

# Board Special Meeting



2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

Oversight Work Sessions: Highly Capable Services; Work Session: Budget; Executive Session+: Evaluate the Performance of a Public Employee  
Wednesday, December 14, 2016, 4:30-8:00pm  
Auditorium, John Stanford Center

## Agenda

### Call to Order

4:30pm

### Oversight Work Session: Highly Capable Services

- Vision, Mission, and Departmental Functions
- Organizational Chart
- S.W.O.T. Analysis
- Board Concerns and Status
- Eligibility and Appeals Data
- Department Accomplishments
- Department Goals, Objectives, and Key Performance Indicators
- Budget and Staffing
- Policies and Procedures
- Internal and External Controls
- Major Outside Service Contracts
- Information Technology Systems
- Looking Forward/Next Steps

### Work Session: Budget

5:00pm\*

- Review outcomes
- Review timeline
- Overview of House and Senate Education plans
- Overview of \$2 million
- Restoration plan
- Outcomes for meeting

### Executive Session+: Evaluate the Performance of a Public Employee

7:30pm\*

### Adjourn

8:00pm\*

\*Times given are estimated

+Executive Sessions are closed to the public

Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.



# Board Work Session Materials

February 8, 2017

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School Board Office  
206-252-0040

The following pages are presentation materials reviewed at the February 8, 2017 Board work session.



# Seattle Public Schools



Photos by Susie Fitzhugh

## Oversight Work Session: Advanced Learning

February 8, 2017

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# Agenda

- Vision, Mission, and Departmental Functions
- Organizational Chart
- S.W.O.T. Analysis
- Board Concerns and Status
- Eligibility and Appeals Data
- Department Accomplishments
- Department Goals, Objectives, and Key Performance Indicators
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- Policies and Procedures
- Internal and External Controls
- Major Outside Service Contracts
- Information Technology Systems
- Looking Forward/Next Steps

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# Vision and Departmental Functions

Vision: Each and every student in the District will have access to academic experiences differentiated to their specific needs. The Advanced Learning office will provide thoughtful, research-based support that will help schools successfully address the specific academic, social, and emotional needs of advanced learners throughout our diverse school communities.

Mission: Advanced Learning will provide thoughtful, research-based services for Advanced Learners, their families, and the faculty who serve them, so students have the opportunity to achieve their highest potential.

## Functions:

- Identification
- Program Model/Services
- Professional Development
- Community Engagement and Collaboration

# AL Organizational Chart

**Wyeth Jesse, MEd, MA**  
Chief of Student Support Services  
16 Years in Ed, 10 in SPS

**Kari Hanson, MEd**  
Director, Student Support Services  
34 Years in Ed, 20 in SPS

**Stephen Martin, MEd, MA**  
Supervisor, Highly Capable &  
Advanced Learning  
40 Years in Ed, 7 in SPS

**Roger Daniels, MM, MA**  
Consulting Teacher  
24 Years in Ed, 13 in SPS

**Mary Mills, MEd**  
Elementary Curriculum Specialist  
21 Years in Ed, 21 in SPS

**Matt Okun, PhD**  
Consulting Teacher  
36 Years in Ed, 5 in SPS

**Diann Sanusi, MEd**  
Secondary Support Specialist  
26 Years in Ed, 18 in SPS

**Ruthanne McPhaden, MEd**  
Program Support Analyst  
19 Years in Ed, 13 in SPS

**30 Hourly Testers**

**Margaret Kawasaki, BA**  
Program Support Analyst  
16 Years in Ed, 12 in SPS

**Hourly Office Staff**



# S.W.O.T. Analysis

## Strengths (S)

- **Inter- and intra- departmental collaboration** (DERR, SPED, DoTS, Enrollment, Legal)
- Delivery of on-demand professional development
- **Systems upgrade** to increase referral efficiency
- Engagement with community
- Team-wide focus on equity and access

# S.W.O.T. Analysis

## Weaknesses (W)

- **Demographically disproportionate number of student referrals**
- **Impact on staff time due to identification, testing, and eligibility process** (August through February)
- Manual process hinders efficient scheduling of 5,000 testing appointments
- **Lacking cohesive and collaborative connections to District-wide professional development plan**
- Lack of self-sufficient systems
- **Lack of consistency and common definitions of services**



