

## Washington State School Directors' Association (WSSDA) 2017 Legislative Positions



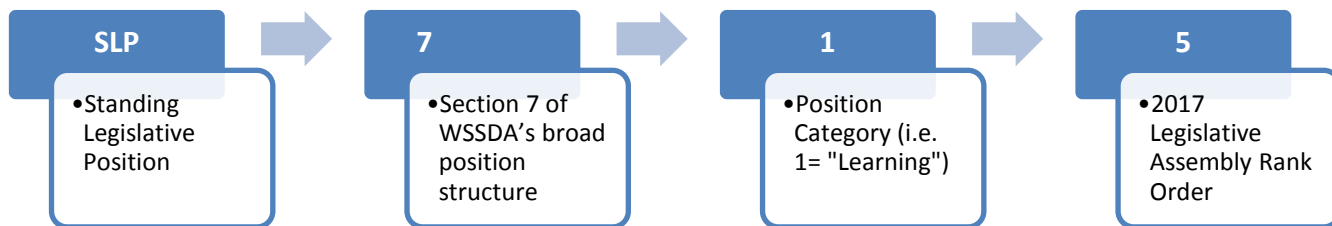
**Overview:** This document provides a summary of WSSDA’s 2017 legislative positions. Positions are labeled as either “SLP” (Standing Legislative Position) which means they have been approved by the Legislative Assembly for four consecutive years; or “LP” (Legislative Position) which means they have been approved by the Assembly for between one and three years. The 2016 Assembly ranked 80 of WSSDA’s 109 total legislative positions, consisting of all SLPs and LPs, for the 2017 year.

**Document Organization and Position Numbering:** In 2016 WSSDA’s Position Streamlining Sub-Committee developed a refined and more accessible organizational structure for WSSDA’s legislative positions. The Sub-Committee organized positions into five new categories (Learning, Teaching, Leadership, Governance, and Funding & Allocations). The preambles for each new category provide a description of the types of positions within it.

For 2017, all legislative positions (SLPs and LPs) have been grouped into the five new categories and re-numbered. The positions are listed according to the 2016 priority ranking order within each Position Category.

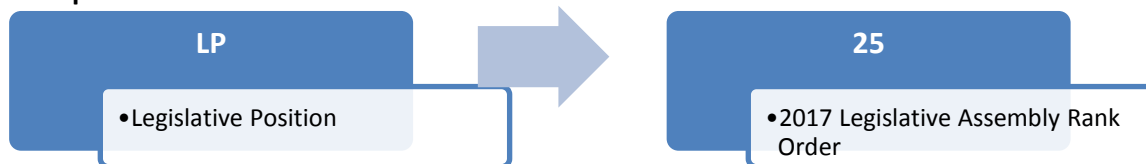
- SLP numbering:** All SLP’s begin with “SLP” and are followed by a series of numbers starting with “7”, as this is the next section within WSSDA’s broad organizational positions structure (see [WSSDA Permanent Positions](#)). The next number following the 7 designates which of the position categories the position falls into. For example, all SLPs in the “Learning” category start with “7.1”; all in Teaching start with “7.2”; etc. The final number in the series designates the position’s priority ranking order from the 2017 Legislative Assembly. SLPs that received no votes by the Assembly are denoted by “.00” following their Position Category number and are still considered active.

**Example: “SLP.7.2.5”**



- LP numbering:** All LPs begin with “LP” and are followed by two numbers. The first number designates which of the position categories the position falls into. For example, all LPs in the “Learning” category start with “LP.1”; all in Teaching start with “LP.2”; etc. The second number designates the position’s priority ranking order from the 2017 Legislative Assembly.

