

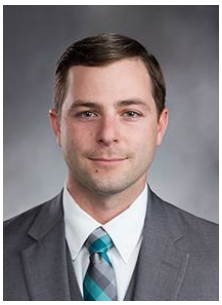
July 21th -25th, 2025

Olympia, WA

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Civic Education Program Staff



Leo O'Leary
Civic Education Director, House of Representatives
Leo.Oleary@leg.wa.gov

Leo is a born and raised Olympian. He attended Linfield University, earning degrees in History, Elementary Education and Secondary Education. He was also an intercollegiate athlete, participating in swimming and baseball. Since returning to Olympia, Leo has taught in the North Thurston, Tumwater, and Olympia School Districts as a full time teacher, para educator, and substitute. He has worked at all grade levels and taught subjects ranging from Washington State History to Special Education. In 2011, he began working at the legislature as the Assistant Page School Teacher and is now the Civic Education Director for the House.



Myra Hernandez
Civic Education Director, Senate
Myra.Hernandez@leg.wa.gov

Myra was born and raised in Wenatchee to Santos Hernandez and Maria J Cruz, and is a second-generation Salvadoran American. Her career began with the Legislative Internship Program in 2018. Later that year, Myra graduated Magna Cum Laude from EWU, double majoring in Political Science and History. Since then, she has worked in the Mayor's Office for the City of Wenatchee, in the Senate as the Assistant Civic Education Coordinator, and recently as the Operations and Special Projects Manager for the Washington State Commission on Hispanic Affairs (CHA). At CHA, her favorite projects have been developing outreach for the 2020 Census, managing a $250k grant for the development of Career Connect Tech, and collaborating on the COVID-19 Resource Hub designed to centralize information for the community. She has nine siblings and is the first in her family to receive a Bachelor's degree and has recently graduated from the UW Evans School of Public Policy & Governance with her Masters of Public Administration. Myra hopes to expand the opportunity pipeline for students and engage communities in civic education. In her free time, she enjoys spending time with her family in Wenatchee and loves to travel and explore Washington and Central America with them.



Louis Lindstrom
Deputy Civic Education Director, Senate
Louis.Lindstrom@leg.wa.gov

Louis was born and raised in Tacoma before moving to Ellensburg to pursue a degree in Theatre from Central Washington University. However, in 2017 Louis transferred to the University of Washington in Seattle where he graduated with a Bachelor's in Law, Societies, and Justice.

During the 2019 Legislative Session, Louis was selected to be part of the Washington State Legislative Internship Program and, after a few months from the end of session, he returned to the Legislature as the Assistant Civic Education Coordinator for the Washington State Senate. Since then, Louis has become the Civic Education Deputy Director in the Senate.



Ady Schafer
Assistant Civic Education Coordinator, House of Representatives
Ady.Schafer@leg.wa.gov

Ady grew up in a small town in Eastern Washington called Coulee City, before moving to Bellingham to continue her college career. Ady attended Whatcom Community College for a year where she played on the Women's Basketball Team and graduated with her associate's degree. After this, she transferred to Western Washington University where she attended for the next two years. In the Spring of 2025 she graduated Magna Cum Laude with a Bachelors degree in Political Science alongside two minors in Environmental Studies and Sociology. During this past legislative session while attending WWU, Ady got the opportunity to be an intern for the Washington State Legislative Internship Program. After session, Ady went back to school to finish out her last quarter and shortly after graduating returned to the Legislature as the Assistant Civic Education Coordinator for the Washington State House of Representatives.

Monday, July 21, 2025

9:00 - 9:15	**Check in**
9:15 - 9:30	**Welcome from Senate Administration** *Sarah Bannister, Secretary of the Senate*
9:30 - 9:40	**Agenda and Program Materials Overview**
9:40 - 10:00	**Legislative Vocabulary** *Leo O'Leary, House Civic Education Director*
10:00 - 10:45	**Civility & Listening** *Leo O'Leary, House Civic Education Director* *Louis Lindstrom, Deputy Civic Education Director*
10:45 - 11:00	**Break**
11:00 - 11:50	**How a Bill Becomes a Law** *Louis Lindstrom, Senate Deputy Civic Education Director*
11:50 - 12:00	**Practical Applications: Legislative Process**
12:00 - 1:00	**Lunch**
1:00 - 1:25	**Washington State Code Reviser** *Alice Im, Deputy Code Reviser*
1:25 - 1:55	**A Tale of Two Workrooms** *BreAnn O'Leary, Senate Sr. Workroom Clerk* *Ashley Elliott, House Workroom Supervisor*
1:55 - 2:00	**Break**
2:00 - 3:00	**House and Senate K-12 Education Committee Legislator Panel** *Senator Lisa Wellman, Chair of the Senate Early Learning & K-12 Education Committee* *Senator Claire Wilson, Vice Chair of the Senate Early Learning & K-12 Education Committee* *Senator T'wina Nobles, Vice Chair of the Senate Early Learning & K-12 Education Committee* *Representative Sharon Tomiko Santos, Chair of the House Education Committee* *Representative Michael Keaton, Assistant Ranking Minority Member of the House Education Committee*
3:00 - 3:15	**Four Corners Wrap Up**

Tuesday, July 22, 2025

9:00 - 9:15	**Check in**
9:15 - 9:45	**Washington State Government Structure** *Myra* Hernandez, *Senate Civic Education Director* *Leo O'Leary, House Civic Education Director*
9:45 - 10:00	**Break**
10:00 - 10:45	**Lobbyist Panel** • **Eric Pettigrew -** *Pettigrew Consulting Servies, President & CEO* • **Nicolas Garcia –** *Washington Public Utility Districts Association, Policy Director* • **Kathryn Kolan –** *Leonard and Kolan, Contract Lobbyis***t** • **Melissa Gombosky –** *Gombosky Public Affairs, Owner and Principal Lobbyist* • **Brent Ludeman –** *Ludeman Public Affairs, Lobbyist*
10:45 - 11:00	**Break**
11:00 - 12:00	**Washington State Budget** *James Mackison, Fiscal Analyst, Office of Program Research*
12:00 - 1:00	**Lunch**
1:00 - 1:30	**Office of the Washington State Treasurer** *Mike Pellicciotti, Treasurer*
1:30 - 2:00	*John McKenney, Financial Education Coordinator, Treasurer* *Jessie Johnson, Community Engagement Director*
2:00 - 3:30	**Budget Activity** *Leo O'Leary, House Civic Education Director*

Wednesday, July 23, 2025

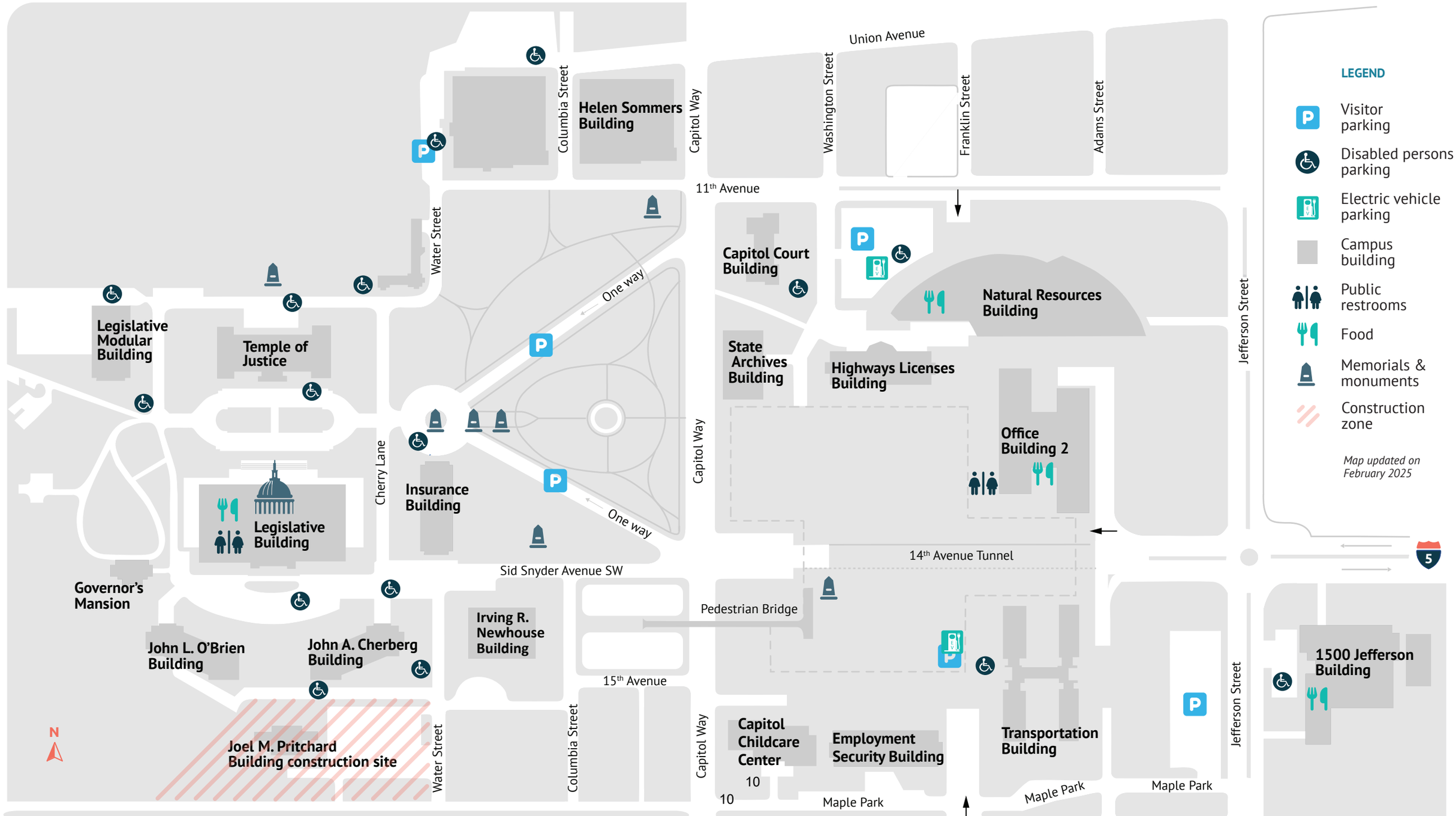
9:00 - 10:00	**Jeopardy!**
10:00 - 11:00	**SOS Voter Outreach and Elections** *MoonSub Vendetta, Voter Outreach and Education Specialist* *Steve Vuleta, Civics Engagement Program Manager*
11:00 - 12:00	**King County Elections and Ballot Processing** *Kendall LeVan Hodson, King County Elections Chief of Staff*
12:00 - 1:00	**Lunch**
1:00 - 1:15	**Introduction** *Judge Cecily Hazelrigg, Washington Court of Appeals* *Rob Mead, State Law Librarian*
1:15 – 1:55	**Judicial Independence** *Judge Cecily Hazelrigg, Washington Court of Appeals* *Judge Laura Riquelme, Skagit County Superior Court in Washington*
1:55 – 2:10	**Presentation** *Rob Mead, State Law Librarian*
2:10 – 2:15	**Break**
2:15 – 3:00	**Keynote Speaker** *Justice Raquel Montoya-Lewis, Washington Supreme Court*
3:00 – 3:05	**Break**
3:05 – 3:45	**Presentation** *Nicole Ack, Administrative Office of the Courts* *Corey Paulson, Curriculum Developer, TVW*
3:45 - 4:00	**Wrap up**

Thursday, July 24, 2025

9:00 - 9:15	**Check in**
9:15 - 9:45	**Additional Resources** *Leo O'Leary, House Civic Education Director*
9:45 - 10:25	**Office of Native Education, OSPI** *Shandy Abrahamson, Office of Native Education Director* *Katherine Lawrence, Office of Native Education Administrative Program Specialist*
10:25 - 10:30	**Break**
10:30 - 11:15	**Office of the Lieutenant Governor** *Denny Heck, Lt. Governor*
11:15 - 11:30	**Break**
11:30 - 12:00	**Teach with TVW and Capitol Classroom** *Corey Paulson, Curriculum Developer, TVW*
12:00 - 1:00	**Lunch**
1:00 - 2:45	**Civic Education Resource Fair** • **Boys State –** *Tony Morea* • **YMCA - Youth and Government –** *Liz Hertel* • **LIC –** *Corrie McPheeters* • **League of Women Voters –** *Karen Crowley, Bonnie Bless-Boenish & Barbara Tengtio* • **LYAC –** *Ruby Coulson* • **Washington State Leadership Board –** *Amy Ubungen* • **We the People –** *Jessica Kelley* • **HearMeWA –** *Erica Chang*
2:45 - 3:00	**Break**
3:00 - 3:30	**Peer to Peer Resource Sharing**
3:30 - 4:00	**Program Evaluation and Adjourn**

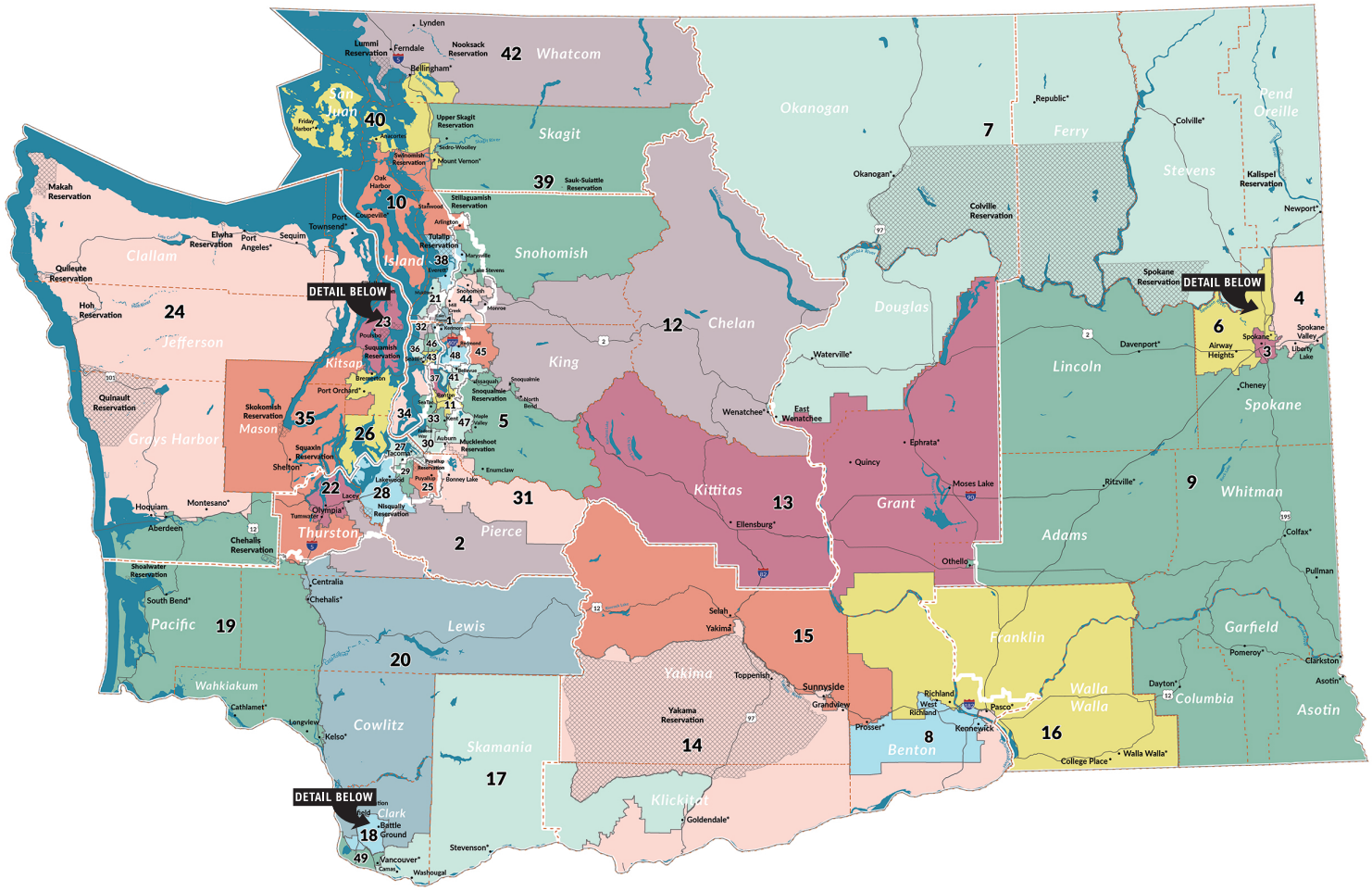
Friday, July 25, 2025 (In person)

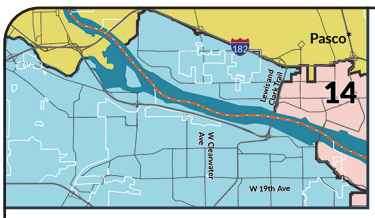
9:00 - 9:15	**Check in**
9:15 - 9:25	**Walk to Supreme Court**
9:25 - 10:05	**Supreme Court Tour**
10:05 - 10:15	**Walk to TVW**
10:15 - 10:50	**TVW Tour**
10:50 - 11:00	**Walk to Archives**
11:00 - 12:00	**Archives Tour** *Benjamin Helle, Research Archivist, Washington State Archives*
12:00 - 1:00	**Lunch**
1:00 - 2:00	**Mock Committee**
2:00 - 2:15	**Break**
2:15 - 3:15	**Grounds Tour, Pictures**

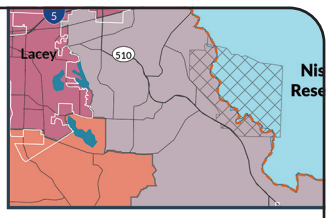

Union Avenue
Columbia Street
Helen Sommers Building
Capitol Way
Washington Street
Franklin Street
Adams Street
11th Avenue
Water Street
One way
Capitol Court Building
Natural Resources Building
Jefferson Street
Legislative Modular Building
Temple of Justice
State Archives Building
Highways Licenses Building
Office Building 2
Cherry Lane
Insurance Building
Legislative Building
One way
Capitol Way
14th Avenue Tunnel
Sid Snyder Avenue SW
Governor's Mansion
Pedestrian Bridge
Irving R. Newhouse Building
John L. O'Brien Building
John A. Cherberg Building
15th Avenue
1500 Jefferson Building
N
Joel M. Pritchard Building construction site
Water Street
Columbia Street
Capitol Way
Capitol Childcare Center
Employment Security Building
Transportation Building
Jefferson Street
10
10
Maple Park
Maple Park
Maple Park
LEGEND
Visitor parking
Disabled persons parking
Electric vehicle parking
Campus building
Public restrooms
Food
Memorials & monuments
Construction zone
Map updated on February 2025

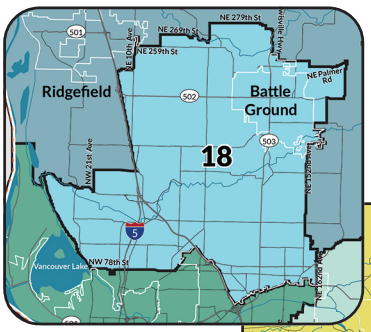
WASHINGTON STATE LEGISLATURE

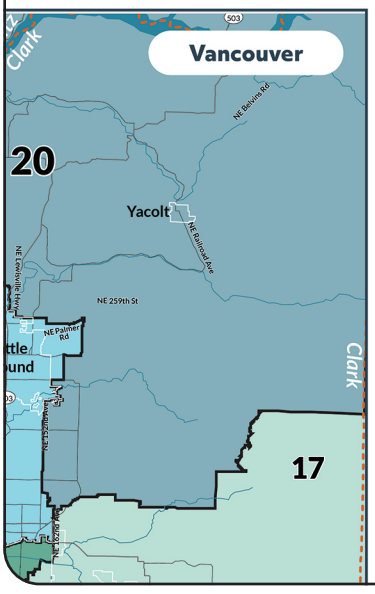
2025 Statewide Legislative District Map with Legislative Members

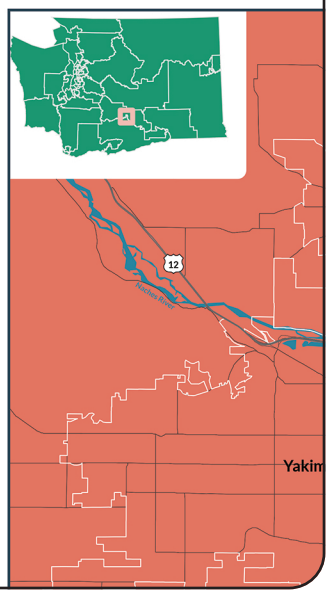


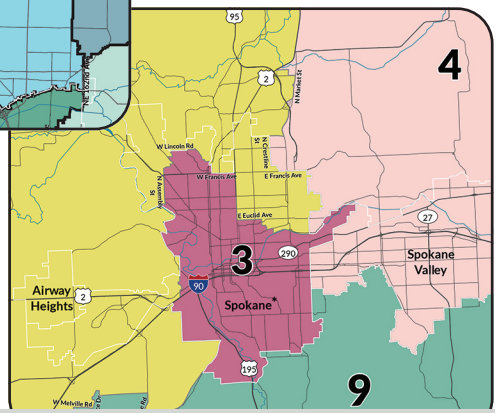












If you are a person with a disability and need a special accommodation, please contact the House at (360) 786-7271, or the Senate at (360) 786-7588. TTY 1-800-833-6388. For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.

1	Sen. Derek Stanford, D Rep. Davina Duerr, D Rep. Shelley Kloba, D
2	Sen. Jim McCune, R Rep. Andrew Barkis, R Rep. Matt Marshall, R
3	Sen. Marcus Riccelli, D Rep. Natasha Hill, D Rep. Timm Ormsby, D
4	Sen. Leonard Christian, R Rep. Rob Chase, R Rep. Suzanne Schmidt, R
5	Sen. Bill Ramos, D Rep. Lisa Callan, D Rep. Victoria Hunt, D
6	Sen. Jeff Holy, R Rep. Jenny Graham, R Rep. Mike Volz, R
7	Sen. Shelly Short, R Rep. Hunter Abell, R Rep. Andrew Engell, R
8	Sen. Matt Boehnke, R Rep. Stephanie Barnard, R Rep. April Connors, R
9	Sen. Mark Schoesler, R Rep. Mary Dye, R Rep. Joe Schmick, R
10	Sen. Ron Muzzall, R Rep. Dave Paul, D Rep. Clyde Shavers, D
11	Sen. Bob Hasegawa, D Rep. Steve Bergquist, D Rep. David Hackney, D
12	Sen. Keith Goehner, R Rep. Brian Burnett, R Rep. Mike Steele, R
13	Sen. Judy Warnick, R Rep. Tom Dent, R Rep. Alex Ybarra, R
14	Sen. Curtis King, R Rep. Deb Manjarrez, R Rep. Gloria Mendoza, R
15	Sen. Nikki Torres, R Rep. Chris Corry, R Rep. Jeremie Dufaul, R
16	Sen. Perry Dozier, R Rep. Mark Klicker, R Rep. Skyler Rude, R
17	Sen. Paul Harris, R Rep. Dave Stuebe, R Rep. Kevin Waters, R
18	Sen. Adrian Cortes, D Rep. John Ley, R Rep. Stephanie McClintock, R
19	Sen. Jeff Wilson, R Rep. Joel McEntire, R Rep. Jim Walsh, R
20	Sen. John E. Braun, R Rep. Peter Abbarno, R Rep. Ed Orcutt, R
21	Sen. Marko Liias, D Rep. Lillian Ortiz-Self, D Rep. Strom Peterson, D
22	Sen. Jessica Bateman, D Rep. Beth Doglio, D Rep. Lisa Parshley, D
23	Sen. Drew Hansen, D Rep. Greg Nance, D Rep. Tarra Simmons, D
24	Sen. Mike Chapman, D Rep. Adam Bernbaum, D Rep. Steve Tharinger, D
25	Sen. Chris Gildon, R Rep. Cyndy Jacobsen, R Rep. Michael Keaton, R
26	Sen. Deborah Krishnadasan, D Rep. Michelle Caldier, R Rep. Adison Richards, R
27	Sen. Yasmin Trudeau, D Rep. Jake Fey, D Rep. Laurie Jinkins, D
28	Sen. T'wina Nobles, D Rep. Dan Bronoske, D Rep. Mari Leavitt, D
29	Sen. Steve Conway, D Rep. Sharlett Mena, D Rep. Melanie Morgan, D
30	Sen. Claire Wilson, D Rep. Kristine Reeves, D Rep. Jamila Taylor, D
31	Sen. Phil Fortunato, R Rep. Joshua Penner, R Rep. Drew Stokesbary, R
32	Sen. Jesse Salomon, D Rep. Lauren Davis, D Rep. Cindy Ryu, D
33	Sen. Tina Orwall, D Rep. Mia Gregerson, D Rep. Edwin Obras, D
34	Sen. Emily Alvarado, D Rep. Brianna Thomas, D Rep. Joe Fitzgibbon, D
35	Sen. Drew MacEwen, R Rep. Travis Couture, R Rep. Dan Griffey, R
36	Sen. Noel Frame, D Rep. Liz Berry, D Rep. Julia Reed, D
37	Sen. Rebecca Saldaña, D Rep. Chipalo Street, D Rep. Sharon Tomiko Santos, D
38	Sen. June Robinson, D Rep. Julio Cortes, D Rep. Mary Fosse, D
39	Sen. Keith Wagoner, R Rep. Carolyn Eslick, R Rep. Sam Low, R
40	Sen. Liz Lovelett, D Rep. Debra Lekanoff, D Rep. Alex Ramel, D
41	Sen. Lisa Wellman, D Rep. Janice Zahn, D Rep. My-Linh Thai, D
42	Sen. Sharon Shewmake, D Rep. Alicia Rule, D Rep. Joe Timmons, D
43	Sen. Jamie Pedersen, D Rep. Nicole Macri, D Rep. Shaun Scott, D
44	Sen. John Lovick, D Rep. April Berg, D Rep. Brandy Donaghy, D
45	Sen. Manka Dhingra, D Rep. Roger Goodman, D Rep. Larry Springer, D
46	Sen. Javier Valdez, D Rep. Darya Farivar, D Rep. Gerry Pollet, D
47	Sen. Claudia Kauffman, D Rep. Debra Entenman, D Rep. Chris Stearns, D
48	Sen. Vandana Slatter, D Rep. Osman Salahuddin, D Rep. Amy Walen, D
49	Sen. Annette Cleveland, D Rep. Monica Jurado Stonier, D Rep. Sharon Wylie, D

LEGISLATIVE DISTRICTS BY SCHOOL DISTRICT

School District	Legislative District	School District	Legislative District	School District	Legislative District
Aberdeen	19	Cosmopolis	19	Harrington	9
Aberdeen	24	Coulee-Hartline	13	Highland	15
Adna	19	Coupeville	10	Highline	11
Almira	9	Crescent	24	Highline	33
Anacortes	10	Creston	9	Highline	34
Anacortes	40	Curlew	7	Hockinson	20
Arlington	10	Cusick	7	Hood Canal	35
Asotin-Anatone	9	Damman	13	Hoquiam	24
Auburn	30	Darrington	39	Inchelium	7
Auburn	31	Davenport	9	Index	12
Auburn	47	Dayton	9	Issaquah	5
Bainbridge Island	23	Deer Park	7	Issaquah	41
Battle Ground	18	Dieringer	31	Kahlotus	16
Battle Ground	20	Dixie	16	Kalama	20
Bellevue	41	East Valley (Spokane)	4	Keller	7
Bellevue	48	East Valley (Yakima)	15	Kelso	19
Bellingham	40	Eastmont	7	Kelso	20
Bellingham	42	Eastmont	13	Kennewick	8
Bethel	2	Easton	13	Kent	5
Bethel	25	Eatonville	2	Kent	11
Bethel	28	Edmonds	1	Kent	33
Bethel	29	Edmonds	21	Kent	47
Bethel	31	Edmonds	32	Kettle Falls	7
Bickleton	14	Ellensburg	13	Kiona-Benton City	16
Blaine	42	Elma	24	Kittitas	13
Boistfort	19	Endicott	9	Klickitat	14
Bremerton	23	Entiat	12	La Center	20
Bremerton	26	Enumclaw	5	La Conner	10
Brewster	7	Enumclaw	31	LaCrosse	9
Bridgeport	7	Ephrata	13	Lake Chelan	12
Brinnon	24	Evaline	19	Lake Quinault	24
Burlington-Edison	40	Everett	38	Lake Stevens	39
Camas	17	Everett	44	Lake Washington	1
Cape Flattery	24	Evergreen (Clark)	17	Lake Washington	41
Carbonado	31	Evergreen (Clark)	18	Lake Washington	45
Cascade	12	Evergreen (Clark)	49	Lake Washington	48
Cashmere	12	Evergreen (Stevens)	7	Lakewood	10
Castle Rock	19	Federal Way	30	Lamont	9
Centerville	14	Federal Way	33	Liberty	9
Central Kitsap	23	Federal Way	47	Lind	9
Central Kitsap	35	Ferndale	42	Longview	19
Central Valley	4	Fife	27	Loon Lake	7
Centralia	20	Fife	31	Lopez Island	40
Chehalis	20	Finley	14	Lummi	42
Cheney	6	Franklin Pierce	25	Lyle	14
Cheney	9	Franklin Pierce	29	Lynden	42
Chewelah	7	Freeman	9	Mabton	14
Chief Leschi	25	Garfield	9	Mansfield	7
Chimacum	24	Glenwood	14	Manson	12
Clarkston	9	Goldendale	17	Mary M Knight	35
Cle Elum-Roslyn	13	Grand Coulee Dam	7	Mary Walker	7
Clover Park	28	Grandview	14	Marysville	38
Clover Park	29	Granger	14	Marysville	39
Colfax	9	Granite Falls	39	McCleary	19
College Place	16	Grapeview	35	Mead	4
Colton	9	Orting	31	Shelton	35
Columbia (Stevens)	7	Othello	9	Shoreline	1
Columbia (Walla Walla)	16	Othello	13	Shoreline	32
Colville	7	Great Northern	6	Meridian	42
Concrete	39	Green Mountain	20	Methow Valley	7
Conway	39	Griffin	35	Mill A	17

