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## Week 3 - January 28–February 1, 2013

### This Week in Review

The first week of the 2013 Session was full of ceremony and various work sessions consumed the time of most legislative committees during the second week. Week Three turned out to be a whirlwind of activity, especially for education advocates (and it appears the same will be true next week). Both Education Committees had full agendas of fairly meaty issues, in addition to the handful of other legislation of importance to educators in a few other committees.

As we discussed in last week's *TWIO*, the Senate Early Learning & K–12 Education Committee set aside Monday's hearing to receive testimony on a series of bills dealing with student discipline, specifically long-term suspensions and expulsions. The first bill, **SB 5155**, would require schools to: create a plan to provide academic services during a student's long-term suspension or expulsion; and create a plan for the student's re-entry to the school system. Upon re-entry, the school would be required to: provide the student with support, including mentoring and/or monitoring; and provide the student with an agreement regarding the school's expectations.

The next three bills—**SB 5244**, **SB 5245** and **SB 5301**—include **similar components**. The intent of SB 5244 is to “end or shorten” student suspensions/expulsions. It would prohibit indefinite suspensions/expulsions and require that they be no longer than one year in length. An emergency expulsion must be ended or converted to another form of corrective action within ten days. Additionally, school districts would be required to make “reasonable efforts” to assist students and parents in returning suspended or expelled students to an educational setting prior to and no later than the end date of the corrective action.

SB 5245, would require the collection and dissemination of specific suspension/expulsion data. OSPI would be required to disaggregate and cross-tabulate discipline data in and by a long series of specific sub-categories. OSPI would be required to review the collected data to ensure accuracy and must also make the discipline data public and easily accessible on its website.

Finally, SB 5301, would merge each of the components of SB 5244 and SB 5245 into one bill. The “omnibus” bill would also define the terms “suspension,” “short-term suspension” and “expulsion.” Under provisions of the bill, school districts would be required to conduct re-entry meetings with expelled students. Additionally, OSPI and WSSDA would be required to meet with a specified group of stakeholders and develop a handbook and model policy for discipline changes.

### 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 [www.wasa-oly.org/TWIO](http://www.wasa-oly.org/TWIO).

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Register now to attend the annual WASA/WSSDA/WASBO Legislative Conference, March 10–11, 2013, at the Red Lion Hotel and Capitol, Olympia. Register at [www.wssda.org](http://www.wssda.org).

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Most of the education associations testified in support of the policy and intent of these four bills—that is, in essence: “students need to be in school to learn.” WASA made the same statement; however, we also mentioned our strong concerns with the implementation of each of the bills. First is the issue of funding (or lack thereof). Each bill has components that would potentially be very costly—especially the requirements to provide education services outside the school setting for these students and the monitoring/mentoring of students re-entering the system. Even the enhanced data collection could be an additional burden on school districts. Our second, and greater concern, however, was the strong focus on suspended/expelled students would likely come at the expense of the majority of other students. Certainly, suspended/expelled students have a right to an education, but so do the rest of the students in the school. Those students deserve the necessary funding to ensure they receive a quality education and those students also deserve to feel safe when they are in school.

Two of the bills (SB 5245 and SB 5301) discuss the lack of data regarding discipline issues. We suggested that, before major policy changes were made with faulty data, the appropriate data be collected (with funding provided) so we could have a common understanding of the problem. Following that, a collected group of stakeholders should take a closer look at the issue and provide long-term recommendations—including steps that might be taken prior to the implementation of severe disciplinary measures.

On Tuesday, the House Education Committee took public testimony on five bills:

- **HB 1015** would reduce state assessment requirements. The current Writing assessment would be eliminated; the assessment of high school Mathematics would be based on one end-of-course assessment rather than two; and OSPI would be prohibited from developing any high school science assessments in subjects other than Biology. Additionally, the current requirement that students pass state high school assessments in order to graduate would be removed.
- **HB 1076** would expand the participation in Innovation Academy Cooperatives. The bill would allow all students, not just those from districts who are members of an Innovation Academy Cooperative, to enroll in Innovation Academy Cooperatives. Currently, there is only one approved Academy in the state: Paideia High School operated by Valley, Orient, Loon Lake, Summit Valley, and Orondo school districts.
- **HB 1144** would require, by the 2016–17 school year, all educational interpreters in public schools to meet a standard established by the Professional Educator Standards Board on an interpreter assessment. All educational interpreters by the 2019–20 school year would also be required to achieve National Interpreter Certification from the Registry of Interpreters for the Deaf.
- **HB 1248** would support music education for young children in public schools by providing grants to implement a music education curriculum in state-funded all-day kindergarten classes, if funds are appropriated.
- **HB 1208** would establish the Digital College in the High School as a two-year pilot project beginning in 2013–14. OSPI and the State Board for Community and Technical Colleges (SBCTC) would be directed to create a web-based portal for high school juniors and seniors to enroll in online courses through the Washington Online system operated by the SBCTC, and receive both high school and college credit. School districts would have to transmit state funds to the SBCTC for each full-time equivalent student enrolled in the online courses, minus 15 percent. School districts would also be required to provide progress monitoring and instructional assistance for enrolled students. Enrolled students could not be charged tuition, fees, or textbook costs for the online courses.

