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Week 4 – January 30–February 3, 2017

About TWIO

***This Week in Olympia* is emailed to active WASA and AEA members each Friday during the Legislative Session and is posted on WASA's website at <https://wasa-oly.org/WASA/TWIO>.**

This Week in Review

During the fourth week of session, most legislative Committees again plowed through a load of bills, continuing more public hearings and ramping up the number of bills they moved to executive action. The major news of import to school administrators was action on bills to address a *McCleary* solution. The Senate Majority Coalition Caucus package, released late last week, took several steps. It was heard in Committee, quickly adopted and just as quickly moved to the full Senate and was adopted. Also this week, the House and Senate Democrats introduced legislation to implement their education funding proposal, first released in early January to the Education Funding Task Force (EFTF). Find more information on the *McCleary* bills later in this newsletter.

This week, two new legislators were sworn in. Remember, Senator Brian Dansel (R-Republic) resigned his seat last Tuesday after accepting an appointment in President Trump's administration. This left the Senate with a 24–24 tie and opened the door for Minority Democrats to cause mischief, such as their ill-fated attempt at taking over the Senate Floor last Friday to amend Senate Rules in the hopes of moving Levy Cliff legislation (HB 1059). To limit the chances of the Senate Democrats' opportunity to take advantage of the unique Senate tie, the State Republican Party, 7th District Precinct Committee Officers and County Commissioners in Northeast Washington promptly acted to fill Dansel's vacated seat. Acting in record time, Republican PCO's met on Saturday and, as required, forwarded three candidates for County Commissioners to consider. On Monday, Commissioners from the 7th Legislative District's five Counties quickly appointed Representative Shelly Short (R-Addy), providing the Majority Coalition Caucus with their 25th vote. Working just as quickly, PCO's provided recommendations to fill Short's now vacant House seat, and Commissioners met promptly on Wednesday night and appointed Jacquelin Maycumber (R-Republic), Short's long-time Legislative Assistant, to replace Short. New Senator Short was sworn-in on Tuesday and new Representative Maycumber was sworn-in on Thursday.

Committee Action

This week, the Senate Early Learning & K–12 Education Committee heard a number of bills, took executive action on a few others, while also holding a series of work sessions. On Monday, the Committee discussed current high school graduation requirements. On Tuesday, the work session focus was on parent/family engagement opportunities

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and community-school connections. The Governor's Office of the Education Ombud reviewed recommendations from a [family engagement work group](#) required by [HB 1408](#), adopted last session. They also heard a presentation from [Communities in Schools of Washington](#) and a presentation on [parent, family, and community engagement](#) from the Washington State PTA. The Committee closed the week with work sessions on [home visiting](#) and Highly Capable programs.

On Thursday, the House Capital Budget Committee held a work session on School Construction. Similar to a work session in the Senate Ways & Means Committee on [January 19](#), this work session was held in lieu of a required report from an interim School Construction Technical Work Group. The Work Group was established in the 2016 Supplemental Capital Budget and was charged with monitoring a series of school construction activities and identifying key issues for the Legislature to consider to improve how state assistance is provided to school districts. The Work Group is supposed to be a precursor to anticipated legislative work on school construction in 2017; proviso language stated the Legislature "intends to consider forming a Joint Legislative Task Force on School Construction in 2017." The Committee first received a broad [overview of K-12 school construction](#) from Committee staff. Then several presentations were made, covering the list of issues required to be addressed in last session's Capital Budget proviso, including an overview of the [School Construction Assistance Program](#) (OSPI); a review of the [K-3 Class Size Reduction Grant Program](#) (OSPI); a review of the [Information and Condition of Schools \(ICOS\) program](#) (OSPI); the [Condition of K-12 Public Schools report](#) (WSU Energy Office); and the [K-12 Capital Facilities Cost Study](#) (Construction Services Group, ESD 112).

The Senate Law & Justice Committee held a public hearing on a piece of priority legislation on Tuesday. [SB 5505](#) is intended counteract the results of a 2016 Supreme Court case, [N.L. v. Bethel](#). Prior to the ruling, school districts were only held liable for injuries caused by the misconduct of a student when the injury: 1) was reasonably foreseeable; AND 2) occurred in a custodial setting. The Supreme Court—in a 5-4 decision—ruled that school districts could be held liable for criminal misconduct of their students that occurs outside of district custody and supervision. The concern is that this decision is contrary to previous legal precedent and puts school districts in an untenable position, potentially opening the floodgates to costly litigation. SB 5505 would close this door—and return to previous, well-established liability protections—by specifically stating in statute that school districts are not liable for civil damages resulting from criminal acts committed by any of their students that occur outside of the district's custody and/or supervision. WSSDA, WASA, and AWSP have prepared a short background and explanation of the SB 5505—[N.L. v. Bethel fix](#).

Education Funding Plans

Senate Republican Proposal

The Senate Republicans unveiled their Education Funding Plan on Friday—and there has been a whirlwind of activity since. Word on the street was there continued to be divisions within the Caucus regarding the proposal and it was yet not ready for primetime, so it was somewhat of a surprise when the proposal was released. Now it is apparent that politics played a hand in the timing of the release. When Sen. Dansel resigned from his seat last week, the partisan split in the Senate became 24 seats to 24 seats. At the same time, Senator Doug Ericksen (R-Ferndale) continued to be absent in the other Washington, attending to his duties as temporary Communications Director during the federal EPA transition. With a 24-23 advantage, this provided Senate Democrats with a brief window of opportunity to attempt to take over the Senate Floor and force action on [HB 1059](#), the Levy Cliff bill. As we reported in last week's *TWIO*, that effort fizzled. In an attempt to deflect from the Democrats takeover efforts, Majority Republicans did two things. First, they added HB 1059 to Monday's public hearing schedule in the Senate Ways & Means

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Committee, providing some evidence they were willing to discuss the issue (although there was no signal they ever intended to act on the issue). Second, they unveiled their Education Funding Plan, showing they were prepared to solve the whole *McCleary* problem. Those two acts (sincere or not) publicly displayed the Senate Republican's positive effort to address the session's major priority...while also calling into question the Senate Democrat's attempt to take advantage of a temporarily unstable Senate.