**Example: “LP.25”**



## Legislative Position Organization

Category	Description
<a href="#">Learning (1)</a>	<p>Equitable and ample learning opportunities are requirements for all Washington students to achieve their full potential. Equitable learning opportunities require targeted funding mechanisms for high-poverty schools, as well as specific attention and laws to serve special needs and at-risk students, among others. Ample learning opportunities require full funding of basic education, assistance with school construction, and other funding support. And for all students, learning requires strong classroom teachers, effective curriculum and safe facilities, as well as sufficient contact time, attendance, and early education.</p>
<a href="#">Teaching (2)</a>	<p>Excellent teaching enables students to achieve their full potential; empowers districts to realize their goals; and furthers WSSDA's ability to deliver on its vision and its mission. As education leaders, school board directors must have the local flexibility and the legislative support necessary to support, enable, direct, and amplify the work of excellent teachers and teaching.</p>
<a href="#">Leadership (3)</a>	<p>Strong leadership by and among school board directors and WSSDA overall is essential to ensure our students' success, and is required to maintain our role as engaged stakeholders in determining the future of education in Washington.</p>
<a href="#">Governance (4)</a>	<p>Strong governance structures, and policies and laws that create a solid framework for education are for school directors and educators to do their best work. A fair and equitable environment benefits all districts, educators, and ultimately best serves students. This category includes four sub-categories:</p> <ul style="list-style-type: none"> <li>• General District Structures, Financing, Operations;</li> <li>• District Staff Employment; and</li> <li>• Public Agency Requirements for WSSDA and Districts.</li> </ul>
<a href="#">Funding and Allocations (5)</a>	<p>Resources are paramount to delivering a quality education in each of our communities. Ample funding and appropriate, student-centered allocations are primary legislative priorities for WSSDA, as they directly impact the ability of school districts to provide educators and students with the tools they need to meet their highest potential. This category includes four sub-categories:</p> <ul style="list-style-type: none"> <li>• State Funding, Apportionment, and Levy Funding;</li> <li>• Construction and Transportation Funding;</li> <li>• Student Programs/Services; and</li> <li>• Revenue.</li> </ul>

## Learning

Equitable and ample learning opportunities are requirements for all Washington students to achieve their full potential. Equitable learning opportunities require targeted funding mechanisms for high-poverty schools, as well as specific attention and laws to serve special needs and at-risk students, among others. Ample learning opportunities require full funding of basic education, assistance with school construction, and other funding support. And for all students, learning requires strong classroom teachers, effective curriculum and safe facilities, as well as sufficient contact time, attendance, and early education.

To further these goals, WSSDA strongly believes in, and supports legislation that enacts or preserves the following:

**SLP.7.1.8 Washington State Learning Standards Funding**

WSSDA shall initiate and/or support legislation to ensure the state fully funds the transition, implementation and execution of new assessments required by Washington State Learning Standards, which include formative and year-end assessments. (Adopted 2016)

**SLP.7.1.16 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. (Adopted 2016)

**SLP.7.1.19 Special Education and Special Needs Students (also in Funding & Allocations)**

WSSDA shall initiate and/or support legislation which requires full 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 IEP of each student;
- provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap;
- exclude students for whom districts do not receive an annual basic education allocation from any special education program enrollment funding caps; and,
- 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.
- support state and federal funding of recognized costs associated with the McKinney-Vento Homeless Education Assistance Act.

(Adopted 1988; Amended 1990, 1996, 2005, 2014, and 2015)

**LP.21 Social-Emotional Learning (SEL) and Behavioral Support for Students**

WSSDA shall initiate and/or support legislation and funding for Social-Emotional Learning (SEL) and behavioral support for P-12. (Introduced 2016)

**LP.22 Streamlining Summative Assessments**

WSSDA shall initiate and/or support legislation which would establish a working committee with representation including a broad spectrum of education stakeholders, students, and school directors to review the summative state assessment process and make suggestions to improve the process so that it is more focused, more balanced on the skills necessary for success, more supportive of effective educational environments and less time intensive. (Introduced 2016)

**LP.23 Alternative Assessments for High School Graduation Requirements & Accountability**

WSSDA shall initiate and/or support legislation that allows individual school districts to utilize the SAT and the ACT assessments for high school students to earn the certificate of academic achievement for

graduation purposes and to meet the federal and state school accountability requirements at high school. (Introduced 2016)

