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About TWIO

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

Join us at the 2019 WASA/WSSDA/WASBO Legislative Conference, February 10–11. Register now at www.wasa-oly.org/Leg19

Week 1 – January 14–18, 2019

On Monday, January 14, the 66th Washington State Legislature convened its 2019 Regular Session. This first year of a two-year biennial session is known as the “long” session and is limited to 105 days. The main focus for legislators will be to adopt a 2019–21 Operating Budget, along with a 2019–21 Capital Construction Budget, and a 2019–21 Transportation Budget.

With the *McCleary* education funding lawsuit being closed, K–12 education will not be a focal point this session. Most legislators want to turn their attention to other issues that were set aside in recent years. There will certainly be a slew of K–12 policy-related bills introduced and debated; however, K–12 funding issues will take a backseat. WASA and the other education associations will fight to put education funding on the front burner, but it will be a difficult task, given that most legislators are firmly convinced they have achieved “full funding” of basic education. Even Governor Inslee proudly proclaims that the Legislature successfully reached full funding of basic education.

The governor’s [State of the State Address](#) on Tuesday was the first big event of this session. This is one of the few opportunities a governor has to use the bully pulpit and lay out priorities for the 147 legislators assembled in Joint Session, along with Washington’s statewide elected officials and the citizens of the state. Another major opportunity to share priorities is the release of a two-year budget request. Given where Governor Inslee focused his attention in his [budget proposal](#), there were no real surprises in his annual State of the State Address. What he discussed on Tuesday, echoed what he requested in funding in December. The governor used neither opportunity to highlight the continued funding needs of K–12 education.

Governor Inslee presented a [nine-page speech](#), but his conversation of K–12 education was limited to a mere three paragraphs. He discussed four priorities for 2019: climate change; mental health; and Southern Resident orcas. Trailing behind those issues was the fourth priority: education. He declared, however, the issue is “still at the forefront.” He started his conversation of education by thanking legislators who had been a part of the “years-long effort to fully fund basic education,” which “we accomplished last year.” Disappointing? Yes.

His education discussion actually encompassed a full page; however, that was because, aside from the three paragraphs reserved for K–12, he focused on early education and higher education priorities. Admittedly, he did come back to K–12 education later to advocate for “putting more social workers, counselors, psychologist, and nurses in our

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schools.” So, let’s give him credit for four paragraphs...out of nine pages. As noted above, this speech is one of the few major opportunities to express his priorities for the Legislative Session. After hearing or reading his speech (and reviewing [his two Operating Budget proposals](#)), it is fairly clear where the state’s paramount duty ranks in the governor’s mind—and it is not in first place.

The governor’s operating budget was largely the focus of work sessions and public hearings in the Legislature’s fiscal committees this week. On Monday, in the House Appropriations Committee, staff from the governor’s [Office of Financial Management briefed](#) members on the governor’s budget (introduced as [HB 1109](#)). Non-partisan Committee staff also provided an [overview](#). This was followed by a lengthy public hearing, which was extended to a second meeting on Wednesday.

On Tuesday, the Senate Ways & Means Committee received a briefing on the governor’s budget (introduced as [SB 5154](#)) from [OFM](#) and their non-partisan [Committee staff](#). These briefings were also followed by a lengthy public hearing.

On Wednesday, the Senate Ways & Means Committee continued to review the governor’s budget proposal, but focused specifically on his [revenue package](#) (introduced as [SB 5129](#) and [SB 5130](#)). Committee staff provided a comprehensive [review of Inslee’s revenue proposals](#). As we discussed previously in [TWIO](#), the governor has proposed three revenue sources, projected to raise \$3.7 billion:

