



# TWIO

*This Week In Olympia*

January 10, 2022

## Opening Day Special Edition



### About TWIO

*This Week in Olympia (TWIO)* is published by WASA in support of our members and members of our partners in WASBO, WSPA, and AEA.

TWIO is emailed each Friday during the Legislative Session and archived on WASA's website at <https://wasa-oly.org/WASA/TWIO>.



### 2022 Session Preview

This afternoon, January 10, 2022, the Legislature convened its second year of the 67th Biennial Session. This “short” session is limited to 60 days. Typically, second-year supplemental sessions have a heavy focus on policy issues and budget actions are limited to making minor tweaks to the two-year budgets (Operating, Capital, and Transportation) adopted in the previous long session. The 2022 Session, however, appears to be shaping up to be anything but “typical.”

First, the COVID virus, which continues to be a major feature in our daily lives, will impact the Legislature—again. To be sure, it will be a focus of many budget and policy items, but it will also impact the Legislature’s operations. Last year, the Legislature held its first ever “remote” session, with the public barred from the Capitol Campus and with most legislative activity conducted online. A few months ago, both the House and Senate modified their 2021 COVID operating plans, allowing limited public access to some facilities, including Senate offices and the galleries in both chambers. All 49 Senators were expected to be in-person during Floor Sessions and in the House, although all 98 members were not required to be in-person, most members were expected to be present. Then Omicron hit. In the last few weeks, both houses revised their operating plans, again locking down in-person action. The Senate will have limited in-person participation in Floor Sessions (maximum of eight Majority Democrats and seven Minority Republicans) and House Floor Sessions will be conducted with just a few members in the Chamber (the presiding officer, along with two Majority Democrats and two Minority Republicans). Facilities for both the House and Senate have been closed to the public, and while a decision has not yet been made, the Legislative Building is expected to be closed to the public as well. Leadership in both houses have indicated that they will continue to review their plans throughout the session, with the potential of allowing for more in-person activities; however, at least the start of the 2022 Session will look similar to the unique (thought to be “once-in-a-lifetime”) 2021 virtual session.

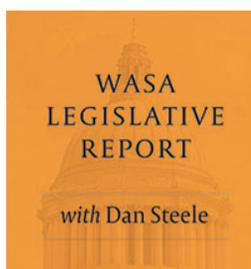
As the Legislature continues in its virtual mode, there will still be opportunities to participate in the process—and, for some, it will be even easier to participate. More on that below.

Second, supplemental sessions are an opportunity to focus on policy issues without being bogged down by ongoing budget discussions and negotiations. In the 2022 Session, a multitude of bills will be introduced, heard, and otherwise acted upon (before session even began, almost 600 bills were prefiled—a huge number of bills which will be added to the almost 800 bills from 2021 that will be automatically

## This Week in Olympia: Opening Day Special Edition

Continued

### WASA Legislative Report Podcast



The Podcast will be available on a regular basis on the [WASA website](#), or [subscribe to the Report](#) via multiple podcast apps.

Join us at the 2022  
WASA•WSSDA•WASBO  
Legislative Conference,  
January 30. Register now  
at [www.wasa-oly.org/Leg22](http://www.wasa-oly.org/Leg22)

reactivated for this session). In a typical short session these policy bills would be the emphasis of the Legislature. Certainly, they will be an integral piece of the action; however, budget discussions are expected to be more intensive than the norm.

Following the 2020 Session, the economy fell into a pit, with the state's [Economic & Revenue Forecast Council](#) projecting an \$8.8 billion budget shortfall in the remainder of the 2019–21 budget and extending to the 2021–23 budget. Interestingly enough, revenue projections have come in well-above previous estimates every quarter since that chilling June 2020 forecast. The September 2020 forecast halved the projected shortfall to \$4.3 billion and the November 2020 forecast showed a \$3.3 billion shortfall (although, if expected caseload savings and reserves were combined, the shortfall would have essentially been eliminated). By the time the March 2021 forecast was released—which the Legislature used as a basis to adopt the new, two-year 2021–23 Operating Budget—projected revenues had returned to the level they were expected to be in February 2020. And revenue continues to climb, with projected increases in the June, September, and November 2021 forecasts.

Entering the 2022 Session, there is an expected \$6.7 billion “surplus” (which combines funds in the Unrestricted Ending Fund Balance [\$6.1 billion] and the Budget Stabilization Account [\$563 million]). This astounding figure does not include \$1.0 billion available in the Washington Rescue Transition Account (established last year as an extra cushion to protect the budget), nor the remaining \$1.3 billion in federal funds available in the Coronavirus Fiscal Recovery Fund. The surplus number also does not include a nearly \$1.0 billion *reduction* in Maintenance Level spending (that is, changes in the cost of government entitlement programs). Altogether, there is approximately \$10.0 billion in available revenues. To put the number in context, the current 2021–23 Operating Budget appropriates just over \$59.0 billion. Not even the most liberal or progressive legislator will expect to spend all of this available revenue; however, this is a significant amount of money available to legislators, especially in a “non-budget” session.

We already have an indication about how the budget could be adjusted, and adjusted significantly upward. As required by law, Governor Inslee released his [2022 Supplemental Operating Budget](#) request in mid-December. He proposes Policy Level (discretionary spending on enhanced or new programs) increases of almost \$4.2 billion. His proposal also includes a \$1.1 billion “savings” in his Maintenance Level proposal, bringing his total request to just under \$3.0 billion. To understand how Inslee’s proposed significant increase (a 5.1 percent increase over the underlying 2021–23 budget and an increase of 18.2 percent above the 2019–21 budget) is beyond the norm, simply compare this \$3.0 billion increase with his 2020 Supplemental Operating Budget, which requested an increase of just over \$834 million (\$478 million in caseload costs and \$336 million in policy requests).

For further information on Governor Inslee’s budget, see WASA’s [Dec. 17, 2021 Special Edition of TWIO](#).

## Engaging in the 2022 Session

WASA continues to encourage an increased involvement of our members in advocacy—specifically, our non-superintendent members. Superintendents generally are in the lead for most, if not all, of your district’s advocacy efforts—and they should continue to be the lead in terms of direction, voice, and priorities. We strongly encourage non-superintendents, however, to join with their superintendents to enhance your district’s voice—and WASA’s impact—by getting more involved in telling your district’s “story.”