# S.W.O.T. Analysis

## Opportunities (O)

- **Increase efficiency** in eligibility identification process
- Provide **meaningful services** that meet the academic needs of Advanced Learners and Highly Capable students available at all attendance area schools **through MTSS**
- Build targeted actions to **increase equity and representation**
- Partnering with parents and guardians to ensure Advanced Learning Services **reflect the values of the community**

# S.W.O.T. Analysis

## Threats/Risks (T)

- **Climate and Culture**
- **Inconsistent services** for Advanced Learners
- **Disproportionality**
- **Delay of support and professional development** due to lengthy, manual scheduling process

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# Board Concerns and Status

## **Equitable Access**

Disparity in enrollment demographics  
Identification and eligibility practices  
Pathways  
Outreach

## **History**

Lack of clear and reliable data  
Lack of consistent information  
Differing opinions on how to address issues

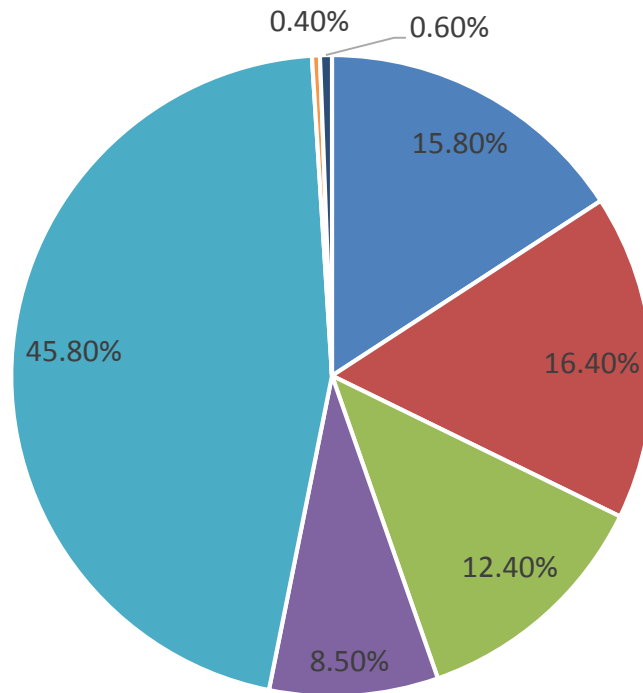
## **Student and Community Engagement**

Needs to be meaningful  
Stakeholder engagement  
Clear and timely communication and information to Directors  
Need for shared understanding of services and expectations (HCC, Spectrum)

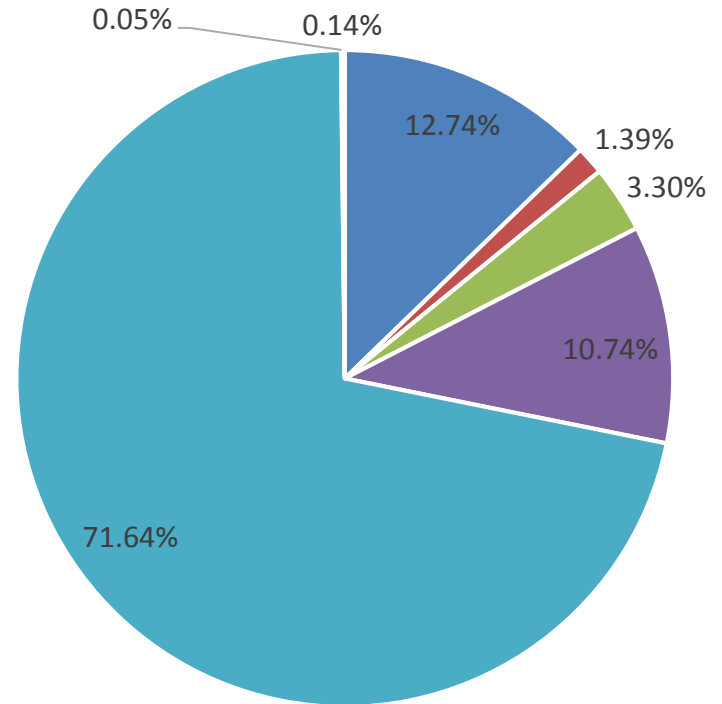
# Highly Capable Services Eligibility 2015-16

In Seattle Public Schools, 8.1% of students were eligible for Highly Capable Services.