LEGISLATIVE DISTRICTS BY SCHOOL DISTRICT

School District	Legislative District	School District	Legislative District	School District	Legislative District
Monroe	1	Port Townsend	24	Stevenson-Carson	17
Monroe	12	Prescott	16	Sultan	12
Monroe	44	Prosser	15	Sultan	39
Montesano	24	Pullman	9	Summit Valley	7
Morton	20	Puyallup	25	Sumner-Bonney Lake	31
Moses Lake	13	Puyallup	31	Sunnyside	14
Mossyrock	20	Queets-Clearwater	24	Sunnyside	15
Mount Adams	14	Quilcene	24	Tacoma	27
Mount Baker	40	Quileute	24	Tacoma	28
Mount Baker	42	Quillayute Valley	24	Tacoma	29
Mount Pleasant	17	Quincy	13	Taholah	24
Mount Vernon	10	Rainier	2	Tahoma	5
Mount Vernon	40	Raymond	19	Tahoma	47
Mukilteo	21	Reardan-Edwall	9	Tekoa	9
Mukilteo	38	Renton	11	Tenino	2
Naches Valley	15	Renton	37	Thorp	13
Napavine	20	Renton	41	Toledo	20
Naselle-Grays River Valley	19	Republic	7	Tonasket	7
Nespelem	7	Richland	8	Toppenish	14
Newport	7	Richland	16	Touchet	16
Nine Mile Falls	6	Ridgefield	20	Toutle Lake	20
Nine Mile Falls	7	Ritzville	9	Trout Lake	17
Nooksack Valley	42	Riverside	6	Tukwila	11
North Beach	24	Riverview	12	Tumwater	22
North Franklin	16	Riverview	45	Tumwater	35
North Kitsap	23	Rochester	19	Union Gap	14
North Mason	35	Rochester	35	University Place	28
North River	19	Roosevelt	14	Valley	7
North Thurston	2	Rosalia	9	Vancouver	18
North Thurston	22	Royal	13	Vancouver	49
North Thurston	35	San Juan Island	40	Vashon Island	34
Northport	7	Satsop	24	Wa He Lut	2
Northshore	1	Seattle	32	Wahkiakum	19
Northshore	44	Seattle	34	Wahluke	13
Northshore	45	Seattle	36	Waitsburg	16
Oak Harbor	10	Seattle	37	Walla Walla	16
Oakesdale	9	Seattle	43	Wapato	14
Oakville	19	Seattle	46	Warden	13
Ocean Beach	19	Sedro-Woolley	39	Washougal	17
Ocosta	19	Selah	15	Washtucna	9
Odessa	9	Selkirk	7	Waterville	7
Okanogan	7	Sequim	24	Wellpinit	7
Olympia	22	Shaw Island	40	Wenatchee	7
Olympia	35	Skamania	17	Wenatchee	12
Omak	7	Skykomish	12	West Valley (Spokane)	4
Onalaska	20	Snohomish	39	West Valley (Yakima)	15
Onion Creek	7	Snohomish	44	White Pass	20
Orcas Island	40	Snoqualmie Valley	5	White River	31
Orchard Prairie	4	Snoqualmie Valley	12	White Salmon Valley	17
Orient	7	Soap Lake	13	Wilbur	9
Orondo	7	South Bend	19	Willapa Valley	19
Oroville	7	South Kitsap	26	Wilson Creek	13
Palisades	13	South Whidbey	10	Winlock	19
Palouse	9	Southside	35	Wishkah Valley	24
Pasco	8	Spokane	3	Wishram	14
Pasco	14	Spokane	6	Woodland	20
Pasco	16	Spokane	9	Yakima	14
Pateros	7	Sprague	9	Yakima	15
Paterson	14	St. John	9	Yelm	2
Pe Ell	19	Stanwood-Camano	10	Zillah	15
Peninsula	26	Starbuck	9		
Pioneer	35	Stehekin	12		
Pomeroy	9	Steilacoom Hist.	28		
Port Angeles	24	Steptoe	9		

Term	Definition (Fill in the blanks)	Hint
	The branch of government which makes state laws	
	The branch of government which makes federal laws	
	Each branch of the government has the power to limit the power of the other two branches	
	Member who introduces or signs-on in support of a bill	
	Not biased, especially toward any particular political group	
	Involving cooperation, agreement, and compromise between two major political parties	
	A two-chamber legislature, made up of a Senate and House of Representatives	
	Helps with the detailed study of bills; the entire body of each house is divided into small groups. Each group has a special field, and each considers proposed legislation.	
	A change in a bill or law	
	Abbreviation for laws enacted by the Washington State Legislature *(Revised Code of Washington)*	
	Abbreviation for regulations adopted by Washington State administrative agencies (*Washington Administrative Code*)	

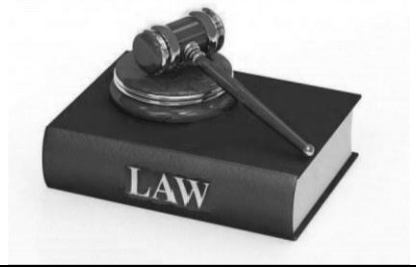
	A citizen of a official's district	
	A person who tries to influence legislation on behalf of a special interest	
	A group whose membership includes most of the professional lobbyists in the state	
	Duties include presiding over the House, preserving order and decorum, referring bills to committees, speaking to points of order, and signing all bills	
	Presiding officer of the Senate and chair of the Senate Rules Committee	
	A set of rules for speaking and conducting business followed in both chambers of the legislature as well as in committees	
	Meeting of the members of a legislative body, who generally belong to the same political party	
	Provides nonpartisan policy, legal, and fiscal services for the House and its committees	
	Provides nonpartisan policy, legal, and fiscal services for the senate and its committees	
	The final day of the legislative session	

Term	Definition (Fill in the blanks)	Hint
Legislature	The branch of government which makes state laws	
Congress	The branch of government which makes federal laws	
Checks and Balances	Each branch of the government has the power to limit the power of the other two branches	
Sponsor	Member who introduces or signs-on in support of a bill	
Nonpartisan	Not biased, especially toward any particular political group	
Bipartisan	Involving cooperation, agreement, and compromise between two major political parties	
Bicameral	A two-chamber legislature, made up of a Senate and House of Representatives	
Committees	Helps with the detailed study of bills; the entire body of each house is divided into small groups. Each group has a special field, and each considers proposed legislation.	
Amendment	A change in a bill or law	
RCW	Abbreviation for laws enacted by the Washington State Legislature *(Revised Code of Washington)*	
WAC	Abbreviation for regulations adopted by Washington State administrative agencies (*Washington Administrative Code*)	

Constituent	A citizen of a official's district	
Lobbyist	A person who tries to influence legislation on behalf of a special interest	
Third House	A group whose membership includes most of the professional lobbyists in the state	
Speaker	Duties include presiding over the House, preserving order and decorum, referring bills to committees, speaking to points of order, and signing all bills	
Lt. Governor	Presiding officer of the Senate and chair of the Senate Rules Committee	
Parliamentary Procedure	A set of rules for speaking and conducting business followed in both chambers of the legislature as well as in committees	
Caucus	Meeting of the members of a legislative body, who generally belong to the same political party	
Office of Program Research (OPR)	Provides nonpartisan policy, legal, and fiscal services for the House and its committees	
Senate Committee Services (SCS)	Provides nonpartisan policy, legal, and fiscal services for the senate and its committees	
Sine Die	The final day of the legislative session	

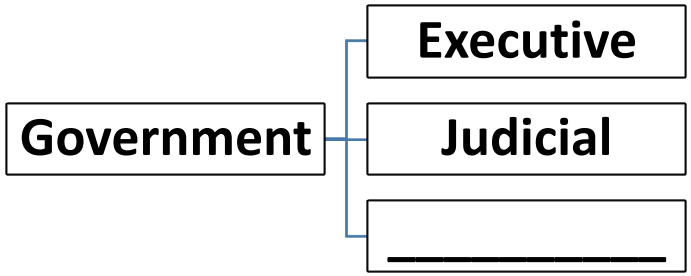
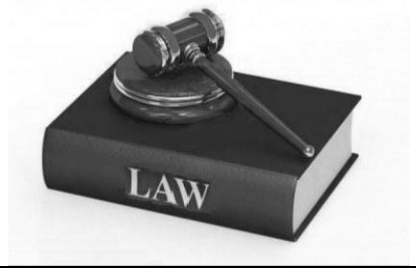
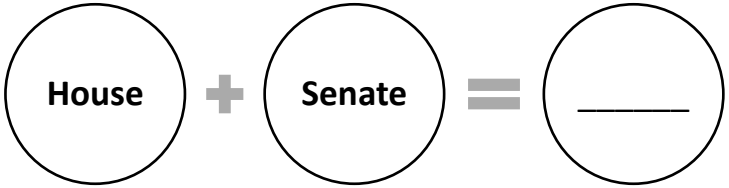
Directions: Use the vocabulary terms in the Word Bank to fill in the correct term for each image and definition. Then accurately use each vocabulary term in a sentence.

Word Bank	*Legislative*	*Legislator*	*Legislature*	*Legislation*

Vocabulary Term	**Definition**	**Image**	**Write a sentence using the vocabulary term.**
_____	*The branch of government which makes laws*	**Government** → **Executive**, **Judicial**, _____	_____ _____ _____ _____
_____	*A person, senator or representative, who makes legislation*		_____ _____ _____ _____ _____
_____	*A bill or law*		_____ _____ _____ _____ _____
_____	*The house and senate*	**House** + **Senate** = _____	_____ _____ _____ _____

Directions: Use the vocabulary terms in the Word Bank to fill in the correct term for each image and definition. Then accurately use each vocabulary term in a sentence.

Word Bank	*Legislative*	*Legislator*	*Legislature*	*Legislation*

Vocabulary Term	Definition	Image	Write a sentence using the vocabulary term.
Legislative	*The branch of government which makes laws*		_____ _____ _____ _____
Legislator	*A person, senator or representative, who makes legislation*		_____ _____ _____ _____ _____
Legislation	*A bill or law*		_____ _____ _____ _____ _____
Legislature	*The house and senate*		_____ _____ _____ _____

Listening Questionnaire

When listening to another person, I…	Always (1pt)	Usually (2pts)	Often (3pts)	Rarely (4pts)	Never (5pts)
Get distracted					
Listen only to facts					
Interrupt					
Assume the other person already knows					
Prejudge					
Tune out					
Ignore nonverbal clues					
Total	+	+	+	+	+

T-Chart Activity

Legalization of Cannabis

In 2012, Washington legalized the recreational use of marijuana for persons over the age of 21 through a voter initiative. The law requires a license to produce or sell cannabis. Licensed producers of cannabis are not eligible for a marijuana retailer business. The cost of this license is $1,381 per year, with an additional cost of $250 to apply for the license. As of December, 2013, the State has issued all the licenses it plans to allow for the foreseeable future. To enter the marijuana business, a person must acquire an already existing business, file a change of ownership with the Secretary of State, and pay a $75 fee. Licenses are nontransferable and remain with the business when it is sold. Locations where cannabis is sold or manufactured cannot be within 1,000 feet of any school, playground, recreation center, childcare center, park, transit center, library, or game arcade. Cannabis cannot be used or displayed in public. The sale of cannabis is taxed at a rate of 37%. It is illegal to drive under the influence of cannabis, although currently there is no instant means for testing the levels of THC in one's bloodstream. Checking for the threshold of 5 ng/ml of THC in a person currently requires a blood test. Twenty-four other states and the District of Columbia have legalized cannabis for recreational use, and 38 have allowed it for medical use with a doctor's prescription. However, it is still a federal crime to produce, distribute, or use cannabis.

Death With Dignity

In 2008, the people of Washington passed initiative I-1000, which established what is known as "Death with Dignity." This legislation allows mentally competent, terminally ill adults seeking to end their life to request lethal doses of medication from physicians. The medicine is self-administered and can be prescribed to those predicted to be in the last six months of their life. Patients make both oral and written requests for the prescription, have at least two doctors diagnose them as terminally ill and mentally competent, go through a waiting period, and are informed on all other options before receiving the medication to administer. In 2023, the qualifying prescribers expanded to include Advanced Registered Nurse Practitioners and Physician's Assistants. It also decreased the waiting period from fifteen to seven days. Healthcare professionals have the option to opt-out from prescribing this medication. The prescriptions cost between $700-$850 and must be dispensed by a compounding pharmacy. Federal funding, including Medicaid and Medicare, cannot be used for services or medications received under these laws. As of 2022, over 3,100 adults with terminal illnesses in Washington have sought this prescription, and over 2,300 adults have had a physician-assisted death. There are currently 14 states, as well as the District of Columbia, that have Death with Dignity statutes in effect.

Seat Belts

Washington has had a seat belt law in effect since June 1, 1964. Additionally, a child restraint law was implemented in 2007. The seat belt law says that all vehicle occupants must be properly restrained in all seating positions. Occupants cannot buckle a seat belt behind their back or under their arm, and one seat belt cannot be used for two people. Passengers 16 years of age and older are responsible for themselves and may receive their own citation if not properly restrained. Washington's child restraint law requires devices like booster seats or car seats to be used by children under the age of 5 or below 4' 9" in height, and passengers under the age of 13 are required to sit in the back seat of a vehicle whenever practical.

Seat belt laws vary from state to state, as do penalties for violations. Except for New Hampshire, all states plus the District of Columbia have laws requiring seat belt use, with 13 requiring seat belts for all ages in all seats. The steepest penalties are found in Texas ($200 if the driver is under 17 years old) and Northern California ($266 for the driver if a passenger is under 16 years old). The most lenient penalties are found in Pennsylvania and Wisconsin ($10 regardless of driver or passenger ages). Washington State assigns a $124 fine for violations.

Motorcycle Helmets

Currently, in the state of Washington, it is not mandatory to complete a motorcycle safety course to obtain a Washington motorcycle license endorsement, unless you are under the age of 18. However, anyone operating or riding as a passenger on a motorcycle is required to wear a United States Department of Transportation (USDOT) regulation helmet. The helmet neck or chin strap must be fastened securely while the motorcycle is in motion. Washington is one of 18 states that have full helmet laws. Only 3 states (Illinois, Iowa and New Hampshire) are 100% helmet-free. Thirty states have helmet laws that exempt adult riders over the age of 18 or 21 from wearing a helmet. Despite these helmet laws, the number of motorcyclist fatalities in Washington has risen 40% since 2015. In 2022 alone, there were 1,955 accidents, of which 125 resulted in a fatality. Nationwide, between 2015-2019, fatalities on motorcycles have seen a 2% decrease, whereas mopeds and motor scooters, including those under 50 cubic centimeters, have seen a 76% rise in fatalities. Risky behaviors and lack of education have been cited as possible factors in fatalities.

Until July 2019, Washington motorcyclists were exempt from laws requiring motor vehicle drivers to carry liability coverage and proof of insurance, making motorcycle transportation more affordable, especially during economic downturns like the 2008 recession which saw a nearly-20% increase in registered motorcycles between 2007 and 2009, from over 192,000 to over 229,000. Following the new insurance laws in 2019, registered motorcycles in the state of Washington fell from over 246,000 in 2019 to over 242,000 in 2021.

Parent Permission for Social Media

In 2023, a new bipartisan bill which would require parental consent for anyone under 18 to use social media, was proposed. The Protecting Kids on Social Media Act would require an age-verification credential to enroll on social media platform, set the minimum age of use to 13, and bar using algorithms to feed content to minors. In addition to parental consent to use social media, the bill requires companies to "take reasonable steps beyond merely requiring attestation" to verify users' ages.

The new proposal, backed by Sens. Brian Schatz, D-Hawaii, Tom Cotton, R-Ark., Chris Murphy, D-Conn., and Katie Britt, R-Ala., would give parents across the country new control over their children's access to social networking services like Meta's Facebook and Instagram, Snap's Snapchat and TikTok. This latest push from legislators to build new guardrails for kids' online safety is occurring as similar actions are being taken at the state level. Thirty-five states and Puerto Rico have pending legislation in 2023, and 11 states have enacted bills or adopted resolutions. Some state laws would give parents access to kids' private messages.

Proposed measures are likely to raise privacy concerns given that it can be difficult to narrow a user's age without some sort of government ID or facial scan. The bill says that "existing age verification technologies" should be taken into account and that information collected for age-verification purposes shouldn't be used for anything else. Soon after the bill was announced, tech-backed industry group NetChoice criticized the legislation in a statement, saying it "would require massive, widespread data collection and retention, undermining Americans' privacy and security. It would also deprive parents of their constitutional right to make decisions about what's best for their kids online."

Food Dye Restrictions

Color additives are used in foods for many reasons, including to offset color loss due to exposure to light, air, temperature extremes, moisture, and storage conditions; correct natural variations in color; enhance colors that occur naturally; and provide color to colorless and "fun" foods.

The Food and Drug Administration's regulations require evidence that a color additive is safe at its intended level of use before it may be added to foods. The FDA's regulations require evidence that a color additive is safe at its intended level of use before it may be added to foods. When the FDA approves the use of a color additive in foods, their regulations specify the types of foods in which it can be used, any maximum amounts allowed to be used, and how the color additive is to be declared on the food label.

The FDA determines an appropriate level of use that includes a built-in safety margin. In other words, the levels of use that gain approval are much lower than what would be expected to have any adverse effect. The FDA has a Generally Recognized as Safe (GRAS) provision for food additives, however, such a provision does not exist for color additives. Because of inherent limitations of science, the FDA can never be absolutely certain of the absence of any risk from the use of any substance; therefore, it must determine—based on the best science available—if there is a reasonable certainty of no harm to consumers when a color additive is used.

WASHINGTON STATE LEGISLATURE

How a bill becomes a law



1 A bill may be introduced in either the Senate or House of Representatives by a member.

2 It is referred to a committee for a hearing. The committee studies the bill and may hold public hearings on it. It can then pass, reject, or take no action on the bill.

3 The committee report on the passed bill is read in open session of the House or Senate, and the bill is then referred to the Rules Committee unless otherwise ordered by the House or Senate.

4 The Rules Committee can either place the bill on the second reading of the calendar for debate before the entire body, or take no action.

5 At the second reading, a bill is subject to debate and amendment before being placed on the third reading calendar for final passage.

6 After passing one chamber, the bill goes through the same procedure in the other chamber.

7 The bill's chamber of origin must come to an agreement on changes made to the bill by the opposite chamber.

8 When the bill is accepted in both chambers, it is signed by the respective leaders and sent to the governor.

9 The governor signs the bill into law or may veto all or part of it. If the governor fails to act on the bill, it may become law without a signature.

If you are a person with a disability and need a special accommodation, please contact the House at (360) 786-7271, or the Senate at (360) 786-7558. TTY 1-800-833-6388. For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.

WASHINGTON STATE LEGISLATURE

How a bill becomes a law

A bill may be introduced in either the House of Representatives or Senate, but the procedure by which a bill becomes a law is much the same, wherever the bill originates. In this example, we'll use the Senate.



1 A bill is introduced in the Senate by a member, or members, of that body. After the bill is filed with the Secretary of the Senate, it is given a number and, unless a majority demands it be read in full, it is read the first time by title only in open session of the Senate. It is then referred to a standing committee of the Senate.

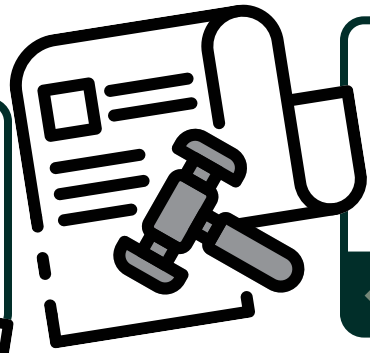
There has been an average of around **1,630** bills* introduced and **1,200** floor amendments* each year over the past ten years.

2 The committee studies the bill and often holds public hearings on it. The committee will then meet to consider the information it has gathered. It may approve the bill with or without amendments, draft a substitute bill on the same subject incorporating the desired changes, or take no action.

* *Includes special sessions.*



3 The committee is now ready to report back to the Senate. If the majority is in favor of the bill as introduced or with certain amendments, the committee recommends the bill for passage. The committee report is read in open session of the Senate, and the bill is then referred to the Rules Committee. If the bill has a significant fiscal impact, it may be referred to the Ways & Means or Transportation Committee for budget impact. If the bill is referred to a fiscal committee, it repeats steps 2 and 3.



4 Once the bill reaches the Rules Committee, it can be placed on the second reading calendar for debate before the entire Senate, or take no action.

5 When the bill appears on the calendar for second reading, it is subject to amendment. The bill may be amended or left as is and moved to third reading and final passage. Debate may occur on amendments and final passage of the bill. Depending upon the degree of controversy, debate may last a few minutes to several hours — or even several days.

This process has to be completed before the fiscal committee's House of Origin **Cut-Off Date**. From here, same process in the opposite chamber.

6 After passing in the Senate, the bill will go through an almost identical procedure in the House. If the bill is passed by the House, but is amended by that body, the Senate must concur in the amendments or ask the House to remove them. If the Senate does not accept the change in the bill and the House insists on the change, a conference committee may be requested to work out the differences.



7 If appointed, a conference committee has the power to work from the proposed amendments or to recommend new amendments or a striking amendment, consistent with the subject matter of the original measure. When the conferees reach agreement, they report to their respective chambers. Their report is either adopted or rejected without any changes.



An average of around **320** bills* passed each year in the last decade, which is about **20%**.

8 If the report is adopted and the bill passed by both chambers, the bill is signed by the President of the Senate and the Speaker of the House in open sessions, and then is sent for the Governor's signature.

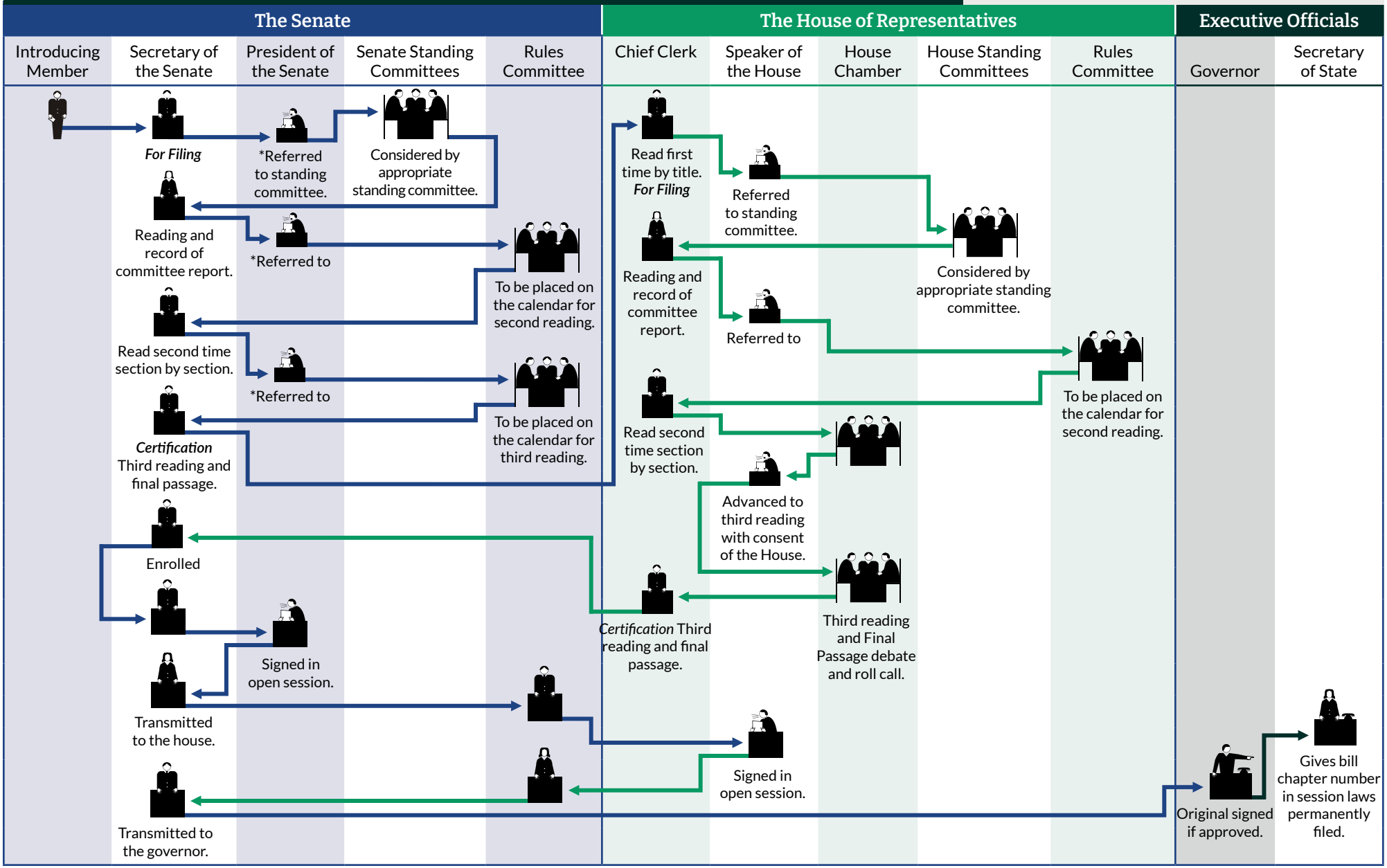
9 Within five days, if the Legislature is still in session, or twenty days after its adjournment, the Governor may sign the bill or veto all or any section of it. The Legislature can override the veto by a two-thirds vote of both chambers. If the Governor fails to act on the bill, it becomes law without a signature.



WASHINGTON STATE LEGISLATURE

The course of a bill

Published by the Senate and the House of Representatives



The above procedure for a non-fiscal bill introduced in the Senate is the simplest possible; neither veto nor amendment has occurred. If such a bill is introduced in the House, the Chief Clerk would perform essentially the same functions as the Secretary of the Senate as indicated above, and the action of the Senate thereon would occur after passage thereof by the House.

* By a vote of the Senate

The Path to Legislation

Enrichment Activity

Directions: Work alone or in a small group to create a piece of media that will educate your fellow pages on the legislative process. Use the planning guide to help you learn the legislative process and organize your ideas. Then create a final product that will be performed or presented on Friday. The creators of the best project will win a Legy Award!

Ideas: *Create a…*

- Short Story
- Skit
- Poster
- Brochure
- Comic strip
- Movie Trailer
- Rap
- Poem
- Your choice!

Requirements:

- Use your own words
- Be creative and utilize your unique talents
- Educate and entiretain your audience
- Be accurate
    - Cell phones may be used to record your project but only during lunch, after work, or with the permission of a supervisor

Part A: Partner up and come up with your big idea

Partner(s) names: _____

Type of project: _____

Part B: Research and Planning

Conduct research using the handouts titled "How a Bill Becomes a Law." Summarize the steps of the legislative process, and then brainstorm how you will explain each step to your audience. Think about props, characters, setting, and possible vocabulary words you will use. You can go into as much detail as you would like.

Part C: Production

Write a script! Request supplies! Gather props! Rehearse! Record! Create!

Feel free to ask page supervisors or teachers for help and be ready to present on Friday.

The Path to Legislation: Project Rubric

Names: _____

_____

Accuracy: Information presented reflects a deep and accurate understanding of the legislative process. _____/10 pts

Creativity: Information is presented in a creative manner. _____/10 pts

Appearance: Project or performance is neat, professional, and organized. _____/10 pts

Effort: Project or performance represents a significant amount of work. _____/10 pts

Bonus points: _____

Comments: Total Points: _____

The Path to Legislation: Project Rubric

Names: _____

_____

Accuracy: Information presented reflects a deep and accurate understanding of the legislative process. _____/10 pts

Creativity: Information is presented in a creative manner. _____/10 pts

Appearance: Project or performance is neat, professional, and organized. _____/10 pts

Effort: Project or performance represents a significant amount of work. _____/10 pts

Bonus points: _____

Comments: Total Points: _____

WASHINGTON STATE LEGISLATURE

Effective participation

You are an important part of how we make laws. Learn how to contact a legislator, participate in committee meetings, and share your opinion effectively.

Contact a legislator

There are several ways to contact a legislator:

- Look up your legislator's contact information in our list of legislators
- Send your legislator a comment on a bill
- Schedule an appointment to visit your legislator
- Attend a legislator's town hall meeting in your district
- Write a letter to your legislator

Participate in a committee meeting

During the legislative session, you can sign in to a committee meeting to:

- Register to testify in person or remotely
- Submit written testimony on a bill
- Ask us to note your opinion on a bill

For more information, learn how to testify at a committee meeting.