The strong focus on suspended/expelled students would likely come at the expense of the majority of other students.

On Tuesday afternoon, the House Appropriations Committee held a public hearing on education funding legislation. **HB 1067**, requested by (now former) Governor Gregoire as a part of her 2013–15 Operating Budget proposal, would enhance the basic education allocation

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formula for principals, assistant principals, and other certificated building-level administrators to support the new teacher evaluation program. The increased prototypical school funding allocation would add 0.15 full-time employees for each of the school types (elementary, middle level and high school). Unlike the notation in Gregoire’s budget summary, however, the legislation indicates that this funding change is still for “allocation purposes only.” This means, if the bill were adopted as written, this formula change would drive additional dollars to schools, but the law would not dictate how districts would have to spend the increased allocation.

On Wednesday, the House Government Operations & Elections Committee heard **HB 1413**, the Washington Voting Rights Act of 2013. A returning issue from last year, HB 1413 is intended to promote equal opportunities for members of a minority (based on race, color or language) group to elect candidates of their choice or influence the outcome of an election. To enforce the prohibition against drawing election districts in a manner that denies these equal opportunities, the bill would establish a cause of action to redress violations. The motives behind the legislation are pure; however, implementation of this bill would likely not solve the problem that is intended to be addressed, leaving local governments, including school districts, vulnerable to costly litigation.

As a practical matter, HB 1413 would likely limit (or eliminate) the ability for local governments, including school districts, from using an “at-large” election system. In testimony, WASA argued that different school districts use different election systems: some have all at-large elections; some have all district-based elections; and some have a mix of those two systems. We raised the concern that the bill would have the effect of eliminating a school districts’ choice in using an election system that best works for the district. We reminded Committee members that many school districts have moved to an all at-large election system to ensure that a full board of qualified directors can be seated. In some communities, a district-based election system results in a difficulty in finding candidates for certain seats. Using an at-large system enlarges the pool of potential candidates. We also raised the concern that a local government could be sued (multiple times) for circumstances beyond its control. After all, local governments do not decide: who files for office; which citizens register to vote; which registered voters actually cast ballots; or which candidates the voters ultimately support. Finally, we noted that if there actually are election abuses, citizens already have the ability to file suit under the federal Voting Rights Act.

Also on Wednesday afternoon, the Senate Early Learning & K–12 Education Committee held a public hearing on a series of “reform” or “accountability” bills:

- **SB 5328** would implement the School-Grading Program, providing all schools with a letter-grade designation, A-F. “A” graded schools and schools that have exemplary improvement would be eligible for funding under a newly created Washington School Recognition Program. Schools could use the funding for bonuses; one-time equipment purchases; or to temporarily hire additional personnel. “A” graded schools would also be granted greater building-level budget authority.
- **SB 5329** would create the State Superintendent School District. Each year OSPI would be required to recommend to the State Board of Education a number of “chronically low-achieving” schools (maximum 20 per year) that are to be transferred to state control. OSPI would be required to contract with a non-profit Learning Management Organization to run the schools within the State Superintendent School District. Similar to charter schools, these schools would be exempt from most state laws and rules that other school districts must follow. We argued that all school districts should be provided with adequate (that is, “ample”) funding to provide the opportunity for their students to succeed.

We also argued that if increased flexibility is one of education’s “silver bullets” then ALL school districts should have the same flexibility that is currently reserved for charter

A local government could be sued (multiple times) for circumstances beyond its

ALL school districts should have the same flexibility that is currently reserved for charter schools and schools within the new State Superintendent School District.

