



Opportunity Gap Bill Comparison

	4SHB 1541 (Santos, Ortiz-Self)	SB 6192 (McCoy, Rolfes)	SSB 6244 (Litzow, Fain)
Student Discipline	<ul style="list-style-type: none"> • School districts must distribute policy annually. • School districts must monitor impact of discipline policies using disaggregated data • School districts must periodically update policies with input from students, families, and community • WSSDA must create model discipline policies by Dec. 1, 2016 • School districts must adopt discipline policies consistent with WSSDA’s model policy by 2017-2018 school year. • OSPI to develop training program to support discipline policies. • No long-term suspension or expulsion for discretionary offenses. • School districts must provide students an opportunity to receive educational services during suspension or expulsion. • Expulsions limited to one academic term. • Districts required to convene reengagement meeting with student and parents within 20 days of exclusion 	<ul style="list-style-type: none"> • School districts must distribute policy annually. • School districts must monitor impact of discipline policies using disaggregated data • School districts must periodically update policies with input from students, families, and community • WSSDA must create model discipline policies by Dec. 1, 2016 • School districts must adopt discipline policies consistent with WSSDA’s model policy by 2017-2018 school year. • OSPI to develop training program to support discipline policies. • No long-term suspension or expulsion for discretionary offenses. • School districts must provide students an opportunity to receive educational services during suspension or expulsion. • Expulsions limited to one academic term. • Districts required to convene reengagement meeting with student and parents within 20 days of exclusion 	<ul style="list-style-type: none"> • School districts must distribute policy annually. • School districts must monitor impact of discipline policies using disaggregated data • School districts must periodically update policies with input from students, families, and community • WSSDA must create model discipline policies by Dec. 1, 2016 • School districts must adopt discipline policies consistent with WSSDA’s model policy by 2017-2018 school year. • OSPI to develop training program to support discipline policies. • No long-term suspension or expulsion for discretionary offenses. • School districts must provide students an opportunity to receive educational services during suspension or expulsion.



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Student Data	<ul style="list-style-type: none"> Beginning in 2017-2018, OSPI must collect student data according to federal subracial and subethnic categories for: <ul style="list-style-type: none"> Black students Asian students White students Multiracial students OSPI must convene task force to review federal guidelines and develop race and ethnicity reporting guidelines for Washington Reduce minimum student group size from 20 to 10 for purposes of public reporting. 	<ul style="list-style-type: none"> Beginning in 2018-2019, OSPI must collect student data according to federal subracial and subethnic categories for: <ul style="list-style-type: none"> Black students Asian students White students Multiracial students OSPI must convene task force to review federal guidelines and develop race and ethnicity reporting guidelines for Washington Reduce minimum student group size from 20 to 10 for purposes of public reporting. 	<ul style="list-style-type: none"> Beginning in 2018-2019, OSPI must collect student data according to federal subracial and subethnic categories for: <ul style="list-style-type: none"> Black students Asian students White students Multiracial students Reduce minimum student group size from 20 to 10 for purposes of public reporting. By 2017-2018 data on CAA and CIA must be collected and disaggregated by race/ethnicity and disability categories. K-12 data governance group must examine if IEP and 504 plans move between districts when students transfer. Report due Sept. 1, 2017
Cultural Competence	<ul style="list-style-type: none"> WSSDA must develop training for school board directors and superintendents. TPEP training to include cultural competence, English language acquisition, and best practices for implementing tribal history and culture curriculum. OSPI must develop training for classified and certificated staff and district and building administrators. 	<ul style="list-style-type: none"> WSSDA must develop training for school board directors and superintendents. TPEP training to include cultural competence, English language acquisition, and best practices for implementing tribal history and culture curriculum. OSPI must develop training for classified and certificated staff and district and building administrators. 	<ul style="list-style-type: none"> WSSDA must develop training for school board directors and superintendents. TPEP training to include cultural competence, English language acquisition, and best practices for implementing tribal history and culture curriculum. OSPI must develop training for classified and certificated staff and district and building administrators.