Accessibility for committee meetings
Need help with testifying or attending a committee meeting? Visit our accessibility help page for information about:

- Reasonable accommodations
- Interpretation in other languages

Call us with questions or comments

Not sure where to start? Call us toll-free at 800-562-6000 to ask questions or leave a message about any issue.

How your participation affects our laws

Every year, the Legislature meets to make decisions. The goal is to agree on issues affecting Washington's citizens and future. The process involves working together to make important choices that help everyone.

Legislators rely on information from staff, state agencies, and lobbyists, but what they do depends on citizens' opinions. This is exactly how the lawmaking process is supposed to work. It's based on a close, open, and positive relationship between you and your legislators.

The lawmaking process is a way for us all to contribute to our state. No matter what your opinion is, your participation makes a difference.



It is not the fact of liberty, but the way in which liberty is exercised that ultimately determines whether liberty itself survives.

— Dorothy Thompson

Tips for participating

However you choose to get involved, follow the tips below to make the most of your participation.

Know how the process works
To participate effectively, you'll need a basic understanding of the lawmaking process. For more information, you can:

- Call the Legislative Information Center at 360-786-7573
- Call your legislator's office
- Read the how a bill becomes a law page
- Learn how to read a bill
- Listen to or watch videos of committee meetings on TVW to see how they work

Become an expert
Before contacting your legislator about an issue, find out:

- Who it affects
- What others think about it
- How it will affect the future

By doing research, you'll sound more confident and credible.

Get to know your legislators
The best way to get to know your legislators is to meet them during the months between legislative sessions.

While you may have disagreements, you can still work with them and have a positive relationship. Remember: Your legislators are also your neighbors. Learn who they are as people and find things you agree on.

Get to know legislative staff
Legislators rely on their staff for information. Staff members always appreciate new sources of clear and correct information, and your personal knowledge and experience can provide an important perspective. They can also give you current information.

> There is but one element of government, and that is THE PEOPLE. From this springs all government.
>
> — John Adams

Work with other citizens
Many people are part of organizations that care about the same issues as you. You're much more likely to be effective by working together than by yourself.

Be prepared and polite
No matter how often you contact your legislators, follow this advice:

- Be prepared for your discussions
- Provide written statements with verbal presentations
- Make letters and emails formal, specific, and short
- Don't get upset or argue with your legislator
- Thank them for their time and ask to speak again in the future

Additional Information about Testifying

- Registration opens when a bill is scheduled for public hearing. Registration closes one hour before the meeting is scheduled to begin. You should receive a link within a couple minutes of registration. Watch for your link and save the email to a location you can easily find it on the day of the hearing. If you do not receive a link see the troubleshooting tips below.
- Every registrant will automatically receive a Zoom link to the meeting. Each link is unique to the registrant. Registrants are prohibited from sharing links.
  - Those who signed up to testify in person should plan to do so, and only use their link as backup.
- Do not sign up multiple testifiers by using the same email address. Only one person per email account will be let into the meeting. Even though the system allows you to sign up multiple people using the same email address, only one link will work. **Use a different email address for each testifier, including panels.**
- Remote participants may participate via Zoom or phone. See instructions above on how to connect to the meeting.
- **Be advised: Registering to testify does not guarantee you a chance to speak or speak at specific times. Time constraints, technical issues, changes to committee schedules, etc. could affect your ability to testify.**

If you are a person with a disability and need a special accommodation, please contact the House at (360) 786-7271, or the Senate at (360) 786-7558. TTY 1-800-833-6388. For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.

- Remote participants will be connected to the Zoom Webinar meeting in attendee view until called to speak.
- The committee Chair may limit public testimony (for example, one minute per testifier) due to time constraints. Be prepared to testify at any point during the hearing. It is also possible you will not be recognized to testify.
- Maintain proper committee protocol, which includes waiting to be acknowledged by the committee Chair before speaking, ensuring testimony is relevant; respectful, and professional; and following rules for testimony established by the chair and the House and Senate.
  - In-person testifiers may not bring signs into the hearing rooms and must adhere to the occupancy guidelines assigned to hearing rooms.
  - Remote testifiers may include the name of their organization in the background of video feeds, but backgrounds that include a campaign sign, a slogan, or any other material that is campaign-related, offensive, or otherwise defamatory will not be permitted.
- **Legislative committee and technical staff are unable to assist with any individual connection, Zoom link, or other technical issue you may experience.** Please see instructions document for tips on how to address any common link or other technical issues.
- **Anyone who fails to follow the rules for testimony established by the committee Chair and the House and Senate forfeits their opportunity to testify.**

WASHINGTON STATE LEGISLATURE

Testify at a committee meeting

At committee meetings, you can share your thoughts on bills and current issues in Washington. Anyone can testify; you don't need training. See how to testify remotely, in person, and in writing.

We're open to public participation

Washington has one of the most open legislatures in the country. Typically, a bill has a public hearing in House and Senate committees before it goes to all members of the House and Senate.

You can participate in committee meetings by:
- Submitting written testimony
- Noting your position on a bill
- Testifying in person or remotely

You may create a legislative account to speed up the sign-up process. Information on how to create and use your account can be found here.

How we conduct meetings

The rules for committee meetings help ensure people behave appropriately and respectfully.

Accessibility for committee meetings

Need help with testifying or attending a committee meeting? The accessibility page has information about:
- Reasonable accommodations
- Interpretation in other languages

Testifying in person or remotely

Follow these steps to sign up to testify at a meeting.

1. **Find out when a meeting is scheduled**
   - Visit our committee meeting schedules page
   - Subscribe to email updates about committees
2. **Prepare your testimony**
   Time is usually limited, so be brief and direct. Write your comments in outline form and summarize your written testimony. Don't read testimony you plan to submit, or have already submitted, to the committee.

   Don't repeat other people's testimony
   If you know other people plan to give similar testimony at the meeting, work with them to avoid repeats. Well-organized testimony is the most effective.

If you are a person with a disability and need a special accommodation, please contact the House at (360) 786-7271, or the Senate at (360) 786-7558. TTY 1-800-833-6388. For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.



Every person may freely speak, write and publish on all subjects, being responsible for the abuse of that right.

— Article 1, Section 1
Washington State Constitution

3. **Sign in**
   You can sign in online to testify for all committees or at the kiosks located around the legislative campus. You can sign in as soon as the bill is added to an agenda for public hearing and up to 1 hour before the meeting starts.

   Regardless of whether you sign in to testify remotely or in person, you'll be emailed a Zoom link to join the meeting remotely. Don't share your Zoom link.

   After signing in
   See if proposed amendments or substitute bills are available on the committee meetings schedule page. Choose "View docs" for the meeting you're interested in.
4. **Be on time**
   Be at the meeting when it starts. If you're late, you might not be able to testify.

   Joining a meeting in person
   Don't use your Zoom link unless you can't testify in person. Don't share your Zoom link.

   Approach the testimony table when the committee calls on you to testify. The microphones will already be turned on. Don't bring signs or props into the hearing room.

Joining a meeting remotely
Once you're signed in, see the following instructions:
- How to join a House committee meeting remotely
- How to join a Senate committee meeting remotely

Your Zoom background cannot include:
- Campaign-related signs, slogans, or other materials
- Offensive or defamatory statements

If you don't follow the committee chair's rules for testimony, you might not be allowed to testify.

5. **Understand the committee procedures**
The committee chair will open a public hearing on a specific bill. Usually, committee staff brief the bill and then the bill's sponsor may comment first.

The chair's job is to ensure:
- Committee members hear relevant information
- People can share their opinions
- The meeting stays within the time limit

6. **Give your testimony**

Wait your turn
- Wait to speak until you are called on
- Be respectful and professional during your testimony
- Be mindful of the testimony timer, if it is being used
- Follow the chair's rules for testimony

Share your comments
First, introduce yourself to the Chair and committee members and give your reason for testifying. For example, you could say, "Mr. or Madam Chair and members of the committee, I am John Doe from Spokane. I support this bill because..."

Follow this advice
- Be clear about whether you're representing other citizens or a separate group
- Be brief and clear
- Don't be too technical
- Don't repeat what someone else already said
- Don't clap, cheer, boo, or act in any inappropriate or distracting way

7. **Be ready for questions and comments**
Committee members may ask you questions to get more information. Don't answer if you're not sure. Instead, offer to send a written answer to the committee after the meeting.

8. **Submit written testimony**
Most committee meetings are limited to 2 hours and may have several topics to discuss. The chair will try give everyone an opportunity to testify, but may be limited. You can still submit written testimony online up to 24 hours after the start of the meeting.

Lobbyist guidelines

If you are testifying and represent only yourself, you usually don't need to register as a lobbyist. This includes if you:
- Appear only at public meetings of legislative committees or state agencies, or
- Don't receive money or other consideration for lobbying and don't make payments for or on behalf of a legislator, elected official, or state employee in connection with lobbying, or
- Lobby only up to 4 days during any 3-month period and spend no more than $35 for or on behalf of a legislator, elected official, or state employee.

If you're unsure, check the lobbyist guidelines on the Public Disclosure Commission (PDC) website.

Submitting written testimony

You can submit written testimony in one of these ways.

For a House committee
- Submit written testimony online up to 24 hours after the start of the meeting
- Email your written testimony to all committee members

Be sure to include the bill number and your position on the bill. See a list of House committees.

For a Senate committee
- Submit written testimony online up to 24 hours after the start of the meeting
- Email your written testimony to all committee members and committee staff

Be sure to include the bill number and your position on the bill. See a list of Senate committees.

For the Select Committee on Pension Policy
- Submit written testimony online up to 24 hours after the start of the meeting
- Email your written testimony to committee staff at state.actuary@leg.wa.gov

For your district's legislators
You may also contact your legislator to share your position on a bill. You can do so by:
- Writing a letter or sending an email
- Calling the legislator's Olympia office
- Calling the Legislative Hotline at 800-562-6000

See how to comment on a bill for instructions on sending bill comments to your district's legislators.

WASHINGTON STATE LEGISLATURE

Overview of the process



A bill may go through committee meetings, debates, changes, and votes. If both the House of Representatives and Senate pass it, the Governor decides whether to sign it into law. Below are the most common steps a bill will follow.

Legislators introduce bills

First, legislators submit bills to the House or Senate. Leaders in those chambers choose which committees should receive them.

Prefile (Filing a bill before session, opens first week of December): Members can file bills in the month before session begins. This is called "prefiling."

Prefiled bills are officially introduced the first day of the session and are posted under *Bills*, *Common ways to search for bills*, **Prefiled bills**.

First reading of a bill: Normally, a bill is read the first time by title only in open session of the chamber. This is called the first reading.

Assigning a bill to a committee: Leaders in the House or Senate will decide which committee to refer a bill to. This usually relates to the bill's subject.

Budget-related bills: Bills that affect the state budget must also go to a fiscal committee for review.

Each bill has a **bill page** showing sponsors, status, history, and available documents including fiscal notes. There are also links to Comment on the bill or get notifications regarding status.

Committees review bills

Committees study bills and make reports on them. They also hold meetings that are open to the public.

Committees may:
- Pass the bill with or without changes
- Create and pass a new version of the bill
- Reject the bill
- Take no action

Public meetings: Committees often hold meetings to discuss bills. These are usually open to the public to attend and give their comments.

To **participate in the lawmaking process**, learn how to contact a legislator, participate in committee meetings, and share your opinion effectively.

Committee report: If a committee passes a bill, they will make a report and send it to be read in the House or Senate. The bill then goes to the Rules committee. To see a list of bills reported out of House or Senate committees each day, go to standing committee reports.

During session, the **full committee schedule** can be found under Meeting Schedules. It can be filtered by date, chamber, committee, or bill. The agenda, documents, and video can be viewed for each meeting.

Rules committees set the schedule

First, legislators submit bills to the House or Senate. Leaders in those chambers choose which committees should receive them. When a rules committee receives a bill, it can either:

- Schedule it for a second reading in the House or Senate
- Take no action

First rules committee review: In this first step, the rules committee reviews the bill and decides whether or not to move it to the next step. This is called Rules Review in the House and Rules White in the Senate (the report that lists the bills in this step in the Senate is on white paper).

Second rules committee review: In this second step, the rules committee decides whether to schedule the bill for a second reading in the House or Senate. This is called Rules Consideration in the House and Rules Green in the Senate (printed on green paper). Bills sometimes skip this step and go to the calendar for second reading.

Bills scheduled for readings: To find out which bills are scheduled for readings, view the links below:

- House floor activity
- Senate floor activity

Budget-related bills: If the bill has a major effect on the state budget, the rules committee may ask a fiscal committee to review.

From the **floor activity pages**, you can not only see the schedule for the upcoming bills, but see and sort upcoming and previous calendars during session.

The first chamber votes

Next, members of the House or Senate will debate and vote on bills in up to two separate sessions. These are called the second and third readings.

Second reading: Debates and changes
At the second reading, members will debate the bill and may vote to change it. If they vote to approve the bill, they'll schedule a third reading for it.

Third reading: Final vote
At the third reading, members will take a final vote on the bill. If the bill passes, it goes to the other house. To see how members voted on a specific bill, view our roll calls on a bill page.

The **Cutoff Calendar** shows the deadlines and dates for legislative activities like *House of Origin Cutoff*, *Fiscal Committee Cutoff*, *Opposite House Cutoff, and Sine Die.*

The next chamber repeats the process

The other chamber follows the same steps as the first chamber. If the other house makes changes to the bill, the first house must approve them. If bills pass both chambers, they go to the Governor.

Settling disagreements between the House and Senate
If the House and Senate disagree on changes to a bill, one of them can ask for a conference committee. At a conference committee, members from each chamber meet and try to come to an agreement.

If they agree on what to do, the conference committee will make a report. Both houses must vote to approve the conference committee report for the bill to pass.

The Governor makes a choice

Finally, the Governor may sign bills into law or veto them. The Legislature can vote to override a veto. Visit the bill-to-law cross reference page for a list of bills that went to the Governor.

What the Governor can do
The Governor makes the final decision on whether a bill should become a law. They may either:

- Sign the bill into law
- Veto all or part of the bill

About vetoes
A veto is when the Governor rejects an entire bill or certain sections of it. Unless the Legislature overrides a veto, some or all parts of the bill won't become law.

If two-thirds of the members of both houses vote to override a veto, the entire bill will become a law without the Governor's signature.

Deadlines for the Governor
If the Governor doesn't sign or veto a bill within a certain period, it will become law without their signature. When the Governor receives a bill, they need to act on it:

- Within 5 days if the Legislature is in session, or
- Within 20 days if the Legislature isn't in session

The **Statistical Report** is the number of bills introduced, considered, and passed for each biennium.

The **Selected Steps Report** gives options to pull bills introduced, considered, passed by chamber, passed, vetoed, and signed.

If you are a person with a disability and need a special accommodation, please contact the House at (360) 786-7271, or the Senate at (360) 786-7558. TTY 1-800-833-6388. For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.

WASHINGTON STATE LEGISLATURE

Overview of the legislature

The Legislature is the branch of government which establishes governmental policy and services. Under the Washington Constitution, the Legislature meets in Olympia for a legislative session every year, beginning the second Monday in January. In odd-numbered years, the legislative session is 105 days; in even-numbered years, the legislative session is 60 days.

There are 49 Districts in Washington state, each with one Senator and two Representatives. The Senate consists of 49 individuals, who serve for 4-year terms. Each Senator lives in and represents 1 legislative district. Senator's terms are staggered: Voters elect about half of the Senators in every even-numbered year's election.

The House consists of 98 elected officials who serve two-year terms. Every legislative district in Washington has two representatives who live in and represent the district. Voters elect the 98 representatives in every even-numbered year's election.

Both Senators and Representatives serve on several committees that meet frequently during session to discuss proposed laws and hear input from the public. The process is governed by many laws, rules, and procedures, making it both systematic and complicated because it is designed to facilitate thorough deliberations on issues that can have far-reaching effects on Washingtonians.

Functions of the Legislature

Taxation and spending – Determines the level and means by which citizens will be taxed and how tax dollars will be appropriated.

Public policy enactment – Writes and modifies the Revised Code of Washington (RCW) in order to protect or restrict citizens, institute civil and criminal code, establish standards, etc.

Oversight – Regulates other branches of state government, (including itself) by establishing rules and by its power of impeachment.

Assistance – Helps constituents understand and work with state government.

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Member and Staff Roles

Leadership
There are leadership roles in both chambers that help manage rules and process. These are elected positions, and are posted on the site by chamber.

- Senate leadership
- House leadership

Descriptions for each leadership role can be found in the Guide to Lawmaking document.

Senate and House administration
In addition to elected officials, professional legislative staff assists the conduct of the official proceedings. Chamber administrators can be found here:

- Senate administration
- House administration

Descriptions for each leadership role can be found in the Guide to Lawmaking document.

Committees and committee staff
Committees hold public hearings on bills, vote in executive sessions, and study issues in work sessions. Committees are divided by topics, and bills are generally referred to the most relevant committee. After a bill has been sent to the appropriate committee, a committee staffer is assigned to each bill to provide further research and drafting assistance to members. View committee information:

- Senate committees
- House committees

Descriptions about each committee, upcoming activity, and contact information for members and staff can be found on the individual committee pages.

Caucus staff
Caucus refers to a group within a legislative body seeking to represent a specific interest. Each chamber has a Republican and Democratic caucus who provide members with partisan policy, communications, and administrative support.

- Senate Caucuses: https://leg.wa.gov/about-the-legislature/senate/
- House Caucuses: https://leg.wa.gov/about-the-legislature/house-of-representatives/

Lobbyists and Legislative Liaisons
Lobbyists play an important role in the legislative process and can be helpful to members by providing input and specialized information on the issues they represent.

The Public Disclosure Commission (PDC) regulates political disclosure to inform the public about campaign finances, lobbyist spending, and public official and candidate financial affairs. https://www.pdc.wa.gov/

Legislative Agencies
Legislative agencies are special organizations that support the Legislature. They provide services that other legislative groups cannot. There are currently nine legislative agencies. Their information and site links are available here: https://leg.wa.gov/about-the-legislature/legislative-agencies/.

Bills, Resolutions, and Memorials

A **bill** is a written proposal to enact a law. While it may seem like the legislative system is unnecessarily complicated, it is designed for most bills to fail. Hundreds of bills are introduced every session. *Out of all bills introduced, less than 20 percent become law.*

One of the most important functions of the legislative process is to thoroughly vet all proposed legislation by requiring bills to be carefully studied, debated, and amended. This screening process serves a vital purpose by closely examining all bills before they become law.

Resolutions and **memorials** are written motions expressing the wishes and recommendations of the Legislature, and some resolutions have the effect of law for a temporary period.

A **Joint Memorial** is a message or petition addressed to the President and/or Congress of the United States, or the head of any other branch of federal government asking for consideration of some matter of concern to the state or region, or of universal interest.

A **Joint Resolution** may propose an amendment to the Constitution for reference to the people for acceptance or rejection, or it may formulate a legislative directive to state administrative officers and agencies. Joint resolutions which propose to amend the Constitution must receive a two-thirds affirmative vote of all members elected in each house to pass.

A **Concurrent Resolution** is a statement of policy concurred in by both houses. It may relate to the joint rules, to internal operations of the Legislature as a unit of government, or it can create and assign duties to an interim committee.

A **Floor Resolution** relates only to the business of the house in which it originates. It is not considered by the other house, it is treated as a written motion, and may be adopted by a voice vote.

Joint memorials and joint resolutions are subject to all procedural rules governing the course of bills. Concurrent resolutions require a roll call vote only when they authorize investigating committees and/or allocate or authorize expenditure of any funds; otherwise, they may be treated as motions and adopted without a roll call.

Budgets

Passing the state's budget is one of the most important tasks of the Legislature. In this process, the Legislature and the Governor's Office work separately to create an overall budget each biennium. In December preceding an odd-numbered year, the Office of Financial Management *(part of the Governor's Office)* releases a budget based on a forecast of state revenues. By law, the Governor has to propose a balanced budget; however, it is not constitutionally mandated that the final budget passed by the Legislature be balanced. Still, the budget passed by the Legislature traditionally is balanced. The Legislature then reviews the Governor's proposed budget before drafting their own proposed budget.

In odd-numbered years, the Legislature passes three budgets, *Operating*, *Capital*, and *Transportation*, which together make up the state's budget for the next two years. The *Supplemental Budget* is passed in even-numbered years, which includes three separate bills in each chamber: the supplemental operating, capital, and transportation budgets.

Details about the budgets and links to additional information is available on **Fiscal.wa.gov**.

WASHINGTON STATE LEGISLATURE

Elected officials

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The nine elected executives serve a four-year term. All run independently. The Superintendent of Public Instruction may not declare a partisan affiliation. *They are listed in their order of ascension to the office of Governor.*



Governor • governor.wa.gov • (360) 902-4111

The Governor is the chief executive officer of the state and makes appointments for hundreds of state positions, including directors of state agencies (subject to confirmation by the Senate). The Governor has the power to sign or veto (reject) legislation, and annually submits a budget recommendation and reports on state affairs to the Legislature.

Other duties assigned to the Governor include serving as commander-in-chief of the state's military establishment (the National Guard), except when it has been called into federal service. Pardoning power also is vested in the Governor, subject to regulations by law.

The Governor can also issue proclamations relating to matters of interest to the people of Washington.

Lieutenant Governor • ltgov.wa.gov • (360) 786-7700

The Lieutenant Governor of Washington is the President of the Senate, and serves the state as acting governor in the absence of the Governor. The Lieutenant Governor, first in line of succession, is elected to a four-year term. Since the beginning of Washington's statehood, 15 officials have served in the Office.

As part of the duties, the Lieutenant Governor serves by statute on 10 committees or boards. These include the Senate Committee on Rules, the Legislative Committee on Economic Development and International Relations, and the Washington State Leadership Board.

Secretary of State • sos.wa.gov • (360) 902-4151

The office of the Secretary of State was established with the adoption of the State Constitution in 1889. The Secretary of State is the state's chief elections officer, chief corporations officer, and supervisor of the State Archives. They also represent the state in international trade and cultural missions, and greet delegations visiting the state from other countries.

Other functions include registering organizations involved in soliciting charitable donations; administering the state's Productivity Board; managing the Address Confidentiality Program; affixing the State Seal and attesting to documents issued by the Governor; and certifying certain matters to the Legislature.

State Treasurer • tre.wa.gov • (360) 902.9000

The state treasurer's role was instituted upon ratification of the State Constitution in 1889. The State Treasurer is Washington's chief financial officer, who manages the Office of the State Treasurer (OST), the state agency that serves as the bank for Washington State government.

OST operates divisions which manage public investments, debt, and cash for the State of Washington and leads policy initiatives affecting the State Treasury and the state's long-term fiscal health.

State Auditor • sao.wa.gov

Washington has had an independent auditor since its territorial days. In 1889, Washington enshrined the State Auditor's Office (SAO) in the state Constitution, reflecting a continued commitment to ensure public money is spent wisely and in the public interest. The State Auditor's Office operates across the state to help government work better and maintain public trust.

SAO provides citizens with independent and transparent examinations of how state and local governments use public funds, and develops strategies to make government more efficient and effective. The audits look at financial information and compliance with laws on the part of all local governments, schools, and state agencies.

Attorney General • atg.wa.gov • (360) 753-6200

Before Washington became a state, the Washington Territory's Legislature created the Attorney General's Office (AGO) in January 1887. When Washington became a state in 1889, the state constitution codified the AGO as part of the executive branch.

The AGO has grown to be one of the most powerful and important agencies in the state. It is now the state's largest law firm, encompassing 28 divisions with more than 1,800 employees, representing over 230 state agencies, boards, and commissions.

The AGO's initiatives follow social changes in our state and the office has become more involved in legal work aimed at preserving and improving public welfare for individual Washingtonians and communities.



Superintendent of Public Instruction • ospi.k12.wa.us • (360) 725-6000

The Superintendent of Public Instruction was established as a partisan position by the Washington State Constitution in 1889. However, an initiative to the people in 1938 made the position nonpartisan.

The goal of Washington's K–12 education system is to prepare every student for postsecondary pathways, careers, and civic engagement. Led by the Superintendent, OSPI is the primary agency charged with overseeing public K–12 education in Washington state. OSPI allocates funding and provides tools, resources, and technical assistance so every student in Washington is provided a high-quality public education.

Commissioner of Public Lands • dnr.wa.gov • (360) 902-1000

In 1957, the legislature created the Department of Natural Resources (DNR) to manage state trust lands for the people of Washington. The Commissioner of Public Lands is the elected head of the Washington State Department of Natural Resources (DNR). The Board of Natural Resources, chaired by the Commissioner of Public Lands, establishes policy for the department.

The DNR protects and cares for Washington's public lands and waters, and is central to the state's economic, social, and environmental success. Their mission is to manage, sustain, and protect the health and productivity of Washington's lands and waters to meet the needs of present and future generations.

Insurance Commissioner • insurance.wa.gov • (800) 562-6900

The Office of the Insurance Commissioner was created by the first state Legislature in 1889-90 to register insurance companies that wanted to do business in Washington. Today, the role has expanded to make sure companies abide by the rigorous financial and legal standards set for doing business in this state.

The Office of the Insurance Commissioner is a small agency of about 280 employees who oversee the insurance market in Washington state. They protect consumers, the public interest and the state's economy through fair and efficient regulation of the insurance industry.

2024 Organization Chart

Washington State Government

Legislative Branch

Senate and House of Representatives

- Joint Legislative Audit & Review Committee
- Joint Legislative Systems Committee
- Joint Transportation Committee
- Legislative Ethics Board
- Office of Legislative Support Services
- Office of Legislative Labor Relations
- Legislative Evaluation & Accountability Program (LEAP) Committee
- Office of the State Actuary
- Redistricting Commission *(activated decennially)*
- Statute Law Committee *(Code Reviser's Office)*

Executive Branch

Commissioner of Public Lands

Dept. of Natural Resources
- Board of Natural Resources

Insurance Commissioner

Treasurer

Public Deposit Protection Commission
State Finance Committee

Lieutenant Governor

Governor

See offices below

Attorney General

Executive Ethics Board

Superintendent of Public Instruction

Auditor

Secretary of State

State Library

Judicial Branch

Supreme Court

- Administrative Office of the Courts
- Office of Civil Legal Aid
- Court of Appeals
- Commission on Judicial Conduct
- Law Library
- Municipal Courts
- Office of Public Defense
- District and Superior Courts

Agencies led by Governor-appointed executives

Environment and Natural Resources

- Department of Agriculture *(commodity commissions)*
- Department of Ecology
- Pollution Liability Insurance Agency
- Puget Sound Partnership
- Recreation and Conservation Office

General Government

- Board of Accountancy
- Office of Administrative Hearings
- Dept. of Archaeology and Historic Preservation
- Washington Technology Solutions (WaTech)
  - *Technology Services Board*
  - *Cybersecurity, Office of*
- Department of Enterprise Services
  - *Building Code Council*
- Department of Financial Institutions
- Office of Financial Management
  - *Personnel Resources Board*
  - *Sentencing Guidelines Commission*
  - *Serve Washington*
- Office of the Governor
  - *Corrections Ombuds, Office of*
  - *Education Ombuds, Office of*
  - *Equity Office*
  - *Family & Children's Ombuds, Office of*
  - *Independent Investigations, Office of*
  - *LGBTQ Commission*
  - *Regulatory Innovation & Assistance, Ofc. for*
  - *Results Washington*
  - *Women's Commission*
- Governor's Office of Indian Affairs
- State Lottery
- Military Department
- Department of Retirement Systems
- Department of Revenue

Transportation

- Dept. of Licensing *(occupational regulatory boards)*
- Washington State Patrol
- Traffic Safety Commission
- Dept. of Transportation

Health and Human Services

- Dept. of Children, Youth and Families
- Department of Corrections
  - *Indeterminate Sentence Review Board*
- Employment Security Dept.
  - *Governor's Committee on Disability Issues & Employment*
- Department of Health *(occupational regulatory boards)*
  - *Board of Health*
  - *Environmental Justice Council*
- Health Care Authority
  - *Public Employees Benefits Bd.*
  - *School Employees Benefits Bd.*
- Dept. of Labor and Industries
- Dept. of Services for the Blind
- Dept. of Social and Health Services
- Dept. of Veterans Affairs

Education

- Center for Deaf and Hard of Hearing Youth
- School for the Blind
- Workforce Training and Education Coordinating Board

Community and Economic Development

- Commission on African-American Affairs
- Arts Commission
- Commission on Asian Pacific American Affairs
- Department of Commerce
  - *Community Economic Revitalization Board*
  - *Developmental Disabilities Council*
  - *Public Works Board*
  - *Broadband Office*
- Commission on Hispanic Affairs
- Office of Minority & Women's Business Enterprises

Agencies under authority of a board, council, or commission

- Columbia River Gorge Commission
- Conservation Commission
- Environmental and Land Use Hearings Office
  - *Growth Management Hearings Board*
  - *Pollution Control Hearings Board*
  - *Shorelines Hearings Board*
- Dept. of Fish and Wildlife
  - *Fish and Wildlife Commission*
- Parks and Recreation Commission
- Washington Materials Management and Financing Authority
- Energy Facility Site Evaluation Council

- Caseload Forecast Council
- Citizens' Commission on Salaries for Elected Officials
- Economic & Revenue Forecast Council
- Forensic Investigations Council
- Gambling Commission
- Horse Racing Commission
- Investment Board
- Law Enforcement Officers' and Fire Fighters' Plan 2 Retirement Board
- Liquor and Cannabis Board
- Public Disclosure Commission
- Public Employment Relations Commission
- Board of Registration for Professional Engineers & Land Surveyors
- Tax Appeals, Board of
- Utilities and Transportation Commission
- Board for Volunteer Firefighters and Reserve Officers

- County Road Administration Board
- Freight Mobility Strategic Investment Board
- Board of Pilotage Commissioners
- Transportation Improvement Board
- Transportation Commission

- Criminal Justice Training Commission
- Health Care Facilities Authority
- Human Rights Commission
- Board of Industrial Insurance Appeals
- Tobacco Settlement Authority

- Charter School Commission
- State Board of Education
- Professional Educator Standards Board
- State Board for Community and Technical Colleges
  - *Boards of trustees for 34 community/technical colleges*
- Governing boards of higher education institutions:
  - *Central Washington University*
  - *Eastern Washington University*
  - *The Evergreen State College*
  - *University of Washington*
  - *Washington State University*
  - *Western Washington University*
- Washington Student Achievement Council
- Higher Education Facilities Authority
- Eastern Washington State Historical Society
- Wash. State Historical Society
- Wash. State Leadership Council

- Economic Development Finance Authority
- Housing Finance Commission

Prepared by Office of Financial Management
July 2024

Bills: The Basics

Bills are proposed laws. Once they are passed by the House of Representatives and Senate and signed by the governor, bills are then called laws and are written into the Revised Code of Washington or RCW. Bills are written in a very specific format and can often be challenging to read and understand.