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The proposed funding enhancement would provide resources to districts to assist in implementing the new requirements.

schools and is proposed for schools within the new State Superintendent School District. We decided not to harp on the fact that 20 years ago, HB 1209, Washington's Education Reform Act of 1993, was adopted with a major premise being that all school districts be given enhanced resources and increased flexibility to provide them the tools to succeed. The state's high standards, Essential Academic Learning Requirements and Grade-Level Expectations have been established and legislators are anxious to hold school districts accountable, yet we are still waiting for those promised dollars and the promised relief from strangling laws and rules. My, how quickly legislators forget what their landmark legislation is actually supposed to do.

- **SB 5237** would hold elementary students accountable for their performance. Students that failed to pass the Third Grade English assessment would be, with limited exceptions, prohibited from being promoted to the Fourth Grade. School districts would be required to provide remediation for these students. The expectation is that districts would use current general apportionment dollars or Learning Assistance Program funds (or categorical funding if the student is eligible for those programs) to provide these services. This intensive remediation would be required to include: a minimum of 90 minutes of daily, research-based instruction in English Language Arts; small group instruction or reduced teacher to student ratios; supplemental tutoring; and use of diagnostic assessments to identify the specific skills in which the student needs assistance. Again, no additional funding would be provided for these services. Additionally, school districts would be required to provide retained students supplemental learning opportunities through an extended school day, school year, or summer school program. School districts would also be required to provide these additional services to a student who was eligible to be retained but met a good cause exemption and was promoted. And have I mentioned that school districts would not receive additional funds for these intensive services?

The House Appropriations Subcommittee on Education held a work session on Wednesday afternoon. Committee members were briefed on the Washington FIRST Robotics program and received an update on early learning issues from the Department of Early Learning.

Committee members also discussed the Joint Task Force on Education Funding. The focus of the briefing from staff was on the recommended enhancements to implement Career & College Ready Plans and Accountability, Evaluation and Common Core. The **Career & College Ready enhancement**, proposed by Representative Pat Sullivan (D-Covington), addresses funding required to implement the HB 2261 provisions regarding increased instructional hours and the increase to 24 credits required for graduation. The **Accountability enhancement**, proposed by Representative Marcie Maxwell (D-Renton), is intended to address three substantial new policies adopted recently by the Legislature that directly impact schools districts. Of course, no funding was provided for these new duties. The proposed funding enhancement would provide resources to districts to assist in implementing the new requirements: State Accountability (including assisting districts in using data to improve student achievement); Teacher and Principal Evaluation Project; and Common Core.

Ultimately, the **Joint Task Force adopted a spending plan** which includes these two components. The Career & College Ready enhancement would total \$473 million at full implementation in 2017–19. The Accountability enhancement would total \$67 million in 2013–15; \$47 million in 2015–17; and level out at \$42 million in 2017–19 and thereafter. (Each of these figures are biennial figures.)

On Thursday morning, the House Education Committee heard four bills:

- **HB 1178** would authorize the Professional Educator Standards Board to accept alternative assessments of basic skills for teacher certification. Alternative tests would be required to be comparable in rigor to the basic skills assessment. Additionally, the alternative tests would be required to be reviewed by the Education Committees of the Legislature before implementation.

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- **HB 1252** would create the K–12 Online Professional Development Project, subject to funding. A Steering Committee of K–12 educators would be convened to design the Project, including selecting the content of the professional development modules to be provided. The modules would be required to cover a range of topics and incorporate a variety of media. The Steering Committee would be required to submit a status report by December 1, 2015.
- **HB1304** would authorize approval of online school programs in private schools.
- **HB 1283** would change current compulsory school attendance requirements from age eight to age six. Currently laws allowing for children to attend private schools or to receive home-based instruction would be preserved.

The Senate Early Learning & K–12 Education Committee closed out a busy week with another full hearing. On Friday morning, they heard four bills:

- **SB 5243** would require school districts to adopt an academic acceleration policy for high school students which would automatically enroll any student who meets the state standard on the high school student assessments in the next most rigorous level of advanced courses offered by the high school, with the objective that students will eventually be automatically enrolled in courses that offer the opportunity to earn dual credit for high school and college. OSPi would be required to allocate to school districts an incentive award for each student who earned dual high school and college credit.
- **SB 5104** would allow schools to keep a supply of epinephrine autoinjectors (epi pens) available to treat students suffering anaphylactic allergic reactions. Incorporated in the bill are legal protections for school staff that unintentionally injure a student while administering epinephrine as long as they acted professionally and in good faith.
- **SB 5197** would require every school to have at least one silent alarm located in its administrative offices to alert local police directly that a law enforcement is needed at the school. An appropriation of \$5.0 million is provided for this purpose. Additionally, all new or remodeled schools would be required: to include a mechanism by which the exterior school doors can be electronically locked from the administrative offices; to be designed to restrict the general public from access to the school by routing them through the administrative offices; and to be able to electronically lock administrative office doors to prohibit access to the rest of the school building.
- **SB 5242** would prohibit certificated teachers from being assigned to a particular school without mutual consent of the principal and the staff member being assigned. Teachers who cannot find an assignment with mutual agreement must be placed in a temporary position; however, if the teacher fails to find a non-temporary assignment with mutual agreement by May 15th of the school year following their displacement from their previous non-temporary position, this is considered grounds for nonrenewal of their contract.