- **Implement a new nine percent Capital Gains Tax** on the sale of stocks, bonds, and other assets. When State [Superintendent Reykdal released his budget](#) proposal late last year, he also called for a new Capital Gains Tax. Reykdal proposed that half of the resultant revenues be used to fund K–12 education programs and the second half be used to drive down the State Property Tax rate, so his levy increase plan would be more palatable. Under Inslee’s proposal, a projected increase of \$975.0 million in Fiscal Year 2021 (increasing to \$2.141 billion in 2021–23) would simply be used to bolster the bottom-line of the budget.
- **Increase the Business & Occupation (B&O) Tax** on services and other activities from the current 1.5 percent to 2.5 percent, projected to raise \$2.6 billion in the next biennium.
- **Amend the state’s Real Estate Excise Tax (REET)** from a flat rate to a more progressive graduated rate. Sales of lower-valued properties under \$250,000 would be taxed at 0.75 percent and the rate would increase to 2 percent for properties valued over \$1 million and to 2.5 percent for sales over \$5 million. Sales of property between \$250,000 and \$1 million would continue to be taxed at the current rate of 1.28 percent. This proposal, which would lower taxes for many citizens, while increasing taxes for others, is expected to generate approximately \$400 million in the next biennium. This additional revenue source would be used specifically to help the state pay for removal of fish passage barriers (culverts), as required by a U.S. Supreme Court order.

Having addressed Governor Inslee’s 2019–21 Operating Budget, along with his proposed new revenue, on Thursday, the Senate Ways & Means Committee turned its attention to the governor’s 2019–21 Capital Construction Budget, introduced as [SB 5134](#) (along with the necessary bond bill, [SB 5133](#)). Earlier on Thursday, the House Capital Budget Committee was [briefed on the governor’s Capital Construction Budget](#) by OFM, then the Committee held a public hearing on [HB 1102](#) (and the bond bill, [HB 1101](#)).

On Thursday, the House Appropriations Committee reviewed the state of pensions in Washington. Non-partisan Committee staff provided a comprehensive [overview of Washington’s retirement systems and pension funding](#). While it was not specifically

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discussed—but will be an important budget consideration later—there is an unanticipated increase in pension costs for K–12. Last year, the Legislature estimated how much teacher salaries would increase due to the infusion of the \$1.0 billion provided for compensation, as required by the Supreme Court’s 2017 order in the *McCleary* case. Their guess was significantly lower than the actual final statewide educator salary increase—resulting in a \$200 million unexpected cost in pensions.

Interim Committee Reports

In the interim between the 2018 and 2019 sessions, there were several task forces or work groups that were tackling a myriad of issues, with many of them addressing K–12 issues. One long-awaited task force was the Joint Task Force on Funding School Construction, discussed for a few years and finally established in the 2018 Supplemental Capital Construction Budget adopted last session.

This bicameral, bipartisan Task Force (along with two school superintendents, Flip Herndon and Paul Turner) was charged with providing recommendations to the Legislature on a series of school construction issues, including essential updates to the long-outdated School Construction Assistance Program (SCAP). The [Task Force’s final report](#) was issued on December 14, 2018. On Tuesday, the House Capital Budget Committee took time to hold a work session and reviewed the report. Committee staff provided an [overview and summary of the report and recommendations](#), followed by a free-flowing discussion among Committee members. The top priorities adopted recommend the Legislature:

- Address the needs of rural school districts that cannot qualify for the School Construction Assistance Program (SCAP);
- Adjust the Student Space Allocation (SSA) to reflect actual square footages per student;
- Support reduced class sizes in kindergarten through third grades through school construction;
- Consider providing school construction credit for schools used for other community services like early learning and health services;
- Allow school districts to borrow money and issue bonds for school construction with approval of a simple majority of voters at bond elections;
- Increase the Construction Cost Allowance (CCA) to reflect actual costs of school construction; and
- Increase the minimum state Funding Assistance Percentage (FAP) from 20 percent to 30 percent.

Most of these priority recommendations adopted by the Task Force align with WASA’s long-term requests regarding school construction. In general, legislators on the Committee seemed very supportive of—and some were excited about—the recommendations. We cannot count our chickens before they hatch, but the work of this Task Force and the response of the House Capital Budget Committee was encouraging. The Operating Budget will be tight—and most legislators are reticent to provide K–12 with much additional support—but we may come out of this session with some positive changes for school facilities. Educators need to step up, however, and advocate for these issues in order to keep them alive and maintain some momentum.

