

Policy & Legal News

HELPING SCHOOL DISTRICTS TRANSLATE LAW INTO ACTION

Secondary **TRAUMA** **+Safety and Security** **Using LAP Funds to** **meet Student Needs**



JUNE 2021

WASHINGTON STATE SCHOOL
DIRECTORS' ASSOCIATION

Policy Classifications

ESSENTIAL

- Policy is required by state or federal law; or
- A specific program requires a policy in order to receive special funding.

ENCOURAGED

- While not required by law, policy is intended to reflect the spirit of existing state or federal law thus inuring districts to potential litigation;
- While not required by law, policy has potential to benefit the health, safety, and/or welfare of students, employees, directors, and/or the local community.

DISCRETIONARY

- Policy addresses an action likely deemed important by the board; or
- Policy would likely be deemed appropriate due to special circumstances of the board; or
- Policy communicates district philosophy that a board may want to promote to employees and/or the community.

Being a school board director can be challenging—extremely challenging.

The temperature is rising, tempers are flaring, your board needs to work through the impact of recent legislation, and your school community seems ready to explode. You might be asking yourself, why be a school board member when it is so difficult? Being mindful of the answer will sustain you.

Ikigai (ee-key-guy) is a Japanese concept that combines the terms iki, meaning “alive” or “life,” and gai, meaning “benefit” or “worth.” Ikigai is personal to you; it is your reason to get up in the morning. In the school board context, your ikigai likely has to do with improving student outcomes. This is a fancy way of saying your life’s work includes helping kids thrive and you will not be distracted from your purpose or detracted by the effort necessary.

This edition of *Policy & Legal News* focuses on responding to recently passed legislation that impacts school districts and affects students. There is plenty of information to relay. We wanted to offer more insight into the “why” behind legislation so that you as school board directors have a deeper sense of the “why” driving policy revision and how it relates to your own ikigai.

We’re excited to bring you two articles from Washington legislators, one by Senator T’wina Nobles and another by Representative April Berg that both speak to the why. We’re particularly thrilled to bring you a reflection from student school board representative Sierra Owens about testifying on behalf of legislation she helped pass with her passionate advocacy efforts. If you need to refocus on your ikigai, jump to page 12. Sierra’s reflection will inspire you.

We also want to support you by bringing you information directly from the experts. Jill Patnode of Kaiser Permanente and Elizabeth Cook and Melissa Carpenter of Alliance for a Healthier Generation help us better understand legislation addressing secondary traumatic stress, which is first-of-its-kind legislation originating from Washington state. We also asked WSSDA’s own Tricia Lubach, director of leadership development, to help us understand the legislative mandate for school board director equity training. Tricia helps us understand both the what it is (and what it is not) and the why it matters.



Your board’s work matters. Embrace your ikigai and be an example to others. Show them how being grounded in the “why” defuses the distracting, explosive elements of public debate and brings a calm focus back to the kids. Thank you school board directors for what you do.

Best,
Abigail Westbrook, J.D.
Editor

Policy & Legal News

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★ UPDATES

WSSDA has developed, revised, or retired the following model policies and procedures. You will find marked-up and clean copy versions of these documents (as applicable) on Docs Online.

ESSENTIAL

- **2020P** – Course Design, Selection and Adoption of Instructional Materials Procedure
- **2024P** – Online Learning Procedure
- **2108** – Learning Assistance Program
- **2195P** – Academic Acceleration Procedure
- **2410P** – High School Graduation Requirements Procedure
- **2418/2418F** – Waiver of High School Graduation Credits
- **3122/3122P** – Excused and Unexcused Absences
- **3231/3231P** – Student Records
- **3520/3520P** – Student Fees Fines or Charges
- **5011/5011P** – Sexual Harassment of District Staff Prohibited
- **5515/5515P** – Workforce Secondary Traumatic Stress (NEW)
- **6700P** – Nutrition, Health, and Physical Education

ENCOURAGED

- **2022F1/2022F2** – Electronic Resources and Internet Safety
- **2145P** – Suicide Prevention Procedure
- **2402P** – English Language Arts Mastery-Based Credit Procedure
- **2403P** – Math Mastery-Based Credit Procedure
- **2404P** – Science Mastery-Based Credit Procedure
- **2405P** – Social Studies Mastery-Based Credit Procedure
- **2409P** – World Languages Competency Procedure
- **2420** – Grading and Progress Reports
- **3116/3116P** – Students in Foster Care
- **4311/4311P** – School Resource Officer



DISCRETIONARY

- **1822** – Training and Development for Board Members
- **5520/550P** – Staff Development
- **6800** – Safety, Operations, and Maintenance of School Property

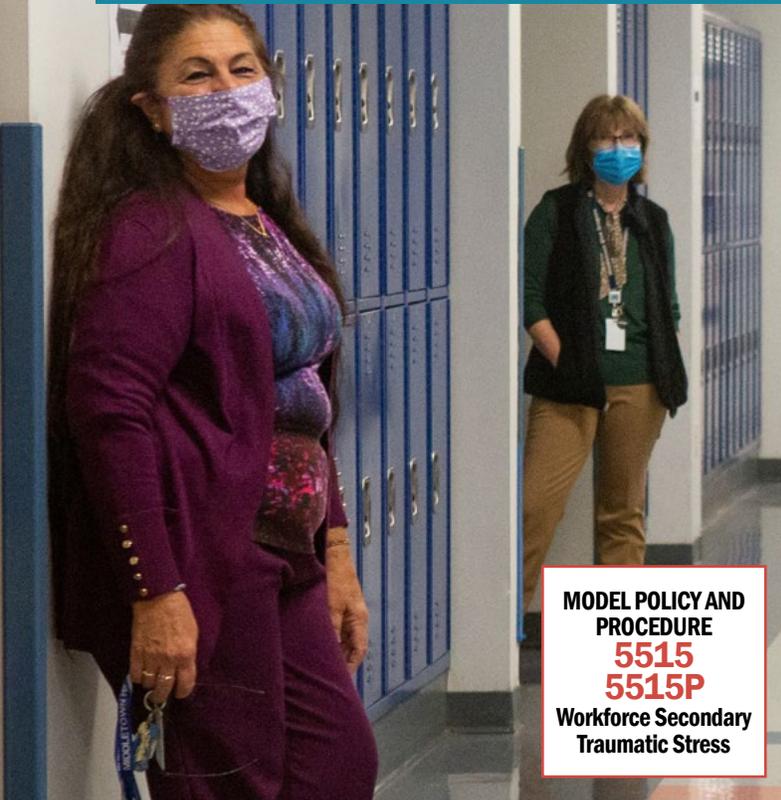
LIST OF SERIES INCLUDED IN UPDATES

- **1000 Series** – Board of Directors
- **2000 Series** – Instruction
- **3000 Series** – Students
- **4000 Series** – Community Relations
- **6000 Series** – Management Support