The continuing remote nature of this session provides even more—and easier—opportunities for engagement. This is especially true for administrators representing school districts which are far from Olympia. Rather than taking a full day for travel (sometimes in bad winter weather) to meet with your legislators or provide testimony on a bill, you can participate from your office desk or kitchen table.

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

Last session, understanding the need to allow constituents to participate in the process during a remote session, both the House and Senate established a new system to allow for remote participation in legislative Committee hearings. That will continue in 2022. First, as they have been for several years, all hearings (and Floor sessions) will be streamed on [TVW](#). Most of the activities will be live and all legislative activities will be archived to watch later.

Additionally, all Committee hearings will continue virtually, allowing remote testimony, written testimony, and an option to simply note for the record your position (support or oppose) on legislation. In order to participate in a particular hearing, you must first register for the meeting.

The process to register is similar in both the House and Senate, however, there are two separate registrations. If you wish to participate in a House hearing, use the [House Committee Sign-in](#). If you wish to participate in a Senate hearing, use the [Senate Committee Sign-in](#). The process is fully explained on these pages, but in short, simply click on the Committee, the hearing, and the bill on which you would like to provide comments. At this point, you have the option to provide live testimony, submit written comments, or state your position for the record. The pages also have detailed instructions on how to connect to the meetings: [House instructions](#) and [Senate instructions](#).

There are some guidelines that you should be aware of. To provide live testimony, you must register at least one hour before the hearing begins. You will then be e-mailed a Zoom link with instructions how to connect to the meeting. It is important to remember that your testimony time will likely be very limited (potentially as little as one or two minutes)—and registering does not guarantee that you will be allowed to testify. There are also time limits for written testimony; the window for written testimony will close 24 hours after the start time of the hearing.

In addition to the direct links above, you can also visit the Legislature’s [“Participating in the Process”](#) page. This page includes links to the registration sites noted above, as well as two additional links. The [first link](#) takes you to a list of legislators that you can email. Find the legislator you would like to communicate with and click on their name. A form will pop up for you to fill out with your message, which will be emailed directly to that legislator. Sending an email from your own account probably is more likely to catch a legislator’s attention; however, this is a quick and easy option to connect. If you do not know who your legislators are, the Legislature’s website provides a [“district finder.”](#) When you fill in your address, the site will display your three legislators, with links to their webpage. If you use the district finder, you will have to determine if you should use your home address or the address of your school district. Remember that your school district may be represented by multiple legislative districts; however, the district finder will only display legislators that represent the specific address you provide.

The [second additional link](#) sends you to the “Bill Information” page. Enter a bill number and on the bill’s webpage, hit the green “Comment on this bill” button. This will send you to the same form as the “Send an email” link above; however, the bill on which you wish to provide comments is already input. Again, it is more personal and impactful to send an email from your own account; however, this is a quick and easy way to submit comments.

To keep track of when bills of interest will be heard, you can follow the Legislature’s [Committee schedule](#) page. You can check schedules by each day, a week, or longer. (Note, however, that Committee weekly hearing schedules become available on the previous Thursday. In other words, if you look too far ahead, you will likely receive a notice saying, “No Meetings Found.”) These *TWIO* newsletters will also provide scheduling information for many of the key bills that need to be addressed by administrators. To see the full list of bills of interest to administrators, see the end of this and every *TWIO* newsletter—or visit WASA’s [Bill Watch page](#) on the WASA website.

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

The Committee schedule page also includes agendas and Committee documents (including bill language, bill reports, amendments, and staff or agency presentations) which may be of interest. The posted documents, however, are usually not available to the public until the hearing has started.

Virtual participation is a simple process and the Legislature’s webpage provides easy to follow instructions. Of course, if you run into trouble or cannot find a particular bill, please contact us and we can provide assistance. Your engagement is crucial to our success and we want to make it as easy and comfortable for you as possible. To support your advocacy efforts, WASA will continue to provide resources and assistance, including our [2022 Legislative Platform](#) (discussed below); these [TWIO](#) newsletters (published Fridays); and our legislative [podcast](#) (available Monday or Tuesday each week).

We also know that advocacy may be new to you, but it does not have to be hard, time-consuming, or intimidating. To ease you into your advocacy role, especially if you have not engaged in the process before, we encourage you to check out WASA’s advocacy webinar, “Finding Your Voice—The Importance of Legislative Advocacy,” presented in December. Included are tips, tools, and resources to help you engage with the Legislature and effectively advocate for your schools, your students, and your staff. The [webinar](#) recording and the [presentation](#) materials are available on the WASA website.

## **2022 WASA Legislative Platform**

WASA has once again established a set of bold legislative priorities which clearly request what we believe our students and districts NEED, rather than asking for anything less than what is essential. Of course, we will be strategic and pragmatic in an effort to achieve as many “wins” as possible—but not at the expense of being honest with legislators and the public about what is needed to provide each of our students a quality education. Ultimately, it is a question about how “success” is defined. Asking for less than what is needed and achieving it is a defeat. We will ask for exactly what we need, and try to gain as much from those requests as possible, all the while laying the groundwork and building momentum for a real win later.

It is clear our work will be cut out for us this session. Even given the historic budget surplus discussed above, we are heading down a difficult road. The competition for resources will be fierce, as every interest group will be at the trough—and K–12 education is in a unique and difficult position. Many legislators still suffer from so-called “*McCleary* fatigue,” believing education has been given all that is needed from the *McCleary* “solution” adopted in 2017 and 2018. And those that were not in the Legislature when HB 2242 (2017) and SB 6362 (2018) were adopted have different reasons for believing that K–12 “got theirs.” In the 2021–23 Operating Budget adopted last session, K–12 education received a substantial funding increase of almost \$4.0 billion. While that is true, almost \$3.0 billion of the total was one-time funding coming from federal pandemic relief. The remaining increase of \$960 million also included significant amounts of one-time funding.

