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Week 7: Feb. 25–Mar. 1, 2019

This Week in Review

With last Friday’s house of origin policy committee [cut-off deadline](#) and the arrival of the house of origin fiscal committee cut-off occurring today, the vast majority of legislative activity took place in the House and Senate fiscal committees (House Appropriations, Finance, Capital Budget, and Transportation Committees; and Senate Ways & Means and Transportation Committees). The House Appropriations Committee held public hearings and/or took executive action on about 230 bills, while the Senate Ways & Means Committee was almost as prolific, taking testimony and/or taking executive action on almost 200 bills. (The other fiscal committees also had lengthy agendas, but were no match for the workload of these two committees.)

The flurry of activity to adopt money-related bills by today’s cut-off deadline is a precursor to a fast-paced week-and-a-half of lengthy floor sessions (along with closed-door caucus meetings) in the House and Senate, as legislators shift their focus from committee action to moving bills from their own house to the opposite house before another major cut-off arrives. Wednesday, March 13, 5:00 p.m., is the deadline to consider bills in their house of origin (that is, Senate bills must be out of the Senate and House bills must be out of the House in order to stay alive). Budgets and bills considered “Necessary to Implement the Budget” continue to be exempt from these early deadlines—and, of course, no bill is truly dead until the final gavel falls to adjourn the session.

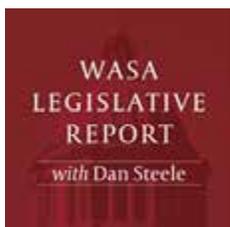
Budget Update

Last week’s *TWIO* ([Week 6, February 22](#)) reviewed some of budget difficulties that budget-writers are going to have to grapple with this session. In that review, it was noted that, while Washington’s economy continues to grow, there are warning signs that the national economy may be slowing, with some economists predicting a 50–50 chance of a recession on the horizon—which would obviously impact Washington. And warnings of cooling continue to grow. Earlier this week, the [National Association for Business Economics \(NABE\)](#) released results of its [2019 Economic Policy Survey](#) and the results could have an impact on legislative budget-writers—both in what they choose to fund and what, if any, new revenues they choose to seek. Ten percent of NABE members responding to the survey expect an economic recession in 2019, 42 percent believe there will be a recession in 2020, and 25 percent expect one in 2021. Said another way, fully three-fourths of these economic experts believe

About TWIO

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

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we will be in a recession mode by the end of 2021. Similarly, a recent [survey of US Chief Financial Officers](#) (both public and private companies) indicated a national recession is “likely” by the end of 2019. Nearly half of the country’s CFOs believe there will be a recession by the end of 2019—and 82 percent believe a recession will begin by the end of 2020.

The state’s updated revenue forecast will be released by the [Economic & Revenue Forecast Council](#) on March 20, triggering the imminent release of legislative budget proposals, first by the House, followed by the Senate. If the Forecast Council’s report echoes the national experts regarding an oncoming recession, it will be interesting to see how the Legislature’s budget-writers respond.

WASA Legislative Priorities Update

With the movement of so many bills that would implement pieces of [WASA’s 2019 Legislative Platform](#), the following will review the key bills we continue to watch. Please note that many of these bills have not had executive action in their original house fiscal committee; however, all of these bills have the potential as being tagged as “Necessary to Implement the Budget” and may continue to live—or be revived—as budgets proposals begin to move.

School Safety and Security

WASA’s focus in this priority is staffing allocations in the Prototypical School Funding Model. We continue to advocate for enhancements in three specific categories impacting school safety: Health & Social Services (nurses, psychologists, social workers, mental health counselors); Guidance Counselors; and Student & Staff Security. With mental health being a key priority for legislators in 2019, multiple bills have been introduced to enhance various areas of the Prototypical School Funding Model, and a few continue to move.

- [HB 1265](#), would phase-in increased allocations for guidance counselors in elementary and middle schools. The bill was adopted by the House Education Committee and referred to the House Appropriations Committee. Appropriations has not heard or otherwise acted up on the bill.
- [SB 5315](#), requested by Governor Inslee, would: phase-in increases in staffing ratios for school nurses, social workers, psychologists, and guidance counselors in elementary and middle schools; and phase-in increases in staffing ratios for school nurses, social workers, and psychologists in high schools. The bill was adopted by the Senate Early Learning & K–12 Education Committee and heard in the Senate Ways & Means Committee yesterday. It was included on the Committee’s executive action list for this afternoon, however at the time of this writing it had not yet been acted upon.
- [SB 5465](#), requested by Superintendent Reykdal, originally would have increased staffing ratios for school nurses, guidance counselors, and family and community engagement coordinators. This language was eliminated by the Senate Early Learning & K–12 Education Committee before it was adopted. The amended bill was referred to the Senate Ways & Means Committee; however, no additional action has been taken.

An additional bill, [HB 1479](#), would require the Professional Educator Standards Board (PESB) and the Paraeducator Board to incorporate social emotional learning standards, benchmarks, and specified related competencies into standards for principals, teachers, and paraeducators. OSPI would also have to create and publish on its website an inventory of resources available for professional development of school district staff on specified topics. The bill was adopted by the House Education Committee and was heard Tuesday in the House Appropriations Committee. No other action has been taken.

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Funding for School Resource Officers has not been seriously considered by this Legislature. [SB 5141](#), however, has moved through both the Senate Early Learning & K–12 Education and the Ways & Means Committees. It awaits action by the full Senate. The bill would require school districts that choose to have an SRO program to confirm that the SRO has received specific training. Additionally, school districts with an SRO program would be required to annually review and adopt an agreement with local law enforcement as described in the bill. A grant program to fund SRO training is also established.

This plank of WASA’s Platform also urges the Legislature to establish a statewide and regional safety support system to assure every district has access to support developing and implementing safety plans, threat assessments, and coordinating support/crisis services among school districts, regional mental health providers, community partners, emergency management, and law enforcement. Companion bills [SB 5317/HB 1216](#), would implement this request by establishing a State Safety Center to: serve as a clearinghouse for information regarding comprehensive school safety planning and practices; develop model safety policies and procedures; and serve as the lead and work with the regional centers to help school districts meet state school safety requirements. It would also establish Regional Safety Centers within the nine ESDs to coordinate: comprehensive school safety planning; behavioral health services and supports; school-based threat assessment; and training and technical assistance.

SB 5317/HB 1216, would also require: OSPI to establish a new School Safety and Student Well-Being Advisory Committee to advise OSPI, regional centers, school districts, and public and private schools on all matters related to comprehensive school safety and student well-being; and WSSDA to develop a model policy and procedure to establish a school-based threat assessment program. School districts would be required to adopt a policy/procedure to establish a school-based threat assessment program consistent with the model policy. OSPI would be required to monitor school district safety plans and threat-assessment programs, if funding is provided in the state budget.

SB 5317, has been adopted by both the Senate Early Learning & K–12 Education and the Ways & Means Committees. It awaits action by the full Senate. HB 1216 has been adopted by both the House Education and Appropriation Committees. It awaits action by the full House.

Equitable Education Investments

The second plank of WASA’s Platform seeks to revise specific components of EHB 2242, the *McCleary* “solution,” and E2SSB 6362, the *McCleary* “fix” bill. The four areas we seek further review and adjustment to ensure programs are fully funded and do not create—or exacerbate—inequities between districts are: special education funding; levy/LEA policies; salary allocations and SEBB funding; and regionalization.