JUNE 2021

WASHINGTON STATE SCHOOL
DIRECTORS' ASSOCIATION



MODEL POLICY AND
PROCEDURE
5515
5515P
Workforce Secondary
Traumatic Stress

Secondary TRAUMA

NEW Requirements for Education

On April 26, Governor Inslee signed into law, SBH1363: Addressing Secondary Traumatic Stress (STS) in the K-12 workforce. This first-of-its-kind legislation acknowledges the significant toll STS has on educators and, subsequently students, and focuses on the adoption of policy and procedures so that districts and schools can take meaningful steps in supporting their staff's health and well-being.

Secondary Traumatic Stress (STS) was first coined in 1990 by McCann and Pearlman to describe the transfor-

mation in cognitive schemas resulting from empathetic engagement with survivors. The Association of Supervision and Curriculum Development defines STS as "...the emotional distress that arises when someone vicariously experiences the traumatic experiences of another individual. Sometimes known as compassion fatigue, the toll of tending to someone's painful experiences can create very real symptoms in caregivers, including teachers."

Certificated and classified staff, like many others in helping professions, tend to experience STS at greater rates than those in other professions due to the persistent exposure to and expectation of caretaking for students with emotionally painful experiences. In other words, STS can be an outcome of what is an educator's greatest asset: they care deeply about their students and families. Signs and symptoms of STS vary but when left unaddressed, may lead to staff turnover, burnout, adult chronic absenteeism, and health issues, which negatively impacts everyone in the school community. Jackie Vizzare, Kaiser Permanente Workforce Health Consultant and facilitator of the Way to Wellbeing Workshop series, attended by school staff from over 179 districts, shares, "We regularly hear from attendees that STS and compassion fatigue are new concepts for school staff. Many are relieved to hear this is a shared experience and feel validated. It is imperative that districts and schools establish a proactive, systemic approach to mitigate the impacts of STS on their workforce."

Fortunately, STS for educators has been increasingly emphasized in research and practice. As a result, there are several systemic interventions to support districts and schools in developing, implementing, and sustaining environments that are physically and emotionally healthy for staff. These interventions are included in the legislation and are discussed in more detail below. They include implementation of (1) new policy(s), (2) continuous improvement process, and (3) professional learning.

(1) Policy: Per legislation, WSSDA will develop and post a model policy and procedure to prevent and address STS in the workforce by August 1, 2021. Districts will need to adopt this policy or amend existing policies to

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64% of our students have experienced one adverse childhood experience and 1% have had four or more, it's highly likely that certificated and classified staff are interacting with students' experience of trauma on a daily basis." —Dr. Avantika Waring a Kaiser Permanente Physician

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meet the required elements by the beginning of 2021-2022 school year.

(2) Continuous Improvement: As the needs of all schools differ, STS prevention and treatment strategies should be relevant, meaningful, and include staff input to increase impact and efficiencies. Existing staff climate surveys may already provide this valuable information. The legislation also requires the establishment of district-wide workforce health committees. Existing district-level staff wellness committees could easily be modified to include the required functions:

- Gathering and sharing resources for preventing and responding to STS, stress management, and other mental health issues available through the Office of Superintendent of Public Instruction (OSPI), the Educational Service Districts (ESDs), and School Employees' Benefits Board (SEBB).
- Sharing links to STS self-assessment tool and associated resources; and
- Reporting to the school board annually.

“We have to focus on being emotionally and mentally healthy, so we are better educators for children. We lead by who we are and how we feel.”

—Melinda Keberle, Principal Ridgeview Elementary, Spokane Public Schools.

Adding STS as topic for school and district staff and the school board will increase awareness, normalize the experience, and reduce stigma. For school districts that do not have a committee in place yet, [Kaiser Permanente](#) and the Alliance for a Healthier Generation both have free, downloadable toolkits and will be offering a webinar on the topic in August.

(3) Professional Learning: Certificated and classified staff and administrators need opportunities to build knowledge, practice self-care skills, and celebrate suc-

cesses. OSPI, ESDs, and SEBB will play a role in identifying and consolidating mental health resources that districts can share and make the information accessible to staff teams. Additional resources include the Resilience in the School Environment Initiative created by Kaiser Permanente and Healthier Generation. These are free online resources supporting staff wellbeing and STS prevention. The resources include a RISE Index and a staff wellbeing domain, which provides a simple, actionable way to identify and address gaps in your staff wellbeing program. Alliance for a Healthier Generation has also created a website specific to WA educators in support of SBH1363: <http://bit.ly/staffwellbeingWA>.

Ensuring the wellbeing of educators is a critical component to sustaining an effective workforce and promoting student outcomes. By implementing policy through strategic use of professional learning and a continuous improvement process, districts and schools can reduce staff turnover, improve student outcomes, and model healthy behaviors for the entire school community. SBH1363 serves as a blueprint for improving the overall health of the school community. Kaiser Permanente and the Alliance for a Healthier Generation are pleased to be part of the work driving the change.

Authors: Jill Patnode (Kaiser Permanente, Thriving Schools Manager); Elizabeth Cook (Alliance for a Healthier Generation, Senior Director); and Melissa Carpenter (Alliance for a Healthier Generation, RISE Program Manager)

Sources:

- Figley, C. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. New York, NY: Brunner-Routledge.
- Baicker, K. (March 12, 2020). [Stress-Busting Strategies for Educators](#). ASCD Express. 15(13)

WSSDA has developed **NEW Model Policy and Procedure 5515/5515P—Workforce Secondary Traumatic Stress**, which is an Essential Policy.

**MODEL POLICY AND
PROCEDURE
5515
5515P
Workforce Secondary
Traumatic Stress**

According to EdWeek Research Center's monthly COVID-19 survey (April 28-30 report) **92%** of teachers said teaching is more stressful now than prior to the pandemic (up from 81% a year ago).

