2016 WSSDA Legislative Assembly
WSSDA Member Resource Guide

Welcome to WSSDA's 2016 Legislative Assembly!
WSSDA has many legislative positions, both standing (Standing Legislative Positions) and those that have been newly introduced and are working their way through the process. At each year's Legislative Assembly, Assembly participants vote on their legislative priorities and prioritize them to guide WSSDA's legislative platform for the coming legislative session.

This document provides resources related to WSSDA's 2016 Legislative Priorities. Inside you will find:

- **WSSDA's 2016 Legislative Platform**
  - This is the 1-page compilation of the legislative position priority ranking from the 2015 Legislative Assembly.

- **Specific Resource Documents** – these are documents meant to help WSSDA members navigate our legislative positions easily. They are organized and color coded for easy reference within this document according to the three categories described in our 2016 Legislative Platform.
  - Purple: Learning Space for Every Student
    - Summary document of WSSDA's current legislative positions on school facility and construction issues, including school trust lands and simple majority in bond election positions.
  - Salmon: Ample and Dependable Funding
    - Summary of WSSDA's school funding, compensation, and levy positions (current positions as well as those to be considered by the 2016 Assembly)
    - 2012 Compensation Technical Workgroup Recommendations Crosswalk with WSSDA Legislative Positions (4 pages)
    - WSSDA's letter to the 2016 Education Funding Legislative Task Force regarding input on McCleary and education funding issues – this document is the *WSSDA Member Reference* version that provides direct linkages to the input and WSSDA legislative positions.
  - Tan: Great Teachers in Every Classroom
    - Summary of WSSDA's positions on teacher certification, professional development, and teacher shortage (current positions as well as those to be considered by the 2016 Assembly)

- **Other Useful Resources**
  - This document provides strategies for legislative advocacy and outreach during the Interim, as well as several key Web links to help WSSDA members stay connected.

We hope you find these resources helpful as you navigate WSSDA's positions in light of the current legislative environment and your district's priority issues. As always, do not hesitate to reach out to the WSSDA Governmental Relations Team or members of the WSSDA Legislative Committee for further support.

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WSSDA Member Resource
August 2016

WSSDA Position Summary: School Facilities, Construction, and Trust Lands

- **School Construction (SLP 7.1.16) – ranked #2 by 2015 Legislative Assembly**
  WSSDA supports "ample provision" for school construction through state policies that:
  - fund school construction needs when districts are determined eligible;
  - maintain a reliable system of funding that supports adequate planning at the local level;
  - provide specific sources of revenue to support and enhance state trust revenue;
  - give highest priority to projects that address un-housed student needs, either through new construction or remodeling;
  - allocate square footage to meet current and future program needs with square feet per student at least meeting the national average;
  - fund actual construction costs including mandated green building costs;
  - fund construction costs resulting from new legislation and changes in class size or graduation requirements;
  - allow limited improvement of not more than 10 percent of the current value of the facility, such as energy retrofits, in existing facilities without requiring a review and/or upgrade of the entire building to meet current codes in other areas; and,
  - equalize funding for modernization of existing school facilities in lieu of abandonment and new construction. (Adopted 2001; Amended 2008 and 2015)

- **Simple Majority for Bonds in November General Elections – ranked #1 by 2015 Legislative Assembly**
  WSSDA supports legislation to allow passage of bonds with a simple majority vote in November general elections. (Introduced 2015)

- **Building Schools outside Urban Growth Areas – ranked #20 by 2015 Legislative Assembly**
  WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs. Legislation must be applicable to all districts in the state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts. (Introduced 2013)

- **Fully Fund Facilities for Mandated Class Size Reduction**
  WSSDA supports legislation to fully fund any and all mandated class size reduction. Funding will support property acquisition and facilities to provide the necessary classroom space.

- **Urgent Repair and Energy Efficiency (SLP 7.1.27) – ranked #39 by 2015 Legislative Assembly**
  WSSDA shall initiate and/or support legislation that supports funding for the Washington Urgent Repair Grant Program, the Energy (Efficiency) Operational Savings Project Grants, and other capital budget funding programs that meet emerging or underfunded maintenance, repair and construction needs at school buildings. (Adopted 2015)

- **7.1.20 Forest Revenue Apportionment Withholding – ranked #14 by 2015 Legislative Assembly**
  WSSDA shall initiate and/or support legislation preventing the State from withholding moneys from the State's monthly apportionment in the amount equal to state forest revenue or to the federal forest fees received by school districts from the federal government.(Adopted 2013)