The general public, like many legislators, is also ready to focus on priorities other than education. Last week, the annual [Crosscut.Elway Poll](#) was released with some sobering results. Each year, Elway Research conducts a poll of registered voters prior to the start of the legislative session. One of the standard, benchmark questions asked in each poll over the past 30 years is: “What are the most important issues the Legislature should focus on during this session?” Answers to the question are open-ended (that is, a list is not presented to the respondent, they provide their own answer without any prompting). Thirty-two percent responded “Economy,” while only eight percent mentioned “Education.” Education fell to the bottom tier of responses, with six issues mentioned more than Education: “Economy,” “Coronavirus,” “Social Issues/Homelessness,” “Government,” “Taxes,” and “Public Safety.”

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

If legislators do not believe K–12 education needs more than what we have already been given and the public is focusing on priorities other than K–12 education, school administrators have even more of a reason to actively engage in this session. If we do not keep K–12 education on legislators’ radar and in their minds, we have little hope of our issues being addressed.

What is on our list? [WASA’s 2022 Legislative Platform](#), developed by WASA’s Legislation & Finance Committee and adopted by WASA’s Board of Directors, includes five planks, as described below.

#### UPDATE STAFF ALLOCATIONS

In 2009 and 2010, the Legislature overhauled the education funding system. They threw out the previous “staff-ratio-per-thousand-students” paradigm and implemented a new Prototypical School Funding Model (PSFM). In 2010, the Legislature implemented the technical details of the new basic education distribution formula, providing specific building-level staff for each prototypical school. The original staffing allocations were funded at artificially low ratios, based on historic staffing ratios, in order to ensure the conversion to a new system was cost neutral—with a stated intent to phase-in and provide for “adequate” staffing levels. Unfortunately, the Legislature has yet to make good on its commitment and staffing allocations for most positions have remained the same since the Model was first implemented.

In 2014, to force action on updated ratios, Initiative 1351 was introduced by the people. Known as the “Class Size Initiative,” because of required class size reductions, the Initiative also included phased-in increases in staffing allocations in the Prototypical School Funding Model. I-1351 was adopted by the voters in 2014; however, staffing ratios have never been updated as required because the Legislature first took action to delay the implementation of the increases, then as part of the 2017 *McCleary* “solution” they repealed the implementation schedule. While repealing the phase-in schedule the bill identified the Legislature’s intent to review and prioritize future K–12 staffing ratios. To that end, the bill required OSPI to establish a Staffing Enrichment Workgroup, comprised of education stakeholders to recommend a phase-in plan for the K–12 staffing enhancements, as approved by the voters in Initiative 1351. At the end of 2019, the [Staffing Enrichment Workgroup](#) submitted its report to the Legislature, recommending a six-year phase-in of staffing enhancements in the PSFM, essentially mirroring the values adopted in I-1351.

In 2020, legislation was introduced to establish in statute a phase-in plan to increase K–12 staffing allocations in the Prototypical School Funding Model, implementing the recommendations of OSPI’s Staffing Enrichment Workgroup. The Senate bill had a perfunctory hearing and the House bill was never acted upon at all. In 2021, legislators essentially ignored the issue.

The centerpiece of WASA’s 2022 legislative agenda continues to be the strong support of a phase-in of updated ratios to achieve more realistic state-funded staffing levels in all schools. This is one of those issues that will require a big lift and while we continue to advocate for a complete update of the current staffing ratios in the Model, we have taken the more pragmatic approach by asking the Legislature to begin a phase-in process, beginning with investments in physical, social, and emotional support staff to meet students’ needs for: mental health, social health, emotional health, behavioral health, and safety.

The support for a student-focused initial phase-in of updated staffing allocations has broad support in the education community. The School Funding Coalition, comprised of almost 8,000 leaders in seven statewide education management associations (WASA, WASBO, WSSDA, WSPA, AWSP, AEA, and AESD), continues to maintain a singular focus: advocating for updated staffing ratios in the Prototypical School Funding Model. In October, the Coalition developed and disseminated a [Priority Statement](#) on the issue. While the Coalition is only

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

comprised of Washington's major education management associations, other associations have expressed strong support for this issue, including WEA, PSE, and WPTA.

Superintendent Reykdal also strongly supports the issue; increased staffing allocations is a major component of OSPI's [2022 Decision Package](#). His specific request is to phase in full funding for [school nurses](#), while allowing flexibility to use those nurse funds within the broad group of staff to support the health, social, and emotional needs of students. These positions include: social workers, psychologists, guidance counselors, family engagement specialists, and staff and student safety personnel.

Governor Inslee's 2022 Supplemental Operating Budget request takes the OSPI position on staffing allocation a step further. Rather than providing full funding for school nurses and flexibility to use the funds for other health positions, the governor's request would increase staffing allocations for school nurses, social workers, counselors, and psychologists in elementary, middle, and high schools.

Legislation to implement Reykdal's and Inslee's requests have already been introduced and will be heard this week. Inslee's [SB 5595](#) is scheduled to be heard in the Senate Early Learning & K-12 Education Committee on Wednesday, January 12 at 10:30 a.m.; Reykdal's [HB 1664](#) will be heard in the House Education Committee on Thursday, January 13, at 1:30 p.m.

**PROVIDE CONSISTENT, EQUITABLE, AND AMPLE EDUCATION RESOURCES**

When the Legislature adopted legislation to resolve the *McCleary* funding lawsuit, the intent was to ensure basic education was fully funded and reduce or eliminate funding inequities in the system. Unfortunately, even though the Supreme Court declared the Legislature was in full compliance with the constitution and the Court's order and relinquished jurisdiction in the case, not all educational programs are fully funded and many of the previous inequities between districts were exacerbated.

This plank in WASA's Legislative Platform urges the Legislature to promptly address some of the most urgent deficiencies in the new funding system. Priority issues are: Pupil Transportation; Special Education; Regionalization & Experience Factors; and Technology/Connectivity.

- **Fix Pupil Transportation.** Under the current Pupil Transportation funding model (STARS), many districts experience significant funding gaps, receiving state allocations well-below their actual costs. The Office of Financial Management recently conducted an [analysis of Pupil Transportation](#) and found the current STARS model will not provide adequate resources to school districts. OFM recommended, at the very least, that more funding be provided to the system.

