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## About TWIO

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

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## Week 3 – January 23–27, 2017

### This Week in Review

The third week of session was jammed packed with many work sessions and public hearings in legislative Committees, along with some early executive action to move bills along the long legislative journey. Much work continues outside the Committee rooms as well—both in one-on-one meetings with legislators and also much claimed activity that we are not privy to behind-the-scenes. Most Committee agendas are lengthy as the list of bills continues to grow. Last week, we reported that nearly 1,000 bills, resolutions, and memorials had been introduced in the first two weeks of session. Well, it appears legislators are hitting their stride, as another 400 pieces of legislation were introduced this week, for a total of almost 1,400—an average of nine introductions per legislator.

The flood of legislation is sure to continue for several weeks, but thankfully the Legislature's self-imposed "cut-off" dates are already rapidly approaching. The house of origin policy committee cut-off date comes on February 17 (the Session Cutoff Calendar is a part of the *TWIO* Legislative Resources found later in this newsletter). Any bill remaining in its originating house policy committee after February 17 is technically dead (we will provide more details as these cut-off dates arrive). Literally hundreds of bills will die on the vine in one fell swoop. If your bill is caught in the killing fields, that is bad news, but the positive thing about this mass execution is that it allows (actually, forces) legislators to narrow their focus. With almost 1,400 bills being introduced in three short weeks, a huge amount of noise fills the arena and it is little wonder why legislators become so distracted.

### Committee Action

The two Education Committees took action on several bills this week, but also continued holding work sessions on a series of current K–12 issues. On Monday, the Senate Early Learning & K–12 Education Committee took a closer look at Career and Technical Education. First, the Committee heard from [Michael Werner](#), 2016 Regional Teacher of the Year from ESD 189 (Granite Falls High School, Granite Falls School District), who discussed his [perspectives on CTE](#). Staff from OSPI also provided an update on [Statewide CTE Course Equivalency](#).

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These presentations set up the backdrop for a public hearing on [SB 5183](#), which addresses CTE funding. The bill is mixed bag. Positively, the bill would tie CTE funding for Materials, Supplies, and Operating Costs (MSOC) to the general education funding for MSOC. The rate for CTE MSOC would be established in statute and it would be equal to a specified multiplier of general education funding. Historically, CTE and Skills Centers received an enhanced funding level for employee costs and Non-Employee Related Costs (formerly NERCs, now MSOC). Since the Prototypical School Funding Model was established, the general education amount provided for MSOC has been annually increased to meet a specific funding target set in statute. CTE and Skills Centers MSOCs, however, is set in the Operating Budget and it has not been increased. There is some concern that, while MSOCs are finally increased, the maximum indirect cost is reduced from the current 15 percent to five percent. Additionally, the allowable uses for CTE and Skills Center MSOC funds is specifically limited, with the stated goal of ensuring “the funds appropriated are used to the greatest extent possible for their intended purpose.” As discussed later in this newsletter, this type of philosophy (and spending restrictions) will be prevalent this session. CTE is a priority issue for Governor Inslee, new State Superintendent Reykdal, and many legislators; this bill or similar legislation is expected to move without much resistance.

The Committee also heard an unrelated—and more controversial—bill: [SB 5155](#), concerning suspension and expulsion of kindergarten and early elementary school students. The bill would prohibit school districts from suspending or expelling students enrolled in grades kindergarten through two, except when it is based on a firearm possession. The bill makes no allowance for other serious concerns, such as sexual assaults. The bill does allow school districts to remove any K–2 student from school for the remainder of a school day if there is immediate and continuing danger to students, staff, or the educational process; however, students—in any grade—may no longer be excluded by a teacher from a classroom and instructional or activity area for up to two days following a disruption of the educational process. Students in grades three through twelve may be excluded longer than a school day if the student has repeatedly disrupted the learning of other students.

SB 5155 also encourages school districts to implement evidence-based preventative or restorative programs that support students in meeting behavioral expectations and to train staff to implement those programs. While positive, there is no contemplation in the bill regarding the provision of funding to implement these programs. WSSDA continues to work on a model discipline policy required by last year’s [HB 1541](#) and the hope is this bill can be set aside and perhaps address these issues as a part of the forthcoming model policy.

Teacher—and other educator—shortages continues to be a hot issue in the Legislature. The House Education Committee took two hearings, on Monday and Tuesday, to address the issue. On Monday, House Committee staff provided a broad overview of educator shortage legislation that was introduced last session, with a focus and an update on the one, comprehensive bill that was ultimately adopted: [SB 6455](#). The bill, which included multiple strategies to address the teacher shortage, did the following:

- Required the development and implementation of a comprehensive, statewide initiative to increase the number of qualified individuals who apply for teaching positions in Washington, including recruiting activities and creating statewide recruitment and hiring services;
- Required certain out-of-state teachers to be issued a Washington professional certificate;
- Allowed certain early retired teachers to work as substitute teachers for up to 867 hours per year without a suspension of their pension benefits. Employing

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districts are required to compensate the district's substitute teachers at a rate that is at least 85 percent of the full daily state rate;

- Expanded Alternative Route to Teacher Certification programs;
- Required districts to report the number of teachers they plan to hire in the following year;
- Increased teacher mentoring support; and
- Added financial aid programs for individuals wishing to teach in subject or geographic shortage areas or Title I schools.