Special Education. Multiple bills have been introduced to address special education and it is purported to be a priority of most legislators. Superintendent Reykdal’s request bills, [HB 1093/SB 5312](#), would have established a multi-tiered excess cost multiplier, but the issue never gained any traction with legislators and appears to be dead.

[SB 5736](#), would increase the current special education excess cost multiplier from 0.9609 to 0.98. When the bill was heard last week in the Senate Ways & Means Committee, WASA testified as “Other” on this proposal. We noted our appreciation for increasing the multiplier last year (the first time since it was implemented) and said we appreciated the recognition of the continued underfunding of special education, as indicated by the desire to increase the multiplier again. We stated

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that while we strongly support additional funding of special education, the new 0.98 multiplier would only provide a small fraction (about \$42 million) of the documented underfunding of special education (at least \$300 million and as much as \$400 million). The bill was not moved to executive action in Committee and the bill appears dead—especially given that another bill would adjust the multiplier, as described below.

EHB 2242 (2017) directed OSPI to review the special education safety net and make recommendations to improve the safety net process. In September 2017, Superintendent Reykdal established the Safety Net Legislative Workgroup to complete the charge. In August of last year, the Workgroup released its [final recommendations](#). [SB 5091](#), would implement some of the Workgroup’s recommendations. The bill would remove federal funding from the special education safety net in 2020, eliminating the federal requirement that districts expend at least three times the statewide average per-pupil expenditure as a cost threshold prior to being able to receive safety net awards. With the removal of federal dollars, the bill would reduce the threshold for districts to access safety net awards. The bill would also allow the freed-up federal dollars to be used for professional development of staff who provide special education services and supports.

The Senate Ways & Means Committee adopted the bill yesterday—after significantly altering the bill. Intent language was added to the bill, stating: “The Legislature intends to provide the funding necessary to support a comprehensive and responsive education system that fully addresses the needs of students with disabilities.”

Further intent language clarifies that a multi-tiered excess cost multiplier will not be considered at this time and also indicates that while “immediate relief” will be provided to districts, further funding and relief will be considered after a special education performance audit. Here’s the language:

The Legislature notes that school districts across the state have identified the need for additional resources to create the educational environment necessary to give every student with an individualized education program the opportunity to succeed. It is the Legislature’s intent to maintain the current funding structure for special education with necessary resources, and to collect data related to the numbers of students who fall into different cost categories of support. These additional data will inform whether an alternative system of funding may be necessary to better reflect current needs of our schools and our students. However, as these data are collected, the Legislature also intends to provide immediate relief to school district special education programs by enhancing the supplemental funding school districts receive for every student in the program of special education and to provide easier access to the safety net when those base funds are not adequate.

The amended bill increases the special education excess cost multiplier from 0.9609 to 1.00—which is obviously why SB 5736 stalled (with its 0.98 multiplier).

Further new language requires the State Auditor to review special education data during a performance audit of districts in the 2018–19 school year. The Auditor must review: special education revenues and the sources of those revenues; special education expenditures and the object of those expenditures; and the distribution of students receiving special education services with a cost of \$15,000+ per school year, organized by bands of cost that increase in increments of \$1,000. The data collected from the audits must be compiled and submitted to the Legislature by December 1, 2020.

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We remain concerned that, while legislators claim they want to address the special education underfunding, their proposed solutions are far from the necessary “full funding” school districts need. It was positive that SB 5736, would have increased the multiplier to 0.98, but it would have only raised about \$40 million dollars. It is even more positive that the new SB 5091, would increase the multiplier to 1.0, but that would not cover the \$300–\$400 million unfunded need either.

There are signs that additional special education funding may be forthcoming. On Wednesday, Senator Christine Rolfes (D-Bainbridge Island), lead budget-writer for the Senate Democrats, publicly stated in written comments to [KING5 News](#) that, “I am committed to significant increases in K–12 special education funding. I anticipate the budget will include an additional \$400 million for special education next year.”

Rolfes’ counterpart in the House, Representative Timm Ormsby (D-Spokane) also provided comments to KING5 News. His statement was positive, yet a bit ambiguous. He stated, “Although the Legislature has committed \$13 billion in the K–12 education system over 10 years—including additional money for special education—it’s clear more needs to be done. Budget writers are now looking at a number of investments crucial to our state—special education is definitely on the list.”

Assuming Sen. Rolfes is able to secure \$400 million for special education, it becomes a double-edged sword. Certainly, special education is a major priority; however, given the state’s current budget situation (see comments above and in last week’s *TWIO*), appropriating such a significant sum to special education virtually guarantees no additional K–12 funding priorities would be addressed.

Levies/LEA. Levies and Local Effort Assistance continues to be a hot topic in Olympia. In the first days of this session, there were three levy/LEA plans on the table: the Governor’s plan, [SB 5313](#), which would have implemented a 28 percent levy lid and provided for a 14 percent LEA for eligible districts; Superintendent Reykdal’s plan, introduced as [SB 5466](#), which would have implemented a 22 percent levy, with a \$3,500 per pupil maximum and provided LEA for districts which had levies with rates above \$3.75/\$1,000 of Assessed Valuation; and [SB 5316](#), which would have changed the current levy/LEA policy lid of the lesser of \$1.50/\$1,000AV or \$2,500 per pupil and allowed the district to choose a lid of either \$1.50/\$1,000AV or \$2,500 per pupil.

All three bills were heard the first week of session, but only SB 5313 made it out of the Senate Early Learning & K–12 Education Committee—in an amended form. SSB 5313 is a hybrid of the three levy plans. As adopted, it would return to a levy base comprised of a district’s state and federal revenue and implement a lid of 20 percent—OR \$3,500 per pupil, at the district’s option. LEA would be provided for school districts that use the 20 percent levy model and have a ten percent levy rate that exceeds the statewide average ten percent levy (which is the pre-*McCleary* calculation for LEA eligibility, except at a 14 percent rate). Additionally, if a district’s LEA is decreased from 2019 to 2020, the district would be held harmless and would receive the 2019 LEA amount. The amended SB 5313 was heard in the Senate Ways & Means Committee on Monday and it was added to the Committee’s executive action list for today, but had not yet been acted upon when this newsletter went to press.

In testimony, WASA signed in as “Other” and expressed our concerns that many districts need additional levy capacity; however, some have the ability to raise additional funding from voters, while others may need additional capacity, but do not have the ability to collect more, regardless of what additional levy authority they are provided. We made three main points in testimony:

1. We stated that if a levy increase is provided, clear limits need to be established to ensure any new levy dollars are protected. We suggested that

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- Senator Mark Mullet's (D-Issaquah) [SB 5933](#), which would define a school day, could be one option to provide some control. (More on SB 5933 below).
2. We urged legislators to extend the one-year LEA hold harmless by at least another year or two.
 3. We strongly stated that this was really a state funding issue—and asked legislators to not use the underfunding of special education or the impending local school district costs from the implementation of the School Employees' Benefits Board program as an excuse to raise the levy lid. We reminded Committee members that special education is a state obligation and SEBB is an unfunded mandate and these costs should not be forced onto local school districts, requiring them to fund these two programs locally with increased property taxes through higher levies.

Following the hearing on Monday, there were questions about whether the necessary votes would be available on this bill to move it from Committee by today. The fact it has been placed on the executive action list, is a good sign it is ready to move. Even if it does not move, because it includes increased costs for LEA, it would likely be tagged as an NITB bill. We will keep you posted.

There currently is not a levy/LEA plan alive in the House, although it is our understanding that they are beginning to coalesce around generally the same plan as the Substitute version of SB 5313. Apparently, the talk is that the House would like to have the same 20 percent lid, but would like the per pupil option to be limited at \$3,000, rather than the proposed 20 percent.