- **WSSDA permanent Position 3.3.3: Management of Common School Trust Lands**
  The Enabling Act of 1889 creating the State of Washington establishes that these lands shall be held in perpetuity for the benefit of the common schools. WSSDA believes trust lands shall be managed to provide maximum revenue for the public common schools and:
  - A sustainable revenue shall be generated from the common school trust lands;
  - There shall be compensation to the common school trust from conserving, preserving, or compromising the lands' ability to generate a fair financial return;
  - The Trust shall be managed in a manner that ensures intergenerational equity;
  - A diversity of assets is needed to maintain revenue sustainability;

- A dedicated fund for common school trust revenue is essential;
- The purchase or exchange of lands shall be done if it is in the best interest of the trust; and
- That trust lands shall provide multi-use purposes as long as it enhances or does not compromise revenue or value of land. *(Adopted 1966; Amended 1985, 2000, 2005, 2010, 2015)*

WSSDA Member Resource
August 2016

WSSDA Positions on School Funding, Compensation, and Levy Reform

Purpose: This document is meant to be a resource for WSSDA members to better understand existing WSSDA positions and details related to navigating our positions related to state funding for education, compensation, and levy reform policies.

School Funding Positions (General)

7.1.12 Full Funding of Basic Education

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's redefined program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009). (Adopted 2012)

7.1.2 MSOC Funding

WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for all students are strengthened by ample funding for maintenance, supplies and operating costs (MSOC). WSSDA supports enhanced MSOC funding, regularly increased recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts. (Adopted 2005; Amended 2010, 2014 and 2015)

7.1.25 Sustainable Revenue for Education Funding

WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington State. (Adopted 2014)

7.1.19 Fiscal Notes and Unfunded Mandates

WSSDA shall initiate and/or support requiring that all legislation mandating K-12 programs or services provide full funding for all costs, including incidental, administrative and non-employee and other related costs of the programs or services. WSSDA supports requiring identification of the local cost of compliance (fiscal notes) for any proposed state laws or administrative rules which would affect educational programs or services, as a means of avoiding unfunded mandates. Additionally, if adequate funding is not provided to school districts to comply with currently mandated programs or services, those mandates should be eliminated. (Adopted 1978; Amended 2002 and 2015)

Compensation-Related Positions

7.6.1 School Employee Salaries

WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions. (Adopted 1988; Amended 1990)

7.6.2 Salaries — Experience Recognition

WSSDA shall initiate and/or support legislation that would recognize employment experience as a registered nurse, occupational therapist, physical therapist, communication disorders specialist/speech pathologist, audiologist, psychologist, social worker, counselor or career/technical education professional in a position which requires Washington state licensing, certification or a degree that is comparable to that required for Washington state teacher certification. (Adopted 2010, Amended 2013)

Compensation Technical Working Group Recommendations

WSSDA supports legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012. (Introduced 2014)

Statewide Bargaining for Salaries and Healthcare - introduced in 2015 (ranked #5 by L.A.) ; amended in 2016

WSSDA supports legislation that transfers authority for bargaining basic education salaries and healthcare benefits for classified, certified, and administrative school employees from local bargaining units to the state. And that retains local authority for bargaining of all non-basic education enhancements.

Levy Authority / Levy Equalization	Hold Harmless During Transitions
7.1.1 Levy Equalization/Levy Lid/Grandfathered Inequities (PROPOSED COMBO OF 7.1.1. & 7.1.23 BY 2016 STREAMLINING COMMITTEE) WSSDA shall initiate and/or support legislation which would • remove grandfathered inequities in K-12 education levy lids. • increase the percent of levy impacted by local effort assistance(LEA) to 20 percent. WSSDA opposes reigning in or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that LEA be fully funded and a commensurate increase in LEA be included. **Levy Equalization Funding and Formulas** – introduced in 2015 and ranked #9 by 2015 L.A. priorities; eligible for standing in 2018 WSSDA supports maintaining or improving levy equalization for districts that receive Local Effort Assistance. Any change in the levy formula that occurs as a result of levy/compensation reform shall include an equalization factor to mitigate differences in local funding capability. That factor shall assure equity among districts at a rate equivalent to or higher than the current formula. **Per Pupil Inflator Formula** – new proposal in 2016 from Highline WSSDA shall initiate and/or support legislation that would require levy funding authority to be adjusted by a per pupil inflator that is equal to the actual percentage increase in state and federal funds budgeted for local school districts on a per-pupil basis.	**Levy Rollbacks** – ranked #41 in 2015 L.A. priorities; eligible for standing in 2016 WSSDA shall initiate and/or support legislation which would ensure that no school district loses levy authority if the district's apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period. **Hold Harmless While the State Transitions from Levy to State Funding** – new proposal in 2016 from Spokane WSSDA shall initiate and/or support legislation which will ensure - during the State's transition to full funding of educator compensation - no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI.