On Monday, the Committee also heard a [presentation from the Learning Policy Institute](#) (Linda Darling-Hammond). The presentation walked through teacher supply, demand, and shortage data across the country. Most of the presentation was a nationwide review of teacher shortages; however, one slide compared Washington data on “teaching attractiveness” (Slide 9), as compared to other states. The data showed our state is below average in: wage competitiveness; pupil-teacher ratio; teacher turn-over; and ratio of inexperienced teachers in high- vs. low-minority schools. Washington was considered above average in: classroom autonomy; collegiality within the school; teacher qualifications; and ratio of uncertified teachers in high- vs. low-minority schools.

The teacher shortage discussion continued Tuesday with presentations from OSPI and the Professional Educator Standards Board (PESB), followed by a panel of educators from across the state. The [OSPI presentation](#) reviewed the current status of teacher shortages in Washington and also reviewed actions to address the shortage issue. The [PESB presentation](#) also reviewed the current status of teacher shortages from their perspective with a deeper discussion on certification issues.

Following the review of a pile of data, a panel of educators provided their “real world” in the field perspective on educator shortages and discussed some of the impacts a teacher shortage has on their job. On the panel were administrators (Gene Sementi, West Valley-Spokane; Dave Smith, Newport; and Clover Codd, Seattle), a principal, a teacher, and speech language pathologist.

The Senate Early Learning & K–12 Education Committee took time on Tuesday to review compensation data compiled by the consultant hired by the Education Funding Task Force. The firm that completed the report was 3Si; however, because their contract has been fulfilled, staff from the Washington State Institute for Public Policy (WSIPP) provided the report. (WSIPP was the organization that actually hired the consultants and managed the contract.) The [3Si report](#) provided to the Task Force in November was chock-full of data. The [WSIPP report](#) provided to the Senate Ed Committee was a slimmed down, more high level overview of the consultant's report. Given that the Education Funding Task Force completely failed to fulfill its statutory requirement to submit a report with recommendations (they failed to provide recommendations AND failed to even provide a report), it is interesting the Senate Ed Committee—controlled by the Republicans—took the time to review a core part of the Task Force's work. Hopefully, this is a signal that they really are taking the compensation issue seriously and they are working to refine an education funding plan (more on that later).

On Thursday, the House Education Committee heard one bill and adopted another. The Committee held a public hearing on [HB 1115](#), a returning issue dealing paraeducators. The Committee took testimony on a Proposed Substitute. The original bill, like bills introduced previously, would (among other things): adopt statewide minimum standards for paraeducators; require paraeducators to receive a new paraeducator certificate; and establish a new Paraeducator Board to develop rules for an advanced paraeducator endorsement. We have opposed these bills in the past because they would be very costly, but would not provide any financial assistance to school districts. Under the Proposed

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Substitute, a very slimmed down version of the bill, would: remove the requirement for a paraeducator certificate and instead would require school districts to provide training to paraeducators—using state-funded professional learning hours; make “specialty certificates” in Special Education and English Language Learner optional, rather than required; eliminate the requirement for the new Paraeducator Board to develop rules for an advanced paraeducator endorsement; and expand the current Pipeline for Paraeducators program. In testimony, WASA indicated we were “Other,” that is, not supporting, but not opposing. We noted that, while we agree that paraeducators are a valuable part of the education system and we would like to see paraeducators receive additional training and support, we have consistently opposed this bills in the past because they simply go too far and fail to provide for the necessary funding to adequately implement the program without overly burdening local school districts. Because most of the costly requirements in the bill were stripped out of the Proposed Substitute, we could withdraw our blanket opposition. There remain concerns with the new bill, however, and we were reticent to fully endorse the bill. In testifying in support of the bill, the sponsor stated that the optional licensure “could lead to higher pay” for paraeducators (indicating that this was a positive aspect of the bill). This is the main reason for our concern. In our testimony, we clearly raised the fear that we believed this WILL lead to an EXPECTATION of higher pay—with no financial assistance provided to districts. We noted this concern and added that it was ironic that this bill might put an additional compensation burden on local levies at the same time the Legislature is contemplating reducing levies and addressing the unconstitutional overreliance on levies.

The House Education Committee also took executive action and adopted [HB 1046](#), dealing with Certificates of Academic Achievement. The bill would eliminate the Certificate of Academic Achievement and the Certificate of Individual Achievement, “delinking” the Certificates from high school graduation requirements. Alternative assessments, a substitute for achieving a Certificate would also be eliminated. OSPI and the State Board would still be required to develop and revise a statewide assessment system for students in reading, writing, math, and science. This issue which continues to linger appears to be catching some momentum. The bill was adopted by the Committee with a strong bipartisan vote of 17–2. It now advances to the House Rules Committee and awaits action by the full House.

The 2016 Supplemental Capital Construction Budget included funding for pilot projects and reviews of the use of cross-laminated timber (CLT), including in school construction. On Friday, the House Capital Budget Committee held a work session regarding some of those reviews. The Committee heard presentations on a few different projects. A group of architects reviewed the [K–12 Modular Classroom Pilot Project](#). Last Session, the Department of Enterprise Services (DES) was provided with \$5.5 million to purchase modular classrooms in five school districts. Those modular classrooms were encouraged to be built with CLT as part of a pilot project regarding the use of CLT and other mass timber products. Information was provided on the cost, CLT use, and suggested improvements. Washington State University provided a [report on the use of CLT](#) and a third presentation was provided about [further opportunities to use CLT](#).

