

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
October 8, 2024
364 S Park St
Walla Walla, WA 99362

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent’s office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

Spanish Agenda / Agenda Española: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

I. CALL TO ORDER: (5:30 p.m.) *Ruth Ladderud*

II. FLAG SALUTE: *Eva Maxwell*

III. ROLL CALL:

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Ari Kim-Leavitt, Student Board Representative

IV. APPROVAL OF AGENDA: *Ruth Ladderud*

V. STUDY ITEMS: (5:35 p.m.) *Ruth Ladderud*

1. Vision 2030: Goal #2; Strategy #5 - Access to Rigorous Curriculum and Courses: *Chris Gardea, Casey Monahan and Committee Members* 2
2. Prioritizing Washington State School Directors Association Positions: *Board of Directors* 17

VI. ADJOURNMENT: (6:35 p.m.) *Ruth Ladderud*



Developing Washington's Most Sought-After Graduates
Desarrollando a los graduados más solicitados de Washington



VISION 2030

GOAL #2: STRATEGY #5

Access to Rigorous Curriculum and Courses

Yazmin Bahena, Chris Gardea, Shannon Swanson Harvey, Clayton Hudiburg, Jerry Maher, Casey Monahan, John Schumacher



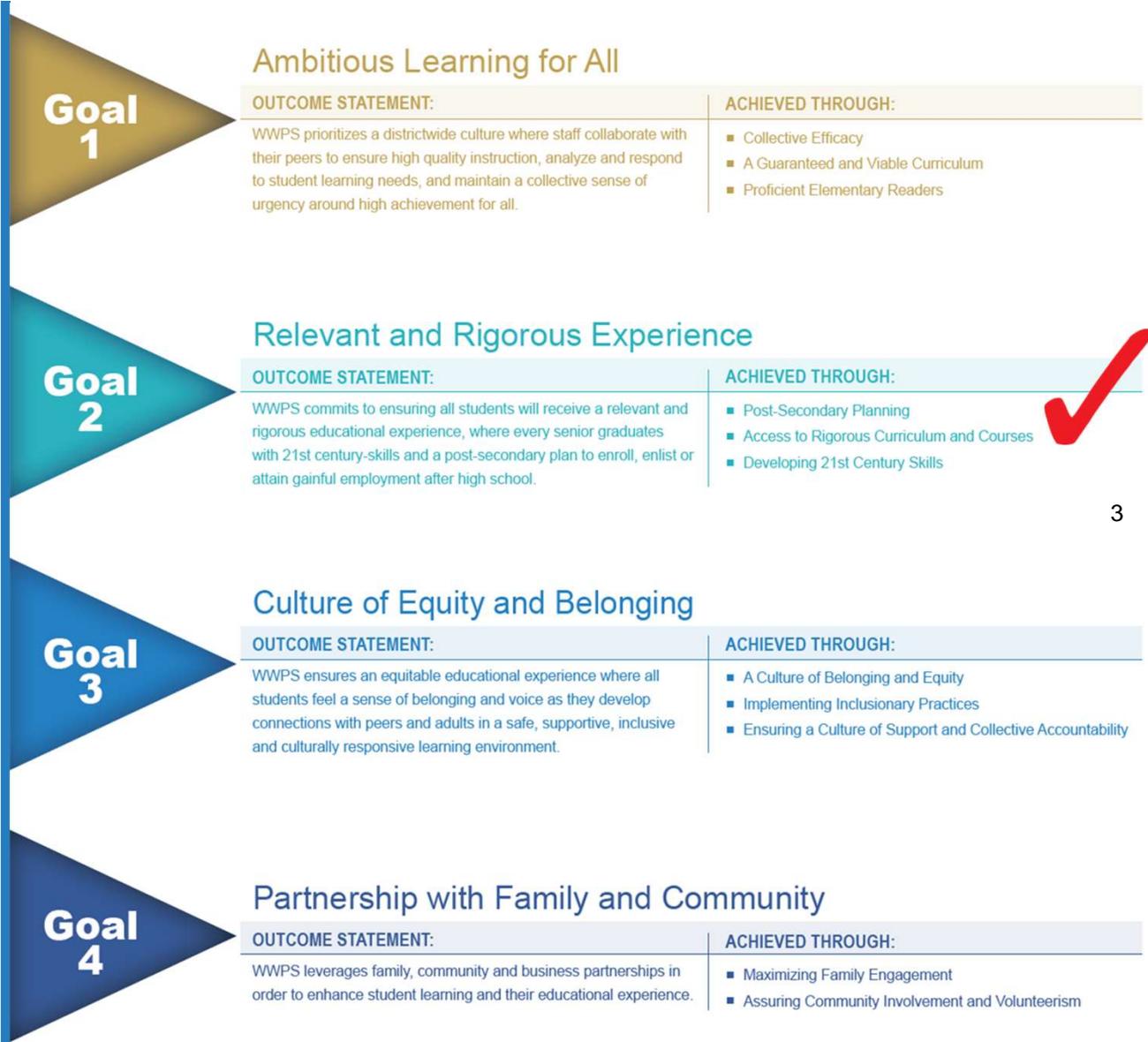
Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

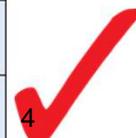
MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.





Goal	Strategy	Strategy Summary	Measurement	Board Review
Goal #1: Ambitious Learning For All	Collective Efficacy	Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning.	Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard."	May Study Meeting
	Guaranteed and Viable Curriculum	Ensure district-wide Promise Standards are taught, assessed and met for every student.	Measured/Reported: • Board review of K-5 promise standard attainment in math by standard (Winter and Spring). • Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"	December Business and June Study Meeting
	Proficient Elementary Readers	Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	• LETRS course completion data for staff • DIBELS 2 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) • Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)	July Business Meeting
Goal #2: Relevant and Rigorous Experience	Post-Secondary Plans	Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	• SchoolLinks access and utilization reporting • Graduate survey that tracks post-secondary experiences over time • Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school."	April Business Meeting
	Access to Rigorous Curriculum and Courses	Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	• Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses • Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."	October Study Meeting
	Developing 21st Century Skills	Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	• Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." • Monitor and report enrollment/participation data in financial literacy • Monitor and report the number of students/credits earned through internships	September Business Meeting
Goal #3: Culture of Equity and Belonging	A Culture of Equity and Belonging	WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.	• Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum."	February Study Meeting
	Implementing Inclusionary Practices	Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students.	• WASA IPP Teacher Input Survey (Fall/Spring) • OSPI Least Restrictive Environment (LRE) Report • Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn."	March Business
	Culture of Support and Collective Accountability	In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	• Semi-annual review of student discipline data with Board • Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school."	September and March Study Meetings
Goal #4: Partnerships with Family and Community	Maximizing Family Engagement	Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences.	• Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." • Attendance/participation at parent/family events	November Business
	Assuring Community Involvement and Volunteerism	Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	Track and Monitor for Progress Through Get Connected System: • Number of volunteers who have created accounts • Number of opportunities each school has listed • Volunteer hours per school • Volunteer feedback	August Business Meeting



Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- Access to Rigorous Curriculum and Courses
 - Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students.
 - Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting.
 - Increase access to and the number of college credit bearing classes and industry certifications available

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
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What will a successful, full implementation of this strategy look like?

- Our vision is a partnership between families and the educational community where every student has equitable access to advanced learning and college level courses, relevant personalized pathways, and supportive environments that foster curiosity, growth and success for all.

