



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

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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.

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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.

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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."

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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

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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

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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

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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,

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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.



Bill Watch

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

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

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

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

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

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

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

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

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