- SLP.7.1.30 McKinney – Vento Homeless Assistance Act Funding** (also in Funding & Allocations)  
WSSDA shall initiate and/or support legislation that supports the state fully funding school districts to cover the costs of supporting McKinney-Vento students. (Adopted 2016)
- SLP.7.1.31 Kindergarten Preparedness**  
WSSDA shall initiate and/or support policies or legislation that provide resources for kindergarten preparedness, especially for children in poverty or for whom English is not their primary language. (Adopted 2016)
- SLP.7.1.38 Early Childhood Education**  
WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs. (Adopted 1991; Amended 2011)
- SLP.7.1.39 Career and Technical Education Funding**  
WSSDA shall initiate and/or support legislative action that will amply fund career and technical education for seventh through twelfth grade, including appropriate staff, equipment and minor facility remodeling. (Adopted 2011)
- LP.42 Academic Rigor and Equity in Public Education**  
WSSDA supports legislation and funding for innovative and equitable solutions to enable students across the state to obtain the 24-credit graduation requirement and be prepared for college and career. The essential component is to provide additional opportunities to access rigorous coursework, including rigorous transition classes during the senior year. This should be available to all students in Washington. (Introduced 2015)
- SLP.7.1.43 Increased Funding for High-Poverty Schools**  
WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals. (Adopted 1991; Amended 2012)
- SLP.7.1.46 Delinking Assessments from Graduation Requirements**  
WSSDA shall initiate and/or support that removes state-mandated assessments as a graduation requirement. (Adopted 2014)
- LP.49 Expanding Access to and Equitable Funding for all Dual Credit Options**  
WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for all of Washington’s Dual Credit options. Every student who chooses to take a dual credit option should have all of the costs (tuition, books, fees & transportation) paid for as is the case for students who choose to take classes solely through their public high school. The dual credit funding should apply, but not be limited to, classes taken through the AP/IB/Cambridge systems, Running Start, Tech Prep, College in the High School, on-line college coursework and participating classes at our state’s Skill Centers. (Introduced 2016)
- SLP.7.1.52 Enhanced Funding for Transitional Bilingual Education** (also in Funding & Allocations)  
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:

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

(Adopted 2016)

**LP.53 English Language Learners**

WSSDA supports legislation that ensures English Language Learner (ELL) students have equal access to quality public schools and instruction. This includes but is not limited to:

- Creating a grant program for school districts to implement dual language programs for ELL 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 ELL or Bilingual endorsement.
- Including language acquisition coursework and multicultural competency 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.
- Continuing the instructional hour increases and accompanying funding for the Transitional Bilingual Instructional Program.

(Introduced 2015)

**SLP.7.1.54 Truancy Becca Funding** (also in Funding & Allocations)

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 truanancies, 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. (Adopted 2010; Amended 2016)

**SLP.7.1.57 All-Day Kindergarten**

WSSDA shall initiate and/or support legislation for the funding of kindergarten for all districts that chose to offer full-day kindergarten at 1.0 FTE. Legislation will include provisions to change the space allocation formula for un-housed students to reflect full-time kindergarten. (Adopted 1990; Amended 2004 and 2006)

**SLP.7.1.58 Technology Funding** (also in Funding & Allocations)

WSSDA shall initiate and/or support legislation which would fully 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. (Adopted 2010)

**LP.63 K-8 World Language Instruction**

WSSDA shall initiate and/or support legislation that promotes innovative models and/or opportunities for world language instruction in kindergarten through eighth grades. *(Introduced 2016)*

**LP.69 A more clearly defined, online High School and Beyond Plan for Every Student**

WSSDA shall initiate and/or support legislation that encourages the development of, and free access to, an online HSBP that can be used as the framework for documenting students' personalized pathway decisions and for providing career and college readiness curriculum to all students. *(Introduced 2016)*

**SLP.7.1.71 Education and Funding for Gifted Student Programs** (also in Funding & Allocations)

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. (Adopted 1987; Amended 2005)

**SLP.7.1.74 End-of-course Exams**

WSSDA shall initiate and/or support legislation that ensures that high school students sit for end-of course exams in each subject at the end of an actual course, regardless of the course completion sequence or grade level. (Adopted 2015)

**SLP.7.1.76 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. (Adopted 2014)

**SLP.7.1.00 Mandatory School Age**

WSSDA shall initiate and/or support legislation lowering the age for mandatory school attendance from eight to six. (Adopted 2013)

**SLP.7.1.00 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. (Adopted 2014)

**SLP.7.1.00 Career and College Ready Diploma**

WSSDA shall initiate and/or support legislation that makes school district implementation of the Career and College Ready Diploma (24 credits) voluntary until full funding of district costs for new credit requirements is provided. (Adopted 2014)

**SLP.7.1.00 Enrichment Programs**

WSSDA shall initiate and/or support legislation that supports full funding of enrichment programs, such as the Advancement via Individual Determination (AVID) program, in secondary schools. (Adopted 2015)

