuing Education Units (CEU's)?

Continuing Education Units (CEU's) are nationally recognized measures for recording, accumulating, and exchanging standardized information about individual participation and learning achievement in continuing education experiences, under guidelines established in 1970 and maintained by the national Council on the Continuing Education Unit. Cal Poly Extended Education is now able to provide and record CEU's for individuals who participate in qualified continuing education programs.

2. How is a CEU defined?

Under the nationwide standard, one CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

3. How is the program administered?

The Cal Poly Office of Extended Education is responsible for ensuring that courses for which CEU's are awarded meet the qualifications required by the Council on the Continuing Education Unit, the California State University system, and the California Polytechnic State University campus.

4. How are CEU's recorded?

CEU's are recorded on continuing education transcripts maintained by the Cal Poly Office of Extended Education. Individuals may obtain official copies of these transcripts by request from Extended Education.

5. Are CEU's applicable toward an academic degree?

No, CEU's are only awarded for qualified continuing education programs which do not carry academic credit.

6. How do CEU's compare to "professional credit"?

CEU's are similar to units of "professional credit" (600 level courses) in the fact that neither are applicable to academic degree programs and that one unit is equal to ten contact hours of educational experience. They are different in the fact that CEU transcripts are prepared and maintained by the Extended Education Office while professional credit units are recorded by the Academic Office.

Page 2

7. Does changing from one recording system to another necessarily indicate any changes in the substance of an educational program?


No. Examples are the Cal Poly Summer Physical Education Workshops. These workshops changed from offering professional credit in former years to offering CEU's in 1986. There has been no change in the number of contact hours or the kind of educational experiences that participants have had in these workshops. The only change has been in the method of recording units of participation.

Prepared by:

Howard M. Vollmer
Howard M. Vollmer, Ph.D.
Director, Extended Education
May, 1986

HV/js

NTC Example: Antioch



Antioch Seattle
2326 Sixth Avenue
Seattle, WA 98121

Antioch University

Student's Cumulative Record
(Page 1)

Name: [REDACTED]
 Address: [REDACTED]
 Social Security Number: [REDACTED]
 Date of Birth: [REDACTED]
 Date of Entrance: 10/05/2000
 Status at Entrance: Non-Degree

Community Learning Program

Course #	Course Title	Credits	Date
ED5926	Conversational Twelshootseed	3	03/06/2000
ED5925	txelSucid 102	5	03/24/2000
ED5905	Twulshootseed: Literature	9	09/15/2000
ED5927	XelSucid 103	4	09/15/2000
ED5930	Immersion into Puget Salish Culture	2	09/15/2000
ED5316	Interdisciplinary Teaching Methods	2	10/05/2000

Transcript Accompaniment

Antioch University/Seattle is a part of Antioch University, which is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

The Family Educational Rights and Privacy Act of 1974 requires that all student information released by the University be transmitted on the condition that the recipient of this information will not release it to other parties without the prior written consent of the student.

The enclosed is a transcript of a student who was enrolled in a Continuing Education/Community Learning Program at Antioch Seattle. The credits are regular University credits. The courses are designed for professional development rather than as part of a coherent curriculum leading to a degree; however, matriculated Antioch students may be able to include these courses in an individualized degree program with program approval.

Academic credits awarded: Quarter hours. Antioch University/Seattle does not award letter grades. Credit is awarded on a pass/fail basis with pass equivalent to a grade of C or higher in 400 level courses, or a grade of B or higher in 500 (graduate) level courses.

NTC Example: Chapman

Student Name: [REDACTED] Former Name: [REDACTED] Birthplace: [REDACTED]		SSN: [REDACTED] ID: [REDACTED] Birthdate: [REDACTED] Sex: [REDACTED] HS Grad Date: [REDACTED] ACT: [REDACTED] SAT: [REDACTED] GRE: [REDACTED]		Chapman University ORANGE, CA 92866 OFFICE OF THE REGISTRAR Permanent Academic Record		Major: [REDACTED] Emph: [REDACTED] Major: [REDACTED] Emph: [REDACTED] Minor: [REDACTED]	
High School: [REDACTED] HS Location: [REDACTED]		Previous College: [REDACTED] Previous Degree: [REDACTED]		Date: [REDACTED]		Student is in good standing and is eligible to return unless otherwise stated. This transcript is not official unless it bears the signature and impression seal of the Registrar.	
Date Printed: 08/13/1998				Page 1			

Disc	Crse. No.	Course Title	Grade	Hrs. Attempt	Hrs. Earned	Grade Points	GPA
Admitted to: Continuing Education. Matriculated 04/16/97. April 16-30 19 04/16/97 - 04/30/97 01							
EDUC	9832	Research Into Practice Pract	A	1.0	1.0	4.0	
TERM TOTALS				1.0	1.0	4.0	4.000
CHAPMAN TOTALS				1.0	1.0	4.0	4.000
***** END OF TRANSCRIPT TO DATE ***** <i>In accordance with the Family Rights and Privacy Act of 1974, this transcript must not be released to a third party without written authorization from the student.</i>							

Disc	Crse. No.	Course Title	Grade	Hrs. Attempt	Hrs. Earned	Grade Points	GPA
<div style="position: relative;"> <div style="position: absolute; top: 10px; left: 10px; border: 1px solid black; padding: 5px;"> RECEIVED AUG 19 1998 By: _____ </div> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-size: 2em; font-weight: bold;"> NTC </div> </div>							

AN OFFICIAL SIGNATURE IS WHITE ON A CARDINAL BACKGROUND

Karen V. Stark, Registrar

This officially tested and signed certification is printed on Cardinal SCAP-SAFE security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied, the word COPY should appear. A BLACK OR WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.



NTC Example: Prior to 9/1/1987 – not allowable

Chapman College
ORANGE, CAL 92668
BIRTHDATE: - -
03-13-87

PERMANENT RECORD

			UC	GP	GRADE	ATTN	UC	GP	LOC
[REDACTED] 7									
PSY 84100 DRUG ALCOHOL AWARE						10		A-	
On September 10, 1991 Chapman College was re-named Chapman University									

not applicable to a degree
+ prior to 9/1/87 so no credit
allowed see 1/17/09

151

NTC Example: Lewis & Clark

Lewis & Clark College				DEGREE INFORMATION:			
Portland, Oregon 97219 U.S.A.							
CONTINUING ED.							
DEPT	CRS	COURSE	CRDT GR	DEPT	CRS	COURSE	CRDT GR
ED	648	MOTIVATION IN THE CLASSROOM	3.0 A				
ATT=	3.0	CPT= 3.0	PTS= 12.0	GPA= 4.00			
0121120							

Lewis & Clark College
 6615 S.W. Palatine Hill Road, Portland, Oregon 97219
 Telephone: (503) 768-7000 Registrar: (503) 768-7325 Fax: (503) 768-7333

Grading and Supplemental Information

Lewis & Clark College was founded in 1887 in Albany, Oregon, under the name Albany Collegiate Institute. In September 1942, with the purchase of a new campus in Portland, the college was moved and its name changed to Lewis & Clark College. Currently the college consists of three major divisions: the College of Arts & Sciences, the Graduate School of Professional Studies, and Northwestern School of Law of Lewis and Clark College.

The information contained herein is applicable beginning Fall 1962. Inquiries for information before that date are invited. Please direct questions to the Registrar's Office.

Fall 1962 to Summer 1986
Quarter System with Course Credits
 Three terms per year, plus summer sessions (ten weeks plus exams per term, except summer)
 Credits are course credits with one course credit equal to five quarter hours. In the undergraduate college 37 course credits are required for graduation.
 The Graduate School of Professional Studies requirement varies by program, ranging from 10 to 12 course credits.

Fall 1986 to Spring 1994
Quarter System with Quarter Hours
 Conversion to the Quarter Hour credit system was adopted
 185 quarter hours (121 semester hours) are required for graduation in the College of Arts and Sciences
 50 to 60 quarter hours are required for graduation from the Graduate School

Summer 1994 & Continuing
Semester System with Semester Hours
 Conversion to the semester system was adopted by the Graduate School of Professional Studies effective Fall 1994. 33 semester hours are required for graduation. Conversion to semester hours was adopted by the College of Arts and Sciences effective Fall 1994. 66 semester hours are required for graduation.

Grades

Four point scale

A	= 4.0	C	= 2.0
A-	= 3.7	C-	= 1.7
B+	= 3.3	D+	= 1.3
B	= 3.0	D	= 1.0
B-	= 2.7	F	= 0.0 Failure
C+	= 2.3		

Grades not calculated in the GPA

CR	= Credit (or pass)
NC	= No Credit
DFD	= Grade Deferred (to a subsequent term)
I	= Incomplete
P	= Course Passed
W	= Withdraw
NG or	
BLANK	= No grade was submitted by the faculty member
AUD	= Audit

Course Numbers
 Course numbers are as follows:
 100 to 499 Undergraduate courses
 500 or followed by G are graduate credit courses
 650 to 699 Continuing Education courses applicable to the graduate degree program
 550 to 699 Continuing Education (graduate level courses r applicable to L&C degree programs) *

NTC Example: Oregon State

Oregon State University
Corvallis, Oregon 97331-2130

TO: [REDACTED] Date of Birth: [REDACTED] [REDACTED]

Record of: [REDACTED] Standard Mail RECEIVED
KELSO SCHOOL DISTRICT
MAY - 2 2006 Page: 1

Issued To: [REDACTED] By: _____

Course Level: Non-Degree / Credential
Current Program
College: Graduate School
Major: Non-Degree Graduate

UBJ NO.	COURSE TITLE	CRED GRD	PTS R
INSTITUTION CREDIT:			
JUN 2003			
XXXX-XXXX	W/COACHING WRESTLING	(2.00 P)	0.00 *
Hrs: 2.00 GPA-Hrs: 0.00 OPTs: 0.00 GPA: 0.00			
***** TRANSCRIPT TOTALS *****			
	Earned Hrs	GPA Hrs	Points GPA
TOTAL INSTITUTION	2.00	0.00	0.00 0.00
TOTAL TRANSFER	0.00	0.00	0.00 0.00
L	2.00		
***** END OF TRANSCRIPT *****			

20 NTC/10 =)
2 Qtr
11/16/07 Jm
Rvwd

NTC

NTC Example: Seattle University 900 Level Courses

Seattle University

Seattle, Washington 98122-4340
(206) 296-5850 FICE CODE: 003790

An official transcript displays the Seattle University seal, the facsimile signature of the University Registrar, and is printed with red background and border.

ACCREDITATION

Seattle University is accredited by the Northwest Association of Schools and Colleges.

UNITS OF CREDIT

A quarter hour of credit is given for each hour of class per week for 10 weeks. Five quarter hours equal 50 lectures of 50 minutes each. A 100 minute laboratory period is considered equivalent to a 50 minute lecture, except in Engineering and Nursing where required laboratory hours may be greater.

COURSE NUMBER SYSTEM

Until 1957	1 - 90	lower division	After 1957	0 - 099	remedial
	100 - 199	advanced subjects		100 - 299	lower division
	200 - 299	graduate courses		300 - 499	advanced subjects
				500 - 599	masters courses
				600 - 699	doctoral courses
				900 - 999	post-baccalaureate professional development

GRADING SYSTEM

Effective Summer 1983, Seattle University added the plus and minus grades to the letter grading system. The grade "E" indicated failure in a course until Fall 1996 when it was replaced by "F".

GRADE	POINT	DESCRIPTION	GRADE	POINT	DESCRIPTION	GRADE	POINT	DESCRIPTION
A	4.0	SUPERIOR	B-	2.7		D+	1.3	
A-	3.7		C+	2.3		D	1.0	POOR
B+	3.3		C	2.0	ADEQUATE	D-	0.7	
B	3.0	GOOD	C-	1.7		F	0.0	FAILING

OTHER GRADES

HW *Hardship Withdrawal* — No effect on grade point average; assigned by dean with documentation.

I *Incomplete 1971 - Summer 1997* — Ignored in credit computation; student has thirty days into succeeding quarter to present course work and obtain another grade; once this period elapses, "I" remains permanently on record with no effect on gpa. Excessive "I" grades may place students on probation. Fall 1997 the "I" grade is replaced with a permanent grade once the deadline passes.

IP *Course in Progress*

M *Missing Grade* — Not available from instructor at time transcript was printed.

N *No Grade* — Grade suspended until work is completed (e.g., thesis, graduate research) and ignored in credit computation until cleared. Effective 1971, student has no more than one calendar year to replace "N" grade.

Q *Suspended Grade* at the 600 level only, for work scheduled for completion at a later date.

R *Mandatory Registration* in zero credit 600 level education courses. A permanent grade, no effect on gpa.

W *Official Withdrawal*

Y *Audit* — not included in credit or grade computations.

YW *Audit Withdrawal*

Z *Unofficial Withdrawal* — Assigned by Registrar to student who registered, did not attend and did not withdraw. No effect on gpa.

FALL 1988 AND AFTER:

P *Pass grade* — Indicates completion with achievement level of "D-" or better of free elective course taken under the pass/fail option; computed only in credits completed.

CR *Satisfactory completion* of a course determined by the department to be mandatorily graded CR/F (E).

or
Satisfactory completion of credit-by-examination with achievement level of "C" or better; computed only in credits completed.

NC *At the undergraduate level*, indicates results on credit-by-examination of less than the minimum achievement of "C"; not included in credit or gpa computations.

NTC Example: Portland State

Portland State University Portland, Oregon 97207

B
SEP 14 1995

Student No:

Date of Birth:

Date Issued: 13-SEP-95

D

Record of:

Page: 1

Issued To:

Course Level: Grad/Post-Bac (GR Status)

Academic Events: (INTERNAL USE-PROOFREAD)

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	A
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INSTITUTION CREDIT:

Summer 1989 Sessions

CI	410K SUCCS RDG 2-3	2.00	P	0.00	
Ehrs:	2.00	GPA-Hrs:	0.00	Pts:	0.00
GPA: 0.00					
Good Standing					

Summer 1990 Sessions

CI	410 HUSTC LA/FU	1.00	P	0.00	
CI	410 SUCCS-CHARTS	1.00	P	0.00	
CI	410 BOOKSOG TCHR	1.00	P	0.00	
Ehrs:	3.00	GPA-Hrs:	0.00	Pts:	0.00
GPA: 0.00					
Good Standing					

Winter 1995 Quarter

CI	810 TOP: VIEW FROM 200	1.00	P	0.00	
Ehrs:	1.00	GPA-Hrs:	0.00	Pts:	0.00
GPA: 0.00					
Good Standing					

Summer 1995 Session

MTH	810 TOP: OPEN EYES MATH	3.00	P	0.00	
Ehrs:	3.00	GPA-Hrs:	0.00	Pts:	0.00
GPA: 0.00					
Good Standing					

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	9.00	0.00	0.00	0.00

***** END OF TRANSCRIPT *****

PORTLAND STATE UNIVERSITY

Office of Admissions & Records
P.O. Office Box 791
Portland, Oregon 97207-0791

PSU-AS 002218

ACCREDITATION

Portland State University is accredited by the Northwest Association of Schools and Higher Schools—the regional accreditation agency. In addition, various schools and departments are accredited by special agencies.

FORMER NAMES

Portland State University was originally established as Vesper Extension Center in 1946. In 1952 the name was changed to Portland State Extension Center and in 1955 to Portland State College. On February 14, 1969, the institution was designated Portland State University. Portland State University is one of the institutions comprising the Oregon University System, (i.e., the Oregon State System of Higher Education (OSSHE), organized in 1931. Records prior to 1969 record Portland Extension courses offered by OSSHE's General Education Division (GED) representing University of Oregon, Oregon State and other Oregon Colleges of Education. GED and its successor, the Division of Continuing Education (DCE), records are retained to June 1972; records from 1972 to 1975 were maintained by DCE as a distinct unit of OSSHE, during which pending provisions varied. GED/DCE coursework may also be recorded as other institutions. By September 1979, DCE officially became a part of local OSSHE institutions. In 1991, DCE was renamed School of Extended Studies.

CREDITS

One quarter hour represents fifty minutes of class time per week for a quarter of approximately eleven weeks. A baccalaureate degree has required 186 quarter hours; minimum effective Fall 1994, 180 hours.

GRADING SYSTEM

Grade	Points	Undergraduate	Graduate
A	4	Excellent	Excellent
B	3	Superior	Satisfactory
C	2	Average	Below Standard
D	1	Inferior	Failure (no credit)
F	0	Failure	Failure

Plus/Minus grades are effective starting
Fall 1992. (A-, A+, ..., D-, F)

Honorable dismissal is granted subject to notation on the record. A baccalaureate degree requires a 2.00 GPA; a graduate degree requires a 3.00 GPA. D and F grades were not used Winter 1973 through Winter 1974. (Transfer GPAs are for information only.)

MARKING SYSTEM (all disregarded in GPA)

I	Incomplete; mark is permanent after one calendar year
IP	In-progress; select graduate courses only, UNST 421
P	Pass; undergraduate equated to a C- grade or better, graduate to B- or better
NP	No Pass
W	Withdrawn with no penalty
X	No grade received/No basis for grade
* , Y	Invalid grade reported by instructor
AU	Audit

OTHER CODES

On grade labels (prior to Summer 1991), appearing to immediate left of Credit Hours:	
AUD	Audited course
R or RPT	Repeated course
G, L or GRD	Graduate credit for 400-no. courses (not used after Summer 1990); on computer-printed transcripts, these courses appear on the "Graduate" record.
H or HON	Honors course
E	Credit by Examination
—	Other codes internal use only

TERM CODES PREVIOUSLY USED

F for Fall, W for Winter, S for Spring, U for Summer.

On computer-printed transcripts "issued" after December 1991, appearing under the last column "R" (Repeat):

E	Excluded from GPA
I	Included in GPA

COURSE NUMBERING SYSTEM

0-49	Non-baccalaureate
50-99	Basic, limited, or no degree credit
100-299	Lower Division
300-499	Upper Division
500-699	Graduate
700	Post-bacc, non-degree credit
800	In-service, limited graduate degree credit

4/5/6/800-810 may be taken more than once; credit is variable. Numbers are reserved: 01, Research; 02, Independent Study; 03, Thesis; 04, Coop Ed/Intern; 05, Reading and Conference; 06, Special Projects; 07, Seminar; 08, Workshop; 09, Practicum; 10, Selected Topics. 11/13/99, Special Studies. W-suffix (eff. Fall 1993) denotes Writing Intensive Course.

FRESHMEN INQUIRY, UNIVERSITY STUDIES PROGRAM (begun Fall 1994)

With the concurrence of the Faculty Senate's Academic Requirements Committee, the Office of the Registrar developed the recommendation that Freshmen Inquiry credits transfer to other institutions as follows:

UNST 101 (5 ch)	5 credits general elective
UNST 101, 102 (10 ch)	10 credits general elective
UNST 101, 102, 103 (15 ch)	3 credits writing (WR121), 4 credits social science, 4 credits science, 4 credits arts and letters

CERTIFICATION

This transcript is official only if it bears the embossed seal of Portland State University and the signature of the Registrar. Verification or further explanation may be obtained by writing the Registrar.

Under the Provisions of Public Law 93-380 (as amended), the information contained in this document is not to be released to others without the written consent of the student named herein.

(RG-12/98)

NTC Example: Santa Clara



SANTA CLARA UNIVERSITY STUDENT RECORDS OFFICE SANTA CLARA, CA 95053

GRADING HISTORY

Effective September 1981: Plus (+) and minus (-) suffixes were incorporated with letter grades thus providing for the following marks and numerical equivalents:

A	4.0	C	2.0	P	Passed	NR	Not Reported
A-	3.7	C-	1.7	NP	Not Passed	W	Withdrawn
B+	3.3	D+	1.3	AUD	Audit	***	Not Yet Graded
B	3.0	D	1.0	I	Incomplete	+/-	Taken for enrichment only (obsolete as of Summer 1981)
B-	2.7	D-	0.7	N	Continuing Work		
C+	2.3	F	0.0				

The School of Law uses a different grading system. For additional information regarding grading practices in the various graduate programs, please refer to the appropriate bulletin.

Effective September 1969: A new grade "C+" (with a numerical equivalent of 2.5 grade points) was added to the extant letter grades referenced below.

Prior to September 1969: A = Excellent (4.0); B = Good (3.0); C = Average (2.0); D = Inferior (1.0); F = Failed (0.0); W = Withdrawn; WF = Withdrawn Failing; WP = Withdrawn Passing.

CALENDAR SYSTEM

Undergraduate and graduate programs have been on the quarter system beginning in September 1964 to the present time. Prior to Fall 1972, undergraduate credit was awarded according to the number of term courses completed. Known as the Santa Clara Plan, this system required 40 term courses. (For conversion, lower division courses were equated to 4.0 quarter units and upper division to 5.0 quarter units.) Graduate course work has been posted in quarter units since Fall 1964; undergraduate course work has been posted in quarter units since Fall 1972.

The School of Law is on a semester system. Between September 1964 and August 1968 the Law School was on the quarter system.

COURSE NUMBERING SYSTEM

(all programs except School of Law)

001-099 Lower division, undergraduate
100-199 Upper division, undergraduate

200-799 Graduate
500-799 Non-Degree Credit

CONTINUING EDUCATION/NON-DEGREE CREDIT

C is used as a prefix to the course number to designate all Continuing Education and non-degree (professional growth) credit courses. The Center for Continuing Education closed in 1981.

HONORS PROGRAM

Courses in the Honors Program are designated with an "H" or "Honors" notation. Honors students are identified in the memoranda column.

CLASS RANK

Rank in class is not computed and not available except in the School of Law.

HAND CARRIED TRANSCRIPTS

Official transcripts released to students will be stamped "Issued to Student". Each transcript will be in a sealed transcript envelope. Such transcripts are official only if the seal is intact.

IMPORTANT NOTICE TO RECIPIENTS OF SCU TRANSCRIPTS

In June 1988, Santa Clara University installed a new Student Information System which generates on-line transcripts.

Academic data for terms prior to Summer Session 1988 is recorded on the student's permanent record card. The official transcript of prior work is a certified photocopy of the permanent record card. Since detailed academic history was not migrated to the new system, transcripts may include the photocopy of the permanent record card for all work completed prior to Summer 1988, as well as the computer-generated transcript for all work completed since Summer 1988. Cumulative units and the grade point average for a student's academic program at that time were migrated and are reflected in the pre-computer summary appearing at the top of the computer-generated transcript.

THIS TRANSCRIPT IS NOT OFFICIAL IF NOT RECEIVED IN AN OFFICIAL SEALED TRANSCRIPT ENVELOPE AND IF THE RAISED SEAL ON THE DOCUMENT IS NOT EVIDENT. THIS RECORD MAY NOT BE RELEASED TO ANY OTHER PARTY WITHOUT THE WRITTEN CONSENT OF THE STUDENT PER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974.

NTC Example: Below 100

03/27/80 PAGE

LOWER COLUMBIA COLLEGE
1600 MAPLE
LONGVIEW WA 98632

TRANSCRIPT/GRADE RECORD
GRADING LEGEND
FOR COLLEGE GRADE LEGEND, PLEASE REFER TO BACK OF FORM

INFORMATION FROM THIS RECORD
MAY NOT BE RELEASED TO ANY
OTHER PARTY WITHOUT OBTAINING
CONSENT OF THE STUDENT.

LONGVIEW WA 002

OFFICIAL TRANSCRIPT WHEN SIGNED AND SEALED BY REGISTRAR

COURSE	COURSE TITLE	GRADE	CREDIT HRS	GRADE POINTS	COURSE	COURSE TITLE	GRADE	CREDIT HRS	GRADE POINTS
BSAD 250	***** SPRING 79 ***** VOLUNTEER MANAGEMENT	A	2.0	8.0					
HLTH 041	INDUSTRIAL FIRST AID	P	2.0	0.0					
PHED 134	SMALL BOAT SAILING	N	1.0	0.0					
PHED 155	PHYSICAL FITNESS	N	1.0	0.0					
QUARTER:	P/S-CR CR-ERN GPA-CR		GPTS GPA						
	2.0 4.0 2.0		8.0 4.00						
ENGL 270	***** WINTER 80 ***** LITERATURE FOR CHILDREN	A	3.0	12.0					
QUARTER:	P/S-CR CR-ERN GPA-CR		GPTS GPA						
	0.0 3.0 3.0		12.0 4.00						
CUMULATIVE:	P/S-CR CR-ERN GPA-CR		GPTS GPA						
	2.0 7.0 5.0		20.0 4.00						

cannot count

5 Qtr

11/17/07 Jm

Rwd

B + 7

Below 100 only 9/1/87-3/1/97 & then NTC

THIS COLLEGE IS ACCREDITED BY THE NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER EDUCATION

NAME STUDENT I.D. PREVIOUS NAME HIGH SCHOOL YEAR GRAD TO

BIRTH YEAR QTR-YR ENTERED STUDENT TYPE DEGREE OR CERTIFICATES EARNED YEAR

56 WINTER 79 MATRIC

PROGRAM ADVISOR

BUSINESS

DEC 31 1981

QUESTIONS

ABOUT

NON-TRANSFER CREDITS



NON DEGREE CREDITS

Rules applicable to non-degree credits

1. Zero credits shall be recognized for persons holding a valid certificate other than a certificate included in 2 or 3 below.
2. Thirty credits shall be recognized for persons holding a valid continuing or standard school nurse certificate.
3. Persons holding valid vocational/career and technical education certificates shall accumulate recognized credits as follows:
 - a. One credit for each one hundred clock hours of occupational experience subject to the following conditions and limitations:
 - i. Clock hours of occupational experience used in determining non-degree credits must be earned after meeting the minimum vocational/career and technical education certification requirements of three years (six thousand hours), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.
 - ii. Non-degree credits based on occupational experience shall be limited to a maximum of twenty credits per calendar year.
 - b. One credit for each ten clock hours of vocational/career and technical education educator training meeting the requirements of WAC 181-77-003 (2), (9), or (12). Clock hours of vocational/career and technical education educator training used in determining non-degree credits must be earned after meeting the minimum vocational/career and technical education certification requirements as established in WAC 181-77-041 (1)(b) and (c), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.
4. Credits earned after September 1, 1995, must satisfy the additional requirements of WAC 392-121-262.
5. Accumulate credits rounded to one decimal place.
6. For the following degree types, there are non-degree credit limitations:
 - **S type**, report only eligible non-degree credits determined by WAC 392-121-259(1) and (2). Staff with highest degree type **S** may have either 30 non-degree credits or zero non-degree credits only.
 - **V type**, report only eligible non-degree credits determined by WAC 392-121-259(3).
 - **H type**, eligible non-degree credits are determined by WAC 392-121-259(3) and are limited by WAC 392-121-261(1)(b).

Additional information and examples for non-degree credits will be discussed in the Vocational/CTE section.

CALCULATE EDUCATIONAL PLACEMENT

EXCESS CREDITS RULE

Once an advanced degree is earned (MA, Educational Specialist, PhD), a calculation must be made to determine the "credits in excess" of the BA degree. Where the number of credits past the BA exceed 45, those credits will count as being earned after the MA degree, even though they were taken before.

BA Degree 6/15/99
MA Degree 8/31/08

Add up Credits from BA to MA:	52.5
Subtract 45	<u>- 45.0</u>
Result:	7.5

Placement: MA + 7.5, MA 0 Column

BA Degree 6/15/99
MA Degree 8/31/08

Add up Credits from BA to MA:	97.0
Subtract 45	<u>- 45.0</u>
Result:	52.0

Placement: MA + 52.0, MA 45 Column

BA Degree 6/15/99
MA Degree 8/31/08

Add up Credits from BA to MA:	146.0
Subtract 45	<u>- 45.0</u>
Result:	101.0

Placement: MA + 101.0, MA 90 Column

BA Degree 6/15/99
MA Degree 8/31/08

Add up Credits from BA to MA:	42.0
Subtract 45	<u>- 45.0</u>
Result:	- 3.0

Placement: MA + 0, MA 0 Column (A negative = 0)

MORE HOMEWORK TIME. Count the degrees and credits on these documents.

UNIVERSITY OF WASHINGTON OFFICE OF THE REGISTRAR

ACADEMIC TRANSCRIPT THE WORD "COPY" APPEARS WHEN PHOTOCOPIED A BLACK AND WHITE DOCUMENT IS NOT OFFICIAL

STUDENT NAME: [REDACTED] HIGH SCHOOL: MARTINER HIGH SCHOOL WASHINGTON RESIDENT: RESIDENT
 STUDENT NUMBER: [REDACTED] BIRTH DATE: [REDACTED] HIGH GRADE: 06/01/08 DATE PRINTED: 07/06/15 PAGE: 1
 [REDACTED] WEB 294

Arts & Sciences
AMERICAN ETHNIC STUDIES

WITH MINORS IN EDUC, LEARNING, & SOC
DIVERSITY

COURSE	TITLE	CREDITS	GRADE	COURSE	TITLE	CREDITS	GRADE
--------	-------	---------	-------	--------	-------	---------	-------

 * ANY ALTERATION OR MODIFICATION OF THIS RECORD *
 * OR ANY COPY THEREOF MAY CONSTITUTE A FELONY *
 * AND/OR LEAD TO STUDENT DISCIPLINARY SANCTIONS. *

UNIVERSITY OF WASHINGTON DEGREES EARNED:
 BACHELOR OF ARTS (AMERICAN ETHNIC STUDIES)
 SPRING 2012 (06/08/12)
 UW: 186.0 TRANSFER: 0.0 EXTENSION: 0.0 GPA: 3.23
 WITH MINOR(S) IN EDUC, LEARNING, & SOC
 DIVERSITY

GEN ST	105	SUMMER 2008	N MATR. 6
		INTRO LIBERAL STDY	4.0 CR
QTR		ATTEMPTED: 4.0 EARNED:	4.0 GPA: 0.00

CHEM	110	AUTUMN 2008	BIOCHM 1
		INTRO TO GEN CHEM	3.0 CR
ENGL	131	COMPOSITN: EXPOSITN	5.0 3.8
GEN ST	199	UNIV COMMUNITY	2.0 CR
MATH	120	PRECALCULUS	5.0 1.1
QTR		ATTEMPTED: 15.0 EARNED: 15.0 GPA: 2.45	

GEN ST	101	WINTER 2009	BIOCHM 1
		UNIV LEARNING SKILL	2.0 CR
LING	200	INTRO LING THOUGHT	5.0 2.0
OCEAN	102	THE CHANGING OCEANS	5.0 5
QTR		ATTEMPTED: 12.0 EARNED: 12.0 GPA: 2.00	

ECON	200	SPRING 2009	BIOCHM 1
		INTRO MICROECON	5.0 NS
ENGL	242	W-READING FICTION	5.0 2.5
PSYCH	101	INTRO TO PSYCH	5.0 3.1
QTR		ATTEMPTED: 10.0 EARNED: 10.0 GPA: 2.80	

MATH	120	SUMMER 2009	BIOCHM 1
		PRECALCULUS	5.0 2.7/R
SOC	110	SURVEY SOCIOLOGY	5.0 3.1
QTR		ATTEMPTED: 10.0 EARNED: 5.0 GPA: 2.90	

AAS	395	AUTUMN 2009	BIOCHM 2
		W-SE-ASIAN AM HST/CLT	5.0 3.6
CHEM	142	GENERAL CHEMISTRY	5.0 1.4
Q SCI	291	ANLYS FOR BIOL 1	5.0 2.9
QTR		ATTEMPTED: 15.0 EARNED: 15.0 GPA: 2.63	

BIOL	106	WINTER 2010	BIOCHM 2
		INTRO BIG SEMINAR	2.0 3.8
CHEM	142	GENERAL CHEMISTRY	5.0 1.8/R
CHEM	198	TUTORIAL STUDY	2.0 CR
PHYS	114	GENERAL PHYSICS	4.0 W6
PHYS	117	GENERAL PHYSICS LAB	1.0 W6
QTR		ATTEMPTED: 9.0 EARNED: 4.0 GPA: 2.37	

AAS	210	SPRING 2010	AES 2
		W-ASIAN AM IDENTITY	5.0 3.7
AES	151	INT AMER ETH GROUPS	5.0 4.0
CHSTU	101	INTRO CHICANO STDY	5.0 4.0
EDUC	360	DREAM PROJECT	2.0 CR
QTR		ATTEMPTED: 17.0 EARNED: 17.0 GPA: 3.90	

SCHOLARSHIP STATUS: DEAN'S LIST

AAS	101	SUMMER 2010	AES 2
		ASIAN-AM CULTURE	5.0 3.3
AFRAM	101	INTRO AF-AM STUDIES	5.0 4.0
SOC	292	PUBLIC SCHL IN AMER	5.0 3.6
QTR		ATTEMPTED: 15.0 EARNED: 15.0 GPA: 3.63	

SCHOLARSHIP STATUS: DEAN'S LIST

AAS	385	AUTUMN 2010	AES 3
		AAS LAW AND IMMIGRA	5.0 3.3
AES	150	W-AMER ETHNIC HISTORY	5.0 4.0
EDUC	360	DREAM PROJECT	2.0 CR
GEN ST	300	EDUC LRNG & SOCIETY	1.0 4.0
QTR		ATTEMPTED: 13.0 EARNED: 13.0 GPA: 3.68	

AES	340	WINTER 2011	AES 3
		RACE ETHNICITY & ED	5.0 4.0
ANTH	314	SE ASIA/ASIAN AM	5.0 3.7
EDPSY	304	LRN TEACH CHG WORLD	5.0 4.0
EDUC	360	DREAM PROJECT	2.0 CR
EDUC	401	PRACT COMM SERV ACT	1.0 CR
QTR		ATTEMPTED: 18.0 EARNED: 18.0 GPA: 3.90	

SCHOLARSHIP STATUS: DEAN'S LIST

AAS	499	SPRING 2011	AES 3
		UNDERGRAD IND STDY	5.0 3.9
CLAS	101	LAT & GRK CURR USE	2.0 3.7
SOC	392	THE FAMILY	5.0 3.2
QTR		ATTEMPTED: 12.0 EARNED: 12.0 GPA: 3.58	

SCHOLARSHIP STATUS: DEAN'S LIST

ENGL	477	SUMMER 2011	AES 4
		CHILDREN'S LIT	5.0 3.5
SOC	300	FOUND SOC INQUIRY	5.0 W
SOC	316	W-SOCIOLOGICAL THEORY	5.0 2.1
QTR		ATTEMPTED: 10.0 EARNED: 10.0 GPA: 2.80	

AES	499	AUTUMN 2011	AES 4
		IND STDY & RESEARCH	5.0 3.3
ARCHY	304	AMERICAS ARCHY	5.0 W3
EDUC	305	PUB SCHL DEMOCRACY	5.0 3.4
EDUC	360	S-DREAM PROJECT	2.0 CR
QTR		ATTEMPTED: 12.0 EARNED: 12.0 GPA: 3.35	

*** CONTINUED ON PAGE 2 ***

This official university transcript does not require a raised seal.



Virjean Hanson Edwards
 Virjean Hanson Edwards
 University Registrar

RECEIVED



JUL 10 2015

Mukilteo School District

Human Resources Department

In accordance with the Family Educational Rights and Privacy Act of 1974, information from this transcript may not be released to a third party without written consent of the student.

UW 1500 (Rev 7/10)

SEATTLE UNIVERSITY Founded 1891 Seattle, Washington 98122-1090			
LEGAL NAME: [REDACTED]	PAGE: 1 OF 2		
STUDENT ID: [REDACTED]	PRINT DATE: 07/07/2015		
	ACADEMIC LEVEL: Graduate		
COLLEGE/SCHOOL: College of Education	PROGRAM: Counseling	RECEIVED JUL 09 2015 Mukilteo School Dist Human Resources Dept	
DEGREE/CERTIFICATE/OTHER: MA in Education	SPCLZTN/ENDORSE: School Counseling		
DATE CONFERRED: 06/13/2015			
<u>PREVIOUS INSTITUTIONS ATTENDED</u>	<u>DATES ATTENDED</u>	<u>TRANSFER CREDITS ACCEPTED</u>	<u>DEGREE EARNED</u>
Univ Washington-Seattle WA	06/30/08 - 06/08/12		Bachelor of Arts
<u>SUBJ/COURSE NUMBER</u> <u>TITLE</u> <u>CREDITS</u> <u>GRADE</u>		<u>SUBJ/COURSE NUMBER</u> <u>TITLE</u> <u>CREDITS</u>	
<p style="text-align: center;">Fall Quarter 2012 09/19/12 - 12/08/12</p>			
COUN-511	Counseling Theories	3.00	A
EDUC-600	Intro to Educational Research	3.00	B+
GRADE POINTS: 21.90 TERM CREDITS ATTEMPTED:		6.00	
TERM GPA: 3.650 TERM CREDITS EARNED:		6.00	
<p style="text-align: center;">Winter Quarter 2013 01/07/13 - 03/23/13</p>			
COUN-509	Comprehensive Sch Counseling	3.00	A
COUN-510	Fundamental Counseling Skills	3.00	B+
GRADE POINTS: 12.00 TERM CREDITS ATTEMPTED:		6.00	
TERM GPA: 3.650 TERM CREDITS EARNED:		6.00	
<p style="text-align: center;">Spring Quarter 2013 04/01/13 - 06/15/13</p>			
COUN-507	Counseling Across the Lifespan	3.00	A
COUN-527	Counseling Tests & Measurements	3.00	A
COUN-560	Family & Couples Counseling	3.00	A
GRADE POINTS: 36.00 TERM CREDITS ATTEMPTED:		9.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		9.00	
<p style="text-align: center;">Summer Quarter 2013 06/24/13 - 09/14/13</p>			
COUN-508	Law/ethics-School Counselors	3.00	A
COUN-591	Crisis Counseling	3.00	A
EDUC-520	Social Justice	3.00	A
COUN-561	Child & Adolescent Counseling	3.00	A
GRADE POINTS: 48.00 TERM CREDITS ATTEMPTED:		12.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		12.00	
<p style="text-align: center;">Fall Quarter 2013 09/25/13 - 12/13/13</p>			
COUN-551	Counseling Lab	4.00	
SPED-540	Intro to Spec Educ & Learn Dis	3.00	
GRADE POINTS: 12.00 TERM CREDITS ATTEMPTED:		7.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		7.00	
<p style="text-align: center;">Winter Quarter 2014 01/06/14 - 03/22/14</p>			
COUN-513	Counseling Diverse Population	3.00	
COUN-554	School Counseling Practicum	4.00	
GRADE POINTS: 12.00 TERM CREDITS ATTEMPTED:		7.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		7.00	
<p style="text-align: center;">Spring Quarter 2014 03/31/14 - 06/14/14</p>			
COUN-516	Career Guidance for K-12 Schls	3.00	
GRADE POINTS: 12.00 TERM CREDITS ATTEMPTED:		3.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		3.00	
<p style="text-align: center;">Summer Quarter 2014 06/23/14 - 09/15/14</p>			
SPED-5430	Intro to Beh Disord & Interven	3.00	
COUN-5140	Consultant/leadership/advocacy	3.00	
COUN-5170	Group Counslg Theories & Pract	4.00	
GRADE POINTS: 40.00 TERM CREDITS ATTEMPTED:		10.00	
TERM GPA: 4.000 TERM CREDITS EARNED:		10.00	
<p style="text-align: center;">Fall Quarter 2014 09/24/14 - 12/13/14</p>			
COUN-6860	School Counsel Inter/proj I	4.00	
GRADE POINTS: 0.00 TERM CREDITS ATTEMPTED:		4.00	
TERM GPA: 0.000 TERM CREDITS EARNED:		4.00	
<p style="text-align: center;">This official university transcript does not require a raised seal</p>			
<u>ISSUED TO:</u> [REDACTED]		  Interim University Registrar	

Seattle University

Seattle, Washington 98122-1090
(206) 220-8030 FICE CODE: 003790

An official transcript displays the Seattle University seal, the facsimile signature of the University Registrar, and is printed with red background and border.

ACCREDITATION: Seattle University is accredited by the Northwest Commission on Colleges and Universities.

CALENDAR: Seattle University operates on the quarter system. Summer quarter dates encompass multiple sessions, and degrees are conferred mid-August or mid-September.

COURSE NUMBERING SYSTEM

Level	1957-2013	2013-present
Remedial	0-099	0-0999
Lower Division	100-299	1000-2999
Upper Division	300-499	3000-4999
Masters courses	500-599	5000-5999
Doctoral courses	600-699	6000-6999
Post-Secondary professional development	800-899	8000-8999
Post-Baccalaureate professional development	900-999*	9000-9999*

*The 900/9000 level courses are primarily for the purpose of professional development. Although different in purpose from the core masters or doctoral graduate degree courses, such courses may be considered to meet elective requirements in some Seattle University graduate degree programs only in accordance with regulations of the particular graduate degree program and with approval of the student's program advisor.

GRADING SYSTEM: Effective Summer 1983, Seattle University added plus and minus grades to the letter grading system.

GRADE	POINT	DESCRIPTION	GRADE	POINT	DESCRIPTION	GRADE	POINT	DESCRIPTION
A	4.00	SUPERIOR	B+	2.70		D+	1.30	
A-	3.70		C+	2.30		D	1.00	POOR
B+	3.30		C	2.00	ADEQUATE	D-	0.70	
B	3.00	GOOD	C-	1.70		F	0.00	FAILING

OTHER GRADES:

CR Satisfactory Completion - Indicates completion of course with a grade of "D-" or better for undergraduate, or "C" or better for graduate level. Where credit-by-examination is notated, indicates an achievement level of "C" or better. Included in credits earned, but not GPA.

E Failing - Indicates failure in a course; effective Fall 1996, replaced by an "F".

HW Hardship Withdrawal - Assigned by the dean for exceptional cases; documentation required to assign. No effect on credits earned or GPA.

I Incomplete - Student was unable to complete coursework by the end of the term due to an extraordinary circumstance, and an extension was granted. Prior to Fall 1997, if coursework was not completed by the extension deadline on the academic calendar, "I" remained as permanent grade. After Fall 1997, grade is replaced at deadline by final grade earned, unless a further extension is granted.

IP Course in progress - registered course not yet completed.

LW Late Withdrawal - Student withdrew from class via petition after established deadline. No effect on credits earned or GPA. Eliminated Fall 2009.

M Missing Grade - Grade not available from instructor at time transcript was printed.

N No Grade - Coursework extends beyond the end of the term (e.g. thesis, internship, research). Grade suspended until work is complete. No effect on credits earned or GPA. If coursework is not completed, N grade is permanent.

NC No Credit - Indicates results on credit-by-examination of less than the minimum achievement of "C." No effect on credits earned or GPA.

P Pass Grade - Indicates completion of free elective course taken under the Pass/Fail grading option with achievement level of "D-" or better. Included in credits earned, but not GPA.

Q Suspended Grade - Work scheduled for completion at a much later date, available at the 600 level only for dissertation related preparation credit. Student has six calendar years to complete. No effect on credits earned or GPA. If coursework is not completed, Q grade is permanent.

R Mandatory Registration - Required in zero credit 600 level education courses. No effect on credits earned or GPA.

S Satisfactory - Given in selected non-graded courses and computed only in credits completed; equivalent to at least a "B" grade.

W Official Withdrawal - Student withdrew from class within established deadlines. No effect on credits earned or GPA.

Y Audit - Indicates student grading option choice. No effect on credits earned or GPA.

YW Audit Withdrawal - Student withdrew from an audit class within established deadlines. No effect on credits earned or GPA.

Z Administrative Withdrawal - Assigned by University Registrar to a student who registered, did not attend and did not withdraw. No effect on credits earned or GPA. Eliminated Fall 2009.

REPEATS: A repeated course is noted "R". Credits are counted only once and points allowed are for the most recent grade. The "R" notes the course that has been removed from credit and GPA computations. Only courses graded "C-" or below may be repeated to improve the grade.

DEGREE CREDIT REQUIREMENTS: Undergraduate degrees require a minimum of 180 credits, except for the Bachelor of Arts in Humanities, which requires a minimum of 135 credits. Students in this program begin by taking specific accelerated classes at select high schools that prepare them for this accelerated three-year degree.

GRADUATION WITH HONORS (undergraduate only): Summer 1988 - February 24, 1993: For students who matriculated beginning Fall 1986 - cum laude = 3.50 and at least 90 Seattle University graded credits, magna cum laude = 3.70 and at least 115 Seattle University graded credits, summa cum laude = 3.90 and at least 135 Seattle University graded credits. Effective February 25, 1993: A minimum of 90 Seattle University graded credits required: cum laude = 3.50, magna cum laude = 3.70, summa cum laude = 3.90.

UNIVERSITY HONORS PROGRAM: HU (through Fall 1993), HON (Fall 1993 - Fall 1997), and HONR (effective Fall 1997). A two-year integrated curriculum in the liberal arts and sciences for outstanding students.

CORE HONORS PROGRAM: Effective Fall 2007. Course titles include "Honors" and are made available to a cohort of highly qualified students.

DEAN'S LIST/PRESIDENT'S LIST: Fall 2004: notated on transcript. Effective Fall 2008: no longer notated on transcript.

PROBATION: Notated at bottom of term in which action occurred; takes effect the next registered term. Effective Fall 2012, probation no longer notated on the transcript.

This transcript is issued in strict accordance with Public Law 93-380. It is intended for your use only. No personally identifiable information about this record may be released without the student's consent.

TO TEST FOR AUTHENTICITY: Translucent globe icons MUST be visible from both sides when held toward a light source. The face of this transcript is printed on red SCRIP-SAFE® paper with a watermark of the institution's emblem in white tone over the face of the entire document.