SPS Demographics

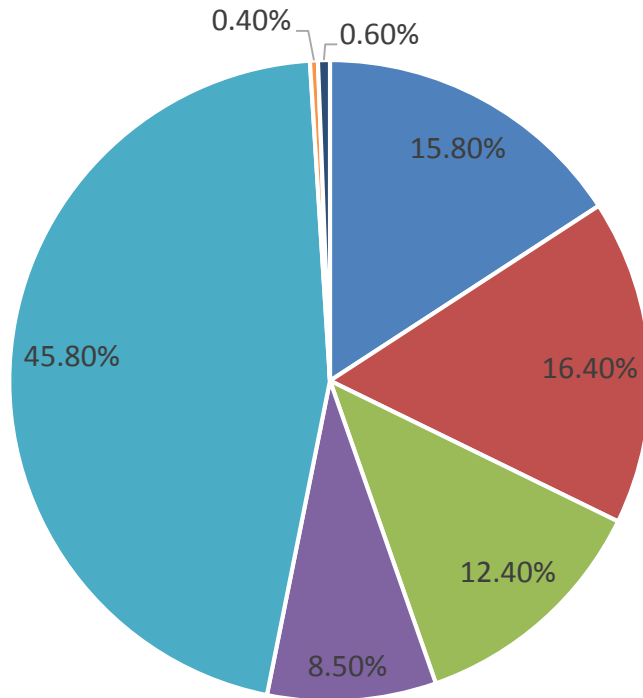


HC Eligibility

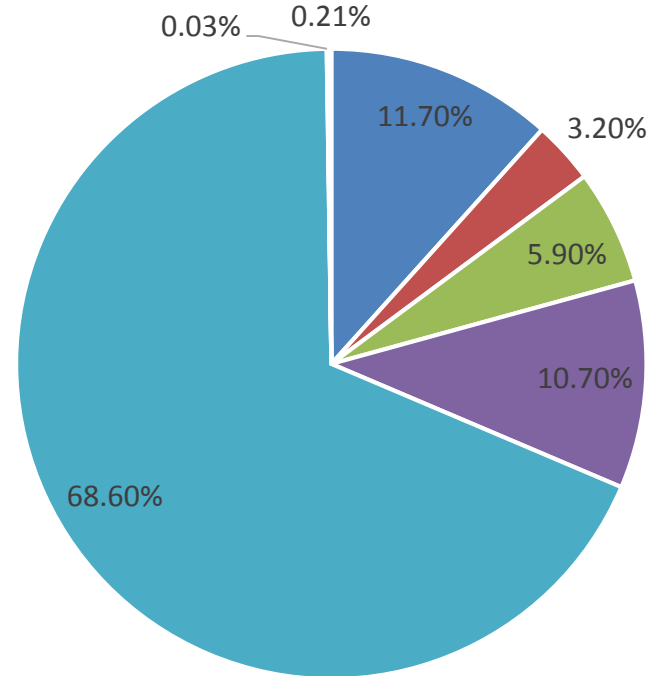


# Spectrum/Advanced Learning Eligibility 2015-16

SPS Demographics



Spectrum/AL Eligibility



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# 2015-16 Highly Capable Eligibility Appeals

Of **479** total eligibility appeals:

**15** Hispanic students appealed, less than 10 were successful

**45** Asian students appealed, 18 were successful

**63** Multi-racial students appealed, 34 were successful

**325** White students appealed, 167 were successful

**Less than 10** students appealed who identified themselves as either Native American, African American, or Pacific Islander.

Of **479** total eligibility appeals, **236** were successful

# Accomplishments

- Eligibility notification to families prior to open enrollment
- 2015-16 OSPI Program Review had no findings, with commendations
- Systems upgrades: Online referrals, teacher rating scales, and eligibility notification
- All 2nd graders received CogAT screener in Title I schools
- Translation of vital materials and communications into 7 languages
- Monthly PD opportunities on differentiation and HCC curriculum alignment