School Employees' Benefits Board. SEBB continues to be discussed—and continues to cause turmoil with the majority caucuses. Most of the conversation is centered around the budget; however, there are two bills that have SEBB impacts. The first is [HB 1813](#), which would require a district, if they contracted for pupil transportation services, to include health benefits and pension contributions equal to classified staff. On Monday, the House Appropriations Committee adopted an amended version of the bill. The amendments clarify that prior to January 1, 2020, (when SEBB is to be implemented) contracts for transportation must include sufficient funds for the contracting employer to contribute an amount for health benefits equal to the allocation rate for school employees, less the retiree remittance. Additionally, it is clarified contractor employees can only count the hours for which the employee is performing services on the school district contract when evaluating if the eligibility requirements (that is, 630 hours) for the SEBB are met.

The second bill, requested by our colleagues in AESD, is [HB 2096](#). The bill would delay ESD participation in SEBB. The bill was heard in the House Appropriations Committee on Tuesday and was scheduled for executive action yesterday; however, it was not acted upon. Technically the bill is dead; however, this likely will be tagged as "Necessary to Implement the Budget"—if legislators want to provide this assistance to ESDs.

Regionalization. The calculation and implementation of the EHB 2242, (2017) regionalization scheme continues to cause difficulties. Although a small handful of legislators would like to make some adjustments to regionalization, there is no specific plan that has caught fire. There are a few bills that would adjust regionalization; however, they would provide additional regionalization to specific districts, rather than tackling the whole issue and solving the problem statewide. None of these individual district bills have been heard or have been otherwise acted upon.

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*continued***School Facilities**

Enhancing school construction funding, especially by improving and updating the School Construction Assistance Program (SCAP) formulas (that is, the Construction Cost Allowance and the Student Space Allocation) continues to be a priority. The state's economic picture may be gloomy, with questions about how much revenue is available for school programs, but school construction is funded in a separate Capital Construction Budget. Certainly, the Capital Budget has impacts on the Operating Budget (required debt service, for example), but the biennial Operating, Capital, and Transportation Budgets usually run on separate (but parallel) paths. In fact, an argument can be made that funding more capital facilities actually grows the economy. Several key bills have been introduced and are moving.

The simple majority for bonds is an on-going priority and has gained more momentum than we have ever seen before, including good press coverage and a handful of positive newspaper editorials. [SJR 8201](#) and its necessary implementing bill, [SB 5066](#), have been heard and adopted by the Senate Early Learning & K–12 Education Committee. They also received a public hearing in the Senate Ways & Means Committee on Monday and have been added to today's executive session agenda. At the time of this writing, however, action had not yet been taken.

The comprehensive bill to overhaul SCAP, [SB 5853](#), continues to move. The bill, as we have written about before (see *TWIO*, [Week 5, February 15](#)) would increase the minimum funding assistance percentage eligible districts receive from the current 20 percent to 30 percent; phase-in an increase in the Construction Cost Allowance (CCA) and the Student Space Allocation (SSA). The bill, when fully implemented, would be very costly. Because of this, the enhanced formulas are scheduled to be slowly phased-in over several biennia. Even with the presumed strong support in the Senate (39 of 49 senators are sponsors of the bill) and the long phase-in of funding, there are concerns that this bill won't fly in the House. The bill was adopted by the Senate Ways & Means Committee earlier today with amendments that scale the costs back. Regardless, any positive movement on this long-time priority will be of help to school districts.

Even if the simple majority was adopted and even if SCAP was positively adjusted, many of our smaller, rural school districts would have difficulty passing bonds—and other districts that are at their debt limit would be precluded from collecting additional local revenues. A bill to provide some relief to these districts, [SB 5572](#), continues to move. SB 5572, would establish a small school district modernization grant program for school districts (and state/tribal compact schools) with less than 1,000 students. The bill was heard in and adopted by the Senate Early Learning & K–12 Education Committee and was heard in the Senate Ways & Means Committee on Tuesday. It was adopted by the Committee on Wednesday.

Finally, there are a handful of facility-related school safety measures introduced. [HB 1245](#), was heard in the House Capital Budget Committee, but has received no other action. If adopted, the bill would require OSPI to update guidelines and criteria for comprehensive engineering safety surveys of public school buildings, and would require school districts, charter schools, state-tribal education compact schools, and ESDs to conduct comprehensive engineering surveys every four years. OSPI would be required to maintain the collected data on the engineering surveys and report to the Legislature every four years. Additionally, it would allow SCAP funding to be used for safety upgrades identified in the legislative reports, if approved by OSPI.

[HB 1507](#), would require school districts, in planning for new school construction projects or major remodeling projects, to consider school building plans and designs that promote effective physical safety and security through “natural surveillances, natural access controls, and territorial reinforcements.” Districts would also be

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allowed to consider other safety-focused environmental design elements while maintaining the functional and aesthetic qualities of school buildings, grounds, and surroundings. The bill was heard in and adopted by the House Capital Budget Committee. It awaits action by the full House.

State Resources

While most revenue discussions have been held mostly behind-closed-doors, there has been some public activity. If legislators decide to push for new revenue, the discussion is likely to heat up with the release of legislative budgets at the end of the month. One moving bill that would raise revenue is [SB 5581](#), relating to the taxation of remote sellers. This is in response to the US Supreme Court decision in *South Dakota v. Wayfair, Inc.*, which clarified that states may collect sales taxes from online or remote sellers. If adopted, projected revenues would be \$117 million in 2019–21, increasing to \$194 million in 2021–23, and \$218 million in 2013–25. Local governments are expected to receive additional sales tax revenue as well, totaling approximately \$168 million over the next six years. The bill has been adopted by the full Senate and has been adopted by the House Finance Committee. It awaits action by the full House.

Last year, the state Operating Budget created a Tax Structure Work Group to facilitate public discussions throughout the state regarding Washington’s tax structure and report the results to the Legislature. The Work Group released its [final report with recommendations](#) in December 2018. [HB 2117](#), which has been adopted by the House Finance and the House Appropriations Committees, would reauthorize the Tax Structure Work Group and expand its duties. The new Work Group would be directed to:

- update the final report of the [Washington State Tax Structure Study Committee](#) (2002) and investigate other matters that may be material to changing the state tax structure;
- facilitate a series of public meetings in geographically dispersed locations to present the updated report and other findings, collect feedback from taxpayers about the tax structure, and summarize the feedback in a report; and
- make recommendations to the Legislature for changes to the state tax structure, based on the updated report and other findings.

The bill clarifies recommendations may not result in an estimated loss in state revenue. The stated intent is that the Legislature will consider the recommended changes to the state tax structure during the 2023 Legislative Session. If the Work Group’s proposal is not adopted, the Work Group is directed to facilitate public meetings to collect feedback about the legislative proposal and modify the proposal to address the feedback. During the 2024 Legislative Session, it is the stated intent of the Legislature to consider the modified proposal. By December 31, 2024, the Work Group is directed to submit a final report, compiling of all other reports previously submitted since July 1, 2019.

Additional Issues

Graduation Requirements/Assessments

In recent years, the issue of “de-linking” graduation requirements from state assessments has been a hotly debated issue. The House had adopted legislation to implement a de-link multiple times, but has regularly been stymied by the Senate. This session, there were multiple bills introduced in the House and Senate, and a handful of them continue to move—in both chambers. It appears the time is ripe to de-link graduation from assessments, but what form that will take is still up for debate. The following bills are still alive.

