

SENATE BILL REPORT

SB 5595

As Reported by Senate Committee On:
Early Learning & K-12 Education, January 17, 2022
Ways & Means, February 7, 2022

Title: An act relating to prototypical school formulas for physical, social, and emotional support in schools.

Brief Description: Concerning prototypical school formulas for physical, social, and emotional support in schools.

Sponsors: Senators Wellman, Wilson, C., Billig, Das, Frockt, Nobles, Pedersen, Randall, Saldaña and Wilson, J.; by request of Office of Financial Management.

Brief History:

Committee Activity: Early Learning & K-12 Education: 1/12/22, 1/17/22 [DPS-WM, w/oRec].
Ways & Means: 1/31/22, 2/07/22 [DP2S, w/oRec].

Brief Summary of Second Substitute Bill

- Increases minimum allocations for school nurses, social workers, psychologists, and guidance counselors within the prototypical school model.
- Provides that allocations for physical, social, and emotional support staff may only be used for salaries and benefits of physical, social, and emotional support staff.
- Reduces the class size for skill centers within the prototypical school model.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: That Substitute Senate Bill No. 5595 be substituted therefor, and the

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substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Wellman, Chair; Nobles, Vice Chair, K-12; Wilson, C., Vice Chair, Early Learning; Hunt, Mullet and Pedersen.

Minority Report: That it be referred without recommendation.

Signed by Senators Hawkins, Ranking Member; Dozier and McCune.

Staff: Alexandra Fairfortune (786-7416)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: That Second Substitute Senate Bill No. 5595 be substituted therefor, and the second substitute bill do pass.

Signed by Senators Rolfes, Chair; Frockt, Vice Chair, Capital; Robinson, Vice Chair, Operating & Revenue; Brown, Assistant Ranking Member, Operating; Billig, Carlyle, Conway, Dhingra, Hasegawa, Hunt, Keiser, Mullet, Muzzall, Pedersen, Rivers, Van De Wege, Wagoner, Warnick and Wellman.

Minority Report: That it be referred without recommendation.

Signed by Senators Wilson, L., Ranking Member; Schoesler, Assistant Ranking Member, Capital; Honeyford, Ranking Minority Member, Capital; Braun and Gildon.

Staff: Kayla Hammer (786-7305)

Background: Prototypical School Model. The state's public school funding model allocates funding to school districts based on assumed levels of staff and other resources necessary to support a prototypical school serving an assumed number of students at defined elementary, middle, and high schools levels. The use of prototypical schools is intended to illustrate the level of resources needed to operate a school of a particular size using commonly understood terms such as class size, hours of instruction, and specified staff positions.

The structure of the formula, which appears in statute, provides allocations for classroom teachers at an assumed class size, plus other building-level staff such as principals, teacher-librarians, counselors, and office support. Based on these staffing ratios, the state uses salary assumptions for each of the different staff types to generate state funding allocations. The funding provided to school districts through the prototypical school formulas is for allocation purposes only, and districts have discretion over how the money is spent, subject to some limits.

The prototypical school model currently provides allocations for school nurses, social workers, psychologists, and guidance counselors using the following staff unit amounts:

	Elementary	Middle	High
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School Nurses	0.076	0.060	0.096
Social Workers	0.042	0.006	0.015
Psychologists	0.017	0.002	0.007
Guidance Counselors	0.493	1.216	2.539

Summary of Bill (Second Substitute): Staff Allocations. A new staff group called "physical, social, and emotional support staff" is created in the prototypical school model, to include the following staff types: school nurses, social workers, psychologists, school counselors, classified staff providing student and staff safety, and parent involvement coordinators. School districts may use allocations provided for physical, social, and emotional support staff only for salaries and benefits for staff employed or contracted to serve as physical, social, and emotional support staff.

Beginning September 1, 2022, the minimum allocations for school nurses, social workers, psychologists, and school counselors are increased to the following amounts:

	Elementary	Middle	High
School Nurses	0.246	0.336	0.339
Social Workers	0.311	0.088	0.127
Psychologists	0.104	0.024	0.049
School Counselors	0.993	1.716	3.039

In addition to the minimum allocations specified above, the following additional staffing units are provided for school nurses in the 2023-24 school year:

	Elementary	Middle	High
School Nurses	0.170	0.276	0.243

Beginning September 1, 2024, the minimum allocations for school nurses are increased again to the following amounts:

	Elementary	Middle	High
School Nurses	0.585	0.888	0.824

School Counselors. References to counselors in the prototypical school model are changed from "Guidance counselors, a function that includes parent outreach and graduation

advising" to the new title of "School counselors addressing academic, career development, and social and emotional needs."

Skill Center Class Size. The average skill center class size within the prototypical school model is reduced from 20 students per teacher to 19 students per teacher to align with base allocations currently provided in the operating budget.

EFFECT OF CHANGES MADE BY WAYS & MEANS COMMITTEE (Second Substitute):

Added intent section.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (First Substitute):

- Changes references to counselors in the prototypical school model from "Guidance counselors, a function that includes parent outreach and graduation advising" to the new title of "School counselors addressing academic, career development, and social and emotional needs."
- Allows school districts to use allocations provided for physical, social, and emotional support staff for salaries and benefits of those contracted to serve as physical, social, and emotional support staff.

Appropriation: None.