### **House Rules Fight**

At the beginning of each biennial session, the Legislature adopts new Rules—“new” in the sense that they have to be reauthorized, but there are seldom major changes. Each house adopts its own rules, and together the two houses adopt a set of joint rules. When the Legislature convened on January 9, one of the first orders of business in the House was to adopt temporary rules ([HR 4601](#)). Following that adoption, Leadership in the two House Caucuses meet to discuss any potential changes and a new Resolution is introduced to adopt permanent rules (at least until the end of the biennium). On Wednesday, [HR 4610](#) was introduced and moved to the House Floor for adoption, usually a rather perfunctory, noncontroversial matter. Two proposed amendments were waiting

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on the “bar,” however. The first was essentially a technical matter—the amendment increased the size of two Standing Committees. The amendment easily passed without any real debate. The second amendment was definitely not technical in nature. The proposed amendment would implement a “Fund Education First” requirement. Similar to legislation that is regularly introduced (including this session: [HB 1021](#)), this Rule would require a K–12 budget (“for the purposes of basic education” and “other K–12 education purposes”) to be enacted into law before the House would be allowed to take a final passage vote on legislation to adopt the remaining Operating Budget or Transportation Budget. The amendment failed on party lines, with all 50 Democrats voting No and all 48 Republicans voting Yes.

### **Senate in Chaos?**

Following the 2016 General Election, Republicans in the Senate held a razor-thin majority. In fact, numerically, Republicans are outnumbered by the Democrats 24 to 25. Senator Tim Sheldon (D-Shelton), however, continues to caucus with the Republicans, shifting the balance of power to the Republican-led Majority Coalition Caucus. Earlier this week, rumors were circulating that Senator Doug Ericksen (R-Ferndale) had accepted a job with President Trump. Soon it became clear that he had, in fact, been appointed as Communications Director for the Environmental Protection Agency; however, this post was a temporary position to assist with the transition from the Obama Administration to the Trump Administration. Even though the job is in Washington, D.C., Ericksen made it clear he had no intention of resigning his seat. He would fly back-and-forth between the two Washingtons, as necessary, and hold both jobs. On Tuesday, during the Republican’s regular media availability, Senate Majority Leader Mark Schoesler (R-Ritzville) made it clear that the Senate would continue to function and there was no reason to believe otherwise.

Within an hour of this media availability, however, things changed dramatically. Senator Brian Dansel (R-Republic) announced he, too, had accepted a job with the Trump Administration. Unlike Ericksen’s appointment, Dansel’s assignment as Special Assistant to the Secretary of Agriculture is a permanent position. In announcing he had accepted this position, Dansel announced his resignation from the Senate, effective immediately. This left the Senate with a 24 to 24 tie. The Washington State Republican Party announced they were already working with Precinct Committee Officers in Dansel’s 7th Legislative District to quickly bring them together for a meeting and start the process of appointing a replacement. PCOs must select 3 candidates for the position. Those candidates then go before local County Commissioners who will choose to appoint one of the three choices forwarded by the PCOs. The 7th District is spread across five counties and a joint meeting between all of those Commissioners must be scheduled to make a final decision. The target date for completing this process is February 6. Assuming a replacement is selected February 6, that gives Democrats more than a week to cause mischief.

Democrats have already announced they will attempt to use this tie to their advantage. Word from both the Democratic and Republican Caucuses is that Leadership in the respective Caucuses have been huddling with their legal counsel to determine what can and cannot be done. The Republicans have a further disadvantage if Ericksen is out of town. Democrats, with only 24 votes, cannot pass any bills on final passage because votes on final passage require a “constitutional majority of senators elected or appointed.” Even with 48 (rather than the full 49) senators, 25 votes are still required for final passage. Many other votes, however, such as procedural actions take a “majority of members present.” If Ericksen is unavailable, a majority of 47 members is 24.

This morning, the Senate convened for a Pro Forma Session. A Pro Forma Session is used to allow procedural business to occur without bringing the full Senate together. During this time messages are received and transmitted and other minor business is conducted. It is typical for a Pro Forma Session to last just a few minutes and often the

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only people in the Chamber are the Majority Floor Leader and a Presiding Officer (although that person is rarely the Lt. Governor). When the Senate convened today, however, it was clear this would be no typical Pro Forma. All 24 Democrats were present...along with the Majority Floor Leader, Senator Joe Fain (R-Auburn). Following Sen. Fain's motions to dispense with the reading of the journal and assigning bills to committees, there was a break in the action and Democrat and Republican Leaders huddled—presumably to discuss what was to happen next.

When folks returned to the Floor, Minority Floor Leader Marko Liias (D-Lynnwood) took action to bring a Resolution before the body. The Resolution, [SR 8609](#), if adopted would amend the Senate's permanent Rules. There were two key pieces to the amendment: (1) it would eliminate the current rule (Rule 53) that requires any amendments to the Operating Budget to receive a 60 percent super-majority vote of the body to be adopted; and (2) it would amend Rule 48, which is the procedural rule used to bring a bill from Committee straight to the Floor. Currently, to take this action, it requires a majority vote of "senators elected or appointed." As noted above, even though there is a vacancy in the Senate, 25 votes would still be required. The proposed amendment would change this to a majority vote of "senators present." If this amendment was adopted, the Democrats could immediately move to bring [HB 1059](#), the Levy Cliff bill, to the Floor—presuming Sen. Fain remained the only Republican in the Chamber. If the entire Caucus returned to the Floor, however, Democrats likely could still prevail. Assuming there was a partisan vote, the motion would receive 24 Yes votes and 24 No votes, but Lt. Governor Habib would likely support the motion and could vote Yes to break the tie.

Sen. Fain vigorously objected to the motion to debate and act upon SR 8609. He walked through a history of previous parliamentary rulings by the previous Lt. Governor, Brad Owen, and argued that allowing substantive action during a Pro Forma Session sets a dangerous precedent. He noted that typically only two senators, usually both from the Majority party, are present during Pro Forma Sessions and he argued if the Rules were amended as proposed, he could, essentially by himself in the middle of the night, adopt a change to the Rules. He presented a potential Rule change: allowing all senators to wear sweatpants on the Floor and only allow senators to approach the Senate dais if they were seeking to top off their mugs with tasty hot chocolate. He noted the Rule change was silly, but said he was trying to make the point that the actions attempted on the Floor today were outrageous.