Official Clock Hours Transcript

Printed Date: 10/14/2014



Northwest Educational Service District 189

Together We Can

1601 R Avenue, Anacortes WA 98221
(360) 299-4000

Participant:

Employer:

Certificate Number

255561C

Course Number	Course Title	Date	No. Clock Hours
15266	PLCs at Work in Eagleridge	1/29/2010	7.00 ✓
16936	Implementation of Math Expressions	9/30/2010	3.00 ✓
17503	Best Practices in Teaching Elementary Mathematics - 2nd Grade	10/27/2010	3.00 ✓
17821	Ferndale CIT Training	3/29/2011	30.00 ✓
18463	Pat Quinn Response to Intervention	2/28/2011	6.00 ✓
19187	Pyramid Response to Intervention Institute	6/28/2011	13.00 ✓

Total Clock Hour Credits: 62.00

Reviewed

The signature below documents that a determination has been made that this course(s) meets the requirements of WAC 392-124-262(1) [list item(s) 1-5]. ✓

Valid for official transcript purposes for clock hours with the electronic impression of the seal of Northwest Educational Service District 189



Certified Copy

FILE REVIEW – Credits

Employee: _____

Degree	Institution	Date

Credits After BA Degree

Academic Institution	Credits		Clock Hour Provider	Credits

Credits After BA Degree and up to MA Degree - Summary

Total Academic Credits Since BA Degree:	
Total In-Service Credits Since BA Degree:	
TOTAL CREDITS SINCE BA DEGREE:	
If MA Degree, Subtract 45	
Excess Credits to MA	

Credits after MA Degree

Academic Institution	Credits		Clock Hour Provider	Credits

Credits After MA Degree – Summary

Total Academic Credits after MA Degree			
Total In-Service Credits after MA Degree			
TOTAL ACTUAL CREDITS AFTER MA DEGREE			
Add Excess if Applicable. TOTAL CREDITS AFTER HIGH DEGREE:			
	High Degree	Credits After High Degree	Placement
Started			
Changes +/-			
Ended			

Reviewed by _____ Date _____

CREDITS REVIEW GUIDELINES

Academic Transcripts

- ☐ Confirm employee name on transcript.
- ☐ Verify the transcript document is official.
- ☐ Verify the institution is accredited (e.g. Center Graduate College is NOT)
- ☐ Check for Degree Confirmation. Highlight the degree type and degree date.
- ☐ Highlight each course after initial BA degree. If more than one BA, count from first BA. Place a check mark on the course number and a check mark next to the grade; checking to ensure courses are over 100 and the grade shows a completed grade.
- ☐ When checking the course number check to ensure the course meets the academic course requirements (e.g. is transferrable to a BA or higher degree).
- ☐ If the course number is below 100 it can only be reported if it was completed between 9/1/87 and 3/7/95 and then must be reported as an in-service credit not an academic credit.
- ☐ Check to ensure the course has not been repeated unless OK by the Institution (e.g. look for an "I" on SPU transcripts)
- ☐ Determine the type of Credit: QTR, SEM, Unit, NTC (Non-Transfer to Academic Degree). Can only record NTC if 9/1/87 and thereafter. All NTCs are recorded as In-Service credits not academic credits.
- ☐ If Bates Technical the credits can be both Academic Hours or Clock Hours (16.5:1)
- ☐ Foreign County: If Foreign Country, make sure there is a translation service document.
- ☐ Show work on transcript, including conversions

Master's Degree

- ☐ Check for Degree Confirmation Date and Highlight. Date and Credits for the quarter or semester. Record as before the actual MA issued date.
- ☐ Calculate Excess Credits ($BA + total - 45 = \text{Excess}$; negative result = 0)

Clock Hours

- ☐ Highlight provider name. Check to ensure for the specific school year the provider is on the approved OSPI list. Note: Just because it is an OSPI form, doesn't mean that OSPI is the provider. Check the "sponsoring provider" name. WIAA is OK
- ☐ Highlight the course title, number of hours actually earned, course end date and highlight or check that the provider has signed and the employee has confirmed the earned hours. Show conversion work on the clock hour form (e.g. = .60 Qtr Date/Initials).
- ☐ It is OK to repeat clock hours, no restrictions

Course Approvals

- ☐ Verify Course Approvals exist for all courses 9/1/95 and after.
- ☐ Use of the WAC stamp or other district approval for missing approvals.

QUESTIONS

ABOUT

CREDITS



SECTION 5

Certificated Years of Experience

WAC 392-121-264. DEFINITION – CERTIFICATED YEARS OF EXPERIENCE

Regardless of the experience factors used by a school district for the purposes of its salary schedule(s), as used in this chapter, the term **"certificated years of experience"** means the number of years of accumulated full-time and part-time professional education employment prior to the current reporting school year in the state of Washington, out-of-state, and a foreign country. School districts shall report all certificated years of experience including those beyond the experience limit of the school district's salary schedule.

(1) Professional education employment shall be limited to the following:



- (a) Employment in **public or private preschools or elementary and secondary schools in positions which require certification** where:
 - (i) Schools include the Centrum education program, the Pacific Science Center education program, educational centers authorized under chapter 28A.205 RCW, and Seattle Children's Hospital education program;
 - (ii) Certification means the **concurrent public professional education licensing requirements** established in the state, province, country, or other governmental unit in which employment occurred and which, for the state of Washington, refers to the certificates authorized by WAC 181-79A-140 and temporary permits authorized by WAC 181-79A-128;
- (b) Employment in **public or private vocational-technical schools, technical colleges, community/junior colleges, colleges, and universities in positions comparable** to those which require certification in Washington school districts;
- (c) Employment in a **governmental educational agency with regional administrative responsibilities** for preschool, elementary, and/or secondary education including but not limited to an educational service district, office of superintendent of public instruction, or United States department of education **in any professional position** including but not limited to C.P.A., architect, business manager, or physician;
- (d) Experience in the following areas:
 - (i) **Military, Peace Corps, or Vista service which interrupted professional education employment** included in (a), (b), or (c) of this subsection; and
 - (ii) **Sabbatical leave.**
- (e) For **non-degreed vocational/career and technical education instructors**, up to a **maximum of six years of management experience as defined in WAC 181-77-003(6) acquired after the instructor meets the minimum vocational/career and technical education certification requirements of three years (six thousand hours) established in WAC 181-77-041 (1)(a)(i)**, regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held. If a degree is obtained while employed in the state of Washington as a non-degreed vocational/career and technical education instructor, the eligible years of management experience pursuant to this subsection reported on Report S-275 prior to the awarding of the degree shall continue to be reported but shall not increase.
- (f) Beginning in the 2007-08 school year, for **occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers** regulated under Title 18 RCW, years of experience may include employment as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, that does not otherwise meet the requirements of (a) through (e) of this subsection, subject to the following conditions and limitations: (i) Experience included under this subsection shall be **limited to a maximum of two years.**

(ii) The calculation of years of experience shall be that one year of experience in a school or other non-school position counts as one year of experience for the purposes of this subsection, per subsection (2)(a) of this section.

(iii) Employment as **occupational therapists** shall be limited to the following:

(A) In positions requiring licensure as an occupational therapist under Title 18 RCW, or comparable out-of- state employment; and

(B) While holding a valid occupational therapist license, or other comparable occupational therapist credential.

(iv) Employment as **physical therapists** shall be limited to the following:

(A) In positions requiring licensure as a physical therapist under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid physical therapist license, or other comparable physical therapist credential. (v)

Employment as nurses shall be limited to the following:

(A) In positions requiring licensure as a registered nurse under Title 18 RCW, or comparable out-of-state employment; and

(B) While holding a valid registered nurse license, or other comparable registered nurse credential. (vi)

Employment as **speech-language pathologists or audiologists** shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by speech-language pathologists or audiologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for conditional certification as a school speech-language pathologist or audiologist established in WAC 181-79A-231(1)(c)(iv).

(vii) Employment as **counselors** shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by counselors regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school counselor established in WAC 181-79A-231(3).

(viii) Employment as **psychologists** shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by psychologists regulated under Title 18 RCW; and

(B) After completion of the minimum requirements for emergency certification as a school psychologist established in WAC 181-79A-231(3).

(ix) Employment as **social workers** shall be limited to the following:

(A) In positions requiring the same or similar duties and responsibilities as are performed by social workers regulated under Title 18 RCW; and (B) After completion of the minimum requirements for emergency certification as a school social worker established in WAC 181-79A-231(3).

(x) Certificated years of experience as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, determined pursuant to this

subsection and reported on Report S-275, by teachers and other certificated staff who are no longer employed as occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers, shall continue to be reported but shall not increase.

(2) Years of full-time and part-time professional education employment prior to the current reporting school year are accumulated as follows:

- (a) For each professional education employment which is not employment as a casual substitute pursuant to subsection (1)(a) of this section;
 - (i) Determine the total number of hours, or other unit of measure, per year for an employee working full-time with each employer;
 - (ii) Determine the number of hours, or other unit of measure, per year with each employer, including paid leave and excluding unpaid leave;
 - (iii) Calculate the quotient of the hours, or other unit of measure, determined in (a)(ii) of this subsection divided by the hours, or other unit of measure, in (a)(i) of this subsection rounded to two decimal places for each year.
- (b) For professional education employment as a casual substitute pursuant to subsection (1)(a) of this section:
 - (i) Determine the total number of full-time equivalent substitute days per year;
 - (ii) Calculate the quotient of full-time equivalent days determined in (b)(i) of this subsection divided by 180 rounded to two decimal places for each year.
- (c) No more than 1.0 year may be accumulated in any traditional nine-month academic year or any twelve-month period.
 - (i) Accumulate, for each year, professional education employment calculated in (a)(iii) and (b)(ii) of this subsection.
 - (ii) Determine the smaller of the result in (c)(i) of this subsection or 1.00 for each year.
- (d) Determine certificated years of experience as the accumulation of all years of professional education employment calculated in (c)(ii) of this subsection and report such years rounded to one decimal place.

Helpful table to review experience types.

Types	
Professional Public or Private School	<p>School districts/systems and APPROVED State Private Schools</p> <p>*Get WA Private School list from OSPI annually; http://www.k12.wa.us/privateed/PrivateSchools/default.aspx</p> <p>*Schools include Centrum, Pacific Science Center Education Program and Educational Centers authorized under 28A.205 RCW</p> <p>*POSITION requires certification (concurrent public professional education licensing requirements established in that state, province, country or government unit).</p> <p>*Includes Emergency Certification or other Temporary Permits in Washington</p>
Professional, Public or Private Voc-Tech School, Tech College, Community/Jr College, Colleges, Universities	In POSITION comparable to those which require certification in Washington school districts.
Professional Governmental Educational Agency	<p>With Regional Administrative Responsibilities for preschool, elementary and/or secondary education</p> <p>Includes but not limited to, ESDs, OSPI, US Dept. of Education in any professional position including but not limited to CPA, architect, business manager or physician.</p>
Military, Peace Corps or Vista Service	Which INTERRUPTED Professional Educational Employment
Sabbatical Leave	Including Sabbatical Leave to serve as Union President
Non-Degreed Vocational	<p>Up to six (6) Years Management Experience</p> <p>*After min. 6000 hours occupational experience regardless of when initial certificate issues</p> <p>*Must be management experience and documented</p>
ESA Experience	<p>New as of 07-08: Up to two (2) years if rules are met.</p> <p>See the ESA Summary Table in the S275 Instructions.</p>

REVIEWING EXPERIENCE RECORDS

1. Review the application for employment to determine the individual's employment record.
2. Make a list of the previous employers. Review this information with the employee.
3. Work with the employee to have a Verification of Employment form sent to each prior employer where experience credit may be granted. Never grant credit without a completed experience verification form on file.
4. You may wish to create different forms for Regular, Private Schools, College/University, Vocational and ESA verifications.
5. When you are verifying experience from a former Washington State School District, you may also ask that district if they are willing to send the employee's official transcripts to you. This is permissible according to the Attorney General. You will want that district to send you the originals with a cover letter indicating that the transcripts were the official ones on file in their district. Additionally, you will need to ask the prior school district to transmit to you any course approval forms they have processed for that employee where the courses were taken 9/1/95 and thereafter while they were employed with that district. It is a requirement under the law that the prior Washington State school district sent those Course Approval forms to you.
6. Consider revising your verification form to include the contract status and position name while employed, particularly for Washington school districts. This will help when you are determining what type of contract you will issue to the new hire and will also help when you are reviewing the expiration date of the residency certificate and highly qualified status.
7. **Only** when you have received a verification of experience should you proceed with calculating the experience record.
8. The next step is to perform the calculation and it is a simple fraction, where the numerator is the actual number worked and the denominator is what constitutes a full FTE. Here are several examples:

Example 1: Numerator: $\frac{7.5 \text{ hrs} \times 182 \text{ days} = 1,365 \text{ hours}}{7.5 \text{ hrs} \times 182 \text{ days} = 1365 \text{ hours}}$ = 1.00 FTE

Example 2: Numerator: $\frac{7.5 \text{ hrs} \times 92 \text{ days} = 690 \text{ hours}}{7.5 \text{ hrs} \times 182 \text{ days} = 1365 \text{ hours}}$ = 0.51 FTE

Example 3: Numerator: $\frac{4.25 \text{ hrs} \times 91 \text{ days} = 386.75 \text{ hours}}{7.5 \text{ hrs} \times 182 \text{ days} = 1365 \text{ hours}}$ = 0.28 FTE

When verifying for a **college/university** you have to ascertain what constitutes "full time" or the denominator. For example, the verification form might indicate that the employee taught a 5 credits class each quarter for 3 quarters that year. You will have to ask the college "what do you consider to be full time?" That answer might be that full time would be a person who teaches 10 credits for 4 quarters. In that case your denominator becomes 40 (10 credits x 4

quarters) and your numerator is what the person worked ($5 \times 3 = 15$). In this case the example is then calculated as:

Example 4: Numerator: $\frac{5 \text{ credits} \times 3 \text{ quarters} = 15}{10 \text{ credits} \times 4 \text{ quarters} = 40} = 0.38 \text{ FTE}$

9. In the case of a Substitute, 180 days is ALWAYS the denominator. This is pursuant to the 275 rules. Please be very careful when recording substitute experience as several states no longer require substitutes to have a teaching certificate and that experience would not be reportable (Montana, Idaho, Georgia, California, New York are some examples). For those employees that work less than 1.0 FTE for you in a year, you might want to check your payroll records for substitute or summer school/extended school year experience and post that for them.
10. Military experience that did not interrupt the employee's educational employment cannot be counted.
11. You must be careful with private schools. In order to credit this experience the POSITION must require a certificate, whether the employee held one or not. So this information must be shown on your verification form. You must also be certain the employer met the definition for "private school"
12. Be careful with experience for ESA staff (psychologists, nurses, OT, PT). Generally speaking experience working in a clinic or some educational agency will not count. That experience only counts if 1) the agency actually is approved in that state to award diplomas and/or otherwise operate like a regular school or 2) the person was teaching (e.g. a Nurse who as an instructor of Nurses). The 275 guidelines provide some excellent examples of this rule. You should seek assistance if you are not familiar with these rules. Of course, you can now count up to two (2) years actual ESA experience but mistakes are made where ESA like experience is counted as regular certificated experience.
13. For vocational teachers that either do not have a degree or the degree is incidental and you are reporting them as "V" – you may grant up to six (6) years of experience, BUT – this experience must be related to the assignment and it must be a management or management-related position. Be sure to review the 275 rules for this carefully before granting such experience. Vocational staff can also have experience converted to non-degree occupational credits. Again these rules are specifically detailed in the 275 instructions. You should seek assistance if you are not familiar with these rules.
14. Be sure to show your mathematical calculations directly on the verification form so an auditor can track your work.
15. If you have questions about information provided by a former employer you may contact that employer by telephone or email to obtain clarification to your information and note that on your form. However, according to a recent audit in a district, you must then also obtain a corrected verification form from that prior Review the Verification Form to ensure that **the position required a teaching certificate if required for that type of experience** (the form should be marked YES). If this area is blank, contact that prior employer to ascertain this information. **If the prior employer was not a school district, then you must determine if the position the person was employed in was equivalent to a position that requires a certificate**

in our public schools.

16. Mark up the verification form document. Highlight each record. If not broken out by year, then break it out. For example if it is verified as 1999-00 to 2003-04, hand write out each year. Many mistakes are made by not doing this task.
17. Check the data very carefully and then prepare your calculations.
18. Be careful not to exceed 1.0 in any given year. This is another reason it is important to make a record that reflects each individual year of employment, especially when verifications are from multiple employers for the same years.
19. Be sure to post Leave without Pay.
20. Post additional experience for less than 1.0 FTE staff (in allowed position).

Item B.7 Notes from S275 instructional book:

1. Eligible professional education experience must meet the requirements of WAC 392-121-264. In general, for professional education experience eligibility rules regarding:
 - Employment in P–12 schools, refer to subparagraph (1)(a).
 - Employment in higher education, refer to subparagraph (1)(b).
 - Employment in government education, refer to subparagraph (1)(c).
 - Employment interruptions, refer to subparagraph (1)(d).
 - Employment in industry, refer to subparagraph (1)(e).
 - Employment as educational staff associates in nonschool positions, refer to subparagraph (1)(f).
2. For persons with highest degree type S, B, G, M, or D, experience eligibility is limited to the requirements of WAC 392-121-264(1)(a), (1)(b), (1)(c), and (1)(d).
3. Occupational experience eligibility is limited to persons reported with highest degree types V in accordance with WAC 392-121-264(1)(e).
4. For persons with highest degree type H, experience eligibility is limited to the requirements of WAC 392-121-264(1)(a), (1)(b), (1)(c), and (1)(e). Individuals reported with degree type H retain any certificated experience recognized from industry experience when they were reported with degree type V, but may not accrue any additional certificated experience converted from industry experience.
5. Employment may be in Washington, out of state, or in a foreign country.
6. Employment excludes time on unpaid leave.
7. Report all years of experience, including those beyond the experience limit of the district's salary schedule.
8. No more than one year of experience may be accumulated in any traditional nine-month school year or any 12-month period. For example, if a certificated instructional employee works a 1.0 FTE assignment and also works as a substitute teacher for another district during the same 12-month year, that employee may not accumulate more than one year of experience for that 12-month period.
9. Any hours for an employee which exceed 1.0 FTE for that employee are not reported and do not have to be documented.
10. In-district full-time hours per year equal the number of hours in a full-time day times the number of full-time days per school year (e.g., $7.5 \times 180 = 1,350$).

11. If an employee is in a position that is part-time or the employee took unpaid leave during the year, determine the years of experience accumulated for that year as the quotient of the number of hours actually worked to the number of hours in the full-time year.
12. Out-of-district full-time hours per year are determined by the former employer except for experience counted under WAC 392-121-264(1)(e) in which full-time hours per year equal 2,000. Hours in excess of 2,000 per year may not be carried forward to the next year.
13. Substitute days are accumulated as part-time professional education employment, subject to the one year of experience in a 12-month period limitation explained in note 8 on page 47. Calculate years of experience for substitute days by dividing the accumulated number of full-time substitute days by 180.
14. Partial substitute days are accumulated as part-time professional education employment, subject to the one year of experience in a 12-month period limitation explained in note 8 on page 47. The number of hours in a full day is determined by the employing district. To calculate years of experience for partial substitute days:
 - Step 1. Determine the accumulated number of full-time substitute days by dividing the hours of the day worked by the number of hours in a full day.
 - Step 2. Divide the accumulated number of full-time substitute days by 180.
15. Rounding: Accumulate full- and part-time employment rounded to two decimal places and report such years to one decimal place. (See the discussion of rounding on page 15.)
16. Learning centers: Sylvan Learning Center and Huntington Learning Center are not approved private schools pursuant to chapter 28A.195 RCW and chapter 180-90 WAC, nor are they certified education centers pursuant to chapter 28A.205 RCW and chapter 392-185 WAC. Employment in these centers does not meet the criteria in WAC 392-121-264(1)(a).
17. Private schools: To determine whether a school is a state-approved private school pursuant to chapter 28A.195 RCW and chapter 180-90 WAC, contact OSPI Office of Private Education at 360-725-6433. A current list of approved private schools is available on the OSPI website at the following location: <http://www.k12.wa.us/PrivateEd/18>.
18. Education centers deal with credit retrieval for high school dropouts pursuant to chapter - 28A.205 RCW and chapter 392-185 WAC.
19. Employment documentation obtained under previous rule WAC 392-121-280 is grandfathered. Experience reported through the S-275 reporting process for the 1993–94 or previous school years may continue to be documented pursuant to WAC 392-121-280(5)(a).
20. If documentation of employment cannot be supported by normal “third party” evidence meeting the criteria in WAC 392-121-280(5)(b), such as in situations of self-employment or employment with an employer that has gone out of business, documentation of employment should be supported by other evidence, such as:
 - tax returns
 - business license
 - bonding insurance
 - social security records

The following documents are usually considered to be insufficient evidence of employment:

 - resumes
 - job applications
 - sworn affidavits

EXPERIENCE VERIFICATION FORMS

Samples of a variety of experience verification forms are provided in this section. We highly recommend that you develop form specific to the type of employment being verified. It will help tremendously in obtaining the required information for each employment type.





9401 Sharon Drive
 Everett, WA 98204
 (425) 356-1322 / FAX (425) 356-1329

REQUEST FOR VERIFICATION OF PROFESSIONAL EMPLOYMENT

To:

School District Name:
Street Address:
City / State / Zip:

From:

Mukilteo School District
9401 Sharon Drive
Everett, WA 98204

The following individual is employed by the Mukilteo School District and has reported previous professional employment with your district. Please complete the information requested on the reverse side of this form. Thank you for your assistance in establishing an accurate service record for this employee.

Personal Data (to be completed by employee)

Name:
Other Name(s):
SSN:
Position:
School:
Approximate Dates:

I authorize the release of all information requested on the Verification of Professional Employment to
 Mukilteo School District No. 6.

Employee Signature:	Date:
---------------------	-------

Employee's Name: _____ Date of Birth: _____ Last 4 of Social Security #: _____

1. List PAID experience in public or private colleges/universities in positions comparable to K-12 certificated positions
2. Chronologically list start and end dates using **one line per year**. List position changes on a new line. List unpaid leave of absence on a new line.
3. List the total number of days a full time employee works in your institution during that year
4. List the total number of hours per day a full time employee works in your institution during that year.
5. List the total days that this employee was paid for.
6. List the total number of hours per day this employee was paid for.
7. Multiply the total days by the hours per day to come up with how many hours this employee worked for that year. It is okay to skip steps 6 and 7 and just list the total hours.

[illegible]

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

Date	Print Name	Signature	Title
Email Address	Institution	Mailing Address	Phone

SAMPLE VERIFICATION – COLLEGE/UNIVERSITY

Instructions. Please follow the specific instructions to ensure full credit. Contact our office at (xxx)-xxx for assistance if needed. Thank you.

1. Use one line for each academic year or change in status. List position(s) chronologically by year. Do not record student teaching or tutor work.
2. Position Name.
3. Administrator or "Teacher of Record" position – yes or no. Only positions comparable to a position in a school district can be credited by our district. If a person as an asst. instructor but not responsible for lesson plans or student grading the answer would be NO.
- 4-5. List begin and end date of service for that year.
- 6-8. List the Paid Hrs per Day and Days per year for what would constitute FULL TIME in your organization for that academic year. Multiply 6x7=8.
- 9-12. List ACTUAL PAID Hrs/Day, Days/Yr. For 11 multiple 9 x 10. For 12 divide 11 (Paid Hours) by 7 (Paid Hours if Full Time) for Full Time Equivalency. Do not write in Exp Granted column. Two (2) examples are provided for you.

					What Constitutes Full Time ?			What did you PAY this employee?				
1	2	3	4	5	6	7	8	9	10	11	12	
Year	Position Name	Adm or Teacher of Record	Service From Date m/d/yyyy	Service to Date m/d/yyyy	No. of Paid Hrs Per Day	No. of Paid Days Per Year	Total Hours (6 x 7)	Hours Per Day	Days Per Year	Ttl Hrs Pd (8 x 9)	Paid FTE (7/10)	Exp Granted
Example 2008-09	Asst Professor	No	9/27/2008	6/30/2009	7.5	181	1357.50	7.5	162	1215.00	.885	
Example 2009-10	Professor	Yes	11/14/09	6/12/2010	7.0	180	1260.00	7.0	48.5	339.50	.269	

*We are required to calculate experience based on a numerator of "what the employee actually worked" and a denominator of "what constituted full time" so we can determine if the person was employed with you full time or 100%; or a partial of a full time status. Please provide that data in 6-8 (what is full time) and 7-12 (what was this person paid by you). Questions can be directed to our office at XXXXXXXXXX

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

Name (Please Print above)	Title (Print above)	Organization (Print Above)	Email (Print Above)
Signature (Sign above)	City (Print Above)	State/Zip (Print Above)	Telephone (Area Code-Number)

SAMPLE VERIFICATION – PRIVATE SCHOOL

Instructions	1. List position(s) <u>chronologically by year</u> . Use one line for each calendar year or change in status.
Call xxx-xxx-xxx for help.	2. Circle Yes or No indicating whether an occupational license was required for the position.
	3. List start/end service dates. Dates must be annual between September 1 st and August 31 st .
	4/5. List the number of days and the number of hours that constituted a full year (100%) for an employee in this position that year,
	6/7/8. List the exact number of days (rounded to ¼ day) and hours this employee was actually paid for services in the listed position.

6. List the exact number of days (rounded to ¼ day) and hours this employee was actually paid for services in the listed position.								
1	2	3	4	5	6	7	8	
POSITION Grade/Level Subject	Certificate Required Yes/No*	Dates of Service between 9/1 and 8/31 MM/DD/YYYY	Number of Paid Days in Full-time Year In Your District	Number of Paid Hours in Full-time Day In Your District	Number of PAID PAID Days (Col 7)	Number of Contract Hours <u>Per Day</u>	Total Hours (Col 6 x	Do Not Use District Verification of FTE awarded.
EX: 1. Teacher, MS Science	Yes or No	9/13/86-6/12/87	180	7	173	7.0	(173x7=) 1211.00	
EX: 2. Counselor	Yes or No	10/1/95-12/31/95	180	8	42	8.0	(42x78=) 336.00	

Is your school/organization a state approved or otherwise approved private school? ____ Yes ____ No If yes, please describe that approval:

***Certificate required. To answer yes, the position the person was employed in must have required a state teaching certificate and the person must have held valid certification during those periods of employment.** I certify that all information listed above is complete and correct according to the official records on file.

Signature of Supervisor or Designee	Title	Date	Phone Number
Agency Name	Street Address	City	State Zip

SAMPLE VERIFICATION – District/Educational Agency

Instructions. Please follow the specific instructions to ensure full credit.
Contact our office at (xxx)-xxxx for assistance if needed. Thank you.

1. Use one line for each academic year or change in status. List position(s) chronologically by year. Do not record student teaching or tutor work.
2. Identify the contract status (Provisional Year 1-2-3, Continuing, Tenured, Non-Tenured, Leave Replacement, Temporary, Substitute, etc)
3. For preschool through Grade 12, was a state education certificate/license required? Answer Yes or No
4-5. List the actual beginning and ending dates of service for that academic year.
6-8. List the Paid Hrs per Day and Days per year for what would constitute FULL TIME in your organization for that academic year. Multiply 6x7=8.
9-12. List ACTUAL PAID Hrs/Day, Days/Yr. For 11 multiple 9 x 10. For 12 divide 11 (Paid Hours) by 7 (Paid Hours if Full Time) for Full Time Equivalency. Do not write in Exp Granted column. Two (2) examples are provided for you.

[illegible]

Private School Employer: 1, Is your private school "approved" by your state or equivalent authorizing agency? ☐ YES ☐ NO; and 2) Did the position the employee hold REQUIRE a valid state certificate/license. We only allow experience if the POSITION required certification. ☐ YES ☐ NO.

For Washington State: Balance of Sick Leave Hours to Transfer: (in Hours)

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

I certify that all information listed above is complete and correct according to the Official Records on file in the institution providing the verification of employment.			
Name (Please Print above)	Title (Print above)	Organization (Print Above)	Email (Print Above)
Signature (Sign above)	City (Print Above)	State/Zip (Print Above)	Telephone (Area Code-Number)

Please return this form to:

**XXX SCHOOL DISTRICT
HUMAN RESOURCES**

**Street/PO Box
City, State, Zip**

Questions? - Contact XXX at (111) 111-1111

VERIFICATON OF EMPLOYMENT EXPERIENCE FOR _____(Name)

FOR AUDIOLOGISTS IN NONSCHOOL POSITIONS:

To be completed by administrative official in charge of records

Dates of Service: Please use separate line for each year or change in status.

Please use a fiscal calendar of September through August for each year reported.

Clearly identify leave of absence periods

RCW 18.35.010 Definition - "**Audiology**" means the application of principles, methods, and procedures related to hearing and the disorders of two related language hearing and

speech disorders, whether of organic or nonorganic origin, peripheral or central, that impede the normal process of human communication including, but not limited to,

disorders of auditory sensitivity, acuity, function, processing, or vestibular function, the application of aural habilitation, rehabilitation, and appropriate devices including fitting

and dispensing of hearing instruments, and cerumen management to treat such disorders.

Dates of Service FROM TO Mo/Day/Yr Mo/Day/Yr	Position Title	# of Work Days per year in Full- Time Position in your Facility	# of Work Hours per Day in Full-Time Position in your Facility	Actual # of Days Paid to this Employee* per year listed	Actual # of Hours per day Paid to this Employee**	Did the position meet the criteria of the state definition of Audiology above? Yes or No
Ex 1: 9/3/96 8/31/1997	Audiologist	260	8	260	8	Yes
Ex 2: 11/1/01 6/15/2002	Audiologist	195	7.5	260	8	Yes

* Actual number of Days Employed to include all paid personal/sick leave taken as work days during the year.

** Actual number of Hours Per Day to indicate the number of hours in the employee's normal work day.

I certify that all information listed above is complete and correct according to the official records on file.

Agency Name		Address and City, State, Zip	
Signature of Supervisor or Designee		Date	Phone Number
Agency Name	Street Address		City, State, Zip

Sample Cover Letter for ESA

To Whom It May Concern:

The Washington State Legislature has passed legislation allowing staff who serve in certificated support positions (known in Washington as "Educational Staff Associates") to be awarded previous non-school district certificated experience towards salary placement.

However, they are very specific about the information required to document this experience. We must verify the actual hours paid to the employee, and the hours that an employee would be paid if they had worked full time. This verification must be completed for each year individually.

Attached is a form requesting verification of employment for the person listed below, who has indicated prior employment with your organization.

Name of Prior Employee	
Position Held and Estimated Dates of Employment	
Social Security Number	

We appreciate your time and effort in completing this verification as it is important to the salary placement of this new hire. Please return the completed form to:

Anytown School District
1122 Main St
Main, WA 98011

If you have any questions, please contact Human Resources at 111-111-1111.

Sincerely,

EXPERIENCE VERIFICATION ESA

The following table may be used as a guide to determine whether previous nonschool, or more accurately, non-certificated employment by ESAs is equivalent to certificated school employment pursuant to WAC 392-121-264(1)(f).

- Row (4) identifies the "least restrictive certificate" (minimum certification requirement) to work as a school ESA in the various ESA categories.
- Row (7) identifies the "least restrictive criteria-1" (minimum nonschool employment requirement) for the first three ESA categories, which require the applicable health credential in Washington state. Nonschool employment must have been in positions requiring licensure as occupational therapist, physical therapist, or registered nurse.
- Row (8) identifies the "least restrictive criteria-2" (minimum nonschool employment requirement) for the other ESA categories, which do not require the applicable health credential in Washington state (health credentialing is voluntary, rather than mandatory). Nonschool employment must have been after meeting the minimum education requirements for the applicable "least restrictive certificate" for speech language pathologist or audiologist, counselor, psychologist, or social worker.

ESA Table. Print this table and attach it to any verification of ESA experience.

Highlight/check the items to ensure the employee has met the minimum requirements for this experience.

ESA Summary Table							
(1) ESA Duty Title	Occupational Therapist	Physical Therapist	[Registered] Nurse	Speech- Language Pathologist or Audiologist	Counselor	Psychologist	Social Worker
(2) Duty Root	43	48	47	45	42	46	44
(3) OSPI/PESB Education Credential	ESA Certificate	ESA Certificate	ESA Certificate	ESA Certificate	ESA Certificate	ESA Certificate	ESA Certificate
(4) Type of OSPI/PESB Certificate ("Least Restrictive" Certificate)	Initial ESA	Initial ESA	Limited - Conditional	Limited - Conditional	Limited - Emergency	Limited - Emergency	Limited - Emergency
(5) Authority for OSPI/PESB Certificate	WAC 181- 79A-223(2)	WAC 181- 79A- 223(3)	WAC 181- 79A- 231(1)(c)(iii)	WAC 181- 79A- 231(1)(c)(iv)	WAC 181- 79A-231(3)	WAC 181- 79A-231(3)	WAC 181- 79A-231(3)
(6) Department of Health - Authority	RCW 18.59	RCW 18.74	RCW 18.79	RCW 18.35	RCW 18.19	RCW 18.83	RCW 18.225
(7) Health Credential - Required? ("Least Restrictive" Criteria-1)	License - Required	License - Required	License - Required	License - Not required	Registration - Not required	License - Not required	License - Not required

Alternately, you can create a document for each ESA type to attach to the experience form.

ESA Verification Document

Employee Name: _____

Employed in Position: **OCCUPATIONAL THERAPIST**

Date: _____

Name of District Representative: _____

	Item	Requirement Level	Employee Information
1	ESA Duty Title	Occupational Therapist	
2	Duty Root	43	
3	OSPI/PESB Education Requirement	ESA Certificate	
4	Type of OSPI/PESB Certificate ("Least Restrictive")	Initial ESA	
5	Authority for OSPI/PESB Certificate	WAC 181-79-A-223(2)	
6	Department of Health-Authority	RCW 18.59	
7	Health Credential	License Required	
8	Education Required for Type of OSPI/PESB Certificate ("Least Restrictive" Criteria-2)	Bachelors (or higher) in Occupational Therapy	

Experience Example: ESA Experience – Backing into Hours using Wage Data. You may utilize business licenses, tax information, social security earnings and other documents to supplement a verification of employment to determine the actual hours worked.

Poniard Pharmaceuticals Inc. Experience Breakdown:							2080		
From	To	Yearly Earnings	BLS Hourly Rate for RN	Cost of Living Index Inflation Rate	Hours Worked	FTE (Divide F by 2080)			
1/1/1989	12/30/1989	\$ 19,000.00	\$ 15.98	4.67%	1188.99	0.57	Poniard Pharmaceuticals inc		
1/1/1990	12/30/1990	\$ 29,737.00	\$ 16.86	5.20%	1763.76	0.85	Poniard Pharmaceuticals inc		
1/1/1991	12/30/1991		\$ 17.87	5.65%					
1/1/1992	12/30/1992		\$ 18.35	2.60%					
1/1/1993	12/30/1993		\$ 18.97	3.26%					
1/1/1994	12/30/1994		\$ 19.46	2.52%					
1/1/1995	12/30/1995		\$ 20.02	2.80%					
1/1/1996	12/30/1996		\$ 20.58	2.73%					
1/1/1997	12/31/1997		\$ 21.23	3.04%					
					2,952.75	1.42			
<p>Because Poniard Pharmaceuticals Inc. is no longer in business and could not provide the number of hours employee worked for them, we took the yearly salary that Social Security provided in the attached report and backed into the number of hours she worked each year.</p> <p>To do this, the following steps were used:</p> <ol style="list-style-type: none"> 1. Used earnings from Social Security Earnings Record. 2. Went to Inflation Data website, http://inflationdata.com/Inflation/Inflation_Calculators/Cumulative_Inflation_Calculator.aspx and figured the inflation rate for each year. 3. Bureau of Labor Statistics showed the median wage in 1997 was \$21.23, so this amount was used to multiply the inflation rate by. This number was subtracted from \$21.23 to come up with the hourly rate of pay for the previous year. These steps were repeated until all the hourly rates of pay were determined. 4. The yearly earnings were divided by the hourly rate of pay to determine the number of hours work. 5. The hours worked were divided by 2080 to determine the the FTE for that year. 									

Experience Example: ESA Experience – Backing into Hours using Wage Data

1	Swedish Health Services Experience Breakdown:						2080	
2								
3	From	To	Yearly Earnings	BLS Hourly Rate for RN	Cost of Living Index Inflation Rate	Hours Worked	FTE (Divide F by 2080)	
4	12/15/1983	12/30/1983	\$ 519.00	\$ 13.90		37.34	0.02	Swedish Health Services
5	1/1/1984	12/30/1984	\$ 12,627.00	\$ 14.51	4.19%	870.23	0.42	Swedish Health Services
5	1/1/1985	12/30/1985	\$ 24,033.00	\$ 15.04	3.53%	1597.94	0.77	Swedish Health Services
7	1/1/1986	12/30/1986	\$ 24,289.00	\$ 15.65	3.89%	1552.01	0.75	Swedish Health Services
8	1/1/1987	12/30/1987	\$ 27,685.00	\$ 15.88	1.46%	1743.39	0.84	Swedish Health Services
9	1/1/1988	12/30/1988	\$ 31,977.00	\$ 16.55	4.05%	1932.15	0.93	Swedish Health Services
0	1/1/1989	12/30/1989	\$ 13,438.00	\$ 17.36	4.67%	774.08	0.37	Swedish Health Services
1	1/1/1990	12/30/1990	\$ 1,366.00	\$ 18.31	5.20%	74.60	0.04	Swedish Health Services
2	1/1/1991	12/30/1991	\$ 18,313.00	\$ 19.41	5.65%	943.48	0.45	Swedish Health Services
3	1/1/1992	12/30/1992	\$ 19,922.00	\$ 19.93	2.60%	999.60	0.48	Swedish Health Services
4	1/1/1993	12/30/1993	\$ 10,908.00	\$ 20.60	3.26%	529.51	0.25	Swedish Health Services
5	1/1/1994	12/30/1994	\$ 13,701.00	\$ 21.13	2.52%	648.41	0.31	Swedish Health Services
6	1/1/1995	12/30/1995	\$ 11,047.00	\$ 21.74	2.80%	508.14	0.24	Swedish Health Services
7	1/1/1996	12/30/1996	\$ 5,687.00	\$ 23.00	2.73%	247.26	0.12	Swedish Health Services
8	1/1/1997	10/2/1997	\$ -					
9						12,458.14	5.99	
U								
1	Because Swedish Medical could not provide the number of hours this employee worked for them,							
2	we had to back into the number of hours she worked each year. To do this, the following steps were used:							
3	1. Used earnings from Social Security Earnings Record.							
4	2. Went to Inflation Data website, http://inflationdata.com/Inflation/Inflation_Calculators/Cumulative_Inflation_Calculator.aspx							
5	and figured the inflation rate for each year.							
6	3. Swedish verified that the hourly rate of pay employee last had when she worked for them in 1996 was \$23.00, so this amount							
7	was used to multiply the inflation rate by. This number was subtracted from \$23.00 to come up with the hourly rate of pay							
8	for the previous year. These steps were repeated until all the hourly rates of pay were determined.							
9	4. The yearly earnings were divided by the hourly rate of pay to determine the number of hours work.							
0	5. The hours worked were divided by 2080 to determine the FTE for that year.							
4								

EXPERIENCE VERIFICATION – PRIVATE SCHOOLS

You must be careful with **private schools**. In order to credit this experience the POSITION must require a certificate, whether the employee held one or not and it must be an approved private school. This information must be shown on your verification form. You can obtain the list of Washington approved private schools on the OSPI web site at:



<http://www.k12.wa.us/PrivateEd/PrivateSchools/ApprovedPrivateSchools.aspx>

NOTE: Just because a school is NOT listed on the approved state list it does not mean it is not a private school. For sure, those that are on the list are approved and ok to report. It requires research to determine if the “private school” is truly operating as a school or perhaps as more of a tutorial private business. A key is determining if it walks and talks like a school. For example, can students attending that program transfer back into a public school with like credit? In the end it is the district’s decision but subject to audit. For that reason it is critical that you document the rationale for your decision. This is also true when looking at private school experience from out-of-state. Do remember that many private schools do not require certification for the position. The fact the employee may have held certification during their employment is one factor; but the position they were employed in must have required it as well. It is helpful at times to obtain a job description or posting bulletin from the private school employer to assist with your determination.

Sylvan Learning Center as an example is NOT an Approved Private School

Sylvan Verification Form. Even though they indicate "certificate was required" – still not an approved private school and you cannot count.

Instructions for Schools:	<ul style="list-style-type: none"> Use one line for each academic year or change in status. Clearly identify leave of absence periods. For preschool through grade 12 experience, record only positions requiring a state education license. Do not record tutoring, practice work, or student teaching. Record substitute days in the substitute column only. Prorate full-time experience for partial days and unpaid leaves of absence.
Instructions for Business and Industry:	<ul style="list-style-type: none"> Use one line for each calendar year or change in status. Divide work experience into management (supervisor or foreman) and non-management assignments. Calculate hours worked in each category. Do not duplicate. Prorate full-time experience for partial days and unpaid leaves of absence. Record work experience only in the following occupational area: _____

Institution	Dates of Service From Mo/Day/Yr to Mo/Day Yr	Number of Paid Days in Full-time Year	Number of Paid Hours in Full-time Day	Number of Hours Paid During This Period	Number of Hours of Substitute Teaching During This Period	Position	State Education License (Certification) Required
SYLVAN LEARNING CENTER TACOMA, WASH.	9/25/91 TO 8/25/92			835.5		TEACHER	<input checked="" type="radio"/> Yes or No
							Yes or No
							Yes or No
							Yes or No
							Yes or No
							Yes or No
							Yes or No
							Yes or No

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

Signature of Superintendent or Designee 	Street Address SYLVAN LEARNING CENTER 2210 Mildred St. W. Tacoma, WA 98466 (206) 565-0922
Date 11/11/96	Title OWNER

Forward this completed verification to the address designated on the reverse side.

EXPERIENCE VERIFICATION – COLLEGE/UNIVERSITY

Experience from colleges can be credited when the position is equivalent.

- An instructor or professor would be equivalent.
- A dean would be equivalent – to an administrator.
- An office assistant would not be equivalent.
- Administrative Assistant? Would need a job description to tell.



Issue is most commonly trying to determine the denominator (what is full time) and the numerator (what did they actually work).

- Some colleges will say “if they instruct 10 quarter hours per quarter that is full time.” But you still need to ask – is that for 3 quarters or 4 quarters.
- Often times you will need to personally talk to them and get an email or document.
- It can be helpful if you complete a sample verification form based on your conversation and send it to them; review over the phone/email and then have them correct it, complete it and return it to you.

When verifying for a college you MUST to ascertain what constitutes “full time” or the denominator.

Example: The verification form might indicate that the employee taught a 5 credits class each quarter for 3 quarters that year. You will have to ask the college “what do you consider to be full time?” That answer might be that full time would be a person who teaches 10 credits for 4 quarters. In that case your denominator becomes 40 (10 credits x 4 quarters) and your numerator is what the person worked (5 x 3 = 15). In this case the example is then calculated as:

Numerator: 5 credits x 3 quarters = 15

Denominator: 10 credits x 4 quarters = 40

Calculation: $15/40 = .38$ FTE

Email with Ross Bunda regarding position comparability.

Jenni Ballew

From: Ross Bunda [RBunda@ospi.wednet.edu]
Sent: Thursday, February 01, 2001 8:21 AM
To: 'Jenni Ballew'; 'Sherrie Evans (South Kitsap)'
Subject: FW: Experience Question

Email message forwarded for your consideration.

Ross Bunda
 Supervisor, Personnel Reporting
 School Apportionment & Financial Services
 Office of Superintendent of Public Instruction
 (360) 753-3585 voice
 (360) 664-3683 fax
 mailto:rbunda@ospi.wednet.edu
<http://ospiwsrv.ospi.wednet.edu/finance/appsf.htm>

> -----Original Message-----

> From: Ross Bunda
 > Sent: Thursday, June 10, 1999 12:35 PM
 > To: 'Pat Harmon'
 > Cc: Allen Jones
 > Subject: RE: Experience Question

> You may be confusing 2 different requirements.

> Washington Administrative Code 392-121-245(1) counts certificated years of
 > experience for K-12 (actually P-12) if the position required
 > certification. This K-12 category is the only category where the
 > experience requires certification (of the position, not the person).

> The "college" category of experience in WAC 392-121-245(2) requires that
 > the position be comparable to those which require certification in
 > Washington school districts. Colleges do not require employee
 > certification as K-12 does, so you compare positions. For example, a
 > college teacher would be comparable to a K-12 teacher, which would require
 > certification. Also, a college dean or department chair would be
 > comparable to perhaps a K-12 principal or superintendent, which would also
 > require certification. A college janitor would be comparable to a K-12
 > janitor, which would not require certification.

> Unless I'm misunderstanding something, the college (Golden Gate Baptist
 > Theological Seminary is a regionally accredited institution of higher
 > education) administrative assistant position would be comparable to a K-12
 > position which would not require certification. I don't know why Golden
 > Gate Baptist Theological Seminary would say this position requires
 > certification, since colleges do not require "certification" of employees.
 > Perhaps they are interpreting the term differently than how we use it in
 > K-12 per WAC 392-121-200.

> At any rate, this particular experience does not appear to meet the
 > requirement of WAC 392-121-245(1) or (2) or any other criteria for
 > counting certificated years of experience.