Even though the Senate Republican Education Funding Plan was apparently released prematurely, there has been no effort to slow the train down and thoughtfully review the plan. Since the moment it was unveiled last week, it has been on a very fast-track. Friday morning, Senate Republicans released a [broad summary](#) of the plan, along with a more detailed, comprehensive set of [the plan's major components](#). Before anyone had much of a chance to digest the proposal, it was announced it would receive a public hearing in the Senate Ways & Means Committee three days later, on January 27. On Saturday, the actual bill language was released (although the bill was yet to be officially introduced). On Monday, the bill received a public hearing in the Senate Ways & Means Committee. The next day, the bill was officially introduced and numbered SB 5607. Later that afternoon, the Committee moved the bill to executive action and adopted it. On Wednesday, the full Senate took action and adopted the bill, sending it to the House for its action.

[SB 5607](#) is a huge bill, with multiple moving parts and in-depth intricacies. In addition to the Republican summaries, linked above, the non-partisan Ways & Means staff [Bill Report](#) does a decent job of walking through the main components of the bill. There is simply just not enough time or space to fully analyze this legislation in *TWIO*. Instead of repeating what is noted in those documents, we will highlight the major pieces, including some of the key concerns and some of the “hidden” elements to be aware of within the bill.

- The current Prototypical School Funding Model is eliminated and replaced with a per pupil funding model. The model provides a guaranteed minimum per pupil amount (\$10,000), with supplemental per pupil amounts for Special Education (\$7,500), Transitional Bilingual (\$1,000), poverty (\$2,000-5,000), CTE (\$500), Highly Capable (\$1,000), and homeless (\$1,500) students. After all funding calculations are completed, if the per pupil funding amount is less than \$12,500, the state will back-fill the funding to increase the funding to \$12,500. However, when a school district calculates its per pupil funding amount, all local, state, AND federal dollars are included—which would likely drive the required “backfill” amount from the state down. For example, if a district has a capital levy or receives federal Impact Aid, these funds would essentially be used to supplant a portion of the state funding, so many districts would not achieve the “guaranteed” \$12,500 per student. Ultimately, this bill replaces the current research-based, evidence-based, transparent funding model with a model that is unproven—a model Washington used to use, but was scrapped by the 1977 Basic Education Act.
- Beginning in Calendar Year 2018, in addition to the current allowable State Property Tax at \$3.60 per \$1,000 of assessed value (currently collected at approximately \$2.14 per \$1,000), the state will impose a new uniform Local Effort Levy of \$1.80 per \$1,000 of assessed value to be collected on behalf of school districts. (Language in the bill would allow the tax rate to be lowered to the stated goal of \$1.25 per \$1,000 – which would bring the total below the current \$3.60 per \$1,000 limit.) Beginning in Calendar Year 2019, the funding collected from the Local Effort Levy would be distributed back to school districts to provide school districts with the necessary minimum per pupil funding discussed above. Because the state will begin collecting more funds within the constitutional \$10.00 per \$1,000 limit for regular levies (current \$2.14 +

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\$1.80), the state makes a commitment to reimburse local taxing districts in the amount the taxing district's regular levy is negatively impacted (payments must be appropriated by the Legislature, however). These are additional costs that must be paid out of the state's General Fund.

- School district Maintenance & Operations levies would be eliminated in Calendar Year 2019; taxes due and payable in Calendar Year 2019 are prohibited. Local Effort Assistance (LEA or "levy equalization") is repealed January 1, 2019. In Calendar Year 2020, school districts can request/collect levies, but they are capped at ten percent. Additionally, prior to submitting levy, districts must provide a report to OSPI detailing how levy funds will be used; OSPI must approve of the report, ensuring funds are not used for basic education costs.
- The Levy Cliff is extended for Calendar Year 2018; that is, current levy policy (28 percent lid and 14 percent LEA) continues in Calendar Year 2018. Ironically, intent language in the bill echoes school district arguments in support of extending the Levy Cliff. Section 401 reads: "The Legislature recognizes that school districts rely on local property tax levies. The Legislature further recognizes that the state levy lid law, which limits the amount a school district may collect through local levies, is statutorily scheduled to revert to a lower limit beginning in Calendar Year 2018. The Legislature further finds that this lower limit may impair some school district finances. Therefore, the Legislature intends to maintain the current levy limit for an additional year as the state revises its statutory policies with regard to local school district levies." Yes, exactly. The Senate, however, continues to refuse to deal with this issue now, continuing to believe it needs to be a part of a larger *McCleary* solution. That is understandable—and actually makes some sense—however, does anyone believe this bill (or any other *McCleary* fix) can or will be adopted before school districts become impacted by the Levy Cliff? District budget managers are being impacted right now, by being required to draft two budgets. School administrators are being impacted right now, as they begin to review staffing needs for the coming year. Teachers and Classified Staff are being impacted right now, anxiously wondering if funding will be available to keep their job next year, or if they are on the potential chopping block. Legislators fully recognize the May 15 non-renewal deadline, but they fail to understand that: (1) some districts' Collective Bargaining Agreements require an earlier non-renewal notice; and (2) even if an earlier date is not required, some legislators believe making staffing decisions, preparing notices (if necessary) and delivering those notices is a short and simple process.
- Educator compensation is the key component to solving the *McCleary* conundrum. The Senate GOP bill makes major policy changes in the area of compensation. The bill eliminates the current Salary Allocation Model (beginning with the 2018–19 school year) and "provides greater flexibility for local school districts to decide the actual salaries for Certificated Instructional Staff, within specified limitations." Districts would be prohibited from providing salary increases based on an advanced degree that is not in the subject area in which the individual teaches. Minimum CIS salaries would be increased to \$45,000. Actual salaries would be bargained locally; however, total salary and benefits paid to Certificated Instructional Staff, Certificated Administrative Staff, and Classified Staff would not be allowed to exceed 80 percent of the district's total general fund expenditures. Until the 2023–24 school year, districts may exceed the 80 percent cap if current salaries and benefits exceed the cap. This limit is unrealistic: using 2014–15 data, 117 school districts were over the 80 percent threshold; 167 were at 78 percent. Presumably those numbers are higher now.