Another important interim committee was the Washington Mass Shootings Work Group, which was established in the 2018 Supplemental Operating Budget. A budget proviso charged the Washington Association of Sheriffs and Police Chiefs to “convene a work group to develop strategies for identification and intervention against potential

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perpetrators of mass shootings, with an emphasis on school safety and report on recommendations for their prevention.” The Work Group met monthly from April until November and released its [final report](#) in December. Many of the [recommendations](#) are sure to be introduced in the form of legislation this session. The list of recommendations is lengthy, but they include support for: state funding for additional School Resource Officers; standardized training for SROs; a mandated standardized threat assessment process, along with adequate training and specific funding; an increased investment in school counselors, psychologists, mental health professionals, family engagement coordinators, and school social workers; threat reporting mechanisms for students; and suicide and bullying prevention outreach.

A third Work Group of importance is the [School Work Day Task Force](#). This Task Force, established in the SB 6362, the *McCleary* fix bill, directed OSPI “define the duties and responsibilities that entail a ‘school day’ under the state’s statutory program of basic education under RCW 28A.150.220 and 28A.150.260.” The reason this issue became a topic was a strategy actively being discussed by several WEA Uniservs to enter collective bargaining negotiations arguing that teachers will work a 5.7-hour work day—and any additional work needed to be compensated as “enrichment.” WASA and other education associations argued—and discussed with legislators—that teachers’ professional duties entailed more than just instruction time standing in front of students. We requested specific language in SB 6362 to make a similar statement in statute; however, just prior to the language crossing the finish line, it was replaced with the creation of a Task Force.

The Task Force, comprised of a diverse group of educators, met three times between August and December. WASA was represented by four school superintendents—John Bash, Matt Charlton, Gary Cohn, and Shelley Redinger—along with WASA Executive Director Joel Aune. The Task Force found that teacher contracts generally land on 7.5 hours as a standard workday (inclusive of duty-free lunch); however, research indicated teachers work significantly longer than 7.5 hours per day—on average 9.9 hours per day, or 1,782 hours per year. Essentially, teachers are “full-time” employees, yet they carry out a year’s worth of work compressed into 180 school days. Task Force members then acknowledged teachers are “highly trained professionals performing complex, full time work, compressed in the traditional 180-day school calendar” and following the adoption of HB 2242 (2017)/SB 6362 (2018), additional salary allocations being provided and major salary increases via collective bargaining, teacher salaries have increased to competitive, market levels across the state.

On January 17 (four days late, by the way), a [final report with recommendations](#) was released by Superintendent Reykdal. (Note: Even though the Task Force provided input and advice, the final recommendations were presented by Supt. Reykdal and not by consensus of the Task Force.) There are three recommendations; however, the first recommendation is the most relevant (below is Recommendation 1, verbatim from the final report):

Recommendation 1: Recognize Professional Responsibilities, Time, and Effort

When considering the topic of teacher time as described in this recommendation, the “whole child” needs of students should serve as the guiding principle or filter. The Task Force charge did not explicitly include a focus on student need from the school system beyond teacher time described by teacher evaluation criteria. Though this recommendation addressed thinking about teacher time moving forward, these decisions must include adequate time for recess, for lunch, and for access to educators (outside of direct instruction) in order for desired student success to be achieved. State and local decisions about time that consider these values are in the best interests of students. The Legislature defined in statute and should maintain the expectations of a professional teacher

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under the definition of basic education. As the Legislature considers what changes are needed related to Senate Bill 6362 (2018), Superintendent Reykdal recommends they consider describing professional educator time differently, as part of a new definition of basic education compensation for the program of basic education. The new definition should include:

- Actual time providing direct instruction or services to students in proportion to the basic education requirement of instructional hours.
- Additional teacher work time in the school building, inclusive of various teacher evaluation criterion, such as planning and preparation, working with families and communities, collaborating with other educational professionals, and assessment of student learning, ***subject to local collective bargaining*** (emphasis added). Building principals, district leadership, and educators at the building level all play an important role in this work. The distribution of this time will likely vary from district to district; however, it should be overtly connected to improving instructional practice and student learning. It should be structured, observable, and focused on collaborative professional activities in line with school improvement plans.
- Actual teacher work time outside of the school building (non-directed); representative of research-based annual workload of teachers minus the direct instruction and additional building time. This additional work time includes planning, preparation, and assessment of student learning, inclusive of various teacher evaluation criterion.