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Relevant and Rigorous Experience		Achieved Through: Access to Rigorous Curriculum and Courses		Committee Lead: Chris Gardea	
Strategy Statements: Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.					
Committee Membership: Angie Gardea, Annie Yetmez, Beth Milligan, Carina Stillman, Carrie LaRoy, Casey Monahan, Christy Krutulius, Clayton Hudiburg, David Maxwell, Ilana James, Jerry Maher, Karen Ruzicka, Kate Van Cleve, Kris Duncan, Miki Joshua, Scott Kasenga, Shannon Harvey, Tom Porter, Yazmin Bahena					
Brief Description of Committee Work and Process: The committee met multiple times since last spring. The committee reviewed current opportunities to access rigorous course work, and then compared the district's performance to that of the state on several measures. The committee worked in a whole group and small groups to finalize the plan proposed.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? In 2030, our vision is a partnership between families and the educational community where every student has equitable access to advanced learning and college level courses, relevant personalized pathways, and supportive environments that foster curiosity, growth and success for all.					
		2023-24 School Year	2024-25 School Year	2025-26 School Year	2026-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?		<u>Elementary</u> -Explore best practices and models of inclusive academic acceleration in elementary schools. -Share learnings about best practices and models with principals, staff, school board, and community with recommendations. <u>Middle School</u> -Define and provide training for embedded honors instruction and reporting practices. -Identify instructional resources and course structures to support rigorous experiences for students. -Promote opportunities to earn high school credit in middle school. -Communicate accelerated pathways options in mathematics. <u>High School</u> -Promote awareness of career pathways. -Promote college credit offerings to middle/high school staff, students and families. -Promote equity of access to rigorous coursework through registration process, social media, and teacher invitations.	<u>Elementary</u> -Provide professional learning on inclusive academic acceleration. -Support the implementation of best practices for inclusive academic acceleration. -Promote opportunities to extend learning with students and families. <u>Middle School</u> -Refine embedded honors instruction and reporting practices. -Enhance communications of embedded honors with students and families. -Leverage inclusionary practices to increase access to rigorous experiences in embedded honors. <u>High School</u> -Research core content electives offering college credit courses or increased rigor through student interest. -Research additional opportunities for industry certifications. -Promote equity of access to rigorous coursework through registration process, social media, and teacher invitations.	<u>Elementary</u> -Provide coaching and support to classroom teachers to implement academic acceleration. <u>Middle School</u> -Provide support to embedded honors teachers to offer rigorous experiences for students. -Ongoing refinement and promotion of embedded honors and high school credit bearing courses. <u>High School</u> - Adjust current course offerings based on student interests. -Expand CiHS and core elective course offerings. -Expand courses that offer industry certifications. -Promote equity of access to rigorous coursework through registration process, social media, teacher invitations.	<u>Elementary</u> -Ongoing coaching and support to classroom teachers to provide academic acceleration. <u>Middle School</u> -Ongoing support to embedded honors teachers to provide rigorous experiences. -Ongoing refinement and promotion of embedded honors and high school credit bearing courses. <u>High School</u> -Ongoing alignment and refinement of course offerings. -Promote equity of access to rigorous coursework through registration process, social media, teacher invitations.
Who are the key personnel, people who will help lead this work?		District Office Staff, Certificated Teachers, High Capable Teachers, School Counselors, Career Information Center Secretary, CTE Advisory Committees, Communication Department			
What specific resources or supports are needed to accomplish the above-described actions?		Release time, additional hours, promotional materials, curriculum materials, consultation services			
How will growth/success be measured, tracked and reported?		Annually analyze enrollment for minority and historically underrepresented students in honors, AP, and college credit bearing courses (report annually to the board) EES family survey analysis - My student is challenged with a rigorous course of study at this school EES student survey analysis -Student placement in advanced classes is not influenced by race, gender or socio-economic levels			
Estimated funding necessary	\$15,000 stipends, \$20,000 green sheets, \$20,000 materials, \$50,000 consulting/coaching				

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ACHIEVED THROUGH:

- Post-Secondary Planning
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Elementary Level

· What's working well?

- Universally screen ALL 2nd and 5th grade students with the Naglieri assessment, helping eliminate language, race/ethnicity, disability and other bias.
- Our PLC process encourages teachers to plan for supporting students who have already mastered content
- Intentional grouping (Clustering) of Highly Capable students at their home school is improving
- Shannon Swanson Harvey offers ongoing professional learning for WWPS teachers
- Math acceleration for 5th grade students continues to be supported through Teaching & Learning

· What's coming up?

- Teachers and district staff attending National Association for Gifted Children Convention
- Continue to refine and expand math acceleration offerings
- Professional learning for principals and learning specialists about the strategy of Clustering
- Leveraging inclusionary practices to support teachers in planning rigorous learning experiences for Highly Capable students

· Challenges and/or roadblocks?

- Professional development time and ability to support all identified areas
- Prioritizing professional learning around new core materials
- Disconnect between Clustering and Tracking or Leveling
- Systematic math acceleration does not start until 5th Grade

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Middle Level

·What's working well?

- More Social Studies and Science teachers embracing embedded honors
- Enhanced communication with students and families about the purpose and structure of embedded honors
- Explicitly connecting embedded honors instructional practice to UDL strategies
- Summer training for middle school embedded honors teachers

·What's coming up?

- Updated reporting and recognition for students who earn the honors designation
- Social Studies and Science teachers provided release time, as requested by them, to collaborate and increase rigor and enrichment in their classes
- 8 embedded honors teachers have joined the UDL Cohort

·Challenges and/or roadblocks?

- Explicit parent involvement in course registration process at middle school
- Students and families knowledgeable about accelerated opportunities at the middle school
- Vertical teaming around the progression of rigor

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High School Level

• What's working well?

- More students earning college credits while in high school
- Increased parent involvement in the registration process
- Increase in CiHS, AP, and Dual Credit offerings
- New dashboard allows us to assess race/ethnicity access gaps

• What's coming up?

- Registration process for CiHS and AP exams for 2024-25
- Approval process for new course offerings for 2025-26
- Advising of students and families on course registration process by leveraging College and Career Navigators

• Challenges and/or roadblocks?

- Point of contact changes at higher education institutions
- Staffing constraints – for singleton courses resulting alternating years when courses are offered
- Delay in submission and posting of scores for college bearing courses
- Grant funding no longer available for AP testing reimbursements

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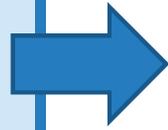
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- How will growth/success be measured, tracked and reported?
 - Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses (report annually to the board)
 - EES family survey analysis
 - My student is challenged with a rigorous course of study at this school
 - EES student survey analysis
 - Student placement in advanced classes is not influenced by race, gender or socio-economic levels

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Strategic Plan Interactive Dashboards Now Live on Website



Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

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HOME > DISTRICT > STRATEGIC PLAN > GOAL 2