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- To address cost of living issues, a housing allowance is provided to eligible districts of up to \$10,000 per staff position; all staff would receive the bonus if the district is eligible. An eligible district must have average assessed valuation above the statewide assessed valuation. This is for residential property only, however—that means staff in a high cost area like Seattle would only receive \$3,300 of the total allowable \$10,000. Even though cost of living supplements currently are provided (in the form of TRII contracts) and are recognized as necessary to recruit and retain staff, the bill specifically notes the housing allowance is not considered a part of basic education. The bonus provided to teachers who have attained certification from the National Board for Professional Teaching Standards becomes a local school district option under the bill. This bonus is not considered a part of basic education.
- Language in the bill states the *intent* to provide “a teacher recruitment and retention bonus of \$10,000 for teachers employed in urban, high-poverty schools” (Section 501). There is no specific mechanism in the bill, however, to implement this intent. Later in the bill (Section 506) there is a Recruitment and Retention Bonus of \$12,500 provided to both Certificated Instructional Staff and Certificated Administrative Staff employed in a school district with more than 25,000 students and a poverty rate exceeding 25 percent. Apparently this allowance was limited to specifically assist Tacoma School District. Unfortunately, under this section (and others) “poverty” is not defined by the number of students eligible for the Free and Reduced-Price Lunch program (as is normally the case), but is based on US Census data—which drives a district’s poverty rate down. Tacoma is NOT an eligible district using this definition of poverty. See this [chart](#) for impacts.
- School districts are authorized to enter into state-funded extended year contracts with nonsupervisory CIS to provide remedial education instruction and services to underachieving students. The contracts may be used for up to an additional 90 days of employment outside the 180-day school district year and must be time-based with compensation provided on an hourly rate. These contracts must be separately accounted for by school districts and they must be audited as part of the regular financial audits by the State Auditor’s Office.
- A Top Teacher Recognition Grant Program would be established, subject to appropriation. Each ESD would be required to identify the top five percent of teachers from a list of nominees submitted by school districts’ board of directors within the ESD’s region. Teachers identified in the top two percent would receive a one-time award of \$50,000. Other teachers identified in the top five percent would receive a one-time award of \$25,000.
- School districts must offer health benefit plans where the ratio of health insurance premiums of individual to family rates is no greater than 3:1. This would improve health care affordability for families, but could be costly for school districts. For more details, review the comments from The Nexus Group in the Pensions/Health Benefits section of this newsletter.
- Under the bill, school districts gain flexibility to hire “non-traditional” teachers; that is, teachers that are not certified. The bill stipulates that a non-certified teacher must be provided general supervision by a certified person. Language clarifies these individuals must undergo a record check. Although teachers no longer need to be certified, language added onto the bill in Committee replicates [SB 5070](#), which—among other things—requires paraeducators to be certified.
- The bill specifically prohibits teacher strikes. Even though it is understood (at least by management) that common law provides no right to strike, multiple

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trial court decisions and Attorney General opinions also note there is no right to strike, bill language “intends to provide greater clarity.” WEA is arguing this language proves there is doubt about a current prohibition against teachers striking—and they will argue, if this language fails to be adopted, “the Legislature had an opportunity to specifically prohibit teacher strikes and they didn’t, therefore, it is clear teacher strikes ARE permitted.”

- As part of the accountability mechanisms in the bill, we return to the world of No Child Left Behind. The bill establishes a series of goals, “Measures of Success,” which each school district is expected to meet by 2020: Increase third grade literacy rate to 86 percent; Improve high school readiness to 72 percent; Raise the four-year graduation rate to 89 percent; and Enhance the quality of the high school diploma by increasing the number of high school graduates who enroll in college and are not required to take remedial courses to 93 percent. Additionally, by 2024 districts are expected to close the opportunity gap to five percent.
- Each year, school districts must annually report to OSPI: the percentage of students demonstrating the characteristics of entering kindergarteners in all six areas of the Washington Kindergarten Inventory of Developing Skills; and the percentage of high school graduates who are enrolled in postsecondary education or training or are employed during the second quarter following graduation, as well as the percentage during the fourth quarter following graduation.
- School districts with exemplary performance, as measured by meeting the Measures of Success, will be rewarded greater autonomy, flexibility, and control over operation of their schools. School districts which meet the performance targets would be relieved from most state statutes. This is backwards. Under the Education Reform Act of 1993 (HB 1209), ALL districts were supposed to be provided with additional flexibility to assist them to be successful. That flexibility never came. Instead, the Legislature continues to discuss providing flexibility ONLY if a district proves to be successful. If a district succeeds even with the burden of restrictive state statutes, do they even need additional flexibility? Struggling schools have a greater need to innovate. As a part of this flexibility, school districts are encouraged to exempt schools within the district from local school district policies and collective bargaining agreements. Can a school or district simply waive a CBA?
- The State Board of Education must develop a process for up to five percent of districts (that are not meeting standards) to become innovation districts and be exempt from most state laws and rules. Districts that wish to be innovation districts must submit a plan to the State Board detailing how flexibility will enable the district to improve students’ educational outcomes. Persistently failing schools would not be eligible for additional flexibility. Perhaps they are most in need of flexibility?
- In addition to performance, school districts will also be held accountable on the financial side of things. Under the bill, school districts would be required to establish a “subfund” of the general fund to account for financial operations of the district that are paid from local revenue. Expenditures from this fund would have to be tracked separately. By the 2018–19 school year, school districts would be required to provide separate accounting of state, federal, and local revenues to expenditures, including the identification and separate accounting of basic education and nonbasic education expenditures by revenue source.

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- Like the Legislature, this bill would require school districts to develop a four-year budget outlook, including a four-year enrollment projection. The four-year outlook and the four-year enrollment projection would be required to be submitted to the school district's ESD and to OSPI. School district budgets would also have to set forth the state-funded salary amounts, locally funded salary amounts and total salary amounts for every individual CIS, CAS, and CLS.
- To ensure school district levy funds are not being used for basic education purposes, the State Auditor's regular financial audits must include a review of the expenditure of school district excess levy funds. The audits must also review supplemental contracts to ensure they comply with the new limitations.
- Beginning in the 2019–20 school year, each district must create an "attendance reserve" to reduce chronic student absenteeism, defined as 18 or more absences in a school year. If a school's three-year average absentee rate exceeds 20 percent of the student population, OSPI must recover funds from the district's reserve in an amount equal to the amount of funds the school received for each chronically absent student in excess of 20 percent.
- School principals are provided with additional authority to remove teachers who are determined to be "detrimental to the academic performance of students." After three years in any five-year period, if the teacher has failed to show improvement through in-service training and mentorship, the principal may initiate dismissal.
- The bill includes a small school hold-harmless provision. Under this provision, for any school district that is estimated to receive less funding through the basic per pupil guarantee than projected under current law for the state and local funding sources the basic per pupil guarantee is replacing, the district will receive the higher amount.
- In a further accountability effort, ESDs, larger school districts, and education agencies must implement the Baldrige Performance Excellence Program. OSPI must select ten schools with 5,000 or more students to pilot the program beginning in the 2018–19 school year. OSPI would be required to develop a phase-in schedule for all districts with at least 5,000 students to implement Baldrige by 2020–21. Each district would receive a \$10,000 grant to implement the program (although fully engaging in Baldrige is much more costly). By December 1, 2019, all ESDs, OPSI, the State Board of Education, the Professional Educator Standards Board, WSSDA, and the Office of the Education Ombuds must implement the program.
- Initiative 732 (Educator Cost of Living Adjustments) and Initiative 1351 (Class Size Reduction) are both repealed.
- The entire Act, except for the Levy Cliff delay, would be subject to a public referendum. The Act would be sent to the voters for their ratification or rejection in the November election.