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Superintendents should communicate and collaborate with principals and staff in making assignments, but those are—and should be—district-level decisions.

From comments made by the sponsor, Senator Steve Litzow (R-Mercer Island), it was crystal clear that SB 5242 was part of an accountability package being pushed by him and his Majority Coalition Caucus colleagues. He stated that the Legislature is going to be holding schools accountable by providing a letter-grade designation (see discussion of SB 5328 earlier in this *TWIO*). In talking with principals, Litzow noted that they are concerned about being held accountable without the opportunity to have adequate control over their own schools. This bill is intended to provide that flexibility. Unfortunately, there is a misconception about how schools operate. Principals, as a building-level leader, do not hire or fire staff. The superintendent (on behalf and with the school board) makes employment decisions. We argued that superintendents should—and usually do—communicate and collaborate with principals and staff in making assignments, but ultimately those are—and should be—district-level decisions, not building-level decisions.

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We continue to advocate for a significant down payment for *McCleary*. We've pegged that down payment at approximately \$1.7 billion.

The Senate Majority Coalition Caucus are certain to have a package of bills ready to put on the table as bargaining chips as a crucial part of this session's end game.

On Friday afternoon, the House Education Committee closed out its week with a work session focusing on the Educational Opportunity Gap. Committee members heard presentations on: the Recruiting Washington Teachers program; education initiatives from the state's Ethnic Commissions and the Tribal Leader Congress; and the **Office of Native Education's report to the Legislature**. Finally, the Educational Opportunity Gap Oversight & Accountability Committee provided a briefing on its **report to the Legislature**.

## End Game Politics

This week, several major education policy “reforms” were heard in the Senate (with more hearings coming next week). We have seen some of the bills in recent years, but they have had little-to-no movement due to the composition of the Legislature—and, more specifically, due to the Chairs of the two Education Committees (Representative Sharon Santos (D-Seattle) in the House and Senator Rosemary McAuliffe (D-Bethel) in the Senate). With a new conservative (and reform-minded) Majority Coalition Caucus in charge of the Senate, we expected to see a series of these types of bills being introduced. We even expected some of them to be heard. What most of us were not expecting was so many of these bills would be introduced so early and heard so early—with some of them looking like they will be moved to executive action soon. Most of the bills will have little opportunity for movement in the House.

So, why all the activity on these bills? One reason is simple human nature. Republicans in the Senate have been in the minority long enough that there is a high level of pent up energy and this is their opportunity to express their ideas. The other possible explanation is more calculated and disconcerting. With pressure mounting from the education advocates (and the weight of the Supreme Court), it seems rather unlikely that this session would adjourn without the Legislature providing some level of basic education enhancements in an attempt to comply the *McCleary* decision. The real questions are: “How much will that investment be?” and “What will the basic education enhancement cost?”

We continue to advocate for a significant down payment for *McCleary*. We've pegged that down payment at approximately \$1.7 billion. (Using the Joint Task Force on Education Funding's spending plan of a nearly \$4.5 billion biennial enhancement as a base, steady progress in the next two years would require approximately \$1.7 billion.) Other numbers are being floated, including Governor Gregoire's going-away-budget proposal of \$1.0 billion. In the coming weeks, other even less flush numbers will be floated. For example, leaders in the Senate Majority Coalition Caucus have indicated their belief that *McCleary* will require between \$500 million and \$1.5 billion this session (the lower number is garnering the most focus in that caucus). So, again, it is looking more and more likely that the Legislature will provide a down payment, but we will have to continue to fight to ensure that investment is significant, rather than a token.