Vision 2030

- Goal 1
- Goal 2**
- Goal 3
- Goal 4

Vision 2030 Process
Previous Strategic Plans

Goal 2

Relevant and Rigorous Experience

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Post-Secondary Plans

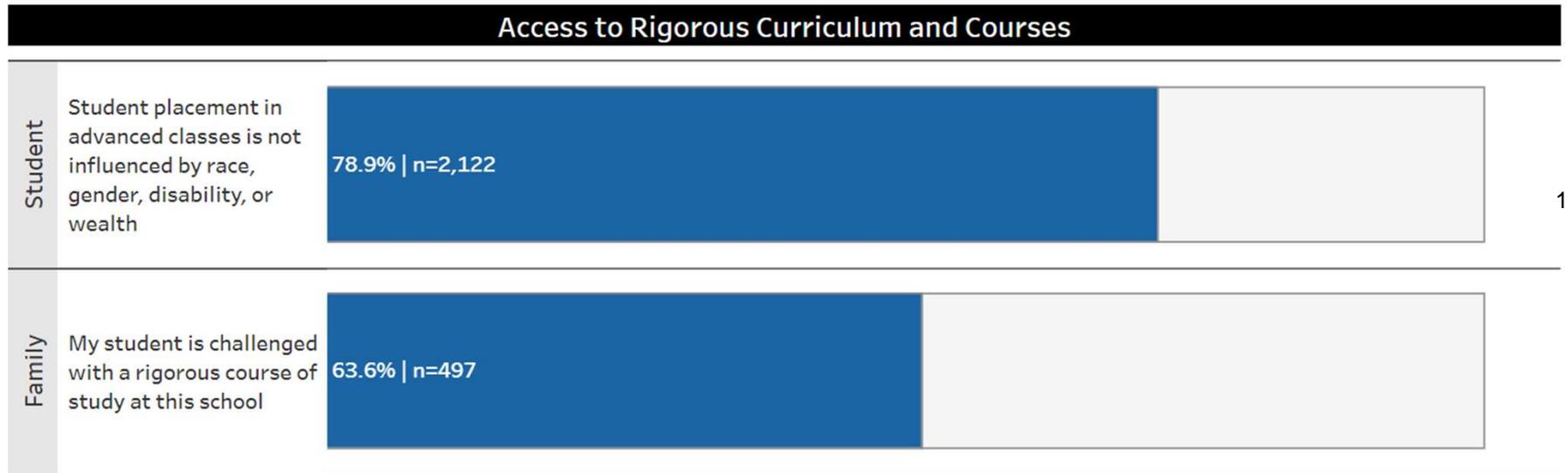
Guardian Logins & Annual Approvals

Metric	Percentage
Logins	23.2%
Approvals	35.4%

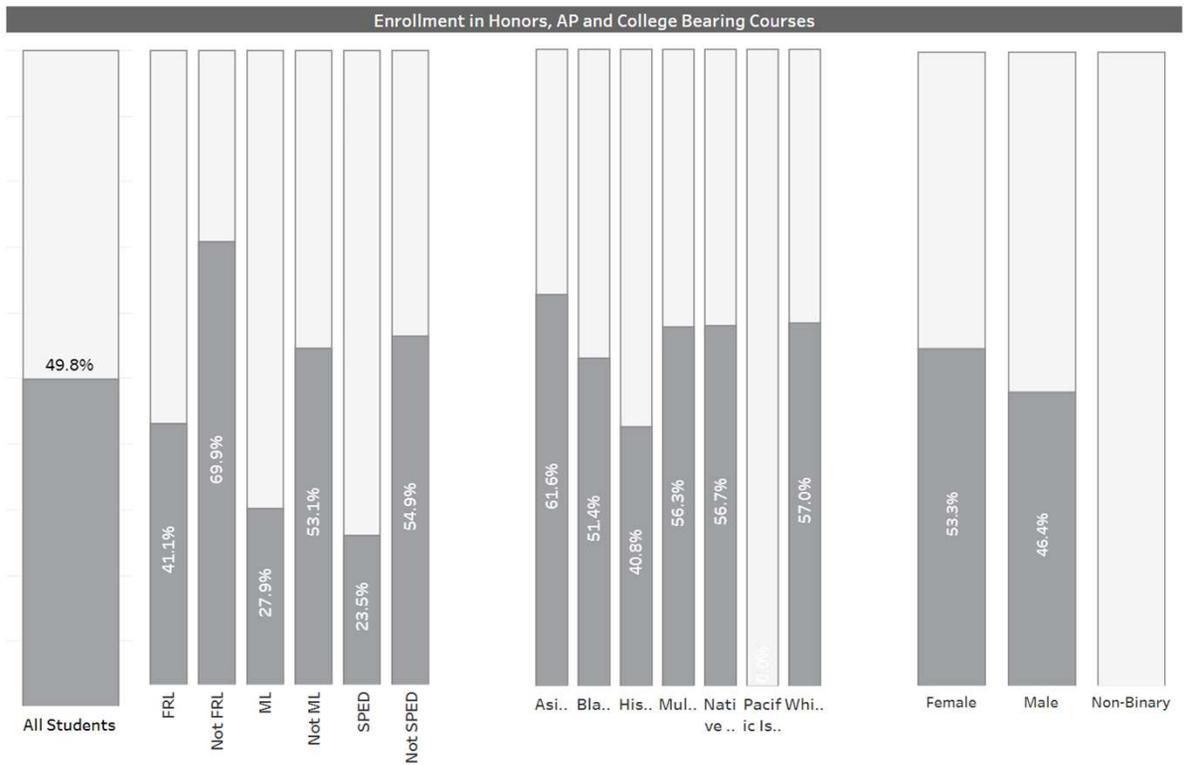
Student

Adults in this school help me plan and set goals for my future: 55.1% | n=2,108

Monitoring Data for Improvement (23-24 Data)



Monitoring Data for Improvement (23-24 Data)



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■ Questions?





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Positions

Academic Rigor and Equity in Public Education

WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions to provide additional opportunities to access rigorous coursework to prepare students for careers and college, including but not limited to transition classes, work-based learning, equivalency courses of study, and competency-based crediting.

Category: Learning

Type: Legislative

Adopted: 2018

Amended: 2019

Administrators for Small Schools

WSSDA shall initiate and/or support legislation that would assure a minimum level of funding for key functions required in all school districts, including administration, counseling and student support, operation of facilities and other necessary functions. WSSDA should work to achieve a goal of ensuring all districts, regardless of their size, are able to provide an equitable education for their students.

Category: Staff

Type: Legislative

Adopted: 1990

Amended: 2022

African American Studies Workgroup

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding to implement the recommendations and next steps in the 2020 report from the African American Studies Workgroup.

Category: Funding and Allocations

Type: Legislative

Adopted: 2024

Allowing Submission of a Two-year Budget to OSPI

WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget.

Category: Funding and Allocations

Type: Legislative

Adopted: 2016

Ample Funding for High-Poverty Schools

WSSDA shall initiate and/or support state and federal legislation that would provide full, ample, sustainable, and equitable funding for programs and services for each student who is economically disadvantaged to close achievement and opportunity gaps. As part of this funding,

OSPI should alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically disadvantaged. An even higher level of funding should be provided to schools with high concentrations of economically disadvantaged students.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Amended: 2024

Amplify Funded Staffing Levels

WSSDA shall initiate and/or support legislation that provides for the full, ample, sustainable, and equitable (based upon student need) funding of salaries, benefits, and pension programs for minimum, appropriate staff levels for the following necessary functions for all districts:

- Teaching and learning staff: teachers, teaching assistants, instructional coaches, librarians, English Learner/Multilingual Learner (MLL) instruction, occupational therapy/physical therapy staff, and special education support staff.
- Building administration and support staff: principals, assistant principals, deans, counselors, credit recovery/academic support staff, McKinney/Vento liaisons, psychologists, nurses, front office and department support staff, custodians, safety and security staff, social workers, and family engagement coordinators.
- Central administration and operational support staff: superintendent, teaching and learning director, finance director, equity director, operations director, teachers on special assignment (TOSAs), assessment and data support, human resources, payroll and benefits staff, IT and technology, facilities/maintenance/grounds, warehouse/laborer/mechanics, bus drivers, nutrition and food service staff.
- Substitute staff needed to support student learning and continue daily operations.

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amplify, fully, and sustainably fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full- and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Amplify, fully, and sustainably fund the cost of substitute staff needed to fulfill staff leave obligations of the Paid Family and Medical Leave Act, increasing the number of days and the daily rate with a regionalization factor applied, to meet the actual costs incurred by districts.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.

- Ensure that no school district is adjacent to another with a difference of regionalization factors greater than 2%.
- Fully, amply, sustainably, and equitably fund staffing for high-poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with the K-12 Basic Education Compensation Advisory Committee's recommendations.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Amended: 2024

Artificial Intelligence Technology

WSSDA shall initiate and/or support legislation that establishes the following for generative artificial intelligence (AI) technologies:

- Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.
- A regulatory authority that establishes, and provides ongoing oversight of, standards for ethics, content, interaction requirements, and privacy for these technologies
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.

Category: Learning

Type: Legislative

Adopted: 2023

Amended: 2024

Assessed Valuation Basis for Local Effort Assistance

WSSDA will initiate and/or support legislation that bases a district's amount of Local Effort Assistance (LEA) on the prior year's property values thereby removing a possible negative financial impact on a district's already approved budget due to increases in property valuation.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Attorney/Client Privileges

WSSDA shall oppose legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product materials and other communication between a school district and its legal counsel.

Category: Governance

Type: Legislative

Adopted: 2014

Attract, Recruit, and Retain Diverse School Board Directors

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve on local school boards;

- to better reflect the student populations that they serve; and
- to encourage equity across the state and remove barriers that inhibit participation on local school boards.

This shall include, but shall not be limited to:

- Proactively promote and encourage working parents, parents with younger children, and/or single parents; Black, Indigenous, and all community members of color; immigrant and multilingual residents; LGBTQIA+; and/or community members of all abilities to explore potential service as a school board director. For example,
 - Announce and inform the community about upcoming elections using the languages most commonly spoken by families in each district.
 - Provide information to the community on the process and requirements of standing for election.
 - Provide informational sessions to the community on the duties and time commitments of school board directors.
 - Simplify the qualifications necessary to serve on a local school board, to broaden the eligible candidate pool; eliminate the citizenship requirement to allow permanent, legal residents to serve.
 - Enhance the ability of all districts (especially small, low-density or low-income districts) to attract and retain a diverse school board by:
 - Allowing school districts the option of providing a school board director salary to eliminate a resource barrier.
 - Requiring that the choice around receiving compensation is an opt-out, instead of an opt-in, process to ensure all board members are aware of compensation options and availability.
 - Allowing school board directors to access school district or state elected official benefits by clearly defining school board directors as elected officials associated with their school district or OSPI, or elected officials as part of a state entity, to eliminate a resource barrier.
 - Provide an orientation, onboarding and/or mentoring process to assist new board members in learning their role, duties, and the landscape of the district.
 - Providing, or reimbursing for, child care to board members during all school board functions and to the community during all public meetings, to eliminate a barrier to participation of parents and guardians.
 - Requiring continued, optional virtual or telephonic participation in school board duties, to eliminate distance and travel barriers.

- Encourage flexibility around the scheduling of board meetings and other functions.
- Initiating and maintaining state funding to provide equitable distribution of school board director salary, benefits, and childcare.

Category: Staff

Type: Legislative

Adopted: 2021

Attract, Recruit, and Retain Diverse Staff

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds that better reflect the student populations served in each district. Strategies should encourage equity in staffing across the state, remove barriers that further staffing shortages, and be developed in a process that includes and centers those with the personal lived experiences underrepresented in education staff across the state, including efforts to ensure the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.

For teachers:

- Promote state-to-state reciprocal agreements and eliminate additional testing for out-of-state graduates/credential holders to significantly increase the pool of available teachers and reduce the teacher shortage.
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.
- Hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change Professional Educators Standards Board (PESB) rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.
- Maintain or increase funding for alternative routes to:
 - Teacher certification that allow pathways for classified instructional employees (paraeducators) to attain a teaching certificate, and
 - Principal certification that allow districts the option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district prioritizing staff who are representative of the student population in the district, staff of color, or multilingual staff.
- Link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special education, math, science, and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.
- Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

For paraeducators:

- Remove the requirement of an Associates or Bachelor's degrees as a prerequisite for a paraeducator to work in any program.
- Increase allocation for paraeducators in the prototypical funding model.
- Establish and fund minimum paraeducator professional development requirements.

For all staff:

- Develop pathways for identifying, codifying, and addressing racism, sexism, and other offensive acts experienced by diverse prospective candidates, current employees, and separated employees.