These three labels (i.e., actual time providing direct instruction, additional teacher work time in the school building, and actual teacher work time outside of school building) for describing time should be the standard expectation for describing the time of a professional educator. In addition, state statute should reflect the full-time nature of the employment of professional educators—the CWU teacher time study and other cited studies suggests a total amount of hours between 1,600 and 1,950 throughout the year. ***The distribution of time (associated with each of the labels above) should remain subject to local collective bargaining*** (emphasis added), unique district schedules, and with an eye to evolving past the traditional 180-day agrarian calendar. The Legislature should expect that such negotiations will likely result in varying timelines for implementation from district to district. Wages, hours, and working conditions are mandatory subjects of collective bargaining.

This recommendation raises questions. Doesn't specifically allowing the subject of time to be collectively bargained maintain the current system we now have in place? We argued last year that a teacher's professional duties were clearly beyond instructional time and we sought protections to ensure our "highly trained professionals performing complex, full time work"—who are now receiving competitive, market rate salaries—performed those duties without burdening the bargaining process or budgets.

Not to overstate it, but this could be the most important and impactful K–12 issue of the session. If no action is taken—or if the above recommendation is adopted into law—status quo would remain. School districts would continue to bargain over 15-minutes here and 30-minutes there, being nickled-and-dimed as currently occurs. Rather than the Legislature specifically defining the minimum expectations of teachers beyond instruction, that additional time would be collectively bargained. That is inappropriate.

AEA

By Mitch Denning

The 2019 Legislative Session began Monday, and both AEA and WAMOA have hit the ground running.

AEA testified Tuesday and Wednesday in the Senate Ways & Means and House Appropriations on the respective versions of the governor's proposed 2019–21 Operating Budget, [SB 5133](#) and [HB 1109](#). We testified as “other” in both committees—meaning there were other provisions we support and others for which we had had concerns—and shared three aspects of the proposed budget that we support based on our 2019 AEA priorities:

1. Improve school safety, increase allocation of school nurses, social workers, psychologists, and guidance counselors in the prototypical school model.
2. Increase funding for student mental health and safety; and funding for the nine ESDs to provide a network to districts to develop suicide prevention plans, comprehensive safe schools planning, school safety and security training, and develop threat assessment teams.
3. Fund the monthly health benefit premium for state-funded employees through the new School Employees' Benefits Board beginning in January 2020. This is not only an increase over the current benefit, it's also proposed to be funded at the same rate as state employees, which has not been the case in the past.

However, we told both committees that the current local funding system with the local enrichment levies (\$1.50 per \$1,000 or \$2,500 per student, whichever is lesser) does not adequately and equitably address the funding needs of local districts. At the same time, the governor's proposal to reinstate the former levy policy at 28% maximum, with LEA at 14%, in our opinion, exacerbates the situation. We urged both committees to re-examine the current levy system.

On Thursday, we submitted written testimony to the House Capital Budget and Senate Ways & Means Committees as they both heard their respective versions of the governor's proposed 2019–21 Capital Budget, [HB 1102](#) and [SB 5314](#). We support this proposed budget, especially:

1. The School Preservation Program for districts who have severe building needs but don't qualify for the School Construction Assistance Program (SCAP)
2. The non-recurring Urgent School Repair grant program
3. The Healthy Kids/Healthy Schools grant program

In the budget, WAMOA is requested to work with OSPI on both grant programs.

WSNA is pleased that the grants for kitchen upgrade and repairs are funded in the Healthy Kids/Healthy Schools grant program.

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Pensions/Health Benefits

By Fred Yancey – The Nexus Group

This is intended as a preview on some upcoming issues/proposals that will be part of legislative action as the 2019 Session begins.