>
 >
 > Ross Bunda
 > Supervisor, Personnel Reporting
 > School Apportionment & Financial Services
 > Office of Superintendent of Public Instruction
 > (360) 753-3585 voice

> (360) 664-3683 fax
 > mailto:rbunda@ospi.wednet.edu
 > http://ospiwsvr.ospi.wednet.edu/finance/appsfs.htm
 >
 >
 > -----
 > From: Pat Harmon [SMTP:PHarmon@shelton.wednet.edu]
 > Sent: Thursday, June 10, 1999 10:28 AM
 > To: 'rbunda@ospi.wednet.edu'
 > Subject: Experience Question
 > Importance: High
 >
 > Mr. Bunda,
 >
 > One of our teachers just turned in an experience form that I would like to
 > have your opinion on. She was an Administrative Assistant in the Business
 > Office of the Golden Gate Baptist Theological Seminary in Mill Valley CA.
 > The form from them states that a certificate was required and that she
 > worked two full calendar years from '88 - '90.
 >
 > I am a little unsure about whether I can count this on our State Salary
 > Schedule because of the position she held. At face value, I would assume
 > we
 > can count it, but would just like a second opinion first. This will of
 > course move her up two years and we will have to correct our S275 as well
 > as
 > do retro active pay for her.
 >
 > If you need any further information from me, please let me know. Thank
 > you
 > for taking the time to review this and helping me with this decision.
 >
 > Patricia A. Harmon
 > Personnel
 > Shelton School District
 > 426-2982

College Experience Example: Inadequate Info

Cape Cod Community College
Human Resources Office
508 362-2131 ext. 4306/4307
email cyacek@capecod.mass.edu

Work History:

Spring Semester 89	Coor. Literacy Program	20 hrs/week
Fall Semester 89	Coor. Literacy Program and Part-time Instructor	Full time equivalent work load
Spring Semester 90	Coor. Literacy Program and Part-time Instructor	Full time equivalent work load
Fall Semester 90	Part-time Instructor	Taught one course
Summer 91	Part-time Instructor	Taught one course
Fall Semester 91	Part-time Instructor	Taught two courses (one-half time load)
Fall Semester 92	Part-time Instructor	Taught two courses (one-half time load)
Summer 94	Part-time Instructor	Taught one course
Fall Semester 95	Part-time Instructor	Taught 8 hrs/week
Spring Semester 96	Part-time Instructor	Taught 8 hrs/week
Summer 96	Part-time Instructor	Taught one course
Summer 98	Part-time Instructor	Taught one course
Fall Semester 99	Part-time Instructor	Taught one course

C. W. Yacek
Director of Human Resources
Cape Cod Community College
10/18/00

Verification Example: Walla Walla College – OK!

University Place School District Verification of Professional Experience

Employee's Name

Social Security Number

If Washington Public School Experience:

★ State of Washington Transferable Sick Leave Days

Compensable Sick Leave - 867 hrs
non compensable Sick - 32 hours

Sick Leave Sharing (RCW 41.04): Number of donated hours, if any

If Private/Parochial School Experience:

★ Was State Certification required for this position?

Yes _____ No X

Use One Line for each Academic Year or Change in Status					Clearly Identify Leave of Absences				
School District or Institution	State	Dates of Service		Days In Full Contract Year	Contract Days Employed	Full Time	Part Time	Hrs Per Day	Position
		From Mo/Day/Yr	To Mo/Day/Yr						
Walla Walla Comm Coll	WA	8/8/03	6/30/04	210	210 $\frac{210}{210} = 1.0$	X	1.0	7	Full-time Faculty
"	"	7/1/04	6/30/05	210	210 $\frac{210}{210} = 1.0$	"	1.0	"	"
"	"	7/1/05	6/30/06	210	210 $\frac{210}{210} = 1.0$	"	1.0	"	"
"	"	8/8/05	8/13/05	6	6 $\frac{6}{210} = .0285$	X		8	Part-time Faculty
"	"	7/1/06	6/30/07	210	210 $\frac{210}{210} = 1.0$	X	1.0	7	Full-time Faculty
"	"	8/7/06	8/12/06	5	5 $\frac{5}{210} = .0238$	X		8	Part-time Hourly
"	"	7/1/07	8/1/07	23	23 $\frac{23}{210} = .1095$	X		7	Full-time Faculty
Denominator					Numerator			↑ evaluate	

I certify that the above listed verification of professional experience includes per diem substitute teacher experience and clearly identifies leave of absence periods. I further certify that all the information listed above is complete and correct according to the official records on file in the school system or institution providing this verification of employment.

Kathy Storms
Signature of Superintendent or Authorized Official

HR Consultant Asst. II
Title

7/13/06
Date

500 Tausick Way
Street Address

Walla Walla
City

WA
State

99362
Zip

Experience Example: College/University (today would require written communication from college on details)

CONNECTICUT

COLLEGE OF LIBERAL ARTS AND SCIENCES
Department of Modern and Classical Languages
German Studies

University of Connecticut, U - 57
Storrs, CT 06269
Tel. # 860 486 3353

September 23, 1998

TO: Certificated Personnel Specialist,
South Kitsap School District #402

This is to confirm that [redacted] served as a full-time teaching assistant in the Department of Germanic and Slavic Languages from Fall '74 to Fall '78. Unfortunately, I am unable to fill out the attached form, because the position "teaching assistant" does not fit the type of position for which the form was intended.

As a full-time TA, [redacted] taught two four hour courses per semester. The semester is 14 weeks long. He held this position for 8 semesters. Of course, teaching cannot be measured by time spent in the classroom alone. One must also make preparations, correct homework, grade tests and quizzes and meet with students during office hours. While he attended sessions on teaching methodology, he was completely responsible for the courses he taught: Elementary German I & II, Intermediate German I & II, German for Reading Knowledge I & II. I remember him as a well-liked and conscientious instructor.

Please feel free to contact me, if further information is required.

*Adult Ed
OK per
Dave
slavt.*

*Total 3.12 FTE
JTS 11/51
same*

Terrence C. McCormick

Terrence C. McCormick
Assistant Professor of German

Taught	Full	Taught	Full (180/5)
74-75 (8) 12 qtr	15	28 weeks	36 weeks = .778 .78
75-76 (8) 12 qtr		"	
76-77 (8) 12 qtr		"	
77-78 (8) 12 qtr		"	
Taught Full		8.0 x 140 = 1120 8.0 x 180 = 1440	

78

An Equal Opportunity Employer

UNIVERSITY OF CONNECTICUT

STORRS, CT 06269-3043 FAX (860) 486-4392

Experience Example: College/University. Does not adequately explain what constitutes full time in order to determine what portion of full time the employee worked.

University of Phoenix · Institute for Professional Development · College for Financial Planning · Meritas U
Western International University · Insight Schools · Aptimus, Inc · Apollo Global · Olympus High School



APOLLO
GROUPSM

March 29, 2010

To Whom It May Concern:

[redacted] is an active part-time faculty member teaching for the University of Phoenix on an as needed per contract basis. [redacted] employment with the University of Phoenix began on June 9, 2009. The University of Phoenix does not have semesters, and does not supply any type of hours or days worked. Below is a list of the courses that Ms. Ford has taught to date.

Course	Class Name	Group	Start Date	Credits
MTE/508	Models, Theories and Instructional Strategies	MACJ0N5BT3	02/02/10	3
MTE/508	Models, Theories and Instructional Strategies	MACJ0KY4M0	10/13/09	3
MTE/508	Models, Theories and Instructional Strategies	MAAX0K2J84	09/01/09	3
MTE/508	Models, Theories and Instructional Strategies	MACJ0IDA51	06/09/09	3

If you have any questions please call me at (602) 557-1084.

Sincerely,

Gilbert Flores, FPC
Faculty Payroll Supervisor
Human Resources

EXPERIENCE VERIFICATION - MILITARY, VISTA, PEACE CORPS

Military, Peace Corp or VISTA experience that **MUST interrupt** the employee's educational employment to be counted.



Record of Peace Corp Experience

Certificated Work Experience

Location: OH

Year	District		Start Date	End Date	Day Wk	Hrs Day	Annual Hours	Wrkd FTE	Cum FTE	Position	Con Typ	Loc	Placement	Salary	Comments
1974-1975	Hartland/Lakes	WI	8/1/74	4/30/75	173.0	7.50	1297.5	0.925	0.925	Substitute					
1975-1976	Peace Corps	BE	9/1/75	6/30/76	183.0	8.00	1464.0	1.000	1.925	Teacher					365 days @ 8 hrs
1976-1977	Peace Corps	BE	9/1/76	6/30/77	183.0	8.00	1464.0	1.000	2.925	Teacher					365 days @ 8 hrs
1987-1988	ESD 114 (Tea	W	9/8/87	6/30/88	180.0	5.00	900.0	1.000	3.925	Director					Behavioral Disabilities Director
1988-1989	ESD 114 (Tea	W	7/1/88	6/30/89	192.0	8.00	1536.0	1.000	4.925	Director					Behavioral Disabilities Director
1989-1990	ESD 114 (Tea	W	7/1/89	6/30/90	228.0	8.00	1824.0	1.000	5.925	Director					Behavioral Disabilities Director
1990-1991	ESD 114 (Tea	W	7/1/90	6/30/91	228.0	8.00	1824.0	1.000	6.925	Director					Behavioral Disabilities Director
1991-1992	ESD 114 (Tea	W	7/1/91	6/30/92	260.0	8.00	2080.0	1.000	7.925	Director					Behavioral Disabilities Director
1992-1993	ESD 114 (Tea	W	7/1/92	6/30/93	260.0	8.00	2080.0	1.000	8.925	Director					Behavioral Disabilities Director
1993-1994	ESD 114 (Tea	W	7/1/93	8/31/94	260.0	8.00	2080.0	1.000	9.925	Director					Behavioral Disabilities Director
1994-1995	ESD 114 (Tea	W	9/1/94	8/31/95	260.0	8.00	2080.0	1.000	10.925	Director					Behavioral Disabilities Director
1995-1996	ESD 114 (Tea	W	9/1/95	6/30/96	216.0	8.00	1728.0	1.000	11.925	Director					Behavioral Disabilities Director
1996-1997	Bethel (WA)	W	9/3/96	6/17/97	180.0	7.50	1350.0	1.000	12.925	Teacher					
1997-1998	Bethel (WA)	W	9/2/97	6/18/98	180.0	7.50	1350.0	1.000	13.925	Teacher					
1998-1999	Central Kitsap	W	9/2/98	6/16/99	180.0	7.00	1260.0	1.000	14.925	Teacher					
1999-2000	South Kitsap	W	8/25/99	6/13/00	183.0	3.30	603.9	0.440	15.365	Special Educatio	P2	OH	MA+90 Column on Step 15	\$22,181.72	Resigned 6/13/00.
1999-2000	South Kitsap	W	8/25/99	6/13/00	183.0	4.20	768.6	0.560	15.925	Special Educatio	P2	OH	MA+90 Column on Step 15	\$28,231.28	Resigned 6/13/00.
In-State: 13.000			District: 1.000		Out State: 2.925		Cum Fte: 15.925		Exempt: 0.000						

EXPERIENCE VERIFICATION – SABBATICAL LEAVE

Experience – Counting Sabbatical Leave

Sabbatical Leave should be reported as that only when the employee has been approved for a sabbatical leave, whether that was during employment with your district or verified by another employer. Typically when persons are on sabbatical leave, they are paid only a portion of their salary. The email below is an exchange regarding the accurate reporting of sabbatical leave time. **Note: Persons serving on leave for union service, where the union reimburses the district salary funds, should be approved on a sabbatical leave for that purpose and reported accordingly.**

From: Cheryl Thresher [mailto:threshec@sao.wa.gov]
Sent: Wednesday, July 16, 2014 11:17 AM
To: Fang Lauren E.
Subject: RE: Sabbatical Leave

Hi Lauren, I agree with Ross. I would expect the earned leave to tie to the salary paid for that year at .5.

Cheryl Thresher
 Audit Manager, SAO Team SP, (360) 725-5608

From: Fang Lauren E. [mailto:FangLE@mukilteo.wednet.edu]
Sent: Wednesday, July 16, 2014 10:48 AM
To: Cheryl Thresher
Subject: FW: Sabbatical Leave

Hi Cheryl, Do you have anything to add to Ross' email below? I want to make sure that I process our sabbatical leaves correctly.

Lauren Fang, Certificated Personnel Coordinator, Mukilteo School District, (425) 356-1322

From: Ross Bunda [mailto:Ross.Bunda@k12.wa.us]
Sent: Tuesday, July 15, 2014 1:29 PM
To: Fang Lauren E.
Subject: RE: Sabbatical Leave

[See below.](#)

Ross Bunda, Supervisor, Personnel Reporting, School Apportionment & Financial Services

Office of Superintendent of Public Instruction, (360) 725-6308 voice, (360) 664-3683 fax

From: Fang Lauren E. [mailto:FangLE@mukilteo.wednet.edu]
Sent: Tuesday, July 15, 2014 11:45 AM
To: Ross Bunda
Subject: Sabbatical Leave



Good Morning Ross, Our collective bargaining agreement allows teachers to take sabbatical leave and receive 50% of their salary for one year. We have a 1.0 FTE teacher on sabbatical this year. She was reported on the S-275 with duty code 610 Cert On Leave and 0.5 FTE. Is this correct? Probably (I am not aware of any definitive guidance on this).

How much experience will she earn for this year? WAC 391-121-264 states that sabbatical leaves do count towards certificated years of experience but it does not indicate how to calculate that experience. Will she earn 0.5 FTE since she is being compensated for 0.5 FTE? If she is being paid at 50% of salary, it would make sense that she earn 0.5 year experience; however, I am not aware of any definitive guidance on this, other than WAC 392-121-264(1)(d)(i) does allow for certificated years of experience during sabbatical leave. So I'm sure this would count; just not sure how much it would count, but 0.5 year would be reasonable. (If she were paid at 100% of salary, then 1.0 year would be reasonable.)

Lauren Fang, Certificated Personnel Coordinator. Mukilteo School District, (425) 356-1322

S-275 INSTRUCTIONS

ISSUE: SKEA PRESIDENT LEAVE - Does it count for experience credit?

Pursuant to a phone conversation with Dave Haunz today: **It Can Count:**

Under WAC 392-121-245 (4) (d) credit can be given for "sabbatical leaves." SKEA president leave can be considered a sabbatical leave. To support this the bargaining contract should refer to it as a sabbatical leave, with salary reimbursed by the union; or it should be referred to as that in the Board action to approve the leave of absence.

Sherrie

September 14, 1995

EXPERIENCE VERIFICATION – SUBSTITUTE EXPERIENCE

In the case of a **Substitute, 180 days is ALWAYS the denominator**. This is pursuant to the 275 rules.

Certification Required! Be very careful when recording substitute experience as several states no longer require substitutes to have a teaching certificate and that experience would not be reportable (California, Georgia, Montana, and New York are some examples).



EXPERIENCE VERIFICATION – STUDENT INTERN

(b) The administrator certificates for superintendent or program administrator will be issued to persons who meet state board of education certification standards for service in the roles of superintendent or program administrator.

(5) Educational staff associate. The educational staff associate certificate authorizes service in the roles of school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers: Provided, That nothing within chapter 180-79A WAC authorizes professional practice by an educational staff associate which is otherwise prohibited or restricted by any other law, including licensure statutes and rules and regulations promulgated by the appropriate licensure board or agency.

(6) Limited certificates. The following limited certificates are issued to individuals under specific circumstances set forth in WAC 180-79A-231:

- (a) Conditional certificate.
- (b) Substitute certificate.
- (c) Emergency certificate.
- (d) Emergency substitute certificate.
- (e) Nonimmigrant alien exchange teacher.
- (f) Intern substitute teacher certificate.
- (g) Transitional certificate.

So this WAC recognized the Intern Substitute Teacher Certificate as a valid certificate and it is one of the certificates that districts use to authorize persons to substitute in a certificated role and substitute experience counts because it requires certification. So that is where I was going with it.

Further **WAC 180-79A-231 Limited certificates. Includes this information:**

(6) Intern substitute teacher certificate.

(a) School districts and approved private schools may request intern substitute teacher certificates for persons enrolled in student teaching/internships to serve as substitute teachers in the absence of the classroom teacher.

(b) The supervising college or university must approve the candidate for the intern substitute teacher certificate.

(c) Such certificated substitutes may be called at the discretion of the school district or approved private school to serve as a substitute teacher only in the classroom(s) to which the individual is assigned as a student teacher/intern.

(d) The intern substitute teacher certificate is valid for one year, or less, as evidenced by the expiration date which is printed on the certificate.

Experience Example – 2nd page not signed

1. List the total number of hours per day this employee was paid for:

2. Was a professional education license/certification required?

3. Chronologically list start and end dates using one line per:

4. List the total number of days a full time employee works

5. List the total number of hours per day a full time employee

6. List the total days that this employee was paid for:

7. List the total number of hours per day this employee was paid for:

8. Multiply the total days by the hours per day to come up with how many hours this employee worked for that year. It is okay to skip steps 6 and 7 and just list the total hours.

1	2	3	4	5	6	7	8
Position	Certification Required?	List each year of service on a new line	Full Time Annual Employment Equals:	Exact Hours Paid to this Employee:			
One line per position per year. List sub teaching sequentially. Example: 2nd Grade Teacher	Yes/No/NA	Start Date of this Year	End Date of this Year	Total Days in This Year	Total Hours Per Day	Total Paid Days	Hours Per Day
MS Teacher	Yes	9/16/2013	6/13/2014	182	7.5	134	7.5
		9/16/2014	6/17/2015	180	7.0	180	7.0
		9/13/2013	6/18/2014	180	7.0	180	7.0
		9/15/2012	6/14/2013	180	7.0	180	7.0
		9/16/2011	6/25/2012	180	7.0	180	7.0
		9/11/2010	6/22/2011	180	7.0	180	7.0
		8/27/2009	6/16/2010	181	7.0	181	7.0
		9/28/2008	6/15/2009	182	7.0	182	7.0
		9/24/2007	6/18/2008	180	7.0	180	7.0

WASHINGTON STATE SCHOOL DISTRICTS ONLY:

Transferable Sick Leave Hours:

Donated Sick Leave Hours (past 12 months):

Sick Leave Hours Used in Current Year:

Received Shared Sick Leave (past 12 months):

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment

Date	7/13/2015	Print Name	Tara Donald	Signature	Ryan Donald	Title	HR Admin Sec III
Email Address	JDonald@wsd.org	Institution	Lake Washington SDA #114	Mailing Address	P.O. Box 47009	Phone	425-936-1237
							Received, with 48073-9739

1	2	3	4	5	6	7	8	
Position	Certification Required?	List each year of service on a new line.	Full Time Annual Employment Example:	Exact Hours Paid to this Employee:				
One line per position per year. List sub teaching separately. Example: 2nd Grade Teacher	Yes/No/NA	Start Date of this Year	End Date of this Year	Total Days in This Year	Total Hours Per Day	Total Paid Days	Hours Per Day	Total Hours
MS Teacher	Yes	8/5/2006	6/12/2007	182	7.5	134	7.5	1305
		8/24/2005	11/16/2006	182	7.0	182	7	1274
		8/30/2004	11/21/2005	180	7.0	180	7	1260
		9/12/2003	11/24/2004	182	7.0	182	7	1274
		9/1/2002	11/24/2003	182	7.0	182	7	1274
		9/1/2001	11/24/2002	182	7.0	182	7	1274
		9/5/2000	10/21/2001	183	7.0	183	7	1281
		9/1/1999	11/20/2000	183	7.0	183	7	1281

Date	Print Name	Signature	Title
Email Address	Institution	Mailing Address	Phone

Experience Example – Verification form not clear – emailed to verify as documentation.

VERIFICATION OF PROFESSIONAL EDUCATION EMPLOYMENT (To be completed by prior employer)

Employee's Name: [REDACTED]

Date of Birth: [REDACTED]

Last 4 of Social Security #: [REDACTED]

Instructions for Employer:

1. List PAID experience in: public or private P-12 schools in certified positions (include teacher, substitute teacher, ESA, Admin; do not include student teacher, tutor or teacher assistant), or in colleges/universities in positions comparable to K-12 certified positions; or in governmental agencies as a professional (ESD, OSPI, US Dept. of Education).
2. Was a professional education license/certification required for this position? For higher ed/gov't agencies use "N/A" and attach a job description.
3. Chronologically list start and end dates using one line per year. List position changes on a new line. List unpaid leave of absence on a new line.
4. List the total number of days a full time employee works in your institution during that year. Use 180 days for substitutes.
5. List the total number of hours per day a full time employee works in your institution during that year.
6. List the total days that this employee was paid for.
7. List the total number of hours per day (this employee was paid for).
8. Multiply the total days by the hours per day to come up with how many hours this employee worked for that year. It is okay to skip steps 6 and 7 and just list the total hours.

1	2	3	4	5	6	7	8
Position	Certification Required?	List each year of service on a new line.	Full Time Annual Employment Equivalent	Total Hours Paid to this Employee:	Total Paid Days	Hours Per Day	Total Hours
One line per position per year. List sub teaching separately. Example: 2nd Grade Teacher	Yes/No/N/A	Start Date of this Year	End Date of this Year	Total Days in This Year	Total Hours Per Day	Total Paid Days	Hours Per Day
Teacher - Elementary	Yes	9/16/2013	6/13/2014	182	7.5	174	7.5
	Yes	9-2-1998	6-30-1999	180	7.0	180	7.0
	Yes	9-8-1999	6-30-2000	183	7.0	183	7.0
	Yes	9-1-2000	6-30-2001	183	7.0	160	7.0
Leave of Absence (unpaid)	Yes	3-14-2001	4-13-2001	23	7.0		

WASHINGTON STATE SCHOOL DISTRICTS ONLY:

Transferable Sick Leave Hours: 0Donated Sick Leave Hours (past 12 months): N/ASick Leave Hours Used in Current Year: N/AReceived Shared Sick Leave (past 12 months): N/A

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

Date	July 6, 2015	Print Name	Maria Gomez	Signature	[Signature]	Title	H.R. Compliance Technician
Email Address	maria.gomez@highlineschools.org	Institution	Highline School District	Mailing Address	15075 Ambaum Blvd. SW Burien WA 98146	Phone	206/636-3142

VERIFICATION OF PROFESSIONAL EDUCATION EMPLOYMENT

(To be completed by prior employer)

Employee's Name _____

Date of Birth: _____

Last 4 of Social Security #: _____

Instructions for Employer:

- List PAID experience in: public or private P-12 schools in certificated positions (include teacher, substitute teacher, ESA, Admin; do not include student teacher, tutor or teacher assistant), or in colleges/universities in positions comparable to K-12 certificated positions; or in governmental agencies as a professional (ESD, OSP, US Dept. of Education).
- Was a professional education license/certification required for this position? For higher ed/gov't agencies use "N/A" and attach a job description.
- Chronologically list start and end dates using one line per year. List position changes on a new line. List unpaid leave of absence on a new line.
- List the total number of days a full time employee works in your institution during that year. Use **180 days for substitutes**.
- List the total number of hours per day a full time employee works in your institution during that year.
- List the total days that this employee was paid for.
- List the total number of hours per day this employee was paid for.
- Multiply the total days by the hours per day to come up with how many hours this employee worked for that year. It is okay to skip steps 6 and 7 and just list the total hours.

1	2	3		4	5	6	7	8
Position	Certification Required?	List each year of service on a new line.		Full Time Annual Employment Equals:		Exact Hours Paid to this Employee:		
One line per position per year. List sub teaching separately.	Yes/No/N/A	Start Date of this Year	End Date of this Year	Total Days in This Year	Total Hours Per Day	Total Paid Days	Hours Per Day	Total Hours
Example: 2nd Grade Teacher	Yes	9/16/2013	6/13/2014	182	7.5	174	7.5	1305
Teacher	Yes	9/1/95	6/30/96	180	8.0	180	8.0	1440
		9/1/96	6/30/97			180	8.0	1440
		9/1/97	6/30/98			180	8.0	1440
		9/1/98	6/30/99			180	8.0	1440
		9/1/99	6/30/00	183	8.0	183	8.0	1464
		9/1/00	6/30/01			183	8.0	1464
		9/1/01	6/30/02			183	8.0	1464
		9/1/02	3/3/03	182	8.0	107	8.0	856

WASHINGTON STATE SCHOOL DISTRICTS ONLY:

Transferable Sick Leave Hours: 572

Donated Sick Leave Hours (past 12 months): 0

TO Payroll 8/30/17 DRB

Sick Leave Hours Used in Current Year: 32 hrs

Received Shared Sick Leave (past 12 months): 0

I certify that all information listed above is complete and correct according to the official records on file in the institution providing this verification of employment.

Date	Print Name	Signature	Title
7/28/17			
Email Address	Institution	Mailing Address	Phone

- o To be completed by administrative official in charge of records.
- o Dates of Service: Please use separate line for each year or change in status.
Please use a fiscal calendar of September through August for each year reported.
- o Clearly identify leave of absence periods

Please return this form to:
**MUKILTEO SCHOOL DISTRICT
 HUMAN RESOURCES
 9401 SHARON DRIVE
 EVERETT, WA 98204**

Questions?
 Contact Lauren Fang @ (425) 356-1322

Name of Employee: [REDACTED]

Employer: Inyo County Superintendent of Schools

[illegible]

I certify that all information listed above is complete and correct according to the official records on file.

Signature of Supervisor or Designee

Date 02/09/2007

Printed Name _____

Title

Marlene Dietrich

Director, Personnel & Credentials

Address

City, State Zip

P.O. Drawer G

Independence, CA 95060

Email Address

Phone Number 202 292 2222

mdietrich@icsos.us

777 .158 0747-010 (091)

Bradburn Laura D.

From: Marlene Dietrich <mdietrich@icsos.us>
Sent: Friday, July 10, 2015 11:35 AM
To: Bradburn Laura D.
Subject: RE: [REDACTED] Employment

Hi Laura,
 Yes, that is correct.

-Marlene

Inyo County Superintendent of Schools
 P.O. Drawer G
 Independence, CA 93526
 Phone: (760) 878-2426 ext. 222
 Fax: (760) 878-2279

From: Bradburn Laura D. [mailto:BradburnLD@mukilteo.wednet.edu]
Sent: Friday, July 10, 2015 11:07 AM
To: 'mdietrich@icsos.us'
Subject: RE: [REDACTED] Employment

Thank you Marlene. So [REDACTED] worked 159 8-hour days for a total of 1,272 hours?

Laura Bradburn
 Personnel Technician
 Mukilteo School District
 9401 Sharon Drive
 Everett, WA 98204
 425-356-1243
 425-356-1329 FAX #

From: Marlene Dietrich [mailto:mdietrich@icsos.us]
Sent: Friday, July 10, 2015 11:06 AM
To: Bradburn Laura D.
Subject: RE: [REDACTED] Employment

Hi Laura,
 A full-time OT position is 190 days. For 09/10, the number of days that [REDACTED] actually worked was 159 days. Please let me know if you have any other questions.

Thanks,
 Marlene

Inyo County Superintendent of Schools
 P.O. Drawer G

From: Bradburn Laura D. [mailto:BradburnLD@mukilteo.wednet.edu]
Sent: Friday, July 10, 2015 10:31 AM
To: 'MDIETRICH@ICSOS.US'
Cc: Fang Lauren E.
Subject: [REDACTED] Employment

Hi Marlene,

I am reviewing the experience verification form that you recently sent to Mukilteo School District for [REDACTED]. The dates of employment stated are 10/5/09 through 03/03/11 with her being on a leave of absence from 8/31/10 through 03/3/11. I just want to verify that she worked the 190 days in the 09/10 school year as it appears she started a month into the school year. Thanks for letting me know. ☺

*Laura Bradburn
Personnel Technician
Mukilteo School District
9401 Sharon Drive
Everett, WA 98204
425-356-1243
425-356-1329 FAX #*

SAMPLE – EXPERIENCE RECORDED BY YEAR

Year	District		Start Date	End Date	Day Wk	Hrs Day	Annual Hours	Wrkd FTE	Cum FTE	Position	Con Typ	Loc	Placement	Salary	Comments
1991-1992	North Thurston	W	9/4/91	6/30/92	180.0	8.00	1440.0	1.000	1.000	Counselor					
1992-1993	North Thurston	W	9/1/92	6/30/93	180.0	8.00	1440.0	1.000	2.000	Counselor					
1993-1994	North Thurston	W	9/1/93	6/30/94	180.0	8.00	1440.0	1.000	3.000	Counselor					
1995-1996	Clover Park	W	11/11/95	2/15/96	36.0	7.50	270.0	0.200	3.200	Substitute					Counselor Interventionist
1996-1997	Bremerton	W	9/1/96	6/30/97	180.0	7.50	1350.0	1.000	4.200	Counselor					
1997-1998	Chief Leschi -	W	10/3/97	6/30/98	157.0	7.00	1099.0	0.872	5.072	Counselor					
1998-1999	Chief Leschi -	W	9/2/98	6/30/99	180.0	8.00	1440.0	1.000	6.072	Counselor					
1999-2000	Chief Leschi -	W	9/1/99	2/7/00	98.0	8.00	784.0	0.544	6.616	Counselor					
1999-2000	South Kitsap	W	2/14/00	6/13/00	78.0	3.75	292.5	0.213	6.829	Counselor	P2	OH	MA+45 Column on Step 6	\$7,878.66	2/14/00 start date
In-State: 6.829 District: 0.213 Out State: 0.000 Cum Fte: 6.829 Exempt: 0.000															

BY YEAR DETAIL – SHOWS WHEN OVER 1.0 FTE FOR A YEAR AND DEDUCT!

Certificate Work Experience														
Location:														
Year	District	State	Start Date	End Date	Day Wk	Hrs Day	Annual Hours	Wrkd FTE	Cum FTE	Position	Con Typ	Loc	Placement	Salary
1982-1983	Salem-Keizer	OR	9/1/82	6/30/83	77.0	8.00	616.0	0.420	0.420	Teacher				
1982-1983	Marion County	OR	10/15/82	5/15/83	27.0	8.00	216.0	0.150	0.570	Teacher				
1982-1983	Aumsville	OR	2/15/83	2/19/83	4.0	8.00	32.0	0.020	0.590	Teacher				
1983-1984	Santiago Christ	FC	8/25/83	6/1/84	175.0	8.00	1400.0	1.000	1.590	Teacher				
1984-1985	Santiago Christ	FC	8/20/84	6/5/85	175.0	8.00	1400.0	1.000	2.590	Teacher				
1985-1986	South Kitsap	W	9/3/85	6/18/86	181.0	8.00	1448.0	1.000	3.590	Teacher	P	BG		
1986-1987	South Kitsap	W	9/2/86	6/16/87	181.0	8.00	1448.0	1.000	4.590	Teacher	C	BG		
1987-1988	South Kitsap	W	9/3/87	6/16/88	181.0	8.00	1448.0	1.000	5.590	Teacher	C	BG		
1988-1989	South Kitsap	W	9/6/88	6/20/89	180.0	8.00	1440.0	1.000	6.590	Teacher	C	BG		
1989-1990	South Kitsap	W	9/6/89	6/15/90	180.0	8.00	1440.0	1.000	7.590	Teacher	C	BG		
1990-1991	South Kitsap	W	9/5/90	6/20/91	180.0	7.50	1350.0	1.000	8.590	Teacher	C	HC		
1991-1992	Hungary	FC	9/2/91	6/12/92	180.0	5.50	990.0	1.000	9.590	Teacher				Overseas Teacher
1991-1992	South Kitsap	W	9/4/91	6/16/92	180.0	3.50	630.0	0.470	10.060	Teacher				Adjust FTE > 1
1991-1992	South Kitsap	W	6/16/92	6/16/92				-0.470	9.590	Teacher				
1992-1993	South Kitsap	W	9/2/92	6/17/93	180.0	7.50	1350.0	1.000	10.590	Teacher	C	HC		
1993-1994	South Kitsap	W	9/6/93	6/16/94	180.0	7.50	1350.0	1.000	11.590	Teacher	C	HC		
1994-1995	South Kitsap	W	9/6/94	6/20/95	180.0	7.50	1350.0	1.000	12.590	Teacher	C	HC		Card: 12.6
1995-1996	South Kitsap	W	9/6/95	6/20/96	180.0	7.50	1350.0	1.000	13.590	Teacher	C	HC		
1996-1997	South Kitsap	W	9/3/96	6/12/97	180.0	7.50	1350.0	1.000	14.590	Teacher	C	HC	MA+45 Column on Step 14	\$43,619.00
1997-1998	South Kitsap	W	9/1/97	6/10/98	180.0	7.50	1350.0	1.000	15.590	Teacher	C	HC	MA+45 Column on Step 15	\$46,095.00
1998-1999	South Kitsap	W	9/2/98	6/11/99	180.0	7.50	1350.0	1.000	16.590	Teacher	C	HC	MA+45 Column on Step 15	\$46,095.00
1999-2000	South Kitsap	W	8/25/99	6/13/00	183.0	7.50	1372.5	1.000	17.590	Teacher	C	HC	MA+45 Column on Step 16	\$49,236.00
In-State: 14.000 District: 14.000 Out State: 3.590 Cum Fte: 17.590 Exempt: 0.000														

IV-107

DEDUCT LWOP!!

Deduct LWOP annually AND post additional certificated experience (substitute, summer school or ESY) for staff that are less than 1.0 FTE for that year.

CERTIFICATED LWOP REPORT				
SERIAL	NAME	TIM-FROM DATE	TIM-TO DATE	TIM-HOURS/DAY TIM-LEAVE CD.
		060700	060700	7.50 FL
		060800	060800	7.50 FL
		060900	060900	7.50 FL
		061200	061200	7.50 FL
		061300	061300	7.50 FL
01807	✓	041000	041000	7.50-W
		041100	041100	7.50-W
		041200	041200	7.50-W
01951	✓	030600	030600	7.50-W
		033000	033000	7.50-W
		033100	033100	7.50-W
		042000	042000	7.50-W
		042100	042100	7.50-W
		050200	050200	7.50-W
02890	✓	032400	032400	7.50-W
		032700	032700	7.50-W
02014	✓	050100	050100	6.75-W
		051500	051500	7.50-W
04684		052200	052200	6.75-W
		052400	052400	7.50-W
01898	✓	031500	031500	6.75-W
		031500	031500	6.75-W
		031600	031600	6.75-W

3 days

6 days

2 days

1.5 days

12 hrs

2 days

Recorded LWOP Record

Certificated Work Experience

Year	District		Start Date	End Date	Day Wrk	Hrs Day	Annual Hours	Wrkd FTE	Cum FTE	Position	Con Typ	Loc	Placement	Salary
1997-1998	Bremerton	W	9/1/97	6/30/98	✓	89.0	7.50	667.5	0.490	0.490	Occupational Th			
1998-1999	South Kitsap	W	9/2/98	6/11/99	171.0	7.50	1282.5	0.950	1.440	Occupational Th	P1	OSE	MA+90 Column on Step 1	\$31,825.00
1999-2000	South Kitsap	W	8/25/99	6/13/00	3.7	7.50	27.5	0.020	1.460	Occupational Th				
1999-2000	South Kitsap	W	8/25/99	6/13/00	177.0	7.50	1327.5	0.967	2.427	Occupational Th	P2	OSE	MA+90 Column on Step 1	\$34,994.00
In-State: 2.427 District: 1.937 Out State: 0.000 Cum Fte: 2.427 Exempt: 0.000														

ADD OTHER EXPERIENCE FOR LESS THAN 1.0 FTE STAFF

When a certificated employee works less than 1.0 FTE in any given year, you can credit them with additional certificated employment experience. This must be work that is equivalent to a certificated employee's regular base contract so TRI or supplemental contracts for "TRI like" work are not valid.

You can count summer school, substitute work, extra days performed in that capacity (counselor, librarian, etc.), and you can count extended school year program work (e.g. SLP, OT, PT, School Psychologist).

Use a regular verification form and complete it for your district for the work. Attach your documentation (e.g. time records from payroll). Then compute and add it to the record.



EXPERIENCE VERIFICATION – ACCREDITATION NOT REQUIRED

Experience – Accreditation not a requirement!

From: Ross Bunda

Sent: Wednesday, July 23, 2014 3:51 PM

To: Bradburn Laura D.

Cc: Fang Lauren E.

Subject: RE: Experience and School Accreditation

No; perhaps a well-intentioned person who thought that was the requirement, rather than looking for the proper requirement.

Ross Bunda, Supervisor, Personnel Reporting School Apportionment & Financial Services

Office of Superintendent of Public Instruction (360) 725-6308 voice (360) 664-3683 fax

<mailto:Ross.Bunda@k12.wa.us> <http://www.k12.wa.us/safs>

From: Bradburn Laura D. [<mailto:BradburnLD@mukilteo.wednet.edu>]

Sent: Wednesday, July 23, 2014 3:44 PM

To: Ross Bunda

Cc: Fang Lauren E.

Subject: RE: Experience and School Accreditation

Thank you Ross for this information. That is odd that so many districts ask this question. Do you have any idea where this may have stemmed from?

Laura Bradburn, Personnel Technician, Mukilteo School District

From: Ross Bunda [<mailto:Ross.Bunda@k12.wa.us>]

Sent: Wednesday, July 23, 2014 3:27 PM

To: Bradburn Laura D.

Cc: Fang Lauren E.

Subject: RE: Experience and School Accreditation

I am not aware of any WAC or RCW requirement that a school must be accredited for experience/employment to count. There is nothing in the Sample Documentation Form for verification of experience on page 91 of the 2013-14 S-275 personnel reporting instructions that requires that a school must be accredited for experience/employment to count.

Ross Bunda, Supervisor, Personnel Reporting School Apportionment & Financial Services

Office of Superintendent of Public Instruction (360) 725-6308 voice (360) 664-3683 fax

<mailto:Ross.Bunda@k12.wa.us> <http://www.k12.wa.us/safs>

From: Bradburn Laura D. [<mailto:BradburnLD@mukilteo.wednet.edu>]

Sent: Wednesday, July 23, 2014 3:19 PM

To: Ross Bunda

Cc: Fang Lauren E.

Subject: Experience and School Accreditation

Hi Ross, When I look at experience forms that districts send out to other districts to capture an employee's experience, there is **almost always the question on the form that asks "Is the school accredited."** I am trying to find the WAC or RCW that says that in order to count the experience, the school must be accredited. Can you point me in the direction of the WAC or RCW?

Laura Bradburn, Personnel Technician, Mukilteo School District

WHO IS THE EMPLOYER?

In this case the Dalles School District contracted with a different agency so the experience cannot be credited as regular professional experience. With the new ESA rules it is possible to credit up to two (2) years but the verification would need to come from Mid-Columbia Medical Center since they were the actual employer.

Nov 01 99 12:33p

Business Admin. Office

1-541-298-2626

P. 1

The Dalles School District 12

Gwen K. Rosenbalm, Business Manager

1413 East 12th Street

The Dalles, Oregon 97058

Phone: 541-298-6139

Fax: 541-298-7290

Life affords no greater responsibility, no greater privilege, than educating the next generation.

November 1, 1999

To Whom It May Concern:

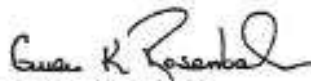
I have been asked to provide notice of employment on behalf of

The District contracts for school nursing services from the Mid-Columbia Medical Center each school year in the amount of \$ 26,625.

was assigned to perform nursing services in our school district from August, 1995 through August, 1998.

If you should have any questions or need additional information, please feel free to call me, 541-298-6139 or contact Debbie D. Wentz, Mid-Columbia's Human Resource Department.

Professionally,



Gwen K. Rosenbalm
Business Manager

OLD RULES – NO PERSONAL SERVICE CONTRACTS!



Be careful not to grant experience for personal service contracts unless you are granting it under the ESA rules which is limited to a total of two (2) years.

Old Rules - Personal Service Contracts Not Allowed. Ok under NEW ESA - up to 2 years if meets requirements

Page 1 of 2

Sherrie Evans

From: Ross Bunda [Ross.Bu]
Sent: Friday, June 08, 2007 8:59 AM
To: Sherrie Evans
Subject: RE: Question on Experience

If the employer was not the private school, school district, etc., I would think the employment does not meet the criteria in WAC 392-121-264(1)(a) "Employment in public or private preschools or elementary and secondary schools in positions which require certification where....". Rather, I would consider that to be employment in business, private industry, etc., which provided services to the private school, school district, etc. Notice that the WAC wording uses the term "employment" and not the term "experience."

The question is (still), Who was the employer? That is, who was identified as employer on the employee's W-2, who withheld taxes, etc. and those things that employers do with respect to their employees.

The employment of these "independent contractors" would be similar to that addressed on page 12 of the 2006-07 S-275 personnel reporting instructions: "Experience as an independent contractor does not qualify as eligible certificated years of experience pursuant to WAC 392-121-264."

I don't see how that situation changes if an individual is reported on the S-275 report (as duty code 630 or 640). These "contractor staff" are not employees of the school district. Their compensation is not set by the school district, and these individuals are not included in the employing school district's salary compliance (RCW 28A 400.200) on Report 1803.

Ross Bunda
Supervisor, Personnel Reporting
School Apportionment & Financial Services
Office of Superintendent of Public Instruction
(360) 725-6308 voice
(360) 664-3693 fax
mailto:ross.bunda@ki12.wa.us
<http://www.ki12.wa.us/safs>

From: Sherrie Evans [mailto:sherrie.evans@hrmplus.com]
Sent: Thursday, June 07, 2007 6:08 PM
To: Ross Bunda
Subject: Question on Experience

It was good to see you at WASBO. I'm sorry I have not been able to be involved with the group on ESA experience but I know you have some good folks working with you.

I have a question for you based on some file reviews we have been completing for a district. They employed an individual under a personal services contract to perform duties in a certificated position (school psychologist). I have always referred to WAC 392-121-264 where it limits experience credit to "Employment in public or private preschools or elementary and secondary schools in positions which require certification where...."

In my noted I have written that personal service contracts should not be counted or reported because the employer is really the individual as their own entity or business. Mostly I have seen this where the personal service contract was through another agency that then provided service to the school district. In this case this person was actually employed by the public school district in a position that required certification so I am thinking that this might be reportable. In both Kent and South Kitsap we did not employ under personal services contracts so I'm not as sure of this as I would like to be so wanted to double-check with you.

I also wondered if it mattered if the person was reported on the 275 was being employed in a personal services

QUESTIONS

ABOUT

EXPERIENCE



REPORTING STAFF WITH HIGH DEGREE OF "S"

For certificated employees without college degrees, (or for certificated employees with a bachelor's or higher level degree but are reported as "nondegreed" pursuant to WAC 392-121-250(2)(b)), report as degree type **V or S**.

Report as **S** if: Persons are in **special circumstances** holding:

- A valid continuing or standard school nurse certificate.
- A valid limited certificate authorized per WAC 181-79A-140(3) or (6).
- Employed in a position defined as certificated such as superintendent, deputy superintendent, or assistant superintendent.

Pursuant to WAC 291-121-259 – Non Degree Credits (2): Thirty (30) credits shall be recognized for persons holding a valid continuing or standard school nurse certificate.

REPORTING STAFF WITH HIGH DEGREE OF "V"

For certificated employees without college degrees, (or for certificated employees with a bachelor's or higher level degree but are reported as "nondegreed" pursuant to WAC 392-121-250(2)(b)), report as degree type **V or S**.

Report as **V** if: **Vocational/CTE** instructors holding valid vocational/CTE certificates as provided for in chapter 181-77 WAC.

As used in this chapter, the term "highest degree level" means:

(1) The highest degree earned by the employee from an accredited institution of higher education, pursuant to WAC 392-121-249; or

(2) "Non-degreed" for a certificated instructional employee who:

- (a) **Holds no bachelor's or higher level degree; or**
- (b) **Holds a bachelor's or higher level degree and a valid vocational/career and technical education certificate, but:**

(i) The bachelor's or higher level degree was **not a requirement of any past or present education certificate or permit, including the vocational/career and technical education certificate**, pursuant to chapter 181-77 or 181-79A WAC; and

(ii) Whose highest placement pursuant to WAC 392-121-270 is as a non-degreed certificated instructional employee.

Step One: Report with a Degree or No-Degree?

- If the person has No Degree then the high degree will be "V" for "Vocational/CTE instructors holding valid vocational/CTE certificates are provided for in 181-77 WAC.
- If a person has a degree, you must verify with OSPI whether or not the degree was used as a requirement to issue the certificate.
- Do NOT report employees as non-degrees if they have ever used a degree to obtain the following endorsements on a vocational/CTE initial, initial renewal, continuing or continuing renewal certificate, which normally requires a BA degree per WAC 181-77-031:
 - Agriculture Education – V010000
 - Business Education – V070000
 - Marketing Education – V080000
 - Business and Marketing Education – V 078000
 - Family and Consumer Sciences Education – V200002
 - Technology Education – V210100
- The vocational/CTE CONDITIONAL certificate is NOT issued based on a degree. Employees with such certificates are reported as high degree V is all other requirements are met.

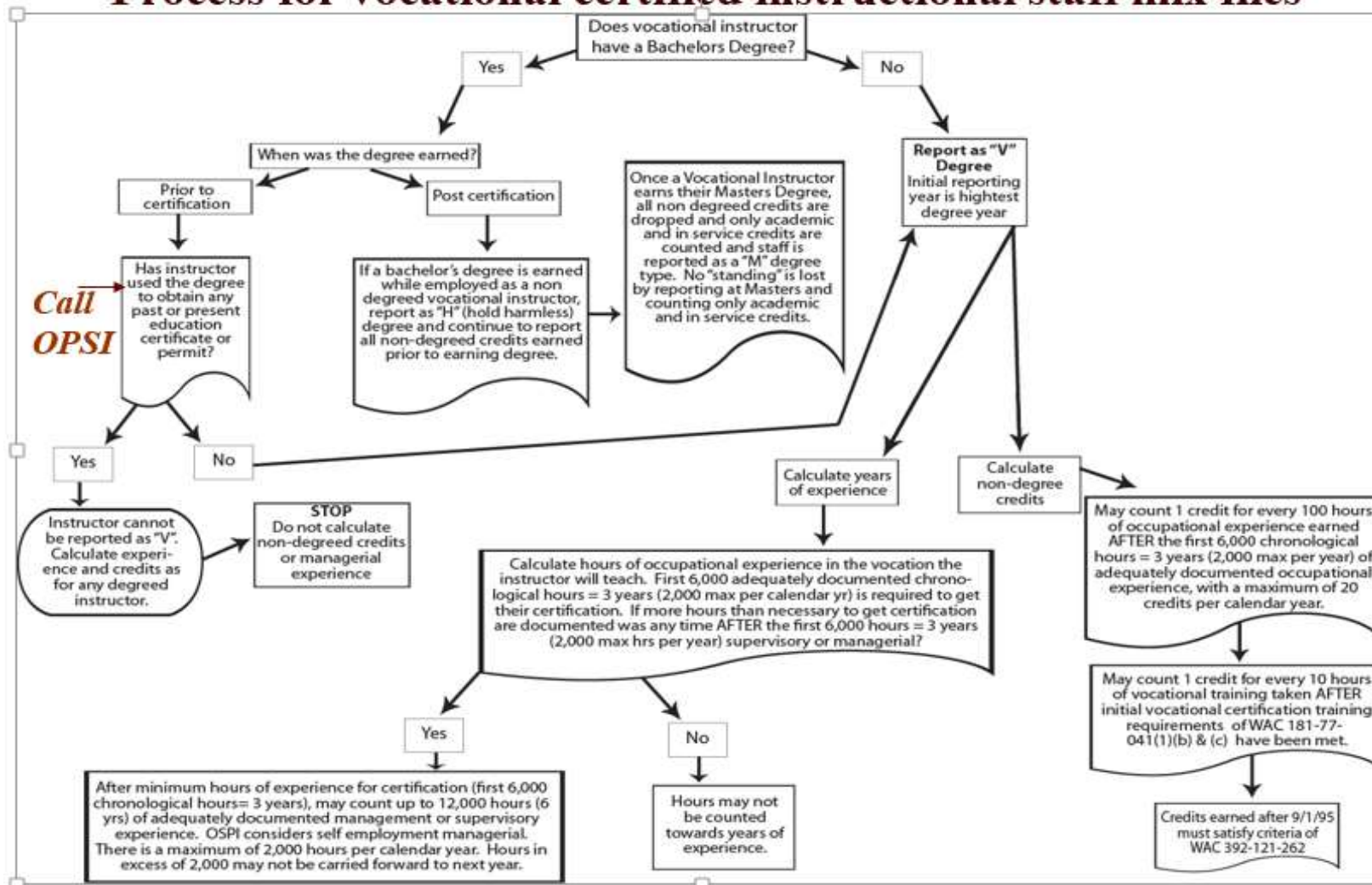
*These rules were effective 8/31/2007. If the person had a degree the questions was whether or not the degree was related to the teaching assignment. That is no longer the case.

