

Local school district contacts:

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2018 WASA / WSSDA / WASBO LEGISLATIVE CONFERENCE

DAY ON THE HILL • OLYMPIA, WA • JANUARY 29, 2018

HOT TOPICS

Information for Legislators



PRESENTED BY

The Washington Association of School Administrators
The Washington State School Directors' Association
and The Washington Association of School Business Officials

McCleary Funding Plan (EHB 2242) Fixes

The additional funding for basic education provided by the 2017 Legislature through EHB 2242 (*McCleary Plan*) and SSB 5883 (2017–19 Budget) provide significant investments and opportunities to support basic education. Unfortunately those enhancements present some challenges and do not fully fund the actual cost of basic education in school districts across the state. To ensure the new funding structure is properly implemented, the 2018 Legislature must address specific challenges identified in EHB 2242.

WASA/WSSDA/WASBO urge the 2018 Legislature at a minimum to address and update the following components in EHB 2242:

- **Special Education.** We support an increase in per-student special education funding, via the excess cost multiplier.
- **Salary Allocations and State Schedule.** We support reinstating a simplified mandatory state salary schedule and allocation model that includes an “experience” factor (or staff mix) to ensure consistency, uniformity, and equity across the state.
- **Levies and Local Effort Assistance.** We support a delayed implementation of new levy and LEA policy until a more workable and equitable levy reduction plan can be developed.
- **Regionalization.** We support a review and reconsideration of EHB 2242’s regionalization structure and implementation.
- **Hold Harmless.** We support a hold harmless provision to ensure a district’s total funding of new state allocations, local levies, and LEA in 2018–19 and 2019–20 are greater than what the district received in the 2017–18 school year.

School Facilities

A Late, But Historic Capital Budget includes \$1 billion for K–12 construction. K–12’s portion of the total bond budget is 28%. Last biennium it was 26%. Ten years ago, it was 14%. Along with an historic K–12 capital budget, the Legislature has committed to improving state funding for school construction. The effort will be pursued through a joint legislative task force. WSSDA, WASA, WASBO, many school districts, and ESD 112’s Construction Services Group will be involved. The task force must submit a report by October 1, 2018.

WASA/WSSDA/WASBO Support:

- **SB 5453**—Creating a new grant program to modernize schools in districts under 1,000 students.
- **SB 6246/SJR 8213**—Authorizing a constitutional amendment to be forwarded to the citizens allowing for school district bonds to be adopted with a 55% passage, rather than the current 60% supermajority.
- **SB 6531**—Phasing in improvements in the two main variables in the SCAP formula over the next six years.
- Funding for the next installment of K–3 class-size construction projects.

High School Graduation

In the 2017 session, the House passed HB 1046 out of their chamber three times by an overwhelming majority of votes. That bill would have delinked or decoupled passing all three tests in order to graduate. The bill never made it to the Senate floor in any of the three special sessions. This session, the bill is currently awaiting another vote of the House in order to progress to the Senate. Also this session, two new delink bills have been introduced: SB 6144 and HB 2621. Washington is one of 13 states that had graduation tests in place for the Class of 2017. Many more states have recently ended or placed a moratorium on graduation tests.

WASA/WSSDA/WASBO believe that state-mandated tests should not be required for students to graduation for the following reasons:

- Our students need certainty. Please support adoption of any of the three bills (HB 1046, HB 2621, or SB 6144) that call for a full delink of requiring passage of all three ELA, math, and science assessments in order for students to graduate. State-mandated tests of any kind should not be required for students to graduate.
- Further delayed action on this issue will continue to rob students of learning opportunities in the classroom. Our focus needs to be supporting strong implementation of the 24-credit graduation requirements, high school and beyond planning, and creating opportunities that supports every student in the pathway they choose, and that does not hinge their success on passing one or more standardized tests.
- State-mandated high school assessments were never intended to be used as an individual student exit exam. It is not appropriate to hold students accountable to a test that is not designed to determine individual student proficiency.