WSSDA Membership Reference
August 2016

2012 Compensation Technical Workgroup (CTWG) Recommendations Crosswalk with WSSDA Compensation / Funding Positions

Broad WSSDA Positions	Position Statement
SLP 7.1.12 Full Funding of Basic Education WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's redefined program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009). (Adopted 2012)	WSSDA supports the key recommendations and concepts from the compensation technical working group (CTWG) report, made in accordance with ESHB 2261. WSSDA believes that implementing these recommendations are critical for the state to meet its obligation to provide ample funding for basic education personnel compensation.
Compensation Technical Working Group Recommendations – (2014 position; ranked #21 by 2015 L.A.; eligible for standing in 2017) WSSDA supports legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012.	

CTWG Recommendation	Explanation (from 2012 Report)	Related WSSDA Position/s (beyond overarching CTWG Positions above)
1) Increase the Starting Salary for Teachers and Educational Staff Associates to $48,687	The number one priority of the Compensation Technical Working Group is to increase the starting salary of educators to attract a wider pool of the highest quality candidates. By using a comparative labor market analysis based on Bureau of Labor Statistics data, the starting wage for a beginning teacher and educational staff associate (ESA) with a Bachelor's degree should be increased from $33,401 to $48,687- an additional $15,286 of state funding per beginning educator. Current salary compliance laws will ensure that every beginning teacher and ESA makes at least this amount.	• **Compensation Technical Working Group Recommendations –** 2014 position
2) Provide Fair Market Based Salary Allocations for all K-12 Staff	The comparative labor market analysis unequivocally confirms that the state does not provide an adequate salary allocation level to attract and retain high-quality staff; therefore, local school district funds must make up the difference to pay competitive wages. The Compensation TWG asserts that K-12 employees require a state salary allocation level comparable to occupations with similar knowledge, skills, abilities and education and training requirements. The detailed recommendations are provided in Exhibit 2. The Compensation TWG also recommends that the non-school related experience for ESAs be recognized on the state salary allocation model and not be limited to two years as it is in current statute.	• **Compensation Technical Working Group Recommendations –** 2014 position

CTWG Recommendation	Explanation (from 2012 Report)	Related WSSDA Position/s (beyond overarching CTWG Positions above)
3) Maintain Comparable Wage Levels through an Annual Cost of Living Adjustment and Periodic Wage Analyses	To ensure that the K-12 salary allocations keep pace with the wages of comparable occupations, the Compensation TWG recommends that the comparable wage analysis be conducted every four years and allocations be adjusted accordingly, if necessary. In the interim, state allocations should be adjusted annually with the Seattle- Tacoma-Bremerton Consumer Price Index as per the provisions of Initiative 732.	• **Compensation Technical Working Group Recommendations** – 2014 position • **7.6.1 School Employee Salaries** WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions. (Adopted 1988; Amended 1990)
4) Align the Salary Allocation Model to the Career Continuum for Educators	The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington's students are served by high-quality educators. The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.	• **Compensation Technical Working Group Recommendations** – 2014 position
5) Invest in 10 Days of Professional Development Time	The state certification and evaluation system expects educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student's academic development and does not provide time for educator- focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional	• **Compensation Technical Working Group Recommendations** – 2014 position • **SLP 7.1.26 Professional Development** WSSDA shall initiate and/or support legislation that fully funds time and training costs for up to 80 hours of annual district directed/approved professional development and classroom

CTWG Recommendation	Explanation (from 2012 Report)	Related WSSDA Position/s (beyond overarching CTWG Positions above)
	development days for certificated instructional staff in the definition of basic education. The Compensation TWG recognizes that certain classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.	preparation time for each certificated classroom teacher in Washington State. (Adopted 2015) • **Professional Development is a Critical Component of Basic Education** WSSDA supports legislation and funding for at least 96 hours of professional development including 16 hours of cultural competency and equity education per year for each certificated teacher in Washington as part of Basic Education. (Introduced 2015)
6) **Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula**	Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula.	• **Compensation Technical Working Group Recommendations** – 2014 position
7) **Provide Appropriate Staffing Levels and Increased Program Support for Basic Education**	Working conditions and workload play a significant role in the attraction and retention of staff. The Compensation TWG maintains that sufficiently funded staffing levels and increased program support for struggling students will improve learning opportunities for students and also lead to higher retention of educators. The group proposes that their compensation recommendations occur in tandem with the statutory requirements in SHB 2776 and the basic education funding recommendations proposed by the Quality Education Council (QEC).	• **Compensation Technical Working Group Recommendations** – 2014 position
8) **Amply Fund State Basic Education Salary Allocations and Limit Locally Funded Salary Enhancements to No More than 10% of the State Allocation**	The state is responsible for fully funding the salaries of staff performing basic education activities. The Compensation TWG affirms that average comparable wages are sufficient to recruit and retain high-quality staff. However, the group acknowledges that local school districts may have unique circumstances that lead to difficulties recruiting and retaining staff. The group recommends that districts be allowed to provide locally funded salary enhancements for non-basic education functions. However, to address equity concerns, the locally funded expenditures for these	• **Compensation Technical Working Group Recommendations** – 2014 position • **Statewide Bargaining for Salaries and Healthcare** - introduced in 2015 (ranked #5 by L.A.) ; amended in 2016 WSSDA supports legislation that transfers authority for bargaining basic education salaries and healthcare benefits for