Category: Staff

Type: Legislative

Adopted: 2022

Bargaining / Negotiations

WSSDA shall initiate and/or support legislation which would exclude the following from being negotiated in school district's collective bargaining agreements:

- Health benefits
- School calendar

Category: Staff

Type: Legislative

Adopted: 1979

Amended: 2016

Budget Stability

WSSDA shall initiate and/or support legislation which would ensure that funding of school district operations and program obligations necessary to deliver the program of basic education (i.e., state transportation, special education, MSOC) is maintained or enhanced during:

- State budget cuts: No school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)

Category: Funding and Allocations

22

Type: Legislative

Adopted: 2016

Amended: 2022

Capital Construction Grant Programs

WSSDA shall initiate and/or support legislation phasing in expansion of capital construction grant programs to include districts with a headcount of up to 3000 resident students, using a needs-based formula.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2023

Career and Technical Education Funding

WSSDA shall initiate and/or support legislative action that will fully, amply, and sustainably fund career and technical education programming, including within the Alternative Learning Environment (ALE) framework. This must include appropriate instructional and support staff, equipment and facility remodeling.

Category: Funding and Allocations

Type: Legislative

Adopted: 2011

Amended: 2022, 2024

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.

Category: Staff

Type: Legislative

Adopted: 2015

Charter Schools under Locally Elected School Boards

WSSDA shall initiate and/or support legislation that authorizes charter schools be formed only under the governance of existing locally elected School Boards of Directors.

Category: Governance

Type: Legislative

Adopted: 2015

Class Size Reduction Funding

WSSDA shall initiate and/or support legislation to fully, amply, and sustainably fund any and all components associated with mandated class size reductions, including required K-3 class-size ratios, provisions for staffing, property acquisition, and construction of facilities. Should educational classroom space not be available, local districts should continue to be granted

funding and flexibility to hire K-3 classroom staff to reach class size reductions despite a shortfall in the availability of classrooms.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2018

Amended: 2019, 2024

Clean Buildings Act Funding

WSSDA shall initiate and/or support legislation to fully fund components associated with mandated Clean Buildings Act compliance, including but not limited to existing building energy benchmark audits, planning and design, permitting, construction, commissioning, and monitoring. Compliance requirements should consider a district's long-range facilities plan and provide exemptions for buildings that are scheduled to be modernized or replaced within certain timeframes.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2024

Climate Impact Mitigation Assistance

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2022

Amended: 2024

Community Secession from School Districts

WSSDA shall initiate and/or support legislation and/or policies that requires communities interested in seceding from their local school district to enter into negotiations with that school district to reach an agreement acceptable by all parties before the secession becomes final.

Category: Governance

Type: Legislative

Adopted: 2017

Comprehensive School and Student Safety

WSSDA shall initiate and/or support legislation to increase and ensure student experience of physical, social, and emotional safety. Legislation should include requirements for student voice in policy development, parent notification, increased scope and frequency of staff training, enforcement of student safety requirements, and creation of accountability for all staff and volunteers, as determined by district leadership in consultation with community.

Category: Learning

Type: Legislative

Adopted: 2021

Consolidation of School Districts

WSSDA believes that consolidation of local school districts should occur only through a process of voting by the affected citizens and not by legislative mandate.

Category: Governance

Type: Legislative

Adopted: 1982

Amended: 2017

Digital Education Access for All

WSSDA shall initiate and/or support legislation at the state and federal level that recognizes that access to technology is core to basic education and must ensure that every student and staff member at every school in every district has full access to reliable, robust, and affordable broadband and the up-to-date devices and software necessary for digital access. A comprehensive, fully, amply, and sustainably funded program for universal digital education should include at least the following:

- Identification of remote and hybrid learning as a valid modality in public education alongside full-time, in person learning.
- Authorization for districts to offer remote instruction as a district or as part of a cooperative with other districts.
- Authorization for students to choose a modality or combination of modalities without loss of opportunity.
- Support for all modalities at the FTE levels defined for in-person learning, including all supplements.
- The infrastructure availability in all areas of the state, with immediate emphasis on those areas not currently served (digital deserts), or underserved, regardless of location (rural, urban, suburban).
- Opportunities for a variety of providers including private, governmental, and private-public partnerships.

- Regulations and policies that promote fair and accurate assessment of coverage and support the appropriate entity providing service in an area, particularly unserved or underserved areas.
- Robust bandwidth and speed, ease of use and portability.
- Commitment to significant, long-term investments in infrastructure, including requirements and incentives for investment under the Growth Management Act (GMA).
- Provision of a “current model” digital device to every student and educator.
- Ongoing professional development for educators to maximize digital learning for students.
- Ongoing maintenance, upgrading and replacement of devices.
- Promote policies that support districts being able to become Authorized Service Provider (ASP) or contract with a local Authorized Service Provider (ASP).
- Establishment of a statewide education technology standard established by OSPI, in consultation with its K-12 technology advisory committee, including sufficient technology capacity to successfully administer mandates for assessments, student graduation requirements and other data required of schools and districts.
- Full, ample, and sustainable funding of technology in school districts, as part of basic education.

Category: Learning

Type: Legislative

Adopted: 2022

Amended: 2024

Education and Funding for Gifted Student Programs

WSSDA shall initiate and/or support legislation which would assure funding for the education of gifted students at a level of 10 percent of the student population, place that funding within the basic education allocation system and set a minimum number of students to be funded in small school districts.

Category: Learning

Type: Legislative

Adopted: 1987

Amended: 2005

Employee Dismissal

WSSDA supports legislation to provide districts with a reasonable process by which to terminate certified staff, yet protect terminated staff's due process rights. Pre-termination due process should be streamlined so that the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process.

Category: Staff

Type: Legislative

Adopted: 2016

Enhanced Funding for Transitional Bilingual Education

WSSDA shall initiate and/or support the recommendations of the Quality Education Council (QEC) for funding and instructional hour increases for the Transitional Bilingual Instruction Program as outlined below:

- Continue to increase hours of English language development instruction for students in English proficiency levels 1-3 (as measured by the annual state based English proficiency exam) and to provide six to eight instructional hours per week for grades 6-12.
- Provide two years of three additional hours of English language and academic support instruction for exited students (level 4 students in all grades) per week.
- Increase funding to support this as outlined by the QEC.

Category: Funding and Allocations

Type: Legislative

Adopted: 2016

Amended: 2022

Enrichment Programs

WSSDA shall initiate and/or support legislation that supports full funding of (1) enrichment programs, such as the Advancement via Individual Determination (AVID) program in secondary schools and (2) district data collection and reporting, in partnership with enrichment program enrollment eligibility, race/ethnicity, gender, and enrollment in special education/504, free and reduced lunch, multilingual programs, and other relevant equity metrics.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Enrollment Decline

WSSDA shall initiate and/or support legislation that would lessen the negative fiscal impact when districts are adversely impacted by a dramatic decline in student enrollment.

Category: Funding and Allocations

Type: Legislative

Adopted: 2010

Equitable Funding for Regionalization and Staff Mix

WSSDA shall initiate and/or support legislation that improves the regionalization funding model and the staff-mix/experience factor funding model consistent with the 2022 recommendations from the K-12 Basic Education Compensation Advisory Committee (also known as the Rebase Committee).

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Equitable School Funding

WSSDA shall oppose legislation resulting in reduction to state education funding, if impacts fall inequitably among students persistently and disproportionately impacted by opportunity gaps.

Category: Funding and Allocations

Type: Legislative

Adopted: 2020

Equity in Remediation Money

WSSDA shall initiate and/or support federal legislation that allows for flexibility in the delivery of remedial money for Title I services by allowing the use of state dollars to remove the gap created by differing federal Title I funding formulas in per student funding in order to mitigate inequities in Title I funding.

Category: Funding and Allocations

Type: Legislative

Adopted: 2015

Amended: 2018

Equity-Based Education System

WSSDA shall initiate and/or support legislation that requires an equity analysis, conducted by those with personal lived experience relating to the equity topic-area and/or student population most impacted, of any education bills and processes, including the support of ethnic/cultural studies. In this context, equity is defined as providing each student with the policies, practices, and resources they need to be successful throughout the P-12 education system. The highest priority will be given to students shown to be experiencing the largest gaps in opportunity, services, and support.

Category: Learning

Type: Legislative

Adopted: 2019

Amended: 2022

Equity-Based PK-12 Education System

WSSDA shall initiate and/or support legislation that establishes an equity-based educational funding model, determined by student need, for PK-12 education in Washington state. The ultimate outcome should be that no students suffer from inequities with this model, especially those who are persistently and disproportionately impacted by opportunity gaps. Every student, especially those who are marginalized and disadvantaged, must have access to the necessary support for social, emotional, and mental health, special education, safety and security, and English language learning needs, all of which can only be accomplished through an equitable staff funding allocation model. It should include an additional funding factor for necessary, rural, and/or remote small schools, which by their very nature are usually significantly underfunded. This transformative model should serve each and every student to reach their full potential. This model should include,

at a minimum, a biennial review and needed revision of the various funding formula factors contained within it.