Given the recent resistance to address *McCleary*, one has to question the potential change of heart, especially in the Senate Majority Coalition Caucus. I doubt they had an epiphany that the Supreme Court is serious about its charge and *McCleary* must be addressed. I fear they have (and know they have) a significant amount of leverage when it comes to budget negotiations. Last session, we saw the Roadkill Caucus, with just a handful of members, take the Legislature hostage over a set of “reform” bills. And we saw the House cave to those demands to adopt a budget that they had a major hand in crafting. Even if the House declines to adopt—or even hear—the Senate's education accountability or reform bills, the Senate Majority Coalition Caucus are certain to have a package of bills (many, but not all, of them education-related) ready to put on the table as bargaining chips as a crucial part of this session's end game.

The reasons continue to mount as to why educators have to be engaged with their legislators this session. We have to press the entire session to ensure any basic education enhancement is significant—and we have to push to ensure those dollars are flexible enough. We

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Legislators need to know your thoughts.  
Contact them. Often.

The 2013 WASA Legislative Guide,  
available on the WASA website, has  
been updated.

also have to keep a close eye on policy issues—even those issues that do appear to have any chance of success. Legislators need to know your thoughts. Contact them. Often.

**E-Comments Accepted**

Administrators are busy. At the same time, you **MUST** be engaged in this Legislative Session if we expect to have success. In addition to e-mail, a toll-free legislative hotline, and other means of contact, the Legislature has provided another tool to assist in advocating. Individuals can comment on any bill introduced, whether it is heard or not, through the Legislature's E-Comment service. Simply go to the [Legislature's website](#), click on "**Bill Information**" and type in the four-digit bill number you want to comment on. (For easier access, you can use the Bill Watch at the end of this *TWIO*.) At the top of the page, to the right of the bill number is a green box that reads "Comment on this bill." Click the box and jot down a quick note (the first time you use the system you do have to set up an account).

This is a new system, so it is unclear how effective it might be; however, utilizing a new, but untested, advocacy tool is certainly better than doing nothing at all.

**New Senator Appointed**

Following the November election, two senators resigned their seats. Their replacements were appointed before WASA finalized the 2013 Legislative Guide. A third senator, however, only recently resigned and was replaced. Senator Jerome Delvin, in the 8th legislative district, was elected to a seat on the Benton County Commission in November and waited until recently to relinquish his seat in the State Senate. Sharon Brown has been appointed to this seat. The 2013 WASA [Legislative Guide](#), available on the WASA website, has been updated to reflect this change.

**AEA**

By Mitch Denning

On Tuesday, in House Appropriations, AEA signed in support of HB 1067, enhancing the basic education formula to support teacher evaluation. This bill would add 0.15 FTE to the K–6, 7–8, and 9–12 grade levels of the prototypical school models. We feel the bill is necessary to provide support for building principals due to their additional responsibilities in implementing the new teacher evaluation system.

On Wednesday, Steve Story, facilities director, Bethel SD; WAMOA president; Larry Quarnstrom, maintenance supervisor, Rochester SD; WAMOA legislative chair; and I met with 23 members of the House Capital Budget and Senate Ways & Means Committees. We discussed the Governor's 2013–15 Capital Budget (HB 1089), and urged support for the School Construction Assistance Program, the Small School Repair Program, and Energy Efficiency Grants. The latter are not included in the Governor's budget, and Story and Quarnstrom shared the positive results of energy dollars saved through local district projects in part funded by 2011–13 OSPI energy grants. There was good support for HB 1089, and we found a need to communicate the successes of previous energy grants with the Senate Republicans.

On Thursday, Lisa Chatterton, nutrition services supervisor, Franklin Pierce SD; WSNA past-president; Chris Neal, nutrition services director, Highline SD; WSNA president-elect; and I met with 24 members of the House Education and Appropriations Committees, the Senate Early Learning/K–12, and Ways & Means Committees. We urged these members to maintain the school nutrition funding in the Governor's 2013–15 Operating Budget (HB 1087). The members expressed excellent support for this funding.

## Pensions and Health Benefits

By John Kvamme

Sponsors and signatures were obtained on five pension bills important to some of our association members this past week. They will arrive with bill numbers on introduction sheets of both the House and Senate early next week. Again, they include the following: Two Month Problem; Plan 2 Access to PEBB; ERF Retiree to 867 Hour Postretirement Employment; Plan 3 Vesting; and Rule of 85.

Meetings have been held with key legislators from both Houses, the Governor's policy staff, and stakeholder representatives regarding the status of K-12 health benefits after the passage of ESSB 5940 last legislative session. At this point it is too early to know what, if anything may happen with this issue during this legislative session. The Insurance Commissioner's Office has adopted rules for carrier reporting; however no reporting rules beyond the RCWs from the bill have been developed for districts.