# Goals, Objectives, Key Performance Indicators (KPIs)

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
<p><b>Identification Process</b></p> <p>All referred students evaluated and notified of eligibility in time to participate in Open Enrollment process</p>	To have identification process completed and results communicated by Open Enrollment deadline	Percentage of eligibility decisions communicated by Open Enrollment deadline	90% of eligibility decisions communicated by Open Enrollment Deadline of February 24, 2017	<ul style="list-style-type: none"> <li>• As of 2/7/17, 83% of decisions have been completed</li> <li>• The appeals window opens on February 10.</li> <li>• Eligibility reporting begins on February 10.</li> </ul>	Goal 1.1.A



# Goals, Objectives, KPIs

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
<b>Diversity Initiatives</b> Ensure access to Advanced Learning programs and services for students from under-represented populations	To increase percentage of referrals and identification of students from under-represented populations	Number of eligible students from underrepresented populations	31% of students from underrepresented populations, an increase of 1%	30% of referred students are from underrepresented populations	Goals 1.1.E, 1.2.C, 3.1.B, 3.3.A

# Goals, Objectives, KPIs

Goal or Major Initiative	Objective	Measure	Target	Performance to date	Relation to Strategic Plan
<p><b>Professional Development</b></p> <p>Provide direction, support, and high-quality training to teachers and leaders to ensure AL/HC students challenging, aligned, and relevant academic content and instruction</p>	Support all schools in meeting the needs of their identified students	Quantify number of professional development and supports scheduled and administered	100% of all schools making requests receive support and/or PD	100% of all schools requesting support have been served	Goals 1.1.A, 1.1.C, 1.1.D

# Department Budget/Staffing Overview

Advanced Learning			2015-16	2016-17	As of 1/20/17	
Item	Org	FTE	End of Yr. Working Budget	Current Working Budget	Funds Committed	% Remaining
Number/funds	45	7.00	1,688,405	1,711,894	1,044,924	39%

## Items to be covered by remaining funds:

- Spring testing of 2<sup>nd</sup> graders in Title I schools
- Early Entrance to Kindergarten
- Summer testing
- Continued systems improvement

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# Guiding Policies & Procedures

## Board Policies

- 2090 [Program Evaluation and Assessment Policy](#)
- 2100 [Educational Opportunities for Military Children Policy](#)
- 2162 [Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 Policy](#)
- 2190 [Highly Capable Services and Advanced Learning Programs Policy](#)
- 2200 [Equitable Access to Programs and Services Policy](#)

## Superintendent Procedures

- Procedure [Program Evaluation and Assessment](#) 2090SP
- Procedure [Education of Students with Disabilities](#) 2162SP
- Procedure [Highly Capable Services and Advanced Learning Programs](#) 2190SP
- Procedure [Equitable Access to Programs and Services](#) 2200SP

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# Key Internal and External Controls

## Internal

- Laws and regulations, Board policies, Superintendent procedures
- Departmental protocols (Appeals process, program audits)
- Curriculum and Instruction Committee Oversight
- Integration work with other depts. (ELL, Special Ed, School Family Partnerships, Equity & Race, DOTS)
- School Administrator survey data

## External

- OSPI requirements (Annual Consolidated Program Review)
- Washington Administrative Code (WAC 392-170)

## Audit or Review Efforts

- Board oversight and work sessions
- Curriculum & Instruction Policy Committee
- Executive Committee
- Audit & Finance Committee
- State and federal audits

# Major Outside Service Contracts

Major Contract	Brief Description	Contract Amount
Riverside Publishing	Cognitive Abilities Test materials and scoring	\$140,000 est
Hourly staff	Testing window support and proctors	\$90,000 est
Project Management	Technology Systems Support	\$68,750

# Key Information Technology Systems

System	Function
AL Webpages	Parent/Community/Teacher communication, collaboration, resources
SharePoint	Student referrals, eligibility decisions, score reporting, (Test scheduling TBD)
PowerSchool/The Source	Student eligibility, scores, demographic information
SAP	Professional development/ clock hour registration and scheduling
School Dude	Room reservation, custodial services, heat

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# Looking Forward/Next Steps

## Advanced Learning Project Plan

- Equity Tool training and implementation
- Program and Services Review of Spectrum per C&I Committee
- Observations, interviews, and surveys of students, teachers, and families
- Co-led professional development, in coordination with District PD plan
- Continued engagement of families
- Outreach to schools to support instructional services for Advanced Learners



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# Looking Forward/Next Steps