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	<ul style="list-style-type: none"> • RAD, SIG, priority, and focus schools are encouraged to provide training to staff. 	<ul style="list-style-type: none"> • RAD, SIG, priority, and focus schools are encouraged to provide training to staff. 	<ul style="list-style-type: none"> • RAD, SIG, priority, and focus schools are encouraged to provide training to staff.
English Language Learners	<ul style="list-style-type: none"> • All classroom teachers that teach ELL as part of TBIP must be endorsed in bilingual education and/or ELL instruction beginning 2019-2020 school year. • OSPI must identify and notify schools with the largest growth in ELL population and encourage to provide cultural competency training. 	<ul style="list-style-type: none"> • All classroom teachers that teach ELL as part of TBIP must be endorsed in bilingual education and/or ELL instruction beginning 2020-2021 school year. • OSPI must identify and notify schools with the largest growth in ELL population and encourage to provide cultural competency training. 	<ul style="list-style-type: none"> • All classroom teachers that teach ELL as part of TBIP must be endorsed in bilingual education and/or ELL instruction beginning 2020-2021 school year. • OSPI must identify and notify schools with the largest growth in ELL population and encourage to provide cultural competency training.
Teacher Recruitment and Retention	<ul style="list-style-type: none"> • OSPI must include percentage of teachers per school district and school disaggregated by race/ethnicity and average length of service of classroom teachers by school and district in its publicly available reports. 	<ul style="list-style-type: none"> • OSPI must include percentage of teachers per school district and school disaggregated by race/ethnicity and average length of service of classroom teachers by school and district in its publicly available reports. • PESB and OSPI workgroup to revise model framework, curricula, and program for education related CTE courses. 	<ul style="list-style-type: none"> • OSPI must include percentage of teachers per school district and school disaggregated by race/ethnicity and average length of service of classroom teachers by school and district in its publicly available reports.
Integrated Student Supports	<ul style="list-style-type: none"> • Protocol must be developed by the Center for Improving Student Learning in OSPI to: <ul style="list-style-type: none"> ○ Coordinate academic and non-academic supports ○ Encourage integration of community based supports into the academic environment • The protocol must include: 	<ul style="list-style-type: none"> • Protocol must be developed by the Center for Improving Student Learning in OSPI to: <ul style="list-style-type: none"> ○ Coordinate academic and non-academic supports ○ Encourage integration of community based supports into the academic environment • The protocol must include: 	



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	<ul style="list-style-type: none"> ○ Needs assessment for at-risk students ○ Data on student needs and outcomes ● OSPI to convene workgroup to determine how to implement framework ○ Preliminary report Oct. 1 2016, final report Oct. 1, 2017. ● Protocol and integrated services acceptable use of LAP funds. 	<ul style="list-style-type: none"> ○ Needs assessment for at-risk students ○ Data on student needs and outcomes ● OSPI to convene workgroup to determine how to implement framework ○ Preliminary report Oct. 1 2016, final report Oct. 1, 2017. ● Protocol and integrated services acceptable use of LAP funds. 	
Additional Student Supports	<ul style="list-style-type: none"> ● DEL and OSPI must create a community information plan to support transitions from home-based, tribal, and family early learning providers of Early Achievers. 	<ul style="list-style-type: none"> ● DEL and OSPI must create a community information plan to support transitions from home-based, tribal, and family early learning providers of Early Achievers. 	<ul style="list-style-type: none"> ● Nutritional opportunities in high-poverty schools
Juvenile Justice Report	<ul style="list-style-type: none"> ● ERDC must prepare a report on educational and workforce outcomes of youth in the juvenile justice system. 	<ul style="list-style-type: none"> ● ERDC must prepare a report on educational and workforce outcomes of youth in the juvenile justice system. 	

League of Education Voters

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