SB 5607 is dense and complex. You can read the various summaries and the actual bill over and over and it is still difficult to determine some of the real-world impacts. Certainly, some of the major questions surround the issue of funding. Would SB 5607 provide more or less funding to school districts? Would it increase or decrease property taxes for citizens (and businesses)? Well, it depends where you live... and it depends on who you ask. When presenting this bill, Senator John Braun (R-Centralia), Chair of the Senate Ways & Means Committee and main author of SB 5607, noted that every school district in the state would receive more money under the plan. Apparently, that was a bit of hyperbole because later he—and his GOP colleagues—backed off that statement and

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began to say it would provide “99.8 percent” of our state’s students with an increase. They have produced [spreadsheets](#) which indicate only the tiniest of districts would lose funding under this plan (hmmm, what happened to the hold harmless provisions for them?). (The Republicans also have a [second spreadsheet](#) which displays similar information in a slightly different way.) The chart also indicates a large majority of taxpayers would see a reduction in property taxes.

So, maybe the funding mechanism works? Well, before you can decide that, you must look at the “other” numbers. In the Ways & Means Committee, Democratic members asked the non-partisan staff how many students were in districts that would see a decrease in funding. Staff stated about half (approximately 591,000 students) would have less funding. Later, in debate on the Senate Floor, Democrats continually recited “605,000 students.” Senate Democrats have used [spreadsheets](#) prepared by non-partisan Committee staff to bolster their point (another spreadsheet indicates [per student funding impacts](#)). What’s going on? The Republican charts are bright and sunny, while the Democratic charts are gloomy and rainy. Well, as the saying goes, “Politicians use statistics like a drunk man uses a lamppost; more for support than illumination.” Said in a less crass way, data always depends on the assumptions and variables. The Republican charts assume the impending Levy Cliff has already occurred, while the Democratic charts incorporate that loss of funding.

The Senate Republicans have said it was important to move the bill as fast as possible so negotiations in the House could begin in earnest at the earliest possible date. Makes sense, but if haste was so important, why was the plan introduced three weeks after session started? If speed was of the essence, releasing the plan on January 9, the first day of session—and the deadline for recommendations from the EFTF—seems like a better starting line. Or perhaps, January 4, when their Democratic counterparts released their plan. Regardless, the final bill will alter (potentially drastically) how schools are funded and will have major impacts on school administrators, teachers, and other staff—not to mention students. It would have been nice to have been involved in the development of such a revolutionary plan, rather than having to sprint after it as it sprang from the barn. Nevertheless, what’s done is done and it is up to us to understand as best as possible what the plan does, how it does it and whether it can be done better.

We had our first opportunity, albeit a shallow one, to provide input at Monday’s Ways & Means Committee hearing. We will have a second opportunity when the House Appropriations Committee hears SB 5607 this upcoming Monday, February 6.

Democratic Proposal

[House and Senate Democrats recommendations](#) were jointly submitted to the Education Funding Task Force on January 4. Since then, they have derided Republicans for failing to work with Democrats on a bi-partisan plan or even submit their own recommendations. The Republicans did submit “[Guiding Principles](#)” to the EFTF, but then argued against them being included in a Task Force report. Ultimately, the Task Force failed to adopt ANY report. After the Senate Republicans released their Education Funding Plan, then introduced legislation to implement the plan, Republicans turned to mocking the Democrats. They argued that the Democrats simply produced a “spending plan,” with no detail and way to pay for it and, further, no legislation to implement it. Earlier this week, Democrats in both the House and Senate introduced their implementing legislation ([HB 1843/SB 5623](#)) to accompany their EFTF recommendations. And now the game is afoot.

With a Senate Republican package on the table, already passed by the full Senate, and an actual bill introduced by the Democrats (companion bills in the House and Senate) negotiations between the two houses are on the horizon. Senate Republicans will like balk at any “official” negotiations until the House has adopted its plan, but that should occur shortly. HB 1843 will receive a public hearing in the House Appropriations Committee

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on Monday, February 6, 3:30 p.m., alongside of SB 5607. HB 1843 has already been tentatively scheduled for executive action on Wednesday, February 8. Barring any Caucus meltdown (don't bet against that happening), the House Education Funding Plan should move to the full House as early as the end of next week, but more likely the following week.

We will have a more detailed review of HB 1843/SB 5623 later; however, the recommendations submitted to the EFTF (link above) provide a quick-and-dirty summary of what is contained in the bills. As with the Senate Republican plan, we strongly encourage you to read and understand the Democratic proposal. Seek to understand the impacts on your school district and the education system as whole. And keep us apprised of your thoughts.

If you're able, please consider being on-hand for the House Appropriations Committee on Monday, February 6, 3:30 p.m., House Hearing Room A of the John L. O'Brien Building. Both the Democratic Education Funding Plan, HB 1843, and the Senate Republican Education Funding Plan, SB 5607, will receive a public hearing.

AEA

By Mitch Denning

On Monday, in preparation for testimony on Thursday on [HB 1508](#), WA Kids Ready to Learn Act of 2017, we met with the bill's prime sponsor, Reps. Monica Stonier (D-Vancouver), and supporters, Mia Gregerson (D-SeaTac) and Zack Hudgins (D-Tukwila), to discuss our two recommended changes. The bill is an omnibus school nutrition bill, addressing (1) breakfast after the bell; (2) changing the definition of instructional hours to allow districts who serve breakfast in the classroom and whose teachers are instructing their students while their students are eating breakfast, and the consumption of breakfast, doesn't interfere with the instructional activity, to count that time as "instructional hours;" (3) elimination of the reduced price copay for grades PreK and 4–12; and (4) the farm to school program.