CTWG Recommendation	Explanation (from 2012 Report)	Related WSSDA Position/s (beyond overarching CTWG Positions above)
	salaries should be limited to 10% above the state allocation.	classified, certified, and administrative school employees from local bargaining units to the state. And that retains local authority for bargaining of all non-basic education enhancements.
9) Ensure School Districts Receive the Same or Higher State Salary Allocations per State-Funded Employee	The Compensation TWG recommends that the legislature fully fund the recommendations immediately. At full implementation of the proposed salary allocations, no later than 2018, school districts will receive a higher state salary allocation for every employee and there will be no need for any individual to grandfather into the existing state allocation model. Until the new allocation model is fully funded, school districts should receive the higher allocation from either the old or new state salary allocation model for every state-funded employee.	• **Compensation Technical Working Group Recommendations** – 2014 position • **Hold Harmless While the State Transitions from Levy to State Funding** – new proposal in 2016 from Spokane WSSDA shall initiate and/or support legislation which will ensure - during the State's transition to full funding of educator compensation - no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI.

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EFTF Topic Areas for Required Recommendations E2SSB 6195, Section 2...	WSSDA Recommendations
	majority vote. • Elevate the School Construction Technical Working Group (established in 2016, ESHB 2380, Sec. 6018) to become a formal Joint Legislative Task Force on School Construction. • Accelerate implementation of their recommendations that will update the current, outdated school construction funding formulas to more closely reflect actual construction costs and educational space needs. • Significantly increase capital funding to assist districts with necessary new construction or modernization for implementing all-day kindergarten and K-3 class-size reductions. <u>WSSDA position citations</u> **Legislative Positions:** • SLP 7.1.18, Passage of School Finance Issues • SLP 7.1.16, School Construction • SLP 7.1.8, All-day Kindergarten **Permanent Positions:** • 3.3.1, Simple Majority for Bonds • 3.3.2, Capital Project Construction
(4) The task force must review the report on addressing the problem of teacher shortages prepared by the Professional Educator Standards Board. The task force must make recommendations for improving or expanding existing educator recruitment and retention programs.	Districts across the state are in crisis-mode to assure every classroom is adequately staffed with quality educators every day. In 2016 E2SSB 6455 presented bi-partisan recommendations to address the teacher shortage crisis. In addition, the CTWG recommendations for starting teacher/educational staff associate salaries (Recommendation One, p. 13); investment in 10 professional development days (Recommendation Five, p.15); and for allocation of mentors and instructional coaches in the basic education funding formula (Recommendation Six, p.15) represent solid steps for increased recruitment and retention. As such, WSSDA recommendations include: • Implement and resource all components of E2SSB 6455. • Implement CTWG recommendations that would specifically address educator recruitment and retention; including an increase in the starting salary for teachers to include the additional professional development days defined by the CTWG. <u>WSSDA position citations</u> **Legislative Positions:** • Compensation Technical Working Group Recommendations (1, 5, 6) (introduced 2014; ranked #21 by 2015 Leg. Assembly) • SLP 7.1.26, Professional Development **Permanent Positions:** • 4.2.4, Certificated Employee Salaries