Category: Funding and Allocations

Type: Legislative

Adopted: 2021

Amended: 2023

Exempting Fund Balance

WSSDA shall initiate and/or support legislation that exempts district fund balances from supplanting shortfalls in state funding.

Category: Funding and Allocations

Type: Legislative

Adopted: 2014

Expanding Access to and Equitable Funding for all Dual Credit Options

WSSDA shall initiate and/or support legislation that provides a full, ample, sustainable, and equitable funding system for student and district costs associated with all of Washington's dual credit options.

Category: Funding and Allocations

Type: Legislative

Adopted: 2021

Amended: 2022, 2024

Expansion of Work-Based Learning Opportunities

WSSDA shall initiate and/or support legislation to encourage the expansion of work-based learning and pathways for high school students. By offering tax incentives to businesses participating in the Washington State Apprenticeship Training Program and/or expanding the B & O tax credit currently offered to businesses by the Washington State Board for Community and Technical Colleges for training allowances to include high school students.

Category: Learning

Type: Legislative

Adopted: 2019

Amended: 2020

Federal Communications Commission (FCC) and Educational Broadband Service

WSSDA will support federal legislation that prohibits the Federal Communications Commission (FCC) from establishing any rule that diminishes the use of the Educational Broadband Services (EBS) ability to promote student achievement and preparation for global competitiveness. WSSDA will advocate with the Department of Education to the FCC to protect the EBS.

Category: Governance

Type: Legislative

Adopted: 2019

Federal DREAM Act

WSSDA shall initiate and/or support the enactment of a process allowing immigrant students a path toward becoming lawful U.S. residents.

Category: Governance

Type: Legislative

Adopted: 2014

Federal Funding for Unique Programs

WSSDA supports continuation and full federal funding for programs designed to address unique school district demographics and needs. This includes but is not limited to the federal Secure Rural Schools and Impact Aid programs.

Category: Funding and Allocations

Type: Legislative

Adopted: 2019

Federal Impact Aid Program

WSSDA will advocate for continued strong funding and timely appropriations for all line items of the Federal Impact Aid Program, including Basic Support and Federal Properties, to ensure all federally connected school districts can provide quality education to their students.

Category: Funding and Allocations

Type: Legislative

Adopted: 2021

Federal Poverty Rate Calculation

WSSDA shall initiate and/or support legislation and rulemaking that will redefine the federal calculation of poverty for students and education funding to be based on regional poverty levels instead of the national average.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Firearms-free schools

WSSDA shall oppose any changes that weaken the intent of the Gun-Free School Zones Act of 1990, the Gun-Free Schools Act of 1994, or RCW 9.41.280.

Category: Learning

Type: Legislative

Adopted: 2018

Fiscal Nonrenewal Date

WSSDA shall initiate and/or support legislation to change the staff non-renewal notification deadline to May 15 or 30 days after the budget becomes law.

Category: Staff

Type: Legislative

Adopted: 1993

Amended: 2017

Fiscal Notes and Unfunded Mandates

WSSDA shall initiate and/or support requiring 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 that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that would impact educational programs or services. WSSDA supports requiring K-12 related legislation to have a null and void clause, eliminating the mandates, if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

Category: Funding and Allocations

Type: Legislative

Adopted: 1978

Amended: 2017, 2024

Forest Revenue Apportionment Withholding

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.

Category: Funding and Allocations

Type: Legislative

Adopted: 2013

Full Funding of Basic Education

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds and implements all aspects of Washington's Program of Basic Education including all graduation requirements as established in RCW 28A.150.200. Materials, supplies, and operating costs shall be included in the funding of basic education.

Category: Funding and Allocations

Type: Legislative

Adopted: 2012

Amended: 2020, 2024

Full Support of Basic Education in Extreme Circumstances

WSSDA shall initiate and support policy and legislation to ensure that districts can meet the basic education needs for all students, including but not limited to those with disabilities and special learning needs during declared emergencies, including funding gaps created by the emergency circumstances and shortfalls in responsive funding.

Category: Learning

Type: Legislative

Adopted: 2020

Amended: 2021

Fund Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need

WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need.

Category: Funding and Allocations

Type: Legislative

Adopted: 2016

Amended: 2018

Funding for Unique and Necessary Programs

WSSDA shall initiate and/or support local and federal legislation that supports full, ample, and sustainable funding of unique and necessary programs. Fully, ample, and sustainable funding of P-12 programs that enhance student learning should include, but not be limited to, the following:

- World Language Programs
- Enrichment Programs
- Early Childhood Education and Kindergarten Preparedness, including Transition to Kindergarten

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Amended: 2023, 2024

Funding Safe, Healthy, Contemporary School Buildings

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system to amply fund safe, healthy, and contemporary school buildings. To

achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts and TERO tax on native reservations for all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, design and engineering fees, permitting life cycle cost analysis, and building commissioning; uses the national average for the square footage required for modern schools and the true market cost per square foot to construct, and renew schools that will remain safe, healthy, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- Fund construction costs resulting from new legislation and changes in class size or graduation requirements at an enhanced level to enable districts to quickly meet the new requirements.
- Review and reduce regulations regarding construction and siting of school facilities that do not contribute to student learning; health and safety; and the affordability of siting, constructing, and maintaining school facilities.
- Remove the 30-year moratorium on School Construction funds for a building that was modernized and received prior SCAP funding if the need is to accommodate growth and add more space for unhoused students.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- Revisions in the current calculation of "instructional space" so school districts are not penalized by the loss of any state construction funding due to the facilities partnership.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2022

Amended: 2024

WSSDA shall initiate and/or support legislation that requires tribal consultation of any education bills and processes, including the support of ethnic/cultural studies and programs. In this context, tribal consultation is a legal requirement designated to recognize government-to-government relationships and protect American Indian and Alaskan Native historical and cultural resources.

The resources allocated for each student will be based upon reputable cultural, history or language studies and evidence of the actual cost to support the success of each American Indian and Alaskan Native student. In the implementation of the system, the highest priority will be to engage in meaningful, timely and ongoing tribal consultation and support persistently underserved students and close opportunity gaps.

Category: Governance

Type: Legislative

Adopted: 2020

Graduation Requirements & Pathways

WSSDA shall initiate and/or support legislation that clarifies the minimum graduation requirements, to include:

- Reducing total credits required for graduation to 20 credits.
- Define the minimum components of a High School and Beyond Plan (HSBP) which is freely accessible online for students, families, and districts.
- Provides multiple pathways options.
- Expand career and technical educational opportunities.
- Support the implementation of the Mastery-Based Learning Working Group recommendations submitted to the Legislature in December 2020.
- Allow for other course equivalencies for personalized pathways.
- Award a high school diploma based on successful attainment of state-mandated credit requirements.

Category: Learning

Type: Legislative

Adopted: 2022

Amended: 2023

Gun Violence Prevention

In the interest of school safety, WSSDA shall support legislation calling for gun violence prevention.

- Promote gun violence prevention, adequately funds public-health research and education on firearms-related issues, and materially advances the coordinated delivery of mental health prevention and intervention programs between schools and communities, as they are likely more effective than stand-alone programs.
- Rejects arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm

educators or staff.

- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.

Category: Learning

Type: Legislative

Adopted: 2019

Immigration Status

WSSDA opposes any legislation that would require school districts to inquire into the Immigration status of a student or his/her family, or exclude students based on their actual or perceived immigration or citizenship status.

Category: Governance

Type: Legislative

Adopted: 2014

Impacts to Common School Funding Revenues

WSSDA shall oppose legislation that negatively impacts funding revenues that are traditionally used to support common schools, such as impact fees, collection timing, and property tax capacity. WSSDA supports legislation for impact fee flexibility that would allow renovation to extend the life of an existing facility.

Category: Capital Facilities & School Construction

Type: Legislative

Adopted: 2014

Amended: 2015

Increase Amount and Flexibility of Funding

WSSDA will initiate and/or support legislation that provides enhanced funding and greater flexibility in the use state and federal funds to address the effects of any declared state or federal emergency situation for school districts and their staff and students, including, but not limited to transportation, cleaning and sanitizing buildings and equipment, distance learning, staff professional development and supports for distance learning, student learning loss, mental health supports for students and staff.

Category: Funding and Allocations

Type: Legislative

Adopted: 2020

Amended: 2021

Insurance Premiums

WSSDA shall initiate and/or support legislation that requires the state to fully fund any increases in the cost of insurance premiums in excess of inflation, particularly those that result from changes to

state law made by the state legislature.

Category: Funding and Allocations

Type: Legislative

Adopted: 2024

Language Access

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds language translation services and visual/audio communication tools, supports, staffing, and training to implement and support the language access requirements in RCW Chapter 28A Sections 183 & 710.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Amended: 2024

Law and Liability

WSSDA shall initiate and/or support legislation that would reimburse school districts for costs of civil actions related to a declared state of emergency, including retroactive applicability provisions and safe harbor for compliance with regulations, executive orders, or public health guidance. Legislation should limit the civil liability of public-school districts from lawsuits to protect the economic resources of state school districts, safeguard the investment of taxpayers therein, and/or shield districts from liability for civil damages resulting from acts committed by staff or their students that are outside of the district's control or knowledge.