Providing additional resources might be a short-term fix; however, the funding formula desperately needs to be revised. This is a high priority item for many education associations, and key legislators have stepped up to assist with a solution. Bills in both the House and Senate are intended to provide greater transparency and predictability in funding. [HB 1808](#) requires district transportation costs for special education students, homeless students (under the federal McKinney-Vento Act), and students in foster care to be fully reimbursed as a first step. OSPI would be required to conduct an analysis of school district transportation costs and allocations by January 1, 2025. The resultant data will inform the Legislature as they continue to revise the student transportation allocation model. A hearing on this bill has not yet been scheduled; however, it is expected to be heard.

There is also a Senate version of the bill, [SB 5581](#). While not a companion, it is very similar. SB 5581 also addresses funding of special education students, homeless students (under McKinney-Vento), and students in foster care as a first step. Additionally, this bill requires a similar analysis to be conducted by OSPI to inform legislators as the pupil transportation

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

formula continues to be revised. SB 5581 is scheduled to be heard in the Senate Early Learning & K–12 Education Committee on Wednesday, January 12, 10:30 a.m.

- **Fully Fund Special Education.** Special education, probably the most easily definable basic education program, continues to be underfunded. Credit is due to the Legislature for significantly increasing funding for special education in the last few years; however, increased funding does not equal “full funding,” unless those additional appropriations eliminate the current, documented underfunding. Until special education is indeed fully funded, school districts will continue to have to use local levy dollars to backfill the funding gap—even though under current law it is illegal to use levy dollars to fund basic education programs. What is a district to do? Illegally use levy funds for basic education or illegally deny special education students an appropriate education? This is an untenable choice that districts should not even have to consider.
- **Adjust Regionalization/Experience Factors.** Regionalization and Experience Factors are intended to ensure school districts can provide fair and equitable salaries to staff, allowing districts to hire the best teachers available. Regionalization Factors, however, have intensified rather than lessened inequities between districts. Similarly, Experience Factors were intended to lessen inequities; however, as currently implemented, additional funding only assists one-fifth of the state’s school districts because the calculation is overly limiting.

We have been asking regionalization to be reviewed and revised since it was first implemented in 2017. Similarly, we have been asking for an update of experience factors since they were first implemented in 2018. Unfortunately, we have been blocked by an issue of timing (not to mention a lack of interest in solving the problem). When we initially urged the Legislature to review and revise these programs, the response was that we needed to give the factors some time to be fully implemented to see if they worked as they should. Now, we’re on the back end of a timing issue. When the Salary Allocation Model and Staff Mix was repealed (replaced with a statewide average allocation, adjusted by regionalization and further adjusted with an experience factor), the legislation required a regular review and “rebase” to ensure the system was working appropriately and adequately funded. The first required rebase must be done in the 2023 Legislative Session (as a part of the 2023–25 Operating Budget). Legislators who were unwilling to address regionalization and/or experience factors previously because it was “too early” will likely be the same legislators who will argue that we are too close to the rebasing review and will ask us to wait until 2023.

By the way, the [K–12 Basic Education Compensation Advisory Committee](#), charged with performing the rebasing review and providing recommendations began meeting in December and will be meeting through the summer. They are scheduled (and required) to have recommendations to the Legislature by September 30, 2022. This early due date will allow the recommendations to impact the governor’s budget request and will allow legislators an early review well-before the 2023 Legislature convenes. It is our understanding that the Committee plans to accelerate the timeline and release recommendations before they are officially due, allowing OSPI’s 2023–25 Decision Package to include necessary requests. You are encouraged to keep tabs on this Committee’s work, as recommendations could have dramatic impacts on funding—and potentially bargaining, as most of the recommendations will address compensation issues.

Regardless of the timing of the rebasing review, there is legislation to update the experience factor. [HB 1419](#), introduced last year, would allow the experience factor to move. Right now, it is a static number. If your district was eligible for the four percent bump in 2018 you continue to

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

receive it regardless of the increase or decrease of your staff experience or education attainment. Similarly, if your district was not eligible for the four percent bump in 2018, you are locked out of receiving it, regardless of changes in your staff experience or education attainment.

HB 1419 would change the experience factor eligibility from above average experience AND above average education to above average experience OR above average education. The two components would have two separate factors—your district could receive one or the other; however, if your district was above average in both components, you would receive the full four percent bump as is in current law. If your district is currently ineligible, but staff experience and/or education moves above average, the bump would be provided. Additionally, if your district receives the experience factor, but due to retirement or other staff movement, you become ineligible, the district would not immediately lose the four percent factor. Instead, it would be phased down.

No action was taken on HB 1419 last session and likely has an uphill climb in 2022; however, sponsors are pressing for at least a public hearing so the issue can be addressed—with the likelihood that it would be passed off to the K–12 Basic Education Compensation Advisory Committee for their consideration and potential inclusion in their forthcoming recommendations.

- **Provide State-of-the-Art Technology and Connectivity.** The COVID-19 outbreak exposed the current technology gap, including availability and affordability of devices and broadband connectivity. The 2021 Legislature provided significant funding to extend broadband across the state—substantially more than they have ever invested. Additional funding and policy implementation is still needed and will likely be discussed. This is one of those issues that is beyond just an educational issue, and the hope is that as other local governments continue to seek expansion of broadband, K–12 can jump on the bandwagon.

In terms of availability and affordability of devices, more work needs to be done here as well. Technology and connectivity, however, are issues that have broad, bipartisan support in both houses. School administrators need to describe (tell your story) to legislators what they need in this area.

It is anticipated that there will be multiple bills—and potential budget action—on this issue. One particular bill, [HB 1723](#), known as the Digital Equity Act, appears to be primed to be fast-tracked. A hearing was held on the bill this morning in the House Community and Economic Development Committee and has already been scheduled for Executive Action this Thursday, January 14. The title of the bill effectively describes the bill: “Closing the digital equity divide by increasing the accessibility and affordability of telecommunications services, devices, and training.” Again, this is not a school-centric bill; however, K–12 would be positively impacted.

#### **ADVANCE EQUITY**

Equity was a major issue in 2021—not just in education, but across state government. It is anticipated that there will be ongoing discussions in 2022, including potential adjustments to the equity training requirements adopted in [SB 5044](#) last year. The Professional Educator Standards Board continues to develop the necessary standards and should be available in the coming months. We continue to closely watch this process to ensure the standards will be workable in districts across the state. Stay tuned.