Additional information on introduced pension bills and anticipated pension bills can be found in this session's first "Retirement and Health Benefit Bill Watch" found on our association's [website](#).

# 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 4

3:30–5:30 p.m.  
House Appropriations  
House Hearing Room A

Senate Ways & Means  
Senate Hearing Room 4

### Tuesdays

1:30–3:25 p.m.  
House Education  
House Hearing Room A

3:30–5:30 p.m.  
House Appropriations  
House Hearing Room A

Senate Ways & Means  
Senate Hearing Room 4

### Wednesdays

1:30–3:25 a.m.  
Senate Early Learning & K–12 Education  
Senate Hearing Room 4

3:30–5:30 p.m.  
House Appropriations Subcommittee  
on Education  
House Hearing Room A

Senate Ways & Means  
Senate Hearing Room 4

### Thursdays

8–9:55 a.m.  
House Education  
House Hearing Room A

3:30–5:30 p.m.  
House Appropriations  
House Hearing Room A

Senate Ways & Means  
Senate Hearing Room 4

### Fridays

8:00–9:25 a.m.  
Senate Early Learning & K–12 Education  
Senate Hearing Room 4

1:30–3:25 p.m.  
House Education  
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 14, 2013

First Day of Session.

### February 22, 2013

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

### March 1, 2013

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

### March 13, 2013

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

### April 3, 2013

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

### April 9, 2013

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

### April 17, 2013\*

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, 2013

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	Prime
<a href="#">HB 1015</a>	Reducing costs by reducing state assessment requirements.	H Education	McCoy
<a href="#">HB 1019</a>	Regarding identification of requestors of public records.	H Govt Ops & Ele	Haler
<a href="#">HB 1037</a>	Establishing a cost-recovery mechanism for public records sought for commercial purposes.	H Govt Ops & Ele	Moeller
<a href="#">HB 1050</a>	Authorizing government agencies to sell naming rights of public facilities.	H Govt Ops & Elec	Angel
<a href="#">HB 1054</a>	Regarding the allocation of one-half of one percent of original public school construction for equipment and technology purposes.	H Cap Budget	Angel
<a href="#">HB 1057</a>	Making 2013–2015 operating appropriations.	H Approps	Hunter
<a href="#">HB 1058</a>	Making 2013 supplemental operating appropriations.	H Approps	Hunter
<a href="#">HB 1067</a>	Enhancing the basic education allocation formula for principals, assistant principals, and other certificated building-level administrators to support the teacher evaluation program requirements of RCW 28A.405.100.	H Approps	Lytton
<a href="#">HB 1076</a>	Expanding participation in innovation academy cooperatives.	H Education	Haigh
<a href="#">HB 1077</a>	Authorizing the educational service district board to fill vacancies on the board of directors in second-class school districts with an at-large appointment if after one hundred twenty days a candidate from the director district cannot be recruited.	H Education	Haigh
<a href="#">HB 1088</a>	Concerning state general obligation bonds and related accounts.	H Cap Budget	Dunshee
<a href="#">HB 1089</a>	Adopting the 2013–2015 capital budget.	H Cap Budget	Dunshee
<a href="#">HB 1122</a>	Increasing revenues dedicated to basic education purposes.	H Finance	Carlyle
<a href="#">HB 1128</a>	Regarding local agencies' responses to public records requests.	H Local Govt	Takko
<a href="#">HB 1134</a>	Authorizing state-tribal education compact schools.	H Comm Dev, Hous	McCoy
<a href="#">HB 1144</a>	Regarding qualifications for educational interpreters.	H Education	Dahlquist
<a href="#">HB 1173</a>	Regarding the financial education public-private partnership.	H Education	Santos
<a href="#">HB 1174</a>	Complying with the state's constitutional duty to make ample provision for a basic education by prioritizing state funding for K–12 education and targeting state investments on reforms with the highest impact on student success.	H Approps	Dahlquist
<a href="#">HB 1177</a>	Modifying the education accountability system to allow state criteria, resources, and strategies to be used for assistance and intervention.	H Education	Lytton
<a href="#">HB 1178</a>	Authorizing alternative assessments of basic skills for teacher certification.	H Education	Lytton
<a href="#">HB 1197</a>	Concerning open public meetings.	H Govt Operation	Pollet
<a href="#">HB 1198</a>	Requiring training of public officials and employees regarding public records and open public meetings.	H Govt Operation	Pollet
<a href="#">HB 1208</a>	Establishing the digital college in the high school pilot project.	H Education	Reykdal
<a href="#">HB 1248</a>	Supporting music education for young children in public schools.	H Education	Maxwell
<a href="#">HB 1252</a>	Establishing the Washington K–12 online professional development project.	H Education	Stonier
<a href="#">HB 1255</a>	Concerning exemptions from prevailing wage for school plant facilities receiving state funding assistance through the school construction assistance program.	H Labor/Work Dev	Manweller
<a href="#">HB 1276</a>	Creating the dropout prevention through farm engagement pilot project.	H Education	Reykdal