At this point, the Senate went at Ease to allow the Lt. Governor to review the issues and make a ruling. As this newsletter was being finalized, the Lt. Governor had not yet made his ruling, although it seems likely he would rule the Resolution out of order.

If this whole situation is not complicated enough, Senator Michael Baumgartner (R-Spokane) is also rumored to be in-line for a Trump appointment. He has been out of town recently and speculation is he has been in D.C. He denies that he has been in the other Washington and says he is not seeking any assignment with Trump; however, rumors continue to swirl. Two issues have increased the speculation. First, he has been out of town multiple days since the session convened, but it is unclear where he has been. The second issue has further heightened the speculation. Baumgartner is a prolific "tweeter." A couple of years ago, Baumgartner, who is furious about the Supreme Court's actions on *McCleary*, tweeted a picture of a bag of sand and a hammer, with a message indicating this was his response to the Court's Orders (that is, "go pound sand"). Because his messages are often so caustic, he has a large following among the Olympia crowd; however, earlier this week, his Twitter account was completely scrubbed. All his previous messages were deleted. It is not often someone will completely wipe their social media accounts, unless they are fearful of someone looking at their past missives—and a federal appointment would presumably entail some type of background checks.

## Budget Update

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When the Economic & Revenue Forecast Council adopted the state's [four-year Budget Outlook in November](#), there was a projected *negative* \$1.49 billion Ending Fund Balance in 2017–19. The projected revenue shortfall is exponentially worse in the 2019–21 biennium. Remember, the Legislature is required not only to adopt a “balanced budget,” but a balanced budget over four years. In November, the Forecast Council projected the 2019–21 Ending Fund Balance to be a whopping *negative* \$7.4 billion.

The Forecast Council adopts a four-year Budget Outlook in November, prior to the release of the governor's budget request. After the governor presents his budget proposal, the Forecast Council updates the Outlook, based on the proposed budget. On Tuesday, the Forecast Council adopted an [updated Outlook](#), which projects a \$268 million Ending Fund Balance in 2017–19. Even with the governor's proposals to raise revenue (\$4.35 billion in 2017–19 increasing to \$7.01 billion in 2019–21), the projected Ending Fund Balance in 2019–21 is a *negative* \$2.04 billion. Even if you add the difficult-to-access Budget Stabilization Account, Total Reserves are still in the red (*negative* \$596 million). Given this scenario, the governor has also requested legislation ([HB 1438](#)) to suspend the four-year balanced budget requirement in 2017–19, 2019–21, and 2021–23.

Part of the reason for such large projected deficits in the return of I-1351. Remember, voters approved I-1351 in November 2014. The Initiative reduces class sizes in all grades, K–12, and increases allocations for non-teacher employees. As required by the Initiative, half of the required increases were to be funded in 2015–17, with full implementation in 2017–19. Due the massive projected costs, the 2015 Legislature delayed implementation. Implementation of the Initiative is scheduled to begin in 2019–21 (again, with fifty percent of the costs in 2019–21, followed by full implementation in 2021–23).

Legislators in both houses and all four caucuses are starting to talk about further delaying I-1351. Some legislators have also floated the idea of outright repealing the Initiative. There will likely be political motivation to repeal I-1351; however, that may prove to be difficult. The Initiative specified that the annual increases called for are to be considered basic education. Remember, the Court has clarified the Legislature cannot cut or alter basic education simply for financial reasons. Reductions are not specifically prohibited; however, cuts to basic education must be for educational reasons. For several years, Senate Republicans have argued that class size reduction in the upper grades has little-to-no impact on student learning, so they have already laid the groundwork for nixing class size reductions beyond K–3.

The Economic & Revenue Forecast Council is scheduled to release an update to the Revenue Forecast on March 16. Typically, this is the launching pad for legislative budget proposals. Very often we will see the first legislative budget released the week after the Revenue Forecast is updated. It appears likely that legislative proposals will be unveiled earlier than the norm this year. Senate Republicans have introduced legislation to move the spring Revenue Forecast update to mid-February (prior to Feb. 20). Currently, the Revenue Forecast is updated in mid-March during the long session and mid-February during the short, supplemental session. [SB 5114](#) would require the Forecast to be updated by Feb. 20 every year. Even if this bill fails to pass, it seems likely we will see a budget release prior to March. It is the Senate's turn this biennium to start the budget process and it is possible they could release their initial budget in the next few weeks.

## Levy Cliff Update

By now, either by reading earlier pieces of this newsletter or through other sources, you know that [HB 1059](#) (delaying the Levy Cliff) was adopted by the full House. The bill was moved to Third Reading and Final Passage on Monday. Even though the House Republican Leadership locked down the Caucus on the bill when it was moved

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out of the House Appropriations Committee, they kept their promise not to lock down the Caucus on the Floor. Given freedom to vote their conscience, 12 Republicans joined all 50 Democrats to pass the bill onto the Senate. While not as strong as the 91–7 vote last session, adopting a contentious bill (that continues to become more and more partisan) with a vote of 62–35 (one excused) sends a powerful message to the Senate.