Under this plank of the Platform, WASA is focusing on two equity issues. One is needed assistance from the Legislature to ensure districts have the appropriate and adequate resources and flexibility to provide equitable learning opportunities, and fair treatment for each student. The second is the need of resources to recruit,

***This Week in Olympia:***  
**Opening Day Special Edition**

*Continued*

support, and retain effective classroom, building, and district staff who reflect the diversity of our student populations, including ethnicity, and gender.

#### INVEST IN LEARNING RECOVERY

The Legislature should be commended for providing a significant investment—in both state and federal funds—last session to support learning recovery and acceleration. Our concern is that the vast majority of the investment is supported by one-time funds. We seek additional resources to at least sustain—if not enhance—learning recovery efforts to assist students academically and with mental health or social-emotional learning needs when the initial funds are exhausted.

Governor Inslee requests \$746 million to expand accelerated learning. If adopted, this would more than double last session’s investment. While this is extremely positive, the disappointing aspect is that the governor funds this additional investment with “savings” in the K–12 budget due to ongoing enrollment declines. Last session, the governor proposed to use K–12 “savings” from enrollment declines and pupil transportation to fund other priorities. At least the governor now seeks to reinvest currently appropriated education funds back to education; however, it would be more positive if those funds were rolled back to needy districts in the form of enrollment stabilization.

#### SUPPORT CAPITAL FACILITIES

Once again, WASA will be asking the Legislature to finally give Washington’s citizens the opportunity to decide whether school district bond issues should be approved with a simple majority vote. A constitutional amendment ([HJR 4200](#)) was introduced last session and was (along with all of last session’s dead bills) revived today; however, it seems unlikely there will be much movement on the issue. If it is determined there is time to have a hearing on the issue, that would be positive, but it is very unlikely if there is sufficient support to move the amendment from the House, let alone the full Legislature.

WASA will also continue to press for a needed update in the state’s woefully inadequate and antiquated K–12 construction formulas. Both the Construction Cost Allowance and Student Space Allocation need significant updates to ensure funding more closely reflects actual construction costs and educational space needs. This continues to be an uphill battle given the potentially significant resources that would be necessary to sufficiently update these formulas, but we will continue to pound the rock and some day it will crack. Success in a short session on an issue like this is even harder because there is little capacity remaining in the Capital Budget.

#### 2022 WASA/WSSDA/WASBO Legislative Conference

Consider participating in our annual Legislative Conference. [Registration](#) for this event is open.



2022 WASA • WSSDA • WASBO	
LEGISLATIVE CONFERENCE AND WEEK ON THE HILL	
LEGISLATIVE CONFERENCE	WEEK ON THE HILL
JANUARY 30   1–5 P.M. VIRTUAL	DATES TBD   VIRTUAL

## 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 1006</a>	Immunization, declining	H HC/Wellness	Klippert
<a href="#">HB 1010</a>	Motor vehicle sales tax	H Appropriations	MacEwen
<a href="#">HB 1024</a>	Sunshine committee/juveniles	H State Govt & Tribal Rel	Springer
<a href="#">HB 1029</a>	Emergency orders and rules	H State Govt & Tribal Rel	Walsh
<a href="#">HB 1032</a>	TRS & SERS early retirement	H Appropriations	Harris
<a href="#">HB 1039</a>	Bicycle & pedestrian travel	H Transportation	McCaslin
<a href="#">HB 1040</a>	Retired school employees health	H Appropriations	Dolan
<a href="#">ESHB 1056</a>	Public meetings/emergencies	H Rules 3C	Pollet
<a href="#">HB 1065</a>	Epidemic, pandemic vaccines	H HC/Wellness	Eslick
<a href="#">HB 1066</a>	Ed. service district boards	H Education	Stonier
<a href="#">HB 1067</a>	State dinosaur	H Rules C	Morgan
<a href="#">2SHB 1076</a>	Workplace violations/qui tam	H Rules 3C	Hansen
<a href="#">HB 1077</a>	Federal Way school district	H Appropriations	Johnson
<a href="#">HB 1079</a>	Charter schools time frame	H Education	Dolan
<a href="#">SHB 1081</a> (ESSB 5084)	State gen. obligation bonds	H 2nd Reading	Tharinger
<a href="#">HB 1093</a> (SB 5091)	Operating budget, 2nd supp.	H Appropriations	Ormsby
<a href="#">SHB 1094</a> (ESSB 5092)	Operating budget	H Rules R	Ormsby
<a href="#">HB 1098</a> (ESSB 5061)	Unemployment insurance	H Labor & Workplace	Sells
<a href="#">HB 1149</a>	Public health education	H Education	Pollet
<a href="#">SHB 1153</a>	Language access in schools	H Appropriations	Orwall
<a href="#">SHB 1156</a>	Local elections	H Rules C	Harris-Talley
<a href="#">SHB 1162</a>	High school graduation	H Rules 3C	Stonier
<a href="#">HB 1180</a>	Public testimony	H Local Govt	Kraft
<a href="#">HB 1182</a> (SB 5209)	Crisis response services	H HC/Wellness	Orwall
<a href="#">HB 1195</a> (SB 5443)	Charter school time frame	H Education	Dolan
<a href="#">HB 1212</a>	Repair of electronics	H ConsPro&Bus	Gregerson
<a href="#">HB 1215</a>	K–12 education scholarships	H Education	Kraft
<a href="#">HB 1226</a>	School district elections	H Education	Stonier