Up to **six (6) years management experience** (WAC 181-77-003) can be reported, after the instructor meets the minimum requirements (6000 hours), regardless of when the initial certificate is issued and regardless of the type of CTE certificate held. WAC 392-121-264

WAC 181-77-003 "Management experience" shall mean work as a supervisor, foreman or manager in the occupational area in which the person will instruct.

Vocational Records Process

Process for vocational certified instructional staff mix files



Reporting Experience and Credits for "V" Degree Staff

We have found the most efficient way to begin calculations for a new V degree staff person; and/or to check information for an existing staff person is to document ALL previous paid and volunteer experience that is related to the occupational subject area(s) the person will be teaching. To do this you can start by creating a list from the application materials; but it is highly recommended that you meet with the employee as well to ensure the accuracy of the information.

The next step is to verify all volunteer or paid employment identified as relative to the teaching assignment. This can be difficult especially when the experience is from years past and/or it is from self-employment. Either way, experience cannot be reported unless it is properly documented.

Experience documentation for V degree staff is important because:

1. The equivalent of three (3) years or **6000 hours must first be documented** before any other experience can be credited.
2. Once the 6000 hours threshold is met, **experience can be used to grant management experience** which can be used to report experience for V degree staff. No other experience can be counted. It is especially important to verify the position held and whether or not it meets the management definition.
3. Additionally, once the 6000 hours threshold is met, the **experience can also be used to convert to occupational credits** at the rate of 1 credit for every 100 hours of occupational experience. This places the individual in the educational column depending on total non-degree credits, e.g. BA 15, BA 45. Once an individual accumulates 135 non-degree credits the placement for LEAP purposes is automatically MA 0 even though they do not hold a MA degree. They cannot go beyond the MA 0 column unless they eventually obtain a Master's degree.

Example 1: You possess documentation that meets the 6000 hours threshold; and additionally documentation that verifies the individual has 9.25 years management experience in the occupational area to be taught. Management experience is limited to 6 years. The 9.25 years will convert to 20 non-degree occupational experience credits per year or a total of 185 credits. This person will be reported with a high degree of V with 185 non-degree credits, with a placement of MA 0 Step 6.

Example 2: You are unable to obtain documentation of the 6000 threshold hours. This person will be reported as a high degree of V with 0 non-degree credits and 0 experience. The person have a LEAP placement of BA 0, 0.

Example 3: You possess documentation that meets the threshold 6000 hours; and additional documentation of 4.5 years of occupational experience that is NOT management experience. This person will be reported with a high degree of V, with 0 years of experience and 90 non-degree credits; with a placement of BA 90, Step 0.

Vocational Example – Initial Worksheet based on experience in resume:

EMPLOYEE NAME													
Career and Technical Salary Placement Calculation													
Start Date: 9/1/1999		Assignment: Businss Education				Degree		No	Used:	N/A			
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE	Occup Exp =6000 Hrs	Mgt Hrs	Mgt FTE	Nondegr ee Credits Granted	Non-Degree Cum
1986	6/7/86	12/31/86	First Class Communication	Data Entry Lead			0	0.000	0	0.00	0.000	0.00	0.00
1987	1/1/87	2/7/987	First Class Communication	Data Entry Lead			0	0.000	0	0.00	0.000	0.00	0.00
1988	3/7/88	12/31/88	Interglobal Temp Services	Word Processor			0	0.000	0	0.00	0.000	0.00	0.00
1989	1/1/89	11/7/89	Interglobal Temp Services	Word Processor			0.00	0.000		0.00	0.000	0.00	0.00
1989	1/1/89	1/7/89	China House	Desktop			0.00	0.000		0.00	0.000	0.00	0.00
1989	1/7/90	12/31/89	Microsoft	Product Support Technician II			0.00	0.000		0.00	0.000	0.00	0.00
1990	1/1/90	11/7/90	Microsoft	Product Support Technician II			0.00	0.000		0.00	0.000	0.00	0.00
1990	11.7/90	12/31/90	Microsoft	Software Test Engineer			0.00	0.000		0.00	0.000		0.00
1991	1/1/91	12/31/91	Microsoft	Software Test Engineer			0.00	0.000		0.00	0.000		0.00
1992	1/1/92	12/31/92	Microsoft	Software Test Engineer			0.00	0.000		0.00	0.000		0.00
1993	1/1/93	8/7/93	Microsoft	Software Test Engineer			0.00	0.000		0.00	0.000	0.00	0.00
1993	10/7/93	12/31/93	Cliff's Computers	Technical Support			0.00	0.000		0.00	0.000	0.00	0.00
1994	1/1/94	2/7/94	Cliff's Computers	Technical Support			0.00	0.000		0.00	0.000	0.00	0.00
1995	2/7/95	4/7/95	Snelling & Snelling	Administrative Assistant Temp Services			0.00	0.000		0.00	0.000	0.00	0.00
1995	5/7/95	12/7/95	Wash State Parks	Administrative Assistant Temp Services			0.00	0.000		0.00	0.000	0.00	0.00
1996	1/7/96	12/31/96	Wenatchee Valley College	Administrative Assistant			0.00	0.000		0.00	0.000	0.00	0.00
1997	1/1/97	12/31/97	Wenatchee Valley College	Administrative Assistant			0.00	0.000		0.00	0.000	0.00	0.00
1998	1/1/98	9/7/98	Wenatchee Valley College	Administrative Assistant			0.00	0.000		0.00	0.000	0.00	0.00
1998	9/7/98	12/31/98	Mission Control	Operations Manager			0.00	0.000		0.00	0.000	0.00	0.00
1999	1/1/99	8/31/99	Mission Control	Operations Manager			0.00	0.000		0.00	0.000	0.00	0.00
			TOTALS							0.00	0.00	0.00	

Vocational Worksheet Example 1:

Career and Technical Salary Placement Calculation															
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE	Minimum Occupational Experience	Cum Occup Exp =6000 Hrs Req'd	Mgt Hrs	Years of Experience Granted	Nondegree Credits Granted	Non-Degree Cum	
1978	1/1/78	12/31/78	Smith Auto	Mechanic	8.00	260	2000.00	1.000	2000.00	2000.00	0	0			
1979	1/1/79	12/31/79	Smith Auto	Mechanic	8.00	260	2000.00	1.000	2000.00	4000.00	0	0			
1980	1/1/80	12/31/81	Smith Auto	Mechanic	8.00	260	2000.00	1.000	2000.00	6000.00	0	0	MIN OCC MET		
1981	1/1/81	8/31/82	Smith Auto	Mechanic	8.00	260	2000.00	1.000	2000.00	8000.00	0.00	0.000	20.00	20	
1982	1/1/82	8/31/83	Smith Auto	Mechanic	8.00	260	2000.00	1.000	2000.00	10000.00	0.00	0.000	20.00	40	
1983	1/1/83	8/31/84	Smith Auto	Foreman	8.00	260	2000.00	1.000	2000.00	12000.00	2000.00	1.000	20.00	60	
1984	1/1/84	8/31/85	Smith Auto	Foreman	8.00	260	2000.00	1.000	2000.00	14000.00	2000.00	1.000	20.00	80	
1985	1/1/85	8/31/86	Smith Auto	Foreman	8.00	260	2000.00	1.000	2000.00	16000.00	2000.00	1.000	20.00	100	
1986	1/1/86	8/31/87	Smith Auto	Foreman	8.00	260	2000.00	1.000	2000.00	18000.00	2000.00	1.000	20.00	120	
1987	1/1/87	8/31/88	Smith Auto	Foreman	8.00	260	2000.00	1.000	2000.00	20000.00	2000.00	1.000	20.00	140	
1988	1/1/88	5/1/89	Smith Auto	Foreman	8.00	100	800.00	0.400	800.00	20800.00	800.00	0.400	8.00	148	
1988	5/2/89	12/31/88	Bellingham Tech	Program Instructor	8.00	150	1200.00	0.600	1200.00	22000.00	1200.00	0.600	12.00	160	
1989	1/1/89	12/31/89	Bellingham Tech	Program Instructor	8.00	260	2000.00	1.000	2000.00	24000.00	2000.00	0.000	20.00	180	
1990	1/1/90	12/31/90	Bellingham Tech	Program Instructor	8.00	260	2000.00	1.000	2000.00	26000.00	2000.00	0.000	20.00	200	
1991	1/1/91	12/31/91	Bellingham Tech	Program Instructor	8.00	260	2000.00	1.000	2000.00	28000.00	2000.00	0.000	20.00	220	
			TOTALS				28000.00	14.00			18,000.00	6.00	220.00	220.00	
*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.										Reached Max 6.0 years		MAX 6.0			
*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.															
NOTES:															
1	2,000 hours paid occupational experience is the maximum allowed per year.														
2	2,000 hours paid occupational experience equals one year of experience.														
3	Annual hours worked (2,000 hours maximum) divided by 100 = nondegree credits.														
4	Years of experience granted = annual management hours divided by 2000														
										PLACEMENT: MA 0 Step 6					

Vocational Worksheet Example 2:

CATHY COOK														
Career and Technical Salary Placement Calculation														
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE Hrs/2000	Minimum Occupational Experience	Cum Occup Exp =6000 Hrs Req'd	Mgt Hrs	Years of Experience Granted	Nondegree Credits Granted	Non-Degree Cum
1997	W4 \$2,263.64		Camp Fun	AM Baker			258.41	0.129	258.41	258.41	0.000	0.000	0.00	0.00
1998	No Records		Camp Fun	AM Baker			0.00	0.000	0.00	258.41	0.000	0.000	0.00	0.00
1999	1/1/99	12/31/99	Camp Fun	AM Baker			967.00	0.484	967.00	1225.41	0.000	0.000	0.00	0.00
2000	1/1/00	12/31/00	Camp Fun	AM Baker			1894.25	0.947	1894.25	3119.66	0.000	0.000	0.00	0.00
2001	1/1/01	2/28/01	Camp Fun	AM Baker			127.75	0.064	127.75	3247.41	0.000	0.000	0.00	0.00
2001	3/1/01	12/31/01	Great Bakery	Baker			1457.00	0.729	1457.00	4704.41	0.000	0.000	0.00	0.00
2002	1/1/02	12/31/02	Great Bakery	Baker			1295.59	0.648	1295.59	6000.00	0.000	0.000	0.00	0.00
Meets minimum 6000 occupational hours in the industry														
2002	1/1/02	12/31/02	Great Bakery	Baker			562.41	0.281			0.000	0.000	5.62	5.62
2003	1/1/03	12/31/03	Great Bakery	Baker			2013.00	1.000			0.000	0.000	20.00	25.62
2004	1/1/04	12/31/04	Great Bakery	Baker			1989.00	0.995			0.000	0.000	19.89	45.51
2005	1/1/05	7/16/05	Great Bakery	Baker			874.00	0.437			0.000	0.000	8.74	54.25
2005	7/17/05	12/31/05	No Employment								0.000	0.000	0.00	54.25
2006	12/1/06	3/1/07	All Time Sports	Lodge Manager - verified Supervisory			362.00	0.181			362.000	0.181	3.62	57.87
2007	12/1/07	3/5/08	All Time Sports	Lodge Manager - verified Supervisory			360.00	0.180			360.000	0.180	3.60	61.47
2008	12/1/08	3/1/09	All Time Sports	Lodge Manager - verified Supervisory			61.00	0.031			61.000	0.031	0.61	62.08
2008	6/21/08	11/18/08	Wenatchee Valley College	Instructor			40.00	0.020			40.000	0.020	0.40	62.48
			TOTALS				6261.41				823.000	0.412		62.5
												MAX 6.0		

Issues:	
1	Need verification forms that are completed and signed by the former employers. You can prepare; send to them and have them sign off.
2	Need verification if Great Bakery was supervisory or not. Says "supervisor" on one form; but not signed by employer.
3	1999 Camp Fun. I can't see where you get 957 hours; other than you took her wages and divided it by \$9 per hour??
4	1997 Camp Fun. Have W 4 so can get average wage and calculate but need to record.
5	Super Mountain Natural Foods - I would need a description of her actual job title, Assistant Manager to determine applicability as well as a definition of what she
6	I don't concur with previous calculation from prior district based on data provided.
7	I don't see any other educational records for her so my report is based on her occupational experience.
8	For 1997 Using W-4 of \$2,263.64 used Bureau Stats showing wage for 1999 was \$9.06. $\$2,263.64 \div \$8.76 \text{ per hour} = 258.41 \text{ work hours at Camp fun}$
9	for 1997. Added to record.
10	Backed off of that a 3.5% Cost of Living for 1998 and used \$ 8.76 per hour for 1997 (which appears to be pretty accurate as her wages in 1999 were \$9.00 per hour for the same work per that employer).
11	Confirmed all other experience is now verified - Camp Fun 1999-2001; Great Bakery 2001-2005 (and confirmed Lead Pastry Baker was not supervisory; Verified All Time Sports and confirmed Lodge Manager was supervisor; and Wenatchee Valley College.
12	Placement should be correct at BA 45 Step 0 (.392 years)

Vocational Worksheet Example 3:

LUCY LAWYER														
Career and Technical Salary Placement Calculation														
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE Hrs/2000	Occupational Experience	Cum Occup Exp = 6000 Hrs Req'd	Mgt Hrs	Experience Granted	ee Credits Granted	Non-Degree Cum
1998	7/1/98	12/31/98	Chelan County Juvenile Center	Juvenile Custody	8.00	132	1056.00	0.528	1056.00	1056.00	0	0	0.00	0.00
1999	1/1/99	12/31/99	Chelan County Juvenile Center	Juvenile Custody	8.00	260	2000.00	1.000	2000.00	3056.00	0	0	0.00	0.00
2000	1/1/00	12/31/00	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000	2000.00	5056.00	0	0	0.00	0.00
2001	1/1/01	6/13/01	Chelan County Juvenile Center	Admin Asst	8.00	118	944.00	0.472	944.00	6000.00	0	0	0.00	0.00
Meets minimum 6000 occupational hours in the industry														
2001	6/14/01	12/31/01	Chelan County Juvenile Center	Admin Asst	8.00	142	1216.00	0.608			0.000	0.000	12.16	12.16
2002	1/1/02	12/31/02	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	32.16
2003	1/1/03	12/31/03	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	52.16
2004	1/1/04	12/31/04	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	72.16
2005	1/1/05	12/31/05	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	92.16
2006	1/1/06	12/31/06	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	112.16
2007	1/1/07	12/31/07	Chelan County Juvenile Center	Admin Asst	8.00	260	2000.00	1.000			0.000	0.000	20.00	132.16
2008	1/1/08	12/31/08	Chelan County Juvenile Center	Office Manager-	8.00	260	2000.00	1.000			2000.000	1.000	20.00	152.16
2009	1/1/09	2/23/09	Chelan County Juvenile Center	Office Manager-	8.00	38	304.00	0.152			304.000	0.152	3.04	155.20
Verified that she met the requirements of the "initial" vocational certificate as of 1/28/2008. She completed the following courses after that date that will apply as Non-Degree Credits														
2009		5/31/09	WSU	Child Abuse			2.00	s					3.00	158.20
2009		5/31/09	WSU	Voc Tchr Training			3.00	Semester s					4.50	162.70
			TOTALS				15520.00	7.76			#####	1.152		162.7
												MAX 6.0		
*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.														
*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.														
NOTES:														
1	2,000 hours paid occupational experience is the maximum allowed per year.							PLACEMENT: (Voc) MA 0 Step 1						

Vocational Worksheet Example 4:

JERRY JAILER														
Career and Technical Salary Placement Calculation														
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE	Occupational Experience	Occup Exp =6000 Hrs Req'd	Mgt Hrs	Years of Experience Granted	Nondegree Credits Granted	Non-Degree Cum
1992	3/20/92	12/31/92	ABC Indian Nation	Counselor - Probation	8.00	208	1664.00	0.832	1664.00	1664.00	0	0	0	0
1993	1/1/93	12/31/93	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000	2000.00	3664.00	0	0	0	0
1994	1/1/94	12/31/94	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000	2000.00	5664.00	0	0	0	0
1995	1/1/95	2/28/95	ABC Indian Nation	Probation Officer	8.00	42	336.00	0.168	336.00	6000.00	0	0	0	0
Meets minimum 6000 occupational hours in the industry														
1995	3/1/95	12/31/95	ABC Indian Nation	Counselor - Probation	8.00	218	1744.00	0.872			1744.00	0.872	17.44	17.44
1996	1/1/96	12/31/96	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000			2000.00	1.000	20.00	37.44
1997	1/1/97	12/31/97	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000			2000.00	1.000	20.00	57.44
1998	1/1/98	12/31/98	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000			2000.00	1.000	20.00	77.44
1999	1/1/99	12/31/99	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000			2000.00	1.000	20.00	97.44
2001	1/1/00	12/31/00	ABC Indian Nation	Counselor - Probation	8.00	260	2000.00	1.000			2000.00	1.000	20.00	117.44
2002	1/1/02	2/14/02	ABC Schools	Drug Prevention	8.00	32	256.00	0.128			256.00	0.128	2.56	120.00
2003	9/1/00	8/31/01	ABC Indian Nation	Drug Prevention	8.00	205	1640.00	0.820			0	0.000	16.40	136.40
2004	9/1/00	8/31/01	ABC Indian Nation	Drug Prevention	8.00	205	1640.00	0.820			0	0.000	16.40	152.80
2005	9/1/00	8/31/01	ABC Indian Nation	Drug Prevention	8.00	205	1640.00	0.820			0	0.000	16.40	169.20
			TOTALS				#####	8.87	0		0	6.000 Max 6.0		169.2
*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.														
*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.														
NOTES:														
1	2,000 hours paid occupational experience is the maximum allowed per year.													
2	2,000 hours paid occupational experience equals one year of experience.													
3	Annual hours worked (2,000 hours maximum) divided by 100 = nondegree credits.													
4	Years of experience granted = annual management hours divided by 2000.													
PLACEMENT: (Voc) MA 0 Step 6														

Issues:	
1.	Verified Counselor-Probation Officer was related to CTE Assignment
2.	Verified Drug Prevention Officer was related to CTE Assignment

Vocational Worksheet Example 5:

VAL VIDEO														
Career and Technical Salary Placement Calculation														
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE Hrs/2000	Minimum Occupational Experience	Cum Occup Exp =6000 Hrs Req'd	Mgt Hrs	Years of Experience Granted	Nondegree Credits Granted	Non-Degree Cum
2004	7/1/04	12/31/04	Val's Videos	Owner - No records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
2005	1/1/05	12/31/05	Val's Videos	Owner - No records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
2006	1/1/06	12/31/06	Val's Videos	Owner - No records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
2007	7/1/07	12/31/07	ABC Video Store	Owner - Bank Records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
2008	1/1/08	12/31/08	ABC Video Store	Owner - Bank Records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
2009	1/1/09	2/28/09	ABC Video Store	Owner - Bank Records			0.00	0.000	0.00	0.00	0	0	0.00	0.00
HAY NOT BEEN ABLE TO VERIFY 6000 HRS MIN OCC EXPERIENCE														
			TOTALS				0.00	0.00	0	0.00	0.00	0.000	0.00	0.00
												MAX 6.0		
<p>*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.</p> <p>*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.</p>														
<p>NOTES:</p> <p>1 2,000 hours paid occupational experience is the maximum allowed per year.</p> <p>2 2,000 hours paid occupational experience equals one year of experience.</p> <p>3 Annual hours worked (2,000 hours maximum) divided by 100 = nondegree credits.</p> <p>4 Years of experience granted = annual management hours divided by 2000.</p>														
<p>PLACEMENT: (Voc) BA 0 Step 0</p>														

Issues:	
1	Self employed 2004 - 2009. Owner of both businesses
2	Documentation presented includes:
	a Val's Videos. Dept of Revenue Business Registration 7/9/04 showing taxes will be due annually & \$20 processing receipt
	b Secretary of State document verifying ABC Video Store Inc as a business
	c Ledger balance sheet from Bank for Val's Video for March 09
	d Bank statements for Val's Video for July 07, August 07, Sept 07, Oct 07, Nov 07, Dec 07 = 6 months
	e Bank statements for Val's Video for Jan-Dec 2008 = 12 months
	f Bank statements for Val's Video for Jan-Feb 2009 = 2 months

Documentation of Experience Issues

When verifications of employment for vocational experience are being processed, be sure to document:

1. **By Calendar Year** (January 1 to December 31), the actual hours of work paid. This becomes the “numerator.” The denominator for the vocational year is 2000 hours. If a person worked 2080 hours or any hours in excess of 2000 there is no added credit. 2000 hours = 1.0 FTE for that calendar year.
2. The **name of the position, whether it meets the management criteria or not, and obtain a job description if possible** to further document the management experience determination.
3. If “normal” documentation **cannot be obtained**, such as situations with self-employment or the prior employer has gone out of business, experience can be documented utilizing other evidence. However, resumes, job applications and sworn affidavits are NOT valid documents. Documentation that is valid includes: s:
 - a. Tax returns
 - b. Business license
 - c. Bonding insurance
 - d. Social security records
4. If at all possible, try to obtain some form of verification of employment from the prior employer stating the position, management experience, full or part time, and the start and end date. With that you can use other tools to “back into” the experience.

Note: These same rules apply when verifying ESA experience 😊

Vocational Example – Backing into Experience

EMPLOYEE NAME													
Career and Technical Salary Placement Calculation													
Start Date: 9/1/1999			Assignment: Business Education					Degree		No	Used:	N/A	
Year	From	To	Employer	Occupation	Hrs Day	Days Yr	Hours Worked	FTE	Occup Exp =6000 Hrs	Mgt Hrs	Mgt FTE	Nondegree Credits Granted	Non-Degree Cum
1989	See Tab 2-BLS Wages 89-90		Volt Service Corp.; Marketing Plus, Steeler	Word Processing: Desk Top Publish			1762.18	0.881	1762.18				
1990	See Tab 2-BLS Wages 89-90		Volt Service	Word Processing:			254.71	0.127	2016.89				
1990	2/14/90	12/31/90	Microsoft	Software Test Engineer	8	229	1832.00	0.916	3848.89				
1991	1/1/91	12/31/91	Microsoft	Software Test Engineer	8	250	2000.00	1.000	5848.89				
1992	1/1/92		Microsoft	Software Test Engineer	8	18.889	151.11	0.076	6000.00				
MEETS MINIMAL OCCUPATION 6000 HOURS													
1992	1/1/91	12/31/91	Microsoft	Software Test Engineer	8	231.111	1848.89	0.924		0.00	0.000	18.49	18.49
1993	1/1/93	8/14/93	Microsoft	Software Test Engineer	8	162	1296.00	0.648		0.00	0.000	12.96	31.45
1993	See Tab 3-BLS Wages 93-94		Cliff's Computers - See Tab 4 BLS	Technical Support Engineer			125.62	0.063		0.00	0.000	1.26	32.71
1994	See Tab 3-BLS Wages 93-94		Cliff's Computers & Longview Fiber - See Tab 4 BLS	Technical Support Engineer			321.23	0.161		0.00	0.000	3.21	35.92
1998	See Tab 4-BLS Wages 98-99		Wenatchee Valley College & Go Pages	Administrative Assistant			1378.62	0.689		0.00	0.000	13.79	49.70
1999	See Tab 4-BLS Wages 98-99		Go Pages	Administrative Assistant			862.55	0.431		0.00	0.000	8.63	58.33
			TOTALS							0.00	0.00	58.33	
											MAX 6.0		
*Minimum occupational experience requirement = 6,000 hours of paid occupational experience.													
*Years of experience and nondegree credits are not granted until after the minimum occupational experience requirement has been met.													
requirement has been met.													
1	2,000 hours paid occupational experience is the maximum allowed per year							99-00 Placement: BA 45 Step 0					

Bureau of Labor Statistics Wage Data for 1999. Always document web site:
<http://www.bls.gov/bls/blswage.htm>

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ARCHIVED DATA

CHARTS & MAPS

INFORMATION FOR RESPONDENTS

TECHNICAL DOCUMENTATION

Occupational Employment Statistics

OES

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1999 National Occupational Employment and Wage Estimates

43-4021 Correspondence Clerks

Compose letters in reply to requests for merchandise, damage claims, credit and other information, delinquent accounts, incorrect billings, or unsatisfactory services. Duties may include gathering data to formulate reply and typing correspondence.

These estimates are calculated with data collected from employers in all industry divisions in metropolitan and non-metropolitan areas in every State and the District of Columbia.

Employment estimate and mean wage estimates for this occupation:

Employment	46,160	RSE = 4.9 %
Mean hourly wage	\$11.48	RSE = 0.9 %
Mean annual wage	\$23,880	RSE = 0.9 %

(1)

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$8.14	\$9.35	\$11.05	\$13.01	\$15.81
Annual Wage	\$16,920	\$19,460	\$22,980	\$27,060	\$32,890

(1)

BLS Wage Information for Occupation of "Correspondence Clerks"
XX Employee was employed as a word processor and did desk top publishing.

1999 11.48 Mean Hourly Wage

238

Next Step: Used Cost of Living Index to back wages down from 1999 to 1989 and 1990.

Social Security Administration - Cost of Living Index

<http://www.ssa.gov/oact/cola/colaseries.html>

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Automatic Increases

Cost-Of-Living Adjustments

Since 1975, Social Security general benefit increases have been cost-of-living adjustments or COLAs. The 1975-82 COLAs were effective with Social Security benefits payable for June in each of those years; thereafter COLAs have been effective with benefits payable for December.

Prior to 1975, Social Security benefit increases were set by legislation.

Social Security Cost-Of-Living Adjustments

Year	COLA	Year	COLA	Year	COLA
1975	8.0	1990	5.4	2005	4.1
1976	6.4	1991	3.7	2006	3.3
1977	5.9	1992	3.0	2007	2.3
1978	6.5	1993	2.6	2008	5.8
1979	9.9	1994	2.8	2009	0.0
1980	14.3	1995	2.6	2010	0.0
1981	11.2	1996	2.9		
1982	7.4	1997	2.1		
1983	3.5	1998	1.3		
1984	3.5	1999	2.5		
1985	3.1	2000	3.5		
1986	1.3	2001	2.6		
1987	4.2	2002	1.4		
1988	4.0	2003	2.1		
1989	4.7	2004	2.7		

* The COLA for December 1999 was originally determined as 2.4 percent based on CPIs published by the Bureau of Labor Statistics. Pursuant to Public Law 106-554, however, this COLA is effectively now 2.5 percent.

The first COLA, for June 1975, was based on the increase in the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) from the second quarter of 1974 to the first quarter of 1975. The 1976-83 COLAs were based on increases in the CPI-W from the first quarter of the prior year to the corresponding quarter of the current year in which the COLA became effective. After 1983, COLAs have been based on increases in the CPI-W from the third quarter of the prior year to the corresponding quarter of the current year in which the COLA became effective.

SSI COLAs

COLAs for the Supplemental Security Income (SSI) program are generally the same as those for the Social Security program. However, COLAs for SSI have generally been effective for the month following the effective month of Social Security benefit increases. See [SSI historical payment standards](#) for more detail.

Compute to 1989-90	Reduce by Cola	Reduce by Cola
1999	\$ 11.48	
1998	\$ 11.33	1.3%
1997	\$ 11.09	2.1%
1996	\$ 10.77	2.9%
1995	\$ 10.49	2.6%
1994	\$ 10.20	2.8%
1993	\$ 9.93	2.6%
1992	\$ 9.63	3.0%
1991	\$ 9.28	3.7%
1990	\$ 8.78	5.4%
1989	\$ 8.36	4.7%
1989	Social Security Wages	
Volt Service		\$ 1,819.00
Marketing Plus		\$ 10,863.29
Steeler Inc.		\$ 2,057.07
	Total 1989:	\$ 14,739.36
1989 Determined Hrly Rate		\$ 8.36
Determined Hours Worked	1989	1762.18
1990	Social Security Wages	
Volt Service		\$ 2235.50
	Total 1990:	\$ 2235.50
1990 Determined Hrly Rate		\$ 8.78
Determined Hours Worked	1990	254.71

REPORTING ADDED NON-DEGREE CREDITS FOR "V" STAFF

WAC 392-121-259 – Non Degree Credits

(3) Persons holding valid vocational/career and technical education certificates as provided for in chapter 181-77 WAC shall accumulate recognized credits as follows (**all of which are reported as Non-Degree Credits**)

(b) One credit for each ten clock hours of vocational/career and technical education educator training meeting the requirements of WAC 181-77-003 (2), (9) or (12). Clock hours of vocational/career and technical educator used in determining non-degree credits MUST BE EARNED AFTER MEETING THE MINIMUM CERTIFICATION REQUIREMENTS, regardless of when the initial certificate is issued

Therefore, vocational instructors can continue to accumulate non-degree credits during their employment subject to the WAC as noted above. (2), (9) AND (12) are listed below for your reference.

(2) "Career and technical education educator training" shall mean those career and technical education programs, courses, seminars and workshops offered for the purpose of career and technical education certification in compliance with chapter 181-85 WAC

(9) "Professional education" shall mean those programs, courses, seminars and workshops that are designed to improve teaching ability.

(12) "Technical education/upgrading" shall mean those career and technical education programs, courses, seminars and workshops which are designed to improve the skills and/or knowledge in the discipline in which the application is being made.

If you are uncertain if courses meet these requirements, you may contact OSPI Career and Technical Education at 360-725-6245.

Do note that all non-degree credits that are not converted occupational experience must all satisfy one of the seven (7) course criteria. So be sure to WAC stamp your documentation!

WHAT HAPPENS WHEN A "V" DEGREE GETS A DEGREE?

The high degree is changed and reported as "H" for Hold Harmless!

For high degree 'H' persons, report only eligible non-degree credits determined by WAC 392-121-259 (3)

3) Persons holding valid vocational/career and technical education certificates as provided for in chapter 181-77 WAC shall accumulate recognized credits as follows:

(a) One credit for each one hundred clock hours of occupational experience as defined in WAC 181-77-003(7), subject to the following conditions and limitations:

(i) Clock hours of occupational experience used in determining non-degree credits must be earned after meeting the minimum vocational/career and technical education certification requirements of three years (six thousand hours) as established in WAC 181-77-041 (1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

(ii) Non-degree credits based on occupational experience shall be limited to a maximum of twenty credits per calendar year.

(iii) Non-degree credits based on occupational experience shall exclude experience determined pursuant to WAC 392-121-264 (1)(a) through (d).

(b) One credit for each ten clock hours of vocational/career and technical education educator training meeting the requirements of WAC 181-77-003 (2), (9), or (12). Clock hours of vocational/career and technical education educator training used in determining non-degree credits must be earned after meeting the minimum vocational/career and technical education certification requirements as established in WAC 181-77-041 (1)(b) and (c), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

Basically the person is held harmless and their experience and previous credits are still reported. Here are some examples:

Examples—Vocational/CTE Instructors and Nondegree Credits

2J: A vocational/CTE instructor whose highest degree type is V has documented 65 approved vocational/CTE teacher training credits and ten credits of converted occupational experience received after meeting minimum vocational/CTE certification requirements. Report 75 credits in *Item B.6, Nondegree Credits*. Report nothing in *Items B.3, Academic Credits, B.4, In-service Credits, and B.5, Excess Credits*.

2K: Another vocational/CTE instructor whose highest degree type is B has documented 65 approved vocational/CTE teacher training credits and 3,000 hours of occupational experience received after meeting minimum vocational/CTE certification requirements. Report no credits in *Item B.6, Nondegree Credits*, because this person has a degree. Check to see if the approved vocational/CTE teacher training qualifies as in-service or academic credits.

2L: A vocational/CTE instructor received a first bachelor's degree on August 31, 2014. For the 2013–14 school year this individual was reported with highest degree type V and 75 credits in *Item B.6* (65 approved vocational/CTE teacher training credits and ten credits of converted occupational experience). For the 2014–15 school year report this person with highest degree type H. Continue to report 75 credits in *Item B.6, Nondegree Credits*, but do not add any additional nondegree credits. Report any academic and in-service credits earned since the bachelor's degree in *Items B.3, Academic Credits, and B.4, In-service Credits*. Report nothing in *Item B.5, Excess Credits*.

Obtaining a Master's Degree

Once an individual obtains a Master's Degree they are always reported with high degree of M. Their previously reported management experience counts, but they start over with credits just as if they were not reported as V degree.

Example

- Person reported in the previous year with 5 years management experience, 2 years teaching experience and 140 non-degree credits, with placement of MA 0 Step 7.
- Person now obtains a MA degree.
- Calculate credits to MA degree (example 52).
- Subtract 45 with a net 7 excess credits.
- Although the previous non-degree credits are reported, they are not used.
- The placement will still be MA 0, Step 7.
- However, the person can now record additional hours and continue on to MA 45 or MA 90.

VOC EXPERIENCE VERIFICATION LETTER

(District Letterhead)

(Date)

Name of Employer

Address of Employer

City, State, Zip

Re: Verification of Employment for (Name of Employee)

Dear (Employer Name):

The (Your District Name) has employed (Employee Full Name) as a teacher in our vocational education program. In order to grant the appropriate experience on our salary schedule, Washington State law requires that school districts verify this individual's prior work experience in a very specific manner.

Please complete the form attached to this letter and return it to our office. To assist with this verification we are providing the following information from this employee:

Employee SSN	
Dates of Service	
Position(s) Held	

The employee has also provided a release for this information by the signature indicated below:

I authorize you to release all information requested in the attached Verification of Employment to the school district listed above.

Employee Signature

Date

Should you have questions or need assistance processing this request please contact (Name, Phone Number, and Email of contact at your district). Thank you.

Sincerely,

(Name)

(Title)

Sample Vocational Experience Verification Form

Verification of Occupational Experience for Vocational Teachers

Please follow instructions carefully to ensure full credit on our salary schedule for this employee.

List dates of service from Mo/Day/Yr to Mo/Day/Yr for each calendar year. Use one line for each work year or change in position.

1. List the position title.
2. Circle yes if this position was considered management in nature, no if it was not. (Management experience is defined by WAC 180-77-003(6) as "...work as a supervisor, foreman, or manager in the occupational area in which the person will instruct.") Instructional Area _____
3. List the number of hours paid per year the employee worked. For example, a full-time employee who works 8 hours a day for 260 days would have 2080 hours per year.
4. Other comments or explanations.



Dates of Service for each year (M/D/Y – M/D/Y)	Position Title	Management Position? Yes or No	Hours Per Day Worked	Days Per Year Worked	Hours Per Year Worked	Other Comments
<i>Example: 2/10/00 – 12/31/00</i>	<i>Auto Mechanic</i>	<i>No</i>	<i>8.0</i>	<i>214</i>	<i>1712</i>	<i>Hired as Auto Mechanic</i>
<i>Example: 1/1/01 – 8/31/00</i>	<i>Lead Auto Mechanic</i>	<i>Yes</i>	<i>8.0</i>	<i>173</i>	<i>1384</i>	<i>Resigned – moved</i>



Employer Verification Signature	Employer Verification Title	Employer Verification Email Address
Date	Telephone Number	Fax Number

QUESTIONS

ABOUT

V OR S STAFF REPORTING



HELPFUL REMINDERS!

1. **Colleges/Technical Schools.** Employment in public or private vocational-technical schools, technical colleges, community/junior colleges, colleges, and universities in positions comparable to those which require certification in Washington school districts.

Helpful Questions:

Question 1

Was the employer a college/university or technical/vocational school?

This information should be on the verification form. Use the internet to search if needed to verify.

Question 2

Was the position held comparable to a certificated position in Washington school districts?

There is no certification requirement for college employment. The decision is based solely on the comparability of the position. Obtaining a job description can be very helpful. Here are a few examples:

Dean of Students	Yes – would be comparable
Graduate Assistant	Questionable. Must ensure that the position was equal to a classroom teacher, e.g. does lesson plans; provides direct instruction; responsible for grading.
Administrative Assistant	Questionable. This could be a title that reflect an administrative position equivalent to an assistant principal. On the other hand, it could be secretary position which would not be comparable. This is a good example of why a job description is useful.
Custodian	No – not comparable.

2. **Governmental Agency.** Employment in a governmental educational agency with regional administrative responsibilities for preschool, elementary, and/or secondary education including but not limited to an educational service district, office of the superintendent of public instruction, or United States department of education in any professional position including but not limited to C.P.A., architect, business manager, or physician.

Helpful Questions:

Question 1

Was the employer a governmental agency as defined above? Employment at US Department of Education, OSPI and the ESDs are examples of governmental agencies.

Question 2

Was the position held a “professional” position? There is no certification requirement. The determination is solely based on the definition of the position. See the definition of duty root 96, Professional (“Requires a high degree of knowledge and skills acquired through at least a baccalaureate degree or its

equivalent.”) A job description can be helpful in making this decision. Other than the examples cited above other professional positions that would qualify include nurse, OT, PT, administrator, psychologist, SLP. Here again the title of the position can be misleading. An administrative assistant may be something equal to an administrative position or it may be a secretarial position.

3. **Service.** Military, Peace Corps, or Vista service which interrupted professional education employment.

Helpful Questions:

Question 1

Did the service interrupt the professional education employment of the employee? If it did not interrupt, it cannot be counted. As an example, if the person went directly into Peace Corps from college and did not teach first, that experience cannot be reported. On the other hand, if the person substitute taught in a position that required a teaching certificate and then went into the Peace Corps and came back into teaching, then the experience would count.

Question 2

Does it matter what position they were employed in? No, the verification form must just verify their service in the military, VISTA or Peace Corps.

4. **Sabbatical Leave.** Sabbatical Leaves are fairly uncommon but when used typically grant a person a partial pay for the time they are on a leave of absence.

Helpful Questions:

Question 1

Can the teacher's union president's leave time be reported as sabbatical leave? Yes. In fact, it should be reported this way where the district authorizes a leave of absence and the union reimburses the district for pay. Additionally when such leave is approved by the Board of Directors it should be stated as a sabbatical leave. Be sure to change your reporting duty code accordingly.

5. **Non-Degree Vocational Experience.** For non-degreed vocational/career and technical education instructors, up to a **maximum of six years of management experience** as defined in WAC 181-77-003 which states: "**Management experience**" shall mean work as a supervisor, foreman or manager in the occupational area in which the person will instruct. Additionally such experience must have been acquired after the instructor meets the minimum vocational/career and technical education certification requirements of three years (six thousand hours) established in WAC 181-77-041(1)(a)(i), regardless of when the initial certificate is issued and regardless of type of vocational/career and technical education certificate held.

Helpful Questions:

Question 1

Do you have a valid verification of employment citing the name of the employer, dates to and from, position held, and job description, or an equivalent in other appropriate documents? Never grant vocational experience without the appropriate documentation. This is one of the most difficult pieces of processing CTE staff.

Question 2

Did the experience occur after the person acquired 6000 work hours in the occupation to be taught? You must also have documentation that verifies the initial 6000 hours. You cannot use the employees "self-testimony" or a resume. You can only report management experience after the documented 6000 hours are met.

Question 3

Did the position meet the management definition requirement? You must have documentation that the position was either a supervisor, foreman or manager. There are no exceptions and this is a frequent error.

6. **ESA Experience.** Beginning in the 2007–08 school year, for ESA staff (occupational therapists, physical therapists, nurses, speech-language pathologists, audiologists, counselors, psychologists, and social workers), years of experience may include employment in those positions but is limited to two years. While some districts locally grant credit for more than 2 years, only a maximum of 2 years can be reported on the S-275.

Helpful Questions:

Question 1

Who is the employer? Frequently the employee will indicate they provided services for a school district. You need to verify who provided their pay check. That is the employer. Typically we find that the school district was not the employer and it was some other agency (or self-employment). In this case you may report up to 2 years of ESA experience if it is properly documented.

Question 2

What if we are not able to obtain a verification form directly from the employer? Similar to the rules for granting vocational experience, you may utilize social security statements, tax returns, business licenses, bonding insurance or worker compensation reports.

Question 3

Are there specific requirements? Yes. For some positions a license, degree or other educational credentials are requirement. The best tool is to utilize the ESA Summary Table found in the S-275 Reporting Instructions and shown below. We recommend that you print a copy of this table; add the employee name at the top; and note or add documentation to verify the requirements are met.

SECTION 6

Lessons

Learned

From

Auditors

FY13 Staff Mix Errors

Cause of error	Number references in audit memos	Percent
Clerical error (math computation, data input....)	32	21%
Misclassification of credits (generally excess/academic)	29	19%
Credits not reported	26	17%
Double counted credits	15	10%
Lack of support for credits reported	7	5%
Rounding errors or inconsistencies	7	5%
Did not convert semester credits to quarter credits	4	3%
Miscalculate years experience	3	2%
System conversion date issue - credits not counted	3	2%
Relied on incorrect yrs experience calculation prior district	3	2%
Unknown	2	1%
Reported in-service less than 3 hours in length	2	1%
Lack of credit approvals	2	1%
Did not report credits because already M + 90	2	1%
Miscalculation substitute experience or did not report	2	1%
Reported tribal instructors exp + credits to match pay	2	1%
lacked employee contract	1	1%
lack of support yrs experience	1	1%
Did not deduct 45 credits at Masters	1	1%
Files only reviewed when salary changes	1	1%
Miscalculation excess credits	1	1%
Did not convert in-service hours to credits	1	1%
Counted in-service credits registered for but not taken	1	1%
Reported credits prior to BA	1	1%
Incorrect vocational instructor calculations	1	1%
District requires original transcripts - not in file	1	1%
Exceeded 1 FTE per year	1	1%
Instructor contract FTE increased but S275 not updated	1	1%
Reported out-of-state in-service credits	1	1%
No support for highest degree earned	1	1%
Total	155	

Audit Errors

Because staffing data is used to determine state funding, S-275 data reported to OSPI must be properly documented. Errors on the S-275 report should be corrected promptly. Documentation must be available for audit by the Washington State Auditor's Office. Audit findings can result in the adjustment of school district allocations after the end of the school year. In recent years, audit reports noted the following S-275 reporting errors:

- **Improperly accepted a master's degree from a non-accredited college.** [Degrees must be earned from an institution of higher education that is regionally accredited or is accredited by the distance education and training council. Reference: WAC 392-121-250.]
- **Reported a grandfathered (G) bachelor's degree when eligible credits totaled less than 135.** [Example: Employee earned less than 135 total credits before January 1, 1992. References: RCW 28A.150.410(3) and WAC 392-121-270(2).]
- **Misclassified degree type.** [Example 1: Highest degree should have been reported as master's degree instead of grandfathered bachelor's degree. Example 2: District reported incorrect date for award of master's degree; master's degree was awarded before October 1 snapshot date, but not reported.]
- **Did not have on file, for instructors with master's degrees, transcripts documenting the award of the bachelor's degree from the granting institution.** [For certificated employees with a master's degree, districts should have on file documentation of the employee's first bachelor's degree. This is required to calculate excess credits and properly determine the employee's total eligible credits. Reference: WAC 392-121-280(1).]
- **Improperly reported a vocational/CTE instructor as "nondegreed: when the instructor had a bachelor's degree and did not meet the criteria/definition of "nondegreed".** [Reference: WAC 392-121-250.]
- **Reported academic credits earned from a non-accredited institution.** [Report only those academic credits earned from an institution of higher education that is regionally accredited or is accredited by the distance education and training council. Reference: WAC 392-121-255(3).]
- **Improperly counted academic credits that were below college level.** [Report only academic credits that are transferable or applicable to a bachelor's or more advanced degree program. Reference: WAC 392-121-255(4).]
- **Improperly reported credits that were earned prior to the award of a bachelor's degree as academic credits.** [Report only academic credits earned after the awarding or conferring of the employee's first bachelor's degree. Reference: WAC 392-121-255(1).]
- **Did not convert semester credits to quarter credits.** [Example: 3.0 semester hour credits should be reported as 4.5 quarter hour credits. Reference: WAC 392-121-255(7).]
- **Counted transfer credits without a copy of the transcript from the college that awarded the credits.** [Credits are to be documented by transcripts from the institution awarding the credits. Reference: WAC 392-121-280(2)(c).]
- **Counted same credits twice.**
- **Did not convert clock hours to in-service credits.** [Example 1: 7 clock hours should be reported as 0.7 in-service credits. Example 2: 15 continuing education credit hours should be reported as 1.5 in-service credits. Reference: WAC 392-121-257(7).]
- **Counted in-service credits which totaled less than 3.0 hours.** [Count only in-service programs which total 3 or more hours. Reference: WAC 181-85-030(6).]
- **Improperly reported in-service credits earned in another state.** [Count only Washington







Washington- approved in-service credits. Reference: WAC 392-121-257(3).]