Moving this bill from the Senate will be tough; however, we have our first shot on Monday. Senate Leadership relented and has agreed to hear the bill. HB 1059 will receive a public hearing in the Senate Ways & Means Committee on Monday, January 30, at 3:30 p.m. If you are available to testify—or even just attend and sign in—you are encouraged to do so. The Senate Republicans will not be easily swayed, but strong showing of administrators and other educators would be very helpful and could move the needle.

## Education Funding Plans

When I initially sat down to write this week’s *TWIO*, I was prepared to walk through a series of rumors and a list of probable—or at least potential—pieces we expected to see in the forthcoming Education Funding Plan from the Senate Republicans. Well, this morning we were able to set aside our assumptions (well, most of them) and focus on the actual details of their plan. A plan was expected to be released “soon,” but Leadership had started talking about a target date in the first week of February, so we were a bit surprised when the plan was unveiled today. There was no press conference or other public release, however. Senate Republican leaders briefed the press corp and the news started to slowly be disseminated on newspaper websites, Twitter and Facebook.

Senate Republicans had been ridiculing the [Democratic plan](#) (released to the Education Funding Task Force on January 4), calling it a “spending plan” with no detail and no bill to implement it. Interestingly enough, Republicans released a fairly comprehensive set of [the plan’s major components](#), along with a broad [overview of the plan](#), yet they have no bill. We are still trying to wade through the details—and we have more questions than answers—so we will not provide a substantive analysis here. You are encouraged to review the details of the plan. It has not yet been confirmed, however, Senator John Braun (R-Chehalis), Chair of the Ways & Means Committee has reportedly said he will hold a hearing on the proposal on Monday—either along-side or in place of HB 1059. (The proposal, as we were starting to guess, will include a one-year delay in the levy cliff.)

Again, we are still wading through the plan, but here are a few key points:

- A flat statewide property tax levy would be established to raise about \$2 billion per year. This new property tax levy would replace local levies—that is, school district M&O levies would not be reduced, they would be eliminated.
- A per student model would be implemented, providing schools with a basic amount of \$10,000 per student and varying increases per student in “poverty zones,” \$7,500 for special-needs students, \$1,500 for homeless students and \$1,000 for English Language Learners. Districts would be guaranteed at least \$12,500 per student, with additional funding for small school districts.
- Beginning teacher salaries would increase to \$45,000 per year. The top five percent of teachers would get bonuses between \$25,000 to \$50,000. Language would explicitly state all funding for school salaries would come from the state. School employees would also be prohibited from striking.
- The plan would also repeal Initiative 1351.
- It is important to note as well that the plan would be subject to a statewide referendum. Voters would have an opportunity to approve or reject the package at the November General Election.

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As you review the details of this plan, let us know your thoughts. Love it or hate it, this plan has become the launching point for negotiations—that will likely proceed throughout the course of this session.

### ***McCleary v. State***

We continue to encourage you to “tell your story” as you advocate for full funding of basic education and other education priorities. Well, Carter McCleary certainly has a story to tell—and he is speaking out. Carter, a senior at Chimacum High School, is the son of Stephanie McCleary, the lead plaintiff in the education funding lawsuit named after her. The following is an op-ed piece prepared by Carter, providing his personal perspective of the historic *McCleary v. State* case. This piece has been published in the Seattle Times, and has also been accepted for publication in the Everett Herald, Vancouver Columbian, Yakima Herald-Republic and several weeklies.

#### **By Carter McCleary**

I was just a 7-year-old kid in second grade when my family filed the lawsuit that bears our last name. They did it for me and for my big sister Kelsey and for every other kid getting short-changed in public schools all across Washington.

Today, I'm 17 and a senior in high school. Kelsey is 23 and a senior in college. It's too late for us. But it's not too late for a million other kids who'll be in our schools next year.

As the Legislature begins work this month to do what the courts have told them to do in the *McCleary* school funding case, I hope legislators won't continue delaying. When the legislative session ends, I hope I can proudly say that everything my family fought for over the last 10 years mattered.

Of course, when my family filed this lawsuit in 2007, I was too young to understand it all. But then we won the case in 2010 and the court ordered the State to stop violating students' rights! I thought things would start to change right away at my school.

Wow, was I wrong.

Even after the Supreme Court upheld our victory in 2012, we still don't have new textbooks or enough of them for every student in my school. (My calculus book this year was published in 1994.) We still don't have real, dedicated computer labs or enough advanced classes, especially in STEM subjects. (I never did get the chance to take chemistry, which would have helped my plans to study engineering in college.) We still can take only two years of a foreign language, and my only choices are Spanish and French. We still crowd into classrooms and have doors falling off bathroom stalls.

I started getting involved with the case first-hand when I was a teenager. I remember the first time I went to a hearing at the Washington State Supreme Court, listening to the state's lawyer promise over and over again that the “ample” funding required by the constitution was coming soon. But that wasn't true, and the Supreme Court later found the state in contempt.

I'm embarrassed for legislators. Aren't they supposed to be law-makers instead of law-breakers? How could people elected to represent us refuse to obey the law?

Now, time's run out. Legislators have to do something this year. I'm frustrated that it's taking them so long to do what they've always known our state

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constitution requires them to do: amply fund all our K–12 public schools first, before anything else, because that’s their “paramount duty”.

I’m old enough and smart enough to understand that it won’t be easy. Fully complying with the court orders and our constitution will require legislators to invest billions more dollars in our public schools. But we don’t elect people to do easy things. We elect them to do what’s right.

It’s right to obey court orders and our constitution, to be statesman first and a Republican or Democrat second, to put what’s best for our state and our future above politics. It’s right to give each and every kid in our K–12 public schools the great education promised by our constitution.

It’s finally time, isn’t it?