LEGISLATION ADVANCES

EQUITY in schools

By Senator T'wina Nobles

“It takes a village” is one of the most concise and accurate ways to describe nurturing and educating youth. For parents and guardians, teachers, school staff, and administrators, this phrase is a daily practice. To be successful and meet their goals, youth need caring adults who pay attention to their needs. For students experiencing foster care, the typical toolbox may not be enough. Only 50% of Washington high school students in foster care graduate from high-school. This session, several pieces of legislation made it across the finish line to target that percentage. One such piece of legislation was a bill I sponsored. Senate Bill (SB) 5184. SB 5184 requires that every public school designate an on-site foster care point of contact who will be tasked with being a point person for all students experiencing foster care.

We can raise the graduation rates of students experiencing foster care by providing someone who sees and works with these students every single day, right at school. Previously, school districts were only required to have a district liaison. However, this individual did not see students daily, nor were they seeing the nuances of their environment—a crucial step that could not only help retention rates, but genuinely make a difference in the lives of these students.

According to federal statute, schools are already required to have a point of contact for students experiencing homelessness. In 2019, the Legislature passed SB 5324 to support students experiencing homelessness. SB 5324 requires each public K-12 school to establish a point of contact for youth experiencing homelessness—regardless of how many students experiencing homelessness are attending the school. OSPI has been required to provide best practices for choosing and training the building the point of contact. We know this model works.



Additionally, this work is already happening among educators and school staff. Going forward, educators will be recognized for taking on any extra work to support and care for our most vulnerable students. This recognition will be standardized for school districts across the state. We know that face-to-face contact helps students stay in school, and knowing they have an adult in the school building who is on their side will only help them further.

I know from personal experience that points of contact are vital to the success of students in foster care, a system I was placed in as a teenager. Among the programs and opportunities intended to support me, I had people looking out for me who were able to assess my needs and help meet them. Whether it was as simple as providing shoes when I wanted to participate in track or as complex as helping me discover transitional housing opportunities when I wanted to begin the journey of living on my own, they were there for me.

Students experiencing foster care also face a higher risk of poverty, homelessness, incarceration, early parenthood, and substance abuse when they leave the foster care system. My points of contact helped me not fall prey to many of these risks.

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As we continue to have conversations about advancing equity, there are clear deliverable ways in the form of legislation to turn those conversations into actions. My bill was not the only one directed at supporting our most vulnerable students. I voted in favor of the successfully passed House Bill (HB) 1176, which requires school districts that withhold a student's grades, diploma, and transcript for damaging property to release that information three years after the student exits the school district. This legislation addresses barriers to success that should be removed. The withholding of transcripts primarily affects low-income students and disproportionately affects students of color. Transcripts are withheld for minor offenses, and this creates a barrier to future success.

We also supported students by passing HB 1295, which addresses education in youth detention centers. About 40% of juvenile rehabilitation youth have been in foster care. It is our responsibility as lawmakers to disrupt the foster-care-to-incarceration pipeline. We know that currently, very few people who enter the juvenile rehabilitation system exit and graduate from high school. That is why I supported a bill that provides more resources to an under-resourced and unmonitored education system for incarcerated youth. Improving educational opportunities is foundational to ensuring that formerly incarcerated community members have what they need to be successful. I supported this bill because it creates a solid foundation for a better system to serve students and will remove barriers to student success.

This year our work was aimed at dismantling systemic barriers. While there is much work to be done to ensure every student has access to a meaningful education, we have added more tools to our educator's toolboxes for advancing equity in schools. As we return from the pandemic, knowing that many students were disengaged and disadvantaged, these measures are more important than ever. I look forward to continuing to engage with you

“As we continue to have conversations about advancing equity, there are clear deliverable ways in the form of legislation to turn those conversations into actions.”

in this ongoing work. After all, it will take all of us to ensure that our K-12 system provides each and every student the opportunities and supports they need.

Sen. Twina Nobles represents the 28th Legislative District. She brings two decades of experience in education and community leadership to her role as vice chair of the Early Learning & K-12 Education Committee as well as vice chair of the Higher Education & Workforce Development Committee.

Based on SB 5184 – K-12 Students in Foster Care, WSSDA has revised model policy and procedure **3116/3116P–Students in Foster Care**, which is an Encouraged Policy.

Based on SB 1176–Withholding of Transcripts and Diplomas, WSSDA has revised the following model policy and procedures: **2410P–High School Graduation Requirements Procedure**, which is the procedure for an Essential Policy; **2420–Grading and Progress Reports**, which is an Encouraged Policy; **3231/3231P–Student Records**, which is an Essential Policy; **3520/3520P–Student Records**; which is an Essential Policy; and **6800–Safety, Operations, and Maintenance of School Property**, which is a Discretionary Policy.

Based on HB 1295 – Students Released from Institutional Education Facilities, WSSDA has revised the following model procedures: **2402P–Language Arts Mastery-Based Credit Procedure**; **2403P–Math Mastery-Based Credit Procedure**; **2404P–Science Mastery-Based Credit**; **2405P–Social Studies Mastery-Based Credit**; and **2409P–World Languages Competency Procedure**. All of the policies revised based on HB 1295 are Encouraged Policies.



Legislating a brighter future for student success

by Representative April Berg

This is a tale of two new laws, both of which started as bills I introduced during my first session in the House of Representatives—and these laws were born from my time serving on two different school boards.

While a school board and the Legislature have a similar role in making policy, the process could not be more different. Instead of dealing with four other school board members, there are 97 other members of the House, 49 senators, the governor and his staff, and advocates weighing in with testimony.

I hope you find this information helpful as examples of how our democracy works in Olympia and how these two new laws will affect all of our students' success.

College in the High School (House Bill 1302)

Many bills start with an intent section spelling out the problem and goals for the legislation, and even when that isn't put down on paper, it's the first thing other lawmakers ask about when they say "what is the problem you are trying to solve?"

Just as budgets are moral documents, every piece of legislation is a reflection of our values and the bright future we envision for our communities.

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MODEL POLICY
2410P
High School Graduation Requirements

MODEL PROCEDURE
6700P
Nutrition, Health, and Physical Education

“ Just as budgets are moral documents, every piece of legislation is a reflection of our values and the bright future we envision for our communities. ”

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This bill was easy to explain because it involves a simple, fundamental value that we all share: equal credit for equal work.