- **File contained eligible credits that district didn't report.** [For state reporting purposes, count all eligible credits earned on or before October 1, even if you don't receive the documentation until after October 1. References: WAC 392-121-255(2) and WAC 392-121-257(2)]
- **Did not calculate credits in excess of 45 earned between the bachelor's and master's degrees to establish excess credits.** [For certificated employees whose highest degree is a master's degree, districts should report as excess credits those academic and in-service credits in excess of 45 earned after the awarding or conferring of the bachelor's degree and prior to the awarding or conferring of the master's degree. Districts should then report academic and in-service credits earned after the awarding or conferring of the master's degree. Reference: WAC 392-121-261(2).]
- **Misclassified credit types, such as academic vs. excess.** [Example 1: Credits that were reported as academic credits should have been reported as excess credits. Example 2: Credits earned after master's degree reported as excess credits should have been reported as academic credits.]
- **Did not include eligible work experience towards nondegree credits.** [For "nondegreed" vocational/CTE instructors, report occupational experience beyond three years (6,000 hours) as nondegree credits. Reference: WAC 392-121-259(3)(a).]
- **Did not include eligible clock hours of vocational/CTE educator training toward nondegreed credits.** [For "nondegreed" vocational/CTE instructors, report as nondegree credits those clock hours which are earned after meeting the program requirements for initial certification. Reference: WAC 392-121-259(3)(b).]
- **Improperly included clock hours of vocational/CTE educator training toward nondegreed credits before the instructor met the program requirements for initial certification.** [For "nondegreed" vocational/CTE instructors, report as nondegree credits those clock hours which are earned after meeting the program requirements for initial certification. Reference: WAC 392-121-259(3)(b).]
- **Inappropriately allowed a degreed vocational/CTE instructor to convert occupational experience to credits and years of experience.** [Nondegree credits and "management experience" apply only to nondegreed certificated instructional employees. Reference: WAC 392-121-259 and 392-121-264(1)(e).]
- **Did not have approval forms for eligible credits earned after September 1, 1995.** [Reference: WAC 392-121-262.]
- **Counted out-of-state substitute experience which didn't require certification.** [Count K-12 employment only for those positions which require certification, as determined by the state or other governmental unit in which employment occurred. Reference: WAC 392-121-264(1)(a).]
- **Did not include experience credit for substitute hours.** [Count all K-12 employment in positions which require certification. Reference: WAC 392-121-264(1)(a).]
- **Incorrectly converted substitute days from out-of-district to the number of equivalent days in the district, instead of using 180 days.** [Reference: WAC 392-121-264(2)(b).]
- **Incorrectly counted experience which did not meet criteria.** [Reference: WAC 392-121-264.]
- **General mathematical and clerical errors in recording credits and years of experience, including data entry and rounding.**
- **Lacked supporting documentation for earned credits and years of experience.** [Example 1: No transcript. Example 2: Academic credits documented by a registration form instead of transcript. Reference: WAC 392-121-280.]
- **Did no update files as credits were earned, but only when approaching changes to LEAP placement.**

Things we have learned from our reviews and working with auditors!

- **Start Early**
- **Be Organized**
- **Be Detailed**
- **Be Very, Very Knowledgeable**
- **Keep current with training/info**
- **Keep historical notebooks (S 275 instructions)**
- **Maintain documentation!!!**
- **Be conservative – ask first, then pay and/or report**
- **Seek help – the auditors are your friends – really!!!**
- **Keep notations on S275 edits**

BE CAREFUL WITH.....

-  **Course Approval Codes**
-  **Conversion of Semester Hours**
-  **Master Degree Dates/Credits**
-  **"Inservice" Hours Rules**
 - **Clock Hours**
 - **Non-Transfer Credits**
 - **Approved providers**
-  **Vocational Placements**
 - **Non-Degree Credits**
 - **Documentation of experience**
-  **Experience Calculations**
 - **After 1/1/92 - Documentation**
 - **Calculate "Denominator"**
 - **All Substitutes – 180 days**

THE S-275 REPORTING AUDIT PROCESS

- **Occurs annually, usually commencing in the Fall**
- **Examines in detail data reported on the S-275 for all staff**
- **Historically, most errors occur with the reporting of certificated instructional staff data because of its complexity**
 - **Transcripts**
 - **Duplicate Courses**
 - **Courses not over 100 level**
 - **Accredited Institutions**
 - **Clock Hour Providers**
 - **Conversion of Credits to Quarter Hours**
 - **In Excess of Hours**
 - **In-between credits**
 - **Experience Records**
 - **ESA staff**
 - **Vocational Staff**
 - **BA 135**
 - **Transfer Data from Other Districts**
 - **Course Approval Forms**
- **Documentation and Verification**

TIME SCHEDULES

We recommend building an internal calendar to ensure you are completing activities in a timely manner. It helps to be organized!

✓ Jan-Feb

- Enrollment Projections
- 2nd Semester Schedule Checks
- **Check Certification to Assignments**
- **Out-of-Endorsements to Board**
- Updating S275
- Double Check K-4 Allocation Report
- State Auditors Arrive



✓ Feb-March

- Preliminary Staffing Projections
- Staffing Analysis
- Budget Changes
- **Meetings/Communications**

✓ March-April

- Staffing Placements
- Transfer Processes
- Confirm Leave Returns
- Recruitment Activities
- Firming up Staffing
- Updating S 275
- Negotiations

✓ April-May

- Transfer Processes
- Issue Certificated Contracts (Board authority)
- Issue RIF or non-renewal notices if applicable
- Recruitment and Hiring
- Finalizing Staffing
- Negotiations

✓ May-June

- Finalize Staffing and Budgets
- Hiring Activities



- ✓ **June-August**
 - **Final Budget Adopted by Board**
 - **Freeze Budget Data and Create "Actual" Data for comparison purposes**
 - **Check Certification for Assignments**
 - **Post Experience – Get LWOP from Payroll – Get added Instructional Activity FTE from Payroll**
 - **Check of New Hire Documentation – Certification, I-9, etc prior to start dates**
- ✓ **September**
 - **Initial Enrollment Counts**
 - **Estimates of K-4 Counts**
 - **Staffing Adjustments**
 - **Notices to Staff re: Credits/Experience**
 - **Final S 275 for prior year**
- ✓ **October-November**
 - **Staffing Adjustments**
 - **Official Oct 1 counts for S275 (KEMS)**
 - **S 275 for current year**
 - **Check New Hire Documentation**
 - **Out-of-Endorsements to Board**
- ✓ **December**
 - **Adjust S 275 for December reporting**

Helpful Contacts

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QUESTIONS

ABOUT

AUDITS



SECTION 7

REVIEWING YOUR DATA

1801 Report

1. The 1801 report is available through your fiscal system. You should run this report every time you submit a 275 and maintain your final year-end report.
2. You should review it thoroughly to ensure your compliance.
3. You should also review it with business office staff.
4. Annually the reports are available for all districts on line at OSPI:

<http://www.k12.wa.us/safs/reports1801.asp>

Edit Report

- You should run and review your edit reports with each submission and maintain your final year end report.
- These reports help identify issues. You cannot submit without errors but you can submit with warnings. However, you should document on your report the issue with your warnings. For example, you may have a "benefits too low" warning because a person went on LWOP after October 1.

1801 Reports - Available for every district. You MUST review this information for compliance and make 275 corrections as needed.

Program	FTE	Base Salary Total	Base Salary Average	Other Salary Total	Other Salary Average	Insurance Benefits Total	Insurance Benefits Average	Mandatory Benefits Avg Rate	Mix Factor LEAP 1	Derived Base
01	160.745	9,246,885	57,525	651,607	4,054	1,601,097	9,960	18.34	1.61835	35,546
21	25.320	1,448,002	57,188	121,816	4,811	249,619	9,859	18.71	1.65495	34,556
22	0.900	57,756	64,173	4,279	4,754	9,167	10,185	18.75	1.88482	34,047
24	2.500	153,954	61,582	12,652	5,061	25,463	10,185	18.77	1.80868	34,048
31	14.230	767,011	53,901	76,946	5,407	145,655	10,236	19.09	1.54703	34,842
34	1.400	86,920	62,086	6,270	4,479	14,259	10,185	18.78	1.82347	34,048
45	1.860	104,114	55,975	5,857	3,149	19,253	10,351	19.69	1.50606	37,167
51	4.660	263,820	56,614	18,934	4,063	47,017	10,090	17.78	1.66277	34,048
55	6.252	350,966	56,137	22,639	3,621	55,758	8,918	18.05	1.70739	32,879
56	2.100	138,313	65,863	16,097	7,665	21,298	10,142	17.92	1.88482	34,944
58	5.300	321,870	60,730	283,594	53,508	53,981	10,185	18.07	1.78366	34,048
64	0.190	10,334	54,389	747	3,932	1,907	10,035	18.87	1.59744	34,048
65	1.160	61,598	53,102	4,436	3,824	11,693	10,080	18.89	1.55961	34,048
88	1.770	108,993	61,578	7,153	4,041	18,027	10,185	18.02	1.80856	34,048
97	1.000	146,000	146,000			11,213	11,213	17.28	1.88482	77,461
Program 21 Instructional	24.720	1,388,215	56,158	121,816	4,928	242,891	9,826	18.71	1.64937	34,048
Program 21 Administrative	0.600	59,787	99,645			6,728	11,213	18.70	1.88482	52,867
K-12 Program 21 Instructional	21.950	1,217,367	55,461	25,677	1,170	214,679	9,780	18.70	1.62892	34,048

Program	FTE	Base Salary Total	Base Salary Average	Other Salary Total	Other Salary Average	Insurance Benefits Total	Insurance Benefits Average	Mandatory Benefits Avg Rate	Mix Factor LEAP 1	Derived Base
Program 26, 56, and 59 Instructional	2.000	128,348	64,174	16,097	8,049	20,288	10,144	17.87	1.88482	34,048
Program 26, 56, and 59 Administrative	0.100	9,965	99,650			1,010	10,100	18.70	1.88482	52,870
Program 31 Instructional	13.630	711,035	52,167	76,946	5,645	138,927	10,193	19.12	1.53216	34,048
Program 31 Administrative	0.600	55,976	93,293			6,728	11,213	18.74	1.88482	49,497
Program 34 Instructional	1.400	86,920	62,086	6,270	4,479	14,259	10,185	18.78	1.82347	34,048
K-3 BEA Instructional	56.408	2,960,752	52,488	29,106	516	541,022	9,591	18.52	1.54185	34,042
4-6 BEA Instructional	32.591	1,858,521	57,026			323,284	9,919	17.89	1.67433	34,059
7-8 BEA Instructional	24.099	1,326,045	55,025	8,172	339	236,654	9,820	18.33	1.61606	34,049
9-12 BEA Instructional	52.150	2,843,837	54,532	16,957	325	534,591	10,251	18.62	1.60162	34,048
K-12 BEA Instructional	165.248	8,989,155	54,398	87,322	528	1,635,552	9,898	18.39	1.59766	34,048
K-12 BEA Administrative	0.487	46,004	94,464			11,324	23,253	18.75	1.30317	72,488
BEA	179.235	10,350,930	57,751	740,680	4,132	1,791,476	9,995	18.40	1.61461	35,768
Instructional	213.200	11,751,105	55,118	1,223,026	5,737	2,110,084	9,897	18.40	1.61883	34,048
Administrative	16.187	1,515,431	93,620	3,244	200	175,322	10,831	18.39	1.82434	51,317
Other				6,757						
Active	229.387	13,266,536	57,835	1,233,027	5,375	2,285,405	9,963	18.40	1.63333	35,409

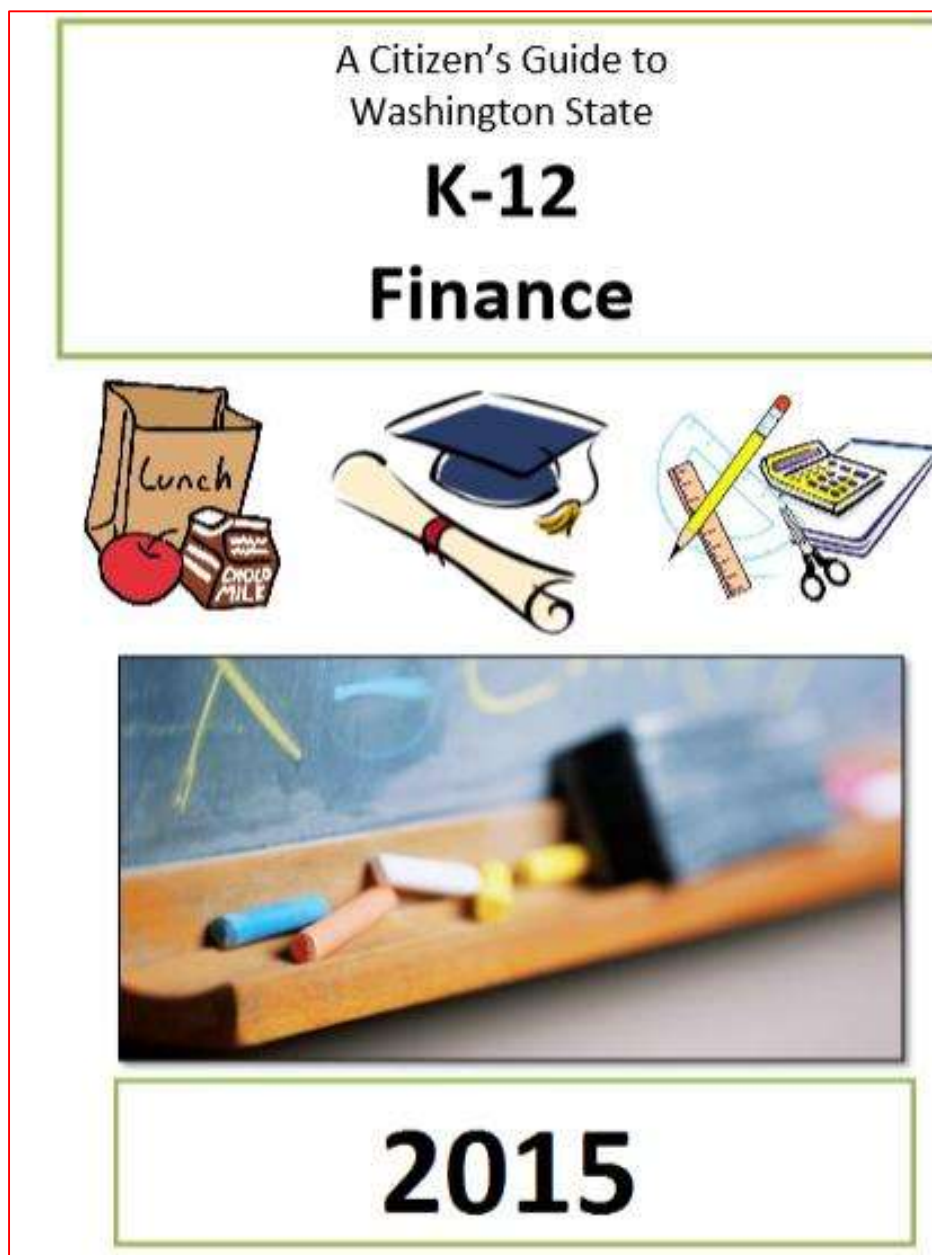
THIS IS THE MOST IMPORTANT PAGE WITH THE COMPLIANCE DATA.

Program	FTE	Base Salary Total	Base Salary Average	Other Salary Total	Other Salary Average	Insurance Benefits Total	Insurance Benefits Average	Mandatory Benefits Avg Rate	Mix Factor LEAP 1	Derived Base
Certificated Total	229.387	13,266,536	57,835	1,233,027	5,375	2,285,405	9,963	18.40	1.63333	35,409
Instructional for Funding Purposes	211.200	11,622,757	55,032	1,206,929	5,715	2,089,796	9,895	18.41	1.61631	34,048
Instructional for Compliance Purposes	211.200	11,622,757	55,032	1,206,929	5,715	2,089,796	9,895	18.41	1.61631	34,048



Citizens Guide to School Finance 2015

http://leg.wa.gov/Senate/Committees/WM/Documents/K-12%20Booklet_2015%202-10-15.pdf



QUESTIONS

ABOUT REVIEWING YOUR DATA



SECTION 8

APPENDIX

Engrossed House Bill 2242

In an April 2018 letter to Superintendents and Business Managers, Chris Reykadi, he said, “This letter is intended to provide clarity around the effective dates and share information about our plans to move forward during the 2018 – 19 transition year.”

By way of background, in March 2018, the Legislature passed E2SSB 6362, which accelerated the implementation timeline for a new salary structure adopted in response to the *McCleary* litigation. Along with the increase in state funding, the legislature adopted new requirements related to the tracking of local revenue expenditures. Upon signing E2SSB 6362, Governor Inslee vetoed section 408, which directed the OSPI to adopt rules requiring the separate accounting of state and local revenues to expenditures by the 2018 – 19 school year. **The effect of this veto is that current law remains unchanged**; OSPI is required to adopt rules by the 2019 – 20 school year.”

Background:

Engrossed House Bill 2242 (EHB 2242)

In the third special session of 2017, the Legislature enacted EHB 242. This legislation increased and revised state allocations for

- **K-12 basic education salaries,**
- **professional development days, and**
- **the prototypical school funding model.**

It also

- created a new state property tax for common schools at a total rate of \$2.70 per \$1,000 of assessed value when combined with the existing state property tax,
- revised local effort assistance up to \$1,500 per student,
- capped school district levies at the lesser of \$2,500 per student or \$1.50 per \$1,000 of assessed property value, and
- **limited use of these levies for enrichment outside of the state's basic education program.**

Basic Education: The Washington State Constitution provides, “It is the paramount duty of the state to make ample provision for the education of all children residing within its borders...” The Washington Supreme Court (court) has interpreted this to mean that the Legislature must define an instructional program of basic education for public schools and amply fund it from a regular and dependable source.

Since 2012, when the **court found that the state had failed to meet its state constitutional paramount duty to amply fund a program of basic education** and retained jurisdiction, the Legislature has annually reported to the court on legislative progress towards amply funding a program of basic education. The July 2017 report to the court included summary information on EHB 2242. In the **November 2017 court order, the court declared it was satisfied that the new salary model established by EHB 2242 provides for full state funding of basic education salaries sufficient to recruit and retain competent teachers, administrators, and staff**. **However, only half of the state salary increase under the new model was provided for the**

2018-19 school year, deferring full funding until the 2019-20 school year. The court determined that the phase-in of the state salary allocations did not comply with the court's requirement to complete full implementation of the state's program of basic education by the 2018-19 school year. For that reason, the court found that the state had failed to fully comply with the court's order, and it continued to retain jurisdiction.

School District Salaries: In 2017, through the enactment of EHB 2242, the Legislature phased-in increased state salary allocations for certificated instructional staff (CIS), certificated administrative staff (CAS), and classified staff (CLS) with 50 percent of the state funded increase implemented in the 2018-19 school year and 100 percent in school year 2019-20. Additionally, the Legislature reformed how school district staff salaries are established and adjusted in the future. These changes take effect with the 2018-19 school year.

Before EHB 2242:

- Through school year 2017-18 the state allocated funding for certificated instructional staff (CIS) salaries **based on a grid which provides salary values that increase based on educational credit and years of experience**.
- Each district's CIS allocation is based on its staff mix, that is, the distribution on the state salary grid of the CIS hired by the district.
- Funding to support salaries for the classified staff (CLS) and administrative staff (CAS) is specified in the budget bill as a salary rate per state-funded staff person.
- **State salary funding was for allocation purposes only, and school districts were not required to hire staff according to the prototypical school staffing formula, nor were they required to pay CIS salaries according to the state CIS salary grid.**

After EHB 2242 (this is what will change how districts will report to the state):

- Beginning in school year 2018-19, the state will cease using the state salary schedule to allocate CIS salaries for school districts.
- This eliminates use of a district's staff mix.
- Instead, the state will allocate salary funding to school districts based on minimum statewide average salaries for each of the three school staffing categories.
- Beginning in school year 2018-19, the minimum allocated salaries must be increased in equal increments to the following amounts for school year 2019-20, adjusted for inflation from the 2017-18 school. In school year 2018-19 salaries are phased in at 50 percent:
 - Certificated Staff (CIS) — an average salary of \$65,216;
 - Administrative Staff (CAS) — an average salary of \$6,805; and
 - Classified Staff (CLS) — an average salary of \$46,784.

Additional requirements are established for CIS salaries:

- Districts may not pay CIS less than \$40,000, or more than \$90,000, and
- salaries for CIS with five years' experience must be at least 10 percent more than the minimum salary.
- restrictions apply to salaries for the basic education program, and exclude supplemental contracts.
- Districts may exceed the caps for specified hard-to-staff positions.

- Each of the minimum and maximum salaries is adjusted by inflation and by a district's regionalization factor.

Salary Regionalization: Under EHB 2242, beginning with the 2018-19 school year, the state must further adjust its salary allocations to reflect regional differences in the cost of hiring staff.

The regionalization factor for each school district is

- based on differences in the median residential value of each school district and its nearby districts,
- has adjustments of 6, 12, or 18 percent. An additional adjustment equal to 6 percent is identified in the budget bill and must be reduced on a specified schedule through the 2022-23 school year. For districts with a total adjustment of 24 percent, the additional 6 percent adjustment is completely eliminated by the 2022-23 school year. The additional 6 percent adjustment is reduced by 3 percentage points by the 2022-23 school year for other school districts receiving the additional adjustment.

Supplemental Contracts: School districts may provide additional salary to CIS beyond that provided by the state. The additional salary is provided using supplemental contracts and must be for additional time, responsibilities, and incentives, also known as TRI. In accordance with EHB 2242, the rate the district pays under a supplemental contract may not exceed the hourly rate of the employee under the employee's basic education salary.

Temporary Limits on Salary Increases:

EHB 2242 imposed temporary salary limits for the 2018-19 school year only—if a school district's collective bargaining agreement was modified after July 6, 2017, and in effect for the 2018-19 school year, then school districts are restricted from providing a percentage increase to total salary, including supplemental contracts, for CIS, CAS, and CLS above inflation as measured by the Consumer Price Index (CPI). The CPI is described as the current base compiled by the Bureau of Labor Statistics, U.S. Department of Labor, for the city of Seattle. These provisions expire August 31, 2019.

Inflation Measures: According to EHB 2242, except for the temporary restrictions on salary increases for the 2018-19 school year only, state salary allocations must provide an inflationary adjustment based on the Implicit Price Deflator (IPD), rather than the CPI. The IPD is described as the inflationary measure compiled by the Bureau of Labor Statistics, U.S. Department of Labor for the State of Washington. The inflation adjustment provided for enrichment levies and local effort assistance (LEA), is based on the IPD. This IPD is described as compiled by the Bureau of Economic Analysis of the U.S. Department of Commerce.

Local School District Levies and LEA:

In 2017, the Legislature reformed the maximum amount school districts may collect through their local district levies (enrichment levies) through the enactment of EHB 2242. EHB 2242 also substantially modifies state funding for the LEA program, which provides support for school districts with high local tax rates due to low assessed values. These changes take effect in calendar year 2019.

Before EHB 2242:

Through calendar year 2019, a school district's maximum enrichment levy amount is determined by the district's levy base and levy percentage, also referred to as a lid. Generally speaking, a district's annual levy base is the total of its state and federal funding for the prior school year, adjusted for inflation, and including additional amounts that were added to the levy base in 2010, sometimes referred to as ghost money. The levy lid is the maximum allowable percentage of the levy base that a school district may collect. The levy lid for most school districts is 28 percent, which means that each calendar year, districts may collect up to 28 percent of their levy base. Some districts are grandfathered at a higher levy percentage. The 28 percent lid extends through calendar year 2018. Through calendar year 2019, a school district is eligible for LEA funding if the school district has a higher than average levy rate and if the district has certified a local enrichment levy. Levies are equalized up to 14 percent of the levy base, half of the 28 percent levy lid that is applied to the majority of districts.

After EHB 2242:

Beginning with calendar year 2019, **school districts may collect enrichment levies based on a new levy lid**. A district's maximum enrichment levy is the lesser of \$2,500 per pupil or a rate of \$1.50 per \$1,000 of assessed value. To qualify for LEA funding, a school district must have a maximum local levy that generates less than a state LEA threshold of \$1,500 per pupil. LEA funding is provided on a per-pupil allocation basis so that the sum of enrichment levy funding and LEA funding for a qualifying district levying the maximum \$1.50 tax rate is \$1,500 per pupil. State LEA allocations are provided in proportion to the ratio of a school district's actual enrichment levy compared to its maximum levy. Both the per-pupil local levy lid and LEA threshold amount are adjusted annually for inflation beginning in calendar year 2020.

Enrichment Levy Restrictions: EHB 2242 changed maintenance and operation levies and transportation vehicle levies to enrichment levies. **Beginning 2019-20 school year, school districts may use local enrichment levies solely for documented and demonstrated enrichment and not for basic education. Use of local levies for supplemental contracts must also meet this requirement.** School districts must receive pre-ballot approval from the Office of the Superintendent of Public Instruction (OSPI) of an expenditure plan for enrichment levies, before submitting the levy to voters.

<http://fiscal.wa.gov/BudgetOLEAPDocs>

<http://www.k12.wa.us/Workgroups/SalaryGrid.aspx>

Presenters:

Meredith Colvin, Bethel School District

MhColvin@bethelsd.org

Laura Bradburn, Mukilteo School District

BradburnLD@mukilteo.wednet.edu

Stephanie Drake, Spokane Public Schools

StephanieDr@spokaneschools.org

Jean Sander, Spokane Public Schools

Jeans@spokaneschools.org

Thank YOU!

From: stewartj@skschools.org
Sent time: 05/03/2019 12:29:07 PM
To: kharvill@meridian.wednet.edu
Cc: cleonard@wspsa.net
Subject: Sub System

Hi,

South Kitsap School District uses Frontline (AESOP) for our sub system.

Jackie Stewart

Human Resources Specialist

South Kitsap School District

2689 Hoover Ave SE

Port Orchard, WA 98366

Phone: (360) 874-7082

Fax: (360) 874-7076

Email: stewartj@skschools.org

From: Washington School Personnel Association <waspa@memberclicks-mail.net>
Sent time: 05/06/2019 10:49:43 AM
To: monaglej@skschools.org
Subject: Legislative Impacts on Bargaining + Paraeducator Training Implementation Workshops: REGISTER OTHERS Form Submitted

Greetings,

Thank you for registering other district personnel to attend the HELP Spring workshop.

WSPA will be using the information you provided to complete those registrations for the individuals listed on the form. When their registration is complete they will be receiving a copy of the invoice and/or a copy of the receipt (if payment is requested to be made by credit card). Please alert them to look for those emails shortly.

Thank you for your registration,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:02:10 AM
To: holsten@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

Hello WSPA members,

Registration is now open to attend our ***Legislative Impacts on Bargaining / Paraeducator Training Implementation*** workshops on May 31, 2019.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- **Friday, May 31, 2019**
- Cost: \$295 for both sessions, \$150 for single session
- Location: DoubleTree by Hilton at Southcenter, Tukwila
- Register online at: www.wspa.net

Legislative Impacts on Bargaining

9:00 - 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
 - Levy Lid
 - Paraeducator training
 - Other bills impacting human resources work in school districts

Paraeducator Training Requirement Implementation

12:30-3:30

Presenters: Jack Busbee and Jonelle Adams, PESB

- Paraeducator Training Implementation
 - We understand the why, now join us for the HOW.
 - *How* are districts doing this? What is the framework?
 - *When* are districts doing this?
 - *What* are districts offering?
 - *Jack and Jonelle have requested that attendees email their questions prior to the event so that they may address your specific questions.*
- Please email your questions prior to Friday, May 24 and use PARA in the subject line: admin@wspa.net*

[Please click here for information and registration](#)

Thank you,

Washington Schools Personnel Association

This email was sent to holsten@skschools.org by admin@wspa.net

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:03:10 AM
To: tallman@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:02:02 AM
To: monaglej@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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Thank you,

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:03:50 AM
To: jensenv@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:02:51 AM
To: finnie@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/07/2019 07:02:01 AM
To: stewartj@skschools.org
Subject: Registration now open: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: stewartj@skschools.org
Sent time: 05/10/2019 08:34:08 AM
To: dgregory@chehalisschools.org
Cc: cleonard@wspsa.net
Subject: Classified Evaluation Samples
Attachments: Comprehensive Evaluation for Classified Staff Member.pdf

Good morning Debby,

I have attached a sample of our “work in progress” Classified Evaluation form. We are currently working on finalizing this form and have not adopted it yet. If you have any questions, please let me know.

Happy Friday!

Jackie Stewart
Human Resources Specialist
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: (360) 874-7082
Fax: (360) 874-7076
Email: stewartj@skschools.org

South Kitsap School District No.402

Evaluation Date: _____ to _____

Comprehensive Evaluation for Classified Staff Member

Employee:	Position:		
Location:	Evaluation Type:	Annual	Probationary Period
		Plan of Improvement	

Evaluator Instructions:

1. Check the appropriate rating for each of the criteria below. All employees must be rated on all criteria.
2. For ratings of *Needs Improvement* or *Unsatisfactory*, specific goals and/or a plan of improvement will be required.
3. In addition, supervisors are encouraged to make comments when an employee exceeds expectations and include examples.

RATINGS & DEFINITIONS

Ratings: E = Exceeds Position Requirements M = Meets Position Requirements N = Needs Improvement U = Unsatisfactory

CRITERIA

RATINGS

E M N* U*

Comments:

E M N* U*

Comments:

**Attach comments or suggestions for improvement (required).*

South Kitsap School District No.402
Comprehensive Evaluation for Classified Staff Member

E M N* U*

Comments:

E M N* U*

Comments:

South Kitsap School District No.402

Comprehensive Evaluation for Classified Staff Member

OVERALL EVALUATION & RATING SUMMARY

(Additional pages may be attached)

If the employee disagrees with this evaluation, they may submit a rebuttal by attaching it to this document or submitting it to their supervisor for placement into their Personnel File, along with this evaluation. Rebuttals received within 30 calendar days of the completion of this form by the supervisor will be deemed timely.

Supervisor Signature

Date

Employee Signature

Date

Signature Implies Receipt of Comprehensive Evaluation

From: jensenv@skschools.org
Sent time: 05/13/2019 04:03:40 PM
To: admin@wspace.net
Cc: stewartj@skschools.org
Subject: RE: WSPA Region Elections

Hi Jennifer,
Jackie Stewart and I will only do this if we can be a co-Rep team!
I can't even get to the gym unless she goes too! 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Monday, May 13, 2019 3:01 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Region Elections

Hello WSPA Region 5,

Voting is now open for WSPA Region 5 Co-Representative. This is a two-year term effective July 1, 2019.

Statements submitted by the candidates are attached for your review.

Please click here to submit your vote: [Region 5 Election: 2019-2020](#)

Voting will remain open through May 15, 2019.

Thank you,

Washington School Personnel Association

This email was sent to jensenv@skschools.org by admin@wspace.net

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:09 PM
To: monaglej@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

Hello WSPA Region 5,

Voting is now open for WSPA Region 5 Co-Representative. This is a two-year term effective July 1, 2019.

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Thank you,

Washington School Personnel Association

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Candidate Statements: Region 5

Region 5 Candidate

Vivian Jensen, South Kitsap School District

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

I consider myself a life-long learner and appreciate opportunities to both share and learn more in regards to the ever changing Human Resources world in a School District. The state is always changing requirements and regulations in order to provide the highest standards for our educational staff and their support. It is our job to follow those requirements and guidelines to ensure quality education for all students.

I am excited at the prospect of being the Co-Representative for Region 5 and help to ensure we receive education and information to be the best for our Districts!

Region 5 Candidate

Jackie Stewart, South Kitsap School District

My name is Jackie Stewart and I am interested in serving as a Co-Representative for WSPA Region 5 along with Vivian Jensen.

I have served at South Kitsap School District over for 14 years. I have been working as a Human Resource Specialist for almost 2 years now. I am responsible for serving Certificated and Classified staff along with two other Human Resource Specialists for our district. When I began with the school district I worked as an Attendance Specialist and then advanced to an Office Coordinator position for a total of 13 years at Cedar Heights Junior High School. Having the building and district experience has lent me an exceptional and unique understanding of human resources in a school setting. I enjoy assisting and serving for the betterment of our school communities and appreciate continual learning opportunities working together as a team in this ever changing line of work.

Thank you for this potential opportunity working for our region as a Co-Representative to learn and grow along with our regional colleagues.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:38:45 PM
To: stewartj@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

Hello WSPA Members,

Voting is now open for the 2019-2020 WSPA Executive Board.

We have two positions open for your consideration -- President Elect and Secretary.

President Elect Nominees:

- David Brower, Federal Way Public Schools
- Tony Frascone, Federal Way Public Schools

Secretary Nominees:

- Mel Boyd, Bethel School District
- Janet Hodson, Federal Way Public Schools
- Dawn Long, North Thurston Public Schools

We encourage you to review the attached candidate statements. Please note that statements are not a requirement to run for an open position and are attached for your information only.

[WSPA Board Elections: 2019-2020](#)

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Thank you for your participation in the election process.

Washington School Personnel Association

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Candidate Statements: WSPA Executive Board

President Candidate

David Brower, Federal Way Public Schools

I have been in public education for the last 21 years, as a classroom teacher, building administrator, and district administrator. For the last three years, I have served as the Chief Human Resource Officer in Federal Way Public Schools. I believe in the value and purpose of WSPA, and have been actively involved in our annual conferences, boot camps, and other trainings. I have been a presenter at WSPA Classified Boot Camp.

President Candidate

Tony Frascione, Federal Way Public Schools

Since 2016, Anthony Frascione has served as the Director of Employee Relations and is currently the Executive Director of Human Resources with Federal Way Public Schools. Prior to moving to WA, he was the Director of Human Resources in the Milpitas Unified School District. Previously, he served as a Coordinator of Human Resources, Principal at John Sinnott Elementary, Assistant Principal at Rancho Milpitas Middle School, and a teacher at Milpitas High School. His experiences include recruiting and retention, labor management, negotiations, and employee relations. He received his Bachelor of Science in Kinesiology, Master of Arts in School Administration and Supervision from San Jose State University. Anthony was also a regional executive board member and a state voting delegate for ACSA (Association of CA School Administrators) during his time as an administrator in CA.

I have always held a passion for human capital within the context of public education. Aside from our scholars, personnel are our organization's greatest asset. I believe strongly that Human Resources is the most influential component to a school district's culture and that WASPA is the driving force behind helping all of us take care of personnel in a compassionate, fair, and consistent way. Since joining WSPA three years ago, I have been encouraged and impressed with the emphasis on best practices, regional professional development opportunities, statewide conferences, and sponsored recruitment events. Additionally, I have

WSPA_Elections_Candidate_Statements_2019-20.pdf

been inspired by the leadership of WASPA Executive Director, Curtis Leonard and the direction he and his leadership team are taking the organization with regards to helping members with legal legislative awareness and a persistence in seeking member feedback for continuous organizational improvement. It would be an honor to serve WASPA in the capacity of incoming President.

Secretary Candidate

Janet Hodson, Federal Way Public Schools

I am excited about the possibility of continuing as the WASPA Board Secretary. I have enjoyed the last two years of service. However, I feel like I have just gotten into the groove of my responsibilities so would be thrilled if you voted for me to stay for the next two years. I have supported the goals of this organization for the past 27 years, having been a 4th year HELP graduate, a Region IV Rep, an HELP Advisory Board member for several years, and served on Region IV Conference Committees. Thank you for the opportunity to serve all the members of WASPA.

Secretary Candidate

Dawn Long, North Thurston Public Schools

Please consider this letter of interest for the current Board Secretary vacancy. I am confident that my knowledge, ability and experience provides me with the skill set to be an asset to the organization. I have been a member of WASPA since the start of my career in education over 23 years ago and have served as Region IV secretary and Region IV co-representative from 2009-2013 school years and for the 2017-2019 school years. I truly believe that this knowledge and experience with the organization is an asset to the current Executive Director, Board and membership.

For the past 23 years I have been working and leading teams for Human Resources at North Thurston Public Schools, the last nine years have been in administration. During my tenure with North Thurston I have enhanced my skills in communication, problem solving, implementation of new programs and software, employee management, employee misconduct, investigations, recruitment, and negotiations with both certificated and classified employee groups.

I believe in all things related to the functions of Human Resources, the ability to foster authentic relationships that are founded in integrity, consistency and respect are key to moving an organization forward towards excellence. Additionally, an awareness of an organization's strategic plan and objectives coupled with communication that is based in compassion for all, is key to promoting a foundation of learning and networking for the organizations members.

I look forward to the potential of continuing my work with this organization and believe that my skills will serve the organization and our members well. The enclosed resume expands on my qualifications and experience. Thank you in advance for your time and consideration.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:39:51 PM
To: tallman@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

Hello WSPA Members,

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President Elect Nominees:

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- Tony Frascone, Federal Way Public Schools

Secretary Nominees:

- Mel Boyd, Bethel School District
- Janet Hodson, Federal Way Public Schools
- Dawn Long, North Thurston Public Schools

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[WSPA Board Elections: 2019-2020](#)

Voting will remain open through Wednesday, May 15. You must be a WSPA member to vote and you may vote only once.

Thank you for your participation in the election process.

Washington School Personnel Association

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Candidate Statements: WSPA Executive Board

President Candidate

David Brower, Federal Way Public Schools

I have been in public education for the last 21 years, as a classroom teacher, building administrator, and district administrator. For the last three years, I have served as the Chief Human Resource Officer in Federal Way Public Schools. I believe in the value and purpose of WSPA, and have been actively involved in our annual conferences, boot camps, and other trainings. I have been a presenter at WSPA Classified Boot Camp.

President Candidate

Tony Frascione, Federal Way Public Schools

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WSPA_Elections_Candidate_Statements_2019-20.pdf

been inspired by the leadership of WASPA Executive Director, Curtis Leonard and the direction he and his leadership team are taking the organization with regards to helping members with legal legislative awareness and a persistence in seeking member feedback for continuous organizational improvement. It would be an honor to serve WASPA in the capacity of incoming President.

Secretary Candidate

Janet Hodson, Federal Way Public Schools

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Secretary Candidate

Dawn Long, North Thurston Public Schools

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I look forward to the potential of continuing my work with this organization and believe that my skills will serve the organization and our members well. The enclosed resume expands on my qualifications and experience. Thank you in advance for your time and consideration.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:09 PM
To: holsten@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

Hello WSPA Region 5,

Voting is now open for WSPA Region 5 Co-Representative. This is a two-year term effective July 1, 2019.

Statements submitted by the candidates are attached for your review.

Please click here to submit your vote: [Region 5 Election: 2019-2020](#)

Voting will remain open through May 15, 2019.

Thank you,

Washington School Personnel Association

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Candidate Statements: Region 5

Region 5 Candidate

Vivian Jensen, South Kitsap School District

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

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I am excited at the prospect of being the Co-Representative for Region 5 and help to ensure we receive education and information to be the best for our Districts!

Region 5 Candidate

Jackie Stewart, South Kitsap School District

My name is Jackie Stewart and I am interested in serving as a Co-Representative for WSPA Region 5 along with Vivian Jensen.

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Thank you for this potential opportunity working for our region as a Co-Representative to learn and grow along with our regional colleagues.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:39:31 PM
To: finnie@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

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We have two positions open for your consideration -- President Elect and Secretary.

President Elect Nominees:

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- Tony Frascone, Federal Way Public Schools

Secretary Nominees:

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- Dawn Long, North Thurston Public Schools

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[WSPA Board Elections: 2019-2020](#)

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Washington School Personnel Association

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Candidate Statements: WSPA Executive Board

President Candidate

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President Candidate

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WSPA_Elections_Candidate_Statements_2019-20.pdf

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:40:18 PM
To: jensenv@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

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Candidate Statements: WSPA Executive Board

President Candidate

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:19 PM
To: jensenv@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

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Thank you,

Washington School Personnel Association

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powered by  MemberClicks



Candidate Statements: Region 5

Region 5 Candidate

Vivian Jensen, South Kitsap School District

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

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Region 5 Candidate

Jackie Stewart, South Kitsap School District

My name is Jackie Stewart and I am interested in serving as a Co-Representative for WSPA Region 5 along with Vivian Jensen.

I have served at South Kitsap School District over for 14 years. I have been working as a Human Resource Specialist for almost 2 years now. I am responsible for serving Certificated and Classified staff along with two other Human Resource Specialists for our district. When I began with the school district I worked as an Attendance Specialist and then advanced to an Office Coordinator position for a total of 13 years at Cedar Heights Junior High School. Having the building and district experience has lent me an exceptional and unique understanding of human resources in a school setting. I enjoy assisting and serving for the betterment of our school communities and appreciate continual learning opportunities working together as a team in this ever changing line of work.

Thank you for this potential opportunity working for our region as a Co-Representative to learn and grow along with our regional colleagues.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:15 PM
To: tallman@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

Hello WSPA Region 5,

Voting is now open for WSPA Region 5 Co-Representative. This is a two-year term effective July 1, 2019.

Statements submitted by the candidates are attached for your review.

Please click here to submit your vote: [Region 5 Election: 2019-2020](#)

Voting will remain open through May 15, 2019.

Thank you,

Washington School Personnel Association

This email was sent to tallman@skschools.org by admin@wspace.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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Candidate Statements: Region 5

Region 5 Candidate

Vivian Jensen, South Kitsap School District

My name is Vivian Jensen and I am one of three Human Resource Specialists for Certificated and Classified Staff with South Kitsap School District. I have been a Specialist for over 2 years. Prior to this, I was an Office Coordinator at John Sedgwick Junior High for over 5 years in South Kitsap School District. Prior to that, I have many years of experience in the District as an Attendance Specialist, Office Assistant, Volunteer Coordinator, Paraeducator, and a Bookkeeper. Having building experience has helped me to have a well-rounded understanding of the Human Resources world in a school district.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:38:45 PM
To: monaglej@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

Hello WSPA Members,

Voting is now open for the 2019-2020 WSPA Executive Board.

We have two positions open for your consideration -- President Elect and Secretary.

President Elect Nominees:

- David Brower, Federal Way Public Schools
- Tony Frascione, Federal Way Public Schools

Secretary Nominees:

- Mel Boyd, Bethel School District
- Janet Hodson, Federal Way Public Schools
- Dawn Long, North Thurston Public Schools

We encourage you to review the attached candidate statements. Please note that statements are not a requirement to run for an open position and are attached for your information only.

[WSPA Board Elections: 2019-2020](#)

Voting will remain open through Wednesday, May 15. You must be a WSPA member to vote and you may vote only once.

Thank you for your participation in the election process.

Washington School Personnel Association

This email was sent to monaglej@skschools.org by admin@wspa.net

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Candidate Statements: WSPA Executive Board

President Candidate

David Brower, Federal Way Public Schools

I have been in public education for the last 21 years, as a classroom teacher, building administrator, and district administrator. For the last three years, I have served as the Chief Human Resource Officer in Federal Way Public Schools. I believe in the value and purpose of WSPA, and have been actively involved in our annual conferences, boot camps, and other trainings. I have been a presenter at WSPA Classified Boot Camp.

President Candidate

Tony Frascione, Federal Way Public Schools

Since 2016, Anthony Frascione has served as the Director of Employee Relations and is currently the Executive Director of Human Resources with Federal Way Public Schools. Prior to moving to WA, he was the Director of Human Resources in the Milpitas Unified School District. Previously, he served as a Coordinator of Human Resources, Principal at John Sinnott Elementary, Assistant Principal at Rancho Milpitas Middle School, and a teacher at Milpitas High School. His experiences include recruiting and retention, labor management, negotiations, and employee relations. He received his Bachelor of Science in Kinesiology, Master of Arts in School Administration and Supervision from San Jose State University. Anthony was also a regional executive board member and a state voting delegate for ACSA (Association of CA School Administrators) during his time as an administrator in CA.

I have always held a passion for human capital within the context of public education. Aside from our scholars, personnel are our organization's greatest asset. I believe strongly that Human Resources is the most influential component to a school district's culture and that WASPA is the driving force behind helping all of us take care of personnel in a compassionate, fair, and consistent way. Since joining WSPA three years ago, I have been encouraged and impressed with the emphasis on best practices, regional professional development opportunities, statewide conferences, and sponsored recruitment events. Additionally, I have

WSPA_Elections_Candidate_Statements_2019-20.pdf

been inspired by the leadership of WASPA Executive Director, Curtis Leonard and the direction he and his leadership team are taking the organization with regards to helping members with legal legislative awareness and a persistence in seeking member feedback for continuous organizational improvement. It would be an honor to serve WASPA in the capacity of incoming President.

Secretary Candidate

Janet Hodson, Federal Way Public Schools

I am excited about the possibility of continuing as the WSPA Board Secretary. I have enjoyed the last two years of service. However, I feel like I have just gotten into the groove of my responsibilities so would be thrilled if you voted for me to stay for the next two years. I have supported the goals of this organization for the past 27 years, having been a 4th year HELP graduate, a Region IV Rep, an HELP Advisory Board member for several years, and served on Region IV Conference Committees. Thank you for the opportunity to serve all the members of WSPA.

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Please consider this letter of interest for the current Board Secretary vacancy. I am confident that my knowledge, ability and experience provides me with the skill set to be an asset to the organization. I have been a member of WSPA since the start of my career in education over 23 years ago and have served as Region IV secretary and Region IV co-representative from 2009-2013 school years and for the 2017-2019 school years. I truly believe that this knowledge and experience with the organization is an asset to the current Executive Director, Board and membership.

For the past 23 years I have been working and leading teams for Human Resources at North Thurston Public Schools, the last nine years have been in administration. During my tenure with North Thurston I have enhanced my skills in communication, problem solving, implementation of new programs and software, employee management, employee misconduct, investigations, recruitment, and negotiations with both certificated and classified employee groups.