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HB 1599—This bill was adopted by the House Education Committee and was adopted by the House Appropriations Committee earlier today. It will await action by the full House. HB 1599 has garnered the most attention and most observers believe this will be the ultimate vehicle to move to the end. It would:

- De-link graduation requirements from statewide high school assessments by discontinuing the Certificate of Academic Achievement and the Certificate of Individual Achievement, effective with the Class of 2020;
- Extend an appeals process that allows OSPI to waive certain graduation requirements for qualifying students in the Class of 2019;
- Require graduating students beginning with the Class of 2020, to demonstrate career and college readiness through one of 13 pathway options;
- Require school districts, beginning with the Class of 2022, to make six optional assessments available to students for the purpose of demonstrating career and college readiness;
- Direct OSPI to contract with a vendor to implement a statewide online electronic platform for High School and Beyond Plans that will be available to students beginning in the 2020–21 school year; and
- Direct the State Board of Education to convene, lead, and staff a Competency-Based Education Work Group.

HB 1089—This bill was adopted by the House Education Committee and awaits action by the full House. Applying to the Class of 2015 and beyond, the bill would:

- Decouple graduation requirements from statewide high school assessments by discontinuing the Certificate of Academic Achievement (CAA), and the Certificate of Individual Achievement (CIA);
- Make numerous changes related to the discontinuation of the CAA and the CIA, including eliminating alternative assessments for students who have not met standard on statewide assessments; and
- Retain provisions requiring OSPI and the State Board of Education to maintain and continue to develop and revise a statewide assessment system for students in the content areas of reading, writing, mathematics, and science, but it would remove provisions governing high school science assessments.

SB 5548—This bill was adopted by the Senate Early Learning & K–12 Education Committee and awaits action by the full Senate. Requested by Superintendent Reykdal, the bill would:

- Remove the requirement that students receive a Certificate of Academic Achievement to graduate;
- Modify provisions relating to High School and Beyond Plans;
- Remove testing requirements for high school graduation;
- Replace current graduation requirements with a pathway framework; and
- Extend an expedited appeal process for waiving assessment requirements through the Class of 2019.

School Work Day Definition

As discussed in previous newsletters (see *TWIO*, [Week 5, February 15](#), and [Week 6, February 22](#)), legislation has been introduced to define a teacher’s work day: [SB 5933](#). As originally introduced, the bill included specific “time standards” as a part of the state’s program of basic education. The original bill required base compensation hours for full-time teachers to be: (1) one thousand hours of direct

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instructional time with students; (2) four hundred hours of structured in-building time, including direct instruction, planning time, grading time, professional development, and other responsibilities as directed by building principals that are consistent with the school district’s strategic plan and the school improvement plan defined for that school; and (3) two hundred fifty hours of additional time outside of the building at the discretion of the individual teacher. This language was very similar to the original, draft recommendations provided by Superintendent Reykdal prior to the start of session (the [final recommendations](#), released on January 17, were slightly different). Our concern with Reykdal’s recommendations focused on the second component of a teacher’s time—teacher time within the school building, but beyond instructional hours. Reykdal recommended that this section of time be subject to collective bargaining. WASA believes that teachers’ specific professional duties and expectations should be defined by the Legislature and not be subject to collective bargaining.

We were pleased with the introduction of this bill; however, we were concerned that focusing on specific hours would put school districts right back in the position of clocking every 10- or 15-minute increment of work and collecting timesheets. This is cumbersome, does not really treat our teachers as professionals—and would likely open the door for tough bargaining discussions at the table. We asked Senator Mark Mullet (D-Issaquah), sponsor of the bill, if he would be willing to use the “professional duties” language that we have been requesting of legislators for the last couple of years. He agreed to do that and submitted a [Proposed Substitute](#) version of the bill.

As we discussed last week, Senator Lisa Wellman (D-Mercer Island), Chair of the Senate Early Learning & K–12 Education Committee, informed us that there was not enough time to hear SB 5933, which was a late-arriving bill, just prior to the original house policy committee cut-off. As a compromise, however, she agreed to start the conversation and held a [work session](#) on the bill yesterday.

Superintendent Reykdal opened the work session by describing the work and results of this School Day Task Force. Following him, invited members of the Task Force presented their perspective of the issue. At the end of the work session, Sen. Wellman indicated that she appreciated the start of this conversation and it may be something that can be addressed next year. That was disappointing, although not entirely unexpected. We, along with WSSDA and other members of the Local Funding Work Group, however, will continue shopping this language to see if we can find another bill to tack it onto and be done with the issue. We’ll keep you posted. ([Click here](#) to watch the one-hour discussion on TVW.)

K–3 Class Size Compliance

In 2009 and 2010, the Legislature adopted legislation to overhaul the education finance system. Those bills, ESHB 2261 (2009) and SHB 2776 (2010), laid the groundwork for the *McCleary* case and the later adoption of the *McCleary* “solution,” EHB 2242 (2017) and the *McCleary* “fix,” E2SSB 6362 (2018). One of the many components of those original bills was a required reduction of K–3 class sizes. SHB 2776, required school district compliance of a ratio of 17 students per teacher by the 2018 school year. Last session’s E2SSB 6362, delayed compliance by one year, until the 2019 school year.

Many school districts do not have the funding to staff to a 17-to-1 ratio and many others do not have the facility capacity to reach the required class size reduction. Unfortunately, legislators have said that this class size reduction has been “on the books” for several years, so districts had plenty of time to plan for this. Additionally, most legislators would argue that school districts have received the appropriate funding to make these reductions. Given that thinking and the fact that the requirement has already been delayed, it appeared early in this session that a further

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delay was a long shot at best. In recent weeks, however, there has been a growing conversation among legislators about the potential need to provide for another delay.

Last week, [HB 2108](#) was introduced to delay the K–3 Class Size compliance until the 2020 school year. It was heard in the House Appropriations Committee on Tuesday and was adopted by the Committee today. It is on its way to the House Rules Committee, awaiting action by the full House. It is unclear if this bill has any chance of success; however, it is very positive that the conversation is continuing—and growing. School administrators are encouraged to continue to remind your legislators why a continued delay in the required K–3 Class Size compliance is needed.

AEA

By Mitch Denning

On Tuesday, AEA testified in support of [SHB 1272](#), seated lunch duration, in House Appropriations. We shared that during the interim, WSNA was part of a working group which developed HB 1272 and was convened by Rep. Vandana Slatter (D-Bellevue). Also, on the working group was Rep. My-Linh Thai (D-Bellevue), who then was a member of the Bellevue SD school board.

SHB 1272 now contains four amendments approved by the House Education Committee on February 18. One of the amendments was recommended by WSNA, in which passing time was eliminated from the definition of “lunch period.” The other three amendments deal with details about the six demonstration sites to pilot the program.

AEA is pleased that the Senate simple majority bond bills (50 percent) have moved out of Senate Early Learning & K–12. [SB 5066](#) and [SJR 8201](#) had public hearings in Senate Ways & Means on February 28, and AEA testified in support. Many K–12 stakeholders also testified in support, and only one organization opposed the bill, the National Federation of Independent Businesses (NFIB). Today, Ways & Means is scheduled to move both bills out of their committee.