Before this law passed, ninth graders taking College in the High School classes could get regular high school credit, but not the college credit that other students in higher grades got even when they were all taking the same class.

By fixing this flaw in our state laws, we upheld the notion that education must be accessible to every student, no matter their age or their family's income so that they can begin their professional development. If they're doing college-level work, they should get the same college credit as other students.

As I said on the floor of the House, helping students graduate high school with college credits helps them finish college earlier, and with less student debt. Dual credit programs like this are a cost-effective way to help students accomplish this goal.

With the passage of this law, we've opened up life-changing opportunities for students who want to go to college and families who are struggling to afford it. So what will this new law mean for school board directors?

Any high school that offers a College in the High School program must provide information about the program to all students in grades eight through twelve, along with the parents and guardians of students, so they know their options.

The information needs to include the following:

- that there is no fee for students to enroll in a program course to earn only high school credit, and that fees apply for students who choose to enroll in a course to earn both high school and college credit;
- a breakdown of those fees charged to earn college credit;
- notification that paying for college credit starts an official college transcript with the higher education institution involved, regardless of the final grade, and that the credit earned must still be transferred to another college or university;
- that charter and tribal schools are allowed to offer these programs.

The maximum fee for these courses is set at \$65 and adjusted each year for inflation. For families, College in the High School is one of the greatest bargains in education today. For all of us, it's an incredibly cost-effective investment in the students who participate.

Eliminating lunch copays (House Bill 1342)

Hungry students struggle to learn. Basic nutrition is not just about ensuring students have what they need to do well in school; it's a fundamental value of humanity. Before the pandemic, almost half of all Washington school children (just over 560,000) were enrolled in subsidized school meals, and one in six children lived in a food-insecure household. Families of color are 1.5 times more likely to go hungry.

COVID-19 only exacerbated this problem. Now, one in four children is living in a food-insecure household. Schools provided meals to all students during this crisis because it was necessary and the moral thing to do. By eliminating the reduced lunch copay, this new law allows us to continue feeding hungry students in every school district across our state.

There's a history of legislation helping hungry students in our public schools. We have eliminated the breakfast copay, implemented breakfast after the bell, and eliminated the lunch copay for K-3rd graders. To some, a 40-cent copay is a tiny barrier to overcome—yet any amount of money is a barrier when a student's pockets are completely empty. Our schools exist to help every student work toward their dreams, not to punish children if their family is struggling to get by.

We heard testimony from school district after school district about the effect of the copay on their students. They told us that even though students from kindergarten through third grade don't have a copay if they qualify for reduced lunch,



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“With the passage of this law, we've opened up life-changing opportunities for students who want to go to college and families who are struggling to afford it.”

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the problem was still quite real for students from fourth through twelfth grade.

And the science is compelling. Students who aren't hungry have improved math performance, stronger reading scores, fewer nurse visits, and better attendance. Eliminating this copay also reduces the hassle for schools having to administer the copay or collect on unpaid lunch debt.

So what will this new law mean for Washington public schools?

School breakfast and lunch programs are subsidized by the state and the U.S. Department of Agriculture. Families with an income at or below 130% of the federal poverty level are qualified for free lunch. Those between 130% and 185% of the poverty level can receive reduced-price meals, with the federal government requiring a standard copay of 30 cents for breakfast and 40 cents for lunch.

Beginning in the 2021-22 school year, any public school district with school lunch programs must eliminate copays for pre-K through twelfth grade students who qualify for reduced-price lunches. The State Superintendent of Public Instruction must allocate funding for this.

Closing thoughts

Passing any legislation is difficult. Neither of these bills would have become law without the hard work and advocacy of parents, school board members, and students. Thank you to everyone who helped push these two pieces of legislation through both chambers and onto the governor's desk. Our students appreciate it—and I hope you continue to stay involved.

Rep. April Berg (D-Mill Creek) serves on the Everett School Board and formerly served on the Edmonds School Board and City of Mill Creek Planning Commission. She sits on the House Education Committee and Local Government Committee, and she also serves as vice chair of the House Finance Committee.

WSSDA has revised **Model Policy 2410P–High School Graduation Requirements**. In response to HB 1302–College in the High School, WSSDA has revised Model Policy 2410P–High School Graduation Requirements, this an Essential Policy. In response to HB 1342–Eliminating Lunch Copays, WSSDA has revised **Model Procedure 6700P–Nutrition, Health, and Physical Education**, this is an Essential Policy.

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USING LAP FUNDS to meet STUDENT NEEDS



Photo by Allison Shelley for EDUimages

The Learning Assistance Program (LAP) is a state-funded program developed to provide supplemental instruction and services for public school students who are not meeting academic standards. For more than a decade, LAP has provided students with extra assistance in basic skills, such as reading, writing, and mathematics. During this past legislative session, our Legislature passed House Bill (HB) 1208, significantly increasing districts' local control of LAP funds. Specifically, HB 1208 enables school districts to focus on identifying and addressing deficits in students' basic skills resulting from or exacerbated by the COVID-19 pandemic.

Background

Initially, school districts were allowed to use LAP funds in a flexible manner to support students participating in the program. But over time, the Legislature restricted and established priorities for the use of LAP funds. For example, school districts were required to focus on addressing the reading needs of kindergarten through fourth grade stu-

dents before addressing other issues. Starting in the 2016-2017 school year, districts were also required to use a designated practice or strategy from one of the Menus of Best Practices and Strategies, published by the Office of Superintendent of Public Instruction (OSPI) or go through a process to obtain OSPI's approval for an alternative practice. To the extent that it was specified on OSPI's Menu of Best Practices and Strategies, school districts could partner with community-based or other out-of-school organizations to provide students with non-academic and social-emotional supports. However, districts were limited to using a maximum of 5% of their LAP funds on community partnerships for non-academic supports.

Starting in 2019, services included the Extended Learning Opportunities Program, which provided additional assistance to eligible eleventh and twelfth grade students who were not on track to meet local or state graduation requirements, and eighth grade students who needed additional assistance for a successful entry into high school.

Less Restrictive to Meet Needs Exacerbated by COVID-19

HB 1208 removes barriers to identifying eligible students and removes several restrictions on using LAP funds, thereby increasing its flexibility. This flexibility is crucial because starting immediately and continuing at least until September 1, 2025 or the end of the state of emergency based on COVID-19, whichever is later—districts must budget and expend LAP funds to address students' academic and non-academic needs resulting from and exacerbated by the COVID-19 pandemic.