I believe in all things related to the functions of Human Resources, the ability to foster authentic relationships that are founded in integrity, consistency and respect are key to moving an organization forward towards excellence. Additionally, an awareness of an organization's strategic plan and objectives coupled with communication that is based in compassion for all, is key to promoting a foundation of learning and networking for the organizations members.

I look forward to the potential of continuing my work with this organization and believe that my skills will serve the organization and our members well. The enclosed resume expands on my qualifications and experience. Thank you in advance for your time and consideration.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:12 PM
To: finnie@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

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Statements submitted by the candidates are attached for your review.

Please click here to submit your vote: [Region 5 Election: 2019-2020](#)

Voting will remain open through May 15, 2019.

Thank you,

Washington School Personnel Association

This email was sent to finnie@skschools.org by admin@wspa.net

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Candidate Statements: Region 5

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 03:01:08 PM
To: stewartj@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Region_5.pdf

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This email was sent to stewartj@skschools.org by admin@wspa.net

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/13/2019 02:38:55 PM
To: holsten@skschools.org
Subject: WSPA Region Elections
Attachments: WSPA_Elections_Candidate_Statements_2019-20.pdf

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This email was sent to holsten@skschools.org by admin@wspsa.net

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From: chandler@skschools.org
Sent time: 05/14/2019 12:56:39 PM
To: conners@skschools.org
Cc: monaglej@skschools.org; holsten@skschools.org
Subject: FW: 2019 Legislation Summary of Bills (from OSPI)
Attachments: 2019 END OF SESSION OVERVIEW.pdf

FYI. We will have to change our forms and a MOU about this change.
Anita

From: Lathrop, Susan <slathrop@oesd114.org>
Sent: Thursday, May 9, 2019 7:59 PM
To: Lathrop, Susan <slathrop@oesd114.org>
Cc: Acuna, Jennifer <jacuna@oesd114.org>; Schutte, Kristin <schuttek@oesd114.org>; Sheridan, Kristen <ksheridan@oesd114.org>; Zetty, Susan <szetty@oesd114.org>
Subject: 2019 Legislation Summary of Bills (from OSPI)

This email is being sent to all OESD Teaching & Learning Contacts.

Dear T&L Colleagues,

Attached is the 2019 End of Session Overview of enacted bills as of May 7, 2019. Many things to note in this document, including:

- #5, E2SHB 1139- changes the required comprehensive performance evaluation cycle (TPEP) from every 4 years to 6 years
- #13, E2SHB 1599 – high school graduation requirements (known as the de-linking bill)
- #19, SHB 1658, paraeducator training (requirements)
- #61, ESHB 1190 – extracurricular activity reporting requirements

Below is an update from PESB on the professional development requirements for instructional paraeducators:

- June 6, 12 – 1:30PM, webinar (registration forthcoming)
- Fundamental Course of Study “Train the Trainer” days: June 26 (Renton); June 27 (Vancouver); June 24 (Spokane)
- [Click here for FAQs](#)

Please let us know if you have any questions or if there is anything we can do to assist you.

Regards,
Susan

Susan Jung Lathrop – Assistant Superintendent, Teaching and Learning
Olympic Educational Service District 114 | 105 National Avenue N., Bremerton, WA 98312
Phone: (360) 405-5824 | Fax: (360) 782-5093 | Email: slathrop@oesd114.org | <http://www.oesd114.org>

From: PESB <wapesb@public.govdelivery.com>
Sent: Wednesday, May 8, 2019 3:18 PM
Subject: ACTION REQUIRED: Two days of professional development now required for all instructional paraeducators



Two days of professional development now required for all instructional paraeducators

May 8, 2019

BULLETIN NO. 01-2019

(X) Action required

(X) Informational

Washington State is heavily invested in ensuring all instructional paraeducators receive professional development to support our most diverse and vulnerable student populations. To support this commitment, during the 2019 legislative session, the Professional Educator Standards Board requested \$25.5 million per school year to fully fund the Paraeducator Certificate Program. The certificate program was developed to offer statewide, standards-based professional development for all paraeducators, and to support a career growth ladder for those who wish to pursue a teaching profession.

What was funded?

The legislative session came to an end on April 28, revealing an allocated amount of \$12,001,000 for Washington school districts to provide two days of training (14 hours) to their paraeducators on the Fundamental Course of Study during school year 2019-20.

What is the Fundamental Course of Study (FCS)?

A four day (28 hour) curriculum, the FCS is the core training all paraeducators must receive before working with students and their families, or at a minimum, by established deadlines. [Learn more about the FCS.](#)

What action is required?

This new legislative funding decision means school districts are now required to provide two days of training on the FCS to all instructional paraeducators during the 2019-20 school year.

Training and preparation for school districts?

- We will host an informational webinar on June 6, from 12 to 1:30 p.m., to share new updates, and answer any questions you may have. This webinar is intended for school districts but is open to the public. Registration information will be announced soon.
- We are attending the WSPA meeting on May 31, in Southcenter, to present on the Paraeducator Certificate Program and how to implement it.
- Fundamental Course of Study "Train the Trainer" days will take place on the following days:
 - June 24, 2019: ESD 101, Spokane, WA
 - June 26, 2019: ESD 121, Renton, WA
 - June 27, 2019: ESD 112, Vancouver, WA
- An Implementation Toolkit will be available for districts by July 1, 2019. This toolkit will include resources used and created by Paraeducator Pilot grantees, which can be used as guidance for school districts.

Questions?

- We have created an FAQ document with additional details and guidance on program requirements, implementation, and reimbursement. [View the FAQ.](#)

Additional resources

- Learn more about the [Paraeducator Certificate Program](#)



Manage your subscriptions to PESB News of Note, Pathways News and Information, and Paraeducator Board Information newsletters here - [Manage Email Settings](#)
[Unsubscribe](#)

Questions? [Contact Us](#)

600 Washington Street SE

Olympia, WA 98504-7236
(360) 725-6275

PESB@k12.wa.us
www.pesb.wa.gov



This email was sent to slathrop@oesd114.org using GovDelivery Communications Cloud on behalf of: Washington Office of Superintendent of Public Instruction · 600 Washington St. S.E. · Olympia, WA 98504



2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
1. HQB 1074 Tobacco & vapor products/age	Increases the legal age of sale of cigarettes, tobacco products, and vapor products to age twenty-one.	\$0
2. SHB 1095 Medical marijuana/students	Requires school districts to allow students to consume marijuana-infused products for medical purposes on school grounds, aboard a school bus, or while attending a school-sponsored event. Directs school districts to establish policies related to the consumption of marijuana-infused products by students for medical purposes if requested by the parent or guardian of a student who is a qualifying patient.	\$0
3. E2SHB 1114 Food waste reduction	Establishes a goal of reducing food waste in the state by 50 percent by 2030, relative to 2015 levels. By 10/1/2020 , the Department of Ecology, in consultation with the Department of Agriculture and the Department of Health, must develop and adopt a state wasted food reduction and food waste diversion plan. The plan must be designed to, among other things, support the development and distribution of equitable materials to support food waste educational and programmatic efforts in K-21 schools, aligned to the Washington state science and social studies learning standards.	\$0
4. ESHB 1130 Pub. school language access	Directs the Office of the Superintendent of Public Instruction and the Office of the Education Ombuds to jointly convene a work group to improve meaningful, equitable access for public school students and their family members who have language access barriers, and report findings and recommendations to the Legislature by 10/1/2020 . Requires school districts to document the preferred language of families of special education students and whether a qualified interpreter was provided at certain meetings.	\$231,000
5. E2SHB 1139 Educator workforce supply	Educator recruitment: establishes a regional recruiters pilot program at 3 ESDs; broadens the Recruiting Washington Teachers Program; establishes a workgroup to make recommendations around the recruitment of military personnel; establishes an ESD alternative route Teacher Certification Pilot Program; includes candidates with occupational industry experience in competitively funded alternative routes for candidates with subject matter expertise. Financial incentives, assistance and supports for teacher candidates: requires all teacher prep programs to partner with school districts to develop field placement plans for student teachers; promotes remote placement and supervision technology for supervision of student teachers; makes the Teacher Endorsement and Certification Help (TEACH) program permanent; makes revisions to the educator conditional scholarship and loan repayment program; expands "space available" tuition waivers; and prioritizes the expansion of teacher preparation program enrollments in high-need subjects and locations. Statewide retention strategies: allows the Beginning Educator Support Team (BEST) program to include beginning principals and beginning educational staff associates; changes the required comprehensive performance evaluation frequency from every four years to every six years; prohibits expansion of a microcredentialing pilot grant program; expands postretirement employment options; requires OSPI	\$120,000 GF state \$680,000 Federal

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
	and the PESB to report to the legislature regarding educator discipline; and prohibits district employment applications from asking applicants if they have been placed on administrative leave. Establishes the professional educator collaborative to make recommendations on how to strengthen and support professional pathways for educators.	
6. SHB 1151 Education reporting	Changes the dates when school districts and OSPI must report Learning Assistance Program and Community Eligibility Provision data. Changes the date when school districts must submit their budget to OSPI.	\$0
7. SHB 1210 School enrollment/military	Provides that children of military families will comply with school district residency requirements if their parent is transferred or pending transfer to a military installation in the state while on active military duty. Requires school districts to conditionally accept applications for enrollment and course.	\$0
8. 2SHB 1216 School safety & well-being	Codifies the school safety center and the current School Safety Advisory Committee; establishes regional safety centers at the 9 Educational Service Districts; calls for OSPI to monitor school and district comprehensive safety plans; requires a Joint Legislative Audit and Review Committee (JLARC) study of the school mapping system; updates safety drill requirements; adds a new section establishing a School Resource Officer program and training requirements.	\$2,536,000 \$100,000 (SRO training)
9. E2SHB 1311 College bound scholarship	Allows eligible students to sign a College Bound Scholarship (CBS) pledge in the ninth grade if the student was previously ineligible in the seventh or eighth grade as a Washington student. Prioritizes eligible CBS students for a State Need Grant if they have a family income that exceeds 65 percent of the state median family income range.	\$0
10. E2SHB 1391 Early achievers program	Adjusts rating levels and associated deadlines for participants in the Early Achievers (EA) program. Directs the Department of Children, Youth, and Families to adopt policies related to providing incentives and removing barriers for child care and Early Childhood Education and Assistance Program providers participating in the EA program. Establishes a Cost of Child Care Regulations Work Group.	\$0
11. 2SHB 1424 CTE course equivalencies	Requires, until 09/01/2021 , that school district boards of directors grant academic course equivalency for at least one statewide equivalency course approved by the OSPI as meeting academic graduation requirements. Establishes that, beginning 09/01/2021 , any statewide equivalency course offered by a school district or accessed at a skill center must be offered for academic access at least one statewide equivalency.	\$727,000
12. SHB 1577 K-12 computer sci. ed. data	Requires each school district to submit a yearly report on computer science programs to OSPI. Provides that district reports must include the number of computer science programs offered in each school, as well as data on student enrollment and instructors.	\$0
13. E2SHB 1599 High school graduation reqs.	Removes the direct link between statewide assessments and graduation requirements by discontinuing the Certificate of Academic Achievement after the graduating class of 2019 and the Certificate of Individual Achievement after the graduating class of 2021. Requires graduating students	\$596,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
	in the class of 2020 and subsequent classes to demonstrate career and college readiness through one of eight graduation pathway options that align with students' high school and beyond plans (HSBPs).	
14. SHB 1605 Foster care/TBI screenings	Requires the Department of Children, Youth, and Families (DCYF) to evaluate traumatic brain injury screening tools, options for including those tools in existing screens for children in out-of-home care, and treatment actions following identification of traumatic brain injury. Requires DCYF to provide a report on this evaluation to the Legislature by 12/1/2019 .	\$0
15. SHB 1621 Teacher prep. skills assess	Removes requirement that applicants to a teacher preparation program pass a basic skills assessment. Requires applicants to take the basic skills assessment or an alternative basic skills assessment and report the individual results to the Professional Educator Standards Board and an approved teacher preparation program. Establishes that a teacher preparation program may use the results of the basic skills assessment or an alternative assessment in determining a candidate's readiness for the program.	\$0
16. EHB 1638 Vaccine preventable diseases	Clarifies immunization requirements for school attendance; adds language allowing titers and health care providers attestation of history of a disease as proof of immunity; removes the allowance of a personal/philosophical exemption for MMR; requires licensed daycare center employees and volunteers to provide proof of MMR vaccination, measles immunity, or health care provider attestation of appointment or contraindication to vaccination; requires licensed day care centers to maintain documentation of employee vaccine status; and authorizes the Department of Health (DOH) to adopt rules to implement RCW 28A.210.080 and 28A.210.090.	\$0
17. E2SHB 1646 Juvenile rehab. confinement	Makes changes to maximum age of confinement for individuals convicted in adult court of a crime; creates a process for reviewing the transfer of individuals in the custody of the Department of Corrections to the Department of Children, Youth, and Families (DCYF) custody. Allows persons in the custody of the DCYF with an earned release date between age 25 and 26 to serve the remainder of his or her sentence in partial confinement on electronic home monitoring. Reduces the offense category for Drive-By Shooting and Robbery 1 committed at age 16 or 17 is reduced from an A+ to an A offense. Requires OSPI, in collaboration with the deptmt, to create a comprehensive plan for the education of students in juvenile rehabilitation and provide it to the governor and the legislature by 09/1/2020	\$0
18. HB 1657 Homeless youth services	Authorizes the use of HOPE Centers for the placement of a child in need of services and removes the limit on HOPE beds statewide. Clarifies that street outreach services are available to both youth and unaccompanied young adults. Aligns licensing requirements for HOPE Centers, as well as staff education and experience requirements, with Department of Children, Youth, and Families licensing and staff requirements. Adds at least two youth representatives to the Office of Homeless Youth Prevention and Protection Programs advisory committee.	\$0
19. SHB 1658 Paraeducators	Provides that, subject to appropriations, one day of the fundamental course of study must be provided in person. Modifies deadlines by which districts must provide the fundamental course of	\$0

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
	study to paraeducators hired for the 2020-21 school year and beyond. Encourages districts to provide at least one of the 10 days of general courses on the state paraeducator standards as a professional learning day, where paraeducators collaborate with certified staff and other classified staff on applicable courses. Directs the Paraeducator Board to promote the use of paraeducators to meet educator workforce needs in specified ways. Requires the Paraeducator Board to submit a report to the Legislature on using paraeducators in teacher roles or supporting paraeducators to become teachers.	
20. HB 1714 High school diplomas by CTC	Expands the category of students who may receive a diploma from a community or technical college (CTC) to include any individual over age sixteen who completes an associates degree. Provides that any individual aged sixteen through twenty-one may be eligible for the basic education allocation who earns a high school diploma through a CTC by completing an associates degree.	\$0
21. SHB 1734 College in high school accr.	Establishes that all college in the high school programs be nationally accredited by 2027-2028 for programs that started on or before the 2019-20 school year. For any program initiated after the 2019-20 school year, it must submit accreditation application within 7 years of program start-up.	\$0
22. SHB 1742 Juvenile offenses/depictions	Excludes minors from crimes involving dealing in depictions of a minor engaged in sexually explicit conduct and creates a new class of crimes that apply exclusively to minors. Limits the criminal culpability of a minor dealing in depictions of another minor thirteen years of age or older engaged in sexually explicit conduct to a gross misdemeanor. Exempts a minor from criminal culpability for dealing in depictions of themselves engaged in sexually explicit conduct unless the minor sells the depiction. Requires a prosecutor to divert certain offenses involving dealing in depictions of a minor if it is a juvenile's first violation of such an offense. Establishes a workgroup to make recommendations addressing potential harms caused by the exchange of intimate images by minors.	\$0
23. HB 1803 Minimum school days	Increases the number of waivers that OSPI may grant to small school districts requesting permission to reduce the minimum number of school days required in a school year.	\$0
24. E2SHB 1874 Adolescent behavioral health	Authorizes mental health professionals to provide certain mental health treatment information to a parent who is involved in the treatment of the adolescent when the mental health professional believes that sharing this information would not be detrimental to the adolescent. Authorizes a parent of an adolescent to request and receive medically necessary outpatient mental health or substance use disorder treatment for the adolescent for up to 12 sessions within a three-month period and treatment in other less restrictive settings. Expands the definition of "parent" for purposes of family-initiated treatment to include individuals whom the minor's parent has given a signed authorization to make health care decisions, a stepparent who is involved in the caring for the adolescent, or another relative who is responsible for the health care of the adolescent. Requires the Health Care Authority (HCA) to provide online training for behavioral health providers related to parent-initiated treatment	\$0

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
	and other treatment options. Requires the HCA to conduct an annual survey of parents, youth, and behavioral health providers to measure the impacts of policy changes in family-initiated treatment.		
25. 2SHB 1893 Postsecondary student assistance	Creates a grant program for community and technical colleges (CTCs) to provide monetary assistance to students experiencing unforeseen emergencies or situations.		\$0
26. 2SHB 1973 Dual enrollment scholarship	Establishes the Washington Dual Enrollment Scholarship Pilot Program (Pilot Program) to provide scholarships and textbook vouchers to low-income students enrolled in Running Start or College in the High School Programs. Requires the K-12 school districts to provide documentation of a student's low-income status directly to institutions of higher education for the purpose of the Running Start fee waiver.		\$1,600,000 to WSAC
27. HB 2062 Seattle Storm license plates	Creates a new Seattle Storm special license plate and specifies funding from this account be transferred to the Legislative Youth Advisory Council (LYAC).		\$0 (provides \$25,000 to LYAC)
28. ESHB 2140 K-12 education funding	Directs all the second state property tax levy collected in fiscal year 2019 to be deposited into the Education Legacy Trust Account. Allows school districts to use money deposited in a capital projects fund for preventative maintenance and infrastructure improvement during the 2019-2021 fiscal biennium. Delays the enrollment of Education Service District (ESD) employees that are not covered by a collective bargaining agreement in School Employees' Benefits until 01/01/2024. Allows ESDs to enroll non-represented employees in Public Employees' Benefits until 12/31/2023. Amends the Career Connected Learning (CCL) Grant Program created in E2SHB 2158 to require that sufficient funding be provided from the program to the Office of the Superintendent of Public Instruction for employees at ESDs to support the expansion of career connected learning opportunities.		\$61,596,000
29. E2SHB 2158 Workforce education	Establishes a Workforce Education Investment Accountability and Oversight Board and establishes the Washington College Grant Program, the Washington Student Loan Refinancing Program, and a career connected learning cross-agency work group and grant program, makes changes to the Working Connections Child Care Program, Imposes a 20 percent business and occupation (B&O) surcharge on the income from service and other activities of select businesses, imposes a 33.33 percent B&O surcharge on the income from service and other activities of advanced computing businesses with revenue of more than \$25 billion, but less than \$100 billion. Imposes a 66.66 percent B&O surcharge on the income from service and other activities of advanced computing businesses with revenue of more than \$100 billion. Establishes a Workforce Education Investment Account. Makes biennial operating budget appropriations for the 2019-21 biennium.		See below.
E2SHB 2158 Workforce education	Sec. 13 – Funding appropriation	Expansion of career connected learning (sec. 57) Career Launch programs (section 60) Regional apprenticeship pathways pilot program (Marysville School District)	\$850,000 \$638,000 \$1,500,000
30. HB 2163 Budget stabil. account/K-12	Authorizes the transfer of \$58.4 million from the Budget Stabilization Account for K-12 hold-harmless appropriations in the 2019-20 and 2020-21 school years.		\$58,400,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
31. SSB 5023 Ethnic studies	Requires the Office of the Superintendent of Public Instruction (OSPI) to adopt essential academic learning requirements and grade-level expectations that identify the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. Tasks the OSPI with identifying and making available ethnic studies materials and resources for use in grades 7 through 12. Directs the OSPI to convene an advisory committee to advise, assist, and make recommendations regarding the identification of ethnic studies materials and resources for all grades, and to develop a framework to support teaching of ethnic studies to students in grades 7 through 12.	\$ 61,000
32. ESSB 5027 Extreme risk protect. orders	Allows an extreme risk protection order (ERPO) petition to be brought against a person under age 18, and allows the juvenile court to hear such a petition. Requires an ERPO issued against a minor to be served on the parents or guardian and include a written notice advising the parents or guardian of the legal requirement to secure firearms located on the premises. Requires the court to give law enforcement priority at any ERPO calendar and allows law enforcement to petition for an ERPO after-hours.	\$0
33. SSB 5028 Month of the kindergartner	Recognizes September as the "Month of the Kindergartner." Encourages elementary schools to determine a method to celebrate new kindergartners each September.	\$0
34. 2SSB 5082 Social emotional learning	Creates the Social Emotional Learning Committee to promote and expand social emotional learning (SEL). The committee is staffed by OSPI. Beginning 06/01/2021 , the committee must provide an annual report with accomplishments, state-level data, identification of systemic barriers, or policy changes necessary to promote SEL. OSPI must review the recommendations of the SEL workgroup and SEL committee. OSPI must adopt SEL standards and benchmarks by 01/01/2020 and revise as appropriate. Subject to appropriations, OSPI must create and publish on its website a list of resources available for professional development of staff on a variety of topics. Beginning in the 2020-21 school year, and every other school year thereafter, school districts must use one of the professional learning days to train school district staff on these topics. By January 1, 2020, PESB must incorporate the SEL standards and benchmarks into the principal, teacher, and paraeducator standards.	\$ 400,000
35. SB 5088 Computer science/high school	Requires that all districts with a high school must provide an opportunity to access an elective computer science course beginning no later than the 2022-23 school year. Allows school districts to award computer science credits based on completion of a competency exam. Requires the Office of the Superintendent of Public Instruction to adopt rules on competency testing. Prior to the use of any competency examination used to award computer science academic credit, OSPI must review the exam to ensure its alignment with the state learning standards for computer science or mathematics and course equivalency requirements adopted by OSPI.	\$0
36. SSB 5089 Early learning access	DCYF must adopt rules that allow a child to enroll in ECEAP, as space is available, when the child does not meet the definition of "eligible child" and the child turns three at any time during the school year	\$0

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
	and: has a family income at or below 200 percent of the federal poverty level or meets at least one risk factor criterion adopted by DCYF in rule; and has received services from or participated in ESIT, Early Head Start, or the birth-to three ECEAP program, if such program is established.	
37. E2SSB 5091 Special education funding	Increases the special education cost multiplier from 0.9609 to 0.995 for students eligible for and receiving special education beginning in the 2019-20 school year. Beginning in the 2020-21 school year, the special education cost multiplier is set at either: (I) 1.0075 for students eligible for and receiving special education and reported to be in the general education setting for eighty percent or more of the school day; or (II) 0.995 for students eligible for and receiving special education and reported to be in the general education setting for less than eighty percent of the school day. Requires the threshold for high-need individuals for state-funded special education safety net awards to be 2.3 times the average per-pupil expenditure defined in federal law, beginning in the 2019-20 school year. Directs how professional learning allocations must be calculated. Requires the State Auditor to audit special education data for the 2018-2019 school year, and report to the Legislature by 12/1/2020 .	\$3,989,000
38. SSB 5106 Natural disaster mitigation	A work group is created to study and make recommendations on natural disaster and resiliency activities. Specifically, the workgroup must review activities by public and private entities, other states, and the federal government in regards to disaster mitigation and resiliency; review uptake in this state for disaster related insurance, such as flood and earthquake insurance; review how other states coordinate disaster mitigation, specifically the California Earthquake Authority; review how other states and the federal government fund disaster mitigation and resiliency activities and programs; and make recommendations to the Legislature and OIC.	\$0
39. E2SSB 5290 Noncriminal youth detention	Reduces the maximum detention period for at-risk youth (ARY), child in need of services (CHINS), dependency, and truancy court proceedings from seven days to 72 hours, excluding weekends and holidays, beginning on the next weekday after the order. Eliminates the use of detention as a court contempt sanction for dependency, and CHINS court proceedings on 07/01/2020. Eliminates the use of detention as a court contempt sanction for truancy court proceedings on 07/01/ 2021. Eliminates the use of detention as a court contempt sanction for ARY court proceedings on 07/01/2023. Authorizes courts to commit a juvenile to a secure crisis residential center or a secure program offering intensive wraparound services approved by the Department of Children, Youth, and Families following the elimination of detention as a court contempt sanction for ARY proceedings on 07/01/2023 .	\$0
40. ESSB 5313 School levies	Allows a district to levy at the lesser of \$2.50 per \$1,000 of assessed value or \$2,500 per pupil for school districts with fewer than 40,000 FTE students. Allows a district to levy at the lesser of \$2.50 per \$1,000 of assessed value or \$3,000 per pupil for school districts with 40,000 FTE students or more. Provides local effort assistance to school districts that do not generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50 per \$1,000 of assessed value. Provides enrichment	See 2140.

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
	funding to charter schools and state-tribal compact schools based on the local enrichment levy collected by school districts, up to \$1,550 per student. Provides additional enrichment funding to school districts that meet certain enrollment criteria. Requires school districts, beginning in the 2019-20 school year, to provide an expenditure schedule that identifies the amount expended on certain supplementary enrichment activities.	
41. SSB 5324 Homeless student support	Within existing resources OSPI shall create a competitive grant process to evaluate and award state-funded grants to School Districts to increase identification of students experiencing homelessness. Funds may be used in a manner consistent with allowable uses as determined by OSPI. Partnering with local housing and community-based organizations with experience in serving the needs of students experiencing homelessness or students of color among other items listed in the bill.	\$0
42. SSB 5380 Opioid overdose	Modifies the protocols for using medications to treat opioid use disorder and makes changes to regulations surrounding opioid overdose medication and treatment. Public high schools are permitted to obtain and store opioid overdose reversal medication. Beginning with the 2020-21 school year, public high schools in school districts with over 2000 students are required to obtain and store opioid overdose reversal medication, unless a district demonstrates a good faith effort to obtain the medication through a donation source, but is unable to do so. Public higher education institutions with a residence hall housing at least one hundred students must develop a plan to maintain and administer opioid overdose reversal medication in residence halls. OSPI in consultation with the Washington State School Directors' Association and DOH are directed to develop opioid related overdose guidelines, training requirements, and a grant program.	\$0
43. ESSB 5410 Credit policy/AP, IB, CAIE	Requires the institutions of higher education to award as much credit as possible and appropriate for scores of: three on an AP exam; four on a standard-level or higher-level IB exam; or E on A and AS level Cambridge International exams. Each higher education institution must develop a process for retroactively awarding IB credit for students who first enrolled in the 2018-19 academic year.	\$0
44. SSB 5429 Referred and diverted youth	Requires the Department of Children, Youth & Families (DCYF) to allow proposals to receive Community Juvenile Accountability Program (CJAP) funds to be submitted to support programs for youth who are referred to the program by law enforcement rather than being formally diverted or charged within the juvenile justice system. Requires DCYF to implement a stop loss policy limiting the loss in funding for any juvenile court from one year to the next based on funding formula changes.	\$0
45. SSB 5437 ECEAP eligibility	Allows inclusion of children whose family income is less than or equal to 200 percent of the federal poverty level in the Early Childhood Education and Assistance Program (ECEAP), as space is available. Requires development of a phased implementation of a birth-to-three ECEAP pilot project, with implementation beginning once adequate funds are secured.	\$0
46. SB 5497	Creates the Keep Washington Working statewide work group within the Department of Commerce to develop strategies for expanding immigrants' career pathways and Washington's ability to provide	\$70,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary	New Funding (Biennial)
Immigrants in the workplace	new business and trade opportunities. Requires state agencies to provide services without regard to a person's citizenship or immigration status. Requires state agencies to develop and implement secure information systems when persons use state services and facilities. Limits information exchange and joint immigration enforcement activities with federal agencies to the maximum extent permitted by state and federal laws.	
47. SSB 5514 School threats notification	Whenever a first responder agency notifies a school of a situation that may necessitate an evacuation or lockdown, the agency must determine if other schools in the vicinity, including private schools, are similarly threatened. The first responder agency must notify every other known school in the vicinity for which an evacuation or lockdown appears reasonably necessary to the agency's incident commander unless the agency is unable to notify schools due to duties directly tied to responding to the incident occurring. A first responder agency and its officers, agents, and employees are not liable for any act, or failure to act, regarding this requirement unless they acted with willful disregard.	\$0
48. SSB 5612 Holocaust education	Requires OSPI in collaboration with an expert Washington nonprofit organization that teaches the lessons of the Holocaust to develop best practices, guidelines, encourage and support middle, junior, and high schools in implementing them. By 09/01/2020 , schools with grades 6-12 who teach Holocaust education to use OSPI's Holocaust education curriculum. OSPI must electronically publish the best practices and guidelines on an annual basis. By 11/14/2022 , OSPI must collect feedback from expert Washington nonprofit organizations about implementation, suggested modifications, the number of teacher's trained, and ehlehr instruction should be required in public schools, and if so, in which grades. OSPI must work with expert Washington nonprofit organizations to summarize the feedback and submit a report it to the Legislature By 12/12/2022 ,	\$183,000
49. SB 5865 Filipino American history	Declares October of each year to be Filipino American History Month.	\$0
50. ESSB 5688 Athletic trainers	No person may use the title "athletic trainer," the letters "ATC" or "LAT," the terms "sports trainer," "team trainer," or any other words, abbreviations, or insignia in connection with their name to indicate or imply, directly or indirectly, they are an athletic trainer without being licensed as an athletic trainer.	\$0
51. SSB 5689 Harassment, etc./schools	By 09/01/2019 , and periodically thereafter, WSSDA must collaborate with OSPI to develop and update a model transgender student policy and procedure. By 01/31/2020 , school districts must adopt or amend, if necessary, policies and procedures, that at a minimum, incorporate all the elements of the model transgender student policy and procedure. School districts must designate one person in the district as the primary contact regarding the policy. By 12/31/2020 , OSPI must develop a statewide training class for primary contacts. By 12/31/2020 , OSPI must develop online training material available to all school staff based on the model transgender student policy and procedure and OSPI's rules and guidance. OSPI must annually notify school districts of the availability of the online training material. OSPI, in collaboration with DOH, the Health Care Authority, and the Liquor	\$0

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
	and Cannabis Board, must review and align the questions in the Healthy Youth Survey with the model transgender student policy and procedure created by WSSDA. Clarifies that a teacher's evaluation may not be negatively impacted if a teacher chooses to use certain curriculum or instructional materials.		
52. ESSB 5874 Rural sat. skill centers	Requires rural satellite skill centers to report direct enrollment and receive direct funding if delineated requirements are met. Authorizes core campus skill centers to receive, for administrative purposes, up to 7 percent of the funding provided to a partnered rural satellite skill center.		\$0
53. ESHB 1109 – Operating budget Financial literacy	Sec. 501 (1)(p)	Additional funding is provided to support the financial literacy of students.	\$100,000
54. ESHB 1109 – Operating budget Safety net staffing	Sec. 501 (1)(r)	Additional funding is provided solely for additional FTE to support the work of the safety net committee and to provide training and support to districts applying for safety net awards.	\$450,000
55. ESHB 1109 – Operating budget Dual credit study	Sec. 501 (1)(s)	OSPI must study and make recommendations for how Washington can make dual credit enrollment cost-free to students who are enrolled in running start, college in the high school, advanced placement, international baccalaureate, or other qualifying dual credit program. OSPI must collaborate and consult with K-12 and higher education stakeholders and submit a report to the legislature by 11/1/2019 .	\$0
56. ESHB 1109 – Operating budget Website maintenance	Sec. 501 (1)(v)	Funding is provided in FY 21 only to host the office's web site and for web sites maintenance.	\$55,000
57. ESHB 1109 – Operating budget Collective bargaining results	Sec. 501 (1)(w)	Within 30 days of finalizing contracts, districts must report to OSPI the results of each collective bargaining agreement for certificated staff within their district using a uniform template as required by OSPI. OSPI must report to the legislative evaluation and accountability program committee summarizing the district level data by December 1st of each year.	\$0
58. ESHB 1109 – Operating budget Discrimination guidelines	Sec. 501 (1)(x)	OSPI must review and update the guidelines "prohibiting discrimination in Washington public schools".	\$0
59. ESHB 1109 – Operating budget Sexual Health Education Workgroup	Sec. 501 (3)(h)	OSPI must convene a workgroup to review Sexual Health Education (SHE) learning standards, existing SHE curricula, consider revisions to statute, consider merits and challenges for requiring all schools to offer comprehensive SHE. OSPI must submit findings and recommendations by 12/1/2019 . OSPI must also collaborate with DOH to conduct a data survey of the availability of SHE in public schools and relevant health measures in those schools.	\$0

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
60. ESHB 1109 – Operating budget School lunch durations	Sec. 501 (4)(m)	Funding is provided for OSPI to evaluate and implement best practices and procedures for ensuring that students lunch periods include a seated lunch duration of at least twenty minutes. OSPI must select six schools to serve as demonstration sites.	\$126,000
61. ESHB 1109 – Operating budget Extracurricular activity reporting	Sec. 501 (4)(n)	Funding is provided for OSPI to publish a list of schools and districts that are not complying with RCW 28A.325.010 and RCW 28A.325.050 by 12/30/2020 . School districts must collect and report to the ASB executive board data related to students possession of ASB cards and participation in school-based athletic programs by 01/15/2020 . Adds reporting requirements that school districts must have available on their website.	\$75,000
62. ESHB 1109 – Operating budget Restraint and Isolation	Sec. 501 (4)(o)	Funding is provided for OSPI to collect and monitor restraint and isolation data and to provide training, technical assistance, and other supports to schools and districts to reduce the use of restraint and isolation.	\$120,000
63. ESHB 1109 – Operating budget Educational Interpreters	Sec. 501 (4)(p)	Funding is provided for OSPI to develop or expand a mentoring program for persons employed as educational interpreters in public schools.	\$450,000
64. ESHB 1109 – Operating budget Agriculture history curriculum	Sec. 501 (4)(q)	Funding is provided for OSPI to create a series of articles, videos, and educational curriculum on the history of agriculture in Washington state. The materials must be made available for free.	\$150,000
65. ESHB 1109 – Operating budget Dropout, early warning and intervention pilot	Sec. 501 (4)(u)	Funding is provided for OSPI to conduct a pilot program in five school districts for a dropout early warning and intervention data system to identify students beginning in 8 th grade who are at risk of not graduating. OSPI must report to the legislature by 12/15/2020 .	\$250,000
66. ESHB 1109 – Operating budget Enhanced staffing allocations	Sec. 504 (2)(d)(ii)(A)	OSPI shall allocate additional funding for guidance counselors to the twenty schools (elementary/middle) with the lowest overall school score for all students in the 2018-19 school year, as determined by the Washington school improvement framework. To receive funding, a school must demonstrate actual staffing that meets or exceeds enhanced levels.	\$1,813,000
67. ESHB 1109 - Operating budget Safety Net	Sec. 509 (7)	Additional funding is provided to support safety net awards for districts with demonstrated needs for special education funding beyond what is appropriated for special education funding.	\$86,602,000
68. ESHB 1109 – Operating budget	Sec. 511 (13)	Funding is provided for OPSI to support professional development in inclusionary practices for classroom teachers. Funding for mentors must be prioritized to the	\$25,000,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
Inclusionary Professional Development		public schools with the highest percentage of students with an IEP who spend the least amount of time in general education classrooms.	
69. ESHB 1109 – Operating budget Institutional Education	Sec. 512 (6)	Funding is provided solely to increase the capacity of institutional education programs to differentiate instruction to meet students’ unique educational needs.	\$2,727,000
70. ESHB 1109 – Operating budget Student Records – Echo Glen	Sec. 512 (7)	Funding is provided solely to support one student records coordinator in the Issaquah school district to manage the transmission of academic records with the Echo Glen children’s center.	\$200,000
71. ESHB 1109 – Operating budget Dual Language	Sec. 522 (10)	Funding is provided to support expansion of the K-12 dual language grant program.	\$950,000
72. ESHB 1109 – Operating budget Achievers scholars	Sec. 522 (11)	Increased funding is provided for the expansion of the achievers scholars program.	\$2,000,000
73. ESHB 1109 – Operating budget Student athletes in STEM	Sec. 522 (14)	Funding is provided for OSPI to contract with a nonprofit to provide learning experiences for student-athletes in the science, technology, engineering, and math sectors.	\$250,000
74. ESHB 1109 – Operating budget Military student mentoring	Sec. 522 (16)	Funding is provided for OSPI to contract with a nonprofit entity to create a mentoring program for military connected students.	\$250,000
75. ESHB 1109 – Operating budget Science on Wheels	Sec. 522 (18)	Funding is provided for the Science on Wheels program to create a new computer science program, expand the current statewide outreach, and outfit one van to bring programs to districts.	\$380,000
76. ESHB 1109 – Operating budget Career-integrated Mentoring	Sec. 522 (19)	Funding is provided for OSPI to contract with a nonprofit that provides career-integrated one-to-one mentoring programs for disadvantaged high school students.	\$500,000
77. ESHB 1109 – Operating budget FIRST robotics increase	Sec. 522 (2)	Funding is increased for the FIRST robotics program.	\$100,000
78. ESHB 1109 – Operating budget Core Plus expansion	Sec. 522 (2)(d)	Funding is provided to expand the current core plus program to include the maritime and construction industries. Funding is also provided for outreach and administrative support.	\$3,354,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
79. ESHB 1109 – Operating budget Graham Kapowsin	Sec. 522 (21)	One-time funding is provided for the Bethel School District to expand post-secondary education opportunities at Graham-Kapowsin High School.	\$250,000
80. ESHB 1109 – Operating budget Kitsap apprenticeship pathways	Sec. 522 (22)	Funding is provided to the South Kitsap School District to develop pathways for high school diplomas and post-secondary credential through controls programmer apprenticeships.	\$700,000
81. ESHB 1109 – Operating budget Math improvement pilot	Sec. 522 (23)	One-time funding is provided for a math improvement pilot program to improve math scores.	\$510,000
82. ESHB 1109 – Operating budget Media literacy	Sec. 522 (24)	One-time funding is provided for OSPI to administer a media literacy grant program.	\$300,000
83. ESHB 1109 – Operating budget Seattle education access	Sec. 522 (25)	One-time funding is provided to Seattle Education Access (SEA) to ensure students on non-traditional educational pathways have the mentorship and technical assistance need to navigate higher education and financial aid.	\$500,000
84. ESHB 1109 – Operating budget Project citizen	Sec. 522 (3)(a)	Increased funding is provided for the Project Citizen and We the People programs run through the Center for civics Education.	\$100,000
85. ESHB 1109 – Operating budget Civics education grants	Sec. 522 (3)(b)	Additional funding is provided for OSPI to administer a grant program for travel costs associated with civics education competitions and to provide maintenance level funding of costs associated with implementing chapter 127, Laws of 2018 – civics education.	\$297,000
86. ESHB 1109 – Operating budget Civics education materials	Sec. 522 (3)(c)	Funding is provided for the development of civics education materials for kindergarten through fifth grade.	\$55,000
87. ESHB 1109 – Operating budget CTE equivalency alignment	Sec. 522 (4)(b)	OSPI must ensure CTE courses are aligned with high-demand, high-wage jobs. OSPI must verify that the current list of CTE equivalencies meets the criteria established in RCW 28A.700.020 (2) and remove from the list any that no longer meet such criteria.	\$0
88. ESHB 1109 – Operating budget Next Generation Science Standards grant program	Sec. 522 (4)(c)	Funding is provided for professional development in the Next Generation Science standards and to support community-based climate science organizations to partner with educational service districts and school districts.	\$200,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Bill #/ Title	Summary		New Funding (Biennial)
89. ESHB 1109 – Operating budget Kip Tokuda	Sec. 522 (5)	Increased funding is provided for new education materials and the development of curriculum materials regarding the history and lessons of the World War II exclusion, removal, and detention of persons of Japanese ancestry.	\$250,000
90. ESHB 1109 – Operating budget Foster youth ed outcomes	Sec. 522 (6)	Additional funding is provided to increase high school graduation rates for foster youth.	\$2,000,000
91. ESHB 1109 – Operating budget Non-violence leadership	Sec. 522 (9)	Increased funding is provided for the Nonviolence Ethical Leadership Program to develop online, electronically accessible videos, training materials, and course content.	\$150,000
92. ESHB 1109 – Operating Budget Telehealth mental health pilots	Sec. 606 (1)(dd)	Funding is provided for the University of Washington and Seattle Children's hospital, in consultation with OSPI, to plan for and implement a two-year pilot program of school mental health education and consultations for students at middle schools, junior high, and high schools. The pilot program must provide trainings to school staff by 01/01/2020 and beginning in the 2020-21 SY , provide school counselors access and students access to teleconsultations	\$1,000,000 to UW

Capital budget			Funding
62. SHB 1102 – Capital budget School Construction Assistance Program	Sec. 5012	OSPI administers the School Construction Assistance Program (SCAP), which operates as a partnership with local school districts to fund the construction of school buildings. SCAP provides funding to school districts to plan, construct, and renovate school facilities to provide space for learning.	\$1,042,053,000
63. SHB 1102 – Capital budget West Sound Tech. Skill Center Modernization	Sec. 5013	Funding for the West Sound Technical Center's main building which is past its useful life. The building has not received any state funding since the 1970's.	\$500,000
64. SHB 1102 – Capital budget Pierce County Skill Center Modernization	Sec. 5014	This appropriation will provide additional classroom and shop spaces for Construction Trades and Fire Science courses. The funding will also provide health, safety, and code upgrades to the facility.	\$146,000
65. SHB 1102 – Capital budget Capital Administration	Sec. 5015	Funding for OSPI's Capital Administration which includes staff salaries and benefits, as well as the Information and Condition of Schools (ICOS) system.	\$3,924,000
66. SHB 1102 – Capital budget School District Health & Safety	Sec. 5016	This program supports the needs of school districts who do not have the financial resources to address long-standing and urgent concerns in order to provide students a safe, healthy, and comfortable learning environment. This grant program will provide opportunities to address the following facility needs: health and safety; equal access; and emergency repairs.	\$6,000,000

2019 End of Session Overview
Office of Superintendent of Public Instruction

Capital budget			Funding
67. SHB 1102 – Capital budget Healthy Kids - Healthy Schools	Sec. 5017	The Healthy Kids, Healthy Schools Grant provides school districts with the opportunity to help Washington youth maintain a healthy weight, enjoy active lives, and encourage good eating habits. Eligible to fund: Water bottle filling stations, lead-contaminated drinking water replacements, physical health/fitness equipment, equipment/repairs related that will improve child nutrition.	\$3,250,000
68. SHB 1102 – Capital budget Skill Center Minor Works	Sec. 5018	This funding will be used to remedy building systems shortfalls which impact student learning, safety and health.	\$3,000,000
69. SHB 1102 – Capital budget Career Preparation and Equipment Grants	Sec. 5019	This appropriation will fund competitive grant funds to school districts to create the learning space needed for science, technology, engineering, and mathematics (STEM) education, as well as the equipment grant program that provides funding to school districts to purchase equipment for career and technical education (CTE) programs.	\$1,000,000
70. SHB 1102 – Capital budget Agricultural Science Grants	Sec. 5027	Grant to the Future Farmers of America (FFA) Foundation.	\$1,750,000
71. SHB 1102 – Capital budget Small Rural Modernization Grants	Sec. 5028	This new program will provide funding to school districts under 1,000 student enrollments to address critical building system replacement and facility modernization needs through a competitive grant program.	\$20,000,000
72. SHB 1102 – Capital budget STEM Grants	Sec. 5029	This appropriation is provided for a grant to the Laser Interferometer Gravitational-Wave Observatory (LIGO) STEM Observatory in Richland, WA.	\$7,700,000
73. SHB 1102 – Capital budget Distressed Schools	Sec. 5030	This section contains direct appropriations to three Seattle schools. The remaining portion of the appropriation is earmarked for providing competitive grants for modular classrooms made with mass timber products, including cross-laminated timber.	\$23,000,000

From: jensenv@skschools.org
Sent time: 05/14/2019 06:25:14 PM
To: admin@wspa.net
Subject: RE: WSPA Region 5 positions

Thank you! Jackie and I could do ¼ each of the position if you want 😊
We would love Chelle to stay!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: admin@wspa.net <admin@wspa.net>
Sent: Tuesday, May 14, 2019 3:18 PM
To: Jensen, Vivian <jensenv@skschools.org>; stewardj@skschools.org
Cc: Lente Chelle - ADMIN <ChelleL@ckschools.org>; Denise Kennedy <denise.kennedy@bremertonschools.org>
Subject: WSPA Region 5 positions

Vivian and Jackie,

My apologies for the confusion. We originally had only one representative position open, but Chelle Lente has confirmed that she is also choosing to end her term which opens up both positions.

I have confirmed with our executive director and am sending an updated notice and ballot to all region 5 members now.

Thank you—I am so looking forward to working with you and getting to know each of you this year!

Best,

Jennifer

From: Jensen, Vivian [<mailto:jensenv@skschools.org>]
Sent: Monday, May 13, 2019 4:04 PM
To: admin@wspa.net
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Elections

Hi Jennifer,
Jackie Stewart and I will only do this if we can be a co-Rep team!
I can't even get to the gym unless she goes too! 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: wspa@memberclicks-mail.net <wspa@memberclicks-mail.net>
Sent: Monday, May 13, 2019 3:01 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Region Elections

Hello WSPA Region 5,

Voting is now open for WSPA Region 5 Co-Representative. This is a two-year term effective July 1, 2019.

Statements submitted by the candidates are attached for your review.

Please click here to submit your vote: [Region 5 Election: 2019-2020](#)

Voting will remain open through May 15, 2019.

Thank you,

Washington School Personnel Association

||

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|

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:06 PM
To: stewartj@skschools.org
Subject: UPDATED: WSPA Region 5 Election

Hello WSPA Region 5,

We have an update to the Region 5 WSPA Region Representative position -- Chelle Lente and Denise Kennedy will both be ending their terms this year, opening up two positions.

I have created a new election ballot representing the two open positions. Please note that ballots cast on the previous election form will be voided.