HB 1283	Changing compulsory school attendance requirements for children six and seven years of age.	H Education	Maxwell
HB 1293	Requiring school districts to disclose information about required assessments.	H Education	Hope
HB 1298	Implementing the recommendations of the sunshine committee.	H Govt Operation	Springer
HB 1304	Authorizing approval of online school programs in private schools.	H Education	Hargrove
HB 1329	Creating a sales tax holiday for back-to-school clothing and supplies.	H Finance	Moeller
HB 1336	Increasing the capacity of school districts to recognize and respond to troubled youth.	H Education	Orwall
HB 1345	Regarding access to K–12 campuses for occupational or educational information.	H Education	Hayes
HB 1369	Using school days for meeting with parents and families as part of the Washington inventory of developing skills.	H Education	Lytton
HB 1397	Adding a requirement to sexual health education to include elements of and consequences for conviction of sexual offenses where the victim is a minor.	H Education	Orcutt
HB 1405	Creating a competitive grant program for informal science, technology, engineering, and mathematics education.	H Cap Budget	Liias
HB 1412	Making community service a high school graduation requirement.	H Education	Bergquist
HB 1413	Enacting the Washington voting rights act of 2013.	H Govt Operation	Moscoco
HB 1418	Regarding hours of availability of cities, towns, and special purpose districts for inspection and copying of public records.	H Govt Operations	Hunt
HB 1423	Providing for a single set of laws and procedures governing online learning.	H Education	Haigh
HB 1424	Enhancing the statewide K–12 dropout prevention, intervention, and re-engagement system.	H Education	Haigh
HB 1431	Regarding alternative learning experience courses.	H Education	Santos
HB 1450	Regarding assessments in public schools.	H Education	Hunt
HB 1452	Establishing accountability for student performance in third grade.	H Education	Dahlquist
HB 1472	Providing initiatives to improve and expand access to computer science education.	H Education	Hansen
HB 1475	Authorizing waivers of state requirements for school districts.	H Education	Magendanz
HB 1476	Establishing a performance-based grading system for schools and school districts.	H Education	Dahlquist
HB 1477	Providing flexibility for how school districts address truancy of students.	H Judiciary	Magendanz
HB 1492	Concerning waivers from school year requirements for purposes of economy and efficiency.	H Education	Klippert
HB 1505	Raising the minimum state funding assistance percentage for the school construction assistance program.	H Cap Budget	Pedersen
HB 1526	Creating a pilot project to increase enrollment of underrepresented students in the running start program.	H Education	Orwall
HB 1541	Expanding the types of medications that a public or private school employee may administer to include nasal spray.	H HC/Wellness	Klippert
HB 1556	Creating initiatives in high schools to save lives in the event of cardiac arrest.	H Education	Van De Wege
HB 1560	Implementing selected recommendations from the 2011 and 2013 reports of the quality education council.	H Education	Maxwell
HB 1562	Requiring funding for professional development for K–12 teachers.	H Education	Lytton
HB 1578	Placing epinephrine autoinjectors in schools.	H Education	Rodne