Category: Governance

Type: Legislative

Adopted: 2022

Levy Authority and Local Effort Assistance

WSSDA shall initiate and/or support legislation that eliminates inequities and the differential access of school districts across the state to access levy and levy equalization (Local Effort Assistance, LEA) resources resulting from EHB 2242 (2017) by:

Maintaining the ability for school districts to access local, voter-approved levy funding and, revising how levy authority is calculated to be based on a designated percentage of each school district's budget, and reinstating and fully, amply, and sustainably funding LEA as originally conceived in 1989 (50 percent levy equalization as a 'floor' for equalization funding) with the goal of equalizing 100 percent of the total amount levied.

However, if the current policy in EHB 2242 is maintained, levy and LEA policy needs to be adjusted by:

- Raising the amount of maximum levy funding available to districts from \$1.50/1,000AV to \$3.00/1000AV, up to \$3,000 per student;
- Increasing the LEA from \$1,500 per-pupil to \$3,000 per student to provide equity in per-pupil levy amounts across the districts; and
- Aligning the growth factors used to calculate levy and LEA annually to assure greater stability and reliability.

All state levy and LEA policies must also minimize and fund time for compliance reporting, accounting, and auditing levy fund uses.

Category: Funding and Allocations

Type: Legislative

Adopted: 2018

Amended: 2021, 2024

Literacy

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding for districts to adopt and implement evidence-based literacy acquisition practices, curriculum, screening, and professional development across all grades.

Category: Funding and Allocations

Type: Legislative

Adopted: 2024

Local Control in School / District Improvement

WSSDA shall initiate and/or support legislation that promotes local control over school/district improvement efforts including:

- Flexibility of local control and accountability for school improvement processes and plans.
- Requiring all mandated corrective action be negotiated with and implemented by the locally elected school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction and/or the State Board of Education.

Category: Governance

Type: Legislative

Adopted: 2015

Amended: 2017

Local Control to Sanction Educational Experiences

WSSDA shall initiate and/or support legislation that allows local school boards to determine if an educational experience is appropriate and no student attending a board sanctioned educational event will be counted as absent.

Category: Governance

Type: Legislative

Adopted: 2017

Mandatory School Age

WSSDA shall initiate and/ or support legislation lowering the age for mandatory school attendance from eight to six.

Category: Governance

Type: Legislative

Adopted: 2013

Mayoral Control

WSSDA opposes legislation that authorizes mayoral control of public K-12 schools.

Category: Governance

Type: Legislative

Adopted: 2016

McKinney – Vento Homeless Assistance Act Funding

WSSDA shall initiate and/or support legislation that requires the state and federal government to fully, amply, and sustainably fund the costs of supporting the Education for Homeless Children and Youths Program, Title VII-B of the McKinney-Vento Homeless Assistance Act and to streamline policies and procedures to eliminate roadblocks to providing supports and solutions to overcome homelessness and its impacts on students and their families.

Category: Funding and Allocations

Type: Legislative

Adopted: 2016

Amended: 2021

Mental Health Supports and Counseling Access

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding for on-site mental health counseling, in school mental health therapy services, staff professional development, and peer support education to be prepared for and able to respond to student mental health needs, issues, or crises.

Category: Funding and Allocations

Type: Legislative

Adopted: 2024

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 full, ample, and sustainable funding for materials, supplies and operating costs (MSOC). WSSDA supports enhanced MSOC funding. These enhancements may come via regular increases recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts or through the state becoming the responsible payee for operating costs such as, but not limited to, utility and insurance costs. Additionally, WSSDA supports a sales tax break for MSOC costs of school districts.

Category: Funding and Allocations

Type: Legislative

Adopted: 2005

Amended: 2015, 2024

Multilingual Learners

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML and native English-speaking students.
- Supporting school districts with certificated staff working in classrooms with ELL students to add to their highly qualified status by completing a certificated ML or Bilingual education endorsement.
- Including language acquisition coursework and cultural responsiveness training as part of the core requirements of teacher education programs.
- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state's annual measures of progress in academic English language learning.

Category: Learning

Type: Legislative

Adopted: 2018

Amended: 2022, 2024

No Mid-School Year Budget Cuts

WSSDA shall initiate and/or support legislation and policy to ensure that the Washington State Legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year.

Category: Funding and Allocations

Type: Legislative

Adopted: 2020

Nourishing Partnerships Between Government Entities & Public Schools

WSSDA shall initiate and/or support legislation to change provisions related to gratuities and governmental entities (RCW 42.23.070 (2)) in order to allow districts to offer limited food service items within certain parameters to first responders in order to create an environment that fosters real, meaningful communication between students, staff, and first responders.

Category: Learning

Type: Legislative

Adopted: 2018

Amended: 2020

Open Public Meetings Act Pertaining to Executive Sessions

WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions.

Category: Governance

Type: Legislative

Adopted: 2011

Amended: 2018

Opposing Partisan School Director Elections

WSSDA shall oppose legislation that encourages or requires candidates for local school boards to designate a political party, for use on campaign literature, voter pamphlets, ballots, or other purposes.

Category: Governance

Type: Legislative

Adopted: 2022

Opposition to Prejudgment Interest

WSSDA shall oppose any legislation that seeks to impose prejudgment interest on any claim, settlement or judgment against a school district, its officers, agents, or employees. WSSDA supports solutions that reduce or eliminate injuries to victims over regressive litigation penalties.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

OSPI Investigations

WSSDA shall initiate and/or support legislation that requires OSPI to complete all district personnel investigations within six months of the date they are filed.

Category: Staff

Type: Legislative

Adopted: 2014

Participation in Local Voters' Pamphlet

WSSDA shall initiate and/or support legislation directing county auditors, or other suitable county officials, to appoint "for" and "against" citizens' committees to write separate voter-guide statements, in an effort to inform voters about local bond and levy issues, and require that members of these committees live within the jurisdiction affected by the bond or levy item.

Category: Governance

Type: Legislative

Adopted: 2021

Amended: 2022

Passage of School Finance Issues

WSSDA believes that passage of all school finance issues should be by a simple majority of the ballots cast on those issues.

Category: Funding and Allocations

Type: Legislative

Adopted: 1977

Amended: 2017

Pedestrian and Bicycle Safety

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds sidewalk construction and maintenance, traffic and speed calming measures, and other evidence-based safety measures for pedestrians and bicycle riders around all public schools.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Amended: 2024

Physical Crisis Intervention

WSSDA shall initiate and/or support legislation that would prevent students from experiencing unnecessary or unreasonable restraint, restraint devices, isolation, and other uses of physical crisis intervention. Legislation should include funding to provide districts with resources for professional development to shift practices.

Category: Learning

Type: Legislative

Adopted: 2023

Preserving Curricular Integrity

WSSDA shall oppose legislation aimed at coercing or directing school districts into providing an incomplete or misleading presentation of verifiable facts and/or a sanitized or inequitable version of history through mandated curriculum or curricular resources or sanctions. This includes any legislation that serves to undermine Government to Government relations between tribes and school districts relating to tribal history, language and culture. Tribally developed curriculum happens through meaningful and ongoing consultation between tribes and local school districts, with permission granted by tribes under Senate Bill 5433 passed in 2015 (RCW 28A.320.170).

Category: Learning

Type: Legislative

Adopted: 2021

Preventing Self-Harm and Suicide

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds measures to provide:

- Comprehensive education for all students, families, and staff around identifying, understanding, and responding to warning signs or indications of active self-harm or suicide ideation;
- Counseling, medical, and ongoing support services for students considering or actively pursuing self-harm or suicide; as well as for students, families, and staff experiencing second-hand trauma from this occurring in their school community.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Amended: 2024

Preventing Substance Abuse and Overdoses

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds measures to increase:

- Student awareness and understanding of the dangers of addictive and harmful substances, including nicotine, alcohol, recreational and illegal drugs; including opioids and fentanyl;
- Substance use and abuse prevention and response strategies for students, families, and staff;
- School district capacity to prevent and respond to overdoses on school premises, transportation, or during school-related activities at other locations.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Amended: 2024

Process to Challenge Audit Findings About Levy Uses

WSSDA shall initiate and/or support legislation to repeal levy audit provisions that authorize the state auditor to unilaterally reduce locally-voted and locally controlled school revenue without right of appeal or review.

Category: Governance

Type: Legislative

Adopted: 2019

Professional Development

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds time and training costs for all state mandated professional development, and funds a minimum of 96 hours of annual district-directed-or-approved professional development, collaboration outside the school day, and/ classroom preparation time for each certificated classroom teacher in Washington state. This professional development will align with the adopted state definition of professional learning and include:

- 16 hours of cultural competency, equity, inclusion, and diversity training for all new teachers and administrators, and in educational staff associates preparation and/or continuing education programs.
- Professional development standards to improve basic education through:
 - Centering the student and teacher relationship,
 - The use of the Internet and other current technologies, and
 - Prioritizing the needs of students and communities furthest from educational justice.