## **AEA**

By Mitch Denning

On Tuesday, Paul Harris, Tacoma SD, WAMOA Legislative Chair, and I met with 28 senators and representatives, most of whom are either on the House Capital Budget or Senate Ways & Means Committees, or interested in K–12 capital projects. Our simple message was that we support (1) the K–12 portion of the Governor’s 2017–19 Capital Budget, especially the grants that WAMOA helps OSPI to administrate, and (2) the formation of a School Construction Funding Task Force to review and act upon the work of the School Construction Technical Working Group, capital budget staff from House Capital Budget and Senate Ways & Means, which met during the interim on specific topics, and presented their information at January 2017 work sessions of both committees.

On Wednesday, WSNA members on our Meals For Kids Legislative Committee, Leeda Beha, Bethel SD, Vickie Ayers, Bethel SD, Paula Gaultieri, Northshore SD, and Pam Fobes, WSNA industry rep, and I met with 29 senators and representatives most of whom are members of House Education, House Appropriations, Senate Early Learning K–12, and Senate Ways & Means Committees. We discussed our two 2017 WSNA priorities, which include (1) maintaining school nutrition funding in the 2017–19 biennium, which the Governor’s budget does, and (2) changing of the RCW dealing with the definition of instructional hours. In order to accommodate schools that serve breakfast in the classroom, we’re supporting the provision in [HB 1508](#), which allows a school district to count as instructional time, classroom instruction that happens simultaneously with the consumption of breakfast, as long as the meal doesn’t interfere with the proper functioning of the instructional activity.

WSNA has also been working on proposed amendments to HB 1508, the WA Kids Ready to Learn Act of 2017, which involve (1) flexibility in the use of WA grown food in the breakfast after the bell service model, and (2) funding the elimination of the pre-K and 4–12 schools’ reduced price co-pay, beginning in the 2017–18 SY with elementary schools in high poverty school districts, and concluding in the 2018–19 SY in non-high poverty districts’ elementary schools, and following the same pattern in secondary schools during each year of the 2019–21 biennium. This methodology brings about fairness among schools within a school district in implementing the co-pay elimination and makes this new program much easier to communicate to parents.

## Pensions/Health Benefits

By Fred Yancey – The Nexus Group

I'm going to retire and live off my savings.  
What I'll do the second day, I have no idea.

Anonymous

*This Week in Olympia:*  
**Week 3, January 23-27, 2017**  
*continued*

### A. Legislative report

#### Cost of Living Increases (COLA)

As a reminder, the COLA for TRS/PERS Plans 1 members was eliminated by legislative fiat in 2011. Thanks to the efforts of WASA and the Washington State School Retirees' Association (WSSRA) there is a base pension amount, currently around \$1,700 that still receives a COLA. However, since that time there has been no increase in the pension of many other members who receive more than the base amount. In fact, around 53% receive less than \$24,000/year, and 82% receive less than \$30,000/year. The cost of living has not been frozen while pensions for those members have remained flat.

[HB 1484](#) Signed by Representatives Dolan, Johnson, Stonier, McCaslin, Bergquist, McBride, Pollet, Doglio, Slatter, Gregerson, Jinkins, Ryu, Santos, Cody, Peterson, Sells, Chapman, Senn, Macri, Sawyer, Orwall, Appleton, Haler, Tarleton, Muri, Condotta, Frame, Riccelli, Lovick, Ormsby, Stanford, and Kagi was introduced.

It would provide a one-time enhanced retirement benefit for TRS/PERS 1 Plans members to his/her monthly benefit of \$2 per year of earned service credit. As an example, a retiree with 30 years, the increase would be \$720.

A public hearing was held on January 26 before the House Appropriations Committee. Over 15 persons testified and put a face on what it means to be retired on 60% of a teacher's salary with no cost of living increase. Remember, these plans were closed in 1977 so these retirees are the oldest group where salaries were also low by today's standards. The struggle will be to get this bill or its companion through the Senate.

Its companion bill, [SB 5556](#) signed by Senators Hunt, Miloscia (R), Hawkins (R), Palumbo, Zeiger (R), Walsh (R), and Liias was just introduced and is awaiting assignment to Ways & Means.

#### Family and Medical Leave

[HB 1116](#) Signed by Representatives Robinson, Doglio, Senn, Reeves, Gregerson, Frame, Lytton, Kagi, Stonier, Tarleton, Jinkins, Ortiz-Self, Ormsby, Macri, Riccelli, Tharinger, Appleton, Stanford, Peterson, McBride, Kloba, Kirby, Dolan, Hudgins, Wylie, Slatter, Santos, Pollet, Farrell, Bergquist, Goodman, and Sells. Companion/identical bill, [SB 5032](#) by Senator Keiser.

Implementing Family and Medical Leave Insurance, was introduced at the start of this Session. This bill would allow workers to care for family members with a serious health condition or to recover from their own serious health condition and deal with exigencies arising out of the military service of a family member. It would require the employment security department to establish and administer a family and medical leave insurance program funded by a charge paid by both employers and employees in order to pay family and medical leave insurance benefits.

This bill was passed out of the Labor and Workplace Standards Committee on a 4/3 partisan vote. Representatives Sells, Gregerson, Doglio, and Frame voted to advance the bill. The Senate companion has not yet been scheduled for a public hearing.

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*This Week in Olympia:*  
**Week 3, January 23-27, 2017**  
*continued*

**SB 5149** Signed by Senators Fain, Hobbs, Braun.

Addressing Paid Family Leave is a variation on the theme above. The major difference is that the employee is the only one who is assessed a payroll fee to fund this type of leave. No hearing has yet to be scheduled.