**SLP.7.1.00 Remote and Necessary Schools**

WSSDA shall initiate and/or support legislation which continues to recognize the high-cost nature of providing educational programs and services to school plants designated as being remote and necessary. WSSDA supports the current concept of additional funding for these school plants until full funding of the requirements of ESHB 2261 is implemented. (Adopted 1991; Amended 2012)

## Teaching

Excellent teaching enables students to achieve their full potential; empowers districts to realize their goals; and furthers WSSDA's ability to deliver on its vision and its mission. As education leaders, school board directors must have the local flexibility and the legislative support necessary to support, enable, direct, and amplify the work of excellent teachers and teaching.

To achieve that goal, WSSDA strongly believes in, and supports legislation that enacts or preserves the following:

### **SLP.7.2.9 Professional Development**

WSSDA shall initiate and/or support legislation that fully funds time and training costs a minimum of 80 hours of annual district-directed or approved professional development, collaboration outside the school day, and classroom preparation time (with an additional 16 hours of cultural competency and equity education, for a total minimum of 96 hours) for each certificated classroom teacher in Washington State. This professional development will align with the adopted state definition of professional learning pursuant to HB 1345 (2016). (Adopted 2015; Amended 2016)

### **LP.10 Teacher Shortages**

WSSDA supports Legislation and/or policies that remove barriers which are furthering teacher shortages and preventing districts from hiring highly effective teachers, especially those who have graduated from out of state college/university teacher preparation programs. Barrier-busters could include:

- Promotion of state-to-state reciprocal agreements and elimination of additional testing for recent out of state graduates would significantly increase the pool of available teachers and reduce the teacher shortage.
- Creating state level incentives for teachers to consider hard-to-staff schools would help reduce the "bidding wars" that pit one district against others.

(Introduced 2016)

### **LP.27 Attract and Retain High Quality Staff in Hard-to-staff Schools**

WSSDA shall initiate and/or support legislation that encourages equity across the state through incentives structured to enhance the ability of small, property-poor, or hard-to-staff districts to attract and retain staff. (Introduced 2015)

### **LP.29 Opposition to Strikes by School Employees**

WSSDA supports legislation to clarify that RCW 41.56.120 applies to all public school employees, including certificated personnel, and to mandate courts to assess and enforce a civil fine against the local education association for each strike, work stoppage or slowdown endorsed by the association or in which any members of the association engage or participate. (Introduced 2015)

### **SLP.7.2.35 Staff Assignments**

WSSDA shall initiate and/or support legislation that provides 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. (Adopted 2016)

### **LP.36 Recruit and Retain Diverse Teachers**

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain teachers from diverse backgrounds that better reflect the student populations that they serve. (Introduced 2016)

- SLP.7.2.47 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; and
  - Provide financial flexibility and incentives for local districts to operate a modified school calendar, which may include year-round instruction in any or all of their school buildings.
- (Adopted 1988; Amended 1990, 1992, 2005 and 2016)
- LP.50 WaKIDS Implementation**  
WSSDA shall initiate and/or support legislation that enacts the full recommendations of the WaKIDS Workgroup report released by OSPI in January 2013. Particular emphasis should be placed on enacting recommendations to:
- Provide for automatic waivers of conference time at the start of the year from the 180 day requirement;
  - Provide "WaKIDS Implementation Grants" to cover the additional costs of completing the assessments;
  - Continue to take steps to reduce the amount of time it takes for teachers to complete WaKIDS assessments; and
  - Specifically allow schools to use strategies that involve school/district-based teams to support and assist classroom teachers in making the observations required under WaKIDS.
- (Introduced 2014)
- LP.56 Encouraging Diverse Students to Pursue the Teaching Profession**  
WSSDA shall initiate and/or support legislation that proactively promotes and encourages opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school. (Introduced 2016)
- SLP.7.2.59 Alternative Routes to Teacher Certification**  
WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para-Educators and other classified instructional employees to attain a teaching certificate. (Adopted 2012)
- SLP.7.2.68 School Employee Salaries**  
WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions. (Adopted 1988; Amended 1990)
- SLP.7.2.73 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. (Adopted 2014)
- SLP.7.2.00 Diversity Training**  
WSSDA shall initiate and/or support legislation and/or regulations that include an academic experience of diversity requirements of certification for all new teachers, administrators and educational staff associate preparation programs. Additionally, continuing education programs will offer diversity training classes. (Adopted 1995; Amended 2003)



**SLP.7.2.00 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; and
- Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.