Fiscal Note: Available.

Creates Committee/Commission/Task Force that includes Legislative members: No.

Effective Date: The bill contains several effective dates. Please refer to the bill.

Staff Summary of Public Testimony on Original Bill (Early Learning & K-12 Education): *The committee recommended a different version of the bill than what was heard.* PRO: This bill aligns with voter initiative 1351 and the staffing enrichment workgroup findings of 2019. The bill provides a carve out in funding to better meet student needs while providing a perfect amount of flexibility for staffing these roles. When conducting listening sessions with parents and students, school districts have heard again and again about a need for mental health support. It is the number one challenge facing high school students. Many students have reported planning or attempting suicide. This investment in school nurses and counselors will help promote student social and emotional well-being.

OTHER: School counselors are concerned about being categorized under a bigger umbrella, and are concerned that the legislation as drafted conveys a limited title and job

description that doesn't reflect actual responsibilities. Right now schools with different poverty levels would be funded similarly, which is equal but not equitable. The allocation mechanism needs to be equitable based on student needs. While funds should not be diverted to other uses, the language should be broadened slightly to include staff training and related programs and services.

Persons Testifying (Early Learning & K-12 Education): PRO: Senator Lisa Wellman, Prime Sponsor; Bob Cooper, National Association of Social Workers WA Chapter; Chris Reykdal, Superintendent of Public Instruction; Virginia Barry, Stand for Children; Manuela Slye, Seattle Council PTSA; Lynette Brower, WA State Skills Center Association/NCTA; Paul Randall, Tri Tech Skills Center; Michael Uehara-Bingen, Washington State PTA; Dr. Carole Meyer, Moses Lake School District; Elizabeth Bonbright, President, Tacoma Public School Board of Directors; Dan Steele, School Funding Coalition; Roz Thompson, School Funding Coalition; Erica Hallock, Washington State Nurses Association; Liz Pray; Maddy Thompson, Office of the Governor; Samantha Fogg, Seattle Council PTSA; Julie Salvi, Washington Education Association; Glenn Jenkins, Washington Education Association; Carrie Suchy, Washington Education Association; Christine Nutters, Washington Education Association; Samantha Pacampara, Washington Education Association; Janice Nordland, Washington Education Association; Rick Chisa, Public School Employees of WA (PSE); Sean Dotson, Superintendent, Tumwater School District; Leslie VanLeishout, North Thurston Public Schools; Krestin Bahr, Peninsula School District - Gig Harbor, WA.

OTHER: Amy Brackenbury, Washington School Counselors Association; Dave Larson, Tukwila School Board; Melanie Smith, Committee for Children.

Persons Signed In To Testify But Not Testifying (Early Learning & K-12 Education):
No one.

Staff Summary of Public Testimony on First Substitute (Ways & Means): *The committee recommended a different version of the bill than what was heard.* PRO: There have been increased rates of suicide and violent threats in school districts. There needs to be more adults in the building to support kids to address the unprecedented behavioral and mental health challenges affecting kids. Nurses are needed at every school to support kids' physical and behavioral health needs. The current staff ratios are not sufficient and have not been updated since the prototypical model was created in 2010, the bill allows for more sustainable funding. The bill continues the additional funding for skill centers that was funded in the budget which helps meet the emerging demands and allows for future workforce development. Skill Centers connect kids to their passions and the requirements of the programs are growing. Increased funding will help sustain the programs. Caseloads carried by school counselors far exceed national recommendations and the adjustments in the bill allows counselors to be more successful in their work. The critical positions need to be increased which has been highlighted by the pandemic. Untreated mental illness results in negative outcomes and the economic impacts are significant. The cost of staffing mental health professionals is less costly than letting mental illness go untreated.

CON: Social Emotional Learning is an effort to teach radical ideologies that are not supported by Christian parents and they do not want this for their children. They do not want this funded.

OTHER: Support the addition of these staff but not the allocation mechanism. Poverty is an important part of the equation and the allocation should be equitable based on need. Increasing the allocation for high poverty schools creates equity versus being equal.

Persons Testifying (Ways & Means): PRO: Samantha Fogg, Seattle Council PTSA; Amy Brackenbury, Washington School Counselors Association; Dan Steele, School Funding Coalition; Roz Thompson, School Funding Coalition; Clifford Traisman, Bellevue, Highline, Olympia, Seattle Public Schools; Liz Pray, School Nurse Organization of Washington; Michelle Ledbetter, Pierce County Skills Center/WA Skills Center Assoc. Past President; Paul Randall, Tri-Tech Skills Center; Heidi Bennett, WA State PTA; Charlie Brown, Tacoma, Puyallup, Bethel, Clover Park, Federal Way and other School Districts; Christine Nutters, Washington Education Association; Tom Seigel, Bethel School District; Mitch Denning, Alliance of Educational Associations; Mike Wisner, Spokane Public Schools; Maddy Thompson, Executive Policy Office, Office of Governor; Carrie Syvertsen, Washington Association of School Social Workers; Graeme Sackrison, North Thurston Public Schools; Carrie Syvertsen, WA Assoc. of School Social Workers.

CON: Brad Payne, Family Policy Institute of Washington.

OTHER: Dave Larson, Tukwila School District.

Persons Signed In To Testify But Not Testifying (Ways & Means): No one.