## Continued Systems Upgrades

- Student Data Portal to support identification and target students for growth
- Online self-scheduling for screening and CogAT administration
- Online payment submission process for Private School students
- Efficiency improvements for Multidisciplinary Selection Committee (MSC) eligibility decision process
- Continue to study waivers at Thurgood Marshall and Garfield

**Advanced Learning Referrals by Region, Grade Level, and Ethnicity**  
**9/7/16 – 10/6/16**

<b>Central Region</b>	<b>1131</b>
<b>African American or Black</b>	<b>64</b>
Elementary	55
Middle	9
<b>American Indian</b>	<b>*</b>
Elementary	*
<b>Asian</b>	<b>116</b>
Elementary	101
Middle	15
<b>Caucasian</b>	<b>725</b>
Elementary	671
Middle	54
<b>Hispanic</b>	<b>58</b>
Elementary	51
Middle	*
<b>Multiracial</b>	<b>167</b>
Elementary	153
Middle	14

<b>NE Region</b>	<b>1164</b>
<b>African American or Black</b>	<b>16</b>
Elementary	11
Middle	*
<b>American Indian</b>	<b>*</b>
Elementary	*
Middle	*
<b>Asian</b>	<b>171</b>
Elementary	142
Middle	29
<b>Caucasian</b>	<b>735</b>
Elementary	611
Middle	124
<b>Hispanic</b>	<b>52</b>
Elementary	47
Middle	*
<b>Multiracial</b>	<b>184</b>
Elementary	160
Middle	24
<b>Pacific Islander</b>	<b>*</b>
Elementary	*

<b>SE Region</b>	<b>492</b>
<b>African American or Black</b>	<b>58</b>
Elementary	46
Middle	12
<b>Asian</b>	<b>111</b>
Elementary	70
Middle	41
<b>Caucasian</b>	<b>192</b>
Elementary	175
Middle	17
<b>Hispanic</b>	<b>51</b>
Elementary	43
Middle	*
<b>Multiracial</b>	<b>78</b>
Elementary	65
Middle	13
<b>Pacific Islander</b>	<b>*</b>
Elementary	*

<b>SW Region</b>	<b>616</b>
<b>African American or Black</b>	<b>26</b>
Elementary	19
Middle	*
<b>American Indian</b>	<b>*</b>
Elementary	*
Middle	*
<b>Asian</b>	<b>32</b>
Elementary	21
Middle	11
<b>Caucasian</b>	<b>450</b>
Elementary	377
Middle	73
<b>Hispanic</b>	<b>36</b>
Elementary	30
Middle	*
<b>Multiracial</b>	<b>70</b>
Elementary	59
Middle	11

**Advanced Learning Referrals by Region, Grade Level, and Ethnicity**  
**9/7/16 – 10/6/16**

<b>NW Region</b>	<b>1223</b>
<b>African American or Black</b>	<b>23</b>
Elementary	18
Middle	5
<b>American Indian</b>	<b>*</b>
Elementary	*
<b>Asian</b>	<b>87</b>
Elementary	74
Middle	13
<b>Caucasian</b>	<b>888</b>
Elementary	800
Middle	88
<b>Hispanic</b>	<b>68</b>
Elementary	61
Middle	*
<b>Multiracial</b>	<b>156</b>
Elementary	143
Middle	13
<b>Caucasian</b>	<b>*</b>
Elementary	*

<b>Non-SPS</b>	<b>307</b>
<b>African American or Black</b>	<b>*</b>
Elementary	*
Middle	*
<b>American Indian</b>	<b>*</b>
Elementary	*
<b>Asian</b>	<b>40</b>
Elementary	35
Middle	*
<b>Caucasian</b>	<b>195</b>
Elementary	156
Middle	39
<b>Hispanic</b>	<b>16</b>
Elementary	10
Middle	*
<b>Multiracial</b>	<b>44</b>
Elementary	38
Middle	*
<b>unknown</b>	<b>*</b>
Elementary	*
Middle	*
<b>N/A</b>	<b>*</b>
<b>African American or Black</b>	<b>*</b>
Elementary	*
<b>Caucasian</b>	<b>*</b>
Elementary	*

**Grand Total = 4936 Referrals**

**\* = N size less than 10**

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# Budget Work Session

February 8, 2017



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# Agenda

1. Review outcomes
2. Review timeline
3. Overview of House and Senate Education plans
4. Overview of \$2 million
5. Restoration plan
6. Outcomes for meeting