(Adopted 2013)

**SLP.7.2.00 Conditional Scholarships**

WSSDA shall initiate and/or support legislation that provides policy change to link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs. Both programs provide scholarship and loan repayment in exchange of teaching service in Washington state's public K-12 schools in high-need areas — including high-need areas of teaching, such as special education, math, science and teachers with bilingual abilities and high-need districts of the state. These two programs should be linked to maximize the benefit of state dollars. (Adopted 2011)

## Leadership

Strong leadership by and among school board directors and WSSDA overall is essential to ensure our students' success, and is required to maintain our role as engaged stakeholders in determining the future of education in Washington.

To strengthen and maintain our leadership role, WSSDA strongly believes in, and supports legislation that enacts or preserves the following:

**SLP.7.3.40 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. (Adopted 2016)

**SLP.7.3.72 Defining a Minimum School Day**

WSSDA shall support and/or initiate legislation that authorizes local school districts to define the minimum standards of a school day until the legislature provides funding for an additional 80 hours of professional development and collaboration time. (Adopted 2016)

**SLP.7.3.80 Administrators for Small Schools**

WSSDA shall initiate and/or support legislation that would assure stable financial support for the proper and adequate administrative staffing in small schools and small school districts; preferably at least one administrator per district. (Adopted 1990)

**SLP.7.3.00 Community Schools**

WSSDA shall initiate and/or support legislation to encourage and incentivize cooperative partnerships and/or joint use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions. The legislation should include 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. (Adopted 2011)

**SLP.7.2.00 State Board of Education Membership**

WSSDA shall initiate and/or support legislation to change the composition of the State Board of Education so that the majority is elected by school board directors. (Adopted 2013)

**SLP.7.3.00 Alternative Routes to Principal Certification**

WSSDA shall initiate and/or support legislation that allows school districts the option of hiring school principals who have not worked in a classroom, provided the person is enrolled in an alternative route towards principal certification and meets experiences and leadership requirements specified by the district. (Adopted 2014)

**SLP.7.3.00 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. (Adopted 2014)

## Governance

Strong governance structures, and policies and laws that create a solid framework for education are for school directors and educators to do their best work. A fair and equitable environment benefits all districts, educators, and ultimately best serves students. This category includes four sub-categories:

- General District Structures, Financing, Operations;
- District Staff Employment; and
- Public Agency Requirements for WSSDA and Districts.

To further these goals, WSSDA strongly believes in, and supports legislation that enacts or preserves the following:

### **General District Structures, Financing, Operations**

#### **SLP.7.4.1 Changing School Bond Approval Requirements**

WSSDA shall initiate and/or support legislation that would change the bond approval percentage from 60 percent to a simple majority. (Adopted 2016)

#### **SLP.7.4.7 Building Schools outside Urban Growth Areas**

WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs. Legislation must be applicable to all districts in the state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts. (Adopted 2016)

#### **SLP.7.4.48 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. (Adopted 2016)

#### **SLP.7.4.51 Accountability through Local Governance**

WSSDA shall initiate and/or support legislation that promotes local control over restructuring efforts (school/district improvement). Specifically, all mandated corrective action shall 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. (Adopted 2015)

#### **SLP.7.4.66 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. (Adopted 1977; Amended 2000 and 2001)

#### **SLP.7.4.67 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. (Adopted 2015)

#### **LP.70 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. (Introduced 2015)

**SLP.7.4.00 Mayoral Control**  
WSSDA opposes legislation that authorizes mayoral control of public K-12 schools. (Adopted 2016)

**SLP.7.4.00 Washington State Voting Rights**  
WSSDA supports legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions. (Adopted 2016)

**SLP.7.4.00 OSPI Authority for Graduation Requirements**  
WSSDA shall initiate and/or support legislation that allows the Office of Superintendent of Public Instruction to set minimum graduation requirements for students in Washington. (Adopted 2015)

### **District Staff Employment**

**LP.5 Statewide Bargaining for Salaries**  
WSSDA supports legislation that transfers authority for bargaining basic education salaries for classified, certified, and administrative school employees from local bargaining units to the state, including an immediate moratorium on all current bargaining while the details are determined, and that retains local authority for bargaining of all non-basic education enhancements. (Introduced 2016)