Category: Staff

Type: Legislative

Adopted: 2022

Amended: 2024

Promptly Pass-Through Federal Dollars

WSSDA shall advocate for the immediate disbursement to public school districts and tribal compact schools of any federal funds allocated to address the effects and added costs associated with a declared emergency.

Category: Funding and Allocations

Type: Legislative

Adopted: 2020

Protecting Local Effort Assistance (LEA)

WSSDA shall oppose legislation that reduces Local Effort Assistance (LEA) funding, which provides resources necessary to ensure equitable access to educational opportunities for students in property-poor districts.

Category: Funding and Allocations

Type: Legislative

Amended: 2020

Public Records Act and Legal Notice Requirements

WSSDA shall initiate and/or support legislation that includes provisions for:

Requestor accountability:

- a process for determining when public record requests are frivolous or harassing; and
- a process for determining when public records requests are data-mining expeditions for commercial purposes; and
- a process that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act; and
- allowing the use of a state or district website for legal notices currently required by law to be published in the newspaper.

Executive Sessions:

- clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

Category: Governance

Type: Legislative

Adopted: 2022

Reduce Barriers to Post-Secondary Education

WSSDA shall initiate and/or support legislation that reduces barriers for students from underserved groups to transition to post-secondary education. This could include things such as:

- Making the eligibility requirements for the College Bound Program the same as for the Washington College Grant program.
- Developing programs to address the basic needs of students when moving to post-secondary education, such as:
 - Child care
 - Food insecurity
 - Housing insecurity
 - Mental health support
 - Financial security
- Make it easier to get college credits in high school via courses or examinations.
- Get college credit for prior knowledge via assessments and/or work-based education.
- Streamline the FAFSA/WASFA application process.

Category: Learning

Type: Legislative

Adopted: 2021

Regional Collaboration of Choice/Magnet Programs

WSSDA shall initiate and/or support legislation that addresses the resource challenges faced by districts in providing their students access to choice/magnet programs. To ensure equitable access to educational opportunities for all students in Washington, and to avoid duplication, the state will incentivize regional cooperation by providing operating and capital costs, and student transportation between districts when they share programs of choice/magnets within their Education Service District boundaries.

Category: Governance

Type: Legislative

Adopted: 2015

Regulations Governing K-12 Education

WSSDA will initiate and/or support legislation that limits regulations on agencies to only those necessary for effective implementation of the program to include an automatic review of the efficacy of new legislated programs on our P-12 system; streamlined reporting; implementation of a common, online reporting system across agencies that reviews education data reporting for effectiveness, cost, and redundancies; and to fully, amply, and sustainably fund the State Auditor's Office for all auditing responsibilities including a standard audit fee schedule based on the size of each school district.

Category: Governance

Type: Legislative

Adopted: 2022

Amended: 2024

Remote and Necessary Schools

WSSDA shall initiate and/or support legislation that continues to recognize the high-cost nature of providing educational programs and services to schools designated as being remote and necessary. WSSDA supports the current concept of additional funding for these school plants until full, ample, and sustainable funding of the requirements of ESHB 2261 is implemented.

Category: Governance

Type: Legislative

Adopted: 1991

Amended: 2019, 2024

Removing Barriers to Innovation in Public Schools

WSSDA shall initiate and/or support legislation that provides public schools the same opportunities as charter schools to create innovative programming based on outcomes not tied to mandated seat time, staffing, grade levels, or operational restrictions.

Category: Governance

Type: Legislative

Adopted: 2016

Retirement Incentives

WSSDA shall initiate and/or support legislation that would allow the state to offer early retirement incentives for teachers statewide, provided that participation in the program is voluntary and that teachers are legally protected from pressure to participate.

Category: Staff

Type: Legislative

Adopted: 2013

Retroactive Cuts and Reductions in Force

WSSDA shall initiate and/or support legislation that modifies the provisions of RCW 28A.405 to create a clear, efficient and effective mechanism that enables school districts to terminate certificated contracts mid-year without bargaining action when the legislature reduces education funding during the academic year.

Category: Staff

Type: Legislative

Adopted: 2014

Amended: 2022

Safe Drinking Water

WSSDA shall initiate/support legislation to fully, amply, and sustainably fund water safety in schools, including continued lead testing, facilities, and plumbing upgrades, and other related costs for mitigation. Legislation should include lead content standards recommended by public health authorities.

Category: Learning

Type: Legislative

Adopted: 2020

Amended: 2024

Safe Routes to School

WSSDA shall initiate and/or support legislation and policy that promotes and fully, amply, and sustainably funds safe routes to schools. Those routes could consist of, but not be limited to sidewalks or walking/bicycle paths, streets or roadways known for speeding vehicles, or neighborhoods known for violence or crime.

Category: Funding and Allocations

Type: Legislative

Adopted: 2023

Amended: 2024

Salaries

WSSDA will initiate and/or support legislation that would require parity for all educational employee groups whenever state salary increases are provided. Washington salaries will allow schools to hire while remaining competitive with other states; salaries will be commensurate with comparable professions and experience levels that require a Washington state license, certificate, or degree comparable to a Washington state teacher certification. The legislature should not impose a cap on the portion of a school district budget that funds all staff.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

School Athletics Officials

WSSDA will initiate or support legislation that protects school athletics officials from injury and holds those who threaten or harm school athletics officials accountable for their actions.

Category: Staff

Type: Legislative

Adopted: 2024

School Day/Bell Schedule Flexibility

WSSDA shall initiate and/or support legislation that authorizes local school districts to define their school day/bell schedules locally.

Category: Governance

Type: Legislative

Adopted: 2018

School Year

WSSDA shall initiate and/or support legislation which provides more academic time for students, in the following manner:

- Provide for summer school programs.
- Substantially increase the length of the students' school year.
- Provide financial flexibility and incentives for local districts to operate a modified school calendar, which may include a balanced instructional calendar in any or all of their school buildings.

Category: Governance

Type: Legislative

Adopted: 1988

Amended: 2021

Sexual Harassment, Assault, and Abuse Prevention & Response

WSSDA will initiate and/or support legislation that will create policy and supply full, ample, and sustainable funding to maintain environments free of sexual harassment, assault, and abuse in relation to all school activities and participants. Legislation should work to:

- increase staff ability and resources to effectively respond to and address reports of harassment, assault, and abuse;
- address all means of harassment, assault, and abuse that disrupts the educational environment inclusive of digital channels; and
- support school collaboration with external organizations and agencies around preventing and interrupting sex trafficking, as well as responding to reports of sexual harassment, assault, and abuse; and
- protect the identity and educational rights of survivors.

Category: Learning

Type: Legislative

Adopted: 2022

Amended: 2024

Social Media Reporting Point of Contact

WSSDA will initiate and/or support legislation that requires social media platforms and companies, which do business in the United States, to create and share with school districts mechanisms by which school districts can directly report any post or shared information that creates a material and substantial interference with the operation of its schools.

Category: Learning

Type: Legislative

Adopted: 2022

State Funding for Full Breadth of Co-Curricular Activities

WSSDA shall initiate and/or support legislation that commits full, ample, and sustainable state funding for dedicated facilities, equipment, and staffing to ensure equitable access to a broad and relevant array of co-curricular activities including sports, performing arts, and casual clubs, as well as competitive teams and STEM and global exploration activities (e.g., robotics, science Olympiad, and Model UN, along others).

State funding is critical to ensure all students can access such activities as a core part of an education experience that helps students grow and develop relevant technical and interpersonal skills to prepare them as citizens, employees, contributors, and leaders in our current and future communities.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Amended: 2024

State Required Assessments

WSSDA shall initiate and/or support legislation and policy that limits the impact of state-required testing on students' instructional time and experiences. Legislation should expand options for meeting mandated assessments by adding other assessment options beyond Smarter Balanced, and allow districts to minimize instructional days disrupted by mandated testing and reduce total seat time required to administer mandated assessments. Legislation should retain district and local control over formative assessment selection.

Category: Learning

Type: Legislative

Adopted: 2021

State Tribal Education Compact Schools

WSSDA shall initiate and/or support legislation that recognizes Washington's Tribal Compact Schools as public schools, governed by locally elected officials, and eligible for full membership in the Washington State School Directors' Association.

Category: Governance

Type: Legislative

Adopted: 2017

Strikes and Labor Disputes

WSSDA shall initiate and/or support legislation that would:

- Clarify that strikes by public school employees and certificated personnel, as a means of settling disputes in public education, are illegal, as referenced in RCW 41.56.120.
- Remove mandatory binding arbitration as the means of resolving impasses in negotiations.
- Impose penalties upon either party who fails to participate in impasse resolution processes and other required procedures designed to promote agreement before the beginning of school.

