

HB 2449-S2 - DIGEST

(DIGEST AS ENACTED)

Puts in place consistent practices and procedures, beginning in kindergarten, in which schools share information with families about the importance of consistent attendance and the consequences of excessive absences, involves families early, and provides families with information, services, and tools that they may access to improve and maintain their children's school attendance.

Requires an initial stay of truancy petition in order to allow for appropriate intervention and prevention before using a court order to enforce attendance laws.

Encourages efforts by county juvenile courts and school districts to establish and maintain community truancy boards and employ other best practices.

Increases the number of beds in HOPE centers and crisis residential centers in order to facilitate their use for truant students.

Strengthens the juvenile court's ability to seek a chemical dependency or mental health assessment for a child subject to a truancy petition, if the court finds that such an assessment might help to reengage a child in school.

VETO MESSAGE ON 2SHB 2449

April 1, 2016

To the Honorable Speaker and Members,
The House of Representatives of the State of Washington

Ladies and Gentlemen:

I am returning herewith, without my approval as to Sections 1, 13-15, and 21, Second Substitute House Bill No. 2449 entitled:

"AN ACT Relating to court-based and school-based intervention and prevention efforts to promote attendance and reduce truancy."

Section 1 is an intent section that is not necessary for the policy implementation of the bill.

Sections 13-15 and 21 of the bill reduce funding for the state Learning Assistance Program (LAP), which supports academic achievement for low-income students. LAP resources are allocated based on school poverty rates and by law must be focused first on evidence-based instructional strategies to teach elementary school students to read. Before rededicating these funds, we need evidence that prioritizing

the reduction of absenteeism over early reading readiness and acquisition is a more effective means to promote academic achievement for low-income students.

For these reasons I have vetoed Sections 1, 13-15, and 21 of Second Substitute House Bill No. 2449.

With the exception of Sections 1, 13-15, and 21, Second Substitute House Bill No. 2449 is approved.

Respectfully submitted,
Jay Inslee
Governor