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Photo by Allison Shelley for EDUimages

**MODEL POLICY
2108
Learning
Assistance
Program**

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**MODEL POLICY
2108
Learning
Assistance
Program**

HB 1208 changes how districts identify students eligible for LAP services. School districts are no longer required to use multiple measures of performance to identify students eligible for LAP services. Districts do need to use statewide, school, or district assessments or other performance measurement tools to identify eligible students who are students not meeting academic standards.

One of the former requirements that HB 1208 removes is that school districts initially focus on the reading needs of kindergarten through fourth grade students. Additionally, HB 1208 eliminates the requirement to use OSPI's Menu of Best Practices and Strategies when implementing LAP services. Your district certainly may continue to use LAP funds for students in the kindergarten through fourth grade bracket and may also continue to consider and use the Menu of Best Practices and Strategies, but you are no longer required to do so. Further, HB 1208 expanded the Extended Learning Opportunities Program to ninth and tenth grade students so that it is now available to eligible students between eighth and twelfth grades.

In addition to making community partnerships more feasible because districts are no longer limited to specifically listed strategies from the Menu of Best Practice, HB 1208 increases the maximum amount of the district's LAP allocation that your board can budget toward community partnerships. Specifically, instead of a maximum of 5%, districts may now use up to 15% of their LAP funds for non-academic supports for students through community partnerships. There is no prohibition on using your current LAP funds in the "traditional manner," in other words, using LAP funds to pay for supplemental academic instruction, but now you have greater flexibility for innovation through partnerships.

Any community partnership agreement must:

- Specify that LAP funds may only be used to provide direct supports and services to students;
- Clearly identify the academic, non-academic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139;
- Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.



Photo by Allison Shelley for EDUimages

Washington Integrated Student Supports Protocol Framework

As noted above, HB 1208 includes a transition period in which districts must focus on addressing needs created or exacerbated by COVID-19. Similarly, HB 1208 includes a transition period for how boards budget and expend their LAP funds. Beginning "as soon as possible" and continuing until at least until September 1, 2025, the legislation recommends that school boards begin budgeting and expending LAP funds using the Washington Integrated Student Supports Protocol (WISSP). After September 1, 2025, or after the end of the COVID-19 state of emergency, whichever is later, school boards must budget and expend LAP funds using the WISSP framework. In other words, using the WISSP framework to budget is currently recommended but optional. Later, using the WISSP framework will be mandatory.

Budgeting and expending LAP funding using WISSP includes these components: (1) conducting needs assessments, (2) integrating and coordinating supports, (3) establishing community partnerships, and (4) using data-driven decision making. This means that under the WISSP framework, before school boards engage in the budgeting process for expending LAP funds, they first conduct a needs assessment. To do so, school boards use data to map the resources of the school district, each school, and the community and identify gaps in the coordination and integration of academic and non-academic supports. The board then engages in strategic planning with community partners that addresses and prioritizes student needs based on those gaps.

In addition to the school board, each district school is expected to engage in a similar process and use data to determine the best ways to support students in an integrated and coordinated manner. Finally, this process is iterative – districts and schools need to review data, determine whether previous use of LAP funds improved students' academic achievement, and use that data to drive decisions about future uses of LAP funds.

To support your board in this work, WSSDA has revised **Model Policy 2108–Learning Assistance Program**, this is an Essential Policy.

Small Acts Can Make a Difference for Student Mental Health

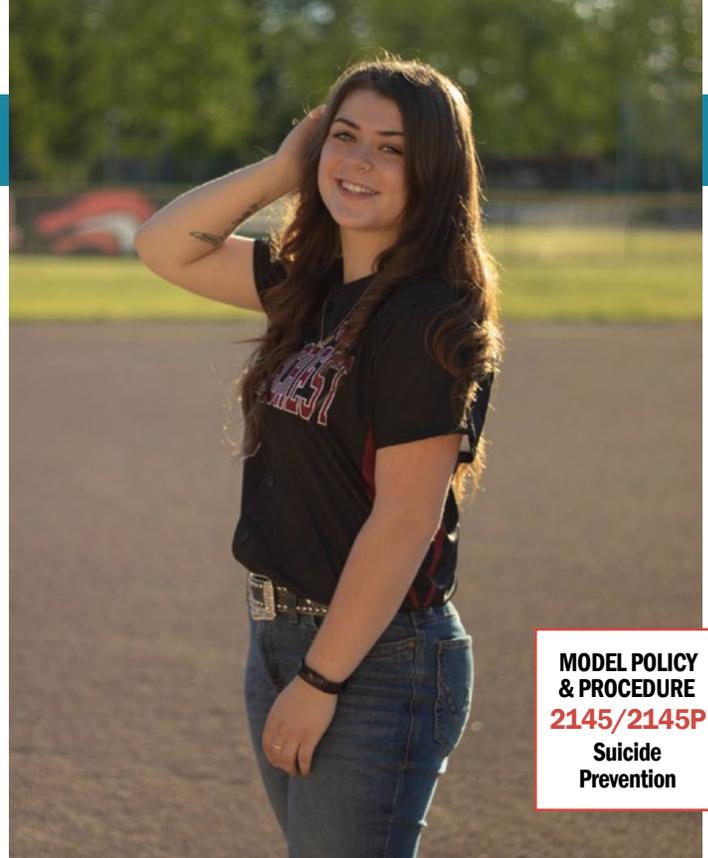
House Bill (HB) 1373—Behavioral Health requires every public school that maintains a website to publish on its website homepage the following information:

- The website address and phone number for one or more national suicide prevention organizations;
- The website address and phone number for one or more local, state, or national organizations specializing in suicide prevention or crisis intervention;
- The website address and phone number for one or more local, state, or national organizations specializing in depression, anxiety, or counseling for adolescents;
- The website address and phone number for one or more local, state, or national organizations specializing in eating disorders for adolescents;
- The website address and phone number for one or more local, state, or national organizations specializing in substance abuse for adolescents; and
- The website address and phone number for a mental health referral service that meets specified criteria.