Category: Staff

Type: Legislative

Adopted: 2001

Amended: 2022

Student Access to Supports, Activities, and Services

WSSDA will initiate and/or support legislation that advances student access to supports, activities, and services that are offered for the purpose of responding to academic, social, physical, mental, and emotional needs of students within the public K-12 system. Supports and services may include, but are not limited to Associated Student Body (ASB) and student leadership opportunities, clubs, athletics, performance groups, and/or academic competitions.

Students should be able to participate in any supports, activities, and services in which they have need or interest, and not be prohibited from access to any supports or services based on their protected classes to include sex, race and color, religion and creed, national origin, sexual orientation, gender identity and gender expression, disability and the use of a trained dog guide or service animal, or economic status/inability to pay.

Category: Learning

Type: Legislative

Adopted: 2022

Student Contact Time

WSSDA shall initiate and/or support legislation that provides flexibility in determining attendance for the purpose of state apportionment and graduation including allowing school districts to meet the requirements of state law for funding purposes through the use of student contact time rather than student contact days without having to seek waivers from either SBE or OSPI. WSSDA opposes legislation that requires districts to use average daily attendance for FTE funding.

Category: Governance

Type: Legislative

Adopted: 2012

Amended: 2015

Student Data Privacy

WSSDA shall initiate and/or support legislation that:

- Creates standards for school districts and external service providers/applications regarding the display, storage, usage, and transmission of student data.
- Prohibits an operator of an internet web site, online service, online application, or mobile application from:
 - Knowingly engaging in targeted advertising to students or their parents/legal guardians.
 - Using covered information to amass a profile about a K–12 student
 - Disclosing or selling a student’s information.
 - Limits data surveillance by online applications and/or services.

Category: Learning

Type: Legislative

Adopted: 2022

Student Reentry & Re-Engagement

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds culturally responsive, trauma-informed student-centered reentry and re-engagement practices, and which supports youth who are involved with or exiting state systems of care (child welfare, juvenile, and criminal justice systems), students in residential mental health and treatment programs, foster care, experiencing homelessness, or otherwise disconnected from Pre-K-12 educational opportunities, and fully, amply, and sustainably fund district data collection and reporting on student populations within the reentry and reengagement pipeline including student data disaggregated by race/ethnicity, gender, and enrollment in special education/504, free and reduced lunch, multilingual programs, and other relevant equity metrics.

Category: Learning

Type: Legislative

Adopted: 2020

Amended: 2022, 2024

Students in Residential Placement

WSSDA shall initiate and/or support legislation mandating collaboration and coordination between school districts, OSPI, and those state agencies responsible for placing challenging students in residential placements to develop:

- An agreement by all key agencies on how such students are placed in communities across the state.
- Policy and procedures that mandate timely, collaborative district-agency planning before challenging students are actually moved into school districts.

- Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.

Category: Governance

Type: Legislative

Adopted: 2013

Support for School-Based Health Centers

WSSDA shall initiate and/or support state/federal legislation for increased access to school-based health care centers, managed by not for profit community health care providers. Legislation should include:

- Local decision-making regarding the establishment of such centers.
- Liability protection for districts related to medical providers.
- Medical, dental, mental and behavioral health services.
- Telemedicine.

Category: Learning

Type: Legislative

Adopted: 2020

Support for Special Education Programs

WSSDA shall initiate and/or support legislation that requires full, ample, and sustainable funding for special education programs and services. Such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall:

- Recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the Individual Education Plan (IEP) of each student.
- Provide adequate funding for all of the required services for eligible students without imposing an artificial cap.
- Recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.
- Require and fund additional training in Special Education inclusionary practices in the General Education classroom.
- Remove the penalties or withholding of funds for mistakes in the application process.

Category: Learning

Type: Legislative

Adopted: 1988

Amended: 2022, 2024

Supporting Immunization Requirement Process

WSSDA strongly supports the rules established under WAC 246-105 for adding to, or deleting from, the list of childhood immunizations required for childcare or school entry.

Category: Governance

Type: Legislative

Adopted: 2021

Tax Reform

WSSDA shall initiate and/or support legislation to develop and implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington state. WSSDA supports ongoing efforts to develop legislation for restructuring the state tax system around the principles of equity, adequacy, stability, transparency and economic vitality, in order to maintain funding for education and other essential state services, for the benefit of individuals, families and businesses.

Category: Funding and Allocations

Type: Legislative

Adopted: 1989

Amended: 2020

Tax Revenue for Schools

WSSDA shall initiate and/or support legislation that ensures that new state revenue earmarked for education will be additive to, and can't be used to supplant, existing funding.

Category: Funding and Allocations

Type: Legislative

Adopted: 2024

Teacher and Principal Evaluation System Implementation

WSSDA shall initiate and/or support legislation that ensures full funding for the Teacher/Principal Evaluation Program and ensures sufficient preparation time for the evaluation and documentation process.

Category: Staff

Type: Legislative

Adopted: 2016

Teacher Seniority and Reductions in Force

WSSDA shall initiate and/or support legislation that would support district consideration of variables, in addition to teacher seniority, when faced with a reduction in force due to declining enrollment or reduced state funding.

Category: Staff

Type: Legislative

Adopted: 2014

Technology Funding

WSSDA shall initiate and/or support legislation that would fully, amply, and sustainably fund the provision and maintenance of technology in school districts, as a part of basic education, to a statewide standard established by OSPI, in consultation with its K-12 technology advisory

committee, including sufficient technology capacity to successfully administer mandated assessments.

Category: Funding and Allocations

Type: Legislative

Adopted: 2010

Amended: 2017, 2024

Transition to Kindergarten

WSSDA shall oppose policy and legislation that would restrict or deter a school district's ability to create or maintain a Transition to Kindergarten program. This includes but is not limited to:

- Reducing or freezing funding formulas that would cause a disparity between Transition to Kindergarten funding and K-12 funding formulas, including state categorical funding
- Implementing limits to funded student enrollment within a district or statewide
- Implementing limits on the number of districts eligible to participate in the program
- Applying endorsement restrictions for staffing that are not consistent with that of a kindergarten classroom
- Adding additional student eligibility restrictions

Category: Learning

Type: Legislative

Adopted: 2023

Transitional Bilingual Instruction Program Eligibility

WSSDA shall initiate or support legislation that updates the eligibility definition in the Transitional Bilingual Instruction Program (TBIP) to include Native American students who are not meeting academic standards.

Category: Learning

Type: Legislative

Adopted: 2020

Transportation Funding

WSSDA shall initiate and/or support legislation to modify the Student Transportation Allocation formula. Legislation should provide sufficient transportation resources to create equity in student access to a basic education, covering all costs related to student transportation. The Student Transportation Allocation formula should:

- Provide for the additional transportation costs incurred to mitigate impacts arising from high need, such as homelessness, foster care, out-of-district special education program placement, and other similar student circumstances;
- Increase and maintain public understanding of the formula, through transparency and clarity;
- Support efficient implementation and administration of transportation routes;

- Minimize costs of data collection and reporting;
- Ensure that districts have predictability in local and state funding each year, prior to the adoption deadlines for local district budgets; and
- Permit districts to use bonds or multi-year levies to purchase student transportation equipment.

Category: Funding and Allocations

Type: Legislative

Adopted: 2001

Amended: 2021

Trauma-Informed Practices and Supports for Students and Staff

WSSDA shall initiate and/or support legislation for funding and implementation of school-based trauma-informed practices and supports to assist students and staff who may be impacted by at least one or more forms of trauma within their lives.

Category: Learning

Type: Legislative

Adopted: 2018

Amended: 2019

Truancy Becca Funding

WSSDA shall initiate and/or support legislation that (1) provides adequate state funding to school districts for community truancy boards, for additional secretarial and administrative time to monitor trancies, send letters, prepare court documents and truancy petitions, attend court hearings, provide follow-up supervision for Becca compliance, and for other efforts to decrease student absences; or (2) eliminates the Becca law and truancy board requirements if the funding is not continually forthcoming.

Category: Funding and Allocations

Type: Legislative

Adopted: 2010

Amended: 2016

Universal Free School Meals

WSSDA shall initiate and/or support legislation to fully, amply, and sustainably fund school meal programs for all students. Such programs shall focus on providing meals that meet the diverse needs, backgrounds, preferences, and experiences of all students to ensure options that best serve each student's dietary needs.

Category: Funding and Allocations

Type: Legislative

Adopted: 2022

Amended: 2024

Washington State Learning Standards Funding

WSSDA shall initiate and/or support legislation to ensure the state fully, amply, and sustainably funds the transition, implementation, and execution of new assessments required by Washington State Learning Standards, which include formative and year-end assessments.

Category: Funding and Allocations

Type: Legislative

Adopted: 2016

Amended: 2024

Washington State Voting Rights

WSSDA supports legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions.

Category: Governance

Type: Legislative

Adopted: 2016

WSSDA Universal Membership and Dues

WSSDA shall initiate and/or support legislation that maintains the current dues structure in statute and the association's state agency status.

Category: Governance

Type: Legislative

Adopted: 2014

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