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EFTF Topic Areas for Required Recommendations E2SSB 6195, Section 2...	**WSSDA Recommendations**
(5) The task force must also make recommendations regarding: (a) Local maintenance and operations levies and local effort assistance;	(a) Local levy amounts should only decrease to the extent that state has fulfilled its responsibility to fund compensation (per ESHB 2261 and SHB 2776). Districts should be held harmless to ensure that total funding is maintained or enhanced. To mitigate differences in local funding capability, LEA should continue to be fully funded and be commensurately adjusted to assure equity among districts. **WSSDA position citations** **Legislative Positions:** • SLP 7.1.1, Levy Lid/Levy Equalization • SLP 7.1.23, Grandfathered Inequities • Levy Rollbacks, (introduced 2013, ranked #41 by 2015 Leg. Assembly) • PLUS 3 new proposals in 2016 re: holding districts harmless during state funding transitions
(b) Local school district collective bargaining;	(b) Basic education funding is a state responsibility therefore items that fall within that definition (e.g. teacher salaries) should not be subject to local bargaining. WSSDA commits to working with all groups to encourage collaborative bargaining practices. Specific recommendations in this area include: • Transfer authority for bargaining basic education salaries and insurance benefits to the state (per amendment to RCW 28A.400.200); and implement recommendation eight from the CTWG (p.16) to limit bargaining for locally funded salary enhancements to "no more than 10%" of the state allocation. • Amend RCW 28A.400.200 to eliminate current TRI provisions and to only allow for locally funded salaries related to: - Additional recorded time needed to implement student programs outside of the state-funded contract school day. - Additional duties not funded by the state basic education allocation (e.g., instructional coaches, department chairs, etc.). - Additional recorded time for staff professional development outside of the state-funded contract school day or school year. **WSSDA position citations** **Legislative Positions:** • Statewide Bargaining for Salaries and Healthcare, (introduced in 2015, ranked #5 by 2015 Leg. Assembly) • Compensation Technical Working Group Recommendations, (introduced 2014; ranked #21 by 2015 Leg. Assembly)

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EFTF Topic Areas for Required Recommendations E2SSB 6195, Section 2...	WSSDA Recommendations
	Permanent Positions: • 4.2.3, State and Local Responsibility for Salaries • 4.2.4, Certificated Employee Salaries • 4.3.2, Collective Bargaining
(c) Clarifying the distinction between services provided as part of the state's statutory program of basic education and services that may be provided as local enrichment;	(c) Assign a bi-partisan, representative task force to study this issue and make legislative recommendations following the adoption of a fully developed basic education funding plan by the legislature. Composition of the task force should be determined to assure continuity from the work of the EFTF. **WSSDA position citations** **Legislative Positions:** • SLP 7.1.12, Full Funding of Basic Education • Compensation Technical Working Group Recommendations, (introduced 2014; ranked #21 by 2015 Leg. Assembly) **Permanent Positions:** • 3.1.4, Achievement and Opportunity Gaps
(d) Required district reporting, accounting, and transparency of data and expenditures;	(d) Collaboratively work with OSPI and school business officials (WASBO) to design a system that will provide the data necessary to evaluate school districts' use of funds from local, state, and federal sources without duplication. - Identify the cost of implementation at state and district levels and establish a funding mechanism to successfully implement when launched.
(e) The provision and funding method for school employee health benefits; and	(e) Health care benefits should be bargained and funded at the state level. They should be excluded from being negotiated in school district's collective bargaining agreements. - A task force should be established to design and implement a unified employee health benefit system similar to PEBB for all state employees. **WSSDA position citations** **Legislative Positions:** • SLP 7.6.5, Health Care Bargaining • Statewide Bargaining for Salaries and Healthcare, (introduced in 2015, ranked #5 by 2015 Leg. Assembly) **Permanent Positions:** • 4.2.8, Insurance Benefits for School Employees
(f) Sources of state revenue to support the state's statutory program of basic education.	(f) A stable and sustainable funding plan for education in Washington State is essential to comply with the state's paramount duty. While WSSDA does not feel qualified to determine the "best option" for identifying and securing "regular and dependable" funding, we fully support the EFTF to follow the groundwork laid by the Joint Task Force on Education

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EFTF Topic Areas for Required Recommendations E2SSB 6195, Section 2...	**WSSDA Recommendations**
	Funding and develop a list of potential revenue options. In addition, WSSDA has several Standing Legislative Positions that speak to our positions on revenue. Specifically, WSSDA would recommend : • Any effort to restructure the Washington State tax system to establish a stable, broad-based, flexible source of revenue for the State of Washington which is equitable and adequate, in order to ensure better educational funding as well as to provide other essential state services. • Collaboration with the State Department of Natural Resources to explore diversification of state trust land assets in the interest of providing maximum revenue for school construction costs; including creating a protected/dedicated fund for common school trust revenue. • Securing permanent elimination of the apportionment withholding of federal forest land revenues for districts eligible to receive them. **WSSDA position citations** **Legislative Positions:** • SLP 7.7.1, Tax Reform • SLP 7.1.20, Forest Revenue Apportionment Withholding • SLP 7.1.24, Impacts to Common School Funding Revenues • SLP 7.1.25, Sustainable Revenue for Education Funding **Permanent Positions:** • 3.3.3, Management of Common School Trust Lands

Again, the Washington State School Directors' Association appreciates the opportunity to share these recommendations regarding the tasks of the 2016 Education Funding Task Force. We are committed to the success of EFTF recommendations and stand ready to provide any additional input to assist in completing them.