WSNA has proposed two potential amendments to HB 1508, (1) that the requirement for nutrition staff to give preference to WA grown food when service breakfast after the bell be modified to read, "as feasible," due to bid laws, and participation in the Dept of Defense's Fruit and Vegetable Program. We're also arguing that (2) the implementation of the elimination of the reduced price copay should not begin with the highest need school, as the bill states, as this is not doable due to the wide range of income levels in all schools and districts that serve reduced-price students. We're proposing instead that the implementation take place by elementary schools, including PreK in the 2017–19 biennium, and then by secondary schools in the 2019–21 biennium, in keeping with the bill's timeline for implementation.

Rep. Stonier has accepted our proposed amendment on WA grown food, and we're working with her on our proposed implementation plan.

We testified "other" on HB 1508 in House Education yesterday, due to our two proposed changes. It's scheduled to come out of House Education on Thursday, Feb. 9.

Both WSNA and WAMOA support [HB 1551](#), Apple a Day Program, which would fund, in the K–12 portion of the 2017–19 Capital Budget, needed kitchen equipment improve the ability of schools' nutrition programs to serve healthy foods. A similar grant was included in the 2015–17 Capital Budget, and 30 districts received grants in the amount of \$1.8M. Another 53 districts applied, but did not receive grant funds.

We testified today in House Capital Budget in support of HB 1551, stating that there is a clear district need for this funding assistance.

Pensions/Health Benefits

By Fred Yancey – The Nexus Group

Be Careful What You Wish For;
There's always a Catch.

Anonymous

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SB 5607, the recent Republican 'fix' for *McCleary* has a section that addresses health benefits. Simply stated it directs districts to offer plans where the ratio of health insurance premiums of individual to family rates is no greater than 3:1. This is great for those currently paying substantial premium costs, but read on to see the rub.

Doing this in practice would be a substantial added cost to districts which would represent a further drain on district dollars that could be used elsewhere.

A little summary would be in order.

Background

The 2012 Legislature passed and the Governor signed ESSB 5940 which had the following goals: 1) Improve transparency of the health benefit and financial data, 2) Create greater affordability for full family coverage compared to employee only coverage with the goal being a cost ratio no greater than 3:1, 3) Significantly reduce administrative costs, and 4) Assess the advantages and disadvantages of consolidated purchasing of health insurance for certificated and classified staff either through the establishment of a separate employee group, School Employee Benefit Board (SEBB) or through the existing Public Employee Benefit Board (PEBB). The Health Care Authority (HCA) delivered a report to the Legislature on June 1, 2015. Said report was also presented to the Joint Legislative Audit and Review Committee (JLARC) in December 2015 with the final report being presented January 2016 for legislative consideration and possible action. There was no legislative consideration/action on this report. In fact, Senator Karen Keiser, a key advocate and expert on health care had not even realized the report was neither done nor obviously read said report.

Caveats

An important point to keep in mind is that the analysis did not consider/study the costs and availability of dental, vision, or other types of insurance benefits that are also often part of an employee/employer negotiated package. So HCA's analysis of cost impacts only speaks to medical insurance offerings/costs and, maybe of import, SB 5607 does not exclude these coverages for meeting the premium ratio. Unclear, at best. That issue aside, the dollar projections following only pertain to health insurance cost changes. And note that these dollar figures are now out of date, and certainly expected to be greater as insurance costs have risen. Furthermore, these costs were based on the assumption that health care offerings would be consolidated at a state-wide level.

To continue

As stated earlier, one of the main goals of the original legislation was to consider the appropriateness of the a 3:1 ratio in which employee premiums for full family coverage would be no greater than three times the cost of employee only premiums. The report focused very heavily on developing models that would meet this equity goal. The 2013 real cost ratio was 10:1 for all K-12 employees, (11:1 for certificated and 9:1 for classified), a far cry from 3:1. The average monthly contribution/cost for a full-time employee covering only themselves for medical was \$41 while full family costs averaged \$477/month. Part-time costs ranged from \$71 for self to \$545 for full family. Under all consolidation scenarios tested the ratio dropped significantly, ranging from 2.37:1

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continued

to 2.89:1. But note that SB 5607 does not move to a consolidated health plan system. Instead the 9 carriers and 764 existing plans as of the report date will remain.

Financial modeling of the scenarios determined that consolidation creates a more affordable option for K-12 employees spending around \$20+ million less as well as achieving greater equity if consolidated with PEBB and/or SEBB. However, this requires the employer contribution to increase as much as \$117 million for medical benefits, due in large part to the additional enrollment and dependent coverage depending on the chosen scenario and the premium split between the employer and employee. (Range of employer/district increase is \$31 million to \$116.5 million).

The bottom line

Districts should be aware and wary of the added benefit costs which would possibly be substantial given the mandated ratio, the current cost differential of individual vs. family rates, and the unknown if the ratio applies to any tiered vision, dental, insurance plans.

Just thought you'd want to know.



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Legislative Resources

Committee Meeting Schedule

Legislative Committees Meetings are scheduled to be held at the following times but are subject to change.

Up-to-date meeting schedules and agendas are available on the [State Legislature website](#).

Mondays

1:30–3:25 p.m.

Senate Early Learning & K–12 Education
Senate Hearing Room 1

House Education
House Hearing Room A

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Tuesdays

1:30–3:25 p.m.

Senate Early Learning & K–12 Education
Senate Hearing Room 1

House Education
House Hearing Room A

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

Wednesdays

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Thursdays

8–9:55 a.m.

House Education
House Hearing Room A

1:30–3:25 p.m.

Senate Early Learning & K–12 Education
Senate Hearing Room 1

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Useful Links

Washington State Government
<http://www.access.wa.gov>

State Legislature
<http://www.leg.wa.gov>

Senate
<http://www.leg.wa.gov/Senate>

House of Representatives
<http://www.leg.wa.gov/House>

Legislative Committees
<http://www.leg.wa.gov/legislature/pages/committeelisting.aspx>

Legislative Schedules
<http://www.leg.wa.gov/legislature/pages/calendar.aspx>

Office of the Governor
<http://www.governor.wa.gov>

OSPI
<http://www.k12.wa.us>

TVW
<http://www.tvw.org>

Session Cutoff Calendar

January 9, 2017

First Day of Session.