On February 18, [HB 1685](#), implementing the Hunger-Free Student Bill of Rights, was moved out of House Education and sent to House Appropriations. WSNA had submitted some amendments to the bill, but the bill moved out in its original format. For the past week, we have worked with House staff on some revised amendments, hopefully for House Appropriations to consider. Our main thrust is to attempt to curtail the current escalating student meal debt among districts across the state, and to recommend state reimbursement for these financial losses attributable to the implementation of ESHB 2610 (2018).

However, yesterday House Appropriations decided not to give HB 1685 a public hearing, on the last day for the House to hear their own fiscal bills. House staff advised us that committee members couldn’t come to consensus regarding the format in which to move the bill. They were aware of our proposed amendment but did not act upon it as the cut-off date passed.

Currently, we are working with House staff on a possible budget proviso to enable districts to be reimbursed for the financial losses due to the implementation of SHB 2610.

This Week in Olympia:**Week 7, Feb. 25–Mar. 1, 2019*****continued***

WAMOA is pleased that [SB 5853](#), School Construction Assistance Program, moved out of Senate Ways & Means yesterday. This bill implements several of the Joint Legislative Task Force recommendations on Improving School Construction Funding recommended in December 2018.

The bill adjusts the square footage per student allocation (SSA) to reflect what is actually getting built, and also increases the construction cost allowance (CCA) to reflect actual construction costs.

- The K–6 SSA goes from 90 SF in 2021, to 140 SF in 2025;
- The SSA for grades 7–8, 9–12, and students with disabilities begins an increase in 2024; and
- The CCA goes from its current rate of \$232 per SF in FY 2020, to \$405 per SF in FY 2029.

The bill also allows a school district to receive five additional percentage points if the project renovates a school building on the register of historical places. Finally, it increases the state match floor from 20 percent to 30 percent.

Pensions/Health Benefits

By Fred Yancey – The Nexus Group

*Time is but the stream**I go a-fishing in.**Henry David Thoreau*

The state Legislature is now about 40 percent through this year's 105-day session and faces its second significant checkpoint today, March 1. This is the deadline for fiscal committees to send bills on for further action or leave them behind for the year. (Unless, of course, they are deemed necessary to implement the budget. (NTIB)

A little trivia is in order. To date, 2,242 bills have been introduced. (1,206 in the House; 1,036 in the Senate. Of those totals; 307 House bills have made it to Rules; 32 have passed the House; 250 Senate bills have made it to Rules; 66 have passed the Senate.

Following is a brief summary of bills that have moved toward possible floor action. The week has been filled with long agendas as the fiscal committees hear and act on multiple bills and because of the quantity of bills being moved through committees, bill status reports are delayed. Next week's report will be more complete.

The next cut-off is March 13, where all bills except those determined to be NTIB have to be out of their House of Origin.

After this Friday, all action moves to the floors of the respective houses.

Retirement Related Proposals

[SB 5360/SHB 1308](#)—Would revise provisions in the Public Employees' Retirement System, the Teachers' Retirement System, and the School Employees' Retirement System with regard to plan membership default. It would change the present

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retirement plan default for new hires from Plan 3 to Plan 2. SB 5360 is eligible for Second Reading (floor action). HB 1308 remains in Rules.

SUGGESTED ACTION:

Leadership in both houses need to be contacted and urged to move this bill onto floor calendars for action by the respective bodies.

Substitute Options for Early Retirees

SHB 1139—Educators that are members of the Teachers’ Retirement System (TRS) Plans 2 or 3, that retired under the 2008 Early Retirement Factors, are permitted to return to work before age 65 in any non-administrative position, not just in substitute teaching and instructional positions, and work for up to 867 hours per year without suspension of pension benefits. The ending date on the current provisions of August 1, 2020, as well as the separate section expiring the section of law, are removed, making the section effective indefinitely. A provision similar to the TRS provision is created for the School Employees’ Retirement System, which is for classified school employees. It was scheduled for Executive Action on February 28.

HB 1388—Would allow retirees who retired under alternate early retirement factors enacted in Chapter 491, Laws of 2007, to use postretirement options prior to reaching age 65. This is a SCPP agency request legislation. It is similar to the above referenced bill but broader in that administrators, bus drivers, para-pros, OT’s etc. are included. It also includes PERS retirees who have retired from positions with cities and counties for example. Smaller cities/counties need the expertise of their retirees for short durations. They testified in support of this change. It is NTIB.

SSB 5801—Until June 30, 2023, in addition to returning to work as a substitute teacher, a retired teacher who retired under an early retirement option may be employed as an athletic coach, a mentor to teachers, an adviser to students in teacher preparation programs, or a counselor for up to 867 hours per school year without suspension of pension benefits. It is in Rules awaiting further action.

SB 5350/HB 1413—Authorizes the following, at the time of retirement, to purchase an optional actuarially equivalent life annuity benefit from:

1. The Public Employees’ Retirement System Plan 1 fund;
2. The Public Employees’ Retirement System combined Plan 2 and Plan 3 fund;
3. The Public Safety Employees’ Retirement System Plan 2 fund; or
4. The School Employees’ Retirement System combined Plan 2 and Plan 3 fund, as appropriate.

This bill was agency request legislation from the SCPP. Both bills are in their respective Rules’ Committee awaiting action to move to either floor.

School Employees’ Benefits Board (SEBB) Health Related Proposals

HB 2096—Concerning educational service district health benefits is a bill that asks for a 2-year delay in SEBB implementation for ESD’s. It was scheduled for Executive Session on February 28. Testimony on the bills was “Pro” by ESD representatives/ leadership, and WASA. “Con” was presented by WEA, PSE, and the Health Care Authority (HCA).

The HCA pointed out, as an aside, that Friday, March 1, the HCA will be releasing the new SEBB fixed funding rate. The Governor’s budget assumed funding of SEBB at a base rate of \$1,174/FTE. It was suggested that this new rate would be lower. Earlier in Session, in talking with fiscal staff, a \$700 million-dollar cost was thought to be more accurate than the much more public \$900 million-dollar projection. That ‘new’

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figure, however, was based on staff counts, not this new, soon to be released, rate. IMHO, staff is doing its best at lowering the projected cost as much as they can. They have already indicated that staff counts furnished by OSPI may not be accurate.

Other Bills that may have Fiscal/HR Impacts for Districts

SHB 1515—Concerning the employer-employee relationship. This bill could impact the definition and classification of a contractor versus an employee. It is in Rules awaiting further action.

SHB 1813—Incorporating the costs of employee health benefits into school district contracts for pupil transportation. This bill is in Rules awaiting further action.

HB 2127—Concerning additional contribution rates for contributions made after the date the service is rendered for individual employers of Washington state retirement systems. This bill is related to the Dolan vs. King County court case. Contract employees (Defense attorneys) working with King County were determined to be employees of the county and not contractors. Therefore, they were qualified and entitled to retirement benefits. King County was ordered to pay a portion of what the Department of Retirement Systems (DRS) calculated they owed for these employees. The balance between what DRS said the system needed to be whole and what the court approved to be socialized with costs borne by increased rates in the PERS plans. (\$54.4 million dollars to be recouped.) This bill would compel the losing party in future cases to pay all costs as determined by DRS with no court decision needed.

2SHB 1087—Concerns long-term services and supports. The bills digest reads in part: “Addresses alternative funding for long-term care access. States that the creation of a long-term care insurance benefit of an established dollar amount per day for eligible employees, paid through an employee payroll premium, is in the best interest of the state.” This would create an optional employee paid premium that would help cover long-term care coverage for an employee. SSB 1087 passed the House 63/33 and has been sent to the Senate.