A lot can be learned from a bill's heading. The bill number, which is located at the very top of the bill, tells you whether the bill originated in the House or the Senate. Bills originating in the House are numbered consecutively from 1000-3999 over the biennium; bills originating in the Senate are numbered consecutively from 5000-7999. Other numbers are reserved for special legislative measures like resolutions, memorials, and gubernatorial appointments (when the governor appoints an official and it needs to be approved by the Senate). The session during which the bill originated and the current legislature are written under the bill number.

Another important part of a bill's heading is the sponsor line. The first person listed on the sponsor line is the prime sponsor. The other names listed are the co-sponsors. The prime is the author of the bill. Together, the prime sponsor and the co-sponsors help get the bill through the legislative process.

The title line for a bill begins with the words "AN ACT related to…" The bill's topic, in just a few words, can be found there. The bill title line will also tell a reader whether the bill is amending, or changing, a current law; for example, "…amending RCW 29A.08.230."

Bills are changed often during the legislative process. These changes are called amendments. Amendments are shown on a bill in a very specific way. Changes to bills or existing laws are made by striking out and putting parentheses around what they want to take out. New language is indicated by underlining any new words. Entirely new sections are noted with the underlined words "NEW SECTION".

Our legislature convenes for two-year periods called a biennium. The 2019-2020 biennium was called the 66th Legislature. The Legislature meets for a set number of days each year during the biennium to make laws, called the "regular session." In the odd years (2019), it meets for 105 days (counting Saturdays and Sundays). In the even years (2020), it meets for 60 days. If the governor calls legislators back to Olympia to work in addition to the regular session days, it is called a "special session." Special sessions are called in 30 day increments and can be called to balance the budget, during economic emergencies, or in response to natural disasters.

1. How can a person tell whether a bill originated in the House or the Senate?

2. How many days are in our current legislative session? How do you know?

3. What is a special session? Under what circumstances can a special session be called?

SENATE BILL 7999

State of Washington 59th ~~Legislature~~ 2005 Regular Session

By Senators Green and Blue (~~by request of Department of~~ _____)

Read first time 01/10/2005. Referred to Committee on Government Operations & Elections.

AN ACT Relating to the board of accountancy; amending RCW 18.04.180; adding a new section to chapter 18.04 RCW; repealing RCW 18.04.183 and 18.04.320; and providing an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1. RCW 18.04.180 and 2004 c 159 s 3 are each amended to read as follows:

(1) The board shall issue a license to a holder of a certificate/valid license issued by another state that entitles the holder to practice public accountancy, provided that:

(a) Such state makes similar provision to grant reciprocity to a holder of a valid certificate or license in this state;

(b) The applicant meets the CPE requirements of RCW 18.04.215(5);

(c) The applicant meets the good character requirements of RCW 18.04.105(1)(a); and

(d) The applicant passed the examination required for issuance of his or her certificate or license with grades that would have been passing grades at that time in this state and meets all current requirements in this state for issuance of a license at the time application is made; or at the time of the issuance of the applicant's license in the other state, met all the requirements then applicable in this state; or has three years of experience within the five years immediately preceding application or had five years of experience within the ten years immediately preceding application in the practice of public accountancy that meets the requirements prescribed by the board.

(2) The board may accept NASBA's designation of the applicant as substantially equivalent to national standards as meeting the requirement of subsection (1)(d) of this section.

(3) A licensee who has been granted a license under the reciprocity provisions of this section shall notify the board within ((~~thirty~~)) sixty days if the license or certificate issued in the other jurisdiction has ~~lapsed or if the status of the~~ license or certificate issued in the other jurisdiction becomes ~~otherwise invalid~~.

NEW SECTION. **Sec.** 2. A new section is added to chapter 18.04 RCW to read as follows:

Each member of the board shall be compensated in accordance with RCW 43.03.240 and shall be reimbursed for travel expenses incurred in the discharge of such duties in accordance with RCW 43.03.050 and 43.03.060.

NEW SECTION. **Sec.** 3. The following acts or parts of acts are each repealed:

(1) RCW 18.04.183 (Accountants from foreign countries) and 2001 c 294 s 9, 1999 c 378 s 3, & 1992 c 103 s 18; and

(2) RCW 18.04.320 (Actions against license--Procedures) and 1986 c 295 s 13, 1983 c 234 s 14, & 1949 c 226 s 31.

NEW SECTION. **Sec.** 4. This act takes effect July 1, 2006.

---**END**---

BILL NUMBER: Each bill is assigned a number for identification.

PRIME SPONSOR: The member of the Legislature who first introduced the bill.

CO-SPONSOR(S): The member(s) of the Legislature who join the prime sponsor in introducing the legislation.

AGENCY REQUEST: Indicates that bill was requested by an executive branch agency (legislative sponsor still required).

REFERRAL: The date the bill was introduced and to which committee it was referred.

BILL TITLE: Identifies the subject of the legislation and how it affects the Revised Code of Washington (RCW).

ENACTING CLAUSE: This states who intends to make this bill a law. It will either be by the people of the state or by the Legislature.

AMENDATORY HEADING: Also known as the "jingle," recites both the most recent session law and RCW citation being amended.

EXISTING LAW: The text of the current RCW to be amended.

DELETED LANGUAGE: Lined-out phrases are proposed deletions to existing law.

NEW LANGUAGE: Underlined phrases are proposed new language to existing law.

NEW SECTION: Proposed new language to be added as a new section to the existing RCW.

REPEALER: The section of a bill that lists which RCW sections are to be removed from state law by the proposed legislation.

EFFECTIVE DATE: The date the bill becomes a law.

Bill Numbering

House

Below 1000: initiatives and referenda

1000-3999: bills

4000-4199: joint memorials

4200-4399: joint resolutions

4400-4599: concurrent resolutions

4600-4799: resolutions

Senate

5000-7999: Bills

8000-8199: joint memorials

8200-8399: joint resolutions

8400-8599: concurrent resolutions

8600-8799: resolutions

9000 and above: Gubernatorial appointments.



Types Of Measures

Bill: A proposed law presented to the Legislature for consideration; it may originate in either chamber.

Joint Memorial: A message or petition addressed to the president, Congress, or the head of any other agency of the federal or state government, asking for consideration of some matter of concern to the state or region. Proposed amendments to the U.S. Constitution are also in the form of joint memorials.

Joint Resolution: An act of the legislature which proposes an amendment to the state constitution for reference to the people for acceptance or rejection. Joint resolutions must receive a two-thirds affirmative vote in each house.

Concurrent Resolution: A resolution relating to the internal operation of the legislature, in which one chamber concurs in the action of the other; it may originate in either chamber.

Floor Resolution: A resolution adopted by either chamberusually honoring or commemorating an individual, organization, or event. It also may call for some type of action.

Initiative: A legislative power vested in the people. There are two types: (1) Initiative to the people, which goes directly to the voters without consideration by the legislature; and (2) Initiative to the legislature, which is considered by the legislature at its next regular session. If not enacted, is placed on the next general election ballot.

Definitions Of Terms

Amendment: Any change in a bill, resolution or memorial. A committee amendment is an amendment proposed in a committee meeting. A floor amendment is an amendment proposed on the floor of either chamber.

Striking Amendment: Amendment removing everything after the title and inserting a whole new bill.

HB: Abbreviation for House Bill.

SB: Abbreviation for Senate Bill.

S (Substitute): A new bill is proposed by a committee to replace the original one. The substitution must be approved by the entire body.

E (Engrossed): Incorporates amendments that were passed by the chamber of origin (where the bill was introduced).

Scope and Object: If an amendment offered to a proposed bill does not relate closely to the content of the bill, a member may raise "scope and object." The president or speaker then rules if the amendment is "in order" or "out of order."

Enacted: When a bill is passed by both chambers of the legislature and signed by the governor.

New Section: Proposed new language to be added as a new section to existing law.

Veto: Partial or complete rejection of a bill by the governor. The governor has the power to veto sections of bills but cannot make any additions.

Override: The legislature can override the governor's veto with a two-thirds vote of both chambers.

If you are a person with a disability and need a special accommodation,
please contact the House at (360) 786-7271, or the Senate at (360) 786-7558. TTY 1-800-833-6388.
For further legislative information, call the Legislative Hotline at 1-800-562-6000, or check the internet at www.leg.wa.gov.

Name: _____

Directions: *Label each section of HB 2305 using the information provided in the reading.*

H-2733.1

HOUSE BILL 2305

State of Washington 59th Legislature 2005 Regular Session

By Representatives Hunt, Williams, Green and Haigh

Read first time 03/25/2005. Referred to Committee on State Government Operations & Accountability.

AN ACT Relating to changing the age to vote; amending RCW 29A.08.230; and providing a contingent effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

Sec. 1. RCW 29A.08.230 and 2003 c 111 s 218 are each amended to read as follows:

For all voter registrations, the registrant shall sign the following oath:

"I declare that the facts on this voter registration form are true. I am a citizen of the United States, I am not presently denied my civil rights as a result of being convicted of a felony, I will have lived in Washington at this address for thirty days immediately before the next election at which I vote, and I will be at least ((~~eighteen~~)) sixteen years old when I vote."

NEW SECTION. **Sec. 2.** This act takes effect if the proposed amendment to Article VI, section 1 of the state Constitution allowing persons who are sixteen years of age or older to vote is validly submitted to and is approved and ratified by the voters at the next general election. If the proposed amendment is not approved and ratified, this act is void in its entirety.

--- END ---

SENATE BILL 9001

State of Washington 69th Legislature 2025 Regular Session

By Senator Barakat

Read first time 01/21/25. Referred to Committee on Labor & Commerce.

AN ACT Relating to supporting a sustainable cannabis industry by allowing direct to consumer sales of certain cannabis products; amending RCW 69.50.325 and 69.50.535; adding a new section to chapter 69.50 RCW; and creating a new section.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. **Sec. 1.** (1) As of 2024, Washington's cannabis industry generated $3,770,000,000 in excise taxes, providing vital funds for health care, education, human services, and to local governments.

(2) Due to the federal legal landscape, all cannabis produced within Washington must stay within the state's borders, which can cause downward pressure on prices that threaten the ability for small and independent producers to stay in business.

(3) The legislature intends to ensure a sustainable business ecosystem in the cannabis industry by allowing limited opportunities for the suppliers of cannabis retail licensees to better support themselves. The legislature does not intend to supplant or replace cannabis retail licensees by providing these limited opportunities.

NEW SECTION. **Sec. 2.** A new section is added to chapter 69.50 RCW to read as follows:

(1) Cannabis producers licensed under RCW 69.50.325 may sell cannabis flower directly to consumers only if sales are:

(a) Limited to cannabis flower produced and processed by the licensee at the licensee's licensed location; and

(b) In compliance with the limits of RCW 69.50.360.

(2) Cannabis processors licensed under RCW 69.50.325 may sell cannabis flower directly to consumers only if sales are:

(a) Limited to cannabis flower produced within the licensed business entity; and

(b) In compliance with the limits of RCW 69.50.360.

(3) The board may adopt rules on security and operational requirements for direct to consumer sales under this section, but any requirements adopted by rule may not be more stringent than those imposed on a cannabis retailer licensee.

(4) The board may adopt rules to implement this section.

Sec. 3. RCW 69.50.325 and 2022 c 16 s 54 are each amended to read as follows:

(1)(a) There shall be a cannabis producer's license regulated by the board and subject to annual renewal. The licensee is authorized to produce: ((~~(a)~~))

(i) Cannabis for sale at wholesale to cannabis processors and other cannabis producers; ((~~(b) immature~~))

(ii) Immature plants or clones and seeds for sale to cooperatives as described under RCW 69.51A.250; ((~~and (c) immature~~))

(iii) Immature plants or clones and seeds for sale to qualifying patients and designated providers as provided under RCW 69.51A.310; and

(iv) Cannabis flower for retail sale directly to consumers, subject to section 2 of this act.

(b) The production, possession, delivery, distribution, and sale of cannabis in accordance with the provisions of this chapter and the rules adopted to implement and enforce it, by a validly licensed cannabis producer, shall not be a criminal or civil offense under Washington state law.

(c) Every cannabis producer's license shall be issued in the name of the applicant, shall specify the location at which the cannabis producer intends to operate, which must be within the state of Washington, and the holder thereof shall not allow any other person to use the license.

(d) The application fee for a cannabis producer's license ((~~shall be two hundred fifty dollars~~)) is $250. The annual fee for issuance and renewal of a cannabis producer's license ((~~shall be one thousand three hundred eighty-one dollars~~)) is $1,381. A separate license shall be required for each location at which a cannabis producer intends to produce cannabis.

(2)(a) There shall be a cannabis processor's license ((~~to process~~)) regulated by the board and subject to annual renewal. The licensee may:

(i) Process, package, and label cannabis concentrates, useable cannabis, and cannabis-infused products for sale at wholesale to cannabis processors and cannabis retailers((~~, regulated by the board and subject to annual renewal~~)); and

(ii) Conduct retail sales directly to a consumer, subject to the provisions of section 2 of this act.

(b) The processing, packaging, possession, delivery, distribution, and sale of cannabis, useable cannabis, cannabis-infused products, and cannabis concentrates in accordance with the provisions of this chapter and chapter 69.51A RCW and the rules adopted to implement and enforce these chapters, by a validly licensed cannabis processor, shall not be a criminal or civil offense under Washington state law.

(c) Every cannabis processor's license shall be issued in the name of the applicant, shall specify the location at which the licensee intends to operate, which must be within the state of Washington, and the holder thereof shall not allow any other person to use the license.

(d) The application fee for a cannabis processor's license ((~~shall be two hundred fifty dollars~~)) is $250. The annual fee for issuance and renewal of a cannabis processor's license ((~~shall be one thousand three hundred eighty-one dollars~~)) is $1,381. A separate license shall be required for each location at which a cannabis processor intends to process cannabis.

(3)(a) There shall be a cannabis retailer's license to sell cannabis concentrates, useable cannabis, and cannabis-infused products at retail in retail outlets, regulated by the board and subject to annual renewal. The possession, delivery, distribution, and sale of cannabis concentrates, useable cannabis, and cannabis-infused products in accordance with the provisions of this chapter and the rules adopted to implement and enforce it, by a validly

licensed cannabis retailer, shall not be a criminal or civil offense under Washington state law. Every cannabis retailer's license shall be issued in the name of the applicant, shall specify the location of the retail outlet the licensee intends to operate, which must be within the state of Washington, and the holder thereof shall not allow any other person to use the license. The application fee for a cannabis retailer's license ((~~shall be two hundred fifty dollars~~)) is $250. The annual fee for issuance and renewal of a cannabis retailer's license ((~~shall be one thousand three hundred eighty-one dollars~~)) is $1,381. A separate license shall be required for each location at which a cannabis retailer intends to sell cannabis concentrates, useable cannabis, and cannabis-infused products.

(b) An individual retail licensee and all other persons or entities with a financial or other ownership interest in the business operating under the license are limited, in the aggregate, to holding a collective total of not more than five retail cannabis licenses.

(c)(i) A cannabis retailer's license is subject to forfeiture in accordance with rules adopted by the board pursuant to this section.

(ii) The board shall adopt rules to establish a license forfeiture process for a licensed cannabis retailer that is not fully operational and open to the public within a specified period from the date of license issuance, as established by the board, subject to the following restrictions:

(A) No cannabis retailer's license may be subject to forfeiture within the first nine months of license issuance; and

(B) The board must require license forfeiture on or before ((~~twenty-four~~)) 24 calendar months of license issuance if a cannabis retailer is not fully operational and open to the public, unless the board determines that circumstances out of the licensee's control are preventing the licensee from becoming fully operational and that, in the board's discretion, the circumstances warrant extending the forfeiture period beyond ((~~twenty-four~~)) 24 calendar months.

(iii) The board has discretion in adopting rules under this subsection (3)(c).

(iv) This subsection (3)(c) applies to cannabis retailer's licenses issued before and after July 23, 2017. However, no license of a cannabis retailer that otherwise meets the conditions for license forfeiture established pursuant to this subsection (3)(c) may be subject to forfeiture within the first nine calendar months of July 23, 2017.

(v) The board may not require license forfeiture if the licensee has been incapable of opening a fully operational retail cannabis business due to actions by the city, town, or county with jurisdiction over the licensee that include any of the following:

(A) The adoption of a ban or moratorium that prohibits the opening of a retail cannabis business; or

(B) The adoption of an ordinance or regulation related to zoning, business licensing, land use, or other regulatory measure that has the effect of preventing a licensee from receiving an occupancy permit from the jurisdiction or which otherwise prevents a licensed cannabis retailer from becoming operational.

(d) The board may issue cannabis retailer licenses pursuant to this chapter and RCW 69.50.335.

Sec. 4. RCW 69.50.535 and 2024 c 79 s 1 are each amended to read as follows:

(1)(a) There is levied and collected a cannabis excise tax equal to ((~~thirty-seven~~)) 37 percent of the selling price on each retail sale in this state of cannabis concentrates, useable cannabis, and cannabis-infused products. This tax is separate and in addition to general state and local sales and use taxes that apply to retail sales of tangible personal property, and is not part of the total retail price to which general state and local sales and use taxes apply. The tax must be separately itemized from the state and local retail sales tax on the sales receipt provided to the buyer.

(b) The tax levied in this section must be reflected in the price list or quoted shelf price in the licensed cannabis retail store and in any advertising that includes prices for all useable cannabis, cannabis concentrates, or cannabis-infused products.

(c) The tax levied in this section must be reflected in the price list, quoted shelf price, or in any advertising that includes prices for all cannabis flower sold directly to consumers under section 2 of this act.

(2)(a) Until June 30, 2029, the tax levied by subsection (1) of this section does not apply to sales by a cannabis retailer with a medical cannabis endorsement to qualifying patients or designated providers who have been issued a recognition card, of cannabis concentrates, useable cannabis, or cannabis-infused products, identified by the department as a compliant cannabis product in chapter 246-70 WAC and tested to the standards in WAC 246-70-040.

(b) Each seller making exempt sales under this subsection (2) must maintain information establishing eligibility for the exemption in the form and manner required by the board.

(c) The board must provide a separate tax reporting line on the excise tax form for exemption amounts claimed under this subsection (2).

(3) All revenues collected from the cannabis excise tax imposed under this section must be deposited each day in the dedicated cannabis account.

(4) The tax imposed in this section must be paid by the buyer to the seller. Each seller must collect from the buyer the full amount of the tax payable on each taxable sale. The tax collected as required by this section is deemed to be held in trust by the seller until paid to the board. If any seller fails to collect the tax imposed in this section or, having collected the tax, fails to pay it as prescribed by the board, whether such failure is the result of the seller's own acts or the result of acts or conditions beyond the seller's control, the seller is, nevertheless, personally liable to the state for the amount of the tax.

(5) The definitions in this subsection apply throughout this section unless the context clearly requires otherwise.

(a) "Retail sale" has the same meaning as in RCW 82.08.010.

(b) "Selling price" has the same meaning as in RCW 82.08.010, except that when product is sold under circumstances where the total amount of consideration paid for the product is not indicative of its true value, "selling price" means the true value of the product sold.

(c) "Product" means cannabis, cannabis concentrates, useable cannabis, and cannabis-infused products.

(d) "True value" means market value based on sales at comparable locations in this state of the same or similar product of like quality and character sold under comparable conditions of sale to comparable purchasers. However, in the absence of such sales of the same or similar product, true value means the value of the product sold as determined by all of the seller's direct and indirect costs attributable to the product.

(6)(a) The board must regularly review the tax level established under this section and make recommendations, in consultation with the department of revenue, to the legislature as appropriate regarding adjustments that would further the goal of discouraging use while undercutting illegal market prices.

(b) The board must report, in compliance with RCW 43.01.036, to the appropriate committees of the legislature every two years. The report at a minimum must include the following:

(i) The specific recommendations required under (a) of this subsection;

(ii) A comparison of gross sales and tax collections prior to and after any cannabis tax change;

(iii) The increase or decrease in the volume of legal cannabis sold prior to and after any cannabis tax change;

(iv) Increases or decreases in the number of licensed cannabis producers, processors, and retailers;

(v) The number of illegal and noncompliant cannabis outlets the board requires to be closed;

(vi) Gross cannabis sales and tax collections in Oregon; and

(vii) The total amount of reported sales and use taxes exempted for qualifying patients. The department of revenue must provide the data of exempt amounts to the board.

(c) The board is not required to report to the legislature as required in (b) of this subsection after January 1, 2025.

(7) The legislature does not intend and does not authorize any person or entity to engage in activities or to conspire to engage in activities that would constitute per se violations of state and federal antitrust laws including, but not limited to, agreements among retailers as to the selling price of any goods sold.

--- END ---

SENATE BILL REPORT

SB 9001

As of February 26th, 2025

Title: An act relating to supporting a sustainable cannabis industry by allowing direct to consumer sales of certain cannabis products.

Brief Description: Allowing direct to consumer sales of certain cannabis products.

Sponsors: Senator Barakat

Brief Summary of Bill:

- Authorizes licensed cannabis producers and processors to sell cannabis flower produced by the licensee directly to consumers if sales comply with specified limits

SENATE COMMITTEE ON LABOR & COMMERCE

Staff: Holden Swansiger & Alexis Weathers

Background: The Liquor and Cannabis Board issues commercial cannabis licenses for producers, processors, and retailers. A licensed producer may produce cannabis for sale to cannabis processors, producers, or other specified parties. A licensed processor may process, package, and label cannabis concentrates, useable cannabis, and cannabis-infused products for sale to cannabis processors and retailers. A licensed retailer may sell useable cannabis, cannabis concentrates, and cannabis-infused products to consumers in Washington. All cannabis produced within Washington must stay within the state's borders.

The sale of cannabis is subject to a cannabis excise tax equal to 37 percent of the selling price of cannabis concentrates, useable cannabis, and cannabis-infused products. This tax is separate and in addition to general state and local sales and use taxes. The 37 percent tax must be reflected in the price list or quoted shelf price in the licensed cannabis retail store and in any advertising that includes prices for cannabis products.

In 2024, Washington's cannabis industry generated $3,770,000,000 in excise taxes. These taxes provide funds for health care, education, human services, and local governments.

A person 21 years of age or older may legally purchase and possess the following types and amounts of cannabis products:

- one ounce of useable cannabis;
- 16 ounces of cannabis-infused product in solid form;
- 72 ounces of cannabis-infused product in liquid form;
- 200 milligrams of THC within a cannabis-infused product in liquid form; or
- seven grams of cannabis concentrate.

Summary of Bill: Licensed cannabis producers may sell directly to the consumer from their licensed operation location. These sales must be limited to useable cannabis produced and processed by the licensee at their licensed operation location. These sales must also be compliant with existing type and amount limits on legal cannabis purchasing.

Licensed cannabis processors may sell directly to the consumer from their licensed operation location. These sales must be limited to useable cannabis produced by the licensee at their licensed operation location. These sales must also be compliant with existing type and amount limits on legal cannabis purchasing.

The Labor and Commerce Board may adopt additional provisions for security and operational requirements, but these provisions may not be stricter than those imposed on licensed cannabis retailers.

Cannabis flower sold by a producer or processer through direct-to-consumer sales is not exempt from the cannabis excise tax. The cannabis excise tax must be reflected in the price list or quoted shelf price in the license cannabis retail store and in any advertising that include prices for cannabis products.

Appropriation: None.

Fiscal Note: Requested, and available.

Creates Committee/Commission/Task Force that includes Legislative Members: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

SCRIPT FOR PUBLIC HEARING

STEP 1: ***Open Meeting***	Lobbyist/Activists Sign in to testify. Staff brings up the sign-in sheet.
STEP 2: ***Call the Meeting to Order***	**Chair:** This hearing of House/Senate _____ Committee is now called to order. Today we will hear House/Senate Bill _____, relating to _____.
Step 3: ***Staff Summary and Questions*** *Senate committee staff report from the testimony desk.* *House committee staff report from the Committee staff area.*	**Chair (Senate Committee):** Will staff please come up to summarize the bill and respond to questions? **Chair (House Committee):** Will staff please summarize the bill and respond to questions? **Staff Member:** Good morning Mr/Madam Chair and committee members. For the record, my name is _____, committee counsel. *Begin report.* *After report* **Chair:** Are there any questions? *Chair recognizes members wishing to ask questions.*
Step 4: ***Prime Sponsor Testimony***	**Chair:** Will the Prime Sponsor, Representative/Senator _____, please come up to testify?" **Prime Sponsor:** Thank you Madam/Mr Chair and committee members. For the record my name is Representative/Senator _____. *Begin report.*
Step 5: ***Interest Groups Testimony***	**Chair or Vice Chair:** (*Name*) with (*organization represented*) will testify (*for/against/with concerns*) the bill. (*Name*) will you please come up to testify? Please state your name and who your represent for the record. **Advocate/Lobbyist:** Thank you Madam/Mr Chair and committee members. For the record my name is _____. I represent (*organization*). *Begin testimony.* *After testimony* **Chair:** Are there any questions? *Chair recognizes members wishing to ask questions.*
Step 7: ***After testimony is complete, close the public hearing.***	**Chair:** The public hearing for House/Senate Bill _____ is now closed.
The Chair may go straight to Executive Session or call for a caucus. Caucus may also be called after amendments.	**Chair:** We will now move to executive session. **Chair:** We will break for a short caucus.

PRIME SPONSOR SCRIPT

- You DO NOT need to sign in on sign-in sheet.
- The Chair will call on you after the staff report.
- Sit at the table when called.
- Say below then begin your testimony.
- Answer questions.

Prime Sponsor Testimony	**Chair:** Will the Prime Sponsor, Representative/Senator _____, please come up to testify?" **Prime Sponsor:** Thank you Madam/Mr Chair and committee members. For the record my name is Representative/Senator _____. *Begin testimony.*

LOBBYIST/ADVOCATE SCRIPT

- Sign in on the testimony sign in sheet on table by door.
- Wait to be called up to testify.
- Sit at table when called.
- Say below and then testify.
- Answer questions.

Interest Groups Testimony	**Chair or Vice Chair:** (*Name*) with (*organization represented*) will testify (*for/against/with concerns*) the bill. (*Name*) will you please come up to testify? Please state your name and who your represent for the record. **Advocate/Lobbyist:** Thank you Madam/Mr Chair and committee members. For the record my name is _____. I represent (*organization*). *Begin testimony.* *After testimony* **Chair:** Are there any questions? *Chair recognizes members wishing to ask questions.*

EXECUTIVE SESSION MOTIONS: PROPOSED SUBSTITUTE BILL

STEP 1: ***Move the Proposed Substitute***	**Vice Chair:** [Mister/Madam] Chair, I move that Proposed Substitute House/Senate Bill ____ be reported out of committee with a "Do Pass" recommendation. **Chair:** It has been moved and seconded that Proposed Substitute House/Senate Bill _____be reported out of committee with a "Do Pass" recommendation.
STEP 2: ***Amendments to the Proposes Substitute***	**Chair:** Are there amendments to the proposed substitute? **Amendment Sponsor or Vice Chair:** I move adoption of amendment [*identify by using amendment heading: e.g. MORI 001 or H/S 1234.1*]. **Chair:** Amendment [*identify by using amendment heading*] has been moved and seconded. Is there discussion? *[Chair entertains discussion]* **Chair:** The clerk will call roll. *[Clerk Calls the roll]* **Chair:** Clerk will announce the vote. *[Clerk announces the vote]* **Chair:** The amendment is [adopted/not adopted]
STEP 3: Clarifying Motion	**Chair:** The motion before the committee is that Proposed Substitute House/Senate Bill _____ be reported out of committee with a "Do Pass" recommendation.
STEP 4: ***Discussion***	**Chair:** Is there discussion? *[Chair entertains discussion]*
STEP 5: ***Roll Call***	**Chair:** Clerk will call the roll. *[Clerk Calls the roll]* **Chair:** Clerk will announce the vote. *[Clerk announces the vote]*
STEP 5: ***Committee Recommendation***	**Chair:** By your vote, Substitute House/Senate Bill _____ is reported out of committee with a "Do Pass" recommendation. ***Or*** **Chair:** By your vote, Substitute House/Senate Bill _____ does not pass out of committee.