**HB 1447** Addressing Equal Pay has also been introduced. The short summary is that equal positions are required to have equal pay, although factors like seniority and job descriptions can come into play to create differences. Another aspect of the bill is that employees have the right to ask other employees how much they are making. This bill was heard and has not yet been scheduled for Executive Action.

WASA has not taken a position on this set of bills.

### **Extending optional uses for retirees**

Three bills have been proposed to allow some other work options for retirees. The same limit to 867 maximum is in place if you work prior to age 65.

**HB 1685/SB 5497** would allow retired teachers to be hired as mentors. Both bills are awaiting hearings before their respective education committee.

**SB 5310** would allow retired teachers to be hired as coaches. This bill is waiting scheduling before the Senate Ways & Means Committee.

## **B. Technical report, for those that are interested**

This concerns a Supreme Court case (Dolan v King County (2011) that will potentially affect pension rates. A brief summary is in order:

In Dolan, the Supreme Court of Washington determined that the employees of the private firms that provided public defense services in King County were “employees” of King County for purposes of PERS. Therefore, they were entitled to earn pension credit and benefits.

The proposed settlement between King County and the public defender employees granted about 925 class members up to 34 years of service credit retroactively as far back as 1978 even though these members as well as King County had never made contributions to the state retirement system. For example, a present ‘employee’ with 30+ years of service could retire today with full benefits for which he/she has never contributed toward while working.

Plaintiffs’ experts estimate the present value of these benefits at about \$130 million. This is an unfunded liability to the state.

King County would contribute about \$31 million to DRS (\$19 million net after attorney fees) to cover what should have been paid over the years and the new members and this group of retirees would make no employee contributions to PERS for past service credit.

The Department of Retirement Systems (DRS) has formally notified the parties of their “grave concerns regarding certain provisions of the parties’ settlement agreement.” In particular, DRS has stated that the state is owed at a minimum \$65 million dollars in lost interest income that would have accrued if King County made regular contributions. This interest is used to help pay for pensions. A recent Pierce County judge ruled that King County should only be liable for \$10.5 million dollars. DRS is appealing. If DRS loses this appeal, the added costs/drain on the present pension system would have its impact socialized with all members and employers paying an increased rate to cover the increased liability.

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*This Week in Olympia:*  
**Week 3, January 23-27, 2017**  
*continued*

## C. Future thinking report

As the school year continues to unfold, or as you read the *TWIO*, some of you may be considering retirement. Below in a Q/A format is information that addresses an important point to consider when calculating years of service.

1) When I began as an administrator, I lost two months of service credit. What's that about?

If you are a teacher, service credit (years of experience) is calculated from a year that runs from September 1 through September 1. If you are an administrator, service credit runs from July 1 through July 1. So, if you were a teacher and moved into school administration, you 'lose' two months of service credit. For example, if you retired from being an administrator after 30 years of service, the Department of Retirement Systems (DRS) would show that you had 29 years, 10 months of service credit. In effect, you have 'lost' the two months' credit for teaching.

2) How can I make up those lost two months?

There is little likelihood of a legislative fix, but there are some options. One of the first steps in planning for retirement is to estimate your benefit. This link takes you to that page: <http://www.drs.wa.gov/benefit-estimators/html/>

You can input your estimated date of retirement. You should input both July 1 of the year you expect to retire and have the estimator calculate your benefit, and you should input September 1 of the year you expect to retire and see the result. Technically, you have never 'lost' the two months as a teacher. They have just become phantoms in the system due to the calendar years for the different positions. You are still entitled to that credit.

So you have a decision to make. If you forgo collecting your first retirement check until September 1, you will have full service credit. If you choose July 1 as your retirement date, you will lose two months of pension checks. If the difference in the benefit is enough to justify the wait, then you may decide to do so. If not, then choose July 1.



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# Legislative Resources

## Committee Meeting Schedule

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

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

### Mondays

#### 1:30–3:25 p.m.

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

House Education  
House Hearing Room A

#### 3:30–5:30 p.m.

Senate Ways & Means  
Senate Hearing Room 4

House Appropriations  
House Hearing Room A

### Tuesdays

#### 1:30–3:25 p.m.

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

House Education  
House Hearing Room A

#### 3:30–5:30 p.m.

Senate Ways & Means  
Senate Hearing Room 4

### Wednesdays

#### 3:30–5:30 p.m.

Senate Ways & Means  
Senate Hearing Room 4

House Appropriations  
House Hearing Room A

### Thursdays

#### 8–9:55 a.m.

House Education  
House Hearing Room A

#### 1:30–3:25 p.m.

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

#### 3:30–5:30 p.m.

Senate Ways & Means  
Senate Hearing Room 4

House Appropriations  
House Hearing Room A

## Useful Links

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

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

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

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

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

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

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

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

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

## Session Cutoff Calendar

### January 9, 2017

First Day of Session.

### February 17, 2017

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

### February 24, 2017

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

### March 8, 2017

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

### March 29, 2017

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

### April 4, 2017

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

### April 12, 2017\*

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

### April 23, 2017

Last day allowed for regular session under state constitution.