**SLP.7.4.24 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

(Adopted 1979; Amended 2001 and 2016)

**SLP.7.4.25 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. (Adopted 2016)

**LP.65 Non-renewal Process**  
WSSDA shall initiate and/or support legislation that changes the applicable provisions of RCW 28A.405 to provide for a practical and efficient system for the non-renewal of certificated staff who do not meet the new evaluation criteria as defined in 28A.405.100. Such a system would provide the following:

- That the statute not require the same timeline for or number of employee-supervisor conferences and fully completed evaluation documents during the established probationary period; and
- The administrative appeal process ends with a decision by the Board of Directors after providing the employee an opportunity to present his/her information. The employee retains the right to appeal to a judge. (Introduced 2015)

**SLP.7.4.77 Strikes and Labor Disputes**  
WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120. WSSDA strongly supports decisions by Washington courts that strikes by public employees are illegal. Participants in strikes should suffer economic losses or professional sanctions.  
WSSDA supports legislation that would:

- Remove mandatory binding arbitration as the means of resolving impasses in negotiations. It is against the public interest to give final authority over the schools' operations to an arbitrator, who has no continuing responsibility for implementing an arbitration award.

- Impose penalties upon either party who fails to participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.

When a local school district is faced with a strike, WSSDA recommends that the school board take the action, including injunctive relief, it deems necessary to fulfill its obligation to students and patrons. During a strike, WSSDA will provide services or assistance requested by the local school board. (Adopted 2001, Amended 2013)

**SLP.7.4.00 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, whichever occurs last. (Adopted 1993, Amended 2013)

**SLP.7.4.00 Salaries — Experience Recognition**

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

**SLP.7.4.00 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. (Adopted 2013)

**SLP.7.4.00 Retroactive Cuts and Reductions in Force**

WSSDA shall initiate and/or support legislation and policy to ensure that in the event the Washington State Legislature again chooses to make funding reductions to school districts during the academic year in which those committed funds were intended to be spent, then the Legislature must also via specific legislative action change the provisions of RCW 28A.405 to create a clear, efficient and effective mechanism enabling school districts to terminate certificated contracts mid-year when state funding is reduced during that year. Any such employee reduction must not require bargaining action by the district and shall in no case exceed the total amount of funding allocation reductions from the Legislature for that school district. (Adopted 2014)

**SLP.7.4.00 Changing the Ethics Statute to Address Hiring Decisions**

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

**Public Agency Requirements for School Districts and WSSDA**

**LP.18 Public Record Requests**

WSSDA supports legislation that includes a reasonable charge for requests for electronic copies of public records, a method for collecting a reasonable deposit for any size records request, and a process for determining when public record requests are frivolous or harassing. (Introduced 2015)

**SLP.7.4.55 Open Public Meetings Act**

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. (Adopted 2011)

**LP.62 Streamlining Reporting**

WSSDA supports legislation that directs education agencies to review education data reporting for effectiveness and reduced cost of acquisition. (Introduced 2015)

**SLP.7.4.75 Consolidation/Erosion 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. (Adopted 1982; Amended 1986 and 1994)

**SLP.7.4.79 Public Records Act**

WSSDA shall initiate and/or support legislation clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act. (Adopted 2012)

**SLP.7.4.00 Legal Notices Website**

WSSDA shall initiate and/or support legislation allowing the use of a state or district website for legal notices currently required by law to be published in a newspaper. (Adopted 2013)

**SLP.7.4.00 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. (Adopted 2014)

**SLP.7.4.00 Authorizing Internal Appeal Prior to Public Records Penalties**

WSSDA shall initiate and/or support legislation that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to be able to seek daily penalties for a violation of the Public Records Act. (Adopted 2015)

**SLP.7.4.00 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. (Adopted 2014)

## Funding and Allocations

Resources are paramount to delivering a quality education in each of our communities. Ample funding and appropriate, student-centered allocations are primary legislative priorities for WSSDA, as they directly impact the ability of school districts to provide educators and students with the tools they need to meet their highest potential. This category includes four sub-categories:

- State Funding, Apportionment, and Levy Funding;
- Construction and Transportation Funding;
- Student Programs/Services; and
- Revenue

To ensure the funding needs of our members and our students are heard and acted upon, WSSDA strongly believes in, and supports legislation that enacts or preserves the following:

### **State Funding, Apportionment, and Levy Funding**

#### **SLP.7.5.2 Full Funding of Basic Education**

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

#### **SLP.7.5.3 Levy Equalization/Levy Lid/Grandfathered Inequities**

WSSDA shall initiate and/or support legislation which would

- Remove grandfathered inequities in K-12 education levy lids.
- Increase the percent of levy impacted by local effort assistance (LEA) to 20 percent.