*Normally, if the chair knows a bill does not have enough votes to pass, it would not get an executive session, so the script doesn't reflect that scenario. If your bill does not have enough votes to pass, substitute the phrase "with a do not pass recommendation."

EXECUTIVE SESSION MOTIONS: <u>Bill with Amendments</u>

STEP 1: ***Move the Bill***	**Vice Chair:** [Mister/Madam] Chair, I move that House/Senate Bill ____ be reported out of committee with a "Do Pass" recommendation.* **Chair:** It has been moved and seconded that House/Senate Bill _____be reported out of committee with a "Do Pass" recommendation. *
STEP 2: ***Amendments***	**Chair:** Are there amendments? **Amendment Sponsor or Vice Chair:** I move adoption of amendment [*identify by using amendment heading: e.g. MORI 001 or H/S 1234.1*]. **Chair:** Amendment [*identify by using amendment heading*] has been moved and seconded. Is there discussion? *[Chair entertains discussion]* **Chair:** The clerk will call roll. *[Clerk Calls the roll]* **Chair:** Clerk will announce the vote. *[Clerk announces the vote]* **Chair:** The amendment is [adopted/not adopted].
STEP 3: ***Move amended bill as substitute***	**Vice Chair:** I move that the adopted amendments be incorporated into Substitute House/Senate Bill _____ and that Substitute House/Senate Bill _____ be reported out of committee with a "Do Pass" Recommendation.* **Chair:** It has been moved and seconded that Substitute House/Senate Bill _____ be reported out of committee with a "Do Pass" recommendation.*
STEP 4: ***Discussion***	**Chair:** Is there discussion? *[Chair entertains discussion]*
STEP 5: ***Roll Call***	**Chair:** Clerk will call the roll. *[Clerk Calls the roll]* **Chair:** Clerk will announce the vote. *[Clerk announces the vote]*
STEP 5: ***Committee Recommendation***	**Chair:** By your vote, Substitute House/Senate Bill _____ is reported out of committee with a "Do Pass" recommendation. ***Or*** **Chair:** By your vote, Substitute House/Senate Bill _____ does not pass out of committee.

*Normally, if the chair knows a bill does not have enough votes to pass, it would not get an executive session, so the script doesn't reflect that scenario. If you know your bill will not pass out of committee (you are killing it), substitute the phrase "with a do not pass recommendation."

Executive Session Motions: Bill with NO Amendments

STEP 1: ***Move the Bill***	**Vice Chair:** [Mister/Madam] Chair, I move that House/Senate Bill ____ be reported out of committee with a "Do Pass" recommendation* **Chair:** It has been moved and seconded that House/Senate Bill _____be reported out of committee with a "Do Pass" recommendation. *
STEP 2: ***Amendments***	**Chair:** Are there amendments? **Vice Chair:** There are no amendments.
STEP 3: ***Discussion***	**Chair:** Is there discussion? *[Chair entertains discussion]*
STEP 4: ***Roll Call***	**Chair:** Clerk will call the roll. *[Clerk Calls the roll]* **Chair:** Clerk will announce the vote. *[Clerk announces the vote]*
STEP 5: ***Committee Recommendation***	**Chair:** By your vote, House/Senate Bill _____ is reported out of committee with a "Do Pass" recommendation. *Or* **Chair:** By your vote, House/Senate Bill _____ does not pass out of committee.

*Normally, if the chair knows a bill does not have enough votes to pass, it would not get an executive session, so the script doesn't reflect that scenario. If you know your bill will not pass out of committee (you are killing it), substitute the phrase "with a do not pass recommendation."

THE BUDGET SOLVING EXERCISE

Fantasy Version

GOAL

Develop a state budget proposal based on your priorities and then negotiate with the other teams in your group for a final budget.

TEAMS

- Dragons (2 people)
- Unicorns (2 people)
- Kraken (2 people)

DIRECTIONS

- Using the proposals given or your own ideas, fill in the Budget Balancing Worksheet and develop a state budget.
- If you use your own proposals, you should be able to back them up with facts. Do not guess numbers. For example, if you propose to raise the sales tax on food to raise $8 million, you should have sales figures to show that this is realistic.
- As you develop your budget proposal, remember the other corners have their priorities, so keep in mind what their priorities might be and what you are willing to negotiate.
- You should strive for a balanced budget that addresses your priorities.
- You can have a surplus. If you have a surplus, add a line to the Budget Balancing Worksheet directing the money to the Rainy Day Fund.
- We will assign you to a group with members from the other corners to negotiate a final budget. When everyone is done, you will present your budget and explain your revenue and spending proposals.

MATERIALS

Budget Priorities**:** These are your priorities. This is what you want to see in the budget. Your decisions should be based on keeping these priorities.

Revenue Options: These are possible options if you decide to raise or cut revenue. You can find your own revenue proposals, but you must have facts to back up your proposals. You do not have to raise or cut revenue.

Spending Options: These are possible spending changes. You may propose your own spending changes.

Budget Balancing Worksheet: This will automatically do the math for you! The group will draft a separate final.

Priority List – Sasquatch

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Governor, House, and Senate. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $10.9 billion
- Governor's goal budget: $62.4 billion proposed

Sasquatch's Priorities: $10.9 billion

- Additional cost to continue current programs for the next biennium ($4.5 billion)
- Whales ($1.6 billion)
- Trains ($1.3 billion)
- Free Community college ($1 billion)
- Free internet ($0.9 billion)
- Teachers ($0.6 billion)
- Forests ($0.4 billion)
- Covid recovery ($0.3 billion)
- Environmental Education ($0.2 billion)
- Taco Tuesday ($0.1 billion)

Possible Additional Available Funding

- State surplus: $3 billion

Revenue Proposals

Select revenue options from the list below and enter in the Revenue side of your budget balance sheet. If you adopt an across the board tax cut, make sure to enter it as a negative number in the balance sheet.

Across the Board Increase and Decrease

These calculations show what would happen to changes in current tax rates. You may select percentages as listed below or determine your own percentage. Remember that voters have routinely overturned tax increases and raising taxes too much may cause decreases in sales and businesses, which reduces the amount of revenue you collect.

Source	Current (in billions)	+ 10%	- 10%	+ 5%	- 5%	+ 1%	- 1%
TAX							
Trade and Barter Tax	18.5	1.85	- 1.85	0.925	- 0.925	0.185	- 0.185
Shop Keeper Tax	7.46	0.746	- 0.746	0.373	- 0.373	0.075	- 0.075
Water, Land, and Sky Tax	5.85	0.585	- 0.585	0.293	- 0.293	0.059	- 0.059
Castle Tax	1.77	0.177	- 0.177	0.085	- 0.085	0.018	- 0.018
Other Taxes	4.33	0.433	- 0.433	0.217	- 0.217	0.043	- 0.043

NEW REVENUE PROPOSALS (Based on Real Policies)

These bills below are proposals for new revenue from the 2021 session. You may use these proposals or create your own. Get creative by considering new revenue sources and researching proposals in other states.

Gem Hoarding Tax	• Equal to 7% of an individual's gem collection on long-term hoards • Assumes $357 million in additional funds
Estate Tax	• Revises estate tax rates. Exempts small cottages, reduces rates on medium manors, increases rates on large castles • Revenue is deposited into the Education Legacy Trust Account and must be used to support education • Creates the Equity in Housing Account with a required $6 million per biennium deposit • Assumes $105.9 million in additional funds
Gold Tax	• 1% of all financial intangible assets/wealth above $1 billion • Assumes $4.949 billion in additional funds

Spending Proposals

Select spending changes from the list below (across the board increases or cuts) or make targeted changes to specific programs. Enter your proposed changes in the Spending side of your budget balance sheet. Enter spending cuts as a negative number and increases as a positive number.

Across the Board Spending Proposals

These calculations show what it would cost to cut or increase a budget area across the board, meaning all programs within that area would increase or decrease by the same amount. You may select any % change, in addition to any targeted cuts or increases.

Program	Current (in billions)	+ 10%	- 10%	+ 5%	- 5%	+ 1%	- 1%
Mythological Creature Services	15.8	1.58	- 1.58	0.79	- 0.79	0.158	- 0.158
Public Academies for Young Creatures	14.7	1.47	- 1.47	0.735	- 0.735	0.147	- 0.147
Higher Education	7.9	0.79	- 0.79	0.395	- 0.395	0.079	- 0.079
DSHS	7.1	0.71	- 0.71	0.355	- 0.355	0.071	- 0.071
Mythical Administration Operations	2.1	0.21	- 0.21	0.105	- 0.105	0.021	- 0.021
Special Appropriations	1.8	0.18	- 0.18	0.09	- 0.09	0.018	- 0.018
Natural Resources	1.1	0.11	- 0.11	0.055	- 0.055	0.011	- 0.011
Appropriations in other Legislation	.5	NA	NA	NA	NA	NA	NA
The High Court of the Land	.2	0.02	- 0.02	0.01	- 0.01	0.002	- 0.002
Grand Council	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Land, Sea, and Sky Projects	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Other Education	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Total	**51.5**						


STOP

Dragon Priorities

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Dragons, Kraken, and Unicorns. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year.
- Revenue from priorities: $0 billion.
- Dragon's goal budget: $51.5 billion proposed.

Dragon Priorities

- **Scorching the Spending: (-$4.5 billion):**
  - Keep the mountains rich with gold. Spending has gotten undisciplined; we need to cut our spending to keep our hoard of treasures prosperous.
- **Hatching Hope for the Future: ($1.3 billion):**
  - Picture dragon hatchlings nestled in warm caverns, nurtured by careful claws. This investment allows parents to soar free, knowing their young are safe and sound.
- **Shelter for Weary Wings: ($0.6 billion):**
  - Let not a single dragon be forced to roost beneath the open sky. This investment builds warm nests for those whose wings are clipped by misfortune.
- **Taxing the Fires Within: ($0.6 billion):**
  - Imagine sparks of relief dancing through ledgers, easing the burden on the engines of our economy. This lets businesses, the fire-belching forges of our society, roar with greater vigor.
- **Rainy Day Fund: ($0.5 billion):**
  - Picture a mountain of glittering gold, a fortress against unforeseen storms. This hoard ensures our future, even when the skies darken and lightning cracks.
- **Scaly Guardians of Wisdom: ($0.4 billion):**
  - Our elders, the wise dragons of our land, deserve a twilight bathed in warmth. This investment strengthens their claws and ensures they are well-fed.
- **Welcoming New Dwellers: ($0.4 billion):**
  - Let our borders be welcoming like a sun-drenched clearing, open to those seeking refuge. This fund provides the fuel for new fires, allowing new dragons to join our flight.
- **Working Clans Tax Exemption: ($0.3 billion):**
  - Imagine a breath of wind easing the burdens of families. This exemption lifts their chains and lets them climb higher.
- **Wings of Support: ($0.2 billion):**
  - Allow injured wings to heal and fiery spirits to mend without worry. This program provides a nest of comfort when illness or new life takes flight.
- **Habitat restoration: ($0.2 billion)**:
  - Picture sunlight dappling through ancient scales, the forest thriving under our watchful eyes. This investment keeps our woods vibrant and our air clean, a verdant haven for all creatures.



Kraken Priorities

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Dragons, Kraken, and Unicorns. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $14.9 billion
- Kraken's goal budget: $66.4 billion proposed

Kraken Priorities

- **Hatching Hope for the Future: ($3.5 billion)**
  - This investment nurtures future generations and ensures the Kraken's legacy thrives.
- **Building Sturdy Kelp Forests: ($2.9 billion)**
  - Construct a "Kelp Forest" of stable housing and rental assistance. This provides secure shelters and fosters community growth.
- **Habitat Restoration: ($2.5 billion)**
  - Invest in maintaining the vital "coral reefs" of existing infrastructure and essential services. This ensures stability and prevents ecological collapse.
- **Rainy Day Fund: ($2.3 billion)**
  - The Kraken is notorious for keeping a stash of gold and jewels in sunken ships, safeguarding against budgetary storms and unexpected currents.
- **Plundering Lost Knowledge: ($1.7 billion):**
  - Krakens get COVID too. Krakens need to relearn the basics to live up to the Krakens feared legacy.
- **Mythical Wellness Initiative: ($0.9 billion)**
  - Bioluminescent antidotes, spreading like glowing plankton to combat the darkness of disease. This prioritizes public health and illuminates a path towards a healthier society.
- **Welcoming New Dwellers: ($0.6 billion)**
  - This fosters inclusivity and strengthens the ecosystem with diverse perspectives and skills.
- **Working Clans Tax Exemption: ($0.3 billion)**
  - Help hard-working families breathe easier by alleviating their tax burden. This allows them to contribute more readily to the economic coral reef.
- **Combat Climate Change: ($0.2 billion)**
  - With ocean temperatures increasing, Kraken are concerned for their futures.



Unicorn Priority List

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Dragons, Kraken, and Unicorns. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $15.5 billion
- Unicorns goal budget: $67 billion proposed

Unicorn: $10.9 billion

- **Habitat Restoration: ($4.5 billion):**
  - This investment benefits biodiversity, tourism, and research.
- **Magical Research and Protection: ($1.6 billion):**
  - Allocate $1.6 billion to establish a unicorn research institute. This promotes STEM education, fosters ethical magical practices, and safeguards unicorns from harmful spells.
- **Mythical Wellness Initiative: ($1.3 billion):**
  - This prioritizes public health and illuminates a path towards a healthier society.
- **Enchanting Tourism Infrastructure: ($1 billion):**
  - Requires $1 billion to develop sustainable, unicorn-friendly tourism routes and sanctuaries. This creates jobs, boosts revenue, and fosters responsible interactions with these mystical beings.
- **Rainy Day Fund: ($0.9 billion):**
  - Even Unicorns can have bad days. This fund is used in case any surprise expenses come up.
- **Unicorn-Powered Renewable Energy: ($0.6 billion):**
  - Need $0.6 Billion to research harnessing unicorns' inherent magical energy for eco-friendly power generation. This promotes sustainability, reduces dependence on fossil fuels, and leverages unicorns' magic for the greater good.
- **Inter-Species Diplomacy: ($0.4 billion):**
  - Requires $0.4 billion to develop cultural exchange programs with other mythical communities. This fosters understanding, resolves conflicts, and promotes peace throughout the magical realm.
- **Combat climate change: ($2.3 billion):**
  - Vanishing forests, polluted streams, and erratic magical storms endanger their habitats and disrupt their natural rhythms.
- **Hatching Hope for the Future: ($2.8 billion):**
  - $0.2 billion is needed to integrate unicorn lore and conservation into early childhood education curricula and care. This sparks wonder, inspires eco-consciousness, and fosters future generations of unicorn protectors.
- **Mythological Scholarship Fund: ($0.1 billion):**
  - $0.1 billion is needed for scholarships for mythical studies and creature care professions.



THE BUDGET SOLVING EXERCISE

Mock Washington Government

GOAL

Develop a state budget proposal based on your priorities and then negotiate with the other teams in your group for a final budget.

TEAMS

- House (2-3 people)
- Senate (2-3 people)
- Governor (2-3 people)

DIRECTIONS

- Using the proposals given or your own ideas, fill in the Budget Balancing Worksheet and develop a state budget.
- If you use your own proposals, you should be able to back them up with facts. Do not guess numbers. For example, if you propose to raise the sales tax on fast food to raise $8 million, you should have sales figures to show that this is realistic.
- As you develop your budget proposal, remember the other corners have their priorities, so keep in mind what their priorities might be and what you are willing to negotiate.
- You should strive for a balanced budget that addresses your priorities.
- You can have a surplus. If you have a surplus, add a line to the Budget Balancing Worksheet directing the money to the Rainy Day Fund.
- We will assign you to a group with members from the other corners to negotiate a final budget. When everyone is done, you will present your budget and explain your revenue and spending proposals.

MATERIALS

Budget Priorities**:** These are your priorities. This is what you want to see in the budget. Your decisions should be based on keeping these priorities.

Revenue Options: These are possible options if you decide to raise or cut revenue. You can find your own revenue proposals, but you must have facts to back up your proposals. You do not have to raise or cut revenue.

Spending Options: These are possible spending changes. You may propose your own spending changes.

Budget Balancing Worksheet: This will automatically do the math for you! The group will draft a separate final.

Revenue Proposals

Select revenue options from the list below and enter in the Revenue side of your budget balance sheet. If you adopt an across the board tax cut, make sure to enter it as a negative number in the balance sheet.

Across the Board Increase and Decrease

These calculations show what would happen to changes in current tax rates. You may select percentages as listed below or determine your own percentage. Remember that voters have routinely overturned tax increases and raising taxes too much may cause decreases in sales and businesses, which reduces the amount of revenue you collect.

Source	Current (in billions)	+ 10%	- 10%	+ 5%	- 5%	+ 1%	- 1%
TAX							
Retail Sales Tax	18.5	1.85	- 1.85	0.925	- 0.925	0.185	- 0.185
B&O Tax	7.46	0.746	- 0.746	0.373	- 0.373	0.075	- 0.075
Property Tax	5.85	0.585	- 0.585	0.293	- 0.293	0.059	- 0.059
Real Estate Tax	1.77	0.177	- 0.177	0.085	- 0.085	0.018	- 0.018
Other Taxes	4.33	0.433	- 0.433	0.217	- 0.217	0.043	- 0.043

NEW REVENUE PROPOSALS

These bills below are proposals for new revenue from the 2021 session. You may use these proposals or create your own. Get creative by considering new revenue sources and researching proposals in other states.

Capital Gains Tax (SB 5096)	• Equal to 7% of an individual's capital gain on long-term capital assets • Assumes $357 million in additional funds
Estate Tax (HB 1465)	• Revises estate tax rates. Exempts small estates, reduces rates on medium estates, increases rates on large estates • Revenue is deposited into the Education Legacy Trust Account and must be used to support education • Creates the Equity in Housing Account with a required $6 million per biennium deposit • Assumes $105.9 million in additional funds
Wealth Tax (HB 1406/SB 5426)	• 1% of all financial intangible assets/wealth above $1 billion • Assumes $4.949 billion in additional funds
Captive Insurance (SB 5315)	• Requires captive insurers to register with the Office of the Insurance commissioner and pay premiums • Assumes $34.2 million in additional funds

Spending Proposals

Select spending changes from the list below (across the board increases or cuts) or make targeted changes to specific programs. Enter your proposed changes in the Spending side of your budget balance sheet. Enter spending cuts as a negative number and increases as a positive number.

Across the Board Spending Proposals

These calculations show what it would cost to cut or increase a budget area across the board, meaning all programs within that area would increase or decrease by the same amount. You may select any % change, in addition to any targeted cuts or increases.

Program	**Current (in billions)**	**+ 10%**	**- 10%**	**+ 5%**	**- 5%**	**+ 1%**	**- 1%**
Human Services	15.8	1.58	- 1.58	0.79	- 0.79	0.158	- 0.158
Public Schools	14.7	1.47	- 1.47	0.735	- 0.735	0.147	- 0.147
Higher Education	7.9	0.79	- 0.79	0.395	- 0.395	0.079	- 0.079
DSHS	7.1	0.71	- 0.71	0.355	- 0.355	0.071	- 0.071
Governmental Operations	2.1	0.21	- 0.21	0.105	- 0.105	0.021	- 0.021
Special Appropriations	1.8	0.18	- 0.18	0.09	- 0.09	0.018	- 0.018
Natural Resources	1.1	0.11	- 0.11	0.055	- 0.055	0.011	- 0.011
Appropriations in other Legislation	.5	NA	NA	NA	NA	NA	NA
Judicial	.2	0.02	- 0.02	0.01	- 0.01	0.002	- 0.002
Legislative	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Transportation	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Other Education	.1	0.01	- 0.01	0.005	- 0.005	0.001	- 0.001
Total	**51.5**						

Priority List – Governor

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Governor, House, and Senate. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $10.9 billion
- Governor's goal budget: $62.4 billion proposed

Governor's Priorities: $10.9 billion

- Additional cost to continue current programs for the next biennium ($4.5 billion)
- K-12 education ($1.6 billion)
- COVID ($1.3 billion)
- Rental Assistance ($1 billion)
- Rainy Day fund ($0.9 billion)
- Saving the resident Southern Resident Orca ($0.6 billion)
- Behavioral health ($0.4 billion)
- Combat climate change ($0.3 billion)
- Early learning ($0.2 billion)
- Higher education ($0.1 billion)

Possible Additional Available Funding

- Federal COVID relief: $4.4 available
- State surplus: $3 billion

Priority List – House

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Governor, House, and Senate. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $ 9.2 billion
- House's goal budget: $60.7 billion proposed

House Priorities

- Additional cost to continue current programs for the next biennium ($4.5 billion)
- Rainy Day Fund ($1.7 billion)
- Rental Assistance ($0.6 billion)
- Offset unemployment tax increase for businesses ($0.6 billion)
- Temporarily increase rates for long-term care providers and providers for people with developmental disabilities ($0.4 billion)
- Immigrant relief fund ($0.4 billion)
- Childcare needs ($0.3 billion)
- Working Families Tax Exemption ($0.3 billion)
- Expansion of Paid Family Medical Leave program ($0.2 billion)
- Forest health ($0.2)

Possible Additional Available Funding

- Federal COVID relief: $4.4 available
- State Surplus: $3 billion

Priority List – Senate

In budget negotiations, the Office of the Governor, and the House and Senate Democratic and Republican caucuses are often referred to as the "five corners," each bringing their own priorities to the negotiating table. Our exercise has three corners: Governor, House, and Senate. You represent one of the corners and need to advocate for a compromise that balances the budget and preserves as many of your priorities as possible.

Begin by determining how you would balance the budget to achieve your priorities. Your budget proposal must balance, meaning if you increase spending in one area, you must either reduce spending in another area or increase revenue to fund the new spending.

Remember, the other two corners have their own priorities. Anticipate how the other corners might approach the task. In the second half of the activity, the three corners will come together to negotiate.

Starting Budget vs Goal Budget

- Starting budget: $51.5 billion to maintain the budget from the prior year
- Revenue from priorities: $12.3 billion
- Senate's goal budget: $63.8 billion proposed

Senate Priorities

- Additional cost to continue current programs for the next biennium ($4.5 billion)
- Rainy Day fund ($2.3 billion)
- School reopening and learning loss ($1.7 billion)
- Vaccine deployment ($1.1. billion)
- Homelessness and rental assistance ($0.9 billion)
- Childcare needs ($0.5 billion)
- Early childhood education ($0.5 billion)
- Immigrant relief fund ($0.3 billion)
- Working Families Tax Exemption ($0.3 billion)
- Wildfire risk ($0.2)

Possible Additional Available Funding

- Federal COVID relief: $4.4 available
- State Surplus: $3 billion

Budget Balancing Worksheet

Within your corner, choose how to balance the budget based on your priorities. For each spending increase, spending cut, or revenue change, you need to show who is affected (jobs, people served, businesses taxed, etc.) and justify why the change is good policy. You cannot have a negative ending balance. If it is greater than zero, add a line to the Spending column directing that money to the Rainy Day Fund. DO NOT EDIT THE SQUARES IN RED, THEY WILL CALCULATE AUTOMATICALLY!

Starting budget total (billions): 51.5 **Proposed changes total:** 0

Proposed budget total (billions): 51.5 **Balance:** 0

SPENDING CHANGES (increase +, cut -) in Billions			
Program	Ideal Proposal	Deal	Justification: who is affected? Downsides? Why is it worth doing?
TOTAL NEW SPEND	**0**	**0**	

REVENUE CHANGES (tax increase +, tax cut -) in Billions			
Source	Ideal Proposal	Deal	Justification: who is affected? Downsides? Why is it worth doing?
TOTAL NEW REVENUE	**0**	**0**	

Name:_____ ***Directions:*** *Read the texts describing the Initiative and Referendum process in Washington State. Then use the information provided to fill in the blanks. Finally, answer the questions comparing and contrasting initiatives and referendums*

Initiatives	**Referendums**
Our state has a system in place so Washingtonians who are dissatisfied with certain laws or feel that new laws are needed can create new laws and by-pass the Legislature completely. Because the public can initiate this type of legislation, the process is termed an ***Initiative***. Its only limitation is that it cannot be used to amend the state constitution. To create an initiative, a group of citizens writes up a proposed law, pays the $5 application fee, collects voter signatures equal to eight percent of the number of votes cast for office of the Governor in the last gubernatorial election, submits the petitions to the Secretary of State's office. If enough signatures are validated, the initiative (issue) is placed on the next statewide ballot. If a majority of voters approves the initiative, it becomes law.	Washington is one of 23 states that employ the ***Referendum*** process. The primary purpose is to give voters an opportunity to approve or reject laws made by the Legislature. One type of referendum involves a bill that is voted into law by the Legislature and signed by the governor, but during the 90-day wait before the law goes into effect, citizens demand that the issue be placed on the next public ballot for their vote. They do this by collecting signatures equal to four percent of the total votes cast for the office of the Governor in the last regular gubernatorial election. If the majority votes against the referendum, the proposed law does not become law. Another way a referendum gets on the statewide ballot is for the Legislature itself to ask for the law to be placed on the ballot.
Step 1: _Citizens_____ write a proposed law. **Step 2:** Citizens pay a fee and collect ___signatures___. **Step 3:** The initiative is placed on a statewide _ballot_, and citizens _vote_ on whether the initiative should become law. **Step 4:** The initiative becomes law.	**<u>Type A</u>** **Step 1:** The _legislature__ passes a law and it is signed by the __governor___. **Step 2:** During the __90_ day wait before the law goes into effect, citizens collect enough _____signatures___. **Step 3:** The law is placed on a state-wide ballot for voter __approval____ or __rejection___. If rejected, the law is repealed. If approved, the law is still in effect. **<u>Type B</u>** **Step 1:** The __legislature__ passes a law. **Step 2:** Before going into effect, the legislature puts the law on a statewide ballot for voter __approval__ or __rejection__. The law goes into effect only if approved by the voters.
In what ways are referendums and initiatives **similar**?	In what ways are referendums and initiatives <u>different</u>?

Name:_____ ***Directions:*** *Read the texts describing the Initiative and Referendum process in Washington State. Then use the information provided to fill in the blanks. Finally, answer the questions comparing and contrasting initiatives and referendums.*

Initiatives	Referendums
Our state has a system in place so Washingtonians who are dissatisfied with certain laws or feel that new laws are needed can create new laws and by-pass the Legislature completely. Because the public can initiate this type of legislation, the process is termed an ***Initiative***. Its only limitation is that it cannot be used to amend the state constitution. To create an initiative, a group of citizens writes up a proposed law, pays the $5 application fee, collects voter signatures equal to eight percent of the number of votes cast for office of the Governor in the last gubernatorial election, submits the petitions to the Secretary of State's office. If enough signatures are validated, the initiative (issue) is placed on the next statewide ballot. If a majority of voters approves the initiative, it becomes law.	Washington is one of 23 states that employ the ***Referendum*** process. The primary purpose is to give voters an opportunity to approve or reject laws made by the Legislature. One type of referendum involves a bill that is voted into law by the Legislature and signed by the governor, but during the 90-day wait before the law goes into effect, citizens demand that the issue be placed on the next public ballot for their vote. They do this by collecting signatures equal to four percent of the total votes cast for the office of the Governor in the last regular gubernatorial election. If the majority votes against the referendum, the proposed law does not become law. Another way a referendum gets on the statewide ballot is for the Legislature itself to ask for the law to be placed on the ballot.
Step 1: _____ write a proposed law. **Step 2:** Citizens pay a fee and collect _____. **Step 3:** The initiative is placed on a statewide _____, and citizens _____ on whether the initiative should become law. **Step 4:** The initiative becomes law.	**Type A** **Step 1:** The _____ passes a law. **Step 2:** During the _____ day wait before the law goes into effect, citizens collect enough _____. **Step 3:** The law is placed on a state-wide ballot for voter _____ or _____. If rejected, the law is repealed. If approved, the law is still in effect. **Type B** **Step 1:** The _____ passes a law. **Step 2:** Before the law goes into effect, the Legislature puts the law on a statewide ballot for voter _____ or _____. The law goes into effect only if approved by the voters.

In what ways are referendums and initiatives <u>similar</u>?	In what ways are referendums and initiatives <u>different</u>?

Name: _____

Bill Writing Project

Project Summary

In groups of two or three (no more, no less) from your chamber, you will complete the following parts of the Bill Writing Project…

1) **Research:** you will research a problem currently affecting Washington State
2) **Outline:** you will complete the Bill Writing Outline
3) **Bill Writing:** you will write a bill that solves the problem you researched
4) **Media Release:** you will write a Media Release that will be included in *The Weekly Page* newsletter that is sent to your parents and our guest speakers
5) **Mock Committee Hearing:** you will present your bill in a mock committee hearing. The committee will debate your bill and then vote on whether to recommend or reject it. You will also serve as a committee member and will debate and vote on the bills of your peers. These committee hearings are filmed by TVW, livestreamed on their website, and archived.