The development of the 2019–21 biennial budget will be a foundational legislative act. One of the more costly ‘asks’ will be the funding of the School Employees’ Benefits Board (SEBB) as they implement the conversion of current K–12 employee health, vision, life, and accidental death plans into a state-wide consolidated system of offerings. The article below from the Washington Research Council gives an excellent overview of the program, projected costs, and challenges.

[What’s behind the expense of the new school employee health care system?](#)

By Emily Makings 2019-01-09 11:24:58 Washington Research Council

Funding school employee health benefits is a significant part of [Gov. Inslee’s 2019–21 budget proposal](#). The state is currently spending \$2 billion on school health benefits. From funds subject to the outlook, the governor would increase that spending by \$941 million, including about \$646 million at the policy level, to fund a benefits consolidation. (And he would fund this in his [current law budget](#) as well as his preferred budget.) Neal Morton of the Seattle Times [reported](#) last week that “some lawmakers have grumbled about the \$900 million price tag.”

In 2017, as part of the [response](#) to the state Supreme Court’s *McCleary* decision on school funding, the Legislature consolidated school employee health benefits in a new School Employees’ Benefits Board (SEBB). Previously, school districts bargained and purchased health benefits individually. The idea is that having statewide bargaining and consolidated purchasing will save costs in the system overall. But the new system means that some costs are shifting from employees and districts to the state. Additionally, the Legislature has required changes to benefits that increase costs. Hence the proposed increases in state funds.

Senate staff made a [helpful presentation](#) to the Ways & Means Committee on this in November. The figures in the presentation were based on an old estimate of the per employee per month benefit rate. Although the precise figures are no longer accurate, they still illustrate what the different components of the cost are. For example, the presentation says that the new expenditures would increase spending by \$860 million; with the new rate information, that figure is now the \$941 million in the governor’s budget.

The largest portion of the increase comes from increasing the K–12 benefit allocation rate so that it is at least as much as the rate for public employee benefits (PEB). This is required by [2018 legislation](#). The same legislation also mandated that the employee share of the premium for family coverage cannot exceed three times the cost for single coverage.

The next largest portion comes from funding the K–12 rate pursuant to the [collective bargaining agreement](#). The SEBB funding rate is higher than the PEB rate because reserves need to be built up for the SEBB and there will likely be more dependents in the SEBB.

The third big piece of the increase is a change to the benefit allocation factor under the collective bargaining agreement. Historically, the benefit allocation factor has been 1.152 for classified staff. Schools are funded on a full-time-employee (FTE) basis, but more than one person may make up an FTE. When employees work part time, their salary allocation is simply split, but they all still need full health coverage. The benefit factor is applied to the allocation to reflect that. Under the collective bargaining agreement, the

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factor for classified staff is 1.43 and the factor for certificated instructional staff is 1.02. The state would thus be covering the full cost of benefits for basic education employees (local dollars now cover some of the cost).

Under the governor's proposed budget, the per employee per month K–12 benefit rate would be \$1,170 for fiscal year (FY) 2020 and \$1,195 for FY 2021. (The rate is about \$844 in FY 2019.)

Ultimately, changing the system is estimated to increase state costs because costs are shifted from employees to the state and it is expected that employees who had previously opted out of coverage will now bring in their families (as the employee portion of family premiums is expected to decrease).

Comment: Although legislators are beginning to understand the cost to the state for this SEBB conversion, they are slow to understand the additional costs to individual school districts. Individual school districts must fund all employees who work or are expected to work 630 hours or more in a given year. The state will fund benefits based on the prototypical funding formula, while districts fund benefits based on actual personnel head counts. Some districts through their local ESD's have generated projected additional costs of this conversion. More information is needed, as is some common methodology in order to share with legislators the fiscal 'hit' that this change will entail. WASA has asked and is still compiling these projected costs. As an example, Aberdeen School District projects an additional cost in excess of \$1 million dollars; North Kitsap, \$1.2 million; Central Valley, \$7.7 million; Mead, \$5.8 million, etc.