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# Outcome for Meeting

- Framework for \$2 million
- Framework for Restoration Plan

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# Timeline



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# FY 2017-18 Current Budget Development Calendar

- **January 23 thru 31<sup>st</sup>** – Central Budget Development Staffing process
- **February 9<sup>th</sup> & 14<sup>th</sup>** – Principal Budget Development Training
- **February 28** - Budget Allocations to Schools
- **March 6 thru 28<sup>th</sup>** – School Budget Development Staffing process
- **April 15** – Reduction in Force (if needed) work begins
- **July 3- 12** – Legislative Budget analysis and restoration of resources based on prioritized list
- **June 28 to July 26** – Board Action Report and Budget Resolution
- **June 28 to August 1** - Required Public Hearing
- **July 5 to August 2** - Board Action to adopt school year 2017-18 budget



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# House and Senate Education Plans – HB 1843 and SB 5607

# House and Senate Education Plans – HB 1843 and SB 5607

## Seattle Public Schools 2018-19 vs 2017-18 Revenue Estimates

No Levy Cliff      With Levy Cliff      Governor      House D Plan HB1843      Senate R Plan SB5607

	No Levy Cliff	With Levy Cliff	Governor	House D Plan HB1843	Senate R Plan SB5607
State	\$10,534,778	\$10,534,778	\$89,229,749	\$65,811,845	(\$179,924,920)
Levy or Local Effort Levy	\$0	(\$20,766,451)	(\$65,643,210)	(\$28,687,898)	\$136,168,149
Total	\$10,534,778	(\$10,231,673)	\$23,586,539	\$37,123,948	(\$43,756,771)
Per Pupil	\$200	(\$195)	\$449	\$706	(\$832)

Estimates exclude potential expenditure impacts from compensation increases.

No increase shown for levy base increase.



52,578

2016-17 adopted K-12 enrollment

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# House and Senate Education Plans – HB 1843 and SB 5607

See attached table

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# Overview of \$2 million

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# Overview of \$2 million

- Purpose was to provide some relief from worst case scenario cuts to a limited number of schools

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# Overview of \$2 million

- Analysis currently underway, factors include:
  - Equity Tiering
  - Total percentage of reductions before current year mitigations (i.e. from just the WSS cuts)
  - Total percentage of reductions after current year mitigations
  - Title I, LAP, FEL and other grant funding available
  - Carryover analysis from last 3 years

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# Overview of \$2 million

- Framework will be the five data points, not necessarily weighted equally.
- \$2 million in worst case budget “relief” will be part of the February 28<sup>th</sup> allocations.

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# Restoration Plan





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# Restoration Values

## SPS Strategic Plan

- First and foremost: Equity lens
- Students come first: Educational Excellence and Equity for Every Student
- Safe and Orderly Learning Environment
- Effective Organizational systems

# Restoration Plan - Areas to be considered for Restoration (total of \$55.7m)

- WSS cuts
- K-5 ELA adoption
- Central Office cuts
- Economic Reserve fund
- 24 credit enhancements
- Fall enrollment reserve
- District contingency reserve
- Funding to reduce school splits
- Middle School math
- \$5m for curriculum adoption in 2017-18, as yet undesignated

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# Restoration Plan - Framework

- Should all of the WSS funding be restored first?
  - Mitigation funding?
  - K-5 ELA adoption?
  - Central Office?
- Should some areas be brought back phased in?
- Should some areas be eliminated or reduced?