HJR 4201	Requiring a two-thirds majority vote for approval of tax increase legislation.	H Finance	Haler
HJR 4202	Requiring a balanced budget.	H Approps	Haler
SB 5018	Eliminating the requirement to purchase public art with appropriations made for construction of public buildings.	S Ways & Means	Benton
SB 5026	Creating a peer mentoring program to encourage elementary school students to attend college.	S Higher Ed	Hasegawa
SB 5033	Making 2013 supplemental operating appropriations.	S Ways & Means	Hill
SB 5034	Making 2013–2015 operating appropriations.	S Ways & Means	Hill
SB 5035	Adopting the 2013–2015 capital budget.	S Ways & Means	Honeyford
SB 5036	Concerning state general obligation bonds and related accounts.	S Ways & Means	Honeyford
SB 5038	Enhancing the basic education allocation formula for principals, assistant principals, and other certificated building-level administrators to support the teacher evaluation program requirements of RCW 28A.405.100.	S EL/K–12	McAuliffe
SB 5039	Increasing revenues dedicated to basic education purposes.	S Ways & Means	McAuliffe
SB 5094	Requiring notification of sex offenders attending schools.	S EL/K–12	Pearson
SB 5104	Placing epinephrine autoinjectors in schools.	S EL/K–12	Mullet
SB 5114	Regarding access to K–12 campuses for occupational or educational information.	S EL/K–12	Bailey
SB 5117	Regarding family involvement coordinators in public schools.	S EL/K–12	McAuliffe
SB 5132	Concerning the disclosure of estimated debt service costs.	S Ways & Means	Honeyford
SB 5138	Creating a council on state debt.	S Ways & Means	Parlette
SB 5146	Creating a competitive grant program for informal science, technology, engineering, and mathematics education.	S EL/K–12	Frocket
SB 5155	Regarding long-term suspension or expulsion from school.	S EL/K–12	McAuliffe
SB 5169	Implementing the recommendations of the sunshine committee.	S Govt Ops	Roach
SB 5172	Enacting the Ike act.	S EL/K–12	Tom
SB 5173	Excusing work and school absences for a reason of faith or conscience.	S Commerce and L	Hasegawa
SB 5180	Improving access to higher education for students with disabilities.	S Higher Ed	Shin
SB 5194	Reducing educational employee cost-of-living adjustments and bonuses.	S Ways & Means	Honeyford
SB 5197	Requiring additional safety features in school construction and remodeling.	S EL/K–12	Dammeier
SB 5198	Exempting personal information relating to children from public inspection and copying.	S HumServ/Corr	Darneille
SB 5232	Requiring the establishment of a medical emergency response and automated external defibrillator program for high schools.	S EL/K–12	McAuliffe
SB 5237	Establishing accountability for student performance in third grade.	S EL/K–12	Dammeier
SB 5242	Requiring policies regarding assignment of certificated instructional staff.	S EL/K–12	Litzow
SB 5243	Establishing policies to support academic acceleration for high school students.	S EL/K–12	Litzow
SB 5244	Regarding school suspensions and expulsions.	S EL/K–12	Litzow
SB 5245	Regarding the collection of student suspension and expulsion data.	S EL/K–12	Litzow
SB 5246	Clarifying the teacher and principal evaluation process with the intent of strengthening the process.	S EL/K–12	Litzow
SB 5278	Providing a salary bonus for teachers in high market demand subjects.	S EL/K–12	Carrell
SB 5301	Regarding student suspension and expulsion.	S EL/K–12	Rolfes
SB 5314	Identifying public schools as essential public facilities for the purposes of the growth management act.	S Govt Ops	Becker

SB 5328	Creating a school-grading program that relies on the accountability index.	S EL/K-12	Litzow
SB 5329	Creating the state superintendent school district.	S EL/K-12	Litzow
SB 5330	Improving student achievement and student outcomes.	S EL/K-12	Hargrove
SB 5365	Increasing the capacity of school districts to recognize and respond to troubled youth.	S EL/K-12	Rolfes
SB 5366	Requiring the office of the superintendent of public instruction to assist school districts in disclosing information about required assessments.	S EL/K-12	Rolfes
SB 5428	Creating initiatives in high schools to save lives in the event of cardiac arrest.	S EL/K-12	Schlicher
SB 5445	Funding capital projects.	S Ways & Means	Honeyford
SB 5451	Supporting music education for young children in public schools.	S EL/K-12	Shin
SB 5473	Enacting the Washington voting rights act of 2013.	S Govt Ops	Nelson
SB 5477	Delineating standard diplomas and applied diplomas.	S EL/K-12	Roach
SB 5483	Regarding the financial education public-private partnership.	S EL/K-12	Hobbs
SB 5491	Establishing statewide indicators of educational health.	S EL/K-12	McAuliffe
SB 5496	Authorizing approval of online school programs in private schools.	S EL/K-12	Braun
SB 5497	Concerning assault in the third degree against a school employee.	S EL/K-12	Fain
SB 5501	Reducing certain requirements affecting school districts.	S EL/K-12	Hobbs
SJR 8203	Amending the state Constitution to allow a reasonable suspicion standard in certain searches of students on school grounds.	S Law & Justice	Carrell