WSSDA opposes reining in or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that LEA be fully funded and a commensurate increase in LEA be included. (Adopted 1994; Amended 1999, 2005, 2010 and 2016)

#### **LP.11 Hold Harmless While the State Transitions from Levy to State Funding**

WSSDA shall initiate and/or support legislation which will ensure – during the State's transition to full funding of educator compensation – no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that the state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI. (Introduced 2016)

#### **LP.12 Levy Equalization Funding and Formulas**

WSSDA shall initiate and/or support legislation that maintains or improves levy equalization for districts that receive Local Effort Assistance. Any change in the levy formula that occurs as a result of levy/compensation reform shall include an equalization factor to mitigate differences in local funding capability. That factor shall assure equity among districts at a rate equivalent to or higher than the current formula. (*Introduced 2015*)

#### **SLP.7.5.13 Levy Rollbacks**

WSSDA shall initiate and/or support legislation which would ensure that no school district loses levy authority if the district's apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period. (Adopted 2016)

#### **LP.17 Compensation Technical Working Group Recommendations**

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

#### **LP.26 Fiscal Notes and Unfunded Mandates**

WSSDA shall initiate and/or support legislation that requires all school district costs associated with legislation, including incidental, administrative and non-employee, to be identified with the source of funds to be used to implement the legislation. WSSDA supports requiring K-12 related legislation to have a null and void clause if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. (Introduced 2016)

**LP.27 Per Pupil Inflation Formula**

WSSDA shall initiate and/or support legislation that would require levy funding authority to be adjusted by a per pupil inflator that is equal to the actual percentage increase in state and federal funds budgeted for local school districts on a per-pupil basis. (Introduced 2016)

**SLP.7.5.32 MSOC Funding**

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

**SLP.7.5.33 Fiscal Notes and Unfunded Mandates**

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

**LP.34 Use of Levy Funds for Non-Basic Education Programs**

WSSDA shall initiate and/or support legislation that allows levy funds to be used for non-basic education programs. School districts must account for non-basic education levy fund uses. Time for reporting, accounting, and auditing levy fund uses must be minimized and funding to cover costs of compliance included. (Introduced 2015)

**SLP.7.5.41 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.(Adopted 2013)

**SLP.7.5.58 Technology Funding (Also in Learning)**

WSSDA shall initiate and/or support legislation which would fully 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. (Adopted 2010)

**LP.64 Federal Funding Multipliers**

WSSDA supports legislation requiring OSPI to apply any multiplier used by the federal government for determining poverty rates (when qualifying economically disadvantaged students for programs and services) to state-funded programs and services that target those disadvantaged students as well. (Introduced 2015)

**SLP.7.5.00 Pension Funding**

WSSDA shall initiate and/or support legislation or budget provisions requiring the state to adequately fund pension programs. (Adopted 2012)



**SLP.7.5.00 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. (Adopted 2010)

**SLP.7.5.00 Exempting Fund Balance**

WSSDA shall initiate and/or support legislation that exempts district fund balances from supplanting shortfalls in state funding. (Adopted 2014)

**SLP.7.5.00 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. (Adopted 2012; Amended 2015)

**Construction and Transportation Funding**

**LP.4 Fully Fund Facilities for Mandated Class Size Reduction**

WSSDA supports legislation to fully fund any and all mandated class size reduction. Funding will support property acquisition and facilities to provide the necessary classroom space. (Introduced 2015)

**SLP.7.5.14 School Construction**

WSSDA supports “ample provision” for school construction through state policies that:

- Fund school construction needs when districts are determined eligible;
- Maintain a reliable system of funding that supports adequate planning at the local level;
- Provide specific sources of revenue to support and enhance state trust revenue;
- Give highest priority to projects that address un-housed student needs, either through new construction or remodeling
- Allocate square footage to meet current and future program needs with square feet per student at least meeting the national average;
- Fund actual construction costs including mandated green building costs;
- Fund construction costs resulting from new legislation and changes in class size or graduation requirements;
- Allow limited improvement of not more than 10 percent of the current value of the facility, such as energy retrofits, in existing facilities without requiring a review and/or upgrade of the entire building to meet current codes in other areas; and,
- Equalize funding for modernization of existing school facilities in lieu of abandonment and new construction.