Schedule

Tuesday	**Complete your research and outline**! Talk to your group so you have a plan ready for Wednesday. You need to discuss your ideas and **come up with a plan for writing your bill and media release**.
Wednesday	**Write your bill and your media release**. You might not have class with your group, but you are invited to come to the Page School during your free time to work on your project with your group members. **The bill and media release must be done by the end of the day!** No exceptions! Also, be sure to **plan your presentation**.
Thursday	**Present your bill in our mock committee hearing**. You will have class with your group. Come to class rehearsed and ready! ☺ You are also invited to participate in any mock committee hearing on Thursday that your Page schedule allows.

Research Instructions and Tips

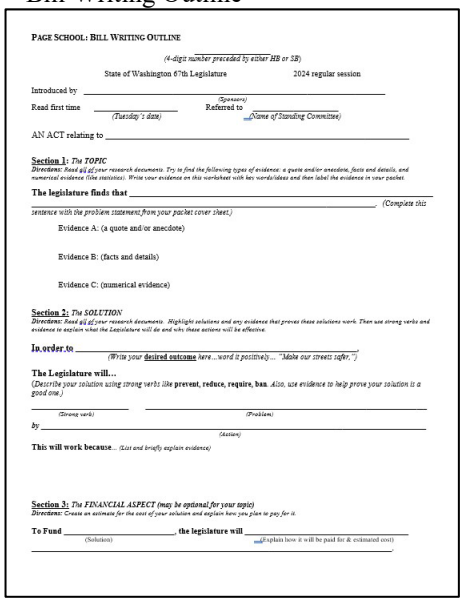
1. Preview each article in your packet by reading the introduction and conclusion or the first line of each paragraph. Decide which articles are most relevant and helpful – read those articles first!

2. Look for powerful evidence that either *proves this problem needs to be solve*d and that *your solution will work.*
    - Examples of powerful evidence:
        - Facts and details
        - Anecdotes and "real life" stories
        - Data and statistics (numerical evidence)

3. If you need to, use the computers to look up more information. BE SURE TO USE ONLY RELIABLE SOURCES! Ask Linda or Adam to help you determine whether a source is reliable before you use it!

Writing Instructions and Tips

Bill Writing Outline



PAGE SCHOOL: BILL WRITING OUTLINE

(4-digit number preceded by either HB or SB)

State of Washington 67th Legislature 2024 regular session

Introduced by _____ *(Sponsors)*

Read first time _____ *(Tuesday's date)* Referred to _____ *(Name of Standing Committee)*

AN ACT relating to _____

Section 1: *The TOPIC*

Directions: Read all of your research documents. Try to find the following types of evidence: a quote and/or anecdote, facts and details, and numerical evidence (like statistics). Write your evidence on this worksheet with key words/ideas and then label the evidence in your packet.

The legislature finds that _____ *(Complete this sentence with the problem statement from your packet cover sheet.)*

Evidence A: (a quote and/or anecdote)

Evidence B: (facts and details)

Evidence C: (numerical evidence)

Section 2: *The SOLUTION*

Directions: Read all of your research documents. Highlight solutions and any evidence that proves these solutions work. Then use strong verbs and evidence to explain what the Legislature will do and why these actions will be effective.

In order to _____ *(Write your* ***desired outcome*** *here…word it positively… "Make our streets safer, ")*

The Legislature will…

(Describe your solution using strong verbs like ***prevent, reduce, require, ban****. Also, use evidence to help prove your solution is a good one.)*

_____ *(Strong verb)* _____ *(Problem)*

by _____ *(Action)*

This will work because... *(List and briefly explain evidence)*

Section 3: *The FINANCIAL ASPECT (may be optional for your topic)*

Directions: Create an estimate for the cost of your solution and explain how you plan to pay for it.

To Fund _____ *(Solution)* **the legislature will** _____ *(Explain how it will be paid for & estimated cost)*

_____.

1. ***Fill out the Bill Writing Outline****. Don't skip this step!*
   - You already filled out the top portion of the Bill Writing Outline using the information from your pink slip.
   - Now use your research to fill out Section 1 and Section 2. Be sure to read all the instructions! Every group member needs to complete an outline.
2. ***Write your bill!***
   - **Use the template** on our Page School computers to write your bill. Follow the instructions on the template.
   - Don't be shy about asking Linda, Adam, and our volunteer interns for help!
   - Be sure to think about…
     - *Did you explain the problem your bill solves and convince your audience that this is an important problem?*
     - *Did you thoroughly prove that your bill will solve this problem?*
     - *Is your idea enforceable?*
     - *Does it require money? If so, where is the money coming from?*
     - *Did you use evidence from reliable sources?*
     - *Did you use different types of evidence? (facts, statistics, numerical evidence like statistics, anecdotes, etc.)*
     - *Does your bill infringe upon personal freedoms?*

Mock Committee Hearing Instructions and Tips

Your Presentation:

You will have around two minutes to present your bill to our mock committee by reading it aloud. Next, you will participate in a debate in which you defend your bill against committee members (your classmates) who will ask you questions about your bill. Finally, you will have one minute for a closing argument before the committee votes on whether to recommend or reject your bill. Your bill needs a simple majority of the votes to pass.

The Committee:

When you are not presenting your bill, you will act as a committee member. Remember to follow parliamentary procedure, act in a serious manner appropriate to your surroundings, and to debate civilly.

Tips:

1) Be sure to practice reading your bill! Make sure you can pronounce every word and practice reading at an intelligible (slow) pace.
2) Spend some time preparing for the debate. Have some evidence prepared that you can easily reference while defending your bill.
3) Use your closing argument to refute the strongest claims against your bill and to summarize your bill one final time.

This list is a starting point for your bill topic. The descriptions below do not reflect the views of the Page School or the Legislature. Each topic is designed to have multiple perspectives and the provided research reflects this.

Education	
Topic	**Description**
College Graduation Rates	Too many people are leaving college without a degree.
Community College	Community College is unaffordable.
Homeschool Reimbursement	Families of homeschool students are not reimbursed for their educational costs.
School Safety	Schools do not have the tools they need to keep students safe.
School Start Time	Many teenagers are sleep deprived, which can cause health problems and interfere with learning.
Science Curriculum	Climate change is not being taught effectively in science class.
State Funded Preschools	There is not enough focus on early childhood education.

Environment	
Dams	Washington needs to reduce its reliance on dams.
Green Energy	There is not enough incentive to utilize renewable energy sources.
Plastic	Single-use and disposable plastics are endangering wildlife and contributing to the waste going into landfills and waterways.
Whales	Not enough effort is being made to protect the whales.
Wolves	Wolves pose threat to ranchers' peace of mind.

Health	
Baseball Bats	Metal baseball bats are dangerous and cause too many injuries.
Brain Trauma	From athletes to soldiers, brain trauma (CTE) impacts mental health and longevity of life.
Tobacco Campaigns	Tobacco companies' anti-tobacco campaigns knowingly target minors.
Tobacco Sales	The age to purchase tobacco is too low.
Vapor Products	Vapor products are not adequately regulated in Washington State.

Human Services	
Topic	**Description**
Daylight Saving Time	Daylight Saving Time is an outdated institution and should be eliminated.
Opioids	The opioid epidemic is impacting many aspects of daily life.
Parent Permission	Children are vulnerable to the dangers of social media and online content directed at minors.
Sports Gambling	Washington State does not have an effective system to regulate sports gambling.
Voting Age	The age to vote limits the rights of citizens.

Public Safety	
Animal Rights	Breed specific bans on dogs are unfair to pet owners.
Body Cameras	Police enforcement needs better accountability methods.
Pet Ownership	Pet owners are allowed to have too many animals.
Service Animals	Laws pertaining to service animals are too vague.

Transportation	
DUI	Driving under the influence continues to be a problem in Washington State.
E-Scooters	Electronic scooters are not properly regulated.
Seat Belts on Busses	Students riding on school buses do not have all safety measures available.
Second-hand Smoke	Second-hand smoke from adult drivers can harm young passengers.
Transportation Taxes	New tax laws are needed to address modern transportation issues.

PAGE SCHOOL: BILL WRITING OUTLINE

_____
(4-digit number preceded by either HB or SB)

State of Washington 68th Legislature 2024 regular session

Introduced by _____
(Sponsors)

Read first time _____ Referred to _____
(Tuesday's date) *(Name of Standing Committee)*

AN ACT relating to _____

Section 1: *The **PROBLEM***

Directions: *Read all of your research documents. Try to find the following types of evidence: a quote and/or anecdote, facts and details, and numerical evidence (like statistics). Write your evidence on this worksheet with key words/ideas and then label the evidence in your packet.*

The legislature finds that _____

_____

(Complete this sentence with the problem statement from your packet cover sheet.)

Evidence A: (a quote and/or anecdote)

Evidence B: (facts and details)

Evidence C: (numerical evidence)

Section 2: *The **SOLUTION***

Directions: *Read all of your research documents. Highlight solutions and any evidence that proves these solutions work. Then use strong verbs and evidence to explain what the Legislature will do and why these actions will be effective.*

In order to _____,
*(Write your **desired outcome** here…word it positively… "Make our streets safer,")*

The Legislature will…

(*Describe your solution using strong verbs like* **prevent, reduce, require, ban**. *Also, use evidence to help prove your solution is a good one.)*

_____ _____
(Strong verb) *(Problem)*

by _____
(Action)

This will work because… *(List and briefly explain evidence)*

Section 3: *The **FINANCIAL ASPECT (may be optional for your topic)***

Directions: *Create an estimate for the cost of your solution and explain how you plan to pay for it.*

To Fund _____, **the Legislature will** _____
(Solution) (Explain how it will be paid for & estimated cost)

_____.

Claim Anecdote (evidence A) Statistics (evidence C) Fact (evidence B)	SECTION 1. The legislature finds that the accident and fatality rate for elderly drivers is very high. A recent report showed that drivers over the age of 65 cause more traffic accidents than any other group except teenagers. For example, in 2014, an 84-year-old man in Vancouver barreled his car up a freeway off-ramp, killing two children under the age of 10 and injuring another 10 people. Predictions are that by 2030, the elderly will comprise nearly 25 percent of the total people driving and they will be involved in nearly 25 percent of fatal vehicular accidents. Many of these accidents are due to several medical or physical impairments that come with advancing age. Health problems include diminished vision, hearing loss, slowed reactions and mild forms of dementia. Medications many elderly take often have side effects as well that affect judgments while driving.
Desired Outcome Strong Action Verb Solution Possible Problem and Solution Call to Action	SECTION 2. In order to make roads and highways safer, the Legislature will require all drivers over the age of 70 to take a physical driving test every two years to renew their license. Drivers who do not pass the test the first time may retake the test after taking a defensive driving class, such as those offered free by AARP. However, they must pay an additional fee to retake the test. This will allow the state to frequently assess a high-risk population's ability to operate motor vehicles. Twenty-six other states already impose stricter requirements for older drivers, it is time for Washington to join them in making our streets safer.
What is Funded How it is Funded	SECTION 3. To fund the cost of additional license examiners, the legislature will increase in the fee to renew a drivers licenses for all drivers by $6. Currently, drivers pay $54 for a new license every six years. By putting the cost on everyone, we do not impose an undue burden on the elderly, many of whom may be living on fixed incomes. Although everyone will be paying a little more, everyone will reap the benefits, as there will be a significant increase in safety and traffic flow throughout the state.

Education

College Completion Rates: Too many people are leaving college without a degree.

Shocking Statistics About College Graduation Rates	https://www.forbes.com/sites/markkantrowitz/2021/11/18/shocking-statistics-about-college-graduation-rates/?sh=3caefa3c2b69	2021
What to Know as a First-Generation College Student	https://www.usnews.com/education/best-colleges/articles/what-to-know-as-a-first-generation-college-student	Examines reasons for first-gen college students not finishing school, 2023.
38% of College Students Drop Out Because of Finances	https://www.igradfinancialwellness.com/blog/college-students-drop-out-because-of-finances-how-to-lower-that-number	Includes a link to colleges and universities implementing financial literacy programs. Update date not given.
Pell Student Success Tied Closely to School Selectivity	https://www.bestcolleges.com/news/pell-student-success-tied-closely-to-school-selectivity/	2022
More than 39 million Americans Have Some College, No Credential	https://www.studentclearinghouse.org/news/more-than-39-million-americans-have-some-college-no-credential-according-to-new-research/	2022
The Hidden Financial Aid Hurdle Derailing College Students	https://hechingerreport.org/my-number-one-enemy-the-hidden-financial-aid-hurdle-derailing-college-students/	2023

Community College Funding: Community College is unaffordable.

Washington Student Achievement Council: Tuition and Fees	https://www.wsac.wa.gov/tuition-and-college-costs	Cost Chart, 2023
Student Loan Debt Statistics	https://educationdata.org/student-loan-debt-statistics	Comparative graphs, 2025
4 Things You Need to Know About 'Free College' Proposals	https://www.edweek.org/teaching-learning/4-things-you-need-to-know-about-free-college-proposals/2019/05	2019
The College Bound Commitment [--How to Get College Paid for by Washington State]	College Bound | WSAC (wa.gov)	Limited info, does not address broader claim.
Free college is now a reality in nearly 30 states	https://www.cnbc.com/2022/04/08/free-college-is-now-a-	2021, includes map and chart

	reality-in-nearly-30-states.html	
Why Free College Tuition is Spreading from Cities to States	https://stateline.org/2018/01/05/why-free-college-tuition-is-spreading-from-cities-to-states/	Addresses participation in Promise programs, as well as challenges to appropriate funds, 2018
Is free college a good idea? Increasingly, evidence says yes.	https://www.brookings.edu/articles/is-free-college-a-good-idea-increasingly-evidence-says-yes/	2021

Homeschool Financial Support: Families of homeschool students are not reimbursed for their educational costs.

How Much Does Homeschooling Cost?	https://academynw.com/how-much-does-homeschooling-cost/	New source, 2021
The Cost of Homeschooling	https://www.investopedia.com/the-cost-of-homeschooling-5199813	2023
Home Schooling: Pros, Cons, What You Need to Know	https://www.webmd.com/parenting/features/home-schooling-pros-cons	No date found
Spending per student in K-12 public schools	https://usafacts.org/data/topics/people-society/education/k-12-education/spending-per-student-in-k-12-public-schools/?utm_source=bing&utm_medium=cpc&utm_campaign=ND-StatsData&msclkid=62472ea7dc6a1d3bc6ab4d36e849df82	Graphs, 2020
How much money do states spend on education?	https://usafacts.org/articles/how-much-money-do-states-spend-on-education/	Interactive map Graphs, 2023
Money for Homeschooling	https://washhomeschool.org/money-for-homeschooling-2/	New Source, 2017

School Safety: School do not have the tools they need to keep students safe.

Many Recommend Teaching Mental Health in Schools. Now Two States Will Require It	http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/06/15/many-recommend-teaching-mental-health-in-schools-now-two-states-will-require-it	Safety through prevention, 2018
Promoting Mental Health and Well-Being in Schools	https://www.cdc.gov/mental-health-action-guide/strategies/index.html	New: Provides articles on development and implementation of mental

		health education in public schools
Locking classrooms becomes latest safety measure in Spokane schools	http://www.spokesman.com/stories/2018/apr/09/locking-classrooms-becomes-latest-safety-measure-i/	2018
Armed campus police do not prevent shootings, research shows	https://www.poynter.org/fact-checking/2022/do-armed-school-police-officers-prevent-shootings/	2022
SC lawmakers propose 7 percent gun fee for added security in schools	https://www.wyff4.com/article/sc-lawmakers-propose-7-percent-gun-fee-for-added-security-in-schools/25736064	How to pay for security in schools, 2019
In 2 rural states that let teachers carry guns, few schools take part	https://www.politico.com/story/2018/08/07/school-shootings-teachers-guns-726693	2018
Dads on Duty Patrol Halls, Provide Calming Presence	https://www.oregonlive.com/education/2022/01/dads-on-duty-patrol-school-hallways-provide-calming-presence.html	New source, 2022
Texas Senate school safety committee recommends focusing on mental health, avoids gun control	https://www.texastribune.org/2018/08/06/texas-senate-school-safety-committee-recommends-focusing-mental-health/	2018

School Start Times: Many teenagers are sleep deprived, which can cause health problems and interfere with learning.

Later School Start Times More Popular, But What are the Drawbacks?	https://www.nea.org/nea-today/all-news-articles/later-school-start-times-more-popular-what-are-drawbacks	New Source, 2022
How Would Later School Start Times Affect Sleep?	https://www.sleepfoundation.org/sleep-news/eight-major-obstacles-delaying-school-start-times	2023
Later school start times is no solution for teenagers	https://calmatters.org/commentary/2019/10/later-school-start-times-is-no-solution-for-teenagers/	New Source, 2019, Superintendent's commentary on changing start times
The Economic Case for Letting Teenagers Sleep In	https://www.daytondailynews.com/news/national/letting-kids-sleep-could-save-billion-	Additionally, this website has a host of good articles on

	year-study-finds/iCiaUooik1fsqP4VNGYCJM/	this topic: Sleep Research - Start School Later
Circadian Rhythm of Teenagers	Circadian Rhythm in Teenagers - Sleep Disorders Advice & Help (dolyan.com)	
Teens get more sleep, show improved grades and attendance	https://www.washington.edu/news/2018/12/12/high-school-start-times-study/	video and written material

Science Curriculum: Climate change is not being taught effectively in science class.

Climate Change Widely Taught—Students Receiving Mixed Messages	https://climate360news.lmu.edu/climate-change-is-widely-taught-in-american-public-schools-but-students-are-receiving-mixed-messages/	Nuanced information, 2021
Making the Grade? How Standards Address Climate Change	https://ncse.ngo/making-grade-how-state-public-school-standards-address-climate-change-1	Easy to read interactive map, 2020
Teachers Digging in to Teach Climate Change	https://www.yaleclimateconnections.org/2017/09/returning-teachers-dig-in-to-teach-climate-change/	Good resource, 2017
Idaho Science Standards	https://www.sde.idaho.gov/academic/shared/science/ics-science-legislative.pdf	Pages 51-52, MS-ESS-3.3, MS-ESS-3.4, and MS-ESS-3.5. Compare these 2022 standards to those of 2017 in "Teachers Digging In…"
Idaho lawmakers considering cutting climate change out of curriculum	https://www.kxly.com/news/idaho-lawmakers-considering-cutting-climate-change-out-of-curriculum/article_0fd643ad-4a40-5692-be68-8330c98ac7bd.html	Updated 2023. Six years later, Idaho still on the fence.
Should Climate Change Be Taught in School?	https://www.usnews.com/news/best-states/ohio/articles/2017-06-20/debate-heats-up-over-teaching-climate-change-in-us-schools	
Unleashing the creativity of teachers and students to combat climate change	https://www.brookings.edu/research/unleashing-the-creativity-of-teachers-and-students-to-combat-climate-change-an-opportunity-for-global-leadership/	Outstanding resource with a wealth of information.

State-Funded Preschools: There is not enough focus on early childhood education.

Results From Long-Running Study Bolster Case for Universal Pre-K	https://www.the74million.org/article/results-from-long-running-study-bolster-case-for-universal-pre-k/	2022
The Case For Universal Pre-K Just Got Stronger	https://www.npr.org/sections/money/2021/05/18/997501946/the-case-for-universal-pre-k-just-got-stronger	2021
Fair Start for Kids Act	https://www.dcyf.wa.gov/about/government-affairs/fair-start-for-kids-act	New act from DCYF, 2021
Washington spends big on early education. So, why is it so hard to get your kid into preschool?	https://www.kuow.org/stories/Wwashington-spends-big-on-early-education-so-why-is-it-so-hard-to-get-your-kid-into-preschool	2024
How States Fund Pre-K	https://www.ecs.org/wp-content/uploads/How_States_Fund_Pre-K.pdf	PDF, first 6 pages only 2018, but relevant to funding process

Environment

Dams: Washington needs to reduce its reliance on dams.

Elwha River transformed 10 years after dam removal	https://www.opb.org/article/2022/08/02/elwha-river-transformed-10-years-after-dam-removal/	2022 interview
U.S. House Republicans halt plans to breach WA's Snake River dams	https://crosscut.com/environment/2023/04/us-house-republicans-halt-plans-breach-was-snake-river-dams	2023
What happened to Washington's wildlife after the largest dam removal in US history	https://www.engadget.com/hitting-the-books-eat-poop-die-joe-roman-hatchette-books-153032502.html?guccounter=1	Below book picture
69 Dams Removed In 2020, Reconnecting 624 Miles Of Rivers Nationwide	https://www.americanrivers.org/media-item/69-dams-removed-in-2020-reconnecting-624-miles-of-rivers-nationwide/	IMG
Why Give A Dam About The Snake River	https://smea.uw.edu/currents/why-give-a-dam-about-the-snake-river/	Good, addresses native rights
Snake River dam removal runs counter to Washington’s	https://www.awb.org/snake-river-dam-removal-runs-	Alt viewpoint, 2022

environmental and economic goals, AWB says	counter-to-washingtons-environmental-and-economic-goals-awb-says/	
Removing Snake River Dams Deemed a Bad Idea	https://www.nwascopud.org/removing-snake-river-dams-deemed-a-bad-idea/	2021

Green Energy: There is not enough incentive to utilize renewable energy sources.

California's Rooftop Solar Mandate Hits Snag with Housing Market Set for Slowdown	https://www.greentechmedia.com/articles/read/will-the-coronavirus-slow-californias-solar-home-requirement	
DOE-Funded Solar Project Helps Spokane Tribe Reduce Homeowners' Monthly Energy Cost from $240 to Less Than $9	https://www.energy.gov/indianenergy/articles/doe-funded-solar-project-helps-spokane-tribe-reduce-homeowners-monthly-energy	Project continues into current year
California pledged to achieve 100% clean energy. That was the easy part	https://www.latimes.com/environment/newsletter/2021-02-11/california-pledge-clean-energy-boiling-point	Highlights challenges to green goals, 2021.
Solar Incentives, Tax Credits, Net Metering & More	https://www.solarwa.org/solar_incentives	Excellent resource on incentives at the local, private, state, and federal level for going solar.
Transmission: Capacity and contracting may slow progress toward clean-energy goals	https://www.nwcouncil.org/energy/energy-topics/transmission/	excellent fairly recent article discussing the problem of transmission of solar power.

Plastic: Single-use and disposable plastics are endangering wildlife and contributing to the waste going into landfills and waterways.

Interior Department Announces Progress to Phase Out Single-Use Plastics Across Public Lands	https://www.doi.gov/pressreleases/interior-department-announces-progress-phase-out-single-use-plastics-across-public	2023
The U.S. Progress with Single-Use Plastic Bans	https://www.seasidesustainability.org/post/the-u-s-progress-with-single-use-plastic-bans	2023
Guess how long it takes for plastic to biodegrade: Forever	https://healthyhumanlife.com/blogs/news/how-long-does-it-take-for-plastic-to-decompose	2023

How long does it take plastic to decompose?	https://getcaddle.com/blog/how-long-does-it-take-plastic-to-decompose-longer-than-you-think/	2023: Good source, but repeats info from "Guess how long it takes…"
How to reduce plastic waste: 20 tips to save the planet	https://www.futurelearn.com/info/blog/how-to-reduce-plastic-waste	
Banning Straws and Bags Won't Solve Our Problem	https://www.wri.org/blog/2018/08/banning-straws-and-bags-wont-solve-our-plastic-problem	2018
How business groups are fighting a wave of anti-plastic straw laws	https://www.nbcnews.com/news/us-news/how-business-groups-are-fighting-wave-anti-plastic-straw-laws-n977196	2019

Whales: Not enough effort is being made to protect whales.

Laws & Policies: Marine Mammal Protection Act	https://www.fisheries.noaa.gov/topic/laws-policies	
Northwest Tribes Demand Action for Salmon and Orca Restoration	https://earthjustice.org/article/northwest-tribes-demand-action-for-salmon-and-orca-restoration	Updated article, re: dame removal, 2023
Food for Southern Resident Killer Whales	https://www.fisheries.noaa.gov/west-coast/endangered-species-conservation/food-southern-resident-killer-whales-protecting-their-wild-behavior-and-instincts	
Killer Whale: Conservation and Management	https://www.epa.gov/salish-sea/southern-resident-killer-whales	
Bill protecting Southern Resident orcas passes State House, Senate	https://www.king5.com/article/life/animals/southern-resident-orca-bill-passes-house/281-5eda670b-e100-43c9-9f4e-b7fc5393257e	2023

Wolves: Wolves pose a threat to ranchers' peace of mind.

Washington Gray Wolf Conservation and Management 2022 Annual Report	https://wdfw.wa.gov/sites/default/files/publications/02419/wdfw02419.pdf	2022
The latest clash over managing Washington's wolves	https://oregoncapitalchronicle.com/2023/09/23/the-latest-clash-over-managing-washingtons-wolves/	2023

Ranchers Prepared to Immediately Shoot Wolves	https://www.newsweek.com/ranchers-prepared-immediately-shoot-wolves-if-they-cross-state-line-1856636	2023
America's New War on Wolves	https://e360.yale.edu/features/americas-new-war-on-wolves-and-why-it-must-be-stopped	2022
Groups ask Washington governor to order new wolf rules	https://www.spokesman.com/stories/2023/nov/29/groups-ask-washington-governor-to-order-new-wolf-r/	2023
These Non-lethal Methods Encouraged by Science Can Keep Wolves From Killing Livestock	https://www.smithsonianmag.com/science-nature/these-non-lethal-methods-encouraged-science-can-keep-wolves-killing-livestock-180976505/	2020
Annual survey shows growth in Washington gray wolf population in 2023	https://wdfw.wa.gov/newsroom/news-release/annual-survey-shows-growth-washington-gray-wolf-population-2023	2024

Health

Advertising Campaigns: Aerosol (vapor) and tobacco companies are permitted advertising campaigns which knowingly target young users.

Big Surprise: Tobacco Company Prevention Campaigns Don't Work…	www.tobaccofreekids.org/facts_issues/fact_sheets/industry/	Nov., 2023
New report shows tobacco imagery continues to influence youth vaping initiation through on-screen entertainment most popular among 15- to 24-year-olds	https://truthinitiative.org/press/press-release/new-report-shows-tobacco-imagery-continues-influence-youth-vaping-initiation	2023
How Tobacco Companies Use Experiential Marketing	https://truthinitiative.org/research-resources/tobacco-industry-marketing/how-tobacco-companies-use-experiential-marketing	Excerpted, 2018
FDA Authority Over Tobacco	https://www.tobaccofreekids.org/what-we-do/us/fda	2023

10 Really Bad Things the Tobacco Industry Has—and Is Doing—to Entice Kids to Start Smoking	https://www.lung.org/research/sotc/by-the-numbers/10-bad-things-to-entice-kids	2023
Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults	https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html	2022

CTE: Athletes and veterans are not being protected from long-term effects of Chronic Traumatic Encephalopathy.

Overview of CTE	https://www.healthline.com/health/overview-of-chronic-traumatic-encephalopathy-cte#summary	
Repeated Head Impacts Connected to Brain Damage, Not Just Concussions	https://www.cdc.gov/traumaticbraininjury/concussion/repeated-head-impacts.html	Short, but includes additional links to more resources.
A Study on CTE has Many Coaches and Players reassessing Their Sport	https://www.nytimes.com/interactive/2023/11/16/us/cte-youth-football.html	Unavailable without NYT account. Powerful video footage of parents.
Incidence and Risk of Concussions in Youth Athletes: Comaprisons of Age, Sex, Concussion History, and Sport	https://pubmed.ncbi.nlm.nih.gov/29554189/	New Source, 2018
Former College Football Players Suffer More Brain Disorders as They Age	https://www.usnews.com/news/health-news/articles/2022-04-21/former-college-football-players-suffer-more-brain-disorders-as-they-age	
Cheerleading Concussions Are Increasing: Research Review	https://www.headcheckhealth.com/concussions-cheerleading/	2022
They Said the Rise in Military Suicide Is a Mystery. TBI May Be an Answer.	https://www.military.com/daily-news/2022/11/08/they-said-rise-military-suicide-mystery-traumatic-brain-injury-may-be-answer.html	2022
Disconnect Between Concussion Education and CTE	https://www.sportsmedres.org/disconnect-between-concussion-education-and-cte/	New source, 2021

Funding Tobacco Cessation Programs: Washington State fails to adequately invest in tobacco cessation programs.

Restore Comprehensive Funding	https://washingtonbreathes.org/priorities/restore-comprehensive-funding	2023
Tobacco use in Washington 2023	https://truthinitiative.org/research-resources/smoking-region/tobacco-use-washington-2023	2024
Tobacco Product Use Among U.S. Middle and High School Students — National Youth Tobacco Survey, 2023	https://www.cdc.gov/mmwr/volumes/72/wr/mm7244a1.htm	Nov., 2023

Human Services

Daylight Saving Time: Daylight Saving Time is an outdated institution and should be eliminated.