HB 1445—Makes unemployment benefits accessible to persons with family responsibilities and other availability issues and making clarifying changes. Among other things, it revises the employment security act to: (1) Provide unemployment benefits (UI) to people with family responsibilities and other availability issues. Districts will have new claimants for UI which a district could not contest. This bill is in Rules awaiting further action.

SSB 5449/SHB 1399—Makes technical corrections requested by the Employment Security Department in the Family and Medical Leave Act passed last session. Both bills are before their respective Rules’ Committees awaiting further action.

Caveat: There are a number of other bills that are NTIB but will not see any action, if at all, until the budget(s) are released and ultimately a final one adopted. These will be highlighted occasionally just as a refresher.

Meanwhile, the currents continue to carry everyone along.....



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 Cut-off Calendar

January 4, 2019

First Day of Session.

February 22, 2019

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

March 1, 2019

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

March 13, 2019

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

April 3, 2019

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

April 9, 2019

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

April 17, 2019*

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 28, 2019

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 1000	Temp. vehicle trip permits	H Transportation	Klippert
HB 1035	School resource officers	H Appropriations	Walsh
HB 1038	Firearms/school employees	H Civil R & Judiciary	Walsh
2SHB 1039	Opioid medications/schools	H APPDP2S	Pollet
SHB 1057	School bus safety	H Appropriations	Mosbrucker
HB 1060	Medical marijuana/students	H HC/Wellness	Blake
SHB 1063	Primary elections/age 17	H Rules R	Bergquist
EHB 1074 (SSB 5057)	Tobacco & vapor products/age	S Ways & Means	Harris
SHB 1076 (SSB 5067)	Common schools	H Rules C	Dolan
HB 1089	Certificates of achievement	H 2nd Reading	MacEwen
HB 1093 (SB 5312)	Special ed. appropriations	H Appropriations	Dolan
SHB 1095 (SB 5442)	Medical marijuana/students	H Rules R	Blake
HB 1101 (SB 5133)	State general obligation bonds	H Cap Budget	Tharinger
HB 1102 (SB 5134)	Capital Budget 2019–21	H Cap Budget	Tharinger
SHB 1106	Truancy/detention	H Appropriations	Orwall
HB 1108 (SB 5154)	Supp. Operating Budget 2017–19	H Appropriations	Ormsby
HB 1109 (SB 5153)	Operating Budget 2019–21	H Appropriations	Ormsby
HB 1111	Regionalization/islands	H Appropriations	Fitzgibbon
SHB 1119 (SB 5158)	Educator evaluations	H Appropriations	McCaslin
HB 1120 (SB 5068)	State learning standards	S EL/K–12	Dolan
HB 1121 (SSB 5146)	High school graduation requirements	H Education	Dolan
HB 1123	CTC tuition waiver program	H Appropriations	Pollet
SHB 1124	Degree-granting institutions	H Appropriations	Pollet
SHB 1130 (SB 5606)	Pub. school language access	H 2nd Reading	Orwall
HB 1132 (SB 5178)	TRS & SERS early retirement	H Appropriations	Appleton
SHB 1139	Educator workforce supply	H Appropriations	Santos
SHB 1151 (SB 5105)	Education reporting	H 2nd Reading	Volz
HB 1156 (SB 5192)	K–12 employee benefit contracts	H Appropriations	Appleton
SHB 1163 (SB 5188)	Expanded learning opp. programs	H Appropriations	Kloba

HB 1164 (SB 5427)	Dual credit programs	H Education	Bergquist
HB 1172 (SB 5314)	Capital gains tax/property tax	H Finance	Santos
SHB 1173 (SB 5071)	Obsolete school provisions		Santos
SHB 1182	Learning assistance program	H Appropriations	Santos
HB 1184	School district elections	H Education	Stonier
SHB 1191 (SB 5554)	School notifications	H Rules R	Goodman
HB 1200 (SSB 5247)	Catastrophic incident plans	H Appropriations	Dolan
HB 1209 (SSB 5063)	Ballots, prepaid postage	H Appropriations	Hansen
SHB 1210 (SB 5771)	School enrollment/military	H 2nd Reading	Kilduff
2SHB 1211 (2SSB 5116)	Clean energy	H Appropriations	Tarleton
SHB 1216 (SSB 5317)	School safety & well-being	H Appropriations	Dolan
HB 1221	Youth suicide/crisis plans	H Education	Orwall
HB 1245	School safety planning	H Cap Budget	Pollet
HB 1256	Driving w/ electronic device	H Rules R	Lovick
SHB 1263 (SSB 5324)	Homeless student support	H Appropriations	Fey
SHB 1264	Secondary traumatic stress	H Rules R	Ortiz-Self
SHB 1265	School counselor access	H Appropriations	Ortiz-Self
2SHB 1272	School lunch durations		Thai
HB 1281 (SSB 5859)	Educational mentor programs	H Education	Pettigrew
HB 1291 (SB 5073)	Election cost reimbursement	H Appropriations	Walsh
SHB 1304 (SB 5448)	CTE/alt. learning exp. programs	H Appropriations	MacEwen
SHB 1308 (SB 5360)	Retirement system defaults	H Rules R	Stanford
SHB 1314	Ethnic studies in schools	H Appropriations	Ortiz-Self
HB 1322 (SB 5607)	Dual language learning	H Appropriations	Ortiz-Self
HB 1327 (SSB 5379)	Parenting minors, supports	H Appropriations	Kilduff
SHB 1336 (SSB 5327)	Career connected learning	H Appropriations	Slatter
HB 1362	Postretirement emp./benefits	H Appropriations	Klippert
HB 1384	Poverty learning assist. program	H Education	Jenkin
HB 1387	Shared game lottery proceeds	H Appropriations	Stanford
HB 1388 (SB 5430)	Postretirement options	H Appropriations	Doglio
HB 1390 (SB 5400)	PERS/TRS 1 benefit increase	H Appropriations	Leavitt
HB 1393 (SSB 5432)	Behavioral health, integrate	H Appropriations	Cody
SHB 1399 (SSB 5449)	Paid family & medical leave	H 2nd Reading	Robinson

HB 1407 (ESSB 5395)	Sexual health education	H Education	Stonier
HB 1409 (SB 5414)	School employee leave cap	H Appropriations	Appleton
2SHB 1424 (SB 5069)	CTE course equivalencies	H Appropriations	Steele
HB 1425 (SB 5159)	Bilingual instruction program	H Appropriations	Lekanoff
SHB 1454	Students with disabilities	H Appropriations	Pollet
HB 1459	Running start summer pilot	H Education	Sullivan
HB 1467	High school grad. supports	H Education	Sells
SHB 1468 (SB 5070)	Bilingual educators	H Appropriations	Thai
HB 1475	Leadership skills grant program	H Appropriations	Young
HB 1478	State officials/H.S. assessment	H State Govt & Tribal	Volz
SHB 1479 (SB 5777)	Student mental health	H Appropriations	Senn
HB 1481 (SB 5500)	Election costs & postage	H State Govt & Tribal	Dolan
HB 1496 (SB 5576)	Climate science education	H Education	Dolan
2SHB 1498 (SSB 5511)	Broadband service	H Appropriations	Hudgins
SHB 1507	School safety/design	H Rules R	Walsh
HB 1547	Basic education funding	H Appropriations	Dolan
HB 1559	Back-to-school supplies/tax	H Finance	MacEwen
2SHB 1575 (SSB 5623)	Collective bargaining/dues		Stonier
SHB 1577 (SSB 5574)	K-12 computer sci. education data	H Rules R	Callan
HB 1596	Flexibility schools & zones	H Education	Kirby
SHB 1599	High school graduation requirements	H Appropriations	Stonier
SHB 1621 (SB 5512)	Teacher prep. skills assessment	H 2nd Reading	Ybarra
HB 1623	Public schools/sign language	H Appropriations	Dolan
HB 1624 (SSB 5612)	Holocaust education	H Education	Thai
HB 1627 (SB 5773)	Regionalization/Federal Way	H Appropriations	Reeves
SHB 1658	Paraeducators	H 2nd Reading	Paul
SHB 1660	Extracurricular/low income	H Appropriations	Bergquist
SHB 1667 (SB 5667)	Public records request admin		Springer
HB 1674	Personalized learning exp.	H 2nd Reading	Rude
HB 1685	Free or reduced-price meals	H Appropriations	Peterson
HB 1696	Wage and salary information	H Appropriations	Dolan
HB 1714 (SB 5113)	High school diplomas by CTC	H 2nd Reading	Entenman
SHB 1715 (SB 5669)	Withholding of transcripts	H 2nd Reading	Entenman