Public schools may meet the website publishing requirements by posting a prominent link on their homepage. In response to HB 1373, WSSDA has revised **2145/2145P—Suicide Prevention**; this is an Encouraged Policy. We asked Sierra Owens, a student representative from the Riverview School Board for her reflections on the passage of HB 1373. Sierra was also a member of the statewide Suicide Prevent Workgroup, which formed in response to the legislation. The group also issued a report with recommendations for all school districts. The report and more information about the group are available at wssda.org/suicidepreventionworkgroup.

Note from Sierra

In my last two years serving as the student representative from the Riverview School Board, I found a strong passion for advocating for the needs of student mental health and how to bring more resources to our schools in Washington State. HB 1373 has been the second bill for which I have been asked to testify at the Capitol. This bill makes it neces-



**MODEL POLICY
& PROCEDURE
2145/2145P
Suicide
Prevention**

sary for Washington public school districts to publish mental health hotline information on their websites. It is simple and costs nothing, although it is something not every district has thought to do. It will make it easier for students to find these hotline numbers on an already well-known and safe space online.

In my own community, I have faced the hardships of losing many classmates and friends to suicide. Having faced hardships like this, seeing and feeling the torture of what mental health can do to people, I knew this opportunity was one I could not pass up. I wanted to help in any way possible. I know that to us students it is important for schools to prove that they want to help. A little step as simple as this can make a large impact and help students understand that the schools want to do more.

It was incredible to testify on HB 1373 and to be heard. This step—requiring suicide hotline information on district websites—is extremely important. I am fortunate enough to be in a district that already took the time to add the hotlines, but I know many other districts never thought to do so. Now it'll be certain that everyone can have access to helpful hotlines.

I hope my work from testifying on this bill and it being passed means it impacts other students to find help or to speak out and be the voice for others and start advocating for the many needs of student mental health. These small acts start to add up and make a difference. I'm excited to work on behalf of students getting the mental health resources we need. I cannot wait to see what other bills supporting us kids will get started in Washington and maybe even spread through the nation.



Photo by Allison Shelley for EDUimages



**MODEL POLICY
4311
School Security
Staff**

**MODEL
PROCEDURE
4311P (New)
School Security
Staff**

School **SAFETY** and **SECURITY** Services

As you might recall, in 2019, House Bill (HB) 1216—School Safety and Student Well-Being created a statewide School Resource Officer (SRO) program that defined an SRO, set boundaries on the SRO role, and mandated 12 topic areas for SRO training. HB 1216 also required a written agreement between school districts and their local law enforcement agency that provided for a complaint process for families that would be reviewed/renewed annually in a process that involved parents, students, and community members. Districts that wanted to implement an SRO needed to adhere to all of the requirements of HB 1216 starting in the 2020-2021 school year.

Before the 2020-2021 school year, public discourse was focused on interactions between law enforcement and persons of color, and many school districts were reevaluating SRO programs. When the 2020-2021

school year did arrive, it was a school year spent mostly off-campus. This past legislative session, our Legislature passed HB 1214—Public School Safety and Security Services, which expressly acknowledged that schools should be a place where all youth feel safe, and that security staff must not contribute to an unsafe environment for students of color. HB 1214 created several additional requirements for a school safety and security program while expanding who can serve in the safety and security role.

The Role

The 2019 legislation defined an SRO as a commissioned law enforcement officer with sworn authority to make arrests; who is deployed in community-oriented policing; and who is assigned by the employing police department or sheriff's office to work in schools to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K-12 schools. HB 1214 amended that definition to include the duty of “building positive

relationships with students.” Additionally, HB 1214 defines a new category of classified staff. Specifically, “safety and security staff,” which includes an SRO, a school security officer, a campus security officer, and any other commissioned or non-commissioned employee or contractor whose primary duty is to provide safety or security services for a public school. This expansion of the role to include non-commissioned security staff is significant as many schools do not have SROs but do have security staff.

Training

HB 1214 requires that safety and security staff complete training before working on school property when students are expected to be present. The law further requires that school districts and their contractors confirm that the staff completed the training. The training consists of a series established in HB 1214 and developed by the Educational Service District (ESDs) in collaboration with the State School

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“ HB 1214 requires that safety and security staff complete training before working on school property when students are expected to be present. The law further requires that school districts and their contractors confirm that the staff completed the training. ”

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Safety Center and the School Safety and Student Well-Being Advisory Committee. The prescribed training series requires two components for SROs and three components for other safety and security staff. These components include:

- Classroom training—all safety and security staff must complete classroom training within the first six months of working. The subjects of the classroom training mirror the existing 12 topic areas required in the 2019 legislation with the added topic area of restorative justice principles and practices.
- On-the-job training—all safety and security staff must complete two days of on-the-job training with experienced staff within the first year of working.
- Check-in training—safety and security staff who are not SROs must complete at least six check-in trainings with experienced staff within the first year of working.

Annual Presentation and Agreements

A new provision under HB 1214 emphasizes the importance of engaging with the whole school community.

“ HB 1214 requires that safety and security staff complete training before working on school property when students are expected to be present. The law further requires that school districts and their contractors confirm that the staff completed the training.”



HB 1214 specifies that at the beginning of each school year, school districts with safety and security staff must present to and discuss with students, and distribute to students' families, information about the role and responsibilities of safety and security staff. In addition, as noted above, the 2019 legislation required an agreement be in place between the school district and the local law enforcement agency. HB 1214 further specifies that the agreement, whether with a local law enforcement agency or a private security company, must be adopted using a process that involves parents, students, and community members and must include a jointly determined hiring, placement, and performance evaluation process. Another new requirement is that school districts must submit their agreements to the Office of Superintendent of Public Instruction (OSPI), and OSPI must make them publicly available.

Information Collection

Although the requirements from the 2019 legislation included information collection, it was difficult to implement because some of the data were available only to the school district, and some were available only to the law enforcement agency. HB 1214 establishes a different approach, specifically that school districts submit information to OSPI and that OSPI makes the

information publicly available. The information that school districts must collect and submit to OSPI includes:

- The total number of safety and security staff working in the district and in each school building and the number of days per week that each staff works;
- The name of any law enforcement agency or private organization with which the district has an agreement;
- A description of each incident where this staff was involved that resulted in student discipline, use of force against a student, or a student arrest, and certain information about the student;
- The number of complaints filed against this staff; and
- Other information required by OSPI. To the extent possible, this information must be disaggregated by certain categories, including race and ethnicity, gender, students in foster care, and students experiencing homelessness.

