

SAVE SMALL SCHOOLS

THE CHALLENGE:

Under the state’s new funding plan, small school districts are among those most negatively impacted due to teacher longevity, large cuts to LEA and reduced authority to collect local funding. There are 187 districts with 2,000 or fewer students (63% of all districts). 127 of the 187 districts received less funding in 2018-2019 than in 2017-2018 prior to negotiations.

THE WHITE SALMON STORY

- ✓ Loss of LEA and Levy Funding (Total \$1,247,000);
- ✓ Loss of experience factor funding—many long-serving teachers in the district;
- ✓ Did not qualify for any regionalization (Average new home in White Salmon, over \$500,000);
- ✓ New McCleary funding versus loss of LEA/Levy put our district with a shortfall of \$506,554 before any bargaining;
- ✓ Our district could not make a \$1,247,000 cut and still be a viable school district;
- ✓ School Employees Benefit Board (SEBB), at current staffing levels would require \$251,023 to meet requirements for the first half of the school year.



THE KLICKITAT STORY

- ✓ Klickitat School District is a K-12 district with fewer than 100 students.
- ✓ The district lost 2/3 of their levy and LEA revenue in the new funding model resulting in a net loss of more than \$100,000 – even before teacher negotiations.



POSSIBLE CONSIDERATIONS/SOLUTIONS

- ✓ For districts with fewer than 2,000 FTE, establish a hold harmless that provides revenues equal to the net loss (due to reductions in levy and LEA).
- ✓ Provide the legislatively required minimum salary funding (for those districts with a net loss). Estimated cost of these two solutions is \$50 million.
- ✓ Allow districts to qualify for experience revenues if they either exceed the statewide average mix or exceed the state wide average educational attainment (do not require both). Estimated cost for all districts is \$16 million; estimated costs for those districts 2,000 and under is \$4.4 million.

QUESTIONS

MAINTAIN & BUILD NEW RESOURCES

THE CHALLENGE:

Many school districts around the state have not been able to pass a bond with 60% approval, yet they have critical capital needs. Rural districts rely heavily on local tax dollars and state matching funds to support bonds because of a small industrial tax base. When bonds do pass, state matching funds do not cover the increasing cost for construction. (Current State Construction Assistance Program (SCAP) is \$225/sf, but estimated costs are close to \$400/sf.

THE BATTLE GROUND STORY

- ✓ Battle Ground's last three bond elections had over 50% yes votes, but failed to achieve the 60% super majority.
- ✓ In a large geographically diverse district (285 sq. miles) a 60% approval rate is extremely difficult.
- ✓ The district is experiencing significant overcrowding while also needing to address major facility needs at their aging buildings.



THE CASTLE ROCK STORY

- ✓ Prior to 2018, Castle Rock voters had not voted on a Bond Issue in 20 years.
- ✓ In February of 2018, the district voters passed their Enrichment Levy with a 69% approval.
- ✓ In late February 2018, assessed values experienced high increases, resulting in higher property tax bills.



POSSIBLE CONSIDERATIONS/SOLUTIONS

- ✓ Update SCAP funding to close the gap on current construction costs.
- ✓ Increase the ratio of state provided dollars when a bond is approved in local communities.
- ✓ Support constitutional amendment allowing school district bond issues to be approved with a 50% simple majority.

QUESTIONS

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FULLY FUND SPECIAL EDUCATION

THE CHALLENGE:

Special education is a basic education program. As the state continues to underfund special education, many districts are forced to use decreasing local levy funds to backfill the gap.

THE EVERGREEN STORY

Due to the shortfall, EPS pays for the following out of its, "Enrichment Levy:"

1. Behavioral interventionists
2. Access to behavioral psychologists
3. 1 on 1 paraeducators
4. Inclusive services
5. Social & emotional standards and instruction



THE WASHOUGAL STORY

- ✓ Levy revenue must be used to cover about \$1 million of the district's SPED budget;
- ✓ 14.9% of students qualify for SPED, meaning 1.4% of their students receive no funding for SPED services;
- ✓ In order to change the trajectory for their students in special education, they need basic education fully-funded for all students.



POSSIBLE CONSIDERATIONS/SOLUTIONS

- ✓ Increase multiplier for each special education student.
- ✓ Fund safety net with state monies to lower the threshold required to attain the funding.
- ✓ Recognize regionalization factors for safety net funding.

QUESTIONS

EVALUATE AND CORRECT REGIONALIZATION METHODOLOGY

QUESTIONS

THE CHALLENGE:

Regionalization creates an inequitable system because affluent communities have access to greater funding levels than communities that are serving large numbers of students in poverty. The regionalization methodology does not accurately reflect the regional differences in the cost of hiring staff.

THE LONGVIEW STORY

- ✓ LPS receives no regionalization funding support, yet must compete for the same talent pool as district's who do receive regional enhancement.
- ✓ Prior to the legislation change, the district was able to compete with teacher salaries with the majority of districts in SW Washington. After significant increases over a two-year period and a three week strike, the district is no longer able to provide salaries that compete with the majority of districts in Clark County, which is home to well over 10% of their teaching staff.



THE WOODLAND STORY

- ✓ Because property values beyond 15 miles in a district like Woodland are often less, the regionalization methodology should be adjusted for more rural districts that encompass large geographic areas.
- ✓ In a competitive marketplace, salaries, benefits and working conditions offered by Woodland MUST be competitive with their nearest neighbors if they are going to be able to attract and retain high quality professional staff.



POSSIBLE CONSIDERATIONS/SOLUTIONS

- ✓ Modify the current methodologies used to calculate and apply factors for district regionalization funding.