Earlier meetings with committees' staff and key legislators have shown that they are unaware of these impacts. Work needs to be done to educate these players. Both the Senate Ways & Means (January 23, at 3:30 p.m.) and House Appropriation's (January 24, at 3:30 p.m.) Committees have scheduled "Work Sessions" on the SEBB issue next week.

Other Issues:

Although early in the process, a number of bills have either pre-filed or are in the works of impact to school employees and districts. A brief review follows:

1. Bills will be introduced to grant a 3% COLA to those TRS/PERS Plans 1 members whose COLA was removed in 2011. The Select Committee on Pension Policy (SCPP) approved this legislative request.
2. Bills will be introduced to broaden the retire-rehire pool for school districts. Rather than the traditional piecemeal approach of asking for this group or that group to be allowed to return to work after early retirement (before the age of 65), these bills (Senate and House companions) will allow all classes of employees the option. For example, substitute bus drivers, para-pro's, OT's, PT's, will also be available in addition to teachers. As a variation on a theme, [HB 1139](#) (Section 304) has already been introduced. This omnibus bill is similar to one proposed last session but only addresses the return to work for retired teachers in one section of this comprehensive proposal.
3. The SCPP approved as a legislative agency asked a change in the present retirement plan default option. The current default choice of retirement plan if an individual makes no selection within the first 90 days is put into Plan 3 (a hybrid combination defined benefit (DB)/401K plan). This legislation would make Plan 2 (DB) the default. No bill has yet been introduced although sponsor signatures are being solicited.
4. Bills have been introduced to allow for early retirement for those hired in the future to be age 60, instead of the present 62 without penalty. ([HB 1132](#) and [SB 5178](#))

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5. Bills will be introduced changing the current 180-day maximum contract days that can be converted at a 1:4 ration into a VEBA (similar to a health savings account) upon retirement. The change would increase the maximum to 250 days to reflect the longer contracts that many administrators, teachers, and central office personnel have.
6. [HB 1085](#)—Concerning premium reduction for Medicare-eligible retiree participants in the public employees' benefits board program has been introduced. This bill would insure that the out of pocket cost for a retiree's health insurance would not be more than 50% of the premium. A Senate companion will follow.

Conclusion:

This is just an overview. Regular reports will follow as the Session continues and bills and hearings appear.



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Legislative Resources

Committee Meeting Schedule

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

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

Mondays

1:30–3:25 p.m.

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

House Education
House Hearing Room A

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Tuesdays

1:30–3:25 p.m.

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

House Education
House Hearing Room A

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

Wednesdays

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Thursdays

8–9:55 a.m.

House Education
House Hearing Room A

1:30–3:25 p.m.

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

3:30–5:30 p.m.

Senate Ways & Means
Senate Hearing Room 4

House Appropriations
House Hearing Room A

Useful Links

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

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

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

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

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

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

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

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

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

Session Cutoff Calendar

January 4, 2019

First Day of Session.

February 22, 2019

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

March 1, 2019

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

March 13, 2019

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

April 3, 2019

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

April 9, 2019

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

April 17, 2019*

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

April 28, 2019

Last day allowed for regular session under state constitution.