HB 1720 (SB 5014)	Student assessment requirements	H Education	Young
SHB 1734 (SSB 5706)	College in high school accreditation	H Rules R	Leavitt
HB 1755	Education doctorate degrees	H Appropriations	Leavitt
HB 1758	School construction taxes	H Finance	Young
HB 1763	Active shooter event/schools	H Civil R & Judiciary	Young
HB 1779 (SB 5834)	Student immigration status	H Education	Doglio
SHB 1782	Advisory group meetings	H Rules R	Pollet
SHB 1791 (SSB 5851)	Vuln. children ed. opportunities		Reeves
HB 1803	Minimum school days	H 2nd Reading	Orcutt
SHB 1813	Pupil transportation contracts	H APPDPS	Sullivan
HB 1833	School volunteers	H Education	Ryu
HB 1845	Deduction of union dues	H Labor & Workplace	Stokesbary
HB 1860	School drinking water/lead	H Education	Pollet
HB 1863 (SB 5804)	Ag., food, nat. resource education	H Education	Blake
HB 1891	Career & tech. education resources	H Appropriations	Paul
HB 1910	Special education funding	H Appropriations	Pollet
HB 1914 (SB 5908)	Equity training/schools	H Education	Doglio
HB 1943	Educational staff associates	H Appropriations	Santos
HB 1955	PEBB & SEBB health premiums	H Appropriations	Stokesbary
HB 1969	School choice scholarship	H Education	Corry
SHB 1973	Dual enrollment scholarship	H Appropriations	Paul
HB 2006 (SB 5650)	Teaching cursive in schools	H Education	Rude
HB 2012 (SB 5821)	K-12 national cert. bonuses	H Education	Boehnke
HB 2023	School boards/bond training	H Cap Budget	Sells
HB 2029	High poverty learning assist	H Appropriations	Paul
HB 2040	Nonhigh school districts	H Appropriations	MacEwen
HB 2045	Inter-district student transfer	H Education	Kilduff
HB 2056	Sexual health education/info	H Education	Shea
HB 2062 (SB 5930)	Seattle Storm license plates	H Transportation	Slatter
HB 2073	Learning assistance program	H Appropriations	Volz
HB 2084	Prototypical school funding	H Appropriations	Ortiz-Self
HB 2090	Balanced Budget/vetoes	H Appropriations	Kraft
HB 2096	ESD health benefits	H Appropriations	Bergquist

HB 2108	K–3 class sizes/funding	H Appropriations	Callan
HB 2116	Institutional education	H Education	Callan
SHB 2117 (SB 5973)	State tax structure	H Appropriations	Frame
HB 2119 (SB 5975)	State forestland moneys	H Rules R	Morris
HB 2128	CTC reporting requirements	H Education	Leavitt
HJR 4203 (SJR 8201)	School district bonds	H Education	Stonier
SB 5014 (HB 1720)	Student assessment requirements	S EL/K–12	McCoy
SSB 5023	Ethnic studies	S 2nd Reading	Hasegawa
SSB 5024	Local taxing districts	S Rules 2	Hasegawa
SSB 5028	Month of the kindergartner	H State Govt & Tribal	Hunt
SB 5052	School resource officers	S EL/K–12	O'Ban
SB 5053	Behavioral health licensure	S 2nd Reading	O'Ban
SB 5055	Behavioral health peer services	S 2nd Reading	O'Ban
SSB 5057 (EHB 1074)	Tobacco & vapor products/age	S Ways & Means	Kuderer
SSB 5063 (HB 1209)	Ballots, prepaid postage		Nguyen
SB 5066	School district elections	S Ways & Means	Wellman
SSB 5067 (SHB 1076)	Common schools	S Rules 2	Zeiger
SB 5068 (HB 1120)	State learning standards	S Rules 2	Wellman
SB 5069 (2SHB 1424)	CTE course equivalencies	S EL/K–12	Zeiger
SB 5070 (SHB 1468)	Bilingual educators	S EL/K–12	Wellman
SB 5071 (SHB 1173)	Obsolete school provisions	S Rules 2	Zeiger
SB 5073 (HB 1291)	Election cost reimbursement	S Ways & Means	Hunt
SB 5080	Offender reentry/education	S Human Services, Re	McCoy
2SSB 5082	Social emotional learning	S Rules 2	McCoy
SB 5086	School surplus technology	S EL/K–12	Wellman
SB 5087	Language competency grants	S Ways & Means	Wellman
SB 5088	Computer science/high school	S Rules 2	Wellman
SSB 5089	Early learning access	S Rules 2	Wellman
SSB 5091	Special education funding	S Ways & Means	Wellman
SB 5092	School district waivers	S EL/K–12	Fortunato
SB 5105 (SHB 1151)	Education reporting	S EL/K–12	Wellman
SB 5117	Essential public facilities	S Local Government	Palumbo
SB 5129 (HB 1343)	Revenue	S Ways & Means	Rolfes

SB 5133 (HB 1101)	State general obligation bonds	S Ways & Means	Frocket
SB 5134 (HB 1102)	Capital Budget 2019–21	S Ways & Means	Frocket
2SSB 5141	School resource officers		Wellman
SSB 5146 (HB 1121)	High school graduation requirements	S Ways & Means	Wellman
SB 5153 (HB 1109)	Operating Budget 2019–21	S Ways & Means	Rolfes
SB 5154 (HB 1108)	Supp. operating Budget 2017–19	S Ways & Means	Rolfes
SB 5158 (SHB 1119)	Educator evaluations	S EL/K–12	Hunt
SB 5159 (HB 1425)	Bilingual instruction program	S Ways & Means	McCoy
SB 5169	Labor bargaining/neutrality	S Labor & Commerce	Hasegawa
SB 5170	Collab. school governance	S EL/K–12	Hasegawa
SB 5178 (HB 1132)	TRS & SERS early retirement	S Ways & Means	Hunt
SB 5187	School compost & recycling	S Rules 2	Kuderer
SB 5188 (SHB 1163)	Expanded learning opp. programs	S EL/K–12	Wilson
SB 5192 (HB 1156)	K–12 employee benefit contracts	S EL/K–12	Hunt
SB 5216	Multistage threat assessment	S EL/K–12	O'Ban
SB 5238	Concussions in youth sports	S Ways & Means	Carlyle
SSB 5247 (HB 1200)	Catastrophic incidents		Frocket
SB 5252	School district bonds, 55 percent	S EL/K–12	Mullet
SB 5262	Special education	S EL/K–12	Zeiger
SB 5263	School bus drivers	S Rules 2	Zeiger
SB 5264	School construction funding	S Ways & Means	Zeiger
SSB 5266	Timely elections/districting	H State Govt & Tribal	Saldaña
SB 5269	School district reorganizing	S EL/K–12	Hunt
SB 5312 (HB 1093)	Special ed. appropriations	S EL/K–12	Wellman
SSB 5313	School levies	S Ways & Means	Wellman
SB 5314 (HB 1172)	Capital gains tax/property tax	S Ways & Means	Wellman
SSB 5315	Student support staff	S Ways & Means	Wellman
SB 5316	School enrichment levies	S EL/K–12	Wellman
SSB 5317 (SHB 1216)	School safety & well-being	S Ways & Means	Wellman
SSB 5324 (SHB 1263)	Homeless student support	S Rules 2	Frocket
SSB 5327 (SHB 1336)	Career connected learning	S Ways & Means	Wellman
SSB 5343	High school success	S Ways & Means	Mullet
SB 5348	Schools, etc. constr./taxes	S Ways & Means	Ericksen