February 17, 2017

Last day to read in committee reports in house of origin, except House fiscal, Senate Ways & Means, and Transportation committees.

February 24, 2017

Last day to read in committee reports from House fiscal, Senate Ways & Means, and Transportation committees in house of origin.

March 8, 2017

Last day to consider bills in house of origin (5 p.m.).

March 29, 2017

Last day to read in committee reports from opposite house, except House fiscal, Senate Ways & Means, and Transportation committees.

April 4, 2017

Last day to read in opposite house committee reports from House fiscal, Senate Ways & Means, and Transportation committees.

April 12, 2017*

Last day to consider opposite house bills (5 p.m.) (except initiatives and alternatives to initiatives, budgets and matters necessary to implement budgets, differences between the houses, and matters incident to the interim and closing of the session).

April 23, 2017

Last day allowed for regular session under state constitution.

*After the 94th day, only initiatives, alternatives to initiatives, budgets and matters necessary to implement budgets, messages pertaining to amendments, differences between the houses, and matters incident to the interim and closing of the session may be considered.

Bill Watch

TWIO tracks critical education bills each week as they are introduced. Detailed bill information can be accessed by clicking on the bill number. The following is a list of the bills of highest interest to school administrators. A more comprehensive bill watch list is located on the [WASA website](#).

Bill #	Title	Status	Sponsor
HB 1005	Agency rule-making authority	H State Government	Taylor
HB 1006	The right to work	H Labor & Workplace	Shea
HB 1007	Religious objectors	H Labor & Workplace	Shea
HB 1011	Gender-segregated facilities	H Judiciary	Taylor
HB 1012	High school graduation/science test	H Education	Taylor
HB 1015	Carrying concealed pistols	H Judiciary	Shea
HB 1017	School siting	H Environment	McCaslin
HB 1021	Funding education first	H Appropriations	MacEwen
HB 1023	Military students/activities	H Education	MacEwen
HB 1025	Appropriations legislation priorities	H Appropriations	Taylor
HB 1033	Private colleges/need grant	H Higher Education	Manweller
HB 1034	State officials/legal action	H Judiciary	Manweller
HB 1035	Prevailing wage survey data	H Labor & Workplace	Manweller
HB 1042	School district/ESD reports	H Appropriations	Springer
SHB 1046	Certificates of achievement	H Appropriations	MacEwen
HB 1051	Infrastructure financing	H Capital Budget	DeBolt
SHB 1059	School levy lid revisions/delay	S Ways & Means	Lytton
HB 1060	Medical marijuana/students	H Health Care/Wellness	Blake
HB 1067	Operating Budget 2017–2019	H Appropriations	Ormsby
HB 1068	Operating Supplemental Budget 2017	H Appropriations	Ormsby
HB 1072	Constitutionality of acts	H Judiciary	Koster
HB 1075	Capital Budget 2017–2019	H Capital Budget	Tharinger
HB 1080	State general obligation bonds	H Capital Budget	Tharinger
HB 1115	Paraeducators	H Education	Bergquist
HB 1146	Transportation Supplemental Budget 2015–2017	H Transportation	Clibborn
HB 1147	Transportation Budget 2017–2019	H Transportation	Clibborn
HB 1158	I-200 repeal	H Capital Budget	Santos
HB 1159	Employment after government service	H State Government	Pellicciotti

HB 1160	Sunshine committee	H State Government	Springer
HB 1169	Student loan assistance	H Higher Education	Orwall
HB 1170	Truancy reduction efforts	H Judiciary	Orwall
HB 1174	Firearms/hunting education	H Education	Muri
HB 1203	School construction taxes	H Finance	Young
HB 1206	State estate tax, repealing	H Finance	Young
HB 1208	Charter schools/athletics	H Education	Johnson
HB 1215	Innovation schools	H Education	Hargrove
HB 1224	Growth management/sup court review	H Environment	Pike
HB 1235	Physical education assessments	H Education	Riccelli
HB 1236	Truancy/school assignments	H Judiciary	Klippert
HB 1246	School bus safety	H Education	McCabe
HB 1254	Educational grant program	H Education	Young
HB 1256	School assessment system	H Education	Young
HB 1279	School safety drills	H Education	Pettigrew
HB 1282	Career & technical education	H Appropriations	Tarleton
HB 1284	School emergency panic button	H Education	Lovick
HB 1287	Collective bargaining	H Labor & Workplace	Chandler
HB 1294	Model ethnic studies curriculum	H Education	Ortiz-Self
HB 1295	Language access/public schools	H Education	Ortiz-Self
HB 1303	Educational interpreters	H Education	Stambaugh
HB 1310	School violence reports	H Education	Manweller
HB 1313	Applied learning	H Education	Pettigrew
HB 1319	Educators evaluation frequency	H Education	McCaslin
HB 1341	Professional certification/teachers	H Education	Bergquist
HB 1346	Nurse in school setting	H Education	Springer
HB 1374	Educational staff associate/service years	H Appropriations	Dolan
HB 1377	Student mental health	H Education	Ortiz-Self
HB 1393	Federal forestlands/education funding	H Appropriations	Walsh
HB 1412	Academic support	H Education	Sells
HB 1415	High school student assessments	H Education	Taylor
HB 1417	OPMA/IT security matters	H State Government	Hudgins
HB 1434	Shared leave/pregnancy	H State Government	Robinson

