



Office of Superintendent of Public Instruction
K-12 Financial Resources

Classified Staff Adequacy

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Overview

- **Classified staffing allocation --
Background information for QEC**
- **Maintenance and Operations**
- **Technology**
- **Goals of following presentations**



Background information for QEC

CLASSIFIED STAFF ALLOCATION

Legislative Charge

- **SHB 2776 – The [Quality Education] Council shall submit a report to the governor and the legislature by December 1, 2010, that includes: ...**
 - Recommendations for assuring adequate levels of state-funded classified staff to support essential school and district services.

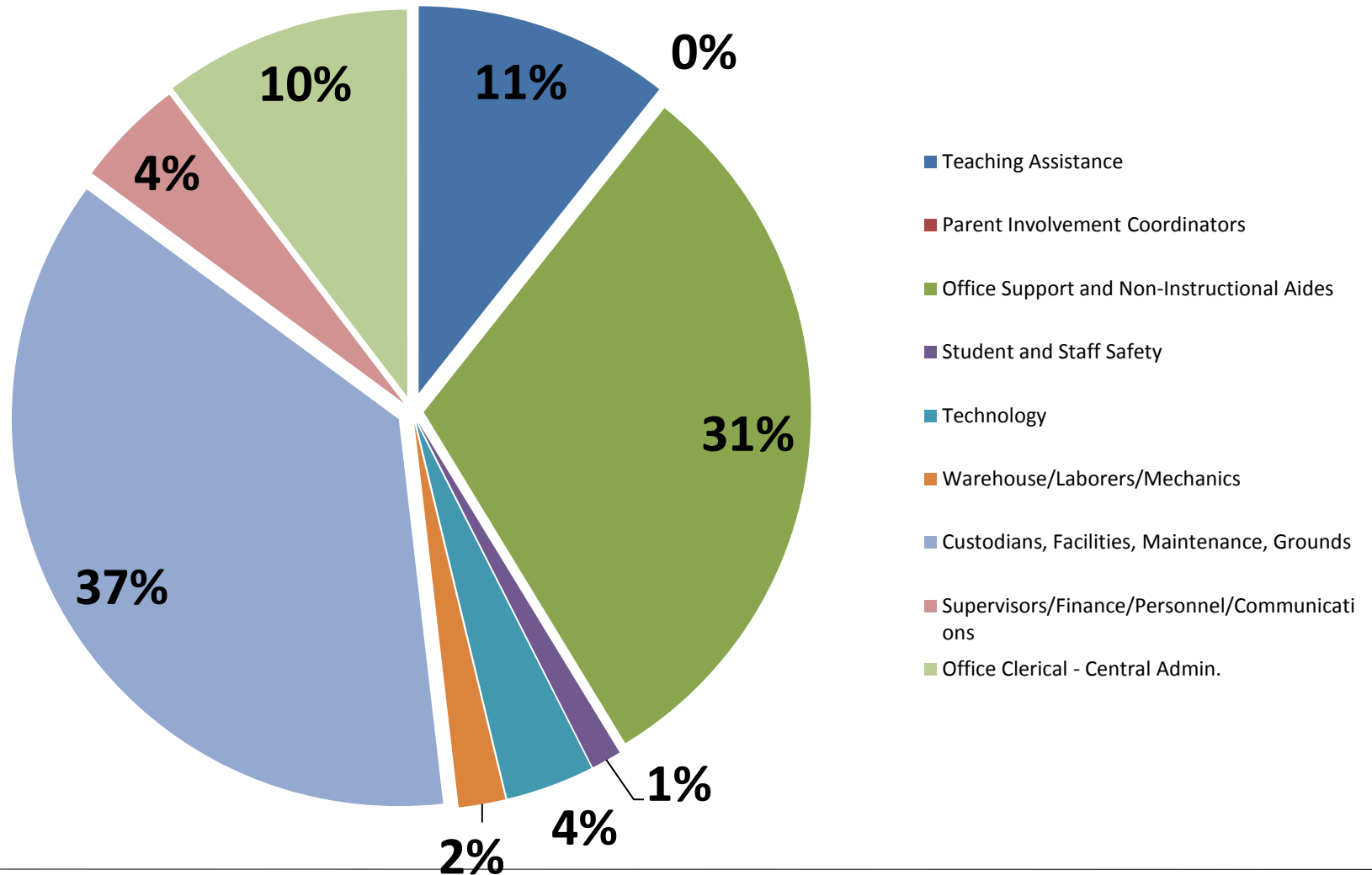


Who make up classified staff?

Staff Type	Staff Per 1000 FTE Students	% of total Classified Staff
Teaching Assistance	1.817	10.67
Parent Involvement Coordinators	.000	0
Office Support and Non-Instructional Aides	5.223	30.68
Student and Staff Safety	0.212	1.25
Custodians	4.459	26.20
Technology	0.628	3.69
Warehouse/Laborers/Mechanics	0.332	1.95
Facilities, Maintenance, Grounds	1.813	10.65
Supervisors/Finance/Personnel/Communications	0.773	4.54
Office Clerical – Central Admin.	1.765	10.37
Total Classified Staff	17.021	100.00



Percent of Classified Staff by Category



Why start with Custodial, Facilities Maintenance and Grounds Staff?

- Fundamentally, an education requires the students, the teachers and a place to learn.
- The places, the school buildings themselves, are a foundational piece in the K-12 system
 - Beginning with the one-room school houses
 - Developing into Washington's current K-12 building inventory
- Those places, as argued by the plaintiffs and found by Judge Erlick in the 2010 McCleary Case, often have:
 - "... inadequate or no bathroom facilities for students..."
 - "...antiquated infrastructure, e.g., electrical systems, which could not support computers, and poorly functioning HVAC systems."**
- Custodial, Facilities Maintenance and Grounds staff who care for these school buildings equal 37% of classified staffing

**Excerpts from the Court's Findings of Fact and Conclusions of Law at Paragraph 237.



Why also start with Technology

- Improving student access and literacy to technology has been a goal of policymakers in Washington State
- Technology is key to providing more students with individualized educational experiences either through traditional or virtual classrooms
- Student success in college or in their careers will be more and more dependent on their ability to use technology as a tool for learning and working



Goal of Following Presentations

- Provide an background information for each classified staffing activities
- Review information/data available about staffing levels, services provided, and related MSOC
- Outline steps to develop options to the QEC for adequate levels of staffing & related MSOC activities
- Determine if format and content of presentations provide QEC members with the information you need to make recommendations by December 1, 2010.