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# Outcomes



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# Outcome for Meeting

- Framework for \$2 million
- Framework for Restoration Plan

Comparison of 2017 K-12 Education Funding Proposals

February 6, 2017

	<b>House Bill 1843</b>	<b>Senate Bill 5607</b>
<b>Prototypical School Funding Model</b>	Continues current prototypical school funding model. Beginning in 2019-20 and phased in over two years, increases allocations for elementary school parent involvement coordinators by 1.0 FTE, and increases allocations for middle and high school guidance counselors by 1.0 FTE each. Beginning with SY 2019-20, and phased in over two years, CTE class sizes are reduced to 19 students and Skills class sizes are reduced to 16 students.	Eliminates the prototypical school model and replaces it with a new basic per pupil guarantee allocation of \$10,000 per pupil. An additional funding adjustment is made so that the minimum allocation from the state that is in addition to the new state Local Effort Levy is at least 40% each year or \$4,000 in 2018-19. The basic per pupil guarantee will exceed \$10,000 if the state Local Effort Levy per pupil is greater than 60% of the guaranteed allocation, not including the categorical program funding described below. The \$10,000 basic per pupil guarantee replaces general apportionment, pupil transportation including bus depreciation, local levies, and LEA.
<b>Categorical Programs</b>	Beginning with SY 2019-20, and phased in over two years: <b>Learning Assistance</b> instructional hours are increased to 3.4 hours. <b>Highly Capable</b> instructional hours are increased to 3.2 hours <b>Bilingual</b> instructional hours are increased to 6.778 hours for middle and high school.	<b>Transportation</b> is eliminated as a categorical program and included in the new basic per pupil guarantee. New per pupil allocations replace existing program allocations, as follows: <b>Special Education:</b> \$7,500/pupil <b>Bilingual Instruction:</b> \$1,000/pupil <b>Highly Capable:</b> \$1,000/pupil <b>Learning Assistance:</b> \$2,000 - \$5,000 per pupil depending on poverty level. Free and Reduced Price Lunch poverty measurement replaced with Census Bureau poverty estimate <b>Homeless Student:</b> \$1,500/unsheltered homeless student <b>CTE &amp; Skills:</b> \$500/pupil
<b>Compensation</b>	Specifies minimum statewide average salary allocations for each of the three staff types. Maintains I-732 and makes the cost of living adjustment part of the program of basic education. Specifies a phase-in schedule for implementing the new salary allocations.  Eliminates the current salary allocation grid for CIS and replaces it with a statewide average CIS allocation of \$70,824 adjusted by Seattle CPI in SY 2018-19. Beginning	Beginning in the 2018-19 school year, the salary allocation schedule for CIS is eliminated and a minimum salary of \$45,000 for beginning CIS is required.  Additional pay based on an advanced degree is prohibited unless the degree is in the subject area taught by the staff person.

**Comparison of 2017 K-12 Education Funding Proposals**

February 6, 2017

	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
	<p>with the 2019-20 school year, sets minimum pay for beginning CIS and early career CIS. Districts must pay minimum of \$45,500 for first year CIS and \$50,500 for a CIS with three years' experience. Minimum pay values are also adjusted by Seattle CPI each year after 2019-20.</p> <p>Specifies statewide average salary allocation for CAS and CLS, and includes the values as part of the state's program of basic education.</p> <p>Note - values specified for each of the three staff types include the 4 days of professional learning required by the bill (see below).</p> <p>Requires rebasing to market rate every 6 years.</p>	<p>District expenditures on compensation (salaries plus benefits) is limited to 80% of total general operating expenditures. This 80% limitation excludes the housing allowance and the teacher recruitment and retention bonus.</p> <p>State funding for the national board bonus is eliminated, but districts are permitted to pay the bonus as part of the locally designed compensation plan. Payment of the bonus is outside the state's program of basic education.</p> <p>Permits state-funded extended school year contracts outside the state's program of basic education, for up to an additional 90 days outside the 180-day school year and based on the staff person's prior year hourly rate.</p> <p>A recruitment and retention bonus is provided for districts with at least 25% poverty (based on census data for poverty measure) and at least 25,000 students. The bonus is \$12,500 for each CIS and CAS staff in a qualifying school district and is not part of basic education.</p> <p>A teacher recognition grant is provided for the top 5% and 2% of teachers in each ESD, subject to appropriation. The bonus for the top 5% teachers is \$25,000 and the bonus for the top 2% of teachers is \$50,000.</p>
<b>Regionalization</b>	Must be identified in the budget	Provides a housing allowance for districts with higher than average residential home values, up to \$10,000 per each staff person, to address regional cost differences.
<b>Health Benefits</b>	Maintains current bargaining structure and classified benefit factor	Requires districts to offer health benefit plans that incorporate a plan design with employee premiums that ensure the ratio of premiums for single to family is no more than 1:3.

