

2020 LEGISLATIVE PRIORITIES



WE GREATLY VALUE LEGISLATIVE EFFORTS TO MAKE INVESTMENTS IN K-12 PUBLIC EDUCATION

As we begin our second year of EHB 2242, it continues to be clear that this legislation has created unintended consequences and inequities among Washington's school districts. We look forward to working together during the upcoming

session to ensure equitable and sustainable funding for all school districts. The 30 superintendents and their school boards in the ESD 112 region urge the Legislature to address these priorities so we can continue to serve the best interests of all students.



1. FULLY FUND THE SEBB

The SEBB, which is fully implemented in January 2020, does not fund what districts actually pay for employee health benefits, creating an unfunded mandate. While we recognize the importance of providing health benefits for all employees and their families, current funding is not sufficient.

PROPOSED SOLUTIONS:

- » Fully fund the cost of employee health benefits for all eligible employees.
- » If unable to fully fund employer costs, adjust eligibility criteria to reduce costs and align revenues & expenditures for the SEBB.

2. UPDATE STAFF ALLOCATION FORMULAS

Originally, staffing allocations in the Prototypical School Funding Model were funded at artificially low ratios based on an outdated model. Since that time, the need for student supports has grown exponentially, yet most funding ratios have remained the same. For example, current ratios for the Prototypical high school requires 40,000 student FTEs to generate **one** FTE social worker and almost 86,000 FTEs to generate **one** FTE psychologist.

PROPOSED SOLUTION:

- » Begin phasing in updated ratios to achieve more realistic state-funded staffing levels.

3. PROVIDE CONSISTENT, EQUITABLE AND AMPLE EDUCATION RESOURCES

Underfunding and inequity continue to be concerns in the following critical areas:

✓ **Provide sustainable funding for small school districts**

Of the state's 295 school districts, over two-thirds have 2,000 or fewer students. Under the new funding plan, small school districts are among those most negatively impacted due to teacher longevity, large cuts to Local Effort Assistance (LEA) and reduced authority to collect local funding. In several instances, equalization funding per student has been cut 60-70 percent because districts receiving equalization are limited to \$1,593 per student. The net result is an even larger gap in inequities across Washington's schools.

PROPOSED SOLUTIONS:

- » Reinstate small school factors into LEA funding to recognize the loss of small school factors in the current \$1,593 levy/LEA per student. The estimated cost is less than \$15 million.
- » Districts with fewer than 1,000 students not subject to the special education enrollment cap.

✓ **Fully fund special education**

The minimal increase per student in the cost multiplier in 2018-2019 does not cover the actual cost of providing services. As the state continues to underfund special education, many districts are forced to use local levy funds to backfill the gap. It will cost an estimated \$25 million to make up the special education shortfall in the ESD 112 region.

PROPOSED SOLUTION:

- » Increase the multiplier for each special education student.
- » Continue to fund the safety net with state monies to lower the threshold required to attain the funding.

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Provide Consistent, Equitable and Ample Education
Resources continued:

- » The safety net process needs to recognize regionalization factors when providing funding to districts. Higher regionalization districts will receive a disproportionate share of a fixed amount of funding.
- ✓ **Support school capital facility needs**
Many school districts have difficulty passing local requests for capital improvements. We urge the Legislature to invest in construction/modernization and security-related facility costs.

PROPOSED SOLUTIONS:

- » Advance a constitutional amendment authorizing school district bond issues to be approved with a simple majority vote.
- » Update the current formula for the Construction Cost Allowance and Student Space Allocation to reflect actual construction costs and educational space needs.

4. DEFINE TEACHER DUTIES/EXPECTATIONS

Following state funding enhancements and local collective bargaining over the past two years, teacher salaries have increased to competitive, market levels; however, the Legislature has not clearly defined the minimum professional duties and expectations for teachers.

PROPOSED SOLUTIONS:

- » Clearly define that the professional responsibilities, time and effort required to provide the state's statutory program of basic education exceeds the required number of instructional hours and includes such things as preparing, planning and coordinating instruction; collaborating with other teachers or staff; meeting with parents; and evaluating student learning.
- » Require additional compensation to be tied to defined extra time or responsibilities uniquely associated with a specific assignment above and beyond the task of other teachers.

THE 30 SCHOOL DISTRICTS OF SOUTHWEST WASHINGTON



THE EDUCATIONAL SERVICE DISTRICT 112 REGION SUPERINTENDENTS REPRESENT:

Battle Ground	La Center	Toutle Lake
Camas	Longview	Trout Lake
Castle Rock	Lyle	Vancouver
Centerville	Mill A	Wahkiakum
Evergreen	Mount Pleasant	Washington School for the Deaf
Glenwood	Naselle-Grays River Valley	Washington State School for the Blind
Green Mountain	Ocean Beach	Washougal
Hockinson	Ridgefield	White Salmon Valley
Kalama	Roosevelt	Wishram
Kelso	Skamania	Woodland
Klickitat	Stevenson-Carson	

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