The Never-Ending DST Debate	https://www.timeanddate.com/time/dst/daylight-saving-debate.html	gives pros and cons
Say We Abolished Daylight Saving Time. Here's How It Would Change Sleep?	https://www.sleepfoundation.org/sleep-news/removing-daylight-saving-time-changes-sleep	
Daylight Savings Time Likely to Become Permanent — What Are the Economic Benefits?	https://www.nasdaq.com/articles/daylight-savings-time-likely-to-become-permanent-what-are-the-economic-benefits	Similar to above, but shorter
Permanent daylight saving time has been tried before – and it didn't go well	https://www.woodtv.com/news/national/permanent-daylight-saving-time-has-been-tried-before-and-it-didnt-go-well/?ipid=promo-link-block1	
End of Daylight Saving Time Poses Dangers to Bikers and Pedestrians	https://www.ocregister.com/2017/11/03/end-of-daylight-savings-increases-dangers-in-deadly-dark/	Pay wall
Lawmaker Wants to Eliminate Daylight Saving Time in Washington State	https://komonews.com/news/local/wash-state-lawmaker-wants-to-eliminate-daylight-saving-time	Outdated
U.S. Senate Votes To Make Daylight Saving Time Permanent	https://www.nwpb.org/2022/03/15/u-s-senate-votes-to-make-daylight-saving-time-permanent/	mentions west coast states

B.C. to change clocks this weekend, despite years of promises to end long-standing practice	https://www.cbc.ca/news/canada/british-columbia/time-change-bc-fall-2023-1.7018250	About BC, Mentions west coast states

Opioids: The opioid epidemic is impacting many aspects of daily life.

Washington State Drug Overdose: Monthly Updates	https://doh.wa.gov/sites/default/files/2022-02/wa_lhj_quarterly_report_18_1_2_pub.html	Excellent recent information with deaths by county on map Excellent information. Skip all data tables, line graph hard to read
Opioid Trends Across Washington State	http://adai.washington.edu/wadata/deaths.htm	Better line graphs
A Comprehensive Approach to Address the Prescription Opioid Epidemic in Washington State: Milestones and Lessons Learned	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4330848/	A bit technical
The Economic Cost of the Opioid Crisis in the U.S.	https://www.mhanet.com/mhaimages/Policy_Briefs/PolicyBrief_Economic_Cost_ofthe_Opioid_Crisis_inthe_U.S._0419.pdf	PDF, first two pages only
How Germany averted an opioid crisis	https://www.nbcnews.com/health/health-news/how-germany-averted-opioid-crisis-n1068286	this is an excellent comparison of the differences between Germany and the US and why the Germans were mores successful in avoiding a dramatic increase
Legal marijuana either eases opioid crisis or makes it worse. The evidence is split.	https://www.nbcnews.com/health/health-news/legal-marijuana-either-eases-opioid-crisis-or-makes-it-worse-n1274071	
A Dose of Relief: How States Are Spending Opioid Settlement Money	https://www.ncsl.org/state-legislatures-news/details/a-dose-of-relief-how-states-are-spending-opioid-settlement-money	

Parent Permission: Children are vulnerable to the dangers of social media and online content directed at minors.

Pros & Cons: Impacts of Social Media on Mental Health	https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-023-01243-x	2023
Digital dementia in the internet generation: excessive screen time during brain development will increase the risk of Alzheimer's	https://pubmed.ncbi.nlm.nih.gov/35164464/	2022

disease and related dementias in adulthood		
81% of U.S. adults – versus 46% of teens – favor parental consent for minors to use social media	https://www.pewresearch.org/short-reads/2023/10/31/81-of-us-adults-versus-46-of-teens-favor-parental-consent-for-minors-to-use-social-media/	2023
Social Media and Children 2023 Legislation	https://www.ncsl.org/technology-and-communication/social-media-and-children-2023-legislation	2023

Sports Gambling: Washington State does not have an effective system to regulate sports gambling.

Where is Sports Betting Legal? Projections for All 50 States	https://www.actionnetwork.com/news/legal-sports-betting-united-states-projections	Up-to-date information on which states allow gambling, 2023.
Lawsuit Claims Native-run Casinos Have Monopoly	https://www.npr.org/2022/05/22/1100587980/a-lawsuit-in-wash-claims-native-run-casinos-have-a-monopoly-on-sports-betting	New source, 2022.
Sports Gambling Legislation Needs Adjustments	https://www.columbian.com/news/2022/jan/17/in-our-view-sports-gambling-legislation-needs-adjustments/	
Washington State Gambling Commission: Activities we regulate	https://wsgc.wa.gov/rules-enforcement/activities-we-regulate	How Gambling Commission keeps gambling legal and honest. Limited info on enforcement, but many useful tabs to explore.
State of Play: Economic Impact Fact Sheet	https://www.americangaming.org/state/washington/ -:~:text=The%20state%20uses%20revenue%20from,impacts%2C%20and%20smoking%20cessation%20programs.	2023
Gaming Industry Economic Report 2023	https://www.americangaming.org/wp-content/uploads/2023/10/2023-Gaming-Industry-Economic-Report.pdf	Pages 5-6. Worth visiting for additional data.
Washington State Gambling Commission: Illegal gambling activities	https://wsgc.wa.gov/rules-enforcement/illegal-gambling-activities	
The Importance of Federal Legislation in Sports Gambling	https://jcl.law.uiowa.edu/sites/jcl.law.uiowa.edu/files/2021-08/Stindt_Final_Web.pdf	

Voting Age: The age to vote limits the rights of citizens.

Voting Age for Primary Elections	https://www.ncsl.org/elections-and-campaigns/voting-age-for-primary-elections	2024
The Case for the 16-Year-Old Vote	https://civic.umd.edu/news/case-16-year-old-vote	2022
Why should we lower the voting age to 16?	https://fairvote.org/archives/why_should_we_lower_the_voting_age_to_16/	
Should the U.S. Voting Age Be Lowered to 16?	https://www.britannica.com/procon/voting-age-debate	2025, Pros/Cons
Should children vote? Understanding the debate	https://www.unicef.org/innocenti/should-children-vote	International examples

Public Safety

Animal Rights: Breed-specific bans on dogs are unfair to pet owners.

Washington State Breed-based Regulations	https://app.leg.wa.gov/rcw/default.aspx?cite=16.08.110	RCW: Dog Laws, 2019
Washington State Still Allows Breed Specific Legislation	https://www.animalfarmfoundation.org/washington-state-still-allows-breed-specific-legislation/	2019
Does Washington Have Any Laws Specifically on Pit Bulls?	https://medilaw.com/does-washington-have-any-laws-specifically-on-pit-bulls/	Contains ref to this law firm's ability to represent; latest ref: 2020
Arguments for and Against Breed Specific Laws	https://www.dogbitelaw.com/breed-specific-laws/arguments-for-and-against-breed-specific-laws/	Excerpted, latest ref: 2018
Position Statement on Breed-Specific Legislation (CDC and ASPCA)	https://www.aspca.org/about-us/aspca-policy-and-position-statements/position-statement-breed-specific-legislation	Higher reading level, latest ref: 2009, no update apparent
Macro-Level Forces Report: Covid Impacts of 2021 U.S. Dog Bite Fatality Capture Rate of Nonprofit	https://blog.dogsbite.org/2023/04/2021-macro-level-forces-report-covid-impacts-dog-bite-fatality-capture-rate.html	2023, includes 2021 stats
Breed Specific Legislation - Canines: FOR portal	https://libraryguides.mdc.edu/c.php?g=239535&p=1592524	great resource. At top of page there are links to arguments both for and against specific laws for various breeds of dogs.
AGAINST portal	https://libraryguides.mdc.edu/c.php?g=239535&p=1592523	Need to choose specific articles from each (pro/con)

Dog Attack Statistics	https://www.dogsbite.org/dog-bite-statistics-fatalities.php	Reference site for specific stats

Body Cameras: Police enforcement needs better accountability methods.

Anonymous 'Requester' Turns Police Body Camera Programs Upside Down	http://www.govtech.com/public-safety/Anonymous-Requester-Turns-Police-Body-Camera-Programs-Upside-Down.html	2014
Police body cameras not a priority for Washington lawmakers in 2021 session	https://www.king5.com/article/news/investigations/police-body-cameras-not-a-priority-for-washington-lawmakers-in-2021-session/281-f189f3ce-f565-4b8c-955a-308f67c0e01e	Recent and great news source on a slightly different angle, 2021.
Pros and Cons of Body Cameras: Top 3 Pros and Cons	https://www.procon.org/headlines/police-body-cameras-top-3-pros-and-cons/	Much better resource that gives three well written pros and cons, 2023.
Body Camera Laws by State 2023	https://worldpopulationreview.com/state-rankings/body-camera-laws-by-state	2023
Body Cameras May Not Be the Easy Answer Everyone Was Looking For	https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/01/14/body-cameras-may-not-be-the-easy-answer-everyone-was-looking-for	2020
Study Finds Body Cameras Are Effective in Holding Police Accountable	https://www.insidernj.com/press-release/study-finds-body-cameras-effective-holding-police-accountable/	valuable information, 2021
Police Officers' Views on the Pros and Cons of Body-Worn Cameras	https://kustomsignals.com/blog/police-officers-views-on-the-pros-and-cons-of-body-worn-cameras	great information from the perspective of police officers, 2018

DUI: Driving under the influence continues to be a problem in Washington State.

Traffic Safety Commission Annual Statistics 2014-2023	https://wtsc.wa.gov/traffic-safety-reports/#soberdrivingreports	2024
Alcohol-related deaths, which increased during the first year of the COVID-19 pandemic, continued to rise in 2021	https://www.niaaa.nih.gov/news-events/research-update/alcohol-related-deaths-which-increased-during-first-year-covid-19-pandemic-continued-rise-2021	Edited (i.e., excerpted), 2021

Drunk Driving: How alcohol affects driving ability	https://www.nhtsa.gov/risky-driving/drunk-driving	Edited (i.e., excerpted), 2022
Lawmakers again trying to lower legal alcohol limit for drivers in Washington	https://washingtonstatestandard.com/2025/01/16/lawmakers-again-trying-to-lower-legal-alcohol-limit-for-drivers-in-washington	2025
What Works: Strategies to Prevent Alcohol-Impaired Driving	https://www.cdc.gov/impaired-driving/strategies/index.html	2024

Service Animals: Laws pertaining to service animals are too vague.

RCW 49.60.214	https://app.leg.wa.gov/RCW/default.aspx?cite=49.60.215	Simplified RCW, 2018
Texas House Bill (HB) 5206	https://tcdd.texas.gov/wp-content/uploads/2023/04/HB-5206-TCDD-One-Pager.pdf	One-pager, 2023
Minnesota Clamps Down on Fake Service Animals	https://www.governing.com/archive/gov-minnesota-service-animals.html	2018
Spokane city council votes to crack down on fake service animals	https://www.kxly.com/news/local-news/spokane-city-council-votes-to-crack-down-on-fake-service-animals/article_893ca009-b13b-5bf9-8098-26b901c2c6d7.html	2018
Guide to Service Animals and the Washington State Law Against Discrimination	https://www.wla.org/assets/WALE/2015WALEConference/Service Animals and the Washington Law Against Discrimination.pdf	Washington State Law, 2015
States struggle to curb fake emotional support dogs:	https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2022/11/04/states-struggle-to-curb-fake-emotional-support-animals	Excerpted, 2022
Fraudulent Service Dogs	https://www.animallaw.info/content/fraudulent-service-dogs	Map, Updated 2022

TikTok: TikTok's threat to privacy and public safety outweighs its entertainment value, and it should be banned.

Washington joins lawsuit alleging TikTok addictive for young users	https://www.nbcrightnow.com/news/washington-joins-lawsuit-alleging-tiktok-addictive-for-young-users/article_158bde60-859f-11ef-91ce-1f270db22f0c.html	Updated 2025

	* For full bipartisan lawsuit: https://agportal-s3bucket.s3.us-west-2.amazonaws.com/uploadedfiles/Home/News/Press_Releases/0001_Complaint.pdf?VersionId	
Pages from bipartisan lawsuit		2024
TikTok challenges its U.S. ban at Supreme Court	https://www.npr.org/2025/01/10/nx-s1-5254236/tiktok-supreme-court-what-to-know	2025
TikTok User Age, Gender, & Demographics (2024)	https://explodingtopics.com/blog/tiktok-demographics	2024
10 countries where social media faces the most restrictions	https://economictimes.indiatimes.com/nri/latest-updates/10-countries-where-social-media-faces-the-most-restrictions/logging-off/slideshow/113125384.cms	2024
WhatsApp ban: WhatsApp is banned in these 6 countries — here's why	https://www.financialexpress.com/life/technology-whatsapp-ban-whatsapp-is-banned-in-these-6-countries-heres-why-3523690/	2024
The Supreme Court is considering a possible TikTok ban.	https://www.nbcwashington.com/news/national-international/supreme-court-tiktok-ban/3810445/	Updated 2025

Transportation

Driver Certification for Teenagers: Laws governing driver education and certification marginalize economically-challenged families.

Washington State Department of Licensing: Decide how you'll learn to drive and get your permit	https://dol.wa.gov/driver-licenses-and-permits/learner-permit-application	2025
Washington State Department of Licensing: Driver license application: ages 16 to 17	https://dol.wa.gov/driver-licenses-and-permits/get-your-first-license-or-permit/driver-license-application-ages-16-17	2025
Washington State Department of Licensing: Driver license application: ages 18+	https://dol.wa.gov/driver-licenses-and-permits/get-your-first-license-or-	2025

	permit/driver-license-application-ages-18	
Drivers' inequity: The cost of getting behind the wheel	https://nordicnews.net/11256/oped/drivers-inequity-the-cost-of-getting-behind-the-wheel/	How current financial limitations and familial responsibilities can affect future success; 2022, still relevant.
Driving School Cost: Average Prices to Expect for Driving Lessons	https://www.carsdirect.com/car-safety/driving-school-cost-average-prices-to-expect-for-driving-lessons#Best_Deal_on_Driving_Schools	2024
Washington is a top-ranked state for teen drivers. Here's where the state ranks and why.	https://www.thenewstribune.com/news/local/article292309464.html	2024
Preventing Teen Motor Crashes: Contributions from the Behavioral and Social Sciences: Workshop Report.	https://www.ncbi.nlm.nih.gov/books/NBK9662/	Characteristics of Adolescence that Can Affect Driving; 2007, still relevant.

Secondhand Smoke: Secondhand smoke from adult drivers can harm young passengers.

Secondhand Smoke, Kids And Cars	https://assets.tobaccofreekids.org/factsheets/0334.pdf	2024
STATE (State Tobacco Activities Tracking and Evaluation) System: Vehicles Fact Sheet	https://www.cdc.gov/statesystem/factsheets/vehicles/Vehicles.html	2015
Health Problems Caused by Secondhand Smoke	https://www.cdc.gov/tobacco/data_statistics/fact_sheets/secondhand_smoke/health_effects/index.htm	Excerpted
Health Risks of Secondhand Smoke	https://www.cancer.org/healthy/stay-away-from-tobacco/health-risks-of-tobacco/secondhand-smoke.html	
What is thirdhand smoke, and why is it a concern?	https://www.mayoclinic.org/healthy-lifestyle/quit-smoking/expert-answers/third-hand-smoke/faq-20057791	
Additional Facts:	Sources:	

1. Oregon law/penalty 2. California law/penalty 3. State smoking restrictions in vehicles	1.https://oregon.public.law/statutes/ors_811.193 2.www.dailybreeze.com/2017/07/19/is-it-illegal-to-smoke-in-a-car-if-a-minor-is-present 3.https://www.cdc.gov/statesystem/factsheets/vehicles/Vehicles.html	Dec. 2023

Speed Limiters: People do not abide by speed limits.

Inside California's Coming Fight Over Vehicle Speed Limiters	https://www.bloomberg.com/news/articles/2024-02-05/california-lawmaker-on-tech-to-stop-speeders-this-isn-t-crazy-town	2024
Speeding	https://www.nhtsa.gov/risky-driving/speeding	2022
California Senate Bill No. 961	https://legiscan.com/CA/text/SB961/2023	2024
The Technology That Could Stop Speeders in Their Tracks	https://www.bloomberg.com/news/articles/2022-08-10/as-traffic-deaths-grow-so-does-the-need-for-speed-governors	2022
No, Europe Didn't Just Force Automakers to Install "Speed Limiters"	https://jalopnik.com/no-europe-didnt-just-force-automakers-to-install-spee-1849191252	2022

Transportation Taxes: New tax laws are needed to address modern transportation issues.

The Washington State Transportation Budget Is In Deep Trouble	https://www.theurbanist.org/2024/12/23/state-transportation-budget-is-in-deep-trouble/	2024
Guide to Washington State's Electric Vehicle Incentives	https://www.dickhannah.com/blog/guide-to-washington-state-electric-vehicle-tax-credits/	Numbers still valid.
Washington State Seeks Alternative to Gas Tax	https://www.ttnews.com/articles/washington-state-seeks-alternative-gas-tax	2017 Dated, but the reasoning is still valid.
Washington Seeks Drivers to Test Alternative Road Use Tax	https://www.ttnews.com/articles/washington-seeks-drivers-test-alternative-road-use-tax	2017 Dated but explains the process well.
Road Usage Charge: HB 1832	https://wsac.org/road-usage-charge-hb-1832/	2023

Legislative Process: How a Bill Becomes a Law

Civics and Government: Middle and High School

OVERVIEW & PURPOSE

The legislative process in Washington State can be difficult to understand, but it is imperative to a healthy democracy that its citizens are active participants in it. By examining a few key steps of the process, students can learn how the legislative process works and at which places during the process they can become involved.

Students in this lesson will choose one bill to follow as it makes its way through the 2025 Legislative Session. While doing this, they will learn how a bill becomes a law, from the birth of an idea to the signing of the bill by the governor. By using short videos, replete with interviews with elected officials, to explain the process, students will identify places to get involved in the legislative process.

They will analyze public testimonies, both for style and content. Students will watch speeches given by legislators on the floor of the House and Senate, examining amendments offered by both Democrats and Republicans. Finally, they will watch the governor sign the legislation into law, and identify further ways to stay engaged in the future.

Bill choices:

- HB 1644: An act relating to the safety and health of working minors.
- HB 1393: An act relating to providing public school students with opportunities for cultural expression at commencement ceremonies.
- SB 5106: An act relating to celebrating Eid al-Fitr and Eid al-Adha.

This curriculum unit comes with a customizable GoogleSlide Deck with videos and discussion questions. Student notebooks are also available, with links to public testimonies, floor debates, and bill signings for each bill.

*Note: to edit Google Docs or Google Slide Deck, make a copy, rename, and edit from there.

*Note: HB 1644 is a complex bill that is more appropriate for high school students.

EDUCATION STANDARDS

1. Middle School
    a. C2.6-8. 4 Use knowledge of the function of government to analyze and

address a political issue.

b. C4.6-8.3 Employ strategies for civic involvement that address a state or local issue.

2. High School

a. C2.11-12.1 Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.

b. C4.11-12.2 Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.

OBJECTIVES

1. Understand the legislative process in Washington State
2. Identify places to engage with the lawmaking process
3. Learn how to contact elected officials

MATERIALS NEEDED

- Google Slide Deck
- Student Notebook: 1644
- Student Notebook:1393
- Student Notebook: 5106
- Teach with TVW videos, linked in the activity breakdown below and in the SlideDeck.

ESSENTIAL QUESTIONS

- What are the steps of the legislative process?
- How do the House and Senate provide a check to one another's power?
- To what extent is the Executive Branch involved in the legislative process?
- How can one get involved in the legislative process?

LENGTH

- Ten 50 minute class periods
- Lessons are divided into class periods below. Any portion of the lesson can be assigned for homework to shorten the length of the unit.

ACTIVITY

- **Day One:**

1. Display Slide 2: Eleanor Roosevelt Quote
    a. "Our children should learn the general framework of their government and then they should know where they come in contact with the government, where it touches their daily lives and where their influence is exerted on the government. It must not be a distant thing, someone else's business, but they must see how every cog in the wheel of a democracy is important and bears its share of responsibility for the smooth running of the entire machine."
2. Ask students to reflect on the quote in their student notebook.
3. Have students pair/share, or conduct a whole class discussion.
4. Display Slide 3: Make up of the 2025 Legislature
    a. Explain to students that the Washington State Legislature has a Democratic majority. The majority party sets the agendas for all the committees.
    b. Play the On The Issues video to hear from Chair Javier Valdez and Ranking Member Jeff Wilson of the State Government, Tribal Affairs and Elections Committee discuss how the two parties work together.
    c. Solicit thoughts from students.
5. Display Slide 4: Bills and Bill Reports
    a. Either have students choose one of the three bills or assign a choice to the students.
        i. HB 1644 is a child labor law which places additional mandates on businesses that hire minors and increases the fines imposed upon businesses that break the law.
        ii. HB 1393 is a new law that allows high school students to display one culturally significant item at their graduation.
        iii. SB 5106 is a new law that declares the Islamic holidays, Eid al-Fitr and Eid al-Adha, as state days of recognition
    b. Play the Legislative Navigator: Bills and Bill Reports so that students can learn how to read the Bill Page.
6. Display Slide 5: Make a Choice
    a. Using the Bill Info Page video can provide some added guidance on how to

navigate the legislative website

b. Have students answer the following questions in their Student Notebook.
    i. Why are you interested in this bill?
    ii. At first glance, are you for or against this legislation? Why?
    iii. Look at the background information on the bill. Why did legislators think this legislation was necessary?

- **Day Two**:

1. Display Slide 6: Step One, Idea and the Champion
    a. Explain to students that Step one of the Legislative Process is the drafting of an idea into a bill. This is done by the Prime Sponsor of the bill.
    b. Play video Prime Sponsor to hear from State Senator Claire Wilson about the importance of championing a bill.
    c. Have students answer these questions either in writing in their Student Notebook or as a discussion.
        i. What is a prime sponsor?
        ii. Why is a prime sponsor necessary?
        iii. How does a prime sponsor work with the bill in a legislature?
        iv. What does "juice" mean in the legislative process?
        v. What is stakeholdering? When does this stakeholdering happen?
        vi. How do prime sponsors work with their caucus?
        vii. Why are co-sponsors important?
        viii. What are some of the reasons bills die?
2. Display Slide 7: Who's the champion of your bill?
    a. Have students use leg.wa.gov to find out who the Prime Sponsor of their chosen bill is.
    b. Have students answer these questions in their student notebooks. Students can work together to find the information.
        i. Who is the prime sponsor of the bill?
        ii. What district are they from?
        iii. What is their political party?
        iv. What other legislation have they championed that you support or do not support?
        v. Are there co-sponsors of the bill? Are they the same political party as the prime sponsor?
3. Display Slide 8: Policy Committees
    a. Explain to students that in Step Two of the Legislative Process, bills are heard in policy committees.
    b. Play Anatomy of a Committee to learn about what a policy committee does. Have students discuss the answers to these questions
        i. What are the four important areas of the Committee Room?
        ii. Who are the Legislative Staffers and what do they do?
        iii. Why is it important for the staffers to be non-partisan?

iv. Why do you think transparency in the legislature is important?

c. Explain that the Committee Chair has a lot of power in the legislative process. Play the Committee Chair video to hear from State Senator Manka Dhingra about the difficult choices a committee chair has to make while setting the agenda.

d. Have students discuss the answers to these questions.
   i. How many committees are in the state legislature?
   ii. What powers do the Committee Chairs have?
   iii. Why does the Committee Chair not hear all bills?
   iv. What components does a "well worked" bill have?
   v. How do the majority party and the minority party work together?
   vi. Why is implementation important?

4. Display Slide 9: Step Two - Policy Committees
   a. Have students use the Legislative Website to discover what policy committee their bill was assigned to, what other issues the committee covers, and who the chair of the committee is.
   b. Have students record their answers in their student notebook.
      i. What policy committee was your bill assigned to?
      ii. Who is the chair of the committee?
      iii. What types of bills does this committee hear?

- **Day Three**

1. Display Slide 10 - Public Testimony. Explain to students that in policy committees and in fiscal committees the public has a chance to testify in front of legislators. The public shares their ideas about the legislation. Bills must have a public hearing to move forward in the process. Committee Chairs set the agenda so if they do not schedule a bill for a public hearing, it does not move along in the process.
2. Play Public Testimony video, where students will hear from State Representative Andrew Barkis about the importance of public testimony. Have students discuss the questions.
   a. What are ways that students can get engaged in the legislative process?
   b. Why is it important to be "on the record"?
   c. What advice does Melissa Gombosky give to those who want to testify at a public hearing?
   d. How should someone who wishes to testify prepare?
   e. How can people plan to testify as a panel?
   f. Why is showing respect so important when testifying?
   g. Why do legislators want to listen to the public? How does it help with their decision making?
3. Display Slide 11: Using the links in their student notebook, have students play and analyze the public testimony for the bill.
   a. Listen to the Public Testimonies on your bill, and using the advice from the video, analyze and discuss the public testimony offered at the public

hearing.
   b. Why did you rank each section the way that you did?

- **Day Four:**

1. Display Slide 12: Cutoffs
   a. Explain to students that the legislature operates using a series of self imposed deadlines called cutoffs. The purpose of these cutoffs is to narrow down the number of bills that are passed into law. Over 2000 bills are dropped each year, and not even 25% are passed into law.
   b. Play the video Policy Cutoffs and have students discuss the questions.
      i. Why are cutoffs important to the legislative process?
      ii. When legislators are considering whether to move a piece of legislation forward, what priorities are they considering?
      iii. What might make an issue "not ready yet"?
      iv. What can you do to ensure that your bill makes it past the next cutoff?
      v. How can you stay engaged even if the bill does not make it past the cutoff?
   c. In their student notebook, have students use the Bill Page to discover what was the vote in Executive Session in the Policy Committee.
2. Display Slide 13: Fiscal Committees
   a. Explain to students that bills that have a significant fiscal impact must go to a fiscal committee after being voted out of a policy committee. In the House the Fiscal committees are called Appropriations and Finance and in the Senate, the fiscal committee is called Ways and Means.
   b. Play the Fiscal Committee video, where students will hear from Vice Chair Representative Mia Gregorson about the differences between fiscal and policy committees.
   c. Have students discuss the questions.
      i. What types of conversations happen in policy committees?
      ii. What types of conversations happen in fiscal committees?
      iii. How are they different?
      iv. How much money does a bill have to cost for it to go to a fiscal committee?
      v. What does the Senate Ways and Means committee do?
      vi. What does a fiscal note tell you? How accurate are they?
      vii. How might public testimony differ in a fiscal committee?
3. Display Slide 14: Fiscal Committees
   a. Have students look at the Bill Page for their bill to find the fiscal note. Open the fiscal note to determine how much money their bill will cost the state.
   b. Note: 1644 has a fiscal impact of $78,000 but did not go through a fiscal committee. 1393 and 5106 did not have a fiscal impact at all.
4. Display Slide 15: Rules Committee
   a. Explain to students that the rules committee is a little known, but integral

step in the legislative process. Known as a gatekeeper, bills must make it through the Rules Committee in order to be considered for a floor vote.

b. Play the Rules Committee Video, where students will hear from Lt. Governor Denny Heck and Speaker of the House, Representative Laurie Jinkins explain its importance and function.

c. Have students discuss the questions.
   i. Why is the rules committee important?
   ii. What actions can the rules committee take?
   iii. What bills make it to the consent calendar?
   iv. How has the Rules Committee changed over the last 40 years?
   v. How is the Rules Committee different from other committees?
   vi. Why are there no debates in the Rules Committee?
   vii. Who gets to sit on the Rules Committee? Why are these people chosen?
   viii. Why do bills die in the Rules Committee?
   ix. How do bills get "pulled" from the Rules Committee?
   x. How does the Rules committee "narrow and perfect" bills in the legislative process?

- **Day Five:**

1. Display Slide 16: Floor Debates
   a. Explain to students that once a bill is put on the Floor Calendar, it becomes eligible for debate on the Floor of the House or the Senate. All members of each body now get to vote on the legislation.
   b. Play the Floor Debate video, where students will hear from Lt. Governor Denny Heck about the intricacies of floor debate and why decorum is so important.
   c. Have students discuss and answer the questions.
      i. How does every Floor Session begin?
      ii. To what extent do you think it is important to be so formal in a floor debate?
      iii. What are some of the rules regarding how members may speak on the Floor?
      iv. Why do you think members vote to conduct their business out of "order"?
      v. What does the staff at the rostrum do? Why are they important?
      vi. When are new amendments introduced?
      vii. The Senate votes by voice while the House votes using an electronic vote counter. What benefits do you think there are to voting by voice and roll call? What benefits are there to using electronic voting?
      viii. Why is it important to stay focused on the issue?
2. Display Slide 17: Floor Debates
   a. Have students use the links in their Student Notebook to watch the floor debate for their chosen bill.
   b. Have students discuss with a partner and answer the questions in their student notebook.

i. What examples of decorum did you see used?
ii. What reasons did you hear to vote for the bill?
iii. What reasons did you hear to vote against the bill?