Please click here to submit your vote for both Region 5 Co-Representative Position 1 and Position 2: [Region 5 UPDATED Election: 2019-2020](#)

Thank you to Chelle and Densie for your time, commitment, and leadership of Region 5. You are deeply appreciated and we thank you for your service to our organization.

Thank you,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:09 PM
To: finnie@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:10 PM
To: tallman@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:06 PM
To: monaglej@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:13 PM
To: jensenv@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:06 PM
To: holsten@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/14/2019 03:31:05 PM
To: stewartj@skschools.org
Subject: UPDATED: WSPA Region 5 Election

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From: admin@wspa.net
Sent time: 05/14/2019 03:18:02 PM
To: jensenv@skschools.org; stewardj@skschools.org
Cc: Lente Chelle - ADMIN <ChelleL@ckschools.org>; Denise Kennedy <denise.kennedy@bremertonschools.org>
Subject: WSPA Region 5 positions

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Best,

Jennifer

From: Jensen, Vivian [<mailto:jensenv@skschools.org>]
Sent: Monday, May 13, 2019 4:04 PM
To: admin@wspa.net
Cc: Stewart, Jackie <stewardj@skschools.org>
Subject: RE: WSPA Region Elections

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I can't even get to the gym unless she goes too! ☺

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Monday, May 13, 2019 3:01 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Region Elections

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:31:27 PM
To: stewartj@skschools.org
Subject: Registration now open: WSPA HELP Programs

Hello WSPA members,

Reminder: registration is now open for these upcoming WSPA/HELP events:

Human Resources CERTIFICATED Boot Camp

- July 22-24, 2019
- Icicle Village Inn - Leavenworth
- Registration: \$495

HELP Program 2019-2020 (Human Resources in Education Leadership Program)

- July 22-26, 2019
- Icicle Village Inn, Leavenworth
- Registration: \$910 -- includes summer session, fall workshop, spring workshop

Information and registration for all programs may be found online at: <https://www.wspa.net/>

Thank you,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:31:59 PM
To: tallman@skschools.org
Subject: Registration now open: WSPA HELP Programs

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:31:32 PM
To: holsten@skschools.org
Subject: Registration now open: WSPA HELP Programs

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:32:17 PM
To: jensenv@skschools.org
Subject: Registration now open: WSPA HELP Programs

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- July 22-24, 2019
- Icicle Village Inn - Leavenworth
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Thank you,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:31:28 PM
To: monaglej@skschools.org
Subject: Registration now open: WSPA HELP Programs

Hello WSPA members,

Reminder: registration is now open for these upcoming WSPA/HELP events:

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- Icicle Village Inn - Leavenworth
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- July 22-26, 2019
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Thank you,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/15/2019 01:31:50 PM
To: finnie@skschools.org
Subject: Registration now open: WSPA HELP Programs

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Reminder: registration is now open for these upcoming WSPA/HELP events:

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Thank you,

Washington School Personnel Association

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From: jensenv@skschools.org
Sent time: 05/16/2019 12:27:59 PM
To: admin@wspa.net
Subject: Automatic reply: WSPA elections

I am currently out of the office on vacation but will return on Friday, May 17, 2019. If you need assistance immediate, please contact Rachel Tallman @ 874-7083.
Thank you!

Vivian Jensen
HR Specialist
South Kitsap School District
360-874-7077

From: admin@wspsa.net
Sent time: 05/16/2019 12:27:45 PM
To: admin@wspsa.net
Subject: WSPA elections

Hello,

Congratulations! You have been elected to serve as a WSPA regional representative – welcome to the WSPA team!

We will hold our annual board retreat June 6-7 at Sleeping Lady Resort in Leavenworth. I will be sending out more information as we get closer to the event.

I am contacting all candidates to notify them of the elections results. I will be sending an official announcement to all WSPA members as soon as possible. Please keep these results confidential until that time – I want to be sure I am able to reach all candidates personally before the official announcement is made. Thank you in advance for your understanding and confidentiality.

Thank you – and congratulations!

Best regards,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspsa.net/>



your convenience – please indicate your preferences/RSVP online at:

<https://docs.google.com/spreadsheets/d/11kvFUJmEv9pR-GURqMJqkCRN3Kyofpp-riJjSYHq1cs/edit?usp=sharing>

1. RSVP that you are able/unable to attend
2. Confirmation of accommodations needed – *please note if you do not need accommodations*
3. WSPA will provide your room Thursday evening, all meals, and reimburse your mileage to/from the retreat.
4. Family are welcome to join you, however please note that their meals will not be covered by WSPA. Please indicate if you plan to have family attend.
5. Please list any dietary accommodations and I would be happy to share with the resort.

I have also created a list of our 2019-2020 board members and their contact information. Please indicate any changes on this shared document:

https://docs.google.com/spreadsheets/d/1HIHNcg33eIPg4lWnaWep05EVh8hv60_MFhePILijZ44/edit?usp=sharing

Please let me know if you have any trouble accessing either document or if you have any questions. I look forward to seeing each of you next month and to our work together this year!

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333

<http://www.wspa.net/>



From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:02:11 PM
To: jensenv@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

Dear WSPA Members,

Please join me in welcoming the 2019-2020 WSPA Board and Administrative team:

- Tina Konsmo, Puyallup School District, President
- Tony Frascione, Federal Way Public Schools, Incoming President
- Shaun Carey, Frankln Pierce School District, Immediate Past President
- Kurt Schonberg, Oak Harbor School District, Outgoing President

- Janet Hodson, Federal Way Public Schools, Secretary
- Chris Callahan, Auburn School District, Treasurer

- Returning Region 1 Representatives: Jane Stencel, East Valley School District, and Kim Harmon, Spokane Public Schools
- Returning Region 2 Representatives: Doug Christensen, Kennwick School District, and Toni Neidhold, Pasco School District

- New Region 3 Representatives: Jenae Gomes, Evergreen Public Schools, and Melissa Krueder, ESD 112

- Returning Region 4 Representative: Stacia Dorman, Puyallup School District
- New Region 4 Representative: Sara Salyer, Puyallup School District

- New Region 5 Co-Representatives: Vivian Jensen, South Kitsap School District, and Jackie Stewart, South Kitsap School District

- Returning Region 6 Representative: Debbie Kovacs, Everett Public Schools
- New Region 6 Representative: Darrell Heisler, Sedro-Woolley School District

- Executive Director, Curtis Leonard
- WSPA Program Coordinator, Jennifer Tottenham
- HELP Coordinator, Jane Stencel

The WSPA team will be attending our annual Board retreat in early June to plan for the upcoming year. Is there a service, training, or workshop that would be beneficial for your district? How can we best serve our members going forward? Please let us know -- your input is critical to our planning.

Please submit suggestions to Jennifer Tottenham at admin@wsipa.net prior to June 1 for consideration at our planning retreat. Thank you.

Again, please join me in welcoming the 2019-2020 WSPA Board and Administrative Team.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:01:26 PM
To: monaglej@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

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- WSPA Program Coordinator, Jennifer Tottenham
- HELP Coordinator, Jane Stencel

The WSPA team will be attending our annual Board retreat in early June to plan for the upcoming year. Is there a service, training, or workshop that would be beneficial for your district? How can we best serve our members going forward? Please let us know -- your input is critical to our planning.

Please submit suggestions to Jennifer Tottenham at admin@wspa.net prior to June 1 for consideration at our planning retreat. Thank you.

Again, please join me in welcoming the 2019-2020 WSPA Board and Administrative Team.

Thank you,

Jennifer Tottenham
Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:01:55 PM
To: tallman@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

Dear WSPA Members,

Please join me in welcoming the 2019-2020 WSPA Board and Administrative team:

- Tina Konsmo, Puyallup School District, President
- Tony Frascione, Federal Way Public Schools, Incoming President
- Shaun Carey, Franklin Pierce School District, Immediate Past President
- Kurt Schonberg, Oak Harbor School District, Outgoing President

- Janet Hodson, Federal Way Public Schools, Secretary
- Chris Callahan, Auburn School District, Treasurer

- Returning Region 1 Representatives: Jane Stencel, East Valley School District, and Kim Harmon, Spokane Public Schools
- Returning Region 2 Representatives: Doug Christensen, Kennwick School District, and Toni Neidhold, Pasco School District

- New Region 3 Representatives: Jenae Gomes, Evergreen Public Schools, and Melissa Krueder, ESD 112

- Returning Region 4 Representative: Stacia Dorman, Puyallup School District
- New Region 4 Representative: Sara Salyer, Puyallup School District

- New Region 5 Co-Representatives: Vivian Jensen, South Kitsap School District, and Jackie Stewart, South Kitsap School District

- Returning Region 6 Representative: Debbie Kovacs, Everett Public Schools
- New Region 6 Representative: Darrell Heisler, Sedro-Woolley School District

- Executive Director, Curtis Leonard
- WSPA Program Coordinator, Jennifer Tottenham
- HELP Coordinator, Jane Stencel

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:01:26 PM
To: stewartj@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:01:30 PM
To: holsten@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/20/2019 01:01:46 PM
To: finnie@skschools.org
Subject: WSPA Board and Administrative Team 2019-2020

Dear WSPA Members,

Please join me in welcoming the 2019-2020 WSPA Board and Administrative team:

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From: admin@wspsa.net
Sent time: 05/20/2019 11:21:44 AM
To: admin@wspsa.net
Subject: WSPA: Welcome to our board, board retreat information, request for RVSP

Hello WSPA Board,

First, please join me in welcoming our incoming board members. We are so happy to have you joining us and we look forward to working with you this year. Thank you for being willing to share your time and energy with the WSPA team!

WSPA Board 2019-2020

- Tina Konsmo, President
- Tony Frascione, Incoming President
- Shaun Carey, Immediate Past President
- Kurt Schonberg, Outgoing President
- Janet Hodson, Secretary
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- Returning Region 6 Representative: Debbie Kovacs
- New Region 6 Representative: Darrell Heisler
- Executive Director, Curtis Leonard
- WSPA Program Coordinator, Jennifer Tottenham

Our board retreat is scheduled for June 6-7, 2019

- WSPA Board Retreat
- June 6-7, 2019
- Sleeping Lady Resort, Leavenworth: <https://www.sleepinglady.com/>
 - The agenda is currently being finalized and will be shared prior to the meeting

If you could please provide the following information it would be greatly appreciated. I have created a shared Google doc for your convenience – please indicate your preferences/RSVP online at:

<https://docs.google.com/spreadsheets/d/11kvFUJmEv9pR-GURqMJqkCRN3Kyofpp-riJjSYHq1cs/edit?usp=sharing>

1. RSVP that you are able/unable to attend
2. Confirmation of accommodations needed – *please note if you do not need accommodations*
 - a. WSPA will provide your room Thursday evening, all meals, and reimburse your mileage to/from the retreat.
 - b. Family are welcome to join you, however please note that their meals will not be covered by WSPA. Please indicate if you plan to have family attend.
3. Please list any dietary accommodations and I would be happy to share with the resort.

I have also created a list of our 2019-2020 board members and their contact information. Please indicate any changes on this shared document:

https://docs.google.com/spreadsheets/d/1HIHNCg33elPg4lWnaWep05EVh8hv60_MFhePIIjZ44/edit?usp=sharing

Please let me know if you have any trouble accessing either document or if you have any questions. I look forward to seeing each of you next month and to our work together this year!

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>



From: Jennifer Tottenham <jentottenham@gmail.com>
Sent time: 05/22/2019 03:38:36 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Re: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

That's a great question — let me check with our executive director about Wednesday.

We typically start at 9:00 on Thursday and end at lunch on Thursday. I sent a draft to Curtis and the president and once they have it finalized I will share the final schedule.

I will let you know just as soon as I hear back from Curtis.

Thank you,

Jennifer Tottenham

On May 22, 2019, at 11:30 AM, Jensen, Vivian <jensenv@skschools.org> wrote:

Hi Jennifer,
Jackie and I are wondering if we shared a room, would it be possible to come over Wed evening? What time are we starting on Thursday? Do we know the ending time? Just thinking about traffic, etc.
Please let me know 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Jennifer Tottenham (via Google Sheets) <jentottenham@gmail.com>
Sent: Wednesday, May 22, 2019 11:04 AM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

jentottenham@gmail.com has invited you to **edit** the following spreadsheet:

<~WRD000.jpg>

[WSPA Board Retreat RSVP and Dietary Needs](#)

<image001.jpg> Vivian,

Please let me know if you have any continued trouble accessing this document.

Thank you,

Jennifer

[Open in Sheets](#)

jentottenham@gmail.com is outside your organization.

Google Sheets: Create and edit spreadsheets online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a spreadsheet with you from Google Sheets.

<~WRD000.jpg>

From: jensenv@skschools.org
Sent time: 05/22/2019 11:30:01 AM
To: jentottenham@gmail.com
Cc: stewartj@skschools.org
Subject: RE: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

Hi Jennifer,

Jackie and I are wondering if we shared a room, would it be possible to come over Wed evening? What time are we starting on Thursday? Do we know the ending time? Just thinking about traffic, etc.

Please let me know ☺

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Jennifer Tottenham (via Google Sheets) <jentottenham@gmail.com>

Sent: Wednesday, May 22, 2019 11:04 AM

To: Jensen, Vivian <jensenv@skschools.org>

Subject: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

jentottenham@gmail.com has invited you to **edit** the following spreadsheet:



[WSPA Board Retreat RSVP and Dietary Needs](#)

 Vivian,

Please let me know if you have any continued trouble accessing this document.

Thank you,

Jennifer

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jentottenham@gmail.com is outside your organization.

Google Sheets: Create and edit spreadsheets online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

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From: Jennifer Tottenham (via Google Sheets) <jentottenham@gmail.com>
Sent time: 05/22/2019 11:03:30 AM
To: stewartj@skschools.org
Subject: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

jentottenham@gmail.com has invited you to **edit** the following spreadsheet:

 [WSPA Board Retreat RSVP and Dietary Needs](#)



Jackie,

Please let me know if you have any continued trouble accessing this document.

Thank you,

Jennifer

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jentottenham@gmail.com is outside your organization.

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Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

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From: Jennifer Tottenham (via Google Sheets) <jentottenham@gmail.com>
Sent time: 05/22/2019 11:04:18 AM
To: jensenv@skschools.org
Subject: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

jentottenham@gmail.com has invited you to **edit** the following spreadsheet:

 [WSPA Board Retreat RSVP and Dietary Needs](#)



Vivian,

Please let me know if you have any continued trouble accessing this document.

Thank you,

Jennifer

[Open in Sheets](#)

jentottenham@gmail.com is outside your organization.

Google Sheets: Create and edit spreadsheets online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a spreadsheet with you from Google Sheets.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/23/2019 10:31:26 AM
To: monaglej@skschools.org
Subject: Invitation - Legislative Impacts on Bargaining + Paraeducator Training Implementation

Hello WSPA members,

Registration is now open to attend our ***Legislative Impacts on Bargaining / Paraeducator Training Implementation*** workshops on May 31, 2019.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- **Friday, May 31, 2019**
- Cost: \$295 for both sessions, \$150 for single session
- Location: DoubleTree by Hilton at Southcenter, Tukwila
- Register online at: www.wspa.net

Legislative Impacts on Bargaining

9:00 - 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
 - Levy Lid
 - Paraeducator training
 - Other bills impacting human resources work in school districts

Paraeducator Training Requirement Implementation

12:30-3:30

Presenters: Jack Busbee and Jonelle Adams, PESB

- Paraeducator Training Implementation
 - We understand the why, now join us for the HOW.
 - *How* are districts doing this? What is the framework?
 - *When* are districts doing this?
 - *What* are districts offering?
 - *Jack and Jonelle have requested that attendees email their questions prior to the event so that they may address your specific questions.*
Please email your questions prior to Friday, May 24 and use PARA in the subject line: admin@wspa.net

[Please click here for information and registration](#)

Thank you,

Washington Schools Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/23/2019 10:31:29 AM
To: holsten@skschools.org
Subject: Invitation - Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: finnie@skschools.org
Sent time: 05/24/2019 08:16:56 AM
To: waspa@memberclicks-mail.net
Subject: Automatic reply: Registration now open: WSPA HELP Programs and Certificated Boot Camp

Sorry I missed you, I am out of the office today and will return on Tuesday. Hope you have a beautiful long weekend.

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:16:31 AM
To: holsten@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

Hello WSPA members,

Reminder: registration is now open for the following WSPA/HELP events:

Human Resources CERTIFICATED Boot Camp

- July 22-24, 2019
- Icicle Village Inn - Leavenworth
- Registration: \$495

HELP Program 2019-2020 (Human Resources in Education Leadership Program)

- July 22-26, 2019
- Icicle Village Inn, Leavenworth
- Registration: \$910 -- includes summer session, fall workshop, spring workshop

Information and registration for all programs may be found online at: <https://www.wsipa.net/>

Thank you,

Washington School Personnel Association

This email was sent to holsten@skschools.org by admin@wsipa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:16:57 AM
To: tallman@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

Hello WSPA members,

Reminder: registration is now open for the following WSPA/HELP events:

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:17:14 AM
To: jensenv@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:16:48 AM
To: finnie@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:16:27 AM
To: stewartj@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/24/2019 08:17:03 AM
To: monaglej@skschools.org
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/28/2019 09:01:30 AM
To: holsten@skschools.org
Subject: Reminder: Legislative Impacts on Bargaining + Paraeducator Training Implementation

Hello WSPA members,

We encourage you to register for our upcoming ***Legislative Impacts on Bargaining / Paraeducator Training Implementation*** workshops on May 31, 2019.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- **Friday, May 31, 2019**
- Cost: \$295 for both sessions, \$150 for single session
- Location: DoubleTree by Hilton at Southcenter, Tukwila
- Register online at: www.wspa.net

Legislative Impacts on Bargaining

9:00 - 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
 - Levy Lid
 - Paraeducator training
 - Other bills impacting human resources work in school districts

Paraeducator Training Requirement Implementation

12:30-3:30

Presenters: Jack Busbee and Jonelle Adams, PESB

- Paraeducator Training Implementation
 - We understand the why, now join us for the HOW.
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Sent time: 05/28/2019 09:01:47 AM
To: finnie@skschools.org
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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/28/2019 09:02:12 AM
To: jensenv@skschools.org
Subject: Reminder: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/28/2019 09:01:55 AM
To: tallman@skschools.org
Subject: Reminder: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 05/28/2019 09:01:26 AM
To: stewartj@skschools.org
Subject: Reminder: Legislative Impacts on Bargaining + Paraeducator Training Implementation

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From: admin@wsipa.net
Sent time: 05/29/2019 07:03:31 PM
To: admin@wsipa.net
Cc: jrausch@wsipa.net
Subject: Reminder: Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop 5/31/2019

Hello,

Thank you for registering to attend our upcoming ***Legislative Impacts on Bargaining and Paraeducator Training Implementation*** event on Friday, May 31st.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- DATE: Friday, May 31, 2019
- AM Session: 8:00-12:00
- PM Session: 12:30-3:30
- LOCATION: DoubleTree by Hilton at Southcenter, Tukwila
 - 16500 Southcenter Parkway
 - Seattle, WA 98188

AM SESSION: Legislative Impacts on Bargaining

9:00 – 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
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 - Paraeducator training funding
 - Other bills impacting human resources work in school districts

PM SESSION: Paraeducator Training Requirement Implementation

12:30-3:30

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We look forward to having you join us.

Thank you,

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333

<http://www.wsipa.net/>



From: admin@wspsa.net
Sent time: 05/30/2019 07:18:07 AM
To: admin@wspsa.net
Cc: jrausch@wspsa.net
Subject: RE: Reminder: Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop 5/31/2019

Good morning,

To clarify -- the AM Session will begin at **9:00 am**. The registration desk will open at 8:00 am. Please forgive the confusion.

Thank you,

Jennifer

From: admin@wspsa.net
Sent: Wednesday, May 29, 2019 7:04 PM
To: admin@wspsa.net
Cc: jrausch@wspsa.net
Subject: Reminder: Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop 5/31/2019

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<http://www.wspsa.net/>

From: monaglej@skschools.org
Sent time: 05/31/2019 11:42:38 AM
To: tevon@pfrwa.com
Subject: Copy of slides

Hey Tevon,

Could I please get a copy of the slides that were presented during the WSPA workshop?

Thanks!!

Jamie Monagle

Acting Director of Human Resources
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: 360-874-7071
Fax: 360-874-7076
Email: monaglej@skschools.org

From: Tevon Edwards <tevon@pfrwa.com>
Sent time: 05/31/2019 01:27:48 PM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: RE: Copy of slides
Attachments: 190530.te.llw.WSPA.leg.sumn.pdf

Hi Jamie,

I have attached the PowerPoint slides.

Best,
Tevon

From: Monagle, Jamie <monaglej@skschools.org>
Sent: Friday, May 31, 2019 11:43 AM
To: Tevon Edwards <tevon@pfrwa.com>
Subject: Copy of slides

Hey Tevon,

Could I please get a copy of the slides that were presented during the WSPA workshop?

Thanks!!

Jamie Monagle

Acting Director of Human Resources
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: 360-874-7071
Fax: 360-874-7076
Email: monaglej@skschools.org

2019 Legislative Actions and Bargaining Implications

Lorraine Wilson
Tevon Edwards
WSPA Workshop
Tukwila, Washington
May 31, 2019



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Presentation Overview

- SEBB Implementation
- Required Para Training
- Bills Relevant to HR
- Bills Relevant to Districts



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SEBB Implementation

- Budget Rate?
- September-December, 2019 Rates
 - \$973 per month; no multiplier for classified



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SEBB Implementation

- 2017 HB 2242:
 - 630 hours per year is the minimum eligibility that Board can set, for full benefits (no proration)
 - Districts and unions may negotiate a lower eligibility threshold than 630 hours per year (constitutes “enrichment” of basic education)



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SEBB Implementation

Dependent eligibility limited to

- spouses,
- state-registered domestic partners, and
- children up to age 26 (or any age with a disability)



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SEBB Implementation

Family coverage cannot cost more than three times single coverage



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Employee Contribution 3:1 Ratio

	Employee Only	Employee & Spouse/SRDP	Employee & Child(ren)	Employee, Spouse/SRDP & Child(ren)
	Tier 1: 1.00x	Tier 2: 2.00x	Tier 3: 1.75x	Tier 4: 3.00x
Total Premium	\$720	\$1,440	\$1,260	\$2,160
Employer Contribution	\$612	\$1,224	\$1,071	\$1,836
Employee Contribution	\$108	\$216	\$189	\$324

SEBB Implementation

State cannot allocate less per school employee
than per state employee



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SEBB Implementation

- \$25 per month surcharge for covered persons who use tobacco products
- \$50 per month surcharge for employees who cover a spouse who has access to benefits worth at least 95% of state benefits through employment



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SEBB Implementation

Employees shall pay at least 2% of the employer medical contribution



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SEBB: Tier Ratios

SEBB - EMC Concept Diagram
Coalition Bargaining Session
7-Aug-18

Actuarial Value is a measure of
the percentage of total claims
cost paid by the health plan.

Plan	Actuarial Value (AV)		Employee Only	Employee & Spouse/SRDP	Employee & Child(ren)	Employee, Spouse/SRDP & Child(ren)	Employee Contrib. as Percent of Total Premium
		X= Cost at First Tier	Tier 1: 1.00x	Tier 2: 2.00x	Tier 3: 1.75x	Tier 4: 3.00x	
SEBB UMP Plus	90%	Total Premium	\$688	\$1,376	\$1,204	\$2,064	10%
		Employer Contribution (EMC)	\$616	\$1,232	\$1,078	\$1,848	
		Employee Contribution	\$72	\$144	\$126	\$216	
SEBB UMP Classic	88%	Total Premium	\$725	\$1,450	\$1,269	\$2,175	15%
		Employer Contribution (EMC)	\$616	\$1,232	\$1,078	\$1,848	
		Employee Contribution	\$109	\$218	\$192	\$327	
SEBB UMP Classic 82	82%	Total Premium	\$652	\$1,304	\$1,141	\$1,956	6%
		Employer Contribution (EMC)	\$616	\$1,232	\$1,078	\$1,848	
		Employee Contribution	\$36	\$72	\$63	\$108	

Notes:

The 2020 EMC of \$616 is 85% of the Total Premium (estimated Bid Rate) of the SEBB UMP Classic 88% AV plan.
All values in the table above are on a PAUPM basis.

SEBB Elements: Tentative Agreement

- Employers pay all of:
 - Dental, vision, life and long-term disability coverage
 - The retiree “remittance,” (“carve-out”)
- Employers pay the full rate for all eligible employees (no FTE pro-ration)



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SEBB Elements: Tentative Agreement

The “BAF” (Benefit Allocation Factor)

The State is required to fund each state-generated FTE at greater than 1.0 to account for the 630 hour eligibility threshold:

- Classified employees will be funded at 1.43 FTE
- Certificated employees will be funded at 1.02 FTE



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Collective Bargaining Issues



Consequences of the 630 Hour Threshold

- Substitutes gain eligibility at about 84 days
- “Anticipated” to work 630 hours
 - Changes in assignments to fewer hours?
 - Changes in assignments to more hours?



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Collective Bargaining Issues



Fate of “Extra” Pooling

- Use to increase compensation?
- Use to fund optional benefits?
 - Optional benefits cannot be within SEBB’s authority (medical, dental, vision, life, disability)
 - Must be reported to SEBB for approval
- Pressure to increase “extra” costs/fund optional benefits?



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Collective Bargaining Issues



Other Conflicting Provisions

- May not cover locally-recognized domestic partners
 - Only state-registered domestic partners
 - State registry is limited: at least one partner must be 62 or older
- No dual enrollment for spouses employed by a district



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Collective Bargaining Issues



Obsolete Provisions

- Required benefit fair?
- Open enrollment period definition?
- Named benefit plans?
- Requirement to negotiate plans?



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Collective Bargaining Issues



Eligibility Date

- SEBB: Month after hire
- Local provisions may be different



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Paraeducator Training



Minimum Employment Requirements, 9/1/19

- Eighteen years old
- High school diploma or equivalent
- One of the following:
 - Passed ETS para assessment
 - Associate degree
 - 72 quarter credits
 - Completed apprentice program



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Paraeducator Training



Fundamental Course of Study (FCS)

School districts must implement the FCS only in school years for which state funding is explicitly appropriated for the FCS and just for the number of days that are funded by the appropriation.



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Paraeducator Training



Fundamental Course of Study (FCS)

- 28 hours of core training (4 days)
 - HB 1658: one day of training must be “in person”
- If hired 2018-19 or before, complete training by 9/1/20
- If hired 2019-20, complete training by 9/1/21



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Paraeducator Training



Budget Information:

The legislature has only funded 2 days for 2019-20 school year.



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Paraeducator Training



Fundamental Course of Study (FCS)

HB 1658: Starting 9/1/21

- Paras hired before 9/1: First two days by 9/30; second two days within 6 months of hire
- Paras hired after 9/1:
 - >10,000 students, first two days within 4 months and second two by next September
 - <10,000 students, trained by next September

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Paraeducator Training



General Paraeducator Certificate (GPC)

School districts must provide training to meet the General Paraeducator Certificate only in school years for which state funding is explicitly appropriated for this certificate and just for the number of days that are funded by the appropriation.



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Paraeducator Training



General Paraeducator Certificate (GPC)

- 70 additional clock hours
- Obtained within 3 years of completing the FCS
- Clock hours from subject hour certificates may be counted toward the 70 for the GPC
- No expiration



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Paraeducator Training



Subject Matter Certificates

- ELL, 20 hours
- Special Education, 20 hours
- Expires after 5 years, renewable



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Paraeducator Training



Advanced Paraeducator Certificate

- 75 hours
- Expires after 5 years, renewable
- Earned after the GPC



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Operating Budget

- IPD for 2019-20 = 2%
- IPD for 2020-21 = 2.1%
 - Subject to adjustment in supplemental budget (next year)



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Operating Budget

- Insurance allocation for Jan.-June 2020 =
 - \$994 with a classified multiplier of 1.43 and certificated multiplier of 1.02
- Insurance allocation for July, 2020 to August 2021 =
 - \$1,056



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Operating Budget

- Employee Remittance (carve-out) is included in the allocations, but it will be sent directly to SEBB.



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Operating Budget

- Retirement System Contribution Rates:

Employee Rates	Current	2019-21	Employer Rates	Current	2019-21
TRS	7.06%	7.77%	TRS	15.41%	15.51%
SERS	7.27%	8.25%	SERS	13.58%	13.19%



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Operating Budget

- K-3 Class-size requirements will be enforced
- National Board stipends
 - base stipends: \$5,505 for 2019-20 and \$5,621 for 2020-21
 - High poverty are still \$5,000
- Special education funding increased 165 million



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Levy Authority

- SB 5313
- Levy authority = lesser of:
 - \$2.50 per \$1,000 valuation, or
 - \$2,500 per student.
 - Note: Seattle has a special rate.



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Levy Authority

- LEA/levy equalization eligibility is \$1.50 per \$1,000 valuation levy generating less than \$1,550 per student



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SB 5091: Special Education Funding

- The excess cost multiplier increased from 0.9609 to 0.995 for 2019-20.
- Beginning in 2020-21:
 - 1.0075 for students in gen. ed. 80%+
 - 0.995 for students in gen. ed. <80%



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SB 5091: Special Education Funding

New standard for safety net funding: 2.3 times the average per-pupil expenditure.



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HB 1575: Union Dues

- HB 1575 updates statutes regarding the solicitation and termination of union dues
- Creates a incongruous system
 - Signing up can be accomplished in nearly any manner
 - Termination is more complicated.



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HB 1575: Union Dues

- Oddly, the authorization/termination of union dues must be based on representations *of the union*.
- If employer receives authorization/termination from employee, employer must forward request to union and await union response to the District before taking action.



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Collective Bargaining Issues



Union Dues

With the responsibility to determine authorization/termination now on unions, Districts should be sure to have the indemnification for these determinations in the CBA



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I-1000: Affirmative Action

- Legislature passed I-1000
- This initiative alters 1998's I-200 which effectively banned affirmative action in public employment



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I-1000: Affirmative Action

- Affirmative action means a policy where protected status **“are factors considered in the selection...”**
- These protected classes: women, honorably discharged military veterans, persons over 40, persons with disabilities, and racial/ethnic minorities...
- **for opportunities in public education, public employment, and public contracting.**



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I-1000: Affirmative Action

Affirmative action includes (but is not limited to):

- recruitment,
- hiring,
- training,
- promotion,
- outreach, and
- setting and achieving goals and timetables



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I-1000: Affirmative Action

- Public agencies are permitted to cure underrepresentation of disadvantaged groups “as documented in a valid disparity study or proven in a court of law”



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I-1000: Affirmative Action

- Permitted:
 - Participation goals
 - Outreach effects
- Illegal
 - Quotas
 - “Preferential treatment”
Where protected status is “sole qualifying factor” for choosing a lesser qualified candidate



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I-1000: Affirmative Action

- WAC 392-190-0592 – requires all districts to develop an affirmative action employment plan designed to eliminate discrimination on basis of protected classes
- Anticipate closer OSPI oversight under Ch. 392-190 WAC



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HB 1139: Evaluations

Unless an evaluatee falls into a subgroup requiring yearly comprehensive performance evaluations, evaluatees are only required to be **undergo a comprehensive performance evaluation once every 6 years.**



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HB 1139: Evaluations

Groups that require yearly “comprehensive performance evaluations”

- Provisional Classroom Teachers
- Principals in first three consecutive school years of employment as a principal
- Principals previously employed by another Washington school district for 3+ years during first year in new district
- Classroom Teacher/Principal who received a 1 or 2 on previous evaluation



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HB 1139: Evaluations

All classroom teachers/principals who are not required to receive a comprehensive performance must receive a “focused performance evaluation.”



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Evaluations

At the request of a evaluator (or the evaluate), an evaluatee may be transferred from focused performance to comprehensive performance evaluation.



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More HB 1139

- Applicants and Administrative Leave
- “A school district employment application may not include a question asking whether the applicant has ever been placed on administrative leave.”
- May still ask about discipline history and investigations



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HB 1696: Wage History

- More potential changes to District hiring practices.
- Cannot seek the wage or salary of an applicant (from the applicant or a former employer)



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HB 1696: Wage History

Carve-out for confirming wage history:

- If applicant volunteers information or
- After employer has made an offer (with compensation)



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HB 1696: Wage History

- In districts with 15+ employees, applicants with an offer (hiring or promotion) can request “minimum wage or salary” for the position.
- Violations implicate:
 - Statutory Damages
 - Attorney’s Fees



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SB 5082: Professional Learning Days

- PESB will incorporate Socio-Emotional Learning (SEL) standards into para, teacher, and principal standards
- Beginning 2020-21, districts must use one PLD to train on these topics.



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SB 5903: Professional Learning Days

Beginning 2020-21, districts must use one PLD to train on:

- SEL
- Trauma-informed practices
- Recognition and response to emotional/behavioral distress
- Consideration of adverse childhood experiences;
- Mental health literacy;
- Anti-bullying strategies; or
- Culturally sustaining practices



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HB 1399: PFML

- Re-organizes PFML statutes
- Grants employer with voluntary plans right to waive:
 - 30 days notice (when leave foreseeable)
 - Notice as soon as practicable
 - Employer's attestation that proper notice provided
 - The 340 hours of employment requirement



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SB 5360: Retirement Plan

Beginning July 1, 2020, if a new employee does not choose a retirement plan within 90 days:
Plan 2 is now the default.



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HB 1095: Medical Marijuana

- Parental request = required policy
- The policy must permit parents to administer marijuana and marijuana products to student.
- Does not permit “smoking” or “inhalation” of marijuana on school grounds.
- This is for students. Employees cannot have their parents bring them marijuana.



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HB 1095: Medical Marijuana

The policy must permit consumption:

- 1) on school grounds;
- 2) on school buses; and
- 3) on school sponsored events



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HB 1095: Medical Marijuana

Provision to stop implementation if an AG opinion concludes continued implementation “reasonably jeopardizes” future federal education funding



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HB 1210: Military Families

- Easier access to new schools for children of relocating military families
- Schools must conditionally accept these students.



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SB 5689: Transgender Policy

- Districts must adopt a transgender policy by January 31, 2020 (WSSDA will create model).
- Transgender and HIB require primary point of contact. Point of contact must attend at least one training (when available).



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SB 5689: Transgender Policy

- Teachers' evaluations cannot be negatively impacted if their curriculum address sexual orientation
- Provided age-appropriate and content-related



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HB 1424: CTE

- Until 9/1/21, students must have access to (at least)
 - 1 CTE course,
 - grant academic course equivalency to at least 1 CTE course
- After 9/1/21, any statewide equivalency course must be offered for academic credit



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HB 1577: Computer Science

Beginning in July, 2020, reporting requirements regarding computer science classes and instructors.



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SB 5088: Computer Science

Districts must offer a high-school computer science elective by 2022-23.



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HB 1599: Graduation

Next year, broken direct link between statewide assessments and graduation requirements.



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HB 1621: Basic Skills Assessments

Removes basic skill assessment requirements for teacher prep programs.



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HB 1667: PRA Grants

State archives grant authority for PRA upgrades are made permanent.



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HB 1734: College in the Classroom/RS

Any College in the High School (CHS) must be nationally accredited by 2027-28



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HB 1803: College in the High School/RS

- New scholarships for CHS or Running Start (RS).
- By 2020-21, Districts must send low-income status to RS institutions.



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SB 5089 and SB 5437: E-CAP

- Early Childhood Education and Assistance Program is expanded to allow more affluent families “as space is available.”
- Districts may see more E-CAP programs



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SB 5266: State Voting Rights Act

After adoption of a plan to alter district director boundaries, all director positions must be open at next election



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SB 5324: Unaccompanied Youth

- All schools must have a building point of contact for unaccompanied youth
- Previously there was a requirement of 10 identified unaccompanied youth in the building before point of contact required



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SB 5612: Holocaust Instruction

- Schools (middle/high) “strongly encouraged” to provide instruction on Holocaust.
- OSPI will recommend in 2022 whether this instruction should be required.



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Looking Forward

- HB 1216 – Student Threat Assessment Policy/Procedure (2020-21 school year)
- HB 1087 – Long Term Care
Starting payroll tax Rate = .58% of employee salary
- SB 5514 – Increased notification for schools of emergency situations



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Looking Forward

- SB 5290 – Beginning July 1, 2021, Courts will no longer have the ability to place students in detention for truancy
- SB 5028 – Recognizes September as “Month of the Kindergartner”



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From: jensenv@skschools.org
Sent time: 06/03/2019 01:40:38 PM
To: jentottenham@gmail.com
Cc: stewartj@skschools.org
Subject: RE: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

Thank you!! That's wonderful news!! We will come over Wed night rather than in the wee hours of Thursday.
Thank you so much!!! Jackie and I are super excited for this new challenge 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Jennifer Tottenham <jentottenham@gmail.com>
Sent: Monday, June 3, 2019 1:16 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Re: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

Yes! I'm sorry, I thought I had let you know!

We have a double room reserved for you Wednesday - Friday.

I am just prepping materials and will send the agenda and meeting details to the board this evening.

Thank you

Jennifer Tottenham

On Jun 3, 2019, at 9:57 AM, Jensen, Vivian <jensenv@skschools.org> wrote:

Hey Jennifer,
Did you ever hear back from Curtis? Jackie and I would like to come over Wed night if possible... please let me know 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Jennifer Tottenham <jentottenham@gmail.com>
Sent: Wednesday, May 22, 2019 3:39 PM
To: Jensen, Vivian <jensenv@skschools.org>
Subject: Re: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

That's a great question — let me check with our executive director about Wednesday.

We typically start at 9:00 on Thursday and end at lunch on Thursday. I sent a draft to Curtis and the president and once they have it finalized I will share the final schedule.

I will let you know just as soon as I hear back from Curtis.

Thank you,

Jennifer Tottenham

On May 22, 2019, at 11:30 AM, Jensen, Vivian <jensenv@sksschools.org> wrote:

Hi Jennifer,
Jackie and I are wondering if we shared a room, would it be possible to come over Wed evening?
What time are we starting on Thursday? Do we know the ending time? Just thinking about traffic, etc.
Please let me know 😊

Vivian Jensen
Human Resource Specialist
South Kitsap School District
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Fax 360-874-7076

From: Jennifer Tottenham (via Google Sheets) <jentottenham@gmail.com>
Sent: Wednesday, May 22, 2019 11:04 AM
To: Jensen, Vivian <jensenv@sksschools.org>
Subject: WSPA Board Retreat RSVP and Dietary Needs - Invitation to edit

jentottenham@gmail.com has invited you to **edit** the following spreadsheet:

<~WRD000.jpg>

[WSPA Board Retreat RSVP and Dietary Needs](#)

<image001.jpg> Vivian,

Please let me know if you have any continued trouble accessing this document.

Thank you,

Jennifer

[Open in Sheets](#)

jentottenham@gmail.com is outside your organization.

Google Sheets: Create and edit spreadsheets online.

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because someone shared a spreadsheet with you from Google Sheets.

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From: Jennifer Tottenham <jentottenham@gmail.com>
Sent time: 06/03/2019 01:15:55 PM
To: Jensen, Vivian <jensenv@sksschools.org>
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[<~WRD000.jpg>](#)

You have received this email because someone shared a spreadsheet with you from Google Sheets.

From: admin@wspa.net
Sent time: 06/03/2019 07:01:57 PM
To: limmetm@puyallup.k12.wa.us; scarey@fpschools.org; tfrascon@fwps.org; jhodson@fwps.org; ccallaham@auburn.wednet.edu; rauschj@evsd.org; kimha@spokaneschools.org; doug.christensen@ksd.org; tneidhold@psd1.org; jenaegomes@everegreenps.org; melissa.kreuder@esd112.org; dormasl@puayallup.k12.wa.us; salyersj@puyallup.k12.wa.us; jensenv@skschools.org; stewartj@skschools.org; dkovacs@everettsd.org; dheisler@swsd101.org; cleonard@wspa.net; Curtis M. Leonard <cml@pattersonbuchanan.com>
Subject: WSPA Board Retreat: Welcome and Agenda
Attachments: Board Retreat Agenda_JUNE 2019.pdf

Hello WSPA Board Members,

It is retreat week and I am looking forward to seeing each of you on Thursday! I have attached a copy of the agenda for your review.

- **WSPA Board Retreat**
- **June 6-7, 2019**
- **Sleeping Lady Resort, Leavenworth**
- **We will begin at 9:30 am on Thursday in the Woodpecker Board Room**

Driving directions may be found online at: <https://www.sleepinglady.com/location-directions.php>

Please let me know at your earliest convenience if you have any travel changes and I would be happy to coordinate with the resort.

For those of you unable to attend, I will send copies of the board packet for your records. We will miss you this week, but look forward to our work together over the course of the year.

As always, please do not hesitate to contact me with any questions or for any assistance. I will see you in Leavenworth!

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>





**WSPA Board Retreat
June 6-7, 2019
Sleeping Lady Resort
Leavenworth, Washington**

WEDNESDAY, JUNE 5, 2019 PRESIDENT MEETING		
Schedule	Agenda	Presenter
6:00 pm	PRESIDENT Meeting	President Team, Executive Director, Treasurer
THURSDAY, JUNE 6, 2019 BOARD MEETING		
9:30 -9:45	BOARD Meeting Begins <ul style="list-style-type: none"> Welcome and Introductions 	All board members
9:45-10:00	Region Reports	Region Representatives
10:00 -10:15	Secretary Report <ul style="list-style-type: none"> Minutes of February meeting Membership Report 	Janet Hodson, Jennifer Tottenham
10:15-10:45	HELP Update	Jane Rausch
10:45-11:00	Treasurer Report <ul style="list-style-type: none"> Budget vs. Actual 2017-2018 Budget vs. Actual 2018-2019 Review of Accounts Audit Report 	Chris Callaham
11:00-12:00	Strategic Planning <ul style="list-style-type: none"> Vision, Mission, Strategic Partnerships 	Curtis Leonard, Shaun Carey, Kurt Schonberg, Tina Limmer, Tony Frascione
12:00-1:00	LUNCH	
1:00-2:00	Strategic Planning Continued	Curtis Leonard, Shaun Carey, Kurt Schonberg, Tina Limmer, Tony Frascione
2:00-3:00	2019-2020 Budget Proposal	Curtis Leonard
3:00	Break – room check in	Curtis Leonard
4:00-6:00	President Reception, followed by dinner	All board members



WSPA Board Retreat
June 6-7, 2019
Sleeping Lady Resort
Leavenworth, Washington

FRIDAY, JUNE 7, 2019 BOARD MEETING		
8:30-9:15	Program and Calendar Planning <ul style="list-style-type: none"> • 2018-2019 Event Review • 2019-2020 Event Planning • POG Update, Every Employee, Webinars, Streaming, etc. 	
9:15-10:00	Annual Conference <ul style="list-style-type: none"> • Annual Conference Review • Annual Conference Planning • Annual Conference Rotation 	Curtis Leonard Region 3 Region 6
10:00-10:30	Legislative and Emergent Issue Planning and Communications	Curtis Leonard, Shaun Carey, Kurt Schonberg, Tina Limmer, Tony Frascione
10:30-11:00	Break	
11:00-11:30	Budget Proposal Review, Updates, and Adoption by Board	Curtis Leonard
11:30-12:00	Final Discussion, Action Items, Wrap-up	Curtis Leonard
12:00	Meeting Adjourned and Lunch	

From: jensenv@skschools.org
Sent time: 06/05/2019 07:21:27 PM
To: denise.kennedy@bremertonschools.org
Subject: Automatic reply: WSPA Region Representative - Call for Nominations 2019-2020

I am currently out of the office on vacation but will return on Monday, June 10, 2019. If you need assistance immediate, please contact Jamie Monagle @ 874-7071
Thank you!

Vivian Jensen
HR Specialist
South Kitsap School District
360-874-7077

From: jensenv@skschools.org
Sent time: 06/05/2019 07:08:33 PM
To: stewartj@skschools.org
Subject: Automatic reply: WSPA Region Representative - Call for Nominations 2019-2020

I am currently out of the office but will return on Monday, June 10, 2019. If you need assistance please contact Jamie Monagle @ 874-7071
Thank you! :)

Vivian Jensen
HR Specialist
South Kitsap School District
360-874-7077

From: stewartj@skschools.org
Sent time: 06/05/2019 07:08:31 PM
To: denise.kennedy@bremertonschools.org
Cc: ChelleL@ckschools.org; jensenv@skschools.org
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

Hi Denise,

Vivian and I are on our way to the WSPA retreat Just checking in to see if there is anything you would like us to report for Region 5? Thanks!

Jackie Stewart

Sent from my iPhone

On Apr 23, 2019, at 12:35 PM, Denise Kennedy <denise.kennedy@bremertonschools.org> wrote:

Yahoo! Wonderful news. :)

On Tue, Apr 23, 2019 at 12:28 PM Lente Chelle - ADMIN <ChelleL@ckschools.org> wrote:

Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center

PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 11:59 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Ok Chelle,

Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.

We can send you a short bio tomorrow 😊

Please let me know if we need to do anything further.

Thanks!

Vivian Jensen

Human Resource Specialist

South Kitsap School District

360-874-7077

Fax 360-874-7076

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>

Sent: Tuesday, April 23, 2019 10:37 AM

To: Jensen, Vivian <jensenv@skschools.org>

Cc: Stewart, Jackie <stewartj@skschools.org>

Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

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If not, what questions do you have?

Celle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center

PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>

Sent: Tuesday, April 23, 2019 8:41 AM

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Cc: Stewart, Jackie <stewartj@skschools.org>

Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

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Region 5 Co-Representatives

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From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent time: 06/05/2019 07:21:07 PM
To: Stewart, Jackie <stewartj@skschools.org>
Cc: Jensen, Vivian <jensenv@skschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>
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Sent time: 06/05/2019 07:45:34 PM
To: denise.kennedy@bremertonschools.org
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

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From: stewartj@skschools.org
Sent time: 06/06/2019 10:12:34 AM
To: denise.kennedy@bremertonschools.org
Subject: Automatic reply: WSPA Region Representative - Call for Nominations 2019-2020

Hello!