(Adopted 2001; Amended 2008 and 2015)

**LP.28 State Sales Tax Offset Dedicated to a School Construction Fund**

WSSDA shall initiate and/or support legislation that creates a new state account that would be funded in an amount equal to state sales taxes collected from school districts for construction project costs and to be used to provide capital construction funding for school districts. (Introduced 2016)

**SLP.7.5.44 Urgent Repair and Energy Efficiency**

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

**SLP.7.5.45 Transportation**

WSSDA supports a school transportation funding formula that is based on actual operational costs. Such an operational formula will be designed to:

- Account for cost differentials between districts based on geography, congestion, safety and other factors;
- Eliminate underfunding based on once-per-year student rider counts;
- Address the under-utilization of vehicles for kindergarten routes and in rural areas;
- Provide funding for bus monitors when necessary, especially for high-need special education students;
- Permit districts to use funds for adult crossing guards when they are more cost-efficient than transporting students; and
- Allow districts to use bonds or multi-year levies to purchase student transportation equipment.

(Adopted 2001)

**Student Programs/Services**

**LP.15 Funding Education Support Service Staff for Students**

WSSDA shall initiate and/or support legislation and funding for social-emotional and behavioral support services individualized to meet the needs of each student. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing to the national standard. Districts will have the flexibility to increase support personnel through local funding and grants. *(Introduced 2015)*

**SLP.7.5.19 Special Education Programs, Services, and Funding (also in Learning)**

WSSDA shall initiate and/or support legislation which requires full 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 IEP of each student;
- provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap;
- exclude students for whom districts do not receive an annual basic education allocation from any special education program enrollment funding caps; and,
- 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.
- Support state and federal funding of recognized costs associated with the McKinney-Vento Homeless Education Assistance Act.

(Adopted 1988; Amended 1990, 1996, 2005, 2014, and 2015)

**LP.20 Ample State Funding for School Nurses, Social Workers, Counselors, and Psychologists**

WSSDA supports legislation allocating ample funding for school nurses, social workers, counselors and psychologists to school districts based on student needs and aligned with national model recommendations. (Introduced 2016)

**SLP.7.5.28 Truancy Becca Funding (also in Learning)**

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 truanancies, 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. (Adopted 2010; Amended 2016)

**SLP.7.5.30 McKinney – Vento Homeless Assistance Act Funding** (also in Learning)  
WSSDA shall initiate and/or support legislation that supports the state fully funding school districts to cover the costs of supporting McKinney-Vento students. (Adopted 2016)

**SLP.7.5.52 Enhanced Funding for Transitional Bilingual Education** (also in Learning)  
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:

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

(Adopted 2016)

**LP.60 Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Assistance Program (LAP) Based on Student Need**  
WSSDA supports legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need and not on staff mix. (Introduced 2016)

**LP.61 Technology Funding Stream**  
WSSDA shall initiate and/or support legislation that creates a specific technology funding stream for school projects specific to creating sufficient technology capacity to successfully administer the Smarter Balanced state assessments. (Introduced 2014)

**SLP.7.5.71 Education and Funding for Gifted Student Programs** (also in Learning)  
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. (Adopted 1987; Amended 2005)

**LP.78 Equity in Remediation Money**  
WSSDA supports equalizing the delivery of remedial money for poverty programs by using state Learning Assistance Program dollars to close the gap in per student funding among Title I qualified students, created by differing Title I funding formulas. (Introduced 2015)

## **Revenue**

**SLP.7.5.6 Tax Reform**  
WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington State. WSSDA shall support legislation to restructure the Washington State tax system to establish a stable, broad-based, flexible source of revenue for the State of Washington which is equitable and adequate, in order to ensure better educational funding as well as to provide other essential state services. (Adopted 1989, Amended 2013 and 2016)

**SLP.7.5.00 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. (Adopted 2014; Amended 2015)