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WSSDA
Washington State School Directors' Association

July 29, 2016

To: Washington State Legislature's Education Funding Task Force

From: Alan Burke, Executive Director
Jessica Vavrus, Director of Governmental Relations
Washington State School Directors' Association

Re: Recommendations from WSSDA on Implementing the Program of Basic Education as Defined in Statute

The Washington State School Directors' Association (WSSDA) appreciates the opportunity to provide input to the Education Funding Task Force (EFTF) that was created pursuant to E2SSB 6195 by the 2016 Legislature. This document is in response to the Task Force's request for public input on their task as outlined in E2SSB 6195, Section 2. Using the expert work of the various legislated task forces and reports since 2009, the following recommendations have been compiled using the filters of WSSDA's foundational Permanent Positions, 2016 Standing Legislative Positions, as well as our 2015 and 2016 Legislative Platforms. All of these positions form the basis of our organization's steadfast commitment to the students of Washington State and to engaging in solutions to meet our state's paramount duty in serving each of them with a high quality and equitable public education.

The overarching task defined in E2SSB Section 2 (1) requires the Task Force to, "...make recommendations to the legislature on implementing the program of basic education as defined in statute." In 2009, ESHB 2261 revised the definition of the program of basic education and established the Funding Formula Technical Working Group (FFTWG) tasked with, "...developing details of [basic education] funding formulas; recommending a schedule for phasing-in increased program or instructional requirements from the legislature; and examining possible sources of revenue to support increases in funding allocations" (ESHB 2261, Sec. 112). The bill also created the Quality Education Council (QEC) as a bi-partisan body tasked with, "recommending and informing the ongoing implementation by the legislature of an evolving program of basic education and the financing necessary to support such program" (ESHB 2261, Sec. 114). These two groups produced solid recommendations that should not be overlooked. Further, SHB 2276 (2010) was adopted by the legislature as the vehicle for defining and implementing the prototypical school funding formula based on the recommendations of the FFTWG and QEC.

WSSDA recommends that the 2016 EFTF utilize these foundational bodies of work as the foundation for "...making recommendations on the program of basic education as defined in statute". We recommend implementation of the prototypical school funding model as defined in the 2010 QEC report and enacted in SHB 2776 over the next four years. It should be noted, however, that there are programs and services that many consider essential to the program of basic education that are not currently included in the prototypical formula (such as special education, certificated and classified substitute costs, free/reduced priced meal costs, and professional development). To address these gaps, a bi-partisan

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task force (either a sub-group of the EFTF or one established by the EFTF) should be constituted to make recommendations on what precisely should/should not be considered in the basic education prototypical funding formula. Implementing the model over four years will allow sufficient time to review and adjust as necessary based on recommendations from the sub-group.

WSSDA position citations
Legislative Positions:
- SLP 7.1.12, Full Funding of Basic Education
- Compensation Technical Working Group Recommendations (introduced 2014; ranked #21 by 2015 Leg. Assembly)

Permanent Positions:
- 3.1.4, Achievement and Opportunity Gaps

With regard to the more specific topic areas the Task Force is required to make recommendations on, WSSDA respectfully submits the following input for consideration:

EFTF Topic Areas for Required Recommendations E2SSB 6195, Section 2...	**WSSDA Recommendations**
(2) Using the data and analysis provided by the consultant and the previous body of work provided to the legislature, the task force must, at a minimum, make recommendations for compensation that is sufficient to hire and retain the staff funded under the statutory prototypical school funding model and an associated salary allocation model. The recommendations must also include provisions indicating whether: (a) A system for future salary adjustments should be incorporated into the salary allocation model and if so, the method for providing the adjustment; and (b) A local labor market adjustment formula should be incorporated into the salary allocation model and if so, the method for providing the adjustment. This must include considerations for rural and remote districts and districts with economic and distressing factors that affect recruitment and retention.	• Phase-in implementation of the salary allocation model proposed by the Compensation Technical Working Group (CTWG, 2012) over four years. This time frame would provide sufficient time during the transition to review and adjust recommendations based on the current context. • Implement the CTWG recommendation (p.14) for ensuring that K-12 salary allocations keep pace with wages of comparable occupations by conducting a comparable wage analysis every four years and adjust allocation accordingly, if necessary. • Until this system is in place, make annual adjustments using the Seattle-Tacoma-Bremerton Consumer Price Index as per provisions of Initiative 732. **WSSDA position citations** **Legislative Positions:** • SLP 7.1.12, Full Funding of Basic Education • Compensation Technical Working Group Recommendations (introduced 2014; ranked #21 by 2015 Leg. Assembly)
(3) The task force must review available information to determine whether additional state legislation is needed to help school districts to support state-funded full-day kindergarten and class size reduction in kindergarten through third grade.	The needs are dire and the current resources provided in this area are insufficient. This is evidenced by the number of schools that applied for and did not receive K-3 class-size reduction funding; and the number of districts struggling with space to implement full-day kindergarten. Legislation that would accelerate resourcing of sufficient and safe facilities are at the heart of recommendations in this area: • Advance a constitutional amendment to the people that would authorize school district bond issue approval with a simple