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

Bill Watch

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

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

HB 1164	Dual credit programs	H Education	Bergquist
HB 1172 (SB 5314)	Capital gains tax/property tax	H Finance	Santos
HB 1173 (SB 5071)	Obsolete school provisions	H Education	Santos
HB 1182	Learning assistance program	H Education	Santos
HB 1184	School district elections	H Education	Stonier
HB 1191	School notifications	H Education	Goodman
HB 1200 (SB 5247)	Catastrophic incident plans	H House Comm Devel	Dolan
HB 1209 (SB 5063)	Ballots, prepaid postage	H State Govt & Tribal	Hansen
HB 1210	School enrollment/military	H Education	Kilduff
HB 1211 (SB 5116)	Clean energy	H Env & Energy	Tarleton
HJR 4203 (SJR 8201)	School district bonds	H Education	Stonier
SB 5014	Student assessment requirements	S EL/K-12	McCoy
SB 5023	Ethnic studies curriculum	S EL/K-12	Hasegawa
SB 5024	Local taxing districts	S Local Government	Hasegawa
SB 5028	Month of the kindergartner	S EL/K-12	Hunt
SB 5052	School resource officers	S EL/K-12	O'Ban
SB 5053	Behavioral health licensure	S Health & Long	O'Ban
SB 5055	Behavioral health peer services	S Health & Long	O'Ban
SB 5057 (HB 1074)	Tobacco & vapor products/age	S Health & Long	Kuderer
SB 5063 (HB 1209)	Ballots, prepaid postage	S State Govt/Tribal	Nguyen
SB 5066	School district elections	S EL/K-12	Wellman
SB 5067 (HB 1076)	Common schools	S EL/K-12	Zeiger
SB 5068 (HB 1120)	State learning standards	S EL/K-12	Wellman
SB 5069	CTE course equivalencies	S EL/K-12	Zeiger
SB 5070	Bilingual educators	S EL/K-12	Wellman
SB 5071 (HB 1173)	Obsolete school provisions	S EL/K-12	Zeiger
SB 5073 (HB 1291)	Election cost reimbursement	S State Govt/Tribal	Hunt
SB 5080	Offender reentry/education	S Human Services, Re	McCoy
SB 5082	Social emotional learning	S EL/K-12	McCoy
SB 5086	School surplus technology	S EL/K-12	Wellman
SB 5087	Language competency grants	S EL/K-12	Wellman
SB 5088	Computer science/high school	S EL/K-12	Wellman
SB 5089	Early learning access	S EL/K-12	Wellman

SB 5091	Special education funding	S EL/K-12	Wellman
SB 5092	School district waivers	S EL/K-12	Fortunato
SB 5105 (HB 1151)	Education reporting	S EL/K-12	Wellman
SB 5113	High school diplomas by CTC	S Higher Ed & Wkf Dev	Lias
SB 5117	Essential public facilities	S Local Government	Palumbo
SB 5129 (HB 1343)	Revenue	S Ways & Means	Rolfes
SB 5133 (HB 1101)	State general obligation bonds	S Ways & Means	Frocket
SB 5134 (HB 1102)	Capital Budget 2019-21	S Ways & Means	Frocket
SB 5141	School resource officers	S EL/K-12	Wellman
SB 5146 (HB 1121)	High school graduation requirements	S EL/K-12	Wellman
SB 5153 (HB 1109)	Operating Budget 2019-21	S Ways & Means	Rolfes
SB 5154 (HB 1108)	Supp. Operating Budget 2017-19	S Ways & Means	Rolfes
SB 5158 (HB 1119)	Educator evaluations	S EL/K-12	Hunt
SB 5159	Bilingual instruction program	S EL/K-12	McCoy
SB 5169	Labor bargaining/neutrality	S Labor & Commerce	Hasegawa
SB 5170	Collab. school governance	S EL/K-12	Hasegawa
SB 5178 (HB 1132)	TRS & SERS early retirement	S Ways & Means	Hunt
SB 5187	School compost & recycling	S EL/K-12	Kuderer
SB 5188 (HB 1163)	Expanded learning opp. programs	S EL/K-12	Wilson
SB 5192 (HB 1156)	K-12 employee benefit contracts	S EL/K-12	Hunt
SB 5216	Multistage threat assessment	S EL/K-12	O'Ban
SB 5238	Concussions in youth sports	S EL/K-12	Carlyle
SB 5247 (HB 1200)	Catastrophic incident plans	S State Govt/Tribal	Frocket
SB 5252	School district bonds, 55%	S EL/K-12	Mullet
SB 5262	Special education	S EL/K-12	Zeiger
SB 5263	School bus drivers	S Transportation	Zeiger
SB 5264	School construction funding	S Ways & Means	Zeiger
SB 5266	Timely elections/districting	S State Govt/Tribal	Salda?a
SB 5269	School district reorg.	S EL/K-12	Hunt
SJR 8201 (HJR 4203)	School district bonds	S EL/K-12	Wellman
SJR 8202	School district bonds, 55%	S EL/K-12	Mullet