SB 5354 (SHB 1641)	Highly capable student programs	S Ways & Means	Rivers
SB 5360 (SHB 1308)	Retirement system defaults	S Rules 2G	Conway
SB 5367	Military friendly schools	H Education	Wagoner
SSB 5379 (HB 1327)	Parenting minors, supports	S Ways & Means	Wilson
ESSB 5395 (HB 1407)	Sexual health education	S Passed 3rd	Wilson
SB 5400 (HB 1390)	PERS/TRS 1 benefit increase	S Ways & Means	Conway
SSB 5413	Pipeline for paraeducators	S Ways & Means	Keiser
SB 5414 (HB 1409)	School employee leave cap	S EL/K-12	Hunt
SB 5427 (HB 1164)	Dual credit programs	S EL/K-12	Wellman
SB 5430 (HB 1388)	Postretirement options	S Ways & Means	Conway
SSB 5432 (HB 1393)	Behavioral health, integrate	S Ways & Means	Dhingra
SSB 5437 (SHB 1351)	ECEAP eligibility	S Ways & Means	Wilson
SB 5442 (SHB 1095)	Medical marijuana/students	S EL/K-12	Takko
SB 5448 (SHB 1304)	CTE/alt. learning exp. programs	S EL/K-12	Wellman
SSB 5464	Opioid overdose med./schools	S Ways & Means	Frocht
SSB 5465	Public education funding	S Ways & Means	Wellman
SB 5466	School district levies	S EL/K-12	Wellman
SB 5475	Migrant ed./credit retrieval	S EL/K-12	Keiser
2SSB 5484 (2SHB 1391)	Early achievers' program		Wilson
SB 5500 (HB 1481)	Election costs & postage	S State Govt/Tribal	Hunt
SSB 5511 (2SHB 1498)	Broadband service	S Ways & Means	Wellman
SB 5512 (SHB 1621)	Teacher prep. skills assessment	S Rules 2	McCoy
SB 5513 (SHB 1515)	Employer-employee status	S Labor & Commerce	Keiser
SSB 5514	School threats notification	S 2nd Reading	Padden
SSB 5532	Special education	S Ways & Means	Braun
SB 5541	Revenue reform task force	S Ways & Means	Hasegawa
SSB 5548	High school diploma pathways	S Rules 2	Wellman
SB 5554 (SHB 1191)	School notifications	S EL/K-12	Wilson
2SSB 5572	School modernization grants		Honeyford
SSB 5574 (SHB 1577)	K-12 computer sci. education data	S 2nd Reading	Salomon
SB 5576 (HB 1496)	Climate science education	S Ways & Means	Wilson
SSB 5590	School depreciation subfunds	S Rules 2	Schoesler
SSB 5593	Running start fee waivers	S 2nd Reading	Liias

SB 5594	Media literacy & digital citizenship	S Ways & Means	Lias
SB 5598	Student internet data privacy	S EL/K-12	Rolfes
SSB 5603	Military children/school registration	H Education	Randall
SB 5606 (SHB 1130)	Public school language access	S EL/K-12	Wellman
SB 5607 (HB 1322)	Dual language learning	S EL/K-12	Wellman
SSB 5612 (HB 1624)	Holocaust education	S Ways & Means	Rivers
SSB 5623 (2SHB 1575)	Collective bargaining/dues	S 2nd Reading	Van De Wege
SB 5631	State & local taxation	S State Govt/Tribal	Brown
SB 5650 (HB 2006)	Teaching cursive in schools	S EL/K-12	Warnick
SB 5667 (SHB 1667)	Public records request admin	S State Govt/Tribal	Becker
SB 5669 (SHB 1715)	Withholding of transcripts	S EL/K-12	Lias
SB 5685	Schools/student distress	S EL/K-12	Bailey
SB 5686	Retired school employee health	S Health & Long Term	Bailey
SSB 5689	Harassment, etc./schools	H Education	Lias
SSB 5706 (SHB 1734)	College in high school accreditation	S Rules 2	Randall
SB 5729	Dual credit enrollment priority	S Rules 2	Rivers
SB 5731	School district territory	S Rules 2	Short
SB 5736	Special ed. funding allocation	S Ways & Means	Wellman
SB 5757	Early learning basic ed. program	S EL/K-12	Hasegawa
SB 5758	Private school/property tax	S Ways & Means	Fortunato
SB 5770	School buses/failure to stop	S Transportation	Palumbo
SB 5771 (SHB 1210)	School enrollment/military	S EL/K-12	O'Ban
SB 5773 (HB 1627)	Regionalization/Federal Way	S EL/K-12	Wilson
SB 5777 (SHB 1479)	Student mental health	S EL/K-12	Brown
SB 5787	City, district publ. records	S 2nd Reading	Walsh
SSB 5801	Teacher postretirement employment		Wellman
SB 5803	Career & tech. ed. resources	S EL/K-12	Rivers
SB 5804 (HB 1863)	Ag., food, nat. resource education	S EL/K-12	Warnick
SSB 5820 (SHB 1574)	Vulnerable children/care	S Ways & Means	Nguyen
SB 5821 (HB 2012)	K-12 national cert. bonuses	S EL/K-12	Das
SB 5834 (HB 1779)	Student immigration status	S EL/K-12	Hunt
SB 5853	School construction	S Ways & Means	Pedersen
SSB 5859 (HB 1281)	Educational mentor programs	S Ways & Means	Mullet

SSB 5874	Rural satellite skill centers	S Rules 2	Warnick
SB 5882	Homeless encampments/schools	S Housing Stability	King
SSB 5903 (SHB 1876)	Children's mental health	S Ways & Means	Darneille
SB 5908 (HB 1914)	Equity training/schools	S EL/K-12	Das
SB 5930 (HB 2062)	Seattle Storm license plates	S Transportation	Randall
SB 5933	Teacher base comp. hours	S EL/K-12	Mullet
SB 5934	K-12 school construction	S Labor & Commerce	Ericksen
SB 5945 (HB 1895)	Youth gang reduction pilot	S Human Services, Re	Warnick
SB 5963	State Budget outlook	S Ways & Means	Rolfes
SB 5973 (SHB 2117)	State tax structure	S Ways & Means	Wellman
SB 5977	Firearms/school employees	S Law & Justice	Fortunato
SJR 8201 (HJR 4203)	School district bonds	S Ways & Means	Wellman
SJR 8202	School district bonds, 55 percent	S EL/K-12	Mullet