



Washington State
School Directors' Association

Legislative Update

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Senate majority unveils supplemental budget

At a [press conference](#) this afternoon, Sen. Andy Hill, R-Redmond, released a [supplemental budget](#) that included an additional \$38.2 million for technology under Materials, Supplies and Operating Costs (MSOC), along with redirecting \$97 million appropriated last session to begin phasing in a 24-credit graduation requirement.

School directors, superintendents, and finance officers advocated for additional MSOC investments in for the supplemental budget while they were in town for the annual Day on the Hill last month. The proposal would increase the technology allocation from \$82 per student to \$126 per student, and increase the total 2014-15 MSOC allocation from \$782 to \$826 per student. This will be particularly helpful as the state moves to online testing under the Smarter Balanced Assessment Consortium and implementation of new state standards.

Hill's proposal would eliminate the references to the 1,080-hour requirement for 2014-15, and would make additional changes to MSOC for grades 9-12, increase the prototypical school counselor target, and reduce the lab science class size – all in keeping with [E2SSB 6552](#) which passed the Senate February 13.

The grades 9-12 MSOC allocation for technology, curriculum and textbooks, other supplies and library materials, and for professional development for certificated and classified staff would be \$164.25 per student. In addition, the lab science class size enhancement would peg the class size at 19.98 for grades 9-12, and would add .53 high school guidance counselors per prototypical school. The State Board of Education would receive \$22,000 to develop rules for the 24-credit framework, and \$287,000 would be used to develop math and science equivalency curriculum and course modules for CTE and skill center courses to support granting academic course equivalency for these courses.

[PSSB 6002](#) would include additional funding for various programs and bills. These include:

- \$2 million for the Department of Health to support tobacco, marijuana, and e-cigarette prevention activities that serve youth in middle and high schools, and populations with a high incidence of smoking.
- \$1 million for a contract with a statewide nonprofit STEM organization.
- \$263,000 to study K-12 investments (SB 6555).
- \$200,000 to support the ongoing efforts of the school bullying and harassment prevention work group and for youth suicide prevention activities (\$100,000 each).
- \$198,000 to implement SSB 6062, the web portal for school district collective bargaining agreements.
- \$154,000 to conduct a study on how school days are used by districts (SSB 6064).
- \$128,000 to the Professional Educator Standards Board to implement SSB 6129, paraeducator development.
- \$83,000 to implement the Expanded Learning Council and related work under 2SSB 6163.
- \$66,000 to start SSB 6104, the interactive gaming public-private partnership.
- \$44,000 to implement SSB 6074, which would support students who are homeless.
- \$21,000 to support implementation of the Seal of Biliteracy (SB 6424).

In addition, the proposal would redirect \$34.2 million from the Life Sciences Discovery Fund to the education legacy account in FY15, and would signal legislative intent to redirect \$53 million from the Tobacco Settlement Account related to the “strategic contribution payment” to the education legacy account, starting in the 2015-17 biennium.

Budgets typically will have “directional” language that is valid for the time the budget is in effect. Here are a couple of the new directives:

- Starting in the 2014-15 school year, students in the foster care system or who are homeless would be given priority by districts offering the Jobs for America’s Graduates program. OSPI would convene high school staff to meet and share best practices for dropout prevention.
- Navigation 101 would be changed to “district implementation of comprehensive guidance and planning programs consistent with [RCW 28A.600.045](#).
- Starting with the 2014-15 school year, OSPI would require all districts claiming general apportionment funding for dropout re-engagement programs to meet minimum weekly instructional contact requirements. Districts would be required to provide separate financial accounting of the expenditures for the open door programs offered in district or with a provider, as well as accurate, monthly headcount and FTE enrollment claimed for basic education, including separate counts of resident and nonresident students.
- Transportation funding would be modified to specific allocations for “eligible” students under [RCW 28A.160.192](#) or for approved schools and eligible charter school students. Students would be considered “eligible” only if they met the definitions in [RCW 28A.160.160](#).
- OSPI would be required to develop and administer the biology COE within amounts appropriated, as well as create an alternative assessment for students with the most significant cognitive challenges that is aligned to the common core state standards.
- Under the Learning Assistance Program, starting with the allocation for the 2014-15 school year, the prior school year’s October headcount enrollment for free and reduced price lunch would be reported in the Comprehensive Education Data and Research System (CEDARS).
- Section 906 would create the Charter Schools Oversight Account.

Finally, as part of the 2013 list of directives, keep in mind the following studies:

- Section 608, \$25,000 to Central Washington University to identify the duties encompassed in a state-funded teacher’s typical work day, including time spent on duties that are not directly related to teaching. The report was due December 1, 2013, but CWU is still completing work on the study.
- Section 102(8), a Joint Legislative Audit & Review Committee report due December 1, 2014 on how school districts use school days. The analysis is required to analyze how school districts define classroom time, non-classroom time, definitions of how the school day is divided or used, how non-instructional hours are used, including how much time is devoted to professional development for TPEP or common core.
- Section 102(9), a JLARC study on funding enhancement formulas that provide minimum staffing unit funding to small school districts and remote and necessary schools. The report is due November 1, 2014.
- Section 102(10), a JLARC analysis of the impacts of using the Washington health benefit exchange for part-time certificated and classified K-12 public school employees. The analysis is part of a larger review of the changes to the K-12 health benefits system in the 2012 session.

The [supplemental capital budget](#) was also released. It includes a \$50 million competitive grant program based on [ESSB 6081](#), which would earmark \$25 million for STEM facilities and \$25 million for full-day kindergarten classrooms.

The Senate Ways & Means Committee will take public testimony on the proposed supplemental budgets Tuesday, February 25 at 3:30 p.m. in SHR 4 in the John A Cherberg Building.