<a href="#">SHB 1264</a> (SB 5274)	Equity impact statement	H Appropriations	Thai
<a href="#">HB 1270</a>	Leadership skills grant program	H Appropriations	Young
<a href="#">HB 1305</a>	Right to refuse vaccines	H HC/Wellness	Kraft
<a href="#">SHB 1306</a>	School boards/bond training	H Rules C	Sells
<a href="#">HB 1308</a>	Apprenticeship utilization	H Cap Budget	Riccelli
<a href="#">HB 1317</a>	Right to refuse/health	H HC/Wellness	Young
<a href="#">HB 1321</a> (SB 5114)	Reopening/public health	H HC/Wellness	MacEwen
<a href="#">ESHB 1329</a>	Public meetings	H Rules 3C	Wicks
<a href="#">HB 1334</a>	Appropriations/COVID-19	H Appropriations	Stokesbary
<a href="#">HB 1338</a>	School resources/COVID-19	H Civil R & Judiciary	Harris
<a href="#">SHB 1340</a>	Pandemic task force	H Appropriations	Lovick
<a href="#">HB 1343</a>	Unemployment ins./employers	H Labor & Workplace	Hoff
<a href="#">2SHB 1354</a>	Suicide review teams	H Rules C	Mosbrucker
<a href="#">HB 1358</a>	State school levies	H Finance	Orcutt
<a href="#">SHB 1366</a>	In-person instruction	H Rules C	Caldier
<a href="#">HB 1371</a>	State property tax levies	H Finance	Sutherland
<a href="#">HB 1390</a>	Athletic scholarship funding	H Coll & Workforce Dev	Walsh
<a href="#">HB 1396</a>	US history & gov/high school	H Education	Dufault
<a href="#">ESHB 1410</a>	Home foreclosure/taxes	C 257 L 21	Volz
<a href="#">HB 1415</a>	Skill center class size	H Appropriations	Paul
<a href="#">HB 1419</a>	Certificated staff/factors	H Appropriations	Dolan
<a href="#">HB 1420</a>	School employee/COVID-19 vaccine	H HC/Wellness	MacEwen
<a href="#">HB 1422</a>	Sexual health ed./dates	H Education	MacEwen
<a href="#">HB 1440</a>	Small wireless facilities	H Comm & Economic Dev	Boehnke
<a href="#">HB 1442</a>	Epidemic preparedness	H HC/Wellness	Chase
<a href="#">HB 1450</a>	School computers/device tax	H Education	Gregerson
<a href="#">SHB 1451</a>	ECEAP entitlement date	H Appropriations	Sullivan
<a href="#">HB 1452</a>	Physical education credit	H Education	Mosbrucker
<a href="#">EHB 1453</a>	Voters' pamphlets	H Rules 3C	Bergquist
<a href="#">2SHB 1460</a>	Telecommunications access	H Rules C	Gregerson
<a href="#">HB 1466</a>	Outdoor education	H Appropriations	Rule
<a href="#">HB 1481</a>	School employees/firearms	H Civil R & Judiciary	Chase
<a href="#">HB 1500</a>	School district audits	H Appropriations	Sullivan

<a href="#">HB 1519</a>	Levy shifts/court rulings	H Finance	Paul
<a href="#">HB 1536</a>	Regional apprenticeship programs	H Education	
<a href="#">HB 1544</a>	Ag., food, nat. resource ed.	H Education	Klippert
<a href="#">HB 1553</a> (SB 5473)	“Open safe, open now” plan	H State Govt & Tribal Rel	MacEwen
<a href="#">HB 1555</a>	Freedom in education	H Education	Chase
<a href="#">HB 1556</a>	School athletics/eligibility	H Education	Chase
<a href="#">HB 1557</a>	Gubernatorial proclamations	H State Govt & Tribal Rel	MacEwen
<a href="#">HB 1563</a>	Gubernatorial orders/relief	H Civil R & Judiciary	Young
<a href="#">HB 1565</a>	PERS/TRS 1 benefit increase	H Appropriations	Johnson
<a href="#">HB 1568</a>	Unemployment insurance	H Appropriations	Bergquist
<a href="#">HB 1570</a>	Proof of vaccination	H HC/Wellness	Walsh
<a href="#">HB 1590</a> (SB 5563)	Enrollment stabilization	H Prefiled	Dolan
<a href="#">HB 1591</a>	Charter schools/local enrich	H Prefiled	Dolan
<a href="#">HB 1594</a>	Long-term care/pepeal	H Prefiled	Abbarno
<a href="#">HB 1596</a>	Long-term care/outside WA	H Prefiled	Abbarno
<a href="#">HB 1597</a>	Long-term care/hardship	H Prefiled	Abbarno
<a href="#">HB 1598</a>	Long-term care/death	H Prefiled	Abbarno
<a href="#">HB 1599</a>	Long-term care/new graduates	H Prefiled	Abbarno
<a href="#">HB 1601</a>	Student homelessness pilot	H Prefiled	Leavitt
<a href="#">HB 1603</a>	Transportation/general fund	H Prefiled	Barkis
<a href="#">HB 1604</a>	Motor vehicle sales tax	H Prefiled	MacEwen
<a href="#">HB 1607</a>	Safe routes to schools program	H Prefiled	Rude
<a href="#">HB 1611</a>	Highly capable students	H Prefiled	Dolan
<a href="#">HB 1617</a>	State and school holidays	H Prefiled	Morgan
<a href="#">HB 1628</a>	Voter pamphlet statements	H Prefiled	Jacobsen
<a href="#">HB 1629</a> (SB 5538)	Aerial imaging technology	H Prefiled	Dolan
<a href="#">HB 1630</a>	Weapons/certain meetings	H Prefiled	Senn
<a href="#">HB 1633</a>	K–12 education scholarships	H Prefiled	Walsh
<a href="#">HB 1642</a> (SB 5614)	National guard ed. grants	H Prefiled	Leavitt
<a href="#">HB 1644</a>	Pupil transp./electric	H Prefiled	Senn
<a href="#">HB 1664</a>	Schools/support funding	H Prefiled	Rule
<a href="#">HB 1693</a>	Home school day	H Prefiled	Chase
<a href="#">HB 1699</a>	Work in retirement/schools	H Prefiled	Bergquist