**Comparison of 2017 K-12 Education Funding Proposals**

February 6, 2017

	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
<b>Collective Bargaining</b>	Collective bargaining is maintained. New minimums specified. See compensation above.	<p>Collective bargaining is maintained. New minimums specified. See compensation above. Collective bargaining agreements must conform to the requirements of the act.</p> <p>Teacher strikes are expressly prohibited. Housing allowances and the Top Teacher Recognition Grant are not subject to collective bargaining</p> <p>Allows school districts to dismiss a teacher who, following in-service training and mentorship, fails to show improvement to the extent that it is detrimental to student academic performance.</p> <p>Allows individuals without a teaching certificate to teach students so long as it is under the general supervision of a certificated employee and the individual passes a record check.</p> <p>Permits districts that have been identified as being granted additional flexibility to exempt schools buildings within the district from district policies and district collective bargaining agreements. (See flexibility below).</p>
<b>Professional Learning Time</b>	Increases allocations for all staff types to support 1 day in 2017-18, 2 days in 2018-19, 4 days in 2019-20, 6 days in 2020-21 and 10 days by 2022-23.	Does not specify allocations or requirements for professional learning.
<b>Mentoring</b>	Declares legislative intent to support full funding of enacted recruitment and retention policies and increasing investments in the BEST program.	Maintains the existing mentorship and in service training. See collective bargaining section.
<b>M&amp;O Levies and Local Effort Assistance</b>	Revises the levy cliff to phase down the lid and LEA over four years. Phases down grandfathered levy lids to have all districts at 24% by 2019. Eliminates ghost money in 2018.	Delays the levy cliff one year. Eliminates local levies for CY 2019. Eliminates LEA permanently. Permits districts to collect up to 10% of a newly defined levy base beginning in CY 2020.



**Comparison of 2017 K-12 Education Funding Proposals**

February 6, 2017

	<b><i>House Bill 1843</i></b>	<b><i>Senate Bill 5607</i></b>
<b>Accountability, Transparency, and Reporting</b>	<p>Establishes a technical working group to provide recommendations for revising school district accounting practices.</p> <p>Requires districts to report supplemental pay contracts to SPI and SPI to provide a report to the legislature.</p>	<p>Requires district fiscal health reports and additional auditing. Requires districts to prepare four-year outlooks as part of their budget process. Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and nonbasic expenditures by fund sources.</p> <p>Districts are required to deposit local excess levies into a subfund and separately account for expenditures from the subfund.</p>
<b>Revenue</b>	Source not specified	<p>New state property levy referred to as the "Local Effort Levy" - Not subject to the 1% growth limit, \$0.45/\$1,000 in CY 2018 and \$1.80/\$1,000 in CY 2019.</p> <p>Prioritizes use of NGF-S revenue growth first for support of the new formulas and then for reduction of the state Local Effort Levy to \$1.25/\$1000.</p> <p>Provides a reimbursement mechanism for local taxing districts that are pro-rated under the 1% constitutional limit due to the state Local Effort Levy.</p>
<b>Other</b>	Declares legislative intent to consider recommendations of the education and capital budget committees to address recruitment and retention and to support classroom and facility needs to support all-day kindergarten and class size reductions.	<p><b><i>Initiatives:</i></b> I-732 and I-1351 are repealed.</p> <p><b><i>Measures of success:</i></b> Provides specific school district performance measures. Permits districts who have met standards to be granted additional flexibility and directs the state board to create a process for identifying innovation districts which may be exempt from some state laws.</p>

	<b>House Bill 1843</b>	<b>Senate Bill 5607</b>
		<p><b>Student Absenteeism:</b> Districts are required to create an attendance reserve to be used to reduce chronic student absenteeism. The superintendent must recover funds from the district's reserve equal to the amount of funds the district received for students that were chronically absent in excess of 20%.</p> <p><b>Paraeducators:</b> Establishes statewide minimum employment standards for paraeducators, and creates a paraeducator workgroup to administer rules for paraeducator preparation, certification, and training.</p> <p><b>Baldrige Performance Excellence Assessment:</b> Provides that large school districts, all educational service districts, and certain educational state agencies must implement the Baldrige Performance Excellence Assessment program, as phased in over a three-year period starting in the 2018-2019 school year.</p>
<b>Hold Harmless</b>	Specifies that no district will receive less funding as a result of the regionalization.	<p><b>District hold harmless/minimum funding:</b> If total school district funding from all state, federal, and local sources combined is less than \$12,500 per pupil, then an additional state allocation is provided to increase total funding to \$12,500 per pupil.</p>