I will be out of the office beginning Thursday, June 6th through Wednesday, June 12th. I will respond to messages as soon as I return on Thursday, June 13th. If you need immediate assistance, please contact Jamie Monagle at 360-874-7071.

Thank you 😊

Sincerely,

Jackie Stewart
HR Specialist
South Kitsap School District
360-874-7082

From: jensenv@skschools.org
Sent time: 06/06/2019 09:38:10 AM
To: ChelleL@ckschools.org
Subject: Automatic reply: WSPA Region Representative - Call for Nominations 2019-2020

I am currently out of the office on vacation but will return on Monday, June 10, 2019. If you need assistance immediate, please contact Jamie Monagle @ 874-7071
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Thank you, Chelle.

I have added a few more details to Chelle's recap. Have a wonderful time you two and thank you for representing us!!

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- **January:** [OPSI Certification Presentation](#) from OSPI Certification Specialists, Mallory Torimino, Timothy York and Tonya Bartlett
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Celle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center

PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@ckschools.org>

Sent: Tuesday, April 23, 2019 8:41 AM

To: Lente Celle - ADMIN <ChelleL@ckschools.org>

Cc: Stewart, Jackie <stewartj@ckschools.org>

Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Celle,

Jackie Stewart and I would like more information in regards to being representatives...

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

We are currently seeking nominations for the following position:

- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

The primary task of the Regional Representative is to assist in creating timely and effective learning opportunities (regional meetings) for their region. . He/She will also serve as a member of the WSPA Board.

The newly elected Region Representative will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, WA. They will also be expected to attend WSPA Board meetings in October and February of each year.

Nominations are being accepted now through April 28, 2019. Nominees will be notified at the close of the nomination window and will be asked to provide a short biography and interest statement addressing why they wish to serve in this leadership role.

Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to jensenv@skschools.org by chellel@ckschools.org

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United States

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Denise Kennedy

Human Resources Supervisor

Bremerton School District

(360) 473.1026

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From: stewartj@skschools.org
Sent time: 06/06/2019 09:29:22 AM
To: denise.kennedy@bremertonschools.org
Cc: jensenv@skschools.org; ChelleL@ckschools.org
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

Hi there! The retreat is starting so I was wondering if you had info to report Thanks a million!

Sent from my iPhone

On Jun 5, 2019, at 7:21 PM, Denise Kennedy <denise.kennedy@bremertonschools.org> wrote:

Oh gosh! Thank you for the reminder! I will send an email in the morning with a recap of our year. I'm so sorry we didn't chat before hand. Typically there is region updates on the agenda and we share what we did as a group.

Thank you both for doing what you do!

Connect with you in the morning.

Have a wonderful time, Sleeping Lady is one of my favorite places in the Northwest.

Denise

On Wed, Jun 5, 2019 at 7:08 PM Stewart, Jackie <stewartj@skschools.org> wrote:

Hi Denise,

Vivian and I are on our way to the WSPA retreat Just checking in to see if there is anything you would like us to report for Region 5? Thanks!

Jackie Stewart

Sent from my iPhone

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Yahoo! Wonderful news. :)

On Tue, Apr 23, 2019 at 12:28 PM Lente Chelle - ADMIN <ChelleL@ckschools.org> wrote:

Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center

PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>

Sent: Tuesday, April 23, 2019 11:59 AM

To: Lente Chelle - ADMIN <ChelleL@ckschools.org>

Cc: Stewart, Jackie <stewartj@ckschools.org>

Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Ok Chelle,

Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.

We can send you a short bio tomorrow 😊

Please let me know if we need to do anything further.

Thanks!

Vivian Jensen

Human Resource Specialist

South Kitsap School District

360-874-7077

Fax 360-874-7076

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>

Sent: Tuesday, April 23, 2019 10:37 AM

To: Jensen, Vivian <jensenv@ckschools.org>

Cc: Stewart, Jackie <stewartj@ckschools.org>

Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

If so, let me know a good time to call.

If not, what questions do you have?

Chelle Lente – Certificated Specialist

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Thanks!

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*Denise Kennedy
Human Resources Supervisor
Bremerton School District
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From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent time: 06/10/2019 11:01:30 AM
To: jensenv@skschools.org
Subject: Out of the office RE: WSPA Region Representative - Call for Nominations 2019-2020

Good day,

I am out of the office today and will return emails upon my return tomorrow, June 11, 2019.

If you need immediate assistance, please contact the Human Resources Office at 360.473.1026.

Sincerely,

Denise Kennedy
Human Resources Supervisor
Bremerton School District

--

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Human Resources Supervisor
Bremerton School District
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From: jensenv@skschools.org
Sent time: 06/10/2019 11:01:24 AM
To: denise.kennedy@bremertonschools.org
Cc: ChelleL@ckschools.org
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Good Morning!

Sleeping Lady was fantastic! The whole retreat was wonderful!

I think we will need a chance to debrief with you ladies and maybe some time for "words of wisdom" from you both!

Let me know if there's a late afternoon/early evening you ladies are available and maybe we could meet for coffee/beverages/dinner? Whatever works best ☺

Thank you!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent: Wednesday, June 5, 2019 7:21 PM
To: Stewart, Jackie <stewartj@skschools.org>
Cc: Jensen, Vivian <jensenv@skschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

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Thank you both for doing what you do!

Connect with you in the morning.

Have a wonderful time, Sleeping Lady is one of my favorite places in the Northwest.

Denise

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We can send you a short bio tomorrow 😊
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*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

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Thanks!

Denise and Chelle

Region 5 Co-Representatives

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*Denise Kennedy
Human Resources Supervisor
Bremerton School District
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From: stewartj@skschools.org
Sent time: 06/11/2019 10:57:14 AM
To: admin@wspsa.net
Subject: Automatic reply: WSPA Resource: Heidi S - Equity Matters

Hello!

I will be out of the office beginning Thursday, June 6th through Wednesday, June 12th. I will respond to messages as soon as I return on Thursday, June 13th. If you need immediate assistance, please contact Jamie Monagle at 360-874-7071.

Thank you 😊

Sincerely,

Jackie Stewart
HR Specialist
South Kitsap School District
360-874-7082

From: stewartj@skschools.org
Sent time: 06/11/2019 11:44:36 AM
To: rauschj@evsd.org
Subject: Automatic reply: WSPA Resource: Heidi S - Equity Matters

Hello!

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Thank you 😊

Sincerely,

Jackie Stewart
HR Specialist
South Kitsap School District
360-874-7082

From: jensenv@skschools.org
Sent time: 06/11/2019 11:59:45 AM
To: monaglej@skschools.org
Subject: FW: WSPA Resource: Heidi S - Equity Matters

This is information if we want to start looking at equity in our employment.... Diversity... etc.
Just FYI

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Jane Rausch <rauschj@evsd.org>
Sent: Tuesday, June 11, 2019 11:44 AM
To: admin@wspa.net
Cc: limmetm@puyallup.k12.wa.us; scarey@fpschools.org; tfrascon@fwps.org; jhodson@fwps.org; ccallaham@auburn.wednet.edu; kimha@spokaneschools.org; doug.christensen@ksd.org; tneidhold@psd1.org; jena.gomes@everegreenps.org; melissa.kreuder@esd112.org; dormasl@puayllup.k12.wa.us; salyersj@puyallup.k12.wa.us; Jensen, Vivian <jensenv@skschools.org>; Stewart, Jackie <stewartj@skschools.org>; dkovacs@everettsd.org; dheisler@swsd101.org; dormasl@puyallup.k12.wa.us; cleonard@wspa.net
Subject: Re: WSPA Resource: Heidi S - Equity Matters

Thank you!

Jane Rausch-Stencel
Director of Human Resources
East Valley School District
3830 N. Sullivan, Bldg. 1
Spokane Valley, WA 99216
(509) 241-5025 *phone*
(509) 927-9503 *fax*

On Tue, Jun 11, 2019 at 10:57 AM admin@wspa.net <admin@wspa.net> wrote:

Hello,

As requested by WSPA Board members, below is contact information for Equity Matters for equity and cultural competency training.

Here is Heidi Schillinger
Equity Matters

heidi@equitymattersnw.com
www.equitymattersnw.com
www.facebook.com/equitymatters

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>

From: WSPA HELP Program <waspa@memberclicks-mail.net>
Sent time: 06/11/2019 07:26:47 PM
To: tallman@skschools.org
Subject: HELP Certification Maintenance Reminder
Attachments: HELP_Certification_Maintenance_Form_UPDATED_2019.pdf

Hello,

Certificate maintenance is required of all HELP graduates. Applications must be completed once every three years to renew HELP certification.

Certification renewal is due by June 30, 2019.

Please see the attached document for information and direction regarding this process.

Thank you,

Jane Stencel
HELP Coordinator

This email was sent to tallman@skschools.org by admin@wspa.net

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HELP Graduate Certification Maintenance Requirements



HELP
HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

Certification Maintenance Requirements

After completing the first full three years of the program, and every three years thereafter, HELP graduates are required to complete the following activities in order to maintain an active School Human Resource Program (SHRP) certification.

- A minimum of 50 hours of professional development within the three-year period.
- All course work must be professional. Time will count for actual sessions attended during conferences, but not for an overall conference (e.g., four and one-half hours for sessions vs. an eight-hour day for a conference).
- Professional development may include, but is not limited to, WSPA conferences, WSPA regional meetings, leadership seminars or trainings. Conferences, webinars, and other professional development focusing on human resources, employee or employment law issues. Reading materials such as books, articles or internet research is acceptable if the student submits a short synopsis of the content and its relationship to human resources, employees, leadership, or legal human resources issues. The synopsis must be attached to the log.

To qualify for certification maintenance, HELP graduates shall complete the attached HELP Certification Maintenance Form and forward it to the HELP coordinator on or before June 30th of the year that is three years following graduation (e.g., June 30, 2006 for the first class of graduates, June 30, 2003). Documentation such as registration forms, certificates of attendance, etc., should be maintained by the graduate UNTIL the renewed certificate is received. The HELP coordinator may ask for this information if clarification is needed.

Hint: Do not submit your Maintenance Report and documentation until the third full year after your graduation and/or renewal as the requirements are for every three years.



HELP
HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

HELP GRADUATE (LEVEL IV) CERTIFICATION MAINTENANCE APPLICATION FORM

HELP PARTICIPANT _____
Last Name First Name

Mailing/Street Address: _____

City State Zip

Contacts: _____
(Area Code)/Telephone E-Mail

Year of HELP Graduation: _____

Instructions: Attach to this form a log of activities to support the required 50 hours of professional development. **Submit this report after completion of ALL required hours and at or near the end of the three-year period following graduation and/or your last renewal.**

- Total your hours at the bottom of your log to ensure the minimum 50 hours are logged.
- Sign your log.
- Your signature will certify your 50 hours of professional development are accurate.

SUBMIT THIS COMPLETED FORM, LOG AND OTHER MATERIALS TO:

Jane Rausch
H.E.L.P. Coordinator
3830 N Sullivan Rd. Bldg. 1
Spokane Valley, WA 99216
Email: jrausch@wsps.net
Work: (509) 241-5025
Cell: (509) 979-0572

From: WSPA HELP Program <waspa@memberclicks-mail.net>
Sent time: 06/11/2019 07:26:01 PM
To: finnie@skschools.org
Subject: HELP Certification Maintenance Reminder
Attachments: HELP_Certification_Maintenance_Form_UPDATED_2019.pdf

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LEADERSHIP PROGRAM

HELP GRADUATE (LEVEL IV) CERTIFICATION MAINTENANCE APPLICATION FORM

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HELP Graduate Certification Maintenance Requirements



HELP
HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

Certification Maintenance Requirements

After completing the first full three years of the program, and every three years thereafter, HELP graduates are required to complete the following activities in order to maintain an active School Human Resource Program (SHRP) certification.

- A minimum of 50 hours of professional development within the three-year period.
- All course work must be professional. Time will count for actual sessions attended during conferences, but not for an overall conference (e.g., four and one-half hours for sessions vs. an eight-hour day for a conference).
- Professional development may include, but is not limited to, WSPA conferences, WSPA regional meetings, leadership seminars or trainings. Conferences, webinars, and other professional development focusing on human resources, employee or employment law issues. Reading materials such as books, articles or internet research is acceptable if the student submits a short synopsis of the content and its relationship to human resources, employees, leadership, or legal human resources issues. The synopsis must be attached to the log.

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Hint: Do not submit your Maintenance Report and documentation until the third full year after your graduation and/or renewal as the requirements are for every three years.



HELP
HUMAN RESOURCES IN EDUCATION
LEADERSHIP PROGRAM

HELP GRADUATE (LEVEL IV) CERTIFICATION MAINTENANCE APPLICATION FORM

HELP PARTICIPANT _____
Last Name First Name

Mailing/Street Address: _____

City State Zip

Contacts: _____
(Area Code)/Telephone E-Mail

Year of HELP Graduation: _____

Instructions: Attach to this form a log of activities to support the required 50 hours of professional development. **Submit this report after completion of ALL required hours and at or near the end of the three-year period following graduation and/or your last renewal.**

- Total your hours at the bottom of your log to ensure the minimum 50 hours are logged.
- Sign your log.
- Your signature will certify your 50 hours of professional development are accurate.

SUBMIT THIS COMPLETED FORM, LOG AND OTHER MATERIALS TO:

Jane Rausch
H.E.L.P. Coordinator
3830 N Sullivan Rd. Bldg. 1
Spokane Valley, WA 99216
Email: jrausch@wsps.net
Work: (509) 241-5025
Cell: (509) 979-0572

From: WSPA HELP Program <waspa@memberclicks-mail.net>
Sent time: 06/11/2019 07:28:17 PM
To: jensenv@skschools.org
Subject: HELP Certification Maintenance Reminder
Attachments: HELP_Certification_Maintenance_Form_UPDATED_2019.pdf

Hello,

Certificate maintenance is required of all HELP graduates. Applications must be completed once every three years to renew HELP certification.

Certification renewal is due by June 30, 2019.

Please see the attached document for information and direction regarding this process.

Thank you,

Jane Stencel
HELP Coordinator

This email was sent to jensenv@skschools.org by admin@wspa.net

Washington School Personnel Association · PO Box 1600, Anacortes, Washington 98221, United States

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Jane Rausch
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3830 N Sullivan Rd. Bldg. 1
Spokane Valley, WA 99216
Email: jrausch@wsps.net
Work: (509) 241-5025
Cell: (509) 979-0572

From: WSPA HELP Program <waspa@memberclicks-mail.net>
Sent time: 06/11/2019 07:24:11 PM
To: stewartj@skschools.org
Subject: HELP Certification Maintenance Reminder
Attachments: HELP_Certification_Maintenance_Form_UPDATED_2019.pdf

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Spokane Valley, WA 99216
Email: jrausch@wsps.net
Work: (509) 241-5025
Cell: (509) 979-0572

From: WSPA HELP Program <waspa@memberclicks-mail.net>
Sent time: 06/11/2019 07:24:12 PM
To: monaglej@skschools.org
Subject: HELP Certification Maintenance Reminder
Attachments: HELP_Certification_Maintenance_Form_UPDATED_2019.pdf

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3830 N Sullivan Rd. Bldg. 1
Spokane Valley, WA 99216
Email: jrausch@wsps.net
Work: (509) 241-5025
Cell: (509) 979-0572

From: jensenv@skschools.org
Sent time: 06/11/2019 06:25:16 PM
To: admin@wspa.net
Subject: RE: WSPA Board Updates

Thank you Jennifer! You are fantastic!



Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: admin@wspa.net <admin@wspa.net>
Sent: Tuesday, June 11, 2019 6:14 PM
To: admin@wspa.net
Subject: WSPA Board Updates

Hello Board Members,

I hope you are having an enjoyable week. Here are some WSPA updates and next steps for the board.

Region Meetings and Region Contact Information

- I have sent contact lists per region as requested
- I have attached the directions for emailing your Region members. Please let me know if you have any questions or if may be of any assistance.
- When you have your scheduled region meeting dates please send me a copy and I will post to the website. Thank you.
- I am working to develop some onboarding materials for our new region reps. I will be collaborating with Kim Harmon (thank you, Kim!) and will share these materials as soon as finalized.

Annual Conference Sub-Committee and Call for Topics and Speakers

- At the retreat, it was determined that we would continue with a sub-committee for annual conference agenda planning. This is designed to take the pressure off the regions in the development of the agenda and the securing of speakers. The regions will still be responsible for facilities, catering, entertainment, and other event programming. The overarching goal is to create a vision and goals for the conference going forward so we can continue to grow and elevate the conference.
- Sub-Committee members: Tina, Kim, Toni, Melissa, Stacia, Vivian, Tony, Curtis, Jennifer
- **All Board: Call for topics/speakers**
 - *Please send me your suggested topics and speakers. I will begin compiling recommendations for our planning meeting.*

Upcoming Events

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 - This is typically an evening meeting with dinner provided. I will send the final schedule as we get closer to the event.
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 - This will be held prior to the evening board meeting. I will send the final schedule as we get closer to the event.

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>



From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent time: 06/11/2019 02:42:21 PM
To: Jensen, Vivian <jensenv@skschools.org>; Denise Kennedy <denise.kennedy@bremertonschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would love to get together. At this point, finding time before the end of the year will be near impossible for me. I can be available on the following dates after 4:30:

- June 19, 24, 25

Other than that, perhaps some time during July? Maybe a working lunch?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Monday, June 10, 2019 11:01 AM
To: Denise Kennedy <denise.kennedy@bremertonschools.org>
Cc: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Good Morning!

Sleeping Lady was fantastic! The whole retreat was wonderful!

I think we will need a chance to debrief with you ladies and maybe some time for “words of wisdom” from you both!

Let me know if there’s a late afternoon/early evening you ladies are available and maybe we could meet for coffee/beverages/dinner? Whatever works best ☺

Thank you!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: Denise Kennedy <denise.kennedy@bremertonschools.org>
Sent: Wednesday, June 5, 2019 7:21 PM
To: Stewart, Jackie <stewartj@skschools.org>
Cc: Jensen, Vivian <jensenv@skschools.org>; Lente Chelle - ADMIN <ChelleL@ckschools.org>
Subject: Re: WSPA Region Representative - Call for Nominations 2019-2020

Oh gosh! Thank you for the reminder! I will send an email in the morning with a recap of our year. I’m so sorry we didn’t chat before hand. Typically there is region updates on the agenda and we share what we did as a group.

Thank you both for doing what you do!

Connect with you in the morning.

Have a wonderful time, Sleeping Lady is one of my favorite places in the Northwest.

Denise

On Wed, Jun 5, 2019 at 7:08 PM Stewart, Jackie <stewartj@skschools.org> wrote:

Hi Denise,

Vivian and I are on our way to the WSPA retreat ☺ Just checking in to see if there is anything you would like us to report for Region 5? Thanks!

Jackie Stewart

Sent from my iPhone

On Apr 23, 2019, at 12:35 PM, Denise Kennedy <denise.kennedy@bremertonschools.org> wrote:

Yahoo! Wonderful news. :)

On Tue, Apr 23, 2019 at 12:28 PM Lente Chelle - ADMIN <ChelleL@ckschools.org> wrote:

Thank you so much! I'll make sure to get the bio info to our WSPA team!

Smiles,

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 11:59 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Ok Chelle,
Jackie Stewart and I, Vivian Jensen, would like to throw our hats in the ring aka nominations for WASPA Region 5 as Co-Representatives.
We can send you a short bio tomorrow 😊
Please let me know if we need to do anything further.
Thanks!

*Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076*

From: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Sent: Tuesday, April 23, 2019 10:37 AM
To: Jensen, Vivian <jensenv@skschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: RE: WSPA Region Representative - Call for Nominations 2019-2020

Would you prefer to have a conversation?

If so, let me know a good time to call.

If not, what questions do you have?

Chelle Lente – Certificated Specialist

[Central Kitsap School District](#) | Human Resources | Jenne-Wright Administrative Center
PO Box 8, Silverdale, WA 98383 | Phone: 360.662.1697 | Fax: 360.662.1681 | chellel@ckschools.org

From: Jensen, Vivian <jensenv@skschools.org>
Sent: Tuesday, April 23, 2019 8:41 AM
To: Lente Chelle - ADMIN <ChelleL@ckschools.org>
Cc: Stewart, Jackie <stewartj@skschools.org>
Subject: FW: WSPA Region Representative - Call for Nominations 2019-2020

Hey Chelle,
Jackie Stewart and I would like more information in regards to being representatives....

Hello WSPA Region 5 members,

WSPA Region Representative elections will take place in early May. Although Denise and I were honored to represent our region, it is time to pass the baton!

We are currently seeking nominations for the following position:

- ***Region 5 Co-Representative/Representative: Two-year term beginning July 1, 2019***

The primary task of the Regional Representative is to assist in creating timely and effective learning opportunities (regional meetings) for their region. . He/She will also serve as a member of the WSPA Board.

The newly elected Region Representative will be invited to attend our annual board retreat scheduled for June 6-7, 2019 in Leavenworth, WA. They will also be expected to attend WSPA Board meetings in October and February of each year.

Nominations are being accepted now through April 28, 2019. Nominees will be notified at the close of the nomination window and will be asked to provide a short biography and interest statement addressing why they wish to serve in this leadership role.

Elections will be held in early May.

Please forward nominations to chellel@ckschools.org .

Thanks!

Denise and Chelle

Region 5 Co-Representatives

This email was sent to jensenv@skschools.org by chellel@ckschools.org

Washington School Personnel Association • PO Box 1600, Anacortes, Washington 98221, United States

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*Denise Kennedy
Human Resources Supervisor
Bremerton School District
(360) 473.1026*

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

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*Denise Kennedy
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From: jensenv@skschools.org
Sent time: 06/11/2019 11:31:42 AM
To: admin@wspsa.net
Subject: RE: WSPA Resource: Heidi S - Equity Matters

Thanks Jennifer!

Can you send me information in regards to the members in my Region 5?

Also, I need to understand all the ins and outs of what kind of expenses are covered, how we pay guest speakers, do we get an expense account to cover snacks for meetings... etc. 😊

Whenever you get time would be wonderful!

Thank you!

Vivian Jensen
Human Resource Specialist
South Kitsap School District
360-874-7077
Fax 360-874-7076

From: admin@wspsa.net <admin@wspsa.net>
Sent: Tuesday, June 11, 2019 10:57 AM
To: llimetm@puysallup.k12.wa.us; scarey@fpschools.org; tfrascon@fwps.org; jhodson@fwps.org; ccallaham@auburn.wednet.edu; rauschj@evsd.org; kimha@spokaneschools.org; doug.christensen@ksd.org; tneidhold@psd1.org; jena.e.gomes@everegreenps.org; melissa.kreuder@esd112.org; dormasl@puysallup.k12.wa.us; salyersj@puysallup.k12.wa.us; Jensen, Vivian <jensenv@skschools.org>; Stewart, Jackie <stewartj@skschools.org>; dkovacs@everettsd.org; dheisler@swsd101.org; dormasl@puysallup.k12.wa.us; cleonard@wspsa.net
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Hello,

As requested by WSPA Board members, below is contact information for Equity Matters for equity and cultural competency training.

Here is Heidi Schillinger
Equity Matters

heidi@equitymattersnw.com
www.equitymattersnw.com
www.facebook.com/equitymatters

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From: Jane Rausch <rauschj@evsd.org>
Sent time: 06/11/2019 11:44:16 AM
To: admin@wspa.net
limmetm@puyallup.k12.wa.us; scarey@fpschools.org; tfrascon@fwps.org; jhodson@fwps.org; ccallaham@auburn.wednet.edu;
Cc: kimha@spokaneschools.org; doug.christensen@ksd.org; tneidhold@psd1.org; jena.gomes@everegreenps.org; melissa.kreuder@esd112.org;
dormasl@puayllup.k12.wa.us; salyersj@puyallup.k12.wa.us; jensenv@skschools.org; stewartj@skschools.org; dkovacs@everettsd.org;
dheisler@sbsd101.org; dormasl@puyallup.k12.wa.us; cleonard@wspa.net
Subject: Re: WSPA Resource: Heidi S - Equity Matters

Thank you!

Jane Rausch-Stencel
Director of Human Resources
East Valley School District
3830 N. Sullivan, Bldg. 1
Spokane Valley, WA 99216
(509) 241-5025 *phone*
(509) 927-9503 *fax*

On Tue, Jun 11, 2019 at 10:57 AM admin@wspa.net <admin@wspa.net> wrote:

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Equity Matters

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Phone: 360-825-1415/Fax: 253-736-0333

<http://www.wspa.net/>



From: admin@wspsa.net
Sent time: 06/11/2019 06:14:20 PM
To: admin@wspsa.net
Subject: WSPA Board Updates
Attachments: WSPA Regional Email Access Information.docx

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WSPA Regional Email Access

We have a website for board members to communicate with their regions –

You will go to the “back end” of the website which can be accessed by this link:

<https://waspa.memberclicks.net/administrator/>

- The username for this account is: wspaboard
- The password for this account is: wspa2015
- Once you are logged in you will see “ADMIN HOME”.
 - Just below that is a communication area, to send an email to your region WSPA members click on the region you want to access. This will show you all of the members in your region.
 - To send them an email click on the tiny envelope marked “Contact” in the upper right.
 - You will need to enter your reply name and email address.
- At the bottom under Schedule Options you can select Send Immediately or Send at a later date and time – then choose that date and time (don’t forget to change the time zone).
- Don’t hit PREVIEW but rather hit CONTINUE and follow the instructions from there.
- If you want to send an email to a certain person back in the area where the members in the saved search appear just click the “TAG” box for those you want to communicate with.
- You can also click on “export” in the top right of the page to export out to excel.

From: admin@wspa.net
Sent time: 06/11/2019 10:57:02 AM
To: limmetm@puyallup.k12.wa.us; scarey@fpschools.org; tfrascon@fwps.org; jhodson@fwps.org; ccallaham@auburn.wednet.edu; rauschj@evsd.org; kimha@spokaneschools.org; doug.christensen@ksd.org; tneidhold@psd1.org; jenaegomes@everegreenps.org; melissa.kreuder@esd112.org; dormasl@puayllup.k12.wa.us; salyersj@puyallup.k12.wa.us; jensenv@skschools.org; stewartj@skschools.org; dkovacs@everettsd.org; dheisler@swsd101.org; dormasl@puyallup.k12.wa.us; cleonard@wspa.net
Subject: WSPA Resource: Heidi S - Equity Matters

Hello,

As requested by WSPA Board members, below is contact information for Equity Matters for equity and cultural competency training.

Here is Heidi Schillinger
Equity Matters

heidi@equitymattersnw.com
www.equitymattersnw.com
www.facebook.com/equitymatters

Thank you,

Jennifer

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspa.net/>



From: holsten@skschools.org
Sent time: 06/12/2019 07:38:17 AM
To: finnie@skschools.org
Subject: FW: WSPA Membership Renewal

Jerry Holsten
Executive Director
Human Resources
holsten@skschools.org
Office: 360-874-7006
Fax: 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Wednesday, June 12, 2019 7:02 AM
To: Holsten, Jerry <holsten@skschools.org>
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

The new WSPA membership year begins September 1st. We hope that you will choose to continue your membership and participation in our organization.

[Please click here to renew your membership.](#)

Thank you,

Jennifer Tottenham

Washington School Personnel Association

This email was sent to holsten@skschools.org by admin@wspa.net

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From: Jeanie Beebe <jbeebe@hoodcanalschool.org>
Sent time: 06/12/2019 07:16:02 AM
To: monaglej@skschools.org
Subject: Fwd: MEMBER REQUEST

Greetings Jamie,

I was forwarded your request to WSPA, asking which essential staff are expected to report to work during the event of an emergency. I have recently been asking the same question and would like to report to my safety committee what practice other districts are doing. Have you received good responses from your request? If so, would you be willing to share those responses or a summary of them?

Warm regards,
Jeanie

Jeanie V. Beebe
Business Manager
Hood Canal School
(360) 877-5463 ext 204
(360) 877-5144 Fax

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring; all of which have the potential to turn a life around." Leo Buscaglia

From: Jeanie Beebe <jbeebe@hoodcanalschool.org>
Sent time: 06/12/2019 11:22:18 AM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: Re: MEMBER REQUEST

You are most helpful! Thank you, Jamie.

Jeanie V. Beebe
Business Manager
Hood Canal School
(360) 877-5463 ext 204
(360) 877-5144 Fax

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring; all of which have the potential to turn a life around." Leo Buscaglia

On Wed, Jun 12, 2019 at 7:25 AM Monagle, Jamie <monaglej@skschools.org> wrote:

Good morning Jeanie!

I wish I had better news but unfortunately only Central Kitsap and Orting responded. I have attached their responses to this email. Our District has not had an opportunity to work on developing which employees should be deemed essential in emergency situations but I am hopeful that we will have something put together prior to the next school year.

Good luck! ☺

Jamie Monagle

Acting Director of Human Resources

South Kitsap School District

2689 Hoover Ave SE

Port Orchard, WA 98366

Phone: 360-874-7071

Fax: 360-874-7076

Email: monaglej@skschools.org

From: Jeanie Beebe <jbeebe@hoodcanalschool.org>

Sent: Wednesday, June 12, 2019 7:16 AM

To: Monagle, Jamie <monaglej@skschools.org>

Subject: Fwd: MEMBER REQUEST

Greetings Jamie,

I was forwarded your request to WSPA, asking which essential staff are expected to report to work during the event of an emergency. I have recently been asking the same question and would like to report to my safety committee what practice other districts are doing. Have you received good responses from your request? If

so, would you be willing to share those responses or a summary of them?

Warm regards,

Jeanie

Jeanie V. Beebe

**Business Manager
Hood Canal School
(360) 877-5463 ext 204
(360) 877-5144 Fax**

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring; all of which have the potential to turn a life around." Leo Buscaglia

From: monaglej@skschools.org
Sent time: 06/12/2019 07:25:20 AM
To: jbeebe@hoodcanalschool.org
Subject: RE: MEMBER REQUEST
Attachments: Attachment-1 Attachment-2

Good morning Jeanie!

I wish I had better news but unfortunately only Central Kitsap and Orting responded. I have attached their responses to this email. Our District has not had an opportunity to work on developing which employees should be deemed essential in emergency situations but I am hopeful that we will have something put together prior to the next school year.

Good luck! 😊

Jamie Monagle

Acting Director of Human Resources
South Kitsap School District
2689 Hoover Ave SE
Port Orchard, WA 98366
Phone: 360-874-7071
Fax: 360-874-7076
Email: monaglej@skschools.org

From: Jeanie Beebe <jbeebe@hoodcanalschool.org>
Sent: Wednesday, June 12, 2019 7:16 AM
To: Monagle, Jamie <monaglej@skschools.org>
Subject: Fwd: MEMBER REQUEST

Greetings Jamie,

I was forwarded your request to WSPA, asking which essential staff are expected to report to work during the event of an emergency. I have recently been asking the same question and would like to report to my safety committee what practice other districts are doing. Have you received good responses from your request? If so, would you be willing to share those responses or a summary of them?

Warm regards,
Jeanie

Jeanie V. Beebe
Business Manager
Hood Canal School
(360) 877-5463 ext 204
(360) 877-5144 Fax

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring; all of which have the potential to turn a life around." Leo Buscaglia

From: vanzantent@orting.wednet.edu
Sent time: 03/29/2019 02:38:02 PM
To: monaglej@skschools.org
Cc: cleonard@wspa.net; christensend@orting.wednet.edu; joyc@orting.wednet.edu
Subject: Member Request

Hi Jamie,

Here is Orting's essential personnel language!

Hope this helps!!

For the safety and operational needs of district facilities, certain staff positions are considered essential personnel. These positions are custodial, maintenance, technology, school administrators, department supervisors and SALT (superintendent's cabinet). These positions need to report to work as soon as possible.

Terry Van Zanten

Human Resources Generalist - Certificated
121 Whitesell Street NE
Orting, WA 98360
360.893.6500 ext. 259
360.893.6535 Fax

“All students ready for college, careers, and life”

This is a staff email account managed by Orting School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

Attachment-1.msg

From: ElaineP@ckschools.org
Sent time: 04/01/2019 08:42:14 AM
To: TracyJ@ckschools.org
Cc: monaglej@skschools.org
Subject: RE: MEMBER REQUEST

Hi Jamie,

This is the language in our Collective Bargaining contract in regards to critical employees:

Section 2.1. (Designation of Critical Employees)

On or before October 1, building/departments administrators will meet with the designated critical and alternate critical employees to develop a plan to provide coverage at the sites during inclement weather. A list of critical employees will be posted at the worksite.

Section 2.2. (School Delay or Early Dismissal)

Critical employees who are required to report to work prior to their regular shift start time on days when school is delayed due to inclement weather, shall be paid at the double-time rate for the hours worked prior to their regular shift start time. Hours worked during the regular shift shall be compensated at the regular rate of pay. An administrator will determine the early start time.

Section 2.3. (School Closure)

Ten-month critical employees who are required to report to work when schools are closed due to inclement weather shall be paid at the overtime rate for the hours worked as determined by the administrator.

Twelve month, eight hour critical employees will work five (5) hours and twenty (20) minutes and be paid for eight (8) hours equaling overtime rate. When an administrator determines that an emergent situation requires employees to remain on the job for more than the five (5) hours and twenty (20) minutes, the employee will be paid at the overtime rate for the number of hours worked. Whenever possible, the employee will be notified in a timely manner of the additional time needed to complete the job.

Thank you!

Elaine Peterson

Human Resources Classified Program Secretary
Central Kitsap School District
360-662-1688
elainep@ckschools.org

From: Johnson Tracy - ADMIN <TracyJ@ckschools.org>
Sent: Monday, April 1, 2019 8:04 AM
To: Peterson Elaine - ADMIN <ElaineP@ckschools.org>
Cc: 'monaglej@skschools.org' <monaglej@skschools.org>
Subject: FW: MEMBER REQUEST

Hi Elaine, would you mind copying the "Critical Employee" Language from the CKESP contract and send it to Jamie please?

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, March 29, 2019 1:51 PM
To: Johnson Tracy - ADMIN <TracyJ@ckschools.org>
Subject: MEMBER REQUEST

Attachment-1.msg

One request this week!

Thanks,

Jamie Monagle from South Kitsap School District is looking to create an essential personnel list that consists of staff that are deemed essential for reporting to work in the event of an emergency. She would love some examples from other districts on whom they deem essential and what their language/list looks like.

Please send your responses directly to: monaglej@skschools.org

Also, cc your responses to: cleonard@wspace.net

Thanks,

Curtis

This email was sent to tracyj@cksd.wednet.edu by cleonard@wspace.net

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From: finnie@skschools.org
Sent time: 06/12/2019 07:43:16 AM
To: holsten@skschools.org
Subject: RE: WSPA Membership Renewal

Will do

C. Lynn Finnie

Executive Assistant - Human Resources
South Kitsap School District
2689 Hoover Ave. S.E.
Port Orchard, Washington 98366
finnie@skschools.org
PH: 360-874-7072
FAX: 360-874-7076

From: Holsten, Jerry
Sent: Wednesday, June 12, 2019 7:38 AM
To: Finnie, Lynn <finnie@skschools.org>
Subject: FW: WSPA Membership Renewal

Jerry Holsten
Executive Director
Human Resources
holsten@skschools.org
Office: 360-874-7006
Fax: 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Wednesday, June 12, 2019 7:02 AM
To: Holsten, Jerry <holsten@skschools.org>
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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[Please click here to renew your membership.](#)

Thank you,

Jennifer Tottenham

Washington School Personnel Association

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From: admin@wspace.net
Sent time: 06/12/2019 11:20:44 AM
To: admin@wspace.net
Subject: Thank you and Clock Hours: Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop 5/31/2019
Attachments: 2019 Leg Impact on Bargaining +Para Workshop-PM PARA SESSION CLOCK HOURS MAY 2019.pdf 2019 Leg Impact on Bargaining +Para Workshop-AM Legislative Session MAY 2019.pdf

Hello,

Thank you for attending our ***Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop***. The clock hours for this event are attached for your records.

Thank you,

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wspace.net/>



From: admin@wspace.net
Sent: Wednesday, May 29, 2019 7:04 PM
To: admin@wspace.net
Cc: jrausch@wspace.net
Subject: Reminder: Legislative Impacts on Bargaining and Paraeducator Training Implementation Workshop 5/31/2019

Hello,

Thank you for registering to attend our upcoming ***Legislative Impacts on Bargaining and Paraeducator Training Implementation*** event on Friday, May 31st.

Legislative Impacts on Bargaining and Paraeducator Training Implementation

- DATE: Friday, May 31, 2019
- AM Session: 8:00-12:00
- PM Session: 12:30-3:30
- LOCATION: DoubleTree by Hilton at Southcenter, Tukwila
 - 16500 Southcenter Parkway
 - Seattle, WA 98188

AM SESSION: Legislative Impacts on Bargaining

9:00 – 12:00

Presenters: Lorraine Wilson and Tevon Edwards, Porter Foster Rorick LLP

- Legislative Impacts on Bargaining
 - SEBB
 - Levy Lid
 - Paraeducator training funding
 - Other bills impacting human resources work in school districts

PM SESSION: Paraeducator Training Requirement Implementation

12:30-3:30

Presenters: Jack Busbee and Jonelle Adams, PESB

- Paraeducator Training Implementation
 - We understand the why, now join us for the HOW.
 - *How* are districts doing this? What is the framework?
 - *When* are districts doing this?
 - *What* are districts offering?

We look forward to having you join us.

Thank you,

Jennifer Tottenham

Program Coordinator
Washington School Personnel Association
PO Box 1600 Anacortes, Washington 98221
Phone: 360-825-1415/Fax: 253-736-0333
<http://www.wsipa.net/>





PO Box 1600 ● Anacortes, Washington 98221 ● 360-825-1415

WASHINGTON STATE CLOCK HOUR REGISTRATION FORM

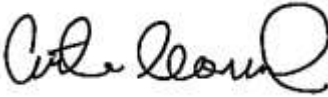
Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU ARE RECEIVING COLLEGE CREDIT FOR THIS PROGRAM.

PARTICIPANTS MUST SIGN THE CLOCK HOUR ATTENDANCE LIST IN ORDER TO RECEIVE CLOCK HOURS.

Section 1 - Information - Participant			Please Print and Use Pen	
Legal Name (Last, First, Middle)			Maiden or Former Name	
Date of Birth (m,d,y)	Social Security No. (optional)	Washington Certificate No.	(optional) <input type="checkbox"/> Female <input type="checkbox"/> Male	
Home Address (Street, City, State, Zip Code)			Telephone Numbers	
			Home	
			Business	

Section II - Clock Hour Provider		
Clock Hour Class Title: Paraeducator Training Implementation		Name of Instructors: Jack Busbee, Jonelle Adams
Total Number of Clock Hours Available 3	First Day of Class/Offering 5/31/2019	Last Day of Class/Offering 5/31/2019
Sponsoring Provider Name (Agency Granting Clock Hours) Washington School Personnel Association		Business Telephone Number 360-825-1415
Provider Address PO Box 1600, Anacortes, Washington, 98221		
Sponsoring Provider Contact Person Jennifer Tottenham, Program Coordinator		Telephone Number 360-825-1415

Section III - Affidavit of Participant	
<p>I, _____, swear/affirm that I earned _____ clock hours for actual attendance at the above Clock Hour Class Title. I am not applying for college/university credit for this program. I also certify (declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to Chapter 181-85 WAC.</p>	
Original Signature of Participant	Date

Section IV - Clock Hour Provider - Verification	
<p>When signed by the approved class sponsor or instructor, this form serves as a transcript or letter documenting eligible credits as required by WAC 392-121-280(3).</p>	
	5/31/2019
Original Signature of Class Sponsor/Instructor	Date

This form should be retained by the holder for possible dispute (WAC 181-85-085)



PO Box 1600 ● Anacortes, Washington 98221 ● 360-825-1415

WASHINGTON STATE CLOCK HOUR REGISTRATION FORM

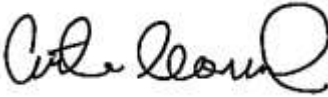
Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU ARE RECEIVING COLLEGE CREDIT FOR THIS PROGRAM.

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Section 1 - Information - Participant			Please Print and Use Pen	
Legal Name (Last, First, Middle)			Maiden or Former Name	
Date of Birth (m,d,y)	Social Security No. (optional)	Washington Certificate No.	(optional) <input type="checkbox"/> Female <input type="checkbox"/> Male	
Home Address (Street, City, State, Zip Code)			Telephone Numbers	
			Home	
			Business	

Section II - Clock Hour Provider		
Clock Hour Class Title: Legislative Impacts on Bargaining		Name of Instructors: Lorraine Wilson
Total Number of Clock Hours Available 3	First Day of Class/Offering 5/31/2019	Last Day of Class/Offering 5/31/2019
Sponsoring Provider Name (Agency Granting Clock Hours) Washington School Personnel Association		Business Telephone Number 360-825-1415
Provider Address PO Box 1600, Anacortes, Washington, 98221		
Sponsoring Provider Contact Person Jennifer Tottenham, Program Coordinator		Telephone Number 360-825-1415

Section III - Affidavit of Participant	
<p>I, _____, swear/affirm that I earned _____ clock hours for actual attendance at the above Clock Hour Class Title. I am not applying for college/university credit for this program. I also certify (declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to Chapter 181-85 WAC.</p>	
Original Signature of Participant	Date

Section IV - Clock Hour Provider - Verification	
<p>When signed by the approved class sponsor or instructor, this form serves as a transcript or letter documenting eligible credits as required by WAC 392-121-280(3).</p>	
	5/31/2019
Original Signature of Class Sponsor/Instructor	Date

This form should be retained by the holder for possible dispute (WAC 181-85-085)

From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:02:04 AM
To: monaglej@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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[Please click here to renew your membership.](#)

Thank you,

Jennifer Tottenham

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:02:04 AM
To: stewartj@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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Jennifer Tottenham

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:03:19 AM
To: tallman@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:02:57 AM
To: finnie@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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Thank you,

Jennifer Tottenham

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:02:14 AM
To: holsten@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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Jennifer Tottenham

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/12/2019 07:04:02 AM
To: jensenv@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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Thank you,

Jennifer Tottenham

Washington School Personnel Association

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From: holsten@skschools.org
Sent time: 06/14/2019 12:05:11 PM
To: finnie@skschools.org
Subject: FW: Registration now open: WSPA HELP Programs and Certificated Boot Camp

Jerry Holsten
Executive Director
Human Resources
holsten@skschools.org
Office: 360-874-7006
Fax: 360-874-7076

From: waspa@memberclicks-mail.net <waspa@memberclicks-mail.net>
Sent: Friday, May 24, 2019 8:17 AM
To: Holsten, Jerry <holsten@skschools.org>
Subject: Registration now open: WSPA HELP Programs and Certificated Boot Camp

Hello WSPA members,

Reminder: registration is now open for the following WSPA/HELP events:

Human Resources CERTIFICATED Boot Camp

- July 22-24, 2019
- Icicle Village Inn - Leavenworth
- Registration: \$495

HELP Program 2019-2020 (Human Resources in Education Leadership Program)

- July 22-26, 2019
- Icicle Village Inn, Leavenworth
- Registration: \$910 -- includes summer session, fall workshop, spring workshop

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Thank you,

Washington School Personnel Association

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From: Washington School Personnel Association <waspa@memberclicks-mail.net>
Sent time: 06/14/2019 12:23:33 PM
To: finnie@skschools.org
Subject: HELP Registration 2019-2020 : REGISTER OTHERS Form Submitted

Greetings,

Thank you for registering other district personnel to attend the HELP program.

WSPA will be using the information you provided to complete those registrations for the individuals listed on the form. When their registration is complete they will be receiving a copy of the invoice and/or a copy of the receipt (if payment is requested to be made by credit card). Please alert them to look for those emails shortly.

Thank you for your registration,

Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/19/2019 07:02:10 AM
To: monaglej@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

The new WSPA membership year begins September 1st. We hope that you will choose to continue your membership and participation in our organization.

To renew your membership, please visit us online at:
<https://www.wspa.net/renew-your-membership>

Thank you,

Jennifer Tottenham
Washington School Personnel Association

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/19/2019 07:03:04 AM
To: finnie@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/19/2019 07:03:27 AM
To: tallman@skschools.org
Subject: WSPA Membership Renewal

Thank you to the members of the Washington School Personnel Association. With members like you, we are able to provide a sustainable professional community for human resource professionals across the State of Washington. Only through your support can we continue to offer dynamic, relevant, and meaningful professional development as well as advocate for legislative action that supports education and WSPA endorsed initiatives.

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/19/2019 07:02:10 AM
To: stewartj@skschools.org
Subject: WSPA Membership Renewal

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/19/2019 07:02:20 AM
To: holsten@skschools.org
Subject: WSPA Membership Renewal

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:02:17 AM
To: holsten@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

Hello WSPA members,

We are happy to announce that registration is now open for these upcoming WSPA/HELP events:

Human Resources CERTIFICATED Boot Camp

- July 22-24, 2019
- Icicle Village Inn - Leavenworth
- Registration: \$495

HELP Program 2019-2020 (Human Resources in Education Leadership Program)

- July 22-26, 2019
- Icicle Village Inn, Leavenworth
- Registration: \$910 -- includes summer session, fall workshop, spring workshop

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:03:25 AM
To: tallman@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

Hello WSPA members,

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:02:08 AM
To: monaglej@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:03:02 AM
To: finnie@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:02:07 AM
To: stewartj@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/21/2019 07:04:09 AM
To: jensenv@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/26/2019 07:02:06 AM
To: stewartj@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/26/2019 07:02:09 AM
To: monaglej@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/26/2019 07:03:00 AM
To: finnie@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/26/2019 07:02:16 AM
To: holsten@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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To: tallman@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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From: Jennifer Tottenham <waspa@memberclicks-mail.net>
Sent time: 06/26/2019 07:04:06 AM
To: jensenv@skschools.org
Subject: Registration now open: HELP Program and Certificated Boot Camp

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