HB 1438	Balanced budget/education	H Appropriations	Ormsby
HB 1444	Progression and graduation	H Education	Caldier
HB 1445	Dual language/early & K-12	H Education	Ortiz-Self
HB 1451	Language access/students	H Education	Orwall
HB 1453	Agriculture science education	H Education	Blake
HB 1457	Back-to-school supplies/tax	H Finance	Irwin
HB 1481	Driver education uniformity	H Transportation	Hayes
HB 1500	Tax exemptions	H Finance	Pollet
HB 1508	Student meals & nutrition	H Education	Stonier
HB 1509	Credits for high school graduation	H Education	Stonier
HB 1511	Learning assistance program	H Education	Lytton
HB 1516	Public records storage system	H State Government	MacEwen
HB 1517	School construction/lottery	H Capital Budget	MacEwen
HB 1518	Social emotional learning	H Education	Senn
HB 1539	Sexual abuse of students	H Education	McCabe
HB 1542	Dropout prevention/farming	H Education	Doglio
HB 1549	Tax preferences	H Finance	Lytton
HB 1550	B&O tax/education	H Finance	Lytton
HB 1551	Student nutrition/grants	H Capital Budget	Riccelli
HB 1555	Carbon pollution tax	H Finance	Lytton
HB 1563	Child abuse hotline/posting	H Education	Ortiz-Self
HB 1564	Pesticide exposure	H Health Care/Wellness	Ortiz-Self
HB 1572	High school assessments	H Education	Dolan
HB 1573	Sunscreen/schools	H Education	Harris
HB 1579	Real estate disclosure/schools	H Business & Finance Services	Kilduff
HB 1594	Public records administration	H State Government	McBride
HB 1595	Public records request costs	H State Government	Nealey
HB 1600	Career and college readiness	H Education	Santos
HB 1601	Beginning educator support	H Education	Santos
HB 1602	School sports/rights	H Judiciary	Young
HB 1608	Capital budget resources	H Appropriations	Pike
HB 1618	Engagement coordinators	H Education	Ortiz-Self
HB 1621	Social-emotional learning	H Appropriations	Senn

HB 1628	Foster care/education success	H Education	Kagi
HB 1643	Teacher loan forgiveness program	H Education	Ortiz-Self
HB 1644	Teacher shortage	H Education	Ortiz-Self
HB 1645	Educator shortage TO	H Education	Ortiz-Self
HB 1654	Teacher certification	H Education	McCaslin
HB 1664	Teaching effectiveness	H Education	Caldier
HB 1666	Tax preferences approval	H Finance	Santos
HB 1684	Innovative supplemental contracts	H Education	Santos
HB 1685	Retired teachers as mentors	H Education	Santos
HB 1686	Bilingual instruction definitions	H Education	Santos
HB 1687	Gangs in schools' task force	H Education	Santos
HB 1688	Open education resources project	H Education	Santos
HB 1689	Student transportation allocation	H Appropriations	Santos
HB 1690	Bilingual instruction report	H Education	Santos
HB 1691	Teacher & principal evaluation program	H Education	Harris
HB 1694	Public school construction	H Capital Budget	MacEwen
HB 1703	School safety planning	H Education	Pollet
HB 1705	Flexibility schools & zones	H Education	Kirby
HB 1706	Civics test/high school graduation	H Education	Chandler
HB 1730	Capital gains excise tax	H Finance	Jinkins
HB 1732	Educator professional growth	H Education	Springer
HB 1734	Substitute teachers/PESB	H Education	Lovick
HB 1741	Educator preparation data/PESB	H Higher Education	Slatter
HB 1756	Career & technical education	H Education	Manweller
HB 1764	Property tax revenue limit	H Finance	Lytton
HB 1767	Substitute teacher complaints	H Education	Kraft
HB 1778	School district bonds	H Education	Stonier
HB 1779	School district bonds/voting	H Education	Muri
HB 1781	Compost & recycling/schools	H Education	Kloba
HB 1788	Psychotropic medication/students	H Education	Hargrove
HB 1793	High school student assessments	H Education	Senn
HB 1800	Voting rights	H State Govt, Elections & Tech	Gregerson
HB 1817	Zero-based budget reviews	H Appropriations	Stokesbary

HB 1818	State spending programs review	H Appropriations	Stokesbary
HB 1827	Educator workforce supply	H Education	Santos
HB 1842	Lead in drinking water	H Environment	Pollet
HB 1843	Basic education program	H Appropriations	Sullivan
HB 1878	Allergen info in public schools	H Education	Stanford
HB 1886	OSPI & state board of education	H Education	Harris
HB 1896	Civics education	H Education	Dolan
HB 1898	Middle school CTE	H Education	McCaslin
HB 1901	Month of the kindergartener	H State Govt, Elections & Tech	Griffey
HB 1913	Schools/leasehold excise tax	H Finance	Dolan
HB 1923	School construction grants	H Capital Budget	Blake
HB 1925	Schools/lead in water	H Environment	Pollet
HB 1926	Capital gains excise tax	H Finance	Pollet
HJM 4001	Occupational portability	H Rules R	Sawyer
HJR 4200	Debt guarantee/infrastructure	H Capital Budget	DeBolt
HJR 4203	School district bonds	H Education	Stonier
HJR 4204	School district bonds/voting	H Education	Muri
HJR 4205	Operating budget timeliness	H Appropriations	MacEwen
SB 5013	Tenant property, disposition	S Rules 2	Warnick
SB 5017	Student loan information	S Higher Education	Bailey
SB 5019	Ballots, prepaid postage	S State Government	Hasegawa
SB 5022	Education loan information	S Ways & Means	Bailey
SB 5023	School levy lid revisions/delay	S Early Learning/K-12	Wellman
SB 5028	Native American curriculum	S Ways & Means	McCoy
SSB 5031	Uniform money services act	S 2nd Reading	Angel
SB 5047	Operating Supplemental Budget 2017	S Ways & Means	Braun
SB 5048	Operating Budget 2017-2019	S Ways & Means	Braun
SB 5054	Safety belts in school buses	S Transportation	Dansel
SB 5064	Student freedom of expression	S Early Learning/K-12	Fain
SB 5066	Zero-based budget reviews	S Ways & Means	Miloscia
SB 5067	Voting rights	S State Government	Miloscia
SB 5068	District-based elections	S Rules 2	Miloscia
SB 5070	Paraeducators	S Early Learning/K-12	Rivers