<a href="#">HB 1714</a>	Impact fee deferrals	H Prefiled	Duerr
<a href="#">HB 1721</a> (SB 5676)	PERS/TRS 1 benefit increase	H Prefiled	Stokesbary
<a href="#">HB 1723</a>	Telecommunications access	H Prefiled	Gregerson
<a href="#">HB 1727</a>	Odd-numbered year elections	H Prefiled	Gregerson
<a href="#">HB 1732</a>	Long-term care/delay	H Prefiled	Sullivan
<a href="#">HB 1733</a>	Long-term care/exemptions	H Prefiled	Paul
<a href="#">HB 1736</a>	State student loan program	H Prefiled	Sullivan
<a href="#">HB 1742</a>	Long-term care program	H Prefiled	Schmick
<a href="#">HB 1746</a>	Students/COVID-19 pandemic	H Prefiled	Ortiz-Self
<a href="#">HB 1754</a>	Prejudgment interest	H Prefiled	Hackney
<a href="#">HB 1757</a>	ESDs/PEBB health plans	H Prefiled	Cody
<a href="#">HB 1759</a>	School websites/drug info.	H Prefiled	Callan
<a href="#">HB 1760</a>	Dual credit program access	H Prefiled	Paul
<a href="#">HB 1762</a> (SB 5539)	Ed. service district funding	H Prefiled	MacEwen
<a href="#">HB 1775</a>	Capital assistance/schools	H Prefiled	McEntire
<a href="#">HB 1778</a>	Election security	H Prefiled	Klippert
<a href="#">HB 1781</a> (SB 5651)	Capital budget, supplemental	H Prefiled	Tharinger
<a href="#">HB 1786</a> (SB 5689)	Transportation budget, supp.	H Prefiled	Fey
<a href="#">HB 1791</a>	Prof. educator reprimands	H Prefiled	Harris
<a href="#">HB 1800</a>	Behavioral health/minors	H Prefiled	Eslick
<a href="#">HB 1803</a>	School director compensation	H Prefiled	Callan
<a href="#">HB 1805</a>	Opportunity scholarship prog	H Prefiled	Paul
<a href="#">HB 1807</a>	Civic education	H Prefiled	Walsh
<a href="#">HB 1808</a>	Pupil transportation funding	H Prefiled	Stonier
<a href="#">HB 1810</a>	Electronic products repair	H Prefiled	Gregerson
<a href="#">HB 1816</a> (SB 5693)	Operating budget, supp.	H Prefiled	Ormsby
<a href="#">HB 1819</a>	Property tax exemption	H Prefiled	Leavitt
<a href="#">HB 1829</a>	African American studies	H Prefiled	Johnson
<a href="#">HB 1833</a>	School meals/electronic info	H Prefiled	Berg
<a href="#">HB 1834</a>	Student absences/mental health	H Prefiled	Callan
<a href="#">HB 1842</a>	School board director qualifications	H Prefiled	Taylor
<a href="#">HB 1865</a>	Certified peer specialists	H Prefiled	Davis
<a href="#">HB 1867</a>	Dual credit program data	H Prefiled	Paul

<a href="#">HJR 4200</a>	School district bonds	H Education	Stonier
<a href="#">HJR 4203</a>	2/3rd vote for tax increases	H Finance	Sutherland
<a href="#">HJR 4206</a>	K–12 education funding	H Appropriations	Chase
<a href="#">SB 5017</a>	School district procurement	S Rules 3	Wellman
<a href="#">SB 5037</a>	School opening metrics	S EL/K–12	Braun
<a href="#">SB 5043</a>	School employee housing	S Rules 3	Salomon
<a href="#">SB 5070</a> (ESHB 1273)	Menstrual products/schools	S EL/K–12	Rivers
<a href="#">ESSB 5083</a> (SHB 1080)	Capital budget 2021–23	S Rules 3	Froctt
<a href="#">SB 5091</a> (HB 1093)	Operating budget, 2nd supp.	S Ways & Means	Rolfes
<a href="#">SSB 5105</a>	Office of equity task force	S Ways & Means	Hasegawa
<a href="#">SB 5110</a>	Telecommunications companies	S Environment, Energy & Tech	Ericksen
<a href="#">SB 5111</a>	Public employee independence	S State Govt & Elections	Ericksen
<a href="#">SB 5114</a> (HB 1321)	Reopening/public health	S State Govt & Elections	Braun
<a href="#">SSB 5129</a>	Vapor & tobacco/minors	S Rules X	Saldaña
<a href="#">SSB 5130</a>	Personnel files & discipline	S Rules X	Kuderer
<a href="#">SB 5144</a>	COVID-19 vaccine, declining	S Health & Long	Ericksen
<a href="#">2SSB 5147</a>	Learning stabilization, etc.	S Rules	Hawkins
<a href="#">SB 5153</a> (ESHB 1113)	School attendance	S EL/K–12	Wilson
<a href="#">SB 5156</a>	Budget stabilization appropriations	S Ways & Means	Rolfes
<a href="#">SB 5161</a>	Teaching tribal history, etc	S Rules X	Wellman
<a href="#">SB 5162</a>	Unanticipated revenue	S Ways & Means	Rolfes
<a href="#">SB 5171</a>	Unemployment insurance	S Ways & Means	Wilson
<a href="#">SSB 5181</a>	Low-income school districts	S Rules 3	Honeyford
<a href="#">SB 5197</a>	Unemp. contributions/wages	S Labor, Comm & Tribal Aff.	Schoesler
<a href="#">SB 5200</a>	Scholarships/tax credit	S EL/K–12	Schoesler
<a href="#">SB 5202</a>	School depreciation subfunds	S Rules 3	Schoesler
<a href="#">SB 5205</a>	K–12 education vouchers	S EL/K–12	Schoesler
<a href="#">SB 5208</a>	Public records fees/approval	S State Govt & Elections	Wilson
<a href="#">SB 5209</a> (HB 1182)	Crisis response services	S Behavioral Health	Dhingra
<a href="#">2SSB 5211</a> (ESHB 1189)	Tax increment financing	S Rules X	Froctt
<a href="#">SB 5216</a>	Tax preferences	S Ways & Means	Carlyle
<a href="#">SB 5223</a>	Motor vehicles sales tax use	S Ways & Means	Fortunato