Based on HB 1214 and to ensure your district is compliant with statutory requirements, WSSDA has revised and renamed **Model Policy 4311 – School Security Staff**, and developed a NEW accompanying Procedure. This is an Essential policy for districts that will have a safety and security staff program. WSSDA has retired Model Form 4311F.

Computers and Devices

When Washington schools closed in March 2020, school districts quickly shifted to offering education in an on-line environment. Teachers adapted their lessons to be virtual using videoconferencing platforms and arranged for students to submit homework via email. Although the educational innovation was inspiring, the circumstances revealed digital deserts and disparities among districts and students. Awareness grew that all our students need internet-accessible devices plus support to develop digital skills and literacy to thrive in today's world.

In response, our Legislature passed House Bill (HB) 1365 – Computers and Devices. The purpose of this legislation is threefold:

1. To accelerate student access to learning devices and related goods and services
2. To expand training and technical assistance for using technology to support student learning
3. To build the capacity of schools and districts to support digital navigation services for students and their families.

Policy & Legal News will feature more detail about the impact of HB 1365 later this year. However, we wanted to bring your attention to a few items and give you the revisions to model policy as soon as possible.

Federal Dollars

The first matter for your immediate attention is that there is a time-sensitive opportunity for districts to receive federal dollars. The Federal Communications Commission (FCC) has an Emergency Connectivity Fund (ECF) that, for eligible schools, will cover reasonable costs for laptop and tablet computers, Wi-Fi hotspots, modems, routers, and broadband connectivity purchases for off-campus use by students and school staff. The initial ECF Program application filing window will open on

June 29, 2021, and close on August 13, 2021. You can find more information about this opportunity at:

<https://www.emergencyconnectivityfund.org/> and <https://www.fundsforlearning.com/ecf/>

Increase to Materials, Supplies, and Operating Costs

The next item to be aware of now is that beginning in the 2022-2023 school year, there will be a \$25 per student increase to the materials, Supplies, and Operating Costs (MSOC) rate for technology provided to support broadband connectivity. These funds may also be used for technology staffing. You can find more information about the MSOC increase in this OSPI Bulletin:

<https://www.k12.wa.us/sites/default/files/public/specialed/>

[monthlyupdates/2021-OSPI-SpEd-Leg-Session-Rept.pdf](#) And in WSSDA's April Leg-Reps-Learn: <https://www.wssda.org/wp-content/uploads/2021/04/Leg-Reps-Learn-April-2021.pdf>

Policy Revisions

Based on HB 1365 – Computers and Devices, WSSDA has revised **2021/2021P–Library Information and Technology Programs**, which is a Discretionary Policy, and **2022/20223P/ 2022F1/ 2022F2–Electronic Resources and Internet Safety**, which is an Encouraged Policy.

The revisions to model policy reflect that RCW 28A.650.010 now uses the term “learning device” instead of “network,” and the statute no longer defines “education technology.” The revisions also reflect new requirements for district library services and include a description of how the library information and technology programs will provide technology consultation, procurement, and training as prescribed in HB 1365. Lastly, the revisions include that the district will cooperate with OSPI to provide demographic, distribution, and other data, related to technology initiatives.





Equity Training

for School Boards Under SB 5044

By Tricia Lubach,
WSSDA Director of
Leadership
Development

As any parent of more than one child can attest, different children—even those from the same household—have different needs. Equity in education is about that simple and instinctive understanding that each student needs different supports to be successful, and that the same student may need extra support in one area but not in another.

Indeed, the educational system in the U.S. has long supported additional funding and other supports for those students who have additional or other needs that leave them less academically successful. For example, federal Title I and Individuals with Disabilities Education Act (IDEA) funding provide and/or supplement state K-12 funding to support students with identified needs.

In 2019, the WSSDA membership codified its [commitment to equity](#) in education as a permanent position, confirming that “Equity is foundational to the work of WSSDA. Educational equity can only exist when a student’s level of opportunity and achievement cannot be predicted based on race, characteristics, or circumstances. Therefore, we must identify and eliminate any discriminatory practices and prejudices within our state’s public education system.”

WSSDA has long supported school directors and boards in their goals to seek educational equity for their students and close opportunity gaps within their districts and across the state. The WSSDA board and membership in 2017 adopted as one of its foundational beliefs that “focusing on and addressing educational equity is paramount to assure the achievement of each and every student.”

That commitment now has the weight of state law behind it with the passing of Senate Bill (SB) 5044, “AN ACT Relating to equity, cultural competency, and dismantling institutional racism in the public school system.” This bill was passed by the Washington state Legislature and signed into law by the governor in April 2021.

Section 1 of the law states its objectives:

1. *The legislature finds that state resources have been invested to:*
 - a. *Identify model standards for cultural competency*
 - b. *Incorporate these cultural competency standards into both the standards for effective teaching and the standards of practice for paraeducators*
 - c. *Develop cultural competency training programs for school district staff from paraeducators to administrators*
 - d. *Develop a plan for the creation and delivery of cultural competency training for school board directors and superintendents.*
2. *The legislature plans to continue the important work of dismantling institutional racism in public schools and recognizes the importance of increasing equity, diversity, inclusion, antiracism and cultural competency training throughout the entire public school system by providing training programs for classified staff, certificated instructional staff, certificated administrative staff, superintendents, and school directors that will be provided in an ongoing manner*

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Within the sections related to training for school directors, WSSDA is identified in Section 5 as the organization responsible to:

1. *Identify or develop and periodically update governance training programs that align with the cultural competency, diversity, equity, and inclusion standards for school director governance developed under section 3 of this act. The governance training programs must also include building government-to-government relationships with federally recognized tribes, multicultural education, and principles of English language acquisition. Governance training programs may be developed in collaboration with other entities.*
2. *Beginning with the 2022 calendar year, the Washington State School Directors' Association shall provide a governance training program identified or developed under subsection (1) of this section at the frequency necessary for school directors to meet the requirement in section 7 of this act.*

Additional responsibilities under the law include WSSDA collaborating with other education partners, including the Professional Educator Standards Board (PESB) and the Educational Opportunity Gap Oversight Advisory Committee (EOGOAC), in the development of standards and training that are aligned with those of educators. It is important to note that this **bill relates only to professional development for the adults in the system and has no component of training or curriculum for students.**

WSSDA is well into this work, having initiated development of WSSDA's OnBoard Professional Learning System for School Directors several years ago. This training framework weaves equity across all areas of training, from finance to strategic planning to district oversight. Additionally, the OnBoard framework includes specific courses that explore what equity means, how it differs from equality, why it creates better student outcomes, and what the role of the board is in prioritizing and supporting equitable practices.