- **Day Six:**

1. Display Slide 18: Nuances - 5 o'Clock Bill.
    a. Explain to students that understanding the nuances of the legislature can help inform your advocacy. In this video, students will understand the amendment process as well as how to tell if a bill is controversial.
    b. Play the video 5 0'Clock Bill.
    c. Have students discuss the questions.
        i. Why is time management the key to bills making it out of the Chamber of Origin?
        ii. Why does the legislature leave controversial bills to the end?
        iii. Why would you find a lot of amendments on controversial bills?
        iv. What does it mean to "love a bill to death"?
        v. What strategies are employed during these cutoff times?
        vi. What do you think happens during the caucuses after the 5 o'Clock bill is introduced?
        vii. Why do legislators work late during the cutoff times?
    d. *Note: in 2025, the 5 o'Clock bill was HB 1296, which eventually did pass into law, and was signed into law by the Governor in May of 2025. The debate over this bill went until after 2 in the morning.*
2. Display Slide 19: The Opposite Chamber
    a. Explain to students that the next step of the legislative process involves bills moving to the other side of the legislature: House bills go to the Senate and Senate bills go to the House. While this step is parallel to the beginning of the session because bills still must go through a policy committee, a fiscal committee, the Rules committee, and then to the Floor, strategies do change.
    b. Play The Opposite Chamber video where students will hear from Representative Chris Corry and Senator Yasmin Trudeau about how they approach bills that come to their Chamber from the Opposite Chamber.
    c. Have students discuss the questions.
        i. What happens to bills that did not make it out of the House of Origin?
        ii. Why is it a benefit to have a bill go to the Opposite Chamber?
        iii. Why does the Opposite Chamber make amendments to a bill?
        iv. Why is there more pressure on the Prime Sponsor when a bill makes it to the Opposite Chamber?
        v. Why is negotiation important?
        vi. Why does time always work against you?
        vii. How do bills change in the Opposite Chamber?
        viii. Why is the democratic process a beneficial thing?

3. Display Slide 20: The Opposite Chamber
    a. Direct students to the links in their student notebook to watch clips of testimonies from the Opposite Chamber.
    b. Have students answer the questions in their Student Notebook, paying close attention to the arguments presented for and against the legislation.

- **Day Seven:**

1. Display Slide 21: Concurrence, Dispute, or Conference
    a. Explain to students that in order for a bill to pass out of the legislature, it must be in the exact same language, down to the comma. Therefore if changes have been made in the opposite chamber, they must be reconciled before the bill can be sent to the governor. If the changes are not agreed to, the bill dies.
    b. Play Conference Committee video, where students will hear from State Senator Noel Frame and State Senator Drew MacEwen.
    c. Have students answer the questions.
        i. What choices does the Chamber of Origin have if the Opposite Chamber has made changes to legislation during the process?
        ii. Why is paying attention to the clock important?
        iii. Why do bills get assigned to a conference committee?
        iv. Who gets to be on the conference committees?
        v. What are the downsides of a conference committee?
        vi. What allows legislators to have confidence in a conference committee report?
    d. Note: this video is for students to understand step seven of the legislative process, none of the three bills went to a conference committee.
2. Display Slide 22: The Budget
    a. Explain to students that the State Legislature must pass a budget every 2 years, during the long session, which happens in the odd numbered years. Passing a budget is the only thing that the legislature is constitutionally required to do. Inform students that many bills die during the process because they are not funded in the budget.
    b. Play both The State Budgets and The Budgetary Process videos.
    c. Have students discuss the questions in small groups.
        i. What is the single most important task the legislature must do?
        ii. How does the budget demonstrate the legislative priorities?
        iii. How many years must the legislature budget for?
        iv. How is the state budget different from your home budget?
        v. How many budgets are there in Washington State? What are they? Why does Washington State separate them?
        vi. What types of programs are in the Operating Budget?
        vii. What tax sources fund the Operating Budget?
        viii. What types of programs are in the Capital Budget?
        ix. How is the Transportation Budget funded?

x. How does the legislature decide how much money the State has to spend?
xi. What is the difference between the two forecasts?
xii. How does the State make sure the budget is sustainable?
xiii. What are the steps of the budget process?
xiv. How is the budgetary process a clear example of checks and balances?
xv. What powers do the chairs of the fiscal committee have?
xvi. What is a budget proviso?
xvii. Why does the budget bill almost always go to a conference committee?
xviii. What powers does the governor have when it reaches their desk?

- Day Eight:

1. Display Slide 23: Governor's Signature
    a. Explain to students that the final step of the legislative process is at the Governor's desk. The governor has four choices when a piece of legislation reaches their office: sign it into law, veto it entirely, veto a section of the bill, or not sign it at all and it becomes law without their signature after a certain amount of time.
    b. Play The Governor's Signature video, where students will hear from former governors, Gregoire and Inslee, about how they worked with the legislature during their tenure in the governor's office.
    c. Have students discuss the questions in small groups.
        i. How does the governor work with the legislature during the lawmaking process?
        ii. What options does the governor have during the legislative process?
        iii. How does the governor stay involved with the legislature during the process?
        iv. What options does the governor have when it reaches their desk?
        v. Why might the governor veto a bill or a section of a bill?
        vi. Why might a governor not sign a bill and allow it to become law without their signature?
        vii. Who advises the governor when they are deciding whether to sign a bill?
        viii. What does the governor consider when deciding whether to sign a bill?
        ix. How does the governor's values play into the decisions made?
2. Display Slide 24: Step Eight - Governor's Signature
    a. Instruct students to use the bill page and the links in their Student Notebook to answer the questions about the bill signing.
    b. Have students discuss their answers to the following questions.
        i. What ideas did Governor Ferguson express in his speech during the bill signing?

ii. To what extent do you agree or disagree with this new law?

- **Day Nine:**

1. Display Slide 25: What to do next?
    a. Have students answer the questions about the bill making process in their student notebook.
        i. Do you agree with this bill? Why or why not?
        ii. What arguments did you agree with? Why or why not?
        iii. What arguments did you NOT agree with? Why or why not?
        iv. Do you think that further attention needs to be paid to this matter? Why or why not?
        v. What legislators could you reach out to in order to make more progress about this issue?
        vi. What step of the legislative process do you think is the most important?
        vii. How do the House and Senate provide a check to one another?
        viii. How do Democrats and Republicans work together in the legislature?
        ix. How do the Legislature and the Governor provide a check to one another?
        x. Are there any changes that you would make to how the Legislature operates? If so, what? If not, why not?
    b. Encourage students to pick an issue that they wish to follow in the next legislative session.

Federalist No. 78

The Judiciary Department
From McLEAN'S Edition, New York.

Author: **Alexander Hamilton**

To the People of the State of New York:

WE PROCEED now to an examination of the judiciary department of the proposed government.

In unfolding the defects of the existing Confederation, the utility and necessity of a federal judicature have been clearly pointed out. It is the less necessary to recapitulate the considerations there urged, as the propriety of the institution in the abstract is not disputed; the only questions which have been raised being relative to the manner of constituting it, and to its extent. To these points, therefore, our observations shall be confined.

The manner of constituting it seems to embrace these several objects: 1st. The mode of appointing the judges. 2d. The tenure by which they are to hold their places. 3d. The partition of the judiciary authority between different courts, and their relations to each other.

First. As to the mode of appointing the judges; this is the same with that of appointing the officers of the Union in general, and has been so fully discussed in the two last numbers, that nothing can be said here which would not be useless repetition.

Second. As to the tenure by which the judges are to hold their places; this chiefly concerns their duration in office; the provisions for their support; the precautions for their responsibility.

According to the plan of the convention, all judges who may be appointed by the United States are to hold their offices DURING GOOD BEHAVIOR; which is conformable to the most approved of the State constitutions and among the rest, to that of this State. Its propriety having been drawn into question by the adversaries of that plan, is no light symptom of the rage for objection, which disorders their imaginations and judgments. The standard of good behavior for the continuance in office of the judicial magistracy, is certainly one of the most valuable of the modern improvements in the practice of government. In a monarchy it is an excellent barrier to the despotism of the prince; in a republic it is a no less excellent barrier to the encroachments and oppressions of the representative body. And it is the best expedient which can be devised in any government, to secure a steady, upright, and impartial administration of the laws.

Whoever attentively considers the different departments of power must perceive, that, in a government in which they are separated from each other, the judiciary, from the nature of its functions, will always be the least dangerous to the political rights of the Constitution; because it will be least in a capacity to annoy or injure them. The Executive not only dispenses the honors, but holds the sword of the community. The legislature not only commands the purse, but prescribes the rules by which the duties and rights of every citizen are to be regulated. The judiciary, on the contrary, has no influence over either the sword or the purse; no direction either of the strength or of the wealth of the society; and can take no active resolution whatever. It may truly be said to have neither FORCE nor WILL, but merely judgment; and must ultimately depend upon the aid of the executive arm even for the efficacy of its judgments.

This simple view of the matter suggests several important consequences. It proves incontestably, that the judiciary is beyond comparison the weakest of the three departments of power[1]; that it can never attack with success either of the other two; and that all possible care is requisite to enable it to defend itself against their attacks. It equally proves, that though individual oppression may now and then proceed from the courts of justice, the general liberty of the people can never be endangered from that quarter; I mean so long as the judiciary remains truly distinct from both the legislature and the Executive. For I agree, that "there is no liberty, if the power of judging be not separated from the legislative and executive powers."[2] And it proves, in the last

place, that as liberty can have nothing to fear from the judiciary alone, but would have every thing to fear from its union with either of the other departments; that as all the effects of such a union must ensue from a dependence of the former on the latter, notwithstanding a nominal and apparent separation; that as, from the natural feebleness of the judiciary, it is in continual jeopardy of being overpowered, awed, or influenced by its co-ordinate branches; and that as nothing can contribute so much to its firmness and independence as permanency in office, this quality may therefore be justly regarded as an indispensable ingredient in its constitution, and, in a great measure, as the citadel of the public justice and the public security.

The complete independence of the courts of justice is peculiarly essential in a limited Constitution. By a limited Constitution, I understand one which contains certain specified exceptions to the legislative authority; such, for instance, as that it shall pass no bills of attainder, no ex-post-facto laws, and the like. Limitations of this kind can be preserved in practice no other way than through the medium of courts of justice, whose duty it must be to declare all acts contrary to the manifest tenor of the Constitution void. Without this, all the reservations of particular rights or privileges would amount to nothing.

Some perplexity respecting the rights of the courts to pronounce legislative acts void, because contrary to the Constitution, has arisen from an imagination that the doctrine would imply a superiority of the judiciary to the legislative power. It is urged that the authority which can declare the acts of another void, must necessarily be superior to the one whose acts may be declared void. As this doctrine is of great importance in all the American constitutions, a brief discussion of the ground on which it rests cannot be unacceptable.

There is no position which depends on clearer principles, than that every act of a delegated authority, contrary to the tenor of the commission under which it is exercised, is void. No legislative act, therefore, contrary to the Constitution, can be valid. To deny this, would be to affirm, that the deputy is greater than his principal; that the servant is above his master; that the representatives of the people are superior to the people themselves; that men acting by virtue of powers, may do not only what their powers do not authorize, but what they forbid.

If it be said that the legislative body are themselves the constitutional judges of their own powers, and that the construction they put upon them is conclusive upon the other departments, it may be answered, that this cannot be the natural presumption, where it is not to be collected from any particular provisions in the Constitution. It is not otherwise to be supposed, that the Constitution could intend to enable the representatives of the people to substitute their WILL to that of their constituents. It is far more rational to suppose, that the courts were designed to be an intermediate body between the people and the legislature, in order, among other things, to keep the latter within the limits assigned to their authority. The interpretation of the laws is the proper and peculiar province of the courts. A constitution is, in fact, and must be regarded by the judges, as a fundamental law. It therefore belongs to them to ascertain its meaning, as well as the meaning of any particular act proceeding from the legislative body. If there should happen to be an irreconcilable variance between the two, that which has the superior obligation and validity ought, of course, to be preferred; or, in other words, the Constitution ought to be preferred to the statute, the intention of the people to the intention of their agents.

Nor does this conclusion by any means suppose a superiority of the judicial to the legislative power. It only supposes that the power of the people is superior to both; and that where the will of the legislature, declared in its statutes, stands in opposition to that of the people, declared in the Constitution, the judges ought to be governed by the latter rather than the former. They ought to regulate their decisions by the fundamental laws, rather than by those which are not fundamental.

This exercise of judicial discretion, in determining between two contradictory laws, is exemplified in a familiar instance. It not uncommonly happens, that there are two statutes existing at one time, clashing in whole or in part with each other, and neither of them containing any repealing clause or expression. In such a case, it is the province of the courts to liquidate and fix their meaning and operation. So far as they can, by any fair construction, be reconciled to each other, reason and law conspire to dictate that this should be done; where this is impracticable, it becomes a matter of necessity to give effect to one, in exclusion of the other. The rule which has obtained in the courts for determining their relative validity is, that the last in order of time shall be

preferred to the first. But this is a mere rule of construction, not derived from any positive law, but from the nature and reason of the thing. It is a rule not enjoined upon the courts by legislative provision, but adopted by themselves, as consonant to truth and propriety, for the direction of their conduct as interpreters of the law. They thought it reasonable, that between the interfering acts of an EQUAL authority, that which was the last indication of its will should have the preference.

But in regard to the interfering acts of a superior and subordinate authority, of an original and derivative power, the nature and reason of the thing indicate the converse of that rule as proper to be followed. They teach us that the prior act of a superior ought to be preferred to the subsequent act of an inferior and subordinate authority; and that accordingly, whenever a particular statute contravenes the Constitution, it will be the duty of the judicial tribunals to adhere to the latter and disregard the former.

It can be of no weight to say that the courts, on the pretense of a repugnancy, may substitute their own pleasure to the constitutional intentions of the legislature. This might as well happen in the case of two contradictory statutes; or it might as well happen in every adjudication upon any single statute. The courts must declare the sense of the law; and if they should be disposed to exercise WILL instead of JUDGMENT, the consequence would equally be the substitution of their pleasure to that of the legislative body. The observation, if it prove any thing, would prove that there ought to be no judges distinct from that body.

If, then, the courts of justice are to be considered as the bulwarks of a limited Constitution against legislative encroachments, this consideration will afford a strong argument for the permanent tenure of judicial offices, since nothing will contribute so much as this to that independent spirit in the judges which must be essential to the faithful performance of so arduous a duty.

This independence of the judges is equally requisite to guard the Constitution and the rights of individuals from the effects of those ill humors, which the arts of designing men, or the influence of particular conjunctures, sometimes disseminate among the people themselves, and which, though they speedily give place to better information, and more deliberate reflection, have a tendency, in the meantime, to occasion dangerous innovations in the government, and serious oppressions of the minor party in the community. Though I trust the friends of the proposed Constitution will never concur with its enemies,[3] in questioning that fundamental principle of republican government, which admits the right of the people to alter or abolish the established Constitution, whenever they find it inconsistent with their happiness, yet it is not to be inferred from this principle, that the representatives of the people, whenever a momentary inclination happens to lay hold of a majority of their constituents, incompatible with the provisions in the existing Constitution, would, on that account, be justifiable in a violation of those provisions; or that the courts would be under a greater obligation to connive at infractions in this shape, than when they had proceeded wholly from the cabals of the representative body. Until the people have, by some solemn and authoritative act, annulled or changed the established form, it is binding upon themselves collectively, as well as individually; and no presumption, or even knowledge, of their sentiments, can warrant their representatives in a departure from it, prior to such an act. But it is easy to see, that it would require an uncommon portion of fortitude in the judges to do their duty as faithful guardians of the Constitution, where legislative invasions of it had been instigated by the major voice of the community.

But it is not with a view to infractions of the Constitution only, that the independence of the judges may be an essential safeguard against the effects of occasional ill humors in the society. These sometimes extend no farther than to the injury of the private rights of particular classes of citizens, by unjust and partial laws. Here also the firmness of the judicial magistracy is of vast importance in mitigating the severity and confining the operation of such laws. It not only serves to moderate the immediate mischiefs of those which may have been passed, but it operates as a check upon the legislative body in passing them; who, perceiving that obstacles to the success of iniquitous intention are to be expected from the scruples of the courts, are in a manner compelled, by the very motives of the injustice they meditate, to qualify their attempts. This is a circumstance calculated to have more influence upon the character of our governments, than but few may be aware of. The benefits of the integrity and moderation of the judiciary have already been felt in more States than one; and though they may have displeased those whose sinister expectations they may have disappointed, they must

have commanded the esteem and applause of all the virtuous and disinterested. Considerate men, of every description, ought to prize whatever will tend to beget or fortify that temper in the courts: as no man can be sure that he may not be to-morrow the victim of a spirit of injustice, by which he may be a gainer to-day. And every man must now feel, that the inevitable tendency of such a spirit is to sap the foundations of public and private confidence, and to introduce in its stead universal distrust and distress.

That inflexible and uniform adherence to the rights of the Constitution, and of individuals, which we perceive to be indispensable in the courts of justice, can certainly not be expected from judges who hold their offices by a temporary commission. Periodical appointments, however regulated, or by whomsoever made, would, in some way or other, be fatal to their necessary independence. If the power of making them was committed either to the Executive or legislature, there would be danger of an improper complaisance to the branch which possessed it; if to both, there would be an unwillingness to hazard the displeasure of either; if to the people, or to persons chosen by them for the special purpose, there would be too great a disposition to consult popularity, to justify a reliance that nothing would be consulted but the Constitution and the laws.

There is yet a further and a weightier reason for the permanency of the judicial offices, which is deducible from the nature of the qualifications they require. It has been frequently remarked, with great propriety, that a voluminous code of laws is one of the inconveniences necessarily connected with the advantages of a free government. To avoid an arbitrary discretion in the courts, it is indispensable that they should be bound down by strict rules and precedents, which serve to define and point out their duty in every particular case that comes before them; and it will readily be conceived from the variety of controversies which grow out of the folly and wickedness of mankind, that the records of those precedents must unavoidably swell to a very considerable bulk, and must demand long and laborious study to acquire a competent knowledge of them. Hence it is, that there can be but few men in the society who will have sufficient skill in the laws to qualify them for the stations of judges. And making the proper deductions for the ordinary depravity of human nature, the number must be still smaller of those who unite the requisite integrity with the requisite knowledge. These considerations apprise us, that the government can have no great option between fit character; and that a temporary duration in office, which would naturally discourage such characters from quitting a lucrative line of practice to accept a seat on the bench, would have a tendency to throw the administration of justice into hands less able, and less well qualified, to conduct it with utility and dignity. In the present circumstances of this country, and in those in which it is likely to be for a long time to come, the disadvantages on this score would be greater than they may at first sight appear; but it must be confessed, that they are far inferior to those which present themselves under the other aspects of the subject.

Upon the whole, there can be no room to doubt that the convention acted wisely in copying from the models of those constitutions which have established GOOD BEHAVIOR as the tenure of their judicial offices, in point of duration; and that so far from being blamable on this account, their plan would have been inexcusably defective, if it had wanted this important feature of good government. The experience of Great Britain affords an illustrious comment on the excellence of the institution.

PUBLIUS.

1. The celebrated Montesquieu, speaking of them, says: "Of the three powers above mentioned, the judiciary is next to nothing." "Spirit of Laws." vol. i., page 186. Back to text
2. Idem, page 181. Back to text
3. Vide "Protest of the Minority of the Convention of Pennsylvania," Martin's Speech, etc. Back to text

Washington Court System

THE SUPREME COURT Six-year terms, staggered
• Appeals from the Court of Appeals • Administers state court system
COURT OF APPEALS Six-year terms, staggered Division I, Seattle; Division II, Tacoma Division III, Spokane
• Appeals from lower courts except those in jurisdiction of the Supreme Court.
SUPERIOR COURT Four-year terms
• Civil matters • Domestic relations • Felony criminal cases • Juvenile matters • Appeals from courts of limited jurisdiction
COURTS OF LIMITED JURISDICTION Four-year terms District and Municipal courts
• Misdemeanor criminal cases • Traffic, non-traffic, and parking infractions • Domestic violence protection orders • Civil actions of $100,000 or less • Small claims up to $10,000

Resource Fair Participants

Organization	Contact	Website
Boys State	Ryan Johnston Director@evergreenboysstate.org	https://evergreenboysstate.org/
DES Civic Education Tours	Rebecca Catlett Rebecca.Catlett@des.wa.gov	https://des.wa.gov/services/facilities-and-leasing-management/capitol-campus/tours/civic-education-tours
Girls State	Terri Campbell gotwater@myyahoo.com	https://www.evergreengirlsstate.com/
Judicial Institute	Margaret Fisher fisherm2@seattleu.edu	https://www.wawd.uscourts.gov/educators-media/judicial-institute
League of Women Voters	Karen Verrill kverrill@lwvwa.org	https://www.lwvwa.org/
Legislative Information Center	Laura Monroe Laura.Monroe@leg.wa.gov	https://leg.wa.gov/LIC/Pages/default.aspx
Legislative Youth Advisory Council		https://walyac.org/
Washington State Leadership Board	Audrey Baker Audrey.Baker@WSLB.WA.Gov	https://washingtonleaders.org/
We the People	Kathy Hand kathyhand@comcast.net	https://www.civiced-wa.org/we-the-people.html
YMCA Youth and Government	Nolan Martin Nolanmartin@seattleymca.org	https://www.seattleymca.org/programs/youthprograms/washington-youth-government

Youth Involvement		
Resource	*Grade*	*Link*
4-H Know Your Government	9-12	https://extension.wsu.edu/4h/youth/kyg/
American Legion Boys State	11	https://evergreenboysstate.org/
American Legion Girls State	11	https://www.evergreengirlsstate.com/
AmeriCorps	12+	https://servewashington.wa.gov/
Association of Washington Student Leaders	K-12	https://awsleaders.org/
Bill of Rights Institute	9-12	https://www.billofrightsinstitute.org/
Citizen University	K-12	https://citizenuniversity.us/
Civics Unplugged	9-12	https://www.civicsunplugged.org/
DES Washington State Capitol Tours	K-12	https://des.wa.gov/services/facilities-and-leasing-management/capitol-campus/tours/civic-education-tours
Do Something	3-10	https://www.dosomething.org/us
History Day	6-12	https://ospi.k12.wa.us/student-success/resources-subject-area/social-studies/washington-history-day
Kidizenship	K-12	https://www.kidizenship.com/
Legislative Youth Advisory Council	7-12	https://walyac.org/
Micro Society	K-8	https://www.microsociety.org/
Model UN	8-12	https://munnorthwest.org/
National Association of Youth Courts	6-12	https://youthcourt.net/
Ninth Circuit Civics Contest	9-12	https://www.ca9.uscourts.gov/civicscontest/
US Senate Page Program	11	https://pageprogram.senate.gov/
US Senate Youth Program	11-12	https://ussenateyouth.org/
Washington State Page Program	7-11	https://leg.wa.gov/learn-and-participate/civic-education-programs/page-program/
YMCA Youth and Government	8-12	https://www.seattleymca.org/programs/youthprograms/washington-youth-government
Youth Ambassadors	6-12	https://exchanges.state.gov/us/program/youth-ambassadors
Washington World Fellows	10	https://www.waworldfellows.org/

Debate Driven		
Resource	*Grade*	*Link*
Fact Check	5-12	https://www.factcheck.org/
Pro Con	5-12	https://www.procon.org/

Lesson Plans		
Resource	*Grade*	*Link*
Annenberg Classroom	6-12	https://www.annenbergclassroom.org/explore/
Choices Program (Brown University)	8-12	https://www.choices.edu/
Civics Renewal Network	6-12	https://www.civicsrenewalnetwork.org/
Digital Inquiry Group	3-12	https://inquirygroup.org/
Library of Congress	K-12	https://www.loc.gov/
National Endowment for the Humanities	K-12	https://edsitement.neh.gov/
New York Times Learning Network	K-12	https://www.nytimes.com/section/learning
Newseum	6-12	https://newseumed.org/
PBS Learning Network	K-12	https://kcts9.pbslearningmedia.org/
Peter Garber – 50 Activities	K-12	https://moroccoenglish.com/me-md/2018/07/50-communication-activities.pdf
Teach Democracy	K-12	https://teachdemocracy.org/curriculum
Teaching American History	6-12	https://teachingamericanhistory.org/

Online Games		
Resource	*Grade*	*Link*
Ben's Guide to the US Government	K-6	https://bensguide.gpo.gov/
iCivics	6-12	https://www.icivics.org/
Read to Lead	5-9	https://readtolead.org/
Survive the Sound	K-8	https://www.survivethesound.org/home
US Citizenship Test	6-12	https://www.uscis.gov/citizenship/civics-practice-test-2008

Organizations		
Resource	*Grade*	*Link*
American Bar Association	9-12	https://www.americanbar.org/groups/public_education/resources/
Earth Force	K-12	https://earthforce.org/
Generation Citizen	6-12	https://www.generationcitizen.org/
Generation Nation	K-12	https://generationnation.org/
Kids in the House	K-12	https://kids-clerk.house.gov/
Kids Voting USA	K-12	https://kidsvotingusa.org/
League of Women's Voters	K-12	https://lwvwa.org/

Random Acts of Kindness	K-12	https://www.randomactsofkindness.org/
The National Society of the Colonial Dames of America in the State of Washington	K-12	https://www.nscdawa.org/
TVW	6-12	https://www.teachwithtvw.org/
Washington State Council for the Social Studies	K-12	https://www.wscss.org/
Washington State Leadership Board	9-12	https://washingtonleaders.org/

Resources		
Resource	*Grade*	*Link*
Active Listening	6-12	https://positivepsychology.com/active-listening/
Annenberg Learner	K-12	https://www.learner.org/
Asian Pacific Heritage Month	K-12	https://asianpacificheritage.gov/ForTeachers.html
Black Heritage Society	4-12	https://www.bhswa.org/wordpress/resources/
Center for Civic Education	6-12	https://www.civiced.org/
Center for Information & Research on Civic Learning and Engagement (CIRCLE)	K-12	https://circle.tufts.edu/
Center for the Study of the Pacific Northwest	9-12	https://sites.uw.edu/cspn/
Civic Engagement Research Group	For teachers	https://www.civicsurvey.org/
Civitas	K-12	https://civiced.org/civitas
Constitute Project	4-12	https://www.constituteproject.org/
Data USA	3-12	https://datausa.io/
David Mathews Center for Civic Life (Alabama)	9-12	https://www.mathewscenter.org/resources-for-educators
Department of Commerce WA State Innovation Timeline	4-10	https://choosewashingtonstate.com/media-center/interactive-timelines/washington-innovations/
Department of Natural Resources	K-10	https://www.dnr.wa.gov/publications/ger_mima_mounds_booklet.pdf https://www.arcgis.com/apps/Cascade/index.html?appid=84ea4016ce124bd9a546c5cbc58f9e29
Digital Civics Toolkit	6-12	https://www.digitalcivicstoolkit.org/
Facing History and Ourselves	4-12	https://www.facinghistory.org/
History Link.org	K-12	https://www.historylink.org/
Holocaust Center for Humanity	4-12	https://www.holocaustcenterseattle.org/
Illinois Civics Hub	K-12	https://www.illinoiscivics.org/
Learning for Justice	K-12	https://www.learningforjustice.org/

National Archives	K-12	https://www.archives.gov/education
National Archives Primary Sources	4-12	https://www.docsteach.org/
National Constitution Center	K-12	https://constitutioncenter.org/education/classroom-resource-library
National Hispanic Heritage Month	K-12	https://www.hispanicheritagemonth.gov/
Native Knowledge 360	K-12	https://americanindian.si.edu/nk360
News Literacy Project	4-12	https://newslit.org/
RAND	6-12	https://www.rand.org/pubs/research_reports.html
Since Time Immemorial: Tribal Sovereignty in Washington State	K-12	https://ospi.k12.wa.us/student-success/resources-subject-area/john-mccoy-lulilas-time-immemorial-tribal-sovereignty-washington-state
Stanford's Civic Online Reasoning	6-12	https://cor.inquirygroup.org/
Washington State Archives	K-12	https://www.sos.wa.gov/archives/teachers-and-students.aspx
Washington State Historical Society	K-12	https://www.washingtonhistory.org/education/
Women in Washington	4-12	https://www.usatoday.com/in-depth/life/women-of-the-century/2020/08/13/washington-seattle-woman-gender-equality-history-pacific-northwest/5014690002/
Primarily Washington	4-12	https://primarilywashington.org/

Videos		
Resource	*Grade*	*Link*
Agree to Disagree – The Simpsons	4-12	https://www.youtube.com/watch?v=i1Pxndp5r_E
Civil Discourse in the Classroom	3-6	https://www.youtube.com/watch?v=R3MCJLCoJjU
Crash Course: Government and Politics	6-12	https://www.youtube.com/watch?v=lrk4oY7UxpQ
Edutopia Videos	K-8	https://www.youtube.com/channel/UCdksaQxXH13BMeHo09MorBg
How Not to Communicate	7-12	https://www.youtube.com/watch?v=oSqsBfBCW7k https://www.youtube.com/watch?v=6ogM0aDe2Pc *questionable language after 1:30
Importance of Civic Education	3-10	https://www.youtube.com/watch?v=k4mRL75rRu4
Invisible Gorilla	4-12	https://youtu.be/IGQmdoK_ZfY?si=InelZnnZsOR-luxH
Kid President	3-7	https://www.youtube.com/watch?v=ghk-nDJB3Tk
Power of the Pause	K-12	https://www.youtube.com/watch?v=n9NdWW1Gumc https://www.youtube.com/watch?v=mKa6urAHGGM
The Civility Experiment	5-12	https://www.youtube.com/watch?v=J52X-jhd2yE
The Word Generation Project	K-8	https://www.serpinstitute.org/wordgen-weekly