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

## Bill Watch

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

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

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

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

<a href="#">HB 1628</a>	Foster care/education success	H Education	Kagi
<a href="#">HB 1643</a>	Teacher loan forgiveness program	H Education	Ortiz-Self
<a href="#">HB 1644</a>	Teacher shortage	H Education	Ortiz-Self
<a href="#">HB 1645</a>	Educator shortage TO	H Education	Ortiz-Self
<a href="#">HB 1654</a>	Teacher certification	H Education	McCaslin
<a href="#">HB 1664</a>	Teaching effectiveness	H Education	Caldier
<a href="#">HB 1666</a>	Tax preferences approval	H Finance	Santos
<a href="#">HB 1684</a>	Innovative supplemental contracts	H Education	Santos
<a href="#">HB 1685</a>	Retired teachers as mentors	H Education	Santos
<a href="#">HB 1686</a>	Bilingual instruction definitions	H Education	Santos
<a href="#">HB 1687</a>	Gangs in schools' task force	H Education	Santos
<a href="#">HB 1688</a>	Open education resources project	H Education	Santos
<a href="#">HB 1689</a>	Student transportation allocation	H Appropriations	Santos
<a href="#">HB 1690</a>	Bilingual instruction report	H Education	Santos
<a href="#">HB 1691</a>	Teacher & principal evaluation program	H Education	Harris
<a href="#">HB 1694</a>	Public school construction	H Capital Budget	MacEwen
<a href="#">HB 1703</a>	School safety planning	H Education	Pollet
<a href="#">HB 1705</a>	Flexibility schools & zones	H Education	Kirby
<a href="#">HB 1706</a>	Civics test/high school graduation	H Education	Chandler
<a href="#">HJM 4001</a>	Occupational portability	H Rules R	Sawyer
<a href="#">HJR 4200</a>	Debt guarantee/infrastructure	H Capital Budget	DeBolt
<a href="#">SB 5013</a>	Tenant property, disposition	S Rules 2	Warnick
<a href="#">SB 5017</a>	Student loan information	S Higher Education	Bailey
<a href="#">SB 5019</a>	Ballots, prepaid postage	S State Government	Hasegawa
<a href="#">SB 5022</a>	Education loan information	S Higher Education	Bailey
<a href="#">SB 5023</a>	School levy lid revisions/delay	S Early Learning/K-12	Wellman
<a href="#">SB 5028</a>	Native American curriculum	S Higher Education	McCoy
<a href="#">SB 5031</a>	Uniform money services act	S Rules 2	Angel
<a href="#">SB 5047</a>	Operating Supplemental Budget 2017	S Ways & Means	Braun
<a href="#">SB 5048</a>	Operating Budget 2017-2019	S Ways & Means	Braun
<a href="#">SB 5054</a>	Safety belts in school buses	S Transportation	Dansel
<a href="#">SB 5064</a>	Student freedom of expression	S Early Learning/K-12	Fain
<a href="#">SB 5066</a>	Zero-based budget reviews	S State Government	Miloscia

<a href="#">SB 5067</a>	Voting rights	S State Government	Miloscia
<a href="#">SB 5068</a>	District-based elections	S State Government	Miloscia
<a href="#">SB 5070</a>	Paraeducators	S Early Learning/K–12	Rivers
<a href="#">SB 5076</a>	School district bonds	S Ways & Means	Mullet
<a href="#">SB 5086</a>	Capital Budget 2017–2019	S Ways & Means	Honeyford
<a href="#">SB 5090</a>	State general obligation bonds	S Ways & Means	Honeyford
<a href="#">SB 5095</a>	Transportation Supplemental Budget 2015–2017	S Transportation	King
<a href="#">SB 5096</a>	Transportation Budget 2017–2019	S Transportation	King
<a href="#">SB 5107</a>	Early learning opportunities	S Early Learning/K–12	Billig
<a href="#">SB 5111</a>	Capital gains excise tax	S Ways & Means	Braun
<a href="#">SB 5112</a>	Tax preferences	S Ways & Means	Braun
<a href="#">SB 5113</a>	B&O tax/education	S Ways & Means	Braun
<a href="#">SB 5114</a>	Quarterly revenue forecasts	S Rules 2	Braun
<a href="#">SB 5115</a>	School director compensation	S Early Learning/K–12	Carlyle
<a href="#">SB 5117</a>	Military students/extracurricular	S Early Learning/K–12	Rolfes
<a href="#">SB 5120</a>	Employment after government service	S State Government	Carlyle
<a href="#">SB 5127</a>	Carbon pollution tax	S Ways & Means	Braun
<a href="#">SB 5129</a>	Charter schools/athletics	S Early Learning/K–12	Hunt
<a href="#">SB 5142</a>	Educational interpreters	S Early Learning/K–12	Kuderer
<a href="#">SB 5149</a>	Paid family leave	S Commerce/Labor/Sports	Fain
<a href="#">SB 5151</a>	Ballot measure committees	S State Government	Fain
<a href="#">SB 5155</a>	K–2 suspension and expulsion	S Early Learning/K–12	Billig
<a href="#">SB 5166</a>	Sales tax/indebtedness	S Ways & Means	Ericksen
<a href="#">SB 5183</a>	Career & technical education	S Early Learning/K–12	Rolfes
<a href="#">SB 5202</a>	High school assessments	S Early Learning/K–12	Baumgartner
<a href="#">SB 5203</a>	Transit infrastructure/youth court	S Human Services/Mental Health	Wilson
<a href="#">SB 5206</a>	Career & tech education/elementary school	S Early Learning/K–12	Chase
<a href="#">SB 5216</a>	Firearms/hunting education	S Early Learning/K–12	O’Ban
<a href="#">SB 5217</a>	Teacher certification	S Early Learning/K–12	Zeiger
<a href="#">SB 5226</a>	School district liability	S Law & Justice	Zeiger
<a href="#">SB 5236</a>	Civic learning partnership	S Early Learning/K–12	Zeiger
<a href="#">SB 5238</a>	Teaching cursive in schools	S Early Learning/K–12	Warnick
<a href="#">SB 5241</a>	Foster care/education success	S Early Learning/K–12	Carlyle