With the learning experiences offered through OnBoard, WSSDA will fulfill its professional development role for its members under SB 5044.

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“ WSSDA has long supported school directors and boards in their goals to seek educational equity for their students and close opportunity gaps within their districts and across the state. ”

SIDEBAR

What do these words mean?

The following definitions are provided in SB 5044:

- **Diversity** describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences;
- **Equity** includes developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals, and also includes eliminating barriers that prevent the full participation of individuals and groups; and
- **Inclusion** describes intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.
- **Cultural Competency** includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students. **Culturally Competent** educational leaders have a mindset and behaviors that enable them to foster policies and practices that provide the opportunity to effectively engage with and serve diverse students, educators and community members.



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What does this mean for you as a school director? It is important for school directors to become more knowledgeable about equity, diversity, inclusion and cultural proficiency as a first step toward ensuring educational equity within your school district. It is also a required training for school directors, comparable to Open Government Training. While this framework is still under development, in November, school directors will have their first opportunity to attend OnBoard equity training per SB 5044 at the 2021 WSSDA Annual Conference. Then, in 2022, there will be multiple training opportunities available across the state.

Based on SB 5044, WSSDA has revised **Model Policy 1822–Training and Development for Board Members**; this is a Discretionary Policy. In addition to identifying and requiring training for board directors, SB 5044 prescribes equity training for staff. Separate legislation from 2019, SB 5082–Social Emotional Learning, identified and prescribed professional training for staff related to social emotional learning. Based on the SB 5082, WSSDA has revised **Model Policy and Procedure 5520/5520P–Staff Development**; this is a Discretionary Policy.



“When disparities are evident in the academic outcomes between groups of students, school boards have the obligation to study why those gaps exist and support policies and practices that close them.”

SIDEBAR cont'd

Why is there such a big focus on “equity in education?” Shouldn’t we just treat all students equally?

School districts regularly review data broken out by race and/or other demographic traits (i.e. disaggregated data) to understand which students are more successful or less successful academically. **Observing the differences in performance can help identify underserved groups of students.** Reviewing non-academic data also helps identify areas for improvement. For example, data shows that disciplinary actions are applied unevenly to student groups, even for the same behavior or infraction.

Nationally and in Washington state, gaps in service, support, and opportunity exist for a variety of student groups. **The groups that experience those gaps most acutely are:**

- Students from low-income households
- Students with disabilities
- Students experiencing homelessness
- Students in foster care
- Students who are English-language learners
- Students of different races and/or ethnicities

Washington state student data shows **significant disparities in a variety of student outcomes**, including academic assessments, student discipline, readiness for kindergarten, graduation rates, placement in advanced coursework, and college attendance after graduation. When disparities are evident in the academic outcomes between groups of students, school boards have the obligation to study why those gaps exist and support policies and practices that close them. The school board-superintendent team cannot address the disparities if they don’t identify, discuss, evaluate, and work together to mitigate them.



OTHER UPDATES

Policy and Procedure **3122/3122P** –Excused and Unexcused Absence

Category: **ESSENTIAL**

WSSDA has revised this policy and procedure to reflect HB 1113–Concerning School Attendance. There are two primary impacts for districts, and they are both effective August 1, 2021. The first change is that districts must not file truancy petitions earlier than 7 unexcused absences in a month (as opposed to the previous 5) and no later than 15 unexcused absences in a school year (as opposed to the previous 10). The second change is that Community Truancy Board is renamed to Community Engagement Board.

Please note that OSPI is currently engaged in the permanent rule-making process. Once that process is finished, further revision to 3112/3112P may be needed to reflect the finalized definitions as established by the permanent rule. When the permanent rules are adopted, further revision to this policy and procedure to reflect the finalized definitions as established by the permanent rules may be needed.

Procedure **5011/5011P** –Sexual Harassment of District Staff Prohibited

Category: **ESSENTIAL**

WSSDA has updated this policy and procedure based on the 2020 Title IX final rules. Please note, however, the Department of Education (DOE) is planning some type of action with regard to these rules. President Biden has issued an [executive order](#) requiring the DOE to conduct a comprehensive review of the 2020 final rule. This review could result in suspension, revision, and/or rescission of the 2020 final rule, and a new rulemaking process.

This April 6, 2021 [letter to stakeholders](#) from the assistant secretary of education solicits feedback and comments, and there was a [virtual public hearing](#) the week of June 7-11, 2021 that will inform that review and might offer hints at the DOE's thinking. So, although the 2020 final rule is still in effect, we may anticipate changes soon. Given the likelihood of DOE action, our revision to model policy is minimal. Rather than inserting the full language of the 2020 Title IX rules, the current revision incorporates a reference to the updated procedures and definitions in model policy and procedure 3205/3205P–Sexual Harassment of Students Prohibited.w



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VISION

All Washington School Directors effectively govern to ensure each and every student has what they need to be successful within our state's public education system.

MISSION

WSSDA builds leaders by empowering its members with tools, knowledge and skills to govern with excellence and advocate for public education.

BELIEFS

WSSDA believes:

- Public education is the foundation to the creation of our citizenry, and locally elected school boards are the foundation to the success of public education.
- High-functioning, locally elected school boards are essential to create the foundation for successfully impacting the learning, development and achievement of each and every student.
- Ethical, effective and knowledgeable school directors are essential for quality public schools.
- Focusing on and addressing educational equity is paramount to assure the achievement of each and every student.
- Public school directors are best served through an innovative, responsive and flexible organization which provides exceptional leadership, professional learning and services in governance, policy, and advocacy.

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Registration is open: WSSDA 2021 LAW CONFERENCE



COME LEARN:

Engage with experienced school law attorneys on the pressing legal issues facing public school districts. Each year, the content of Law Conference changes according to the emerging hot topics.

WHEN AND WHERE:

Hyatt Regency Hotel, Bellevue WA
November 18, 11:00 a.m. – 4:30p.m.
(limited to 60 registrants)