SB 5076	School district bonds	S Ways & Means	Mullet
SB 5086	Capital Budget 2017–2019	S Ways & Means	Honeyford
SB 5090	State general obligation bonds	S Ways & Means	Honeyford
SB 5095	Transportation Supplemental Budget 2015–2017	S Transportation	King
SB 5096	Transportation Budget 2017–2019	S Transportation	King
SB 5107	Early learning opportunities	S Early Learning/K–12	Billig
SB 5111	Capital gains excise tax	S Ways & Means	Braun
SB 5112	Tax preferences	S Ways & Means	Braun
SB 5113	B&O tax/education	S Ways & Means	Braun
SB 5114	Quarterly revenue forecasts	S 2nd Reading	Braun
SB 5115	School director compensation	S Early Learning/K–12	Carlyle
SB 5117	Military students/extracurricular	S Early Learning/K–12	Rolfes
SB 5120	Employment after government service	S State Government	Carlyle
SB 5127	Carbon pollution tax	S Ways & Means	Braun
SB 5129	Charter schools/athletics	S Early Learning/K–12	Hunt
SB 5142	Educational interpreters	S Early Learning/K–12	Kuderer
SB 5149	Paid family leave	S Com/Labor/Sports	Fain
SB 5151	Ballot measure committees	S State Government	Fain
SB 5155	K–2 suspension and expulsion	S Early Learning/K–12	Billig
SB 5166	Sales tax/indebtedness	S Ways & Means	Ericksen
SB 5183	Career & technical education	S Early Learning/K–12	Rolfes
SB 5202	High school assessments	S Early Learning/K–12	Baumgartner
SB 5203	Transit infrastructure/youth court	S Human Services/Mental Health	Wilson
SB 5206	Career & tech education/elementary school	S Early Learning/K–12	Chase
SB 5216	Firearms/hunting education	S Early Learning/K–12	O'Ban
SB 5217	Teacher certification	S Early Learning/K–12	Zeiger
SB 5226	School district liability	S Law & Justice	Zeiger
SB 5236	Civic learning partnership	S Early Learning/K–12	Zeiger
SB 5238	Teaching cursive in schools	S Early Learning/K–12	Warnick
SB 5241	Foster care/education success	S Early Learning/K–12	Carlyle
SB 5258	Washington AIM program	S Early Learning/K–12	Zeiger
SB 5267	Voting rights	S State Government	Hunt
SB 5283	Educational staff associate/service years	S Early Learning/K–12	Warnick

SB 5290	Medical marijuana/students	S Early Learning/K–12	Hobbs
SB 5291	Academic support	S Early Learning/K–12	Pearson
SB 5293	Truancy reduction	S Human Services/Mental Health	Darneille
SB 5297	Educational employees' compensation	S Ways & Means	Ranker
SB 5298	Levy authority/local effort assistance	S Ways & Means	Ranker
SB 5310	Retired teachers/coaches	S Ways & Means	Hunt
SB 5313	Civics education & campaign compliance	S Early Learning/K–12	Fain
SB 5318	Agriculture science education	S Early Learning/K–12	Hunt
SB 5325	Nurse in school setting	S Early Learning/K–12	Zeiger
SB 5348	Special ed./cert of individual achievement	S Early Learning/K–12	Fain
SB 5367	Pupil transportation funding	S Early Learning/K–12	Becker
SB 5379	Cross-laminated timber	S State Government	McCoy
SB 5404	Sunscreen/schools	S Early Learning/K–12	Rivers
SB 5417	ASB food & beverage sales	S Early Learning/K–12	Chase
SB 5420	Declaration of Human Rights	S Early Learning/K–12	Chase
SB 5432	Special education funding allocation	S Early Learning/K–12	Rolfes
SB 5443	Fiscal notes	S Ways & Means	Brown
SB 5448	Psychotropic medicine/students	S Early Learning/K–12	Rivers
SB 5449	Digital citizenship	S Early Learning/K–12	Liias
SB 5450	Cross-laminated timber	S Local Government	Liias
SB 5453	School construction grants	S Ways & Means	Honeyford
SB 5459	Beginning educator support	S Early Learning/K–12	Rolfes
SB 5484	Early learning facilities fund program	S Ways & Means	Honeyford
SB 5486	Innovative supplemental contracts	S Early Learning/K–12	Zeiger
SB 5487	Retired teachers as mentors	S Early Learning/K–12	Zeiger
SB 5488	Bilingual instruction report	S Early Learning/K–12	Zeiger
SB 5489	Bilingual instruction definitions	S Early Learning/K–12	Zeiger
SB 5503	Safety belts on school buses	S Transportation	Baumgartner
SB 5505	School district liability	S Law & Justice	Zeiger
SB 5526	Educator preparation data/PESB	S Early Learning/K–12	Zeiger
SB 5529	Dual language/early & K–12	S Early Learning/K–12	Rolfes
SB 5534	Housing allowance/schools	S Ways & Means	Fortunato
SB 5545	Public employee bargaining/OPMA	S Com/Labor/Sports	Wilson

SB 5547	Educator professional growth	S Early Learning/K–12	Rolfes
SB 5548	Substitute teachers/PESB	S Early Learning/K–12	Rivers
SB 5556	PERS 1 & TRS 1/added benefit	S Ways & Means	Hunt
SB 5562	School district waivers	S Early Learning/K–12	Fortunato
SB 5563	Truancy law costs	S Human Services/Mental Health	Fortunato
SB 5567	Education sector excellence	S Early Learning/K–12	Miloscia
SB 5571	Compost & recycling/schools	S Early Learning/K–12	Palumbo
SB 5583	WIAA rules and policies	S Com/Labor/Sports	Baumgartner
SB 5585	Future teachers conditional scholarship	S Ways & Means	Ranker
SB 5588	Racial disproportionality	S Ways & Means	Hasegawa
SB 5601	Teacher postretirement employment	S Early Learning/K–12	Darneille
SB 5605	OSPI background checks	S Early Learning/K–12	Walsh
SSB 5607	Education	S Passed 3rd	Braun
SB 5622	Career readiness education	S Early Learning/K–12	Rolfes
SB 5623	Basic education program	S Ways & Means	Rolfes
SB 5639	Alternative student assessments	S Early Learning/K–12	Conway
SB 5641	School district class naming	S Early Learning/K–12	Keiser
SB 5644	Skill center facility maintenance	S Ways & Means	Honeyford
SB 5651	Siting of schools	S Early Learning/K–12	Conway
SB 5662	Professional educator standards board	S Early Learning/K–12	Zeiger
SB 5664	Federal forestlands/education funding	S Ways & Means	Braun
SB 5668	Civics education	S Early Learning/K–12	Zeiger
SB 5673	OSPI & state board of education	S Early Learning/K–12	Zeiger
SB 5677	Schools/leasehold excise tax	S Higher Education	Zeiger
SJM 8000	Free and fair elections	S State Government	Takko
SJM 8001	Elections, money spent on	S State Government	Hasegawa
SJR 8200	Publicly funded schools	S Early Learning/K–12	Baumgartner
SJR 8202	School district bonds	S Ways & Means	Mullet
SJR 8204	Individual income tax prohibit	S Ways & Means	Fortunato