WSSDA Position Listing: Teacher Certification, Professional Development, and Shortage Positions

2015 WSSDA Permanent Positions:

4.1.1 TEACHER CERTIFICATION

WSSDA supports:

- The basic requirement of a baccalaureate degree and teachers certification;
- State and federal requirements for highly-qualified status;
- Alternative routes to certification for individuals with professional and/or work-related expertise; and
- Continuing education requirements for educators related to their teaching assignments.

(Adopted 1987; Amended 1993, 1998, 2003, 2008)

4.1.1 STAFF DEVELOPMENT

WSSDA recommends continuous staff development through the development of policies, programs, and training at the local level based on local conditions.*(Adopted 1980; Amended 1988 and 1993, 2008, 2013)*

2016 Standing Legislative Positions:

- **7.6.11 Alternative Routes to Teacher Certification**
  WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para- Educators and other classified instructional employees to attain a teaching certificate. (Adopted 2012)

- **7.6.2 Salaries — Experience Recognition**
  WSSDA shall initiate and/or support legislation that would recognize employment experience as a registered nurse, occupational therapist, physical therapist, communication disorders specialist/speech pathologist, audiologist, psychologist, social worker, counselor or career/technical education professional in a position which requires Washington state licensing, certification or a degree that is comparable to that required for Washington state teacher certification. (Adopted 2010, Amended 2013)

- **7.6.17 Changing the Ethics Statute to Address Hiring Decisions**
  WSSDA shall initiate and/or support legislation to amend RCW 42.23.030(11) to allow second class school districts with fewer than 1,000 students to hire the spouse of a school district officer as a certified or classified employee. (Adopted 2015)

- **7.1.26 Professional Development**
  WSSDA shall initiate and/or support legislation that fully funds time and training costs a minimum of 80 hours of annual district directed or approved professional development, collaboration outside the school day, and classroom preparation time (with an additional 16 hours of cultural competency and equity education, for a total minimum of 96 hours) for each certificated classroom teacher in Washington State. (Adopted 2015, amended 2016)

2016 Newly Proposed Positions:

- **Encouraging Diverse Students to Pursue the Teaching Profession** – newly proposed in 2016 WSSDA shall initiate and/or support legislation that proactively encourages students of color, bilingual students, and/or students of diverse backgrounds to choose the teaching profession.

- **Recruit and Retain Diverse Teachers**– newly proposed in 2016 by Legislative Committee
  WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain teachers from diverse backgrounds that better reflect the student populations they serve.

- **Teacher Shortage** – newly proposed in 2016 by Yakima
  WSSDA shall initiate legislation and/or policies that remove barriers which are furthering teacher shortages and preventing districts from hiring highly effective teachers, especially those who have graduated from out of state college/university teacher preparation programs. Barrier-busters could include:
  - Promotion of state-to-state reciprocal agreements and elimination of additional testing for recent out of state graduates would significantly increase the pool of available teachers and reduce the teacher shortage.
  - Creating state level incentives for teachers to consider hard-to-staff schools would help reduce the "bidding wars" that pit one district against others.
  - Development of waivers for Class II school districts to allow for the hiring of spouses of district officers to fill teaching positions.

Strategies for the 2016 Interim:
Building Relationships and Staying Connected

Active engagement in your local communities during the interim is especially important as this is an election year. In the House, 98 seats are up for election; and half of the seats in the Senate. This time is critical for school board members to build relationships and educate current and prospective legislators about your top priorities and pressure points for the 2017 Legislative Session. This document suggests steps to take in building relationships leading into the 2017 Legislative Session and provides important web links/resources for staying connected.

Steps for Outreach and Relationship Building

- **Clarify your district's education priorities** Develop shared messages and communication materials for your board to use about your district's priorities and the implications of the 2016 session action (or inaction) on your local reality. Can you collaborate with neighboring districts on these?

- **Build and nurture relationships** Reach out to each of your legislators – incumbents and challengers. Invite them to a board meeting; offer school tours; welcome them to district celebrations; take them to coffee.

- **Gather and share information – data and facts** Help them understand what your district is facing and offer suggestions about what the Legislature can do to help alleviate challenges. Some issues to discuss include:
  - **Learning Space / School Facilities:**
    - **What challenges does your district face regarding K-12 facilities?** (Issues may include student/teacher health/safety; up-to-date learning spaces; overcrowding; financing; etc.)
    - **What is your experience with running a bond election campaign?** How might a simple majority in bond elections support your ability to make needed facilities updates?
    - **What is your district's experience with providing the learning space necessary for K-4 class size reduction and full-day Kindergarten?** What about grades 4-12?