<a href="#">SB 5242</a>	Media literacy & digital cit	S Rules 3	Liias
<a href="#">SB 5252</a>	School consultation/tribes	S EL/K–12	Wellman
<a href="#">SB 5257</a>	School levy exemption	S EL/K–12	Fortunato
<a href="#">SB 5264</a>	Chinese American history	S Rules	Wagoner
<a href="#">2SSB 5265</a>	Bridge year pilot program	S Rules 3	Hunt
<a href="#">SB 5274</a> (SHB 1264)	Equity impact statement	S State Govt & Elections	Hasegawa
<a href="#">SB 5277</a>	Early achievers program/suspend	S EL/K–12	Short
<a href="#">SB 5289</a>	Senior citizens/prop. taxes	S Ways & Means	Fortunato
<a href="#">SSB 5326</a>	School bus driver benefits	S Rules X	Robinson
<a href="#">2SSB 5327</a>	Youth safety tip line	S Rules 3	Brown
<a href="#">SB 5334</a>	Levy authorization info.	S EL/K–12	Dozier
<a href="#">SSB 5340</a>	School board director qualifications	S Rules X	Salomon
<a href="#">SB 5343</a> (HB 1367)	Medicaid appropriations	S Ways & Means	Rolfes
<a href="#">SB 5344</a> (ESHB 1368)	Federal funding/COVID-19	S Ways & Means	Rolfes
<a href="#">SB 5352</a>	Retirement system opt-out	S Rules 3	Braun
<a href="#">ESSB 5357</a>	Capital broadband program	S Rules 3	Honeyford
<a href="#">SB 5359</a>	Motor vehicle sales tax	S Ways & Means	Braun
<a href="#">SB 5366</a> (SHB 1103)	Building materials	S State Govt & Elections	Stanford
<a href="#">SB 5374</a>	Political systems/K–12 study	S EL/K–12	Honeyford
<a href="#">SSB 5376</a>	Education ombuds awareness	S Rules 3	Wilson
<a href="#">SB 5386</a>	School district elections	S Ways & Means	Randall
<a href="#">SB 5389</a>	Computer science teaching	S Ways & Means	Wellman
<a href="#">ESSB 5439</a>	Broadband/state highways	S Rules 3	Saldaña
<a href="#">SB 5442</a>	Superintendent salaries	S EL/K–12	Van De Wege
<a href="#">SB 5443</a> (HB 1195)	Charter school time frame	S EL/K–12	Mullet
<a href="#">SB 5449</a>	Motor vehicle sales tax	S Ways & Means	King
<a href="#">SB 5450</a>	Native American names, etc.	S EL/K–12	Ericksen
<a href="#">SB 5451</a>	Operating budget	S Ways & Means	Wilson
<a href="#">SB 5453</a>	Retirement plans 1 & 2	S Ways & Means	Schoesler
<a href="#">SB 5464</a>	In-person learning option	S EL/K–12	Wilson
<a href="#">SB 5466</a>	Sales tax/transp. projects	S Ways & Means	Fortunato
<a href="#">SB 5473</a> (HB 1553)	“Open safe, open now” plan	S State Govt & Elections	Brown
<a href="#">SB 5481</a>	Transportation funding bonds	S Rules 2	Hobbs

<a href="#">SSB 5482</a>	Additive trans funding	S Rules 2	Hobbs
<a href="#">SSB 5483</a>	Transportation revenue	S Rules 2	Hobbs
<a href="#">SB 5487</a>	School consolidation incentives	S Prefiled	Hawkins
<a href="#">SB 5497</a>	Board of ed. student members	S Prefiled	Wilson
<a href="#">SB 5498</a>	Posthumous H.S. diplomas	S Prefiled	Wilson
<a href="#">SB 5501</a>	Board of education members	S Prefiled	Fortunato
<a href="#">SB 5537</a>	Compulsory school attendance	S Prefiled	Wellman
<a href="#">SB 5538</a> (HB 1629)	Aerial imaging technology	S Prefiled	Hunt
<a href="#">SB 5539</a> (HB 1762)	Ed. service district funding	S Prefiled	Hunt
<a href="#">SB 5540</a>	Election dates and timelines	S Prefiled	Hunt
<a href="#">SB 5562</a>	ESD employee health care	S Prefiled	Wellman
<a href="#">SB 5563</a> (HB 1590)	Enrollment stabilization	S Prefiled	Wellman
<a href="#">SB 5581</a>	Pupil transp. allocations	S Prefiled	Wellman
<a href="#">SB 5584</a>	Local elections	S Prefiled	Trudeau
<a href="#">SB 5594</a>	Bone marrow donation aware.	S Prefiled	Short
<a href="#">SB 5595</a>	Schools/support funding	S Prefiled	Wellman
<a href="#">SB 5597</a>	Voting rights	S Prefiled	Saldaña
<a href="#">SB 5601</a>	School district boards	S Prefiled	Short
<a href="#">SB 5630</a>	Early learning/basic ed.	S Prefiled	Hasegawa
<a href="#">SB 5638</a>	Mental health prof. licenses	S Prefiled	Wagoner
<a href="#">SB 5649</a>	Family and medical leave	S Prefiled	Robinson
<a href="#">SB 5651</a> (HB 1781)	Capital budget, supplemental	S Prefiled	Froct
<a href="#">SB 5657</a>	Juvenile instit./comp sci.	S Prefiled	Wellman
<a href="#">SB 5676</a> (HB 1721)	PERS/TRS 1 benefit increase	S Prefiled	Conway
<a href="#">SB 5682</a>	COVID-19 vaccination choice	S Prefiled	McCune
<a href="#">SB 5689</a> (HB 1786)	Transportation budget, supp.	S Prefiled	Liias
<a href="#">SB 5693</a> (HB 1816)	Operating budget, supp.	S Prefiled	Rolfes
<a href="#">SB 5696</a>	Capital gains tax/repeal	S Prefiled	Braun
<a href="#">SB 5697</a>	Recycling system & waste	S Prefiled	Das
<a href="#">SB 5698</a>	Plan 1 retiree COLAs	S Prefiled	Hunt
<a href="#">SB 5715</a>	Definition of broadband	S Prefiled	Wellman
<a href="#">SB 5718</a>	School employees/insurance	S Prefiled	Conway
<a href="#">SB 5719</a>	Dual credit costs	S Prefiled	Mullet

<a href="#">SB 5720</a>	Student financial literacy	S Prefiled	Mullet
<a href="#">SB 5734</a>	Physical & health education	S Prefiled	Dhingra
<a href="#">SB 5735</a>	Async. instructional hours	S Prefiled	Dhingra
<a href="#">SB 5761</a>	Wage and salary information	S Prefiled	Randall
<a href="#">SJR 8204</a>	School district bond voting	S Ways & Means	Randall
<a href="#">SJR 8207</a>	Revenue for highway purposes	S Transportation	Fortunato
<a href="#">SJR 8208</a>	Car purchase taxes	S Ways & Means	Fortunato