  - **Education Funding / Compensation / Levy Reform:** Given the lack of state funding for basic education staff salaries and the continued overreliance on local levy funds...
    - **If the legislature does not act to either provide the necessary funding to augment the basic education staff salaries currently funded out of local levies or to extend the levy cliff until staff compensation is fully supported by the state, what will the impact be on your district?** How many teaching positions will be impacted? Paraprofessionals? Administrators? How has your budgeting process been impacted for this year and beyond?
    - What has been your district's experience with bargaining and contract negotiations? How might statewide bargaining for basic education salaries and health care impact your district?
    - **Why is maintenance of the Levy Lid and Local Effort Assistance (LEA) important for your district?** Once basic education costs are fully supported by the state, what will these funds provide to enhance education in your district?

  - **Great Teachers / Teacher and Substitute Recruitment & Retention:** Share data on the impacts of the teacher shortage including teacher/substitute recruitment and retention
    - **Do you have enough teachers/substitute?** Are there schools or subject areas in the district that are harder to staff than others? How many have emergency credentials?
    - **Are you recruiting qualified teachers?** Consider salaries, incentives, mentoring and support opportunities for new teachers. What has been your experience (opportunities and challenges) related to recruiting teachers from out-of-state?
    - **Are you retaining qualified teachers?** What is your turnover rate? What strategies are you using to retain teachers?

Strategies for the 2016 Interim:
Building Relationships and Staying Connected

Stay Connected!

WSSDA and other education partners in the state are committed to developing and sharing resources to help our members learn about these issues and to communicate about them effectively.

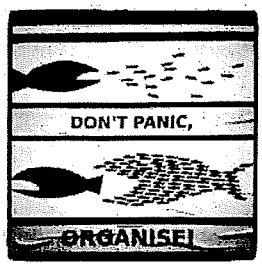
Important Links and Resources

- **WSSDA Legislative Updates** (http://wssda.org/Legislative/LegislativeUpdates.aspx)
  - Includes Legislative Session Summary documents and weekly updates/bill watch lists during the legislative session
  - Follow us on Twitter during the Session for more frequent quick updates! **#wssdaleg**
- **WSSDA Legislative Session Resources** (http://wssda.org/Legislative/LegislativeUpdates/LegislativeSessionResources.aspx)
  - Includes links to communications documents to assist school directors in sharing information about WSSDA's legislative priorities and other hot topics
- **WA State Legislature** (http://leg.wa.gov/)
  - **Legislative Committee Information** (http://leg.wa.gov/legislature/Pages/CommitteeListing.aspx) – find out who is on what committee and what their meeting agendas include. Committee pages also include staff who can be helpful when reaching out to committees on issues.
  - **Legislative Bill Tracking** (https://app.leg.wa.gov/DLR/home/) – log-in on the Legislature's web site to follow the bills you are most interested in.
- **Washington State Fiscal / Budget Information** (Fiscal.wa.gov)
  - Provides easy-to-access interactive state budget documents along with agency summary documents and spreadsheets
- **TVW** (http://www.tvw.org/)
  - TVW is a great resource where you can watch hearings live, or go to the Archives to view past hearings of interest, just select the date and committee.

Education Association Partners:

- **Washington Association of School Administrators (WASA) Legislative Updates** (http://www.wasa-oly.org/TWIO/)
  - *This Week in Olympia* (TWIO) updates to WASA members include good information that is relevant to many topics that are also relevant to school directors.
- **Association of Washington School Principals (AWSP) Legislative Updates** (http://www.awsp.org/Advocacy/LegislativeUpdate.aspx) AWSP's Weekly Legislative Updates: If you are interested in seeing legislative issues through the eyes of school principals, AWSP's updates will provide you the insight you need!
- **State Board of Education (SBE) Legislative Updates** (http://sbe.wa.gov/legislative.php#.V9_88fArI2w): The SBE's regular updates and dynamic bill tracking log are informative and based on the SBE's legislative platform.
- **Washington Education Association (WEA) Legislative Update Blog** (https://www.washingtonea.org/ourvoice/): Anyone can sign up to receive these updates that occur regularly during the legislative session and periodically during the interim.

"I always emphasized the importance of what I call gardening: developing relationships around the world by working hard with people in ordinary times.

The idea is to get out the weeds when they are small in order to develop an agenda of work that will be helpful to both parties.

When you work with people when nothing critical is at stake, you lay the groundwork for collaborative efforts when extraordinary demands are made."
(2006, George P. Schultz